## 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 <sup>st</sup> Six					
Weeks					
Beginning 1 <sup>ST</sup> Six Weeks Throughout the year	Standard 1	<b>2.1.a</b> 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		

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations	-	Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
Beginning	Standard 3	2.4.b Demonstrate	Reading Street-		
first six	Standard 5	comprehension of second grade	Unit1:Exploring Space, A		
weeks		materials across the curriculum	Walk in the Desert; Unit 2:		
Throughout		classifying ideas and things from	Tara and Tiree; Unit 3: Dear		
the year		informational and functional	Juno, A Weed is a Flower;		
the year		reading materials.	Unit 4: The Life Cycle of a		
		<b>2.4.B.1</b> Relating events and ideas	Pumpkin, Frogs, Helen Keller;		
		to specific life experiences	Unit 5: Firefighter		
		<b>2.4.B.2</b> Answering what if, why,	Unit 6: Red, White and Blue,		
		and how questions	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		

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations	(Desire a subst)	Activities	Common	Comments (What works what needs
(Pacing – when)		(Pacing – what)	(Pacing – how)	Formative	
when)			Curricular Alignment	Assessment (Pacing –	adjustment)
			Curricular Anglinient	how well)	
				now weny	
Beginning	Standard 4	2.4.c Demonstrate	Taught throughout the text		
1 <sup>ST</sup> Six		comprehension of second grade	Ten Most Important Sentences		
Weeks		materials across the curriculum	-		
Throughout		identifying sequence from	Nonfiction/informational		
the year		informational and functional	comprehension		
		reading materials,	Cards (Scaffolding cards)		
		<b>2.4.B.1</b> Relating events and ideas			
		to specific life experiences	Resource Room		
		<b>2.4.B.2</b> Answering what if, why,	Comprehension Toolkit		
		and how questions	Active Participation Tier II		
		<b>2.4.B.3</b> Identifying characters			
Beginning	Standard 4	2.4.d Demonstrate	Taught throughout the text		
1 <sup>ST</sup> Six		comprehension of second grade	Ten Most Important Sentences		
Weeks		materials across the curriculum	Leveled Books		
Throughout		retelling directions and			
the year		information from informational	Nonfiction/informational		
		and functional reading materials.	comprehension		
		<b>2.4.B.1</b> Relating events and ideas	Cards (Scaffolding cards)		
		to specific life experiences	Resource Room		
		<b>2.4.B.2</b> Answering what if, why,	Comprehension Toolkit		
		and how question	Active Participation, 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)
Beginning first six weeks Throughout the year	Standard 3	<ul> <li>2.5.a Read with fluency passages containing complex sentences.</li> <li>2.5.B.1 Reading 90-100 words per minute</li> <li>2.5.B.2 Recognizing second grade high frequency words</li> <li>2.5.B.3 Using punctuation to help phrase</li> <li>2.5.B.4 Making self-corrections</li> <li>2.5.B.5 Reading with expression</li> </ul>	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		
Beginning first six weeks Throughout the year	Standard 4	<b>2.7.a</b> 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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when)		(racing – what)	Curricular Alignment	Assessment (Pacing – how well)	adjustment)
Beginning first six weeks Throughout the year		<ul> <li>2.8.a Organize sentences into a paragraph address a topic.</li> <li>2.8.B.1 Sorting information using graphic organizers</li> <li>2.8.B.2 Generating a topic sentence and a concluding sentence in a paragraph</li> <li>2.8.B.3 Drafting a written piece including an introductory paragraph and a concluding paragraph</li> <li>2.8.B.4 Editing for spelling, punctuation, capitalization and sentence variety</li> <li>2.8.B.5 Publishing final draft</li> <li>2.8.B.6 Using descriptive, narrative Organize sentences into a paragraph to, and expository modes of writing</li> <li>2.8.B.7 Writing free verse poetry to express ideas</li> </ul>	Taught throughout the text Graphic Organizers Journal Writing Grammar and Writing Book Four Square Writing Teach Me Writing Literacy Centers Resource Room		

Time Period	ARMT Correlations	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What
(Pacing – when)		(Pacing – what)	(Pacing – how)	Formative Assessment	works what needs adjustment)
when			Curricular Alignment	(Pacing – how well)	acjustition()
Beginning first six weeks Throughout the year		<ul> <li>2.8.b Organize sentences into a paragraph to tell a story.</li> <li>2.8.B.1 Sorting information using graphic organizers</li> <li>2.8.B.2 Generating a topic sentence and a concluding sentence in a paragraph</li> <li>2.8.B.3 Drafting a written piece including an introductory paragraph and a concluding paragraph</li> <li>2.8.B.4 Editing for spelling, punctuation, capitalization and sentence variety</li> <li>2.8.B.5 Publishing final draft</li> <li>2.8.B.6 Using descriptive, narrative organize sentences into a paragraph to, and expository modes of writing</li> <li>2.8.B.7 Writing free verse poetry to express ideas</li> </ul>	Taught throughout the text Graphic Organizers Journal Writing Grammar and Writing Book Writing Transparencies Four Square Writing Teach Me Writing Literacy Centers Resource Room		

