

Portales Municipal Schools
CURRICULUM MAP

Subject:	Spanish Language Arts		2010-11	Grade Level:	2 nd Grade
Essential Question: How will students prove mastery of their comprehension of reading and listening at their grade level? How will students prove mastery of writing and speaking with expression at their grade level? How will students prove mastery of literature and media at their grade level?					
Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
1st Nine Weeks	I. READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.				
	I-A. Listen to, read, react to, and retell information	I-A: 1. Independently recall facts and detail in text. (R)	Read Grade Level Text Read Independent Level Text Sequence of Events Summarize Use Reference Materials Main Idea Make Inferences	- <i>Story Grammar Yammer (C.007)</i> : The students will identify story elements using a story grammar organizer. - <i>Assessment</i> : Completed graphic organizer and teacher observation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the comprehension, part one.
	Color Key: Introduce Review Master	I-A: 2. Increase vocabulary through reading, listening, and interacting. (R)	Read Grade Level Text Read Independent Level Text Character Cause and Effect Inflectional Endings Compound Words Prefixes Context Clues Vocabulary	- <i>Word Express (V. 034)</i> : The students will identify the meaning of words in context by responding to questions about vocabulary. - <i>Assessment</i> : Completed graphic organizer and teacher observation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the vocabulary, part five.
I-B. Locate and use a variety of resources to acquire information across the curriculum		I-B: 1. Identify and use appropriate sources of information to accomplish a specific learning task. (I)	Non-Fiction Short Vowels Long Vowels Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy	- <i>Using Guide Words</i> : The students will use a Guide Word Hoops activity to identify placement of spelling/vocabulary words to understand how guide words	Guide Word Activity: http://www.ilovethatteachingidea.com/ideas/Slam-dunk%20guide%20words.pdf

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1st Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master			/âr/: are /ôr/: ore, or /ir/: ear Use Reference Materials Read Grade Level Text Parts of a Book Using the Internet Graphic Aids Vocabulary	help students find information in a dictionary. <i>-Assessment:</i> Teacher observation and graphic organizer completion	
		I-B: 2. Use print and electronic resources to access information (e.g., images, sound, text, video). (I)	Non-Fiction Reference Materials Using the Internet	<i>-Hunt the Fact Monster Activities:</i> The students will use the internet by finding details on-line through the hunt the monster activities and completing hunt the facts activity sheet. <i>-Assessment:</i> Completed worksheet	Hunt the Fact Monster Activities: http://www.education-world.com/a_lesson/factmonster/pdfs/factmonster001a.pdf
		I-B: 3. Select an appropriate format to locate, gather, access, record, organize, and present information. (I)	Non-Fiction Use Reference Materials	<i>-United States Monuments Webquest:</i> The students will explore the six major monuments in America and create a visual representation of each monument. Students will also synthesize the information they have learned about monuments in	United States Monuments Webquest: http://www.mtmercy.edu/college/webquest/home.htm

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				order to create a monument about them. <i>-Assessment:</i> Completed webquest and teacher observation	
1st Nine Weeks	I-C. Demonstrate critical thinking skills to comprehend written, spoken, and visual information	I-C: 1. Pose possible How, Why, and What If questions to understand and/or interpret texts. (R)	Make Predictions Story Elements Problem and Solution Realistic Fiction Main Idea Character Cause and Effect Sequence of Events Read Grade Level Text Read Independent Level Text	<i>-Understanding the Five W's:</i> The students will answer the Five W questions about a story in order to understand the types of questions. <i>-Assessment:</i> Completed graphic organizer and teacher observation	http://www.eduplace.com/graphic_organizer/ -Five W's Chart
Color Key: Introduce Review Master		I-C: 2. Recognize own difficulty in comprehending text. (R)	Baldrige Data Folders MAPS Assessment DIBELS Progress Monitors	<i>-Baldrige Data Folders:</i> The students will chart their scores and progress of their classroom assessments. <i>-MAPS Assessment:</i> The students will review their MAPPS scores and diagnosis to determine areas of need. <i>-DIBELS Progress Monitors:</i> The students will discuss their scores and goals with	Baldrige Data Folders MAPS Assessment DIBELS Progress Monitors

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1st Nine Weeks <hr style="width: 50%; margin: 10px auto;"/> Color Key: Introduce Review Master				their teacher after every progress monitor in order to create understanding of goal and strategies that need to be implemented in order to allow them to reach their goals.	
		I-C: 3. Discuss similarities and differences in events and characters across stories. (R)	Read Independent Level Text Compare and Contrast	<i>-Character Characteristics (C.001):</i> The students will describe characters using a graphic organizer focused on character traits. <i>-Assessment:</i> Completed graphic organizer and teacher observation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the comprehension, part one.
		I-C: 4. Interpret information from diagrams, charts, and graphs. (R)	Read Grade Level Text Graphic Aids	<i>-New Americans in Texas:</i> Using the information from the story regarding how many immigrants from each country live in Texas, the students will create a tally table, pictograph, or line graph to interpret information from the text. <i>-Assessment:</i> Student created graph or table.	<i>-New Americans in Texas</i> By Ken Lee

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1st Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master	I-D. Acquire reading strategies	I-D: 1. Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words). (R)	Read Independent Level Text Long Vowels Short Vowels Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /ir/: ear Segmenting Blending Fluency Writing Letter Substitution Read Grade Level Text Read Independent Level Text	<i>-Diphthong-O (P.024):</i> The students will identify variant correspondences in words through diphthongs by playing a bingo-type game. <i>-Assessment:</i> Teacher observation and student participation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Phonics, part three. (all variant correspondence activities are wonderful resources for this performance standard.)
		I-D: 2. Read most high-frequency and irregularly spelled words. (I)	Read Grade Level Text Read Independent Level Text Vocabulary	<i>-Pass the Word (F.009):</i> The students will gain speed and accuracy in reading words by taking turns reading word cards in a timed group activity. <i>-Assessment:</i> Teacher observation and student participation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Fluency, part three.

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
1st Nine Weeks		I-D: 3. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels. (R)	Short Vowels Long Vowels Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /îr/: ear Segmenting Blending Fluency Writing Letter Substitution	- <i>Map-A-Word (P.006)</i> : The students will segment phonemes in words orally and write corresponding letters on spaces in Elkonin Boxes. - <i>Assessment</i> : Completed graphic organizer and teacher observation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Phonics, part one.
Color Key: Introduce Review Master		I-D: 4. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently. (I)	Inflectional Endings Context Clues Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /îr/: ear Compound Words Prefixes Character Summarize Use Reference Materials Main Idea Make Inferences Cause and Effect	- <i>Main Idea in 10 Words or Less</i> : Students will analyze a text in order to state a main idea that has ten words or less. - <i>Assessment</i> : Student product - <i>Sum Summary (C. 031)</i> : Students will summarize text using a graphic organizer - <i>Assessment</i> : Completed graphic organizer and teacher observation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part four

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1st Nine Weeks			Sequence of Events Read Grade Level Text Read Independent Level Text Vocabulary		
		I-D: 5. Read aloud with fluency and comprehension grade-level text. (I)	Read Independent Level Text	- <i>Guided Reading</i> : Students will read orally with fluency and prove comprehension through discussion - <i>Assessment</i> : Teacher observation and participation	
Color Key: Introduce Review Master		I-D: 6. Increase vocabulary through reading, listening, and interacting. (R)	Inflectional Endings Context Clue Prefixes Read Grade Level Text Read Independent Level Text Vocabulary	<i>Oral Language Vocabulary</i> - Students will understand the meaning of words using pictures. The students will listen to a story and retell the story using the retelling picture cards. - <i>Assessment</i> : Teacher observation and participation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Vocabulary, part two
		I-D: 7. Recognize and express difficulty in comprehending text. (I)	Baldrige Data Folders Selection Tests DIBELS Progress Monitors	- <i>Baldrige Data Folders</i> : The students will chart their scores and progress of their classroom assessments. - <i>MAPS Assessment</i> : The students will review their	

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1st Nine Weeks				MAPS scores and diagnosis to determine areas of need. <i>-DIBELS Progress Monitors:</i> The students will discuss their scores and goals with their teacher after every progress monitor in order to create understanding of goal and strategies that need to be implemented in order to allow them to reach their goals.	
Color Key: Introduce Review Master	Standard II: WRITING AND SPEAKING FOR EXPRESSION: Students will communicate effectively through speaking and writing.				
	II-A. Demonstrate competence in speaking to convey information.	II-A: 1. Increase vocabulary by listening and discussing responses to literature that is read and heard. (R)	Read Grade Level Text Read Independent Level Text Vocabulary	<i>-Listening Center:</i> Students will listen to audio text and respond to comprehension questions. <i>-Assessment:</i> Student product	Macmillan McGraw-Hill audio stories
		II-A: 2. Explain and describe new concepts and information in own words. (R)	Make Predictions Story Elements Problem and Solution Character Summarize	<i>-Shared Writing:</i> Students will brainstorm and write a collective narrative. <i>-Assessment:</i> Shared writing product	Schaffer Scope and Sequence

