

Instructional Guide

Grade Level Second Grade Subject English Language Arts School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks					
Beginning 1 ST Six Weeks Throughout the year	Standard 1	2.1.a Demonstrate phonological skills, including manipulating sounds and words of the English language.	Reading Street- Taught daily throughout the text Sing with Me Big Book-Audio CD Phonics Song and Rhyme Chart-Audio CD Sound-Spelling Cards Decodable Readers that correspond with the story Amazing Word Charts Phonics and Spelling Practice workbook to correspond with story Word sorts Small group instruction Literacy Centers Tier II		

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Beginning first six weeks Throughout the year	Standard 3	2.4.b Demonstrate comprehension of second grade materials across the curriculum classifying ideas and things from informational and functional reading materials. 2.4.B.1 Relating events and ideas to specific life experiences 2.4.B.2 Answering what if, why, and how questions	Reading Street- Unit1:Exploring Space, A Walk in the Desert; Unit 2: Tara and Tiree; Unit 3: Dear Juno, A Weed is a Flower; Unit 4: The Life Cycle of a Pumpkin, Frogs , Helen Keller; Unit 5: Firefighter Unit 6: Red, White and Blue, Cowboys Leveled Books Read Aloud Anthology Reader’s Theater Anthology Reading Practice Workbook that corresponds with story A.R. Test Nonfiction/informational comprehension Cards (Scaffolding cards) Resource Room Comprehension Toolkit Active Participation Tier II		

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Beginning 1 ST Six Weeks Throughout the year	Standard 4	2.4.c Demonstrate comprehension of second grade materials across the curriculum identifying sequence from informational and functional reading materials, 2.4.B.1 Relating events and ideas to specific life experiences 2.4.B.2 Answering what if, why, and how questions 2.4.B.3 Identifying characters	Taught throughout the text Ten Most Important Sentences Nonfiction/informational comprehension Cards (Scaffolding cards) Resource Room Comprehension Toolkit Active Participation Tier II		
Beginning 1 ST Six Weeks Throughout the year	Standard 4	2.4.d Demonstrate comprehension of second grade materials across the curriculum retelling directions and information from informational and functional reading materials. 2.4.B.1 Relating events and ideas to specific life experiences 2.4.B.2 Answering what if, why, and how question	Taught throughout the text Ten Most Important Sentences Leveled Books Nonfiction/informational comprehension Cards (Scaffolding cards) Resource Room Comprehension Toolkit Active Participation, Tier II		

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Beginning first six weeks Throughout the year	Standard 3	2.5.a Read with fluency passages containing complex sentences. 2.5.B.1 Reading 90-100 words per minute 2.5.B.2 Recognizing second grade high frequency words 2.5.B.3 Using punctuation to help phrase 2.5.B.4 Making self-corrections 2.5.B.5 Reading with expression	Taught throughout the text Reader's Theater Anthology Fresh Reads Audio CD with text Big Books Phonics and Songs and Rhymes Chart Leveled Books Flashcards Word Lists, Phrasing lists Resource Room DIBELS ORF Progress Monitoring Leveled text/passages-choral reading, echo reading		
Beginning first six weeks Throughout the year	Standard 4	2.7.a Explain how authors use text features to identify key and supporting ideas in informational texts.	Taught throughout the text Comprehension toolkit (resource room)		

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Beginning first six weeks Throughout the year		2.8.a Organize sentences into a paragraph address a topic. 2.8.B.1 Sorting information using graphic organizers 2.8.B.2 Generating a topic sentence and a concluding sentence in a paragraph 2.8.B.3 Drafting a written piece including an introductory paragraph and a concluding paragraph 2.8.B.4 Editing for spelling, punctuation, capitalization and sentence variety 2.8.B.5 Publishing final draft 2.8.B. 6 Using descriptive, narrative Organize sentences into a paragraph to, and expository modes of writing 2.8.B.7 Writing free verse poetry to express ideas	Taught throughout the text Graphic Organizers Journal Writing Grammar and Writing Book Four Square Writing Teach Me Writing Literacy Centers Resource Room		