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Beginning first six weeks Throughout the year		<b>2.11.a</b> 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		<ul> <li>2.15.a Select appropriate voice to enhance meaning.</li> <li>2.15.B.1 Using active listening skills</li> <li>2.15.B.2 Retelling stories and events in logical order</li> <li>2.15.B.3 Remaining on topic when speaking</li> <li>2.15.B.5 Using appropriate grammar and word choice in oral presentations and in conversations</li> </ul>	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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Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
1 <sup>ST</sup> Six	Standard 1	<b>2.2.a</b> Apply phonetic strategies to	Reading Street-		
Weeks	Standard 1	decode unfamiliar words using	Unit 1: Henry and Mudge, A		
VV CCK5		graphophonemic clues and letter	Walk in the Desert, The		
		sound correspondences, including	Strongest One;		
		diphthongs and diagraphs.	Unit 2: Tara and Tiree,		
		<b>2.2.B.1</b> Correcting word	Turtle's Race with Beaver;		
		recognition errors	Unit 4: Frogs, I Like Where I		
		<b>2.2.B.2</b> Reading phonetically	AM; Unit 5: Horace and		
		•••••••••••••••••••••••••••••••••••••••	Morace		
		regular and irregular two syllable words	Vocabulary Word Cards		
		words	•		
			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		

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1 <sup>ST</sup> Six Weeks	Standard1	<ul> <li>2.2.b Apply phonetic strategies to decode multi-syllable words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs,</li> <li>2.2.B.1 Correcting word recognition errors</li> </ul>	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 <sup>ST</sup> Six Weeks	Standard 2	<ul> <li>2.3.a Exhibit vocabulary skills, including explaining simple common antonyms.</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using symantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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)
1 <sup>ST</sup> Six Weeks	Standard 2	<ul> <li>2.3.b Exhibit vocabulary skills, including simple common synonyms</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using semantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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 <sup>ST</sup> Six Weeks	Standard 4	<ul> <li>2.4.a Demonstrate comprehension of second grade reading materials across the curriculum, including drawing simple conclusions from informational and functional reading materials.</li> <li>2.4.B.1 Relating events and ideas to specific life experiences</li> <li>2.4.B.2 Answering what if, why, and how questions</li> <li>2.4.B.3 Identifying characters</li> </ul>	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 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) Leveled Texts, ELL Books and posters Resource Room Comprehension Toolkit Active Participation Tier II		

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Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
1 <sup>ST</sup> Six	Standard 4	2.4.b Demonstrate	Reading Street-Unit		
Weeks		comprehension of second grade	1:Exploring Space, A Walk in		
		materials across the curriculum	the Desert; Unit 2: Tara and		
		classifying ideas and things from	Tiree; Unit 3: Dear Juno, A		
		informational and functional	Weed is a Flower; Unit 4: The		
		reading materials.	Life Cycle of a Pumpkin,		
		<b>2.4.B.1</b> Relating events and ideas	Frogs, Helen Keller; Unit 5:		
		to specific life experiences	Firefighter		
		<b>2.4.B.2</b> Answering what if, why,	Unit 6: Red, White and Blue,		
		and how questions	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		

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations	_	Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
1 <sup>ST</sup> Six	Standard 5	<b>2.6.a</b> Differentiate among	Reading Street-Unit 1:Iris and		
Weeks		folktales, tall tales, and fables.	Walter, Henry and Mudge, The		
		<b>2.6.B.1</b> Recognizing the author's	Strongest One; Unit 2-Ronald		
		purpose or intent in a variety of	Morgan, Turtle's Race with		
		texts	Beaver, Bremen Town		
		<b>2.6.B.2</b> Inferring the main idea	Musicians, Turkey for		
		and supporting details in narrative	Thanksgiving; Unit 3: Pearl		
		texts	and Wagner, Anansi, Rose and		
		<b>2.6.B.3</b> Summarizing the plot	Blanca; Unit 4- Quilt Story, I		
		and characters' actions and	Like Where I Am; Unit 5-One		
		motivations in narrative texts	Dark Night, Bad Dog Dodger,		
		<b>2.6.B.4</b> Recognizing morals and	Horace and Morace, Sign		
		lessons in narrative texts	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		