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1st Nine Weeks <hr/> Color Key: Introduce Review Master			Use Reference Materials Parts of a Book Make Inferences Using the Internet Graphic Aids Vocabulary Realistic Fiction		
		II-A: 3. Use oral communication to identify, organize, and analyze information. (R)	Inflectional Endings Problem and Solution Context Clues Compound Words Prefixes Character Summarize Use Reference Materials Main Idea Character Cause and Effect Sequence of Events Make Inferences Read Grade Level Text Read Independent Level Text	<i>-Book Report:</i> Students will read a text then analyze the text through a student friendly book report. <i>-Assessment:</i> Presentation of book report and student product	
		II-A: 4. Respond appropriately when participating in discussions by adapting language	Make Predictions Inflectional Endings Context Clues Compound Words Realistic Fiction	<i>-Literacy Circles:</i> Students will hold a job as discussion director, word finder, connector, or illustrator. Discussion director creates	Literacy Circle Examples: www.readwritethink.org

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1st Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master		and non-verbal behaviors to a situation. (I)	Prefixes Character Summarize Use Reference Materials Read Independent Level Text Text Vocabulary	higher level questions. The word finder found definitions from a dictionary. The connector created connections between the text and self. The illustrator created a title page including the author, illustrator, and picture. <i>-Assessment:</i> Student packet of each job.	
		II-A: 5. Identify and select an appropriate method to communicate relevant to the audience and purpose. (I)	Schaffer Writing	<i>-TAPP (Topic, Audience, Purpose, and Plan):</i> Students will determine their plan for discussion using the TAPP planning model. <i>-Assessment:</i> Student product	Jane Schaffer Writing Program
		II-A: 6. Read aloud with fluency and comprehension grade-level text. (I)	Read Grade Level Text Read Independent Level Text	<i>-Guided Reading:</i> Students will read orally with fluency and prove comprehension through discussion <i>-Assessment:</i> Teacher observation and participation	

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1st Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master	II-B. Apply grammatical and language conventions to communicate	II-B: 1. Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions. (I)	Sentence Combining Nouns Proper Nouns	<i>-Spelling Sentences:</i> Students will create sentences using spelling words in order to increase comprehension of words. <i>-Assessment:</i> Student product	
		II-B: 2. Spell correctly using: <ul style="list-style-type: none"> • Previously studied words • Spelling patterns • Analysis of sounds (I) 	Short Vowels Long Vowels Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /ir/: ear	<i>-Write the Word 3 times each:</i> Students will practice writing words to increase knowledge of spelling patterns. <i>-Build-a-Word:</i> Students will begin spelling the word by adding a letter (r, ru,run) in order to increase knowledge of spelling patterns. <i>-Draw-A-Word:</i> Students will draw a picture to represent the meaning of the spelling word. <i>-Assessment:</i> Student product	

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1st Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master		II-B: 3. Identify format and mechanics in own writing. (I)	Statements and Questions Commands and Exclamations Subjects Predicates Sentence Combining Nouns Plural Nouns Proper Nouns	<i>-Spelling Sentences:</i> Students will create sentences using spelling words in order to increase comprehension of words. <i>-Assessment:</i> Student product	
		II-B: 4. Use capitalization, punctuation, and paragraphs in own writing. (I)	Statements and Questions Commands and Exclamations Subjects Predicates Sentence Combining Nouns Plural Nouns Proper Nouns	<i>-Sentence Dictation:</i> Students will listen to a sentence read orally and write the sentence with correct punctuation, capitalization, and spelling. <i>-Assessment:</i> Student product	
		II-B: 5. Use subject, predicate, and modifiers in sentences. (I)	Daily Oral Language Writing Sentences	<i>-Spelling Sentences:</i> Students will create sentences using spelling words in order to increase comprehension of words. <i>-Assessment:</i> Student product	

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1st Nine Weeks Color Key: Introduce Review Master		II-B: 6. Use editing to check and confirm correct use of conventions to complete sentences, correct word order in sentences and punctuation. (I)	Writer's Workshop	<i>-Partner Editing:</i> Students will check for capitalization and punctuation errors. <i>-Oral Edit:</i> Students will read their writing orally in order to help them identify errors in spelling, punctuation, capitalization, and complete sentences. <i>-Assessment:</i> Student participation and product	Jane Schaffer Writing Program
		II-B: 7. Use letter formation, lines, and spaces to create readable documents. (R)	Handwriting Practice	<i>-Write the Word 3 times each:</i> Students will practice writing words to increase knowledge of spelling patterns. <i>-Assessment:</i> Student product	
		II-B: 8. Use plural forms of commonly used nouns and common age appropriate contractions. (I)	Plural Nouns	<i>-Plural Word Sort:</i> Students will sort words that would have –s or –es plural forms on a T-chart. <i>-Assessment:</i> Completed T Chart	http://www.eduplace.com/graphicorganizer/ -T Chart

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1st Nine Weeks <hr/> Color Key: Introduce Review Master		II-B: 9. Use titles, tables, index, and chapter headings to locate information in expository text. (I)	Make Predictions Parts of a Book	<i>-Illustrating the Parts of a Book:</i> Students will create a mini book mimicking a non-fiction text including title page, table of contents, index, and glossary. <i>-Assessment:</i> Student Product	
		II-B: 10. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. (I)	Oral Class Discussions	<i>-Readers Theatre:</i> Students will read a script aloud with fluency in order to practice correct speaking skills. <i>-Assessment:</i> Student performance	<i>Three Sideways Stories from Wayside School</i> By Louis Sachar http://www.aaronshep.com/rt/RTE32.html
	II-C. Demonstrate competence in the skills and strategies of the writing process to inform and persuade	II-C: 1. Plan and make judgments about what to include in written products (e.g. narratives of personal experience, creative stories, skits based on familiar stories/experiences). (I)	Plan for Writing Schaffer Writing	<i>-TAPP (Topic, Audience, Purpose, and Plan):</i> Students will determine their plan for writing use the TAPP planning model. <i>-Assessment:</i> Student product	Jane Schaffer Writing Program

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1st Nine Weeks <hr/> Color Key: Introduce Review Master		II-C: 2. Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail). (I)	Schaffer Writing	<i>-Shared Writing:</i> Students will create a one-chunk narrative paragraph through shared writing. <i>-Assessment:</i> Whole group product and participation	Jane Schaffer Writing Program
		II-C: 3. Write structured informative presentations and narratives when given help with organization. (I)	Schaffer Writing	<i>-Shared Writing:</i> Students will create a one-chunk narrative paragraph through shared writing. <i>-Assessment:</i> Whole group product and participation	Jane Schaffer Writing Program
		II-C: 4. Begin to assist others and edit writing. (I)	Schaffer Writing	<i>-Oral Edit:</i> Students will read their writing orally in order to help them identify errors in spelling, punctuation, capitalization, and complete sentences. <i>-Assessment:</i> Student product	Jane Schaffer Writing Program

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1st Nine Weeks	Standard III: LITERATURE AND MEDIA: Students will use literature and media to develop an understanding of people, societies, and the self.					
	Color Key: Introduce Review Master	III-A. Use language, literature, and media to gain and demonstrate awareness of cultures around the world	III-A: 1. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes) as found in literary works. (R)	Read Grade Level Text	<i>-Cultural Exploration:</i> Students will increase vocabulary by reading and listening to text exploring various cultural topics. <i>-Assessment:</i> Student participation and discussion	Sample Activities for Basal Stories: http://www.mhschool.com/reading/2005/student/index.php3?grade=2&book=1
			III-A: 2. Increase vocabulary by listening to, reading, and responding to literary works. (R)	Inflectional Endings Context Clues Compound Words Prefixes	<i>-Listening Center:</i> Students will listen to audio text and respond to comprehension questions. <i>-Assessment:</i> Student product	
			III-A: 3. Identify cultural characteristics in literature and media. (R)	Read Grade Level Text	<i>-Cultural Exploration:</i> Students will increase vocabulary by reading and listening to text exploring various cultural topics. <i>-Assessment:</i> Student participation and discussion	Sample Activities for Basal Stories: http://www.mhschool.com/reading/2005/student/index.php3?grade=2&book=1

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1st Nine Weeks Color Key: Introduce Review Master		III-A: 4. Demonstrate how similar themes are represented by different versions of stories from many cultures. (R)	Realistic Fiction Informational Story Non-Fiction	<i>-Text Analysis-Fiction and Nonfiction Review (C. 018):</i> Students will sort book titles into fiction and nonfiction categories on a pocket chart. <i>-Assessment:</i> Teacher observation and student participation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part three
	III-B. Identify and use the types of literature according to their purpose and function	III-B: 1. Identify differences between poetry and expository writing. (I)	Phonetic Poems Read Grade Level Text	<i>-Identify the Text:</i> Students will name the story by determining whether the text is poetry or expository on a graphic organizer. <i>-Assessment:</i> Student product	
		III-B: 2. Compare and contrast plots, settings, and characters presented by different authors. (I)	Read Independent Level Text	<i>-Text to Text Connections:</i> Students will understand the connections in characters, plots, settings and themes between texts. <i>-Assessment:</i> Discussion of comprehension questions and connections between texts.	

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1st Nine Weeks		III-B: 3. Identify the use of rhythm, rhyme, and alliteration in writing. (R)	Phonetic Poems	- <i>Find the Rhyme:</i> Students will find rhyming words in text and recognize the placement of these words. - <i>Assessment:</i> Student product	Macmillan McGraw-Hill Basal
		III-B: 4. Take part in creative responses to dramatizations, oral presentations, and fantasy plays. (R)	Read Independent Level Text	- <i>Readers Theatre:</i> Students will read a script aloud with fluency in order to practice correct speaking skills. - <i>Assessment:</i> Student performance	<i>Three Sideways Stories from Wayside School</i> By Louis Sachar http://www.aaronshep.com/rt/RTE32.html
Color Key: Introduce Review Master					

	I. READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
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Essential Question: How will students prove mastery of their comprehension of reading and listening at their grade level? How will students prove mastery of writing and speaking with expression at their grade level? How will students prove mastery of literature and media at their grade level?

Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks	I-A. Listen to, read, react to, and retell information	I-A: 1. Independently recall facts and detail in text. (R)	Sequence of Events Summarize Main Idea Make Inferences Read Grade Level Text Read Independent Level Text	- <i>Retell-A-Story (C.009)</i> : Students will retell a story using a graphic organizer. - <i>Assessment</i> : Student completed graphic organizer and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the comprehension section, part one.
		I-A: 2. Increase vocabulary through reading, listening, and interacting. (R)	Context Clues Compound Words Prefixes Read Grade Level Text Read Independent Level Text Vocabulary	- <i>Multiple Meaning Match (V.032)</i> : The students will identify words that have multiple meanings in context by playing a sentence game. - <i>Assessment</i> : Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the vocabulary, part five.
	I-B. Locate and use a variety of resources to acquire information across the curriculum	I-B: 1. Identify and use appropriate sources of information to accomplish a specific learning task.	Non-Fiction Long Vowels Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /ir/: ear Read Grade Level Text Graphic Aids Vocabulary	- <i>Finding information in a Non-Fiction text (e.g. Science book)</i> : The students will use the index, glossary, and subject headings to gather information from the text using a specific topic. - <i>Assessment</i> : Student completed activity and teacher observation.	-Science Book

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks		I-B: 2. Use print and electronic resources to access information (e.g., images, sound, text, video).	Non-Fiction Realistic Fiction Non-Fiction Magazine	- <i>Newspaper Articles</i> : The students will develop questions about the captions in a newspaper article. - <i>Assessment</i> : Student completed questions.	Newspaper
		I-B: 3. Select an appropriate format to locate, gather, access, record, organize, and present information.	Webquest Non-Fiction	- <i>The Pilgrims and Me Webquest</i> : The students will read about the lives of Pilgrim children and use a Venn diagram to compare their lives to the lives of the Pilgrims. - <i>Assessment</i> : Student completed Venn Diagram and teacher observation.	The Pilgrims and Me Webquest: http://questgarden.com/23/25/5/070203132230/index.htm
2nd Nine Weeks	I-C. Demonstrate critical thinking skills to comprehend written, spoken, and visual information	I-C: 1. Pose possible How, Why, and What If questions to understand and/or interpret texts.	Problem and Solution Main Idea Sequence of Events Read Grade Level Text Read Independent Level Text Realistic Fiction	- <i>Questioning Strategies</i> : The students will develop lower level thinking strategies (cold questions) and create higher level questions as a class about a story. Students will answer their partner's	Sharon Gatti-Carson's Hot and Cold Questions -Blue questions are cold, red questions are hot.

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Weeks				<p>questions in order to determine comprehension.</p> <p><i>-Assessment:</i> Student completed questions.</p>	
<p>Color Key:</p> <p>Introduce</p> <p>Review</p> <p>Master</p>		I-C: 2. Recognize own difficulty in comprehending text.	<p>Baldrige Data Folders</p> <p>MAPS Assessment</p> <p>DIBELS Progress Monitors</p>	<p><i>-Baldrige Data Folders:</i> The students will chart their scores and progress of their classroom assessments.</p> <p><i>-MAPS Assessment:</i> The students will review their MAPS scores and diagnosis to determine areas of need.</p> <p><i>-DIBELS Progress Monitors:</i> The students will discuss their scores and goals with their teacher after every progress monitor in order to create understanding of goal and strategies that need to be implemented in order to allow them to reach their goals.</p>	<p>Baldrige Data Folders</p> <p>MAPS Assessment</p> <p>DIBELS Progress Monitors</p>
		I-C: 3. Discuss similarities and	Read Independent Level Text	<p><i>-Compare-A-Character (C.002.SS1):</i> The students</p>	<p>-Florida Center for Reading Research</p>

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master		differences in events and characters across stories.	Fantasy Folktales	will identify similarities and differences between characters using a graphic organizer comparing two characters. - <i>Assessment:</i> Student completed graphic organizer and teacher observation.	http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the comprehension, part one. -Leveled Readers
		I-C: 4. Interpret information from diagrams, charts, and graphs.	Read Grade Level Text Graphic Aids Magazine Articles	- <i>Time for Kids-Music of the Stone Ages:</i> Students will create a chart showing the various sizes of different flutes through the ages organized from smallest to largest. - <i>Assessment:</i> Student created chart.	- <i>Time for Kids: Music of the Stone Ages</i> (Macmillan/McGraw-Hill) Internet Resources
	I-D. Acquire reading strategies	I-D: 1. Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g.,	Long Vowels Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /ir/: ear Segmenting	- <i>Vowel Digraph Baseball (P.019):</i> The students will identify variant correspondences in words in vowel digraphs in words by playing a baseball game. - <i>Assessment:</i> Student	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Phonics, part three. (all variant correspondence activities are wonderful resources for this

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks Color Key: Introduce Review Master		<i>syllables, suffixes, prefixes, root words).</i>	Blending Fluency Writing Letter Substitution Read Grade Level Text Read Independent Level Text	participation and teacher observation.	performance standard.)
		<i>I-D: 2. Read most high-frequency and irregularly spelled words.</i>	Read Grade Level Text Read Independent Level Text Vocabulary	<i>-Rapid Read (F.029):</i> The students will gain speed and accuracy in reading connected text through reading practice of target words and then read connected text containing these words. <i>-Assessment:</i> Student practice and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Fluency, part four.

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master		I-D: 3. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	Long Vowels Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /îr/: ear Segmenting Blending Fluency Writing Letter Substitution	<i>-Same but Different (P.017):</i> The students will identify variant correspondences in words by sorting different spelling patterns for long vowels. <i>-Assessment:</i> Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Phonics, part three.
		I-D: 4. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently.	Context Clues Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /îr/: ear Compound Words Prefixes Summarize Main Idea Make Inferences Sequence of Events Read Grade Level Text Read Independent Level Text	<i>-Main Idea in 10 Words or Less:</i> Students will analyze a text in order to state a main idea that has ten words or less. <i>-Assessment:</i> Student product <i>-Variant Correspondences (P.012-P. 028):</i> The students will identify variant correspondences in words through phoneme sorts, games, and graphic organizers.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Phonics, part three.

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master			Vocabulary	- <i>Assessment:</i> Student participation and teacher observation.	
		I-D: 5. Read aloud with fluency and comprehension grade-level text.	Read Independent Level Text	- <i>Guided Reading:</i> Students will read orally with fluency and prove comprehension through discussion - <i>Assessment:</i> Teacher observation and participation	
		I-D: 6. Increase vocabulary through reading, listening, and interacting.	Context Clues Compound Words Prefixes Read Grade Level Text Read Independent Level Text Vocabulary	- <i>Compound Word Trivia (V.009):</i> Students will identify the meaning of compound words by playing a trivia game. - <i>Assessment:</i> Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Vocabulary, part two. (All morphemic element activities are useful to teach this performance standard.)
		I-D: 7. Recognize and express difficulty in comprehending text.	Baldrige Data Folders Selection Tests DIBELS Progress Monitors	- <i>Baldrige Data Folders:</i> The students will chart their scores and progress of their classroom assessments. - <i>MAPS Assessment:</i> The students will review their	

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks Color Key: Introduce Review Master				MAPS scores and diagnosis to determine areas of need. <i>-DIBELS Progress Monitors:</i> The students will discuss their scores and goals with their teacher after every progress monitor in order to create understanding of goal and strategies that need to be implemented in order to allow them to reach their goals.	
	Standard II: WRITING AND SPEAKING FOR EXPRESSION: Students will communicate effectively through speaking and writing.				
	II-A. Demonstrate competence in speaking to convey information.	II-A: 1. Increase vocabulary by listening and discussing responses to literature that is read and heard.	Read Grade Level Text Read Independent Level Text Vocabulary	<i>-Listening Center:</i> Students will listen to audio text and respond to comprehension questions. <i>-Assessment:</i> Student product	Macmillan McGraw-Hill audio stories

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
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2nd Nine Weeks		II-A: 2. Explain and describe new concepts and information in own words.	Problem and Solution Summarize Make Inferences Graphic Aids Vocabulary	<i>-Strategic Strategies (C.032):</i> Students will use multiple strategies by reading a text and completing a graphic organizer. <i>-Assessment:</i> Student completed graphic organizer and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part four.
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Color Key: Introduce Review Master		II-A: 3. Use oral communication to identify, organize, and analyze information.	Problem and Solution Context Clues Compound Words Prefixes Summarize Main Idea Sequence of Events Make Inferences Read Grade Level Text Read Independent Level Text Informational Story	<i>-Book Report:</i> Students will read a text then analyze the text through a student friendly oral book report. <i>-Assessment:</i> Presentation of book report and student product <i>-Story Line Up (C.003):</i> Students will retell a story while sequencing events on a pocket chart. <i>-Assessment:</i> Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part one
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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks Color Key: Introduce Review Master		II-A: 4. Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to a situation.	Context Clues Compound Words Prefixes Summarize Read Independent Level Text Realistic Fiction Vocabulary	<i>-Literacy Circles:</i> Students will hold a job as discussion director, word finder, connector, or illustrator. Discussion director creates higher level questions. The word finder found definitions from a dictionary. The connector created connections between the text and self. The illustrator created a title page including the author, illustrator, and picture. <i>-Assessment:</i> Student packet	Literacy Circle Examples: www.readwritethink.org
		II-A: 5. Identify and select and appropriate method to communicate relevant to the audience and purpose.	Read Independent Level Text	<i>-TAPP (Topic, Audience, Purpose, and Plan):</i> Students will determine their plan for discussion using the TAPP planning model. <i>-Assessment:</i> Student product	