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Beginning first six weeks Throughout the year		<p>2.8.b Organize sentences into a paragraph to tell a story.</p> <p>2.8.B.1 Sorting information using graphic organizers</p> <p>2.8.B.2 Generating a topic sentence and a concluding sentence in a paragraph</p> <p>2.8.B.3 Drafting a written piece including an introductory paragraph and a concluding paragraph</p> <p>2.8.B.4 Editing for spelling, punctuation, capitalization and sentence variety</p> <p>2.8.B.5 Publishing final draft</p> <p>2.8.B. 6 Using descriptive, narrative organize sentences into a paragraph to, and expository modes of writing</p> <p>2.8.B.7 Writing free verse poetry to express ideas</p>	<p>Taught throughout the text</p> <p>Graphic Organizers</p> <p>Journal Writing</p> <p>Grammar and Writing Book</p> <p>Writing Transparencies</p> <p>Four Square Writing</p> <p>Teach Me Writing</p> <p>Literacy Centers</p> <p>Resource Room</p>		

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Beginning first six weeks Throughout the year		2.11.a Write words in sentences legibly with proper spacing in manuscript.	Taught throughout the text Grammar and Writing Workbook Popsicle sticks for spacing		
Beginning first six weeks Throughout the year		2.15.a Select appropriate voice to enhance meaning. 2.15.B.1 Using active listening skills 2.15.B.2 Retelling stories and events in logical order 2.15.B.3 Remaining on topic when speaking 2.15.B.5 Using appropriate grammar and word choice in oral presentations and in conversations	Taught throughout the text Audio CD's Ten Most Important Sentences Retelling Cards Grammar and Writing Workbook Modeling by teacher-Read alouds weekly Readers' Theater Anthology Active Participation		

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1 ST Six Weeks	Standard 1	<p>2.2.a Apply phonetic strategies to decode unfamiliar words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs.</p> <p>2.2.B.1 Correcting word recognition errors</p> <p>2.2.B.2 Reading phonetically regular and irregular two syllable words</p>	<p>Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 2: Tara and Tiree, Turtle’s Race with Beaver; Unit 4: Frogs, I Like Where I AM; Unit 5: Horace and Morace</p> <p>Vocabulary Word Cards Sound-Spelling Cards Practice Workbook that corresponds with story Phonics and Spelling Workbook, Multi-syllable Word Routine Cards, Decodable Text, Graphic Organizers, Sound-Spelling Cards, Vocabulary Cards, Literacy Centers, Small group instruction, Tier II</p>		

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1 ST Six Weeks	Standard1	2.2.b Apply phonetic strategies to decode multi-syllable words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs, 2.2.B.1 Correcting word recognition errors	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One Unit 2: Tara and Tiree, Turtle’s Race with Beaver; Unit 4: Frogs, I Like Where I AM; Unit 5: Horace and Morace Vocabulary Word Cards Sound-Spelling Cards Practice Workbook that corresponds with story Phonics and Spelling Workbook Word work, choral reading, multi-syllable word routine cards, Small groups instruction (taken from third grade routine cards-Reading Street) Decodable Text, Vocabulary Cards, Literacy Centers, Tier II		

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1 ST Six Weeks	Standard 2	2.3.a Exhibit vocabulary skills, including explaining simple common antonyms. 2.3.B.1 Responding to questions 2.3.B.2 Using symantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Word Sorts, Resource Room, Literacy Centers, Leveled Texts, ELL Books and posters		

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1 ST Six Weeks	Standard 2	2.3.b Exhibit vocabulary skills, including simple common synonyms 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Grammar and Writing Book Word Sorts, Resource Room, Literacy Centers, Leveled Texts, ELL Books and posters		

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1 ST Six Weeks	Standard 4	<p>2.4.a Demonstrate comprehension of second grade reading materials across the curriculum, including drawing simple conclusions from informational and functional reading materials.</p> <p>2.4.B.1 Relating events and ideas to specific life experiences</p> <p>2.4.B.2 Answering what if, why, and how questions</p> <p>2.4.B.3 Identifying characters</p>	<p>Reading Street-Unit 1:Exploring Space, Walk in the Desert; Unit 2: Tara and Tiree; Unit 3: Dear Juno, A Weed is a Flower; Unit 4: The Life Cycle of a Pumpkin, Frogs, Helen Keller; Unit 5: Firefighter; Unit 6- Red, White, and Blue, Cowboys</p> <p>Leveled Books</p> <p>Read Aloud Anthology</p> <p>Reader’s Theater Anthology</p> <p>Reading Practice Workbook that corresponds with story</p> <p>A.R. Test</p> <p>Nonfiction/informational comprehension</p> <p>Cards (Scaffolding cards)</p> <p>Leveled Texts, ELL Books and posters</p> <p>Resource Room</p> <p>Comprehension Toolkit</p> <p>Active Participation Tier II</p>		