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
1ST g:	0, 1, 1, 2				
1 <sup>ST</sup> Six	Standard 3	<b>2.6.b</b> Differentiate among	Reading Street-Unit 1:Iris and		
Weeks		realistic fiction and other	Walter, Henry and Mudge, The		
		narrative texts.	Strongest One; Unit 2-Ronald		
		<b>2.6.B.1</b> Recognizing the author's	Morgan, Turtle's Race with		
		purpose or intent in a variety of	Beaver, Bremen Town		
		texts	Musicians, Turkey for		
		<b>2.6.B.2</b> Inferring the main idea	Thanksgiving; Unit 3: Pearl		
		and supporting details in narrative	and Wagner, Anansi, Rose and		
		texts	Blanca; Unit 4- Quilt Story, I		
		<b>2.6.B.3</b> Summarizing the plot	Like Where I Am; Unit 5-One		
		and characters' actions and	Dark Night, Bad Dog Dodger,		
		motivations in narrative texts	Horace and Morace, Sign		
		<b>2.6.B.4</b> Recognizing morals and	Makers Assistant; Unit 6-Just		
		lessons in narrative texts	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		
			Fiction scaffolding cards		

Time Period	ARMT Correlations	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
(Pacing – when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs adjustment)
,			Curricular Alignment	(Pacing – how well)	5 /
1 <sup>ST</sup> Six		<b>2.10.a</b> Use concrete nouns in	Reading Street- Unit 2		
Weeks		written communication.	Grammar Transparencies		
		<b>2.10.B.1</b> Describing nouns using	Grammar and Writing Book		
		adjective in writing			
		<b>2.10.B.2</b> Substituting nouns with			
		pronouns in writing			
		<b>2.10.B.3</b> Using singular and			
		plural nouns in writing			
		<b>2.10.b</b> Use action verbs in	Reading Street-Unit 3		
		written communication	Grammar Transparencies		
			Grammar and Writing Book		
			Pantomime action verbs, then		
			see in written communication,		
			then write their own sentences.		

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2 <sup>nd</sup> Six Weeks					
2 <sup>ND</sup> Six Weeks	Standard 1	<ul> <li>2.2.a Apply phonetic strategies to decode unfamiliar words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs.</li> <li>2.2.B.1 Correcting word recognition errors</li> <li>2.2.B.2 Reading phonetically regular and irregular two syllable words</li> </ul>	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		

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period (Pacing – when)	Correlations	(Pacing – what)	Activities (Pacing – how)	Common Formative Assessment	Comments (What works what needs adjustment)
			Curricular Alignment	(Pacing – how well)	
2 <sup>ND</sup> Six Weeks	Standard 1	<ul> <li>2.2.b Apply phonetic strategies to decode multi-syllable words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs,</li> <li>2.2.B.1 Correcting word recognition errors</li> </ul>	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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when			Curricular Alignment	(Pacing – how well)	aujustinent <i>)</i>
Weeks		<ul> <li>folktales, tall tales, and fables.</li> <li>2.6.B.1 Recognizing the author's purpose or intent in a variety of texts</li> <li>2.6.B.2 Inferring the main idea and supporting details in narrative texts</li> <li>2.6.B.3 Summarizing the plot</li> </ul>	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		
		and characters' actions and motivations in narrative texts <b>2.6.B.4</b> Recognizing morals and lessons in narrative texts	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		

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

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3 <sup>rd</sup> Six Weeks					
3 <sup>RD</sup> Six Weeks	Standard 2	<ul> <li>2.3.a Exhibit vocabulary skills, including explaining simple common antonyms.</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using symantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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 <sup>RD</sup> Six Weeks	Standard 2	<ul> <li>2.3.b Exhibit vocabulary skills, including simple common synonyms</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using semantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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		

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)
3 <sup>RD</sup> Six Weeks	Standard 2	<ul> <li>2.3.c Exhibit vocabulary skills, including descriptive words</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using semantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.5 Recognizing possessive forms</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period (Pacing – when)	Correlations	(Pacing – what)	Activities (Pacing – how)	Common Formative Assessment	Comments (What works what needs adjustment)
,			Curricular Alignment	(Pacing – how well)	<i>J i</i>
3 <sup>RD</sup> Six Weeks	Standard 4	<ul> <li>2.4.a Demonstrate comprehension of second grade reading materials across the curriculum, including drawing simple conclusions from informational and functional reading materials.</li> <li>2.4.B.1 Relating events and ideas to specific life experiences</li> <li>2.4.B.2 Answering what if, why, and how questions</li> <li>2.4.B.3 Identifying characters</li> </ul>	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 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) ELL Books and Posters Resource Room Comprehension Toolkit Active Participation Tier II		