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials	
2nd Nine Weeks		II-A: 6. Read aloud with fluency and comprehension grade-level text.	Read Grade Level Text Read Independent Level Text	- <i>Guided Reading:</i> Students will read orally with fluency and prove comprehension through discussion - <i>Assessment:</i> Teacher observation and participation		
	Color Key: Introduce Review Master	II-B. Apply grammatical and language conventions to communicate	II-B: 1. Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions.	Schaffer Writing	- <i>Spelling Sentences:</i> Students will create sentences using spelling words in order to increase comprehension of words. - <i>Assessment:</i> Student product	Jane Schaffer Writing Program
			II-B: 2. Spell correctly using: <ul style="list-style-type: none"> • Previously studied words • Spelling patterns • Analysis of sounds 	Long Vowels Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /ir/: ear	- <i>Write the Word 3 times each:</i> Students will practice writing words to increase knowledge of spelling patterns. - <i>Build-a-Word:</i> Students will begin spelling the word by adding a letter (r, ru,run) in order to increase knowledge of spelling patterns.	

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks <hr/> Color Key: Introduce Review Master				<i>-Draw-A-Word:</i> Students will draw a picture to represent the meaning of the spelling word. <i>-Assessment:</i> Student product	
		II-B: 3. Identify format and mechanics in own writing.	Schaffer Writing	<i>-Spelling Sentences:</i> Students will create sentences using spelling words in order to increase comprehension of words. <i>-Assessment:</i> Student product	Jane Schaffer Writing Program
		II-B: 4. Use capitalization, punctuation, and paragraphs in own writing.	Schaffer Writing	<i>-Sentence Dictation:</i> Students will listen to a sentence read orally and write the sentence with correct punctuation, capitalization, and spelling. <i>-Assessment:</i> Student product	Jane Schaffer Writing Program
		II-B: 5. Use subject,	Daily Oral Language	<i>-Spelling Sentences:</i>	

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks		predicate, and modifiers in sentences	Writing Sentences	Students will create sentences using spelling words in order to increase comprehension of words. - <i>Assessment:</i> Student product	
		II-B: 6. Use editing to check and confirm correct use of conventions to complete sentences, correct word order in sentences and punctuation.	Writer's Workshop	- <i>Partner Editing:</i> Students will check for capitalization and punctuation errors. - <i>Oral Edit:</i> Students will read their writing orally in order to help them identify errors in spelling, punctuation, capitalization, and complete sentences. - <i>Assessment:</i> Student participation and product	Jane Schaffer Writing Program
		II-B: 7. Use letter formation, lines, and spaces to create readable documents.	Handwriting Practice	- <i>Write the Word 3 times each:</i> Students will practice writing words to increase knowledge of spelling patterns. - <i>Assessment:</i> Student	District Adopted Curriculum

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks				product	
		II-B: 8. Use plural forms of commonly used nouns and common age appropriate contractions.	Plural Nouns Contractions	- <i>Contraction Bingo (V.001)</i> : Students will identify contractions by playing a bingo type game. - <i>Assessment</i> : Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Vocabulary, part one
		II-B: 9. Use titles, tables, index, and chapter headings to locate information in expository text.	Make Predictions Parts of a Book	- <i>Book Look (C.011)</i> : Students will identify parts of a book by completing an activity sheet. - <i>Assessment</i> : Student completed activity sheet.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part two
Color Key: Introduce Review Master		II-B: 10. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	Oral Class Discussions	- <i>Readers Theatre</i> : Students will read a script aloud with fluency in order to practice correct speaking skills. - <i>Assessment</i> : Student performance	<i>Help! Hillary! Help!</i> By Aaron Shepard http://www.aaronshp.com/rt/RTE21.html <i>Read Aloud Anthology</i> (Macmillan Magraw-Hill Teacher Resources)

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd Nine Weeks Color Key: Introduce Review Master	II-C. Demonstrate competence in the skills and strategies of the writing process to inform and persuade	II-C: 1. Plan and make judgments about what to include in written products (e.g. narratives of personal experience, creative stories, skits based on familiar stories/experiences).	Plan for Writing Schaffer Writing	<i>-TAPP (Topic, Audience, Purpose, and Plan):</i> Students will determine their plan for writing use the TAPP planning model. <i>-Assessment:</i> Student product	Jane Schaffer Writing Program
		II-C: 2. Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail).	Schaffer Writing	<i>-Shared Writing:</i> Students will create a one-chunk narrative paragraph through shared writing. <i>-Assessment:</i> Whole group product and participation	Jane Schaffer Writing Program
		II-C: 3. Write structured informative presentations and narratives when given help with organization.	Schaffer Writing	<i>-Shared Writing:</i> Students will create a one-chunk narrative paragraph through shared writing. <i>-Assessment:</i> Whole group product and participation	Jane Schaffer Writing Program
		II-C: 4. Begin to assist others and edit writing.	Schaffer Writing	<i>-Oral Edit:</i> Students will read their writing orally in order to help them identify errors in spelling,	Jane Schaffer Writing Program

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2nd Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master				punctuation, capitalization, and complete sentences. - <i>Assessment:</i> Student product	Jane Schaffer Writing Program
		II-C: 5. Produce a variety of types of composition (e.g. stories, reports, correspondence) using media and technology to enhance the presentation/narrative for an audience for a specific purpose.	Context Clues Long /ü/: oo, ue, ew /ou/: ow, ou /oi/: oi, oy /âr/: are /ôr/: ore, or /ir/: ear Long Vowels Main Idea Sequence of Events Read Independent Level Text Vocabulary	- <i>Shared Writing:</i> Students will create a one-chunk narrative paragraph through shared writing. - <i>Assessment:</i> Whole group product and participation	

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2nd Nine Weeks Color Key: Introduce Review Master	Standard III: LITERATURE AND MEDIA: Students will use literature and media to develop an understanding of people, societies, and the self.				
	III-A. Use language, literature, and media to gain and demonstrate awareness of cultures around the world	III-A: 1. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes) as found in literary works.	Read Grade Level Text	<i>-Cultural Exploration:</i> Students will increase vocabulary by reading and listening to text exploring various cultural topics. <i>-Assessment:</i> Student participation and discussion	Sample Activities for Basal Stories: http://www.mhschool.com/reading/2005/student/index.php3?grade=2&book=1
		III-A: 2. Increase vocabulary by listening to, reading, and responding to literary works.	Context Clues Compound Words Prefixes	<i>-Listening Center:</i> Students will listen to audio text and respond to comprehension questions. <i>-Assessment:</i> Student product	
	III-A: 3. Identify cultural characteristics in literature and media.	Read Grade Level Text Realistic Fiction	<i>-Cultural Exploration:</i> Students will increase vocabulary by reading and listening to text exploring various cultural topics. <i>-Assessment:</i> Student participation and discussion	Sample Activities for Basal Stories: http://www.mhschool.com/reading/2005/student/index.php3?grade=2&book=1	

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
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2nd Nine Weeks		III-A: 4. Demonstrate how similar themes are represented by different versions of stories from many cultures.	Realistic Fiction Non-Fiction Magazine Fantasy Informational Story Folktales Magazine Articles	<i>-Text Analysis-Fiction and Nonfiction Review (C. 018):</i> Students will sort book titles into fiction and nonfiction categories on a pocket chart. <i>-Assessment:</i> Teacher observation and student participation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part three
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Color Key: Introduce Review Master	III-B. Identify and use the types of literature according to their purpose and function	III-B: 1. Identify differences between poetry and expository writing.	Phonetic Poems Read Grade Level Text Informational Story	<i>-Identify the Text:</i> Students will name the story by determining whether the text is poetry or expository on a graphic organizer. <i>-Assessment:</i> Student product	
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2nd Nine		III-B: 2. Compare and contrast plots, settings, and characters presented by different authors.	Read Independent Level Text Realistic Fiction Fantasy Folktales	<i>-Text to Text Connections:</i> Students will understand the connections in characters, plots, settings and themes between texts. <i>-Assessment:</i> Discussion of comprehension questions and connections between texts.	
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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Weeks		III-B: 3. Identify the use of rhythm, rhyme, and alliteration in writing.	Phonetic Poems	- <i>Find the Rhyme</i> : Students will find rhyming words in text and recognize the placement of these words. - <i>Assessment</i> : Student product	Macmillan McGraw-Hill Basal
Color Key: Introduce Review Master		III-B: 4. Take part in creative responses to dramatizations, oral presentations, and fantasy plays.	Read Independent Level Text	- <i>Readers Theatre</i> : Students will read a script aloud with fluency in order to practice correct speaking skills. - <i>Assessment</i> : Student performance	<i>Help! Hillary! Help!</i> By Aaron Shepard http://www.aaronshp.com/rt/RTE21.html <i>Read Aloud Anthology (Macmillan McGraw-Hill Teacher Resources)</i>

	I. READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
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3rd Nine Weeks <hr/> Color Key: Introduce Review Master	I-A. Listen to, read, react to, and retell information	I-A: 1. Independently recall facts and detail in text. (R)	Realistic Fiction Long /ī/: igh Long /ō/ Consonant Blends /pr/ Inflectional Endings Making Inferences Summarize Context Clues /ər/: er Main Idea /ē/: ee, ea Form Generalizations Read Grade Level Text Read Independent Level Text	- <i>Retell Ring (C.008)</i> : Students will retell a story by answering questions related to story elements. - <i>Assessment</i> : Student completed graphic organizer and teacher observation.	Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the comprehension section, part one.
		I-A: 2. Increase vocabulary through reading, listening, and interacting. (R)	Draw Conclusions Antonyms Suffixes Read Grade Level Text Read Independent Level Text Vocabulary	- <i>Meaning Maker (V.035)</i> : The students will identify the meaning of words in context by writing unknown words, determining their meaning, and rewriting the word in a sentence to demonstrate understanding. - <i>Assessment</i> : Student completed graphic organizer and teacher observation.	Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the vocabulary section, part 5.