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1 ST Six Weeks	Standard 4	<p>2.4.b Demonstrate comprehension of second grade materials across the curriculum classifying ideas and things from informational and functional reading materials.</p> <p>2.4.B.1 Relating events and ideas to specific life experiences</p> <p>2.4.B.2 Answering what if, why, and how questions</p>	<p>Reading Street-Unit 1:Exploring Space, A Walk in the Desert; Unit 2: Tara and Tiree; Unit 3: Dear Juno, A Weed is a Flower; Unit 4: The Life Cycle of a Pumpkin, Frogs , Helen Keller; Unit 5: Firefighter</p> <p>Unit 6: Red, White and Blue, Cowboys</p> <p>Leveled Books</p> <p>Read Aloud Anthology</p> <p>Reader’s Theater Anthology</p> <p>Reading Practice Workbook that corresponds with story</p> <p>A.R. Test</p> <p>Nonfiction/informational comprehension</p> <p>Cards (Scaffolding cards)</p> <p>Resource Room</p> <p>Comprehension Toolkit</p> <p>Active Participation, Tier II</p>		

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1 ST Six Weeks	Standard 5	2.6.a Differentiate among folktales, tall tales, and fables. 2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts 2.6.B.2 Inferring the main idea and supporting details in narrative texts 2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts 2.6.B.4 Recognizing morals and lessons in narrative texts	Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer Workbook pages that correspond with story Read Aloud Anthology Leveled Readers Graphic Organizers, Active Participation, Tier II		

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1 ST Six Weeks	Standard 3	<p>2.6.b Differentiate among realistic fiction and other narrative texts.</p> <p>2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts</p> <p>2.6.B.2 Inferring the main idea and supporting details in narrative texts</p> <p>2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts</p> <p>2.6.B.4 Recognizing morals and lessons in narrative texts</p>	<p>Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer</p> <p>Workbook pages that correspond with story</p> <p>Read Aloud Anthology</p> <p>Leveled Readers</p> <p>Graphic Organizers</p> <p>Active Participation, Tier II</p> <p>Fiction scaffolding cards</p>		

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1 ST Six Weeks		2.10.a Use concrete nouns in written communication. 2.10.B.1 Describing nouns using adjective in writing 2.10.B.2 Substituting nouns with pronouns in writing 2.10.B.3 Using singular and plural nouns in writing	Reading Street- Unit 2 Grammar Transparencies Grammar and Writing Book		
		2.10.b Use action verbs in written communication	Reading Street-Unit 3 Grammar Transparencies Grammar and Writing Book Pantomime action verbs, then see in written communication, then write their own sentences.		

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2 nd Six Weeks					
2 ND Six Weeks	Standard 1	2.2.a Apply phonetic strategies to decode unfamiliar words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs. 2.2.B.1 Correcting word recognition errors 2.2.B.2 Reading phonetically regular and irregular two syllable words	Reading Street-Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 2: Tara and Tiree, Turtle's Race with Beaver; Unit 4: Frogs, I Like Where I AM; Unit 5: Horace and Morace Vocabulary Word Cards Sound-Spelling Cards Practice Workbook that corresponds with story Phonics and Spelling Workbook Decodable Text, Graphic Organizers, Sound-Spelling Cards, Vocabulary Cards Workbook, Multi-syllable Routine Cards, Decodable Text, Graphic Organizers, Sound-Spelling Cards, Vocabulary Cards, Centers		