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
a RD art	~				
3 <sup>RD</sup> Six	Standard 4	2.4.b Demonstrate	Reading Street-Unit		
Weeks		comprehension of second grade	1:Exploring Space, A Walk in		
		materials across the curriculum	the Desert; Unit 2: Tara and		
		classifying ideas and things from	Tiree; Unit 3: Dear Juno, A		
		informational and functional	Weed is a Flower; Unit 4: The		
		reading materials.	Life Cycle of a Pumpkin,		
		<b>2.4.B.1</b> Relating events and ideas	Frogs, Helen Keller; Unit 5:		
		to specific life experiences	Firefighter		
		<b>2.4.B.2</b> Answering what if, why,	Unit 6: Red, White and Blue,		
		and how questions	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)		
			ELL Books and Posters		
			Resource Room		
			Comprehension Toolkit		
			Active Participation Tier II		

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
a BD at	<u> </u>				
3 <sup>RD</sup> Six	Standard 5	<b>2.6.a</b> Differentiate among	Reading Street-Unit 1:Iris and		
Weeks		folktales, tall tales, and fables.	Walter, Henry and Mudge, The		
		<b>2.6.B.1</b> Recognizing the author's	Strongest One; Unit 2-Ronald		
		purpose or intent in a variety of	Morgan, Turtle's Race with		
		texts	Beaver, Bremen Town		
		<b>2.6.B.2</b> Inferring the main idea	Musicians, Turkey for		
		and supporting details in narrative	Thanksgiving; Unit 3: Pearl		
		texts	and Wagner, Anansi, Rose and		
		<b>2.6.B.3</b> Summarizing the plot	Blanca; Unit 4- Quilt Story, I		
		and characters' actions and	Like Where I Am; Unit 5-One		
		motivations in narrative texts	Dark Night, Bad Dog Dodger,		
		<b>2.6.B.4</b> Recognizing morals and	Horace and Morace, Sign		
		lessons in narrative texts	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		

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

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
3 <sup>RD</sup> Six		<b>2.13.a</b> Locate information in	Reading Street-Introduced in		
Weeks		reference material using	Unit 3: Anansi		
		alphabetical order,	Taught throughout the rest of		
		<b>2.13.B.1</b> Generating oral and	the text		
		written questions before, during			
		and after research			
		<b>2.13.B.2</b> Using table of contents,	Nonfiction/informational		
		glossary and index to locate	comprehension		
		information	Cards (Scaffolding cards)		
		<b>2.13.B.3</b> Reporting on a specific	Comprehension Toolkit		
		topic with facts and details	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 <sup>th</sup> Six Weeks					
4 <sup>TH</sup> Six Weeks	Standard 1	<ul> <li>2.2.a Apply phonetic strategies to decode unfamiliar words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs.</li> <li>2.2.B.1 Correcting word recognition errors</li> <li>2.2.B.2 Reading phonetically regular and irregular two syllable words</li> </ul>	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	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)			Curricular Alignment	Assessment	adjustment)
			Curricular Alignment	(Pacing – how well)	
				now wen)	
4 <sup>TH</sup> Six	Standard 1	<b>2.2.b</b> Apply phonetic strategies	Reading Street-Unit 1: Henry		
Weeks		to decode multi-syllable words	and Mudge, A Walk in the		
		using graphophonemic clues and	Desert, The Strongest One;		
		letter sound correspondences,	Unit 2: Tara and Tiree,		
		including diphthongs and	Turtle's Race with Beaver;		
		diagraphs,	Unit 4: Frogs, I Like Where I		
		<b>2.2.B.1</b> Correcting word	AM; Unit 5: Horace and		
		recognition errors	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 <sup>TH</sup> Six Weeks	Standard 2	<ul> <li>2.3.a Exhibit vocabulary skills, including explaining simple common antonyms.</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using symantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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	ARMT Correlations	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What
(Pacing – when)		(Pacing – what)	(Pacing – how) Curricular Alignment	Formative Assessment (Pacing – how well)	works what needs adjustment)
4 <sup>TH</sup> Six Weeks	Standard 2	<ul> <li>2.3.b Exhibit vocabulary skills, including simple common synonyms</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using semantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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 <sup>TH</sup> Six Weeks	Standard 2	<ul> <li>2.3.c Exhibit vocabulary skills, including descriptive words</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using semantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.5 Recognizing possessive forms</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations	_	Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
4 <sup>TH</sup> Six	Standard 4	2.4.b Demonstrate	Reading Street-Unit		
Weeks		comprehension of second grade	1:Exploring Space, A Walk in		
		materials across the curriculum	the Desert; Unit 2: Tara and		
		classifying ideas and things from	Tiree; Unit 3: Dear Juno, A		
		informational and functional	Weed is a Flower; Unit 4: The		
		reading materials.	Life Cycle of a Pumpkin,		
		<b>2.4.B.1</b> Relating events and ideas	Frogs, Helen Keller; Unit 5:		
		to specific life experiences	Firefighter		
		<b>2.4.B.2</b> Answering what if, why,	Unit 6: Red, White and Blue,		
		and how questions	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		