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3rd Nine Weeks <hr/> Color Key: Introduce Review Master	I-B. Locate and use a variety of resources to acquire information across the curriculum	I-B: 1. Identify and use appropriate sources of information to accomplish a specific learning task.	Compare and Contrast Graphic Aids Various Texts Read Grade Level Text Vocabulary	- <i>Finding information in an Encyclopedia:</i> The students will research a topic by finding the topic in a glossary, reading the information provided by text, and synthesizing the information to create a visual presentation of the topic. - <i>Assessment:</i> Student presentation and teacher observation.	-List of topics -Encyclopedia's -Poster board
		I-B: 2. Use print and electronic resources to access information (e.g., images, sound, text, video).	Graphic Aids Various Texts	- <i>Using encyclopedia's:</i> The students will become familiar with the terms in the encyclopedia and complete an on-line reference quiz. - <i>Assessment:</i> Student completed quiz.	On-line reference quiz: http://www.quia.com/pop/30049.html?AP_rand=1682337662
		I-B: 3. Select an appropriate format to locate, gather, access, record, organize, and present information.	Webquest	- <i>In Search of Stلالuna's Family Webquest:</i> The students will investigate the various types of bats, how they care for their young, echolocation, and the importance of bats. They will also synthesize the information they have learned to write a letter to Stلالuna telling her how to be a bat. - <i>Assessment:</i> Student completed quiz and teacher observation.	In Search of Stلالuna's Family Webquest: http://projects.edtech.sandi.net/c/avez/batquest/batquest.html

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3rd Nine Weeks	I-C. Demonstrate critical thinking skills to comprehend written, spoken, and visual information	I-C: 1. Pose possible How, Why, and What If questions to understand and/or interpret texts.	Consonant Blends /pr/ Inflectional Endings Making Inferences Summarize Context Clues /ər/: er Main Idea /ē/: ee, ea Form Generalizations Read Grade Level Text Read Independent Level Text	- <i>Questioning Strategies</i> : The students will develop lower level thinking strategies (cold questions) on their own and develop higher level thinking strategies (hot questions) about a story. Students will answer their partner's questions in order to determine comprehension. - <i>Assessment</i> : Student completed questions and teacher observation	Sharon Gatti-Carson's Hot and Cold Questions -Blue questions are cold, red questions are hot.
		I-C: 2. Recognize own difficulty in comprehending text.	Baldrige Data Folders MAPS Assessment DIBELS Progress Monitors	- <i>Baldrige Data Folders</i> : The students will chart their scores and progress of their classroom assessments. - <i>MAPS Assessment</i> : The students will review their MAPS scores and diagnosis to determine areas of need. - <i>DIBELS Progress Monitors</i> : The students will discuss their scores and goals with their teacher after every progress monitor in order to create understanding of goal and strategies that need to be implemented in order to allow them to reach their goals.	Baldrige Data Folders MAPS Assessment DIBELS Progress Monitors
Color Key: Introduce Review Master					

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3rd Nine Weeks		I-C: 3. Discuss similarities and differences in events and characters across stories.	Read Independent Level Text Informational Strategy	<i>-Compare-A-Character (C.002.SS3):</i> The students will identify similarities and differences between characters using a graphic organizer comparing two characters similarities. <i>-Assessment:</i> Student completed graphic organizer	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the comprehension, part one.
Color Key: Introduce Review Master		I-C: 4. Interpret information from diagrams, charts, and graphs.	Compare and Contrast Read Grade Level Text	<i>-Compare and Contrast (C.021):</i> Students will compare and contrast topics by researching and sorting index cards. <i>-Assessment:</i> Student participation and teacher observation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the comprehension, part three.

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3rd Nine Weeks	I-D. Acquire reading strategies	I-D: 1. Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words).	/ü/: oo /ô/: a, aw, au Inflectional Endings Long /ī/: igh Making Inferences Summarize Context Clues /ær/: er Main Idea Form Generalizations /âr/: are /ôr/: ore, or /īr/: ear Blends Long /ō/ Read Grade Level Text Read Independent Level Text	- <i>Jar Sort (P.021)</i> : The students will identify variant correspondences in words by sorting words by vowel-r combinations. - <i>Assessment</i> : Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Phonics, part three. (all variant correspondence activities are wonderful resources for this performance standard.)
		I-D: 2. Read most high-frequency and irregularly spelled words.	Inflectional Endings Read Grade Level Text Read Independent Level Text Vocabulary	- <i>Poetry Reading (F.028)</i> : The students will read with proper phrasing, intonation, and expression in connected text by reading poems with a partner of equal or higher reading ability. - <i>Assessment</i> : Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Fluency, part four.

Color Key:
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3 rd Nine Weeks		I-D: 3. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	/ü/: oo Soft c and soft g /ô/: a, aw, au Digraphs ph, tch /âr/: are /ôr/: ore, or /ir/: ear	- <i>Giraffes, Goats, Cats, and Centipedes (P.013)</i> : The students will identify variant correspondences in words by reading words with hard and soft sounds of “g” and “c” and sort. - <i>Assessment</i> : Student completed sort and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Phonics, part three. (all variant correspondence activities are wonderful resources for this performance standard.)
		I-D: 4. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently.	/ü/: oo /ô/: a, aw, au /âr/: are /ôr/: ore, or /ir/: ear Antonyms Inflectional Endings Making Inferences Summarize Context Clues Suffixes /ər/: er Main Idea /ē/: ee, ea Form Generalizations Read Grade Level Text Read Independent Level Text Vocabulary	- <i>Main Idea in 10 Words or Less</i> : Students will analyze a text in order to state a main idea that has ten words or less. - <i>Assessment</i> : Student product - <i>Variant Correspondences (P.012-P. 028)</i> : The students will identify variant correspondences in words through phoneme sorts, games, and graphic organizers. - <i>Assessment</i> : Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Phonics, part three.

Color Key:
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 Master

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3rd Nine Weeks		I-D: 5. Read aloud with fluency and comprehension grade-level text.	/ô/: a, aw, au Antonyms Inflectional Endings Read Independent Level Text	- <i>Guided Reading</i> : Students will read orally with fluency and prove comprehension through discussion - <i>Assessment</i> : Teacher observation and participation	
		I-D: 6. Increase vocabulary through reading, listening, and interacting.	Antonyms Inflectional Endings Suffixes Read Grade Level Text Read Independent Level Text Vocabulary	- <i>Synonym and Antonym Connections (V.004)</i> : Students will identify synonyms and antonyms by playing a game. - <i>Assessment</i> : Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Vocabulary, part one. (All vocabulary activities are useful to teach this performance standard.)
	Color Key: Introduce Review Master		I-D: 7. Recognize and express difficulty in comprehending text.	Baldrige Data Folders Selection Tests DIBELS Progress Monitors	- <i>Baldrige Data Folders</i> : The students will chart their scores and progress of their classroom assessments. - <i>MAPS Assessment</i> : The students will review their MAPS scores and diagnosis to determine areas of need. - <i>DIBELS Progress Monitors</i> : The students will discuss their scores and goals with their teacher after every progress

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3rd Nine Weeks				monitor in order to create understanding of goal and strategies that need to be implemented in order to allow them to reach their goals.	
	Standard II: WRITING AND SPEAKING FOR EXPRESSION: Students will communicate effectively through speaking and writing.				
	II-A. Demonstrate competence in speaking to convey information.	II-A: 1. Increase vocabulary by listening and discussing responses to literature that is read and heard.	Read Grade Level Text Read Independent Level Text Vocabulary	- <i>Listening Center</i> : Students will listen to audio text and respond to comprehension questions. - <i>Assessment</i> : Student product	Macmillan McGraw-Hill audio stories
Color Key: Introduce Review Master		II-A: 2. Explain and describe new concepts and information in own words.	Draw Conclusions Inflectional Endings Graphic Aids Various Texts Summarize Play Vocabulary	- <i>Incredible Inferences (C.022)</i> : Students will identify inferences by reading clues to determine the inference by playing a game and discussing answers. - <i>Assessment</i> : Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part three.

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		II-A: 3. Use oral communication to identify, organize, and analyze information.	Draw Conclusions Antonyms Long /ī/: igh Inflectional Endings Making Inferences Summarize Context Clues /ər/: er Main Idea /ē/: ee, ea Form Generalizations Suffixes Consonant Blends /pr/ Read Grade Level Text Read Independent Level Text	- <i>Book Report</i> : Students will read a text then analyze the text through a student friendly oral book report. - <i>Assessment</i> : Presentation of book report and student product - <i>Story Line Up (C.003)</i> : Students will retell a story while sequencing events on a pocket chart. - <i>Assessment</i> : Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part one
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3rd Nine Weeks Color Key: Introduce Review Master		II-A: 4. Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to a situation.	Draw Conclusions Antonyms Summarize Suffixes Read Independent Level Text Vocabulary	- <i>Literacy Circles</i> : Students will hold a job as discussion director, word finder, connector, or illustrator. Discussion director creates higher level questions. The word finder found definitions from a dictionary. The connector created connections between the text and self. The illustrator created a title page including the author, illustrator, and picture.	Literacy Circle Examples: www.readwritethink.org
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3rd Nine Weeks				- <i>Assessment:</i> Student packet	
		II-A: 5. Identify and select and appropriate method to communicate relevant to the audience and purpose.	Long /ō/ Consonant Blends /pr/ Read Independent Level Text	- <i>TAPP (Topic, Audience, Purpose, and Plan):</i> Students will determine their plan for discussion using the TAPP planning model. - <i>Assessment:</i> Student product	
		II-A: 6. Read aloud with fluency and comprehension grade-level text.	Read Grade Level Text Read Independent Level Text Play	- <i>Guided Reading:</i> Students will read orally with fluency and prove comprehension through discussion - <i>Assessment:</i> Teacher observation and participation	
Color Key: Introduce Review Master	II-B. Apply grammatical and language conventions to communicate	II-B: 1. Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions.	Pronouns	- <i>Spelling Sentences:</i> Students will create sentences using spelling words in order to increase comprehension of words. - <i>Assessment:</i> Student product	

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3rd Nine Weeks <hr/> Color Key: Introduce Review Master		II-B: 2. Spell correctly using: <ul style="list-style-type: none"> • Previously studied words • Spelling patterns • Analysis of sounds 	/ü/: oo Soft c and soft g /ô/: a, aw, au /âx/: are /ôr/: ore, or /ir/: ear Digraphs ph, tch /k/: c, ck, k Blends	-Write the Word 3 times each: Students will practice writing words to increase knowledge of spelling patterns. -Build-a-Word: Students will begin spelling the word by adding a letter (r, ru,run) in order to increase knowledge of spelling patterns. -Draw-A-Word: Students will draw a picture to represent the meaning of the spelling word. -Assessment: Student product	
		II-B: 3. Identify format and mechanics in own writing.	Schaffer Writing	-Spelling Sentences: Students will create sentences using spelling words in order to increase comprehension of words. -Assessment: Student product	
		II-B: 4. Use capitalization, punctuation, and paragraphs in own writing.	Schaffer Writing	-Sentence Dictation: Students will listen to a sentence read orally and write the sentence with correct punctuation, capitalization, and spelling. -Assessment: Student product	

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3rd Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master		II-B: 5. Use subject, predicate, and modifiers in sentences	/ü/: oo Linking Verbs Sentences Pronouns Possessive Pronouns	<i>-Spelling Sentences:</i> Students will create sentences using spelling words in order to increase comprehension of words. <i>-Assessment:</i> Student product	
		II-B: 6. Use editing to check and confirm correct use of conventions to complete sentences, correct word order in sentences and punctuation.	Schaffer Writing	<i>-Partner Editing:</i> Students will check for capitalization and punctuation errors. <i>-Oral Edit:</i> Students will read their writing orally in order to help them identify errors in spelling, punctuation, capitalization, and complete sentences. <i>-Assessment:</i> Student participation and product	Jane Schaffer Writing Program
		II-B: 7. Use letter formation, lines, and spaces to create readable documents.	Schaffer Writing	<i>-Write the Word 3 times each:</i> Students will practice writing words to increase knowledge of spelling patterns. <i>-Assessment:</i> Student product	Jane Schaffer Writing Program

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3rd Nine Weeks Color Key: Introduce Review Master		II-B: 8. Use plural forms of commonly used nouns and common age appropriate contractions.	Plural Nouns	<i>-Plural Nouns in a Sentence:</i> Students will identify plural nouns in a sentence. <i>-Assessment:</i> Student completion of activity	
		II-B: 9. Use titles, tables, index, and chapter headings to locate information in expository text.	Various Texts Graphic Aids	<i>-Persuade, Inform, Entertain Sort (C.023):</i> Students will determine author’s purpose by sorting passages. <i>-Assessment:</i> Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part three
		II-B: 10. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	Oral Language	<i>-Readers Theatre:</i> Students will read a script aloud with fluency in order to practice correct speaking skills. <i>-Assessment:</i> Student performance	<i>Bremen Town Musicians</i> By Margaret H. Lippert MacMillan/McGraw-Hill Basal <i>Read Aloud Anthology</i> (Macmillan McGraw-Hill Teacher Resources)
	II-C. Demonstrate competence in the skills and strategies of the writing process to inform and persuade	II-C: 1. Plan and make judgments about what to include in written products (e.g. narratives of personal experience,	Schaffer Writing	<i>-TAPP (Topic, Audience, Purpose, and Plan):</i> Students will determine their plan for writing use the TAPP planning model.	Jane Schaffer Writing Program

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3rd Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master		creative stories, skits based on familiar stories/experiences).		- <i>Assessment:</i> Student product	
		II-C: 2. Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail).	Schaffer Writing	- <i>Shared Writing:</i> Students will create a one-chunk narrative paragraph through shared writing. - <i>Assessment:</i> Whole group product and participation	Jane Schaffer Writing Program
		3. Write structured informative presentations and narratives when given help with organization.	Schaffer Writing	- <i>Shared Writing:</i> Students will create a one-chunk narrative paragraph through shared writing. - <i>Assessment:</i> Whole group product and participation	Jane Schaffer Writing Program
		II-C: 4. Begin to assist others and edit writing.	Schaffer Writing	- <i>Oral Edit:</i> Students will read their writing orally in order to help them identify errors in spelling, punctuation, capitalization, and complete sentences. - <i>Assessment:</i> Student product	Jane Schaffer Writing Program

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3rd Nine Weeks		II-C: 5. Produce a variety of types of composition (e.g. stories, reports, correspondence) using media and technology to enhance the presentation/narrative for and audience for a specific purpose.	Soft c and soft g /âr/: are /ôr/: ore, or /ir/: ear /k/: c, ck, k Digraphs ph, tch Blends Antonyms Linking Verbs Sentences Suffixes Possessive Pronouns Pronouns Read Independent Level Text Vocabulary	- <i>Shared Writing</i> : Students will create a one-chunk narrative paragraph through shared writing. - <i>Assessment</i> : Whole group product and participation	
Color Key: Introduce Review Master	Standard III: LITERATURE AND MEDIA: Students will use literature and media to develop an understanding of people, societies, and the self.				
	III-A. Use language, literature, and media to gain and demonstrate awareness of cultures around the world	III-A: 1. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes) as found in literary works.	Compare and Contrast Read Grade Level Text	- <i>Cultural Exploration</i> : Students will increase vocabulary by reading and listening to text exploring various cultural topics. - <i>Assessment</i> : Student participation and discussion	Sample Activities for Basal Stories: http://www.mhschool.com/reading/2005/student/index.php3?grade=2&book=1

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Essential Question: How will students prove mastery of their comprehension of reading and listening at their grade level? How will students prove mastery of writing and speaking with expression at their grade level? How will students prove mastery of literature and media at their grade level?

Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
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3rd Nine Weeks		III-A: 2. Increase vocabulary by listening to, reading, and responding to literary works.	Antonyms Suffixes	<p><i>-Listening Center:</i> Students will listen to audio text and respond to comprehension questions.</p> <p><i>-Assessment:</i> Student product</p>	
Color Key: Introduce Review Master		III-A: 3. Identify cultural characteristics in literature and media.	Compare and Contrast Read Grade Level Text	<p><i>-Cultural Exploration:</i> Students will increase vocabulary by reading and listening to text exploring various cultural topics.</p> <p><i>-Assessment:</i> Student participation and discussion</p>	Sample Activities for Basal Stories: http://www.mhschool.com/reading/2005/student/index.php3?grade=2&book=1
		III-A: 4. Demonstrate how similar themes are represented by different versions of stories from many cultures.	Realistic Fiction Informational Strategy Informational Story Narrative Non-Fiction Non-Fiction Article Play	<p><i>-Text Analysis-Fiction and Nonfiction Review (C. 018):</i> Students will sort book titles into fiction and nonfiction categories on a pocket chart.</p> <p><i>-Assessment:</i> Teacher observation and student participation</p>	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part three
	III-B. Identify and use the types of literature according to their purpose and function	III-B: 1. Identify differences between poetry and expository writing.	Phonetic Poems Possessive Pronouns Read Grade Level Text Non-Fiction Article Informational Strategy Narrative Non-Fiction	<i>-Identify the Text:</i> Students will name the story by determining whether the text is poetry or expository on a graphic organizer.	

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3rd Nine Weeks				- <i>Assessment:</i> Student product	
Color Key: Introduce Review Master		III-B: 2. Compare and contrast plots, settings, and characters presented by different authors.	Read Independent Level Text	- <i>Text to Text Connections:</i> Students will understand the connections in characters, plots, settings and themes between texts. - <i>Assessment:</i> Discussion of comprehension questions and connections between texts.	
		III-B: 3. Identify the use of rhythm, rhyme, and alliteration in writing.	Phonetic Poems	- <i>Find the Rhyme:</i> Students will find rhyming words in text and recognize the placement of these words. - <i>Assessment:</i> Student product	Macmillan/McGraw-Hill Basal
		III-B: 4. Take part in creative responses to dramatizations, oral presentations, and fantasy plays.	Read Independent Level Text	- <i>Readers Theatre:</i> Students will read a script aloud with fluency in order to practice correct speaking skills. - <i>Assessment:</i> Student performance	<i>Bremen Town Musicians</i> By Margaret H. Lippert Macmillan/McGraw-Hill Basal <i>Read Aloud Anthology</i> (Macmillan McGraw-Hill Teacher Resources)

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
4th Nine Weeks <hr/> Color Key: Introduce Review Master				- <i>Assessment:</i> Student completed graphic organizer.	
		I-B: 2. Use print and electronic resources to access information (e.g., images, sound, text, video).	Various Texts Library and Media	- <i>Media Exploration:</i> The students will examine various types of media (e.g. newspaper, internet, reference material) in order to locate information to compare and contrast how the information is presented. - <i>Assessment:</i> Student completed graphic organizer.	Variety of Media: <ul style="list-style-type: none"> • Newspaper • Magazine • Internet • News Program Graphic Organizer: <ul style="list-style-type: none"> • T-Chart • Venn Diagram http://www.eduplace.com/graphicorganizer/
		I-B: 3. Select an appropriate format to locate, gather, access, record, organize, and present information.	Webquest	- <i>Butterfly Webquest:</i> The students will learn, apply, and create the four stages of the butterfly life cycle. Students will also investigate the various types of butterflies and design a poster including the facts learned. - <i>Assessment:</i> Student completed poster and webquest.	Butterfly Webquest: http://questgarden.com/44/64/8/070104172507/

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
4th Nine Weeks <hr style="width: 50%; margin: 0 auto;"/> Color Key: Introduce Review Master	I-C. Demonstrate critical thinking skills to comprehend written, spoken, and visual information	I-C: 1. Pose possible How, Why, and What If questions to understand and/or interpret texts.	Read Grade Level Text Read Independent Level Text Sequence of Events	<i>-Questioning Strategies:</i> The students will develop lower level thinking strategies (cold questions) and higher level thinking strategies (hot questions) about a story on their own. Students will answer their partner's questions in order to determine comprehension. <i>-Assessment:</i> Student completed questions and teacher observation.	Sharon Gatti-Carson's Hot and Cold Questions -Blue questions are cold, red questions are hot.
		I-C: 2. Recognize own difficulty in comprehending text.	Baldrige Data Folders MAPS Assessment DIBELS Progress Monitors	<i>-Baldrige Data Folders:</i> The students will chart their scores and progress of their classroom assessments. <i>-MAPPS Assessment:</i> The students will review their MAPPS scores and diagnosis to determine areas of need. <i>-DIBELS Progress Monitor:</i> The students will discuss their scores and goals with their teacher after every progress monitor in order to	Baldrige Data Folders MAPS Assessment DIBELS Progress Monitors

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
4th Nine Weeks Color Key: Introduce Review Master				create understanding of goal and strategies that need to be implemented in order to allow them to reach their goals.	
		I-C: 3. Discuss similarities and differences in events and characters across stories.	Read Independent Level Text Realistic Fiction	- <i>Compare-A-Character (C.002.SS2)</i> : The students will identify similarities and differences between characters using a graphic organizer comparing two characters similarities and differences. - <i>Assessment</i> : Student completed graphic organizer.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the comprehension, part one.
		I-C: 4. Interpret information from diagrams, charts, and graphs.	Read Grade Level Text	- <i>Guided Reading</i> : Students will read orally with fluency and prove comprehension through discussion - <i>Assessment</i> : Teacher observation and participation	
	I-D. Acquire	I-D: 1. Decode	Read Grade Level Text	- <i>How Many Words (P.016)</i> :	-Florida Center for Reading

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Weeks		I-D: 3. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	/ou/: ow, ou /oi/: oi, oy Digraphs ph, th, tch Long e and i Long a and o Soft c and g Soft c, p, g, and th	- <i>Knoll Stroll (P.012)</i> : The student will identify variant correspondences in words by reading words containing double consonants (ff, ll, ss) by playing a board game. - <i>Assessment</i> : Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Phonics, part three. (all variant correspondence activities are wonderful resources for this performance standard.)
4th Nine Weeks		I-D: 4. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently.	Read Grade Level Text Read Independent Level Text /ou/: ow, ou /oi/: oi, oy Digraphs ph, th, tch Long e and i Long a and o Soft c and g Soft c, p, g, and th Multisyllabic Words Soft ce and ge Form Generalizations Main Idea Context Clues Summarize Making Inferences	- <i>Guided Reading</i> : Students will read orally with fluency and prove comprehension through discussion - <i>Assessment</i> : Teacher observation and participation	Grade Level Text Leveled Readers

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
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Color Key: Introduce Review Master			Suffixes Multiple Meaning Words		
		I-D: 5. Read aloud with fluency and comprehension grade-level text.	Read Independent Level Text	<i>-Guided Reading:</i> Students will read orally with fluency and prove comprehension through discussion <i>-Assessment:</i> Teacher observation and participation	Leveled Readers
		I-D: 6. Increase vocabulary through reading, listening, and interacting.	Read Grade Level Text Read Independent Level Text Context Clues Suffixes Multiple Meaning Words	<i>-Word Meaning (V.015):</i> Students will find, record, and discuss words of interest in a text. <i>-Assessment:</i> Student completed activity and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Vocabulary, part three.
4 th Nine Weeks		I-D: 7. Recognize and express difficulty in comprehending text.	Baldrige Data Folders Selection Tests DIBELS Progress Monitors	<i>-Baldrige Data Folders:</i> The students will chart their scores and progress of their classroom assessments. <i>-MAPS Assessment:</i> The students will review their MAPS scores and diagnosis to determine areas of need. <i>-DIBELS Progress Monitors:</i> The students will discuss	
Color					

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Key: Introduce Review Master				their scores and goals with their teacher after every progress monitor in order to create understanding of goal and strategies that need to be implemented in order to allow them to reach their goals.	
	Standard II: WRITING AND SPEAKING FOR EXPRESSION: Students will communicate effectively through speaking and writing.				
	II-A. Demonstrate competence in speaking to convey information.	II-A: 1. Increase vocabulary by listening and discussing responses to literature that is read and heard.	Read Grade Level Text Read Independent Level Text	- <i>Listening Center</i> : Students will listen to audio text and respond to comprehension questions. - <i>Assessment</i> : Student product	Macmillan McGraw-Hill audio stories
4th Nine Weeks		II-A: 2. Explain and describe new concepts and information in own words.	/ou/: ow, ou /oi/: oi, oy Sequence of Events Library and Media Fiction/Fantasy	- <i>Reading for Research (C.017)</i> : Students will answer question in a small group by using various resources. - <i>Assessment</i> : Student	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part two.
Color Key: Introduce					

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
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Review Master				discussion and participation.	
		II-A: 3. Use oral communication to identify, organize, and analyze information.	Read Grade Level Text Read Independent Level Text /ou/: ow, ou /oi/: oi, oy Sequence of Events Multisyllabic Words Soft ce and ge Form Generalizations Main Idea Context Clues Summarize Making Inferences Suffixes Multiple Meaning Words Fiction/Fantasy	- <i>Meaning Exchange (V.033)</i> : Students will identify the meaning of vocabulary words by playing a matching game with their partner. - <i>Assessment</i> : Cooperative learning and participation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Vocabulary, part five. -Grade Level Readers -Leveled Readers
4th Nine Weeks		II-A: 4. Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to a situation.	Read Independent Level Text /ou/: ow, ou /oi/: oi, oy Context Clues Suffixes Multiple Meaning Words Fiction/Fantasy	- <i>Literacy Circles</i> : Students will hold a job as discussion director, word finder, connector, or illustrator. Discussion director creates higher level questions. The word finder found definitions from a dictionary. The connector created connections between the text	Literacy Circle Examples: www.readwritethink.org
Color Key: Introduce					

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Review Master				and self. The illustrator created a title page including the author, illustrator, and picture. - <i>Assessment:</i> Student packet of each job.	
		II-A: 5. Identify and select and appropriate method to communicate relevant to the audience and purpose.	Read Independent Level Text	- <i>TAPP (Topic, Audience, Purpose, and Plan):</i> Students will determine their plan for discussion using the TAPP planning model. - <i>Assessment:</i> Student product	
		II-A: 6. Read aloud with fluency and comprehension grade-level text.	Read Grade Level Text Read Independent Level Text	- <i>Guided Reading:</i> Students will read orally with fluency and prove comprehension through discussion - <i>Assessment:</i> Teacher observation and participation	
4th Nine Weeks					
Color Key: Introduce	II-B. Apply grammatical and language conventions to communicate	II-B: 1. Write compositions that show proper use of pronouns,	Pronoun/Verb Agreement Contractions Adjectives Using a and an	- <i>Spelling Sentences:</i> Students will create sentences using spelling words in order to increase	

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Review Master		adjectives, adverbial forms, and coordinating conjunctions.	Adjectives that Compare Adverbs Synonyms Antonyms	comprehension of words. - <i>Assessment:</i> Student product	
		II-B: 2. Spell correctly using: <ul style="list-style-type: none"> • Previously studied words • Spelling patterns • Analysis of sounds 	/ou/: ow, ou /oi/: oi, oy Digraphs ph, th, tch Long e and i Long a and o Soft c and g Soft c, p, g, and th Blends Double Consonants Digraphs sh and ch Digraphs th and sh Digraphs th and wh	- <i>Write the Word 3 times each:</i> Students will practice writing words to increase knowledge of spelling patterns. - <i>Build-a-Word:</i> Students will begin spelling the word by adding a letter (r, ru,run) in order to increase knowledge of spelling patterns. - <i>Draw-A-Word:</i> Students will draw a picture to represent the meaning of the spelling word. - <i>Assessment:</i> Student product	
4th Nine Weeks		II-B: 3. Identify format and mechanics in own writing.	Schaffer Writing	- <i>Spelling Sentences:</i> Students will create sentences using spelling words in order to increase comprehension of words. - <i>Assessment:</i> Student product	
Color Key:					

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Introduce Review Master		II-B: 4. Use capitalization, punctuation, and paragraphs in own writing.	Pronoun/Verb Agreement Contractions Adjectives Using a and an Adjectives that Compare Adverbs Synonyms Antonyms	<i>-Sentence Dictation:</i> Students will listen to a sentence read orally and write the sentence with correct punctuation, capitalization, and spelling. <i>-Assessment:</i> Student product	
		II-B: 5. Use subject, predicate, and modifiers in sentences	Pronoun/Verb Agreement Contractions Adjectives Using a and an Adjectives that Compare Adverbs Synonyms Antonyms	<i>-Spelling Sentences:</i> Students will create sentences using spelling words in order to increase comprehension of words. <i>-Assessment:</i> Student product	
		II-B: 6. Use editing to check and confirm correct use of conventions to complete sentences, correct word order in sentences and punctuation.	Schaffer Writing	<i>-Partner Editing:</i> Students will check for capitalization and punctuation errors. <i>-Oral Edit:</i> Students will read their writing orally in order to help them identify errors in spelling, punctuation, capitalization, and complete sentences. <i>-Assessment:</i> Student participation and product	
4th Nine Weeks					Jane Schaffer Writing Program
Color Key: Introduce Review					

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Master		II-B: 7. Use letter formation, lines, and spaces to create readable documents.	Handwriting Practice	-Write the Word 3 times each: Students will practice writing words to increase knowledge of spelling patterns. -Assessment: Student product	
		II-B: 8. Use plural forms of commonly used nouns and common age appropriate contractions.	Contractions Adjectives Using a and an Adjectives that Compare Adverbs Synonyms Antonyms	-Contraction Bingo (V.001): Students will identify contractions by playing a bingo type game. -Assessment: Student participation and teacher observation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Vocabulary, part one
	4th Nine Weeks	II-B: 9. Use titles, tables, index, and chapter headings to locate information in expository text.	Library and Media	-Reading for Research (C.017): Students will answer question in a small group by using various resources. -Assessment: Student discussion and participation.	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part two.
Color Key: Introduce					

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Review Master		II-B: 10. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	Oral Language Development	- <i>Readers Theatre</i> : Students will read a script aloud with fluency in order to practice correct speaking skills. - <i>Assessment</i> : Student performance	<i>The Legend of Lightning Larry</i> By Aaron Shepard http://www.aaronshp.com/rt/RT_E01.html <i>Read Aloud Anthology</i> (Macmillan McGraw-Hill Teacher Resources)
	II-C. Demonstrate competence in the skills and strategies of the writing process to inform and persuade	II-C: 1. Plan and make judgments about what to include in written products (e.g. narratives of personal experience, creative stories, skits based on familiar stories/experiences).	Schaffer Writing	- <i>TAPP (Topic, Audience, Purpose, and Plan)</i> : Students will determine their plan for writing use the TAPP planning model. - <i>Assessment</i> : Student product	Jane Schaffer Writing Program
4th Nine Weeks		II-C: 2. Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail).	Schaffer Writing	- <i>Shared Writing</i> : Students will create a one-chunk narrative paragraph through shared writing. - <i>Assessment</i> : Whole group product and participation	Jane Schaffer Writing Program

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Color Key: Introduce Review Master		II-C: 3. Write structured informative presentations and narratives when given help with organization.	Schaffer Writing	<i>-Shared Writing:</i> Students will create a one-chunk narrative paragraph through shared writing. <i>-Assessment:</i> Whole group product and participation	Jane Schaffer Writing Program
		II-C: 4. Begin to assist others and edit writing.	Schaffer Writing	<i>-Oral Edit:</i> Students will read their writing orally in order to help them identify errors in spelling, punctuation, capitalization, and complete sentences. <i>-Assessment:</i> Student product	Jane Schaffer Writing Program
	4th Nine Weeks	II-C: 5. Produce a variety of types of composition (e.g. stories, reports, correspondence) using media and technology to enhance the presentation/narrative for and audience for a specific purpose.	Read Independent Level Text Pronoun/Verb Agreement Blends Contractions Adjectives Using a and an Adjectives that Compare Adverbs Synonyms Antonyms Double Consonants	<i>-Shared Writing:</i> Students will create a one-chunk narrative paragraph through shared writing. <i>-Assessment:</i> Whole group product and participation	Jane Schaffer Writing Program
Color Key:					

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
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Introduce Review Master	Standard III: LITERATURE AND MEDIA: Students will use literature and media to develop an understanding of people, societies, and the self.				
	III-A. Use language, literature, and media to gain and demonstrate awareness of cultures around the world	III-A: 1. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes) as found in literary works.	Read Grade Level Text	<i>-Cultural Exploration:</i> Students will increase vocabulary by reading and listening to text exploring various cultural topics. <i>-Assessment:</i> Student participation and discussion	Sample Activities for Basal Stories: http://www.mhschool.com/reading/2005/student/index.php3?grade=2&book=1
		III-A: 2. Increase vocabulary by listening to, reading, and responding to literary works.	Context Clues Suffixes Multiple Meaning Words Realistic Fiction	<i>-Listening Center:</i> Students will listen to audio text and respond to comprehension questions. <i>-Assessment:</i> Student product	
4th Nine Weeks		III-A: 3. Identify cultural characteristics in literature and media.	Read Grade Level Text	<i>-Cultural Exploration:</i> Students will increase vocabulary by reading and listening to text exploring various cultural topics. <i>-Assessment:</i> Student participation and discussion	Sample Activities for Basal Stories: http://www.mhschool.com/reading/2005/student/index.php3?grade=2&book=1
Color Key: Introduce Review					

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Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Master		III-A: 4. Demonstrate how similar themes are represented by different versions of stories from many cultures.	Fantasy Biographical Story Realistic Fiction Fiction/Fantasy Magazine Articles	- <i>Text Analysis-Fiction and Nonfiction Review (C. 018)</i> : Students will sort book titles into fiction and nonfiction categories on a pocket chart. - <i>Assessment</i> : Teacher observation and student participation	-Florida Center for Reading Research http://www.fcrr.org/Curriculum/studentCenterActivities23.htm -This activity is under the Comprehension, part three
		III-B. Identify and use the types of literature according to their purpose and function	Poetry Read Grade Level Text Magazine Articles	- <i>Identify the Text</i> : Students will name the story by determining whether the text is poetry or expository on a graphic organizer. - <i>Assessment</i> : Student product	
	4th Nine Weeks		III-B: 2. Compare and contrast plots, settings, and characters presented by different authors.	Read Independent Level Text	- <i>Text to Text Connections</i> : Students will understand the connections in characters, plots, settings and themes between texts. - <i>Assessment</i> : Discussion of comprehension questions and connections between texts.
Color Key: Introduce					

Portales Municipal Schools
CURRICULUM MAP

Subject:	Spanish Language Arts	2010-11	Grade Level:	2 nd Grade	
Essential Question: How will students prove mastery of their comprehension of reading and listening at their grade level? How will students prove mastery of writing and speaking with expression at their grade level? How will students prove mastery of literature and media at their grade level?					
Nine Weeks	Strand/ Benchmark	Performance Standard	Concepts/Skills	Suggested Student Activities/Assessments	Resources/Materials
Review Master		III-B: 3. Identify the use of rhythm, rhyme, and alliteration in writing.	Poetry	- <i>Find the Rhyme</i> : Students will find rhyming words in text and recognize the placement of these words. - <i>Assessment</i> : Student product	Macmillan McGraw-Hill Basal
		III-B: 4. Take part in creative responses to dramatizations, oral presentations, and fantasy plays.	Read Independent Level Text	- <i>Readers Theatre</i> : Students will read a script aloud with fluency in order to practice correct speaking skills. - <i>Assessment</i> : Student performance	<i>The Legend of Lightning Larry</i> By Aaron Shepard http://www.aaronshp.com/rt/RT_E01.html <i>Read Aloud Anthology</i> (Macmillan McGraw-Hill Teacher Resources)