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2 ND Six Weeks	Standard 1	2.2.b Apply phonetic strategies to decode multi-syllable words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs, 2.2.B.1 Correcting word recognition errors	Reading Street-Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 2: Tara and Tiree, Turtle’s Race with Beaver; Unit 4: Frogs, I Like Where I AM; Unit 5: Horace and Morace Vocabulary Word Cards Sound-Spelling Cards Practice Workbook that corresponds with story Phonics and Spelling Workbook ,Word work, choral reading, multi-syllable word routine cards (taken from third grade routine cards-Reading Street) Decodable Text, Vocabulary Cards, Literacy Centers		

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2 ND Six Weeks	Standard 5	<p>2.6.a Differentiate among folktales, tall tales, and fables.</p> <p>2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts</p> <p>2.6.B.2 Inferring the main idea and supporting details in narrative texts</p> <p>2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts</p> <p>2.6.B.4 Recognizing morals and lessons in narrative texts</p>	<p>Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer</p> <p>Workbook pages that correspond with story</p> <p>Read Aloud Anthology</p> <p>Leveled Readers</p> <p>Graphic Organizers</p>		

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2 ND Six Weeks		2.10.a Use concrete nouns in written communication. 2.10.B.1 Describing nouns using adjective in writing 2.10.B.2 Substituting nouns with pronouns in writing 2.10.B.3 Using singular and plural nouns in writing	Reading Street- Unit 2 Grammar Transparencies Grammar and Writing Book		
2 ND Six Weeks Introduced in Unit 2 Taught throughout Unit 3-6		2.12.a Utilize research skills to collect information on a specific topic. 2.12.B.2 Locating boldface and italicized words to identify essential information 2.12.B.3 Using captions, illustrations, and photographs to extend meaning of written text	Reading Street- Unit 2 Throughout the year, according to text Reading Practice Workbook Comprehension Toolkit (Resource Room)		

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3 rd Six Weeks					
3 RD Six Weeks	Standard 2	2.3.a Exhibit vocabulary skills, including explaining simple common antonyms. 2.3.B.1 Responding to questions 2.3.B.2 Using symantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Word Sorts, Resource Room, Literacy Centers, Leveled Texts, ELL Books and posters		

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3 RD Six Weeks	Standard 2	2.3.b Exhibit vocabulary skills, including simple common synonyms 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Grammar and Writing Book Word Sorts, Resource Room, Literacy Centers, Leveled Texts, ELL Books and posters		

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3 RD Six Weeks	Standard 2	2.3.c Exhibit vocabulary skills, including descriptive words 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.5 Recognizing possessive forms 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Word Sorts, Resource Room, Literacy Centers, Leveled Texts, ELL Books and posters		

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3 RD Six Weeks	Standard 4	<p>2.4.a Demonstrate comprehension of second grade reading materials across the curriculum, including drawing simple conclusions from informational and functional reading materials.</p> <p>2.4.B.1 Relating events and ideas to specific life experiences</p> <p>2.4.B.2 Answering what if, why, and how questions</p> <p>2.4.B.3 Identifying characters</p>	<p>Reading Street-Unit 1:Exploring Space, Walk in the Desert; Unit 2: Tara and Tiree; Unit 3: Dear Juno, A Weed is a Flower; Unit 4: The Life Cycle of a Pumpkin, Frogs, Helen Keller; Unit 5: Firefighter; Unit 6- Red, White, and Blue, Cowboys</p> <p>Leveled Books</p> <p>Read Aloud Anthology</p> <p>Reader’s Theater Anthology</p> <p>Reading Practice Workbook that corresponds with story</p> <p>A.R. Test,</p> <p>Nonfiction/informational comprehension</p> <p>Cards (Scaffolding cards)</p> <p>ELL Books and Posters</p> <p>Resource Room</p> <p>Comprehension Toolkit</p> <p>Active Participation Tier II</p>		

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3 RD Six Weeks	Standard 4	<p>2.4.b Demonstrate comprehension of second grade materials across the curriculum classifying ideas and things from informational and functional reading materials.</p> <p>2.4.B.1 Relating events and ideas to specific life experiences</p> <p>2.4.B.2 Answering what if, why, and how questions</p>	<p>Reading Street-Unit 1:Exploring Space, A Walk in the Desert; Unit 2: Tara and Tiree; Unit 3: Dear Juno, A Weed is a Flower; Unit 4: The Life Cycle of a Pumpkin, Frogs , Helen Keller; Unit 5: Firefighter</p> <p>Unit 6: Red, White and Blue, Cowboys</p> <p>Leveled Books</p> <p>Read Aloud Anthology</p> <p>Reader’s Theater Anthology</p> <p>Reading Practice Workbook that corresponds with story</p> <p>A.R. Test</p> <p>Nonfiction/informational comprehension</p> <p>Cards (Scaffolding cards)</p> <p>ELL Books and Posters</p> <p>Resource Room</p> <p>Comprehension Toolkit</p> <p>Active Participation Tier II</p>		

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3 RD Six Weeks	Standard 5	2.6.a Differentiate among folktales, tall tales, and fables. 2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts 2.6.B.2 Inferring the main idea and supporting details in narrative texts 2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts 2.6.B.4 Recognizing morals and lessons in narrative texts	Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer Workbook pages that correspond with story Read Aloud Anthology Leveled Readers Graphic Organizers Small group instruction Comprehension Toolkit		

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3 RD Six Weeks	Standard 3	<p>2.6.b Differentiate among realistic fiction and other narrative texts.</p> <p>2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts</p> <p>2.6.B.2 Inferring the main idea and supporting details in narrative texts</p> <p>2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts</p> <p>2.6.B.4 Recognizing morals and lessons in narrative texts</p>	<p>Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer</p> <p>Workbook pages that correspond with story</p> <p>Read Aloud Anthology</p> <p>Leveled Readers</p> <p>Graphic Organizers</p> <p>Small group instruction</p> <p>Comprehension Toolkit</p> <p>Fiction scaffolding cards</p>		