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
4 <sup>TH</sup> Six	Standard 5	<b>2.6.a</b> Differentiate among	Reading Street-Unit 1:Iris and		
Weeks		folktales, tall tales, and fables.	Walter, Henry and Mudge, The		
		<b>2.6.B.1</b> Recognizing the author's	Strongest One; Unit 2-Ronald		
		purpose or intent in a variety of	Morgan, Turtle's Race with		
		texts	Beaver, Bremen Town		
		<b>2.6.B.2</b> Inferring the main idea	Musicians, Turkey for		
		and supporting details in narrative	Thanksgiving; Unit 3: Pearl		
		texts	and Wagner, Anansi, Rose and		
		<b>2.6.B.3</b> Summarizing the plot	Blanca; Unit 4- Quilt Story, I		
		and characters' actions and	Like Where I Am; Unit 5-One		
		motivations in narrative texts	Dark Night, Bad Dog Dodger,		
		<b>2.6.B.4</b> Recognizing morals and	Horace and Morace, Sign		
		lessons in narrative texts	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	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)			Curricular Alianment	Assessment	adjustment)
			Curricular Alignment	(Pacing – how well)	
				now wen)	
4 <sup>TH</sup> Six	Standard 3	<b>2.6.b</b> Differentiate among	Reading Street-Unit 1:Iris and		
Weeks		realistic fiction and other	Walter, Henry and Mudge, The		
		narrative texts.	Strongest One; Unit 2-Ronald		
		<b>2.6.B.1</b> Recognizing the author's	Morgan, Turtle's Race with		
		purpose or intent in a variety of	Beaver, Bremen Town		
		texts	Musicians, Turkey for		
		<b>2.6.B.2</b> Inferring the main idea	Thanksgiving; Unit 3: Pearl		
		and supporting details in narrative	and Wagner, Anansi, Rose and		
		texts	Blanca; Unit 4- Quilt Story, I		
		<b>2.6.B.3</b> Summarizing the plot	Like Where I Am; Unit 5-One		
		and characters' actions and	Dark Night, Bad Dog Dodger,		
		motivations in narrative texts	Horace and Morace, Sign		
		<b>2.6.B.4</b> Recognizing morals and	Makers Assistant; Unit 6-Just		
		lessons in narrative texts	Like Josh Gibson, A Birthday		
			Basket for Tia, Jingle Dancer		
			Workbook pages that		
			correspond with story		
			Read Aloud Anthology Leveled Readers		
			Graphic Organizers,		
			Comprehension Toolkit		
			Graphic Organizers		
			Fiction scaffolding 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)
5 <sup>th</sup> Six Weeks					
5 <sup>TH</sup> Six Weeks	Standard 1	<ul> <li>2.2.a Apply phonetic strategies to decode unfamiliar words using graphophonemic clues and letter sound correspondences, including diphthongs and diagraphs.</li> <li>2.2.B.1 Correcting word recognition errors</li> <li>2.2.B.2 Reading phonetically regular and irregular two syllable words</li> </ul>	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 Decodable Text, Graphic Organizers, Sound-Spelling Cards, and Vocabulary Cards		

Time Period	ARMT Correlations	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)			Curricular Alignment	Assessment (Pacing – how well)	adjustment)
5 <sup>TH</sup> Six	Standard 1	<b>2.2.b</b> Apply phonetic strategies	Reading Street-Unit 1: Henry		
Weeks		to decode multi-syllable words	and Mudge, A Walk in the		
		using graphophonemic clues and	Desert, The Strongest One;		
		letter sound correspondences,	Unit 2: Tara and Tiree,		
		including diphthongs and	Turtle's Race with Beaver;		
		diagraphs,	Unit 4: Frogs, I Like Where I		
		<b>2.2.B.1</b> Correcting word	AM; Unit 5: Horace and		
		recognition errors	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 <sup>TH</sup> Six Weeks	Standard 2	<ul> <li>2.3.a Exhibit vocabulary skills, including explaining simