

Jones County School District

1st 9 weeks Assessment Blueprint 2013-2014

Grade/Subject Level: 2nd Language Arts

Team Members: _____

Creating Summative / District Benchmark Tests

Weeks	Standard Reading Literature Reading Info. Writing Language Speaking/Listening	Formative, Summative, or Both	Formative type assessment (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	Summative type Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	Sample Test Item Use Stem Questions to increase rigor for items not found in ELS test bank. (See pages 32-34 on International Center for Leadership in Education Guide.)
	FIRST NINE WEEKS				
	L.2.1a.1 Identify nouns (singular, plural, common, proper, possessive, & collective)	Both	a noun scavenger hunt using newspapers	Multiple choice, circle nouns in sentences	Identify the noun in the sentence.
	L.2.2a.1 Identify and capitalize proper nouns (holidays, product names, and geographic names)	Both	Locate and identify proper and common nouns using magazines, editing sentences	Multiple choice, identify proper nouns in sentence, create a sentence which includes proper nouns	Write a sentence that has 2 proper nouns.

	L.2.2b.1 Identify greetings and closings of letters.	Both	Students will locate the greeting and closing of a letter.	Point and identify greeting and closing	What greeting would you use if you were writing a letter to your Aunt Sarah? What closing would you use?
	L.2.4a.1 Use context clues to understand the meaning of unknown words.	Both	Small group- Analyze a sentence and determine meaning of an unknown word	Vocabulary and cold reads	Given a sentence, student will define the meaning of an underline word
	L.2.4d.1 Form a compound word. L.2.4d.2 Predict a meaning of a compound word.	Both	Small group, exit ticket, matching	Multiple choice, matching	Create a compound word and use it in a sentence.
	L.2.4e.1 Know the difference between a glossary and a dictionary, print, & digital. L.2.4e.2 Use a glossary and a beginning dictionary (print & digital) to understand words.	Both	Small group, Individually demonstrate by pointing to correct one	Give a sample page, student will recognize and identify guide words, and meaning of a word	Give a sample page, student will recognize and identify guide words, and meaning of a word
	L.2.5 Demonstrate (through descriptive writing) how to use appropriate words forming exact images, & appropriate word relationships/nuances. L.2.5a.1 Apply real-life situations between words and their use (foods that are spicy).	Both	describe a picture or an object, Small group, hands-on putting appropriate adjectives with nouns	multiple choice, write a descriptive paragraph	Student will be given an object and will write a descriptive paragraph about it.
	SECOND NINE WEEKS				
	L.2.1.b 1 Spell and use irregular plural nouns. (feet, children, teeth, mice)	Both	Exit tickets, dry erase boards, small groups-match singular and plural	Short Answer, matching	What is the irregular plural noun for tooth?

	L.2.2 b.2 Use commas in greetings and closings of letters.	Both	Write a letter.	Multiple Choice, Demonstrate by showing where commas are needed	What greeting would you use if you were writing to your Aunt Sarah?
	L.2.2c.1 Distinguish between a contraction & a possessive.	Both	Hands-on placement of apostrophes in words written on white board, read a phrase and identify the poss. noun	Short answer – Identify the 2 words that make contraction.	Match the 2 words with the contraction. Example: The ball belonging to the cat- the cat's ball
	L.2.2e.1 Use reference materials such as a dictionary to check correct spelling.	Formative	Use Saxon Phonics Spelling Dictionaries.	Teacher observation	Use Saxon dictionary to look up words when unsure of spelling.
	L.2.2.4b.1 Identify prefixes. L.2.2.4b.2 Add a prefix to create a new word. L.2.2.4b.3 Determine the meaning of a new word when a prefix is added. L.2.2.4c.1 Identify root/base words. L.2.2.4c.2 Use root words to determine the meaning of an unknown word with the same root.	Both	Teacher observation, small group, file folder games, Saxon Phonics lesson	Short answer, hands-on, Multiple Choice, a word hunt in a newspaper, book, or story.	Which word means not happy? Create a word using a prefix. Identify the base word.
	L.2.5 Demonstrate (through descriptive writing) how to use appropriate words forming exact images, & appropriate word relationships/nuances. L.2.5a.1 Apply real-life situations between words and their use (foods that are spicy).	Both	describe a picture or an object, Small group, hands-on putting appropriate adjectives with nouns	multiple choice, write a descriptive paragraph	Student will be given an object and will write a descriptive paragraph about it.
	L.2.5b.1 Identify and use synonyms.	Both	White boards, exit tickets, card games, popsicle stick match game	Multiple choice, short answer	What is a synonym for the word small? Students will create synonyms.
	THIRD NINE WEEKS				

	<p>L.2.1a.2 Use collective nouns.</p> <p>Example: gaggle of geese, pride of lions, a dozen eggs, a bunch of bananas, herd of sheep</p>	Both	<p>Computer games: Compass Odyssey, dry erase boards</p>	Matching	Identify the collective noun in the sentence
	<p>L.2.1c.1 Identify reflexive pronouns (myself, ourselves) L.2.1c.2 Use reflexive pronouns</p>	Both	<p>Dry erase boards, thumbs up, exit tickets, multiple choice, orally read and identify reflexive pronoun</p>	Multiple Choice	Students will identify by circling the reflexive pronouns in sentences.
	<p>L.2.1d.1 Identify past tense irregular verbs (sat, hid, told) L.2.1d.2 Form and use irregular verbs.</p>	Both	<p>Dry erase boards, thumbs up, exit tickets, multiple choice</p>	Multiple Choice, short answer	Change verb tense.
	<p>L.2.1f.1 Write a simple and a compound sentence. L.2.1f.2 Write compound sentences. L.2.1f.3 Expand and rearrange simple and compound sentences.</p>	Both	<p>Dry erase boards, journal writing</p>	Write a simple and a compound sentence.	Write a simple and a compound sentence.
	<p>L.2.3a.1 Identify formal writing. L.2.3a.2 Identify informal writing. L.2.3a.3 Compare 2 passages on the same topic-one written formally & 1 written informally. L.2.3a.4 Know when to use formal & informal English.</p>	Both	<p>Double Bubble Map</p>	<p>Given a short passage, TSW Identify whether formal or informal writing looking for key words to help them</p>	<p>Given a short passage, TSW Identify whether formal or informal writing looking for key words to help them</p>
	<p>L.2.4a.1 Use context clues to understand the meaning of unknown words.</p>	Both	<p>Small group- Analyze a sentence and determine meaning of an unknown word</p>	<p>Vocabulary and cold reads</p>	<p>Given a sentence, student will define the meaning of an underline word</p>
	<p>L.2.4b.4 Determine the meaning of a new word when a known affix is added to a known word. Example: fearless, unable, preheat</p>	Both	<p>Teacher observation, small group, file folder games, Saxon Phonics lesson</p>	<p>Short answer, hands-on, Multiple Choice, a word hunt in a newspaper, book, or story.</p>	<p>Which word means not happy? Create a word using a prefix. Identify the base word.</p>

	L.2.4e.2 Use a glossary and a beginning dictionary (print & digital) to understand words.	Both	Demonstrate using Mimio, use the glossary in reader to locate vocabulary words	Hands-on, glossary page where student will identify words and their meaning	Student will identify words and their meanings using a glossary page
	L.2.5 Demonstrate (through descriptive writing) how to use appropriate words forming exact images, & appropriate word relationships/nuances.	Both	describe a picture or an object, Small group, hands-on putting appropriate adjectives with nouns	multiple choice, write a descriptive paragraph	Student will be given an object and will write a descriptive paragraph about it.
	L.2.6.1 Use descriptive vocabulary to communicate (through conversation, reading, & being read to) Example: When other kids are happy that makes me happy.	Formative	Teacher observation		No written assessment
	FOURTH NINE WEEKS				
	L.2.1a.2 Use collective nouns.	Both	Computer games: Compass Odyssey, dry erase boards	Matching	Identify the collective noun in the sentence
	L.2.1e.1 Identify an adjective and its use.	Both	describe a picture or an object, Small group, hands-on putting appropriate adjectives with nouns	Select or identify the adjectives in a sentence	Use Bubble Map noun in middle - students will name 5 or more adjectives describing the noun.
	L.2.1e.2 Identify an adverb and its use. L.2.1e.3 Choose correctly between an adjective and adverb for a modifier.	Both	1 student draws a verb from a bag & acts it out. TSW describe how the action is being done. (quickly, slowly)	Locate the adverb in a sentence and draw an arrow to the verb that it is describing/modifying	Locate the adverb in a sentence and draw an arrow to the verb that it is describing.

	L.2.1f.2 Write compound sentences. L.2.1f.3 Expand and rearrange simple and compound sentences.	Both	Dry erase boards, journal writing	Write a compound sentence.	TSW be given a simple sentence and make into a compound sentence.
	L.2.2e.1 Use reference materials (such as a dictionary-print & digital) to check incorrect spelling.	Both	Use Saxon Phonics Spelling Dictionaries.	Teacher Observation	Use Saxon dictionary to look up words when unsure of spelling.
	L.2.3a.4 Know when to use formal and informal English.	Both	Double Bubble Map	Given a short passage, TSW Identify whether formal or informal writing looking for key words to help them	Given a short passage, TSW Identify whether formal or informal writing looking for key words to help them
	L.2.4b.4 Determine the meaning of the new word when a known affix is added to a known word.	Both	Teacher observation, small group, file folder games, Saxon Phonics lesson	Short answer, hands-on, Multiple Choice, a word hunt in a newspaper, book, or story.	Which word means not happy? Create a word using a prefix. Identify the base word.
	L.2.5 Demonstrate through descriptive writing how to use appropriate words forming exact images & appropriate word relationships/nuances.	Both	describe a picture or an object, Small group, hands-on putting appropriate adjectives with nouns	multiple choice, write a descriptive paragraph	Student will be given an object and will write a descriptive paragraph about it.

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