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3 RD Six Weeks		2.13.a Locate information in reference material using alphabetical order, 2.13.B.1 Generating oral and written questions before, during and after research 2.13.B.2 Using table of contents, glossary and index to locate information 2.13.B.3 Reporting on a specific topic with facts and details	Reading Street-Introduced in Unit 3: Anansi Taught throughout the rest of the text Nonfiction/informational comprehension Cards (Scaffolding cards) Comprehension Toolkit Tier II Instruction		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 th Six Weeks					
4 TH Six Weeks	Standard 1	2.2.a Apply phonetic strategies to decode unfamiliar words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs. 2.2.B.1 Correcting word recognition errors 2.2.B.2 Reading phonetically regular and irregular two syllable words	Reading Street-Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 2: Tara and Tiree, Turtle's Race with Beaver; Unit 4: Frogs, I Like Where I AM; Unit 5: Horace and Morace Vocabulary Word Cards Sound-Spelling Cards Practice Workbook that corresponds with story Phonics and Spelling Workbook multi-syllable word routine cards (taken from third grade routine cards- Reading Street) Decodable Text, Vocabulary Cards, Literacy Centers, Graphic Organizers, Sound-Spelling Cards, Vocabulary Cards		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Weeks	Standard 1	2.2.b Apply phonetic strategies to decode multi-syllable words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs, 2.2.B.1 Correcting word recognition errors	Reading Street-Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 2: Tara and Tiree, Turtle's Race with Beaver; Unit 4: Frogs, I Like Where I AM; Unit 5: Horace and Morace Vocabulary Word Cards Sound-Spelling Cards Practice Workbook that corresponds with story Phonics and Spelling Workbook Literacy Centers Ell Posters and books Word work, choral reading, multi-syllable word routine cards (taken from third grade routine cards-Reading Street) Decodable Text		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Weeks	Standard 2	2.3.a Exhibit vocabulary skills, including explaining simple common antonyms. 2.3.B.1 Responding to questions 2.3.B.2 Using symantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Word Sorts, Resource Room, Literacy Centers, Leveled Texts, ELL Books and posters		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Weeks	Standard 2	2.3.b Exhibit vocabulary skills, including simple common synonyms 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Grammar and Writing Book Active Word Walls Word Sorts, Resource Room, Literacy Centers, Leveled Texts, ELL Books and posters		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Weeks	Standard 2	2.3.c Exhibit vocabulary skills, including descriptive words 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.5 Recognizing possessive forms 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Active Word Walls Word Sorts, Resource Room, Literacy Centers, Leveled Texts, ELL Books and posters		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Weeks	Standard 4	<p>2.4.b Demonstrate comprehension of second grade materials across the curriculum classifying ideas and things from informational and functional reading materials.</p> <p>2.4.B.1 Relating events and ideas to specific life experiences</p> <p>2.4.B.2 Answering what if, why, and how questions</p>	<p>Reading Street-Unit 1:Exploring Space, A Walk in the Desert; Unit 2: Tara and Tiree; Unit 3: Dear Juno, A Weed is a Flower; Unit 4: The Life Cycle of a Pumpkin, Frogs , Helen Keller; Unit 5: Firefighter</p> <p>Unit 6: Red, White and Blue, Cowboys</p> <p>Leveled Books</p> <p>Read Aloud Anthology</p> <p>Reader’s Theater Anthology</p> <p>Reading Practice Workbook that corresponds with story</p> <p>A.R. Test</p> <p>Nonfiction/informational comprehension</p> <p>Cards (Scaffolding cards)</p> <p>Resource Room</p> <p>Comprehension Toolkit</p> <p>Active Participation, Tier II</p>		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Weeks	Standard 5	2.6.a Differentiate among folktales, tall tales, and fables. 2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts 2.6.B.2 Inferring the main idea and supporting details in narrative texts 2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts 2.6.B.4 Recognizing morals and lessons in narrative texts	Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer Workbook pages that correspond with story Read Aloud Anthology Leveled Readers, Comprehension Toolkit Graphic Organizers		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Weeks	Standard 3	<p>2.6.b Differentiate among realistic fiction and other narrative texts.</p> <p>2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts</p> <p>2.6.B.2 Inferring the main idea and supporting details in narrative texts</p> <p>2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts</p> <p>2.6.B.4 Recognizing morals and lessons in narrative texts</p>	<p>Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer</p> <p>Workbook pages that correspond with story</p> <p>Read Aloud Anthology</p> <p>Leveled Readers</p> <p>Graphic Organizers, Comprehension Toolkit</p> <p>Graphic Organizers</p> <p>Fiction scaffolding cards</p>		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 th Six Weeks					
5 TH Six Weeks	Standard 1	<p>2.2.a Apply phonetic strategies to decode unfamiliar words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs.</p> <p>2.2.B.1 Correcting word recognition errors</p> <p>2.2.B.2 Reading phonetically regular and irregular two syllable words</p>	<p>Reading Street-Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 2: Tara and Tiree, Turtle’s Race with Beaver; Unit 4: Frogs, I Like Where I AM; Unit 5: Horace and Morace</p> <p>Vocabulary Word Cards Sound-Spelling Cards Practice Workbook that corresponds with story Phonics and Spelling Workbook, Word sorts Small group instruction Literacy Centers, Tier II</p> <p>Decodable Text, Graphic Organizers, Sound-Spelling Cards, and Vocabulary Cards</p>		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 TH Six Weeks	Standard 1	2.2.b Apply phonetic strategies to decode multi-syllable words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs, 2.2.B.1 Correcting word recognition errors	Reading Street-Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 2: Tara and Tiree, Turtle’s Race with Beaver; Unit 4: Frogs, I Like Where I AM; Unit 5: Horace and Morace Vocabulary Word Cards Sound-Spelling Cards Practice Workbook that corresponds with story Phonics and Spelling Workbook, Word sorts Small group instruction Literacy Centers, Tier II Word work, choral reading, multi-syllable word routine cards (taken from third grade routine cards-Reading Street) Decodable Text		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 TH Six Weeks	Standard 2	2.3.a Exhibit vocabulary skills, including explaining simple common antonyms. 2.3.B.1 Responding to questions 2.3.B.2 Using symantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Word sorts Small group instruction Literacy Centers Tier II Active Participation		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 TH Six Weeks	Standard 2	2.3.b Exhibit vocabulary skills, including simple common synonyms 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Grammar and Writing Book Word Sorts Small group instruction Literacy Centers, Tier II		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 TH Six Weeks	Standard 2	2.3.c Exhibit vocabulary skills, including descriptive words 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.5 Recognizing possessive forms 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Word sorts Small group instruction Literacy Centers, Tier II		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 TH Six Weeks	Standard 4	<p>2.4.b Demonstrate comprehension of second grade materials across the curriculum classifying ideas and things from informational and functional reading materials.</p> <p>2.4.B.1 Relating events and ideas to specific life experiences</p> <p>2.4.B.2 Answering what if, why, and how questions</p>	<p>Reading Street-Unit 1:Exploring Space, A Walk in the Desert; Unit 2: Tara and Tiree; Unit 3: Dear Juno, A Weed is a Flower; Unit 4: The Life Cycle of a Pumpkin, Frogs , Helen Keller; Unit 5: Firefighter</p> <p>Unit 6: Red, White and Blue, Cowboys</p> <p>Leveled Books</p> <p>Read Aloud Anthology</p> <p>Reader’s Theater Anthology</p> <p>Reading Practice Workbook that corresponds with story</p> <p>A.R. Test</p> <p>Nonfiction/informational comprehension</p> <p>Cards (Scaffolding cards)</p> <p>Resource Room</p> <p>Comprehension Toolkit</p> <p>Active Participation, Tier II</p>		

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5 TH Six Weeks	Standard 3	<p>2.6.b Differentiate among realistic fiction and other narrative texts.</p> <p>2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts</p> <p>2.6.B.2 Inferring the main idea and supporting details in narrative texts</p> <p>2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts</p> <p>2.6.B.4 Recognizing morals and lessons in narrative texts</p>	<p>Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer</p> <p>Workbook pages that correspond with story</p> <p>Read Aloud Anthology</p> <p>Leveled Readers</p> <p>Graphic Organizers</p> <p>Fiction scaffolding cards</p> <p>Active Participation, Small group instruction, Tier II</p>		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 th Six Weeks					
6 TH Six Weeks	Standard 2	2.3.a Exhibit vocabulary skills, including explaining simple common antonyms. 2.3.B.1 Responding to questions 2.3.B.2 Using symantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Word sorts Small group instruction Literacy Centers, Tier II Ell Posters and Books Active Participation		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 TH Six Weeks	Standard 2	2.3.b Exhibit vocabulary skills, including simple common synonyms 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Grammar and Writing Book Word sorts Small group instruction Literacy Centers, Tier II Ell Posters and Books Active Participation		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 TH Six Weeks	Standard 2	2.3.a Exhibit vocabulary skills, including explaining simple common antonyms. 2.3.B.1 Responding to questions 2.3.B.2 Using symantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Word sorts Small group instruction Literacy Centers, Tier II Ell Posters and Books Active Participation		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 TH Six Weeks	Standard 2	2.3.b Exhibit vocabulary skills, including simple common synonyms 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Grammar and Writing Book Word sorts Small group instruction Literacy Centers, Tier II ELL Posters and Books Active Participation		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 TH Six Weeks	Standard 2	2.3.c Exhibit vocabulary skills, including descriptive words 2.3.B.1 Responding to questions 2.3.B.2 Using semantic cues to achieve meaning 2.3.B.3 Recognizing words in the environment 2.3.B.4 Using new words from independent reading of stories and texts 2.3.B.5 Recognizing possessive forms 2.3.B.6 Identifying multiple meaning words	Reading Street- Unit 1: Henry and Mudge, A Walk in the Desert, The Strongest One; Unit 3-6 Corresponding reading workbook pages Teacher-Created worksheets on antonyms and synonyms ELMO Active Word Walls Word sorts Small group instruction Literacy Centers, Tier II Ell Posters and Books Active Participation		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 TH Six Weeks	Standard 4	<p>2.4.a Demonstrate comprehension of second grade reading materials across the curriculum, including drawing simple conclusions from informational and functional reading materials.</p> <p>2.4.B.1 Relating events and ideas to specific life experiences</p> <p>2.4.B.2 Answering what if, why, and how questions</p> <p>2.4.B.3 Identifying characters</p>	<p>Reading Street-Unit 1:Exploring Space, Walk in the Desert; Unit 2: Tara and Tiree; Unit 3: Dear Juno, A Weed is a Flower; Unit 4: The Life Cycle of a Pumpkin, Frogs, Helen Keller; Unit 5: Firefighter; Unit 6- Red, White, and Blue, Cowboys</p> <p>Leveled Books</p> <p>Read Aloud Anthology</p> <p>Reader’s Theater Anthology</p> <p>Reading Practice Workbook that corresponds with story</p> <p>A.R. Test,</p> <p>Nonfiction/informational comprehension</p> <p>Cards (Scaffolding cards)</p> <p>Resource Room</p> <p>Comprehension Toolkit</p> <p>Active Participation, Tier II</p>		

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6 TH Six Weeks	Standard 4	<p>2.4.b Demonstrate comprehension of second grade materials across the curriculum classifying ideas and things from informational and functional reading materials.</p> <p>2.4.B.1 Relating events and ideas to specific life experiences</p> <p>2.4.B.2 Answering what if, why, and how questions</p>	<p>Reading Street-Unit 1:Exploring Space, A Walk in the Desert; Unit 2: Tara and Tiree; Unit 3: Dear Juno, A Weed is a Flower; Unit 4: The Life Cycle of a Pumpkin, Frogs , Helen Keller; Unit 5: Firefighter</p> <p>Unit 6: Red, White and Blue, Cowboys</p> <p>Leveled Books</p> <p>Read Aloud Anthology</p> <p>Reader’s Theater Anthology</p> <p>Reading Practice Workbook that corresponds with story</p> <p>A.R. Test</p> <p>Nonfiction/informational comprehension</p> <p>Cards (Scaffolding cards)</p> <p>Resource Room</p> <p>Comprehension Toolkit</p> <p>Active Participation, Tier II</p>		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 TH Six Weeks	Standard 5	2.6.a Differentiate among folktales, tall tales, and fables. 2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts 2.6.B.2 Inferring the main idea and supporting details in narrative texts 2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts 2.6.B.4 Recognizing morals and lessons in narrative texts	Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer Workbook pages that correspond with story Read Aloud Anthology Leveled Readers Graphic Organizers Active Participation, Tier II Comprehension Toolkit		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 TH Six Weeks	Standard 3	2.6.b Differentiate among realistic fiction and other narrative texts. 2.6.B.1 Recognizing the author’s purpose or intent in a variety of texts 2.6.B.2 Inferring the main idea and supporting details in narrative texts 2.6.B.3 Summarizing the plot and characters’ actions and motivations in narrative texts 2.6.B.4 Recognizing morals and lessons in narrative texts	Reading Street-Unit 1:Iris and Walter, Henry and Mudge, The Strongest One; Unit 2-Ronald Morgan, Turtle’s Race with Beaver, Bremen Town Musicians, Turkey for Thanksgiving; Unit 3: Pearl and Wagner, Anansi, Rose and Blanca; Unit 4- Quilt Story, I Like Where I Am; Unit 5-One Dark Night, Bad Dog Dodger, Horace and Morace, Sign Makers Assistant; Unit 6-Just Like Josh Gibson, A Birthday Basket for Tia, Jingle Dancer Workbook pages that correspond with story Read Aloud Anthology Leveled Readers Graphic Organizers Fiction scaffolding cards Small group instruction, Active Participation, Resource Room		

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 TH Six Weeks		2.9.a Demonstrate correct use of question marks in written expression.	Reading Street- Unit 6 Grammar Transparencies Grammar and Writing Book Teacher-created worksheets ELMO Teach Me Writing		
		2.9.b Demonstrate correct use of capitalization of names, months, days of the week, and holidays in written expression. 2.9.B.1 Use abbreviations, apostrophes in a contractions, and apostrophes in possessives in writing 2.9.B.2 Using commas in writing 2.9.B.3 Using exclamation points at the end of sentences to show emotion in writing	Reading Street- Throughout the text-especially Unit 6 Grammar Transparencies Grammar and Writing Book Marc Brown-Arthur Series		
		2.11.B.1 Forming upper and lower case letters in cursive	Taught second semester Cursive writing workbook		

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Sixth Six Weeks		2.12.b Utilize research skills to record information on a specific topic. 2.12.B.1 Listing key concepts from texts 2.12.B.3 Using captions, illustrations, and photographs to extend meaning of written text	Reading Street- Unit 2 Throughout the year, according to text Reading Practice Workbook Comprehension Toolkit (Resource Room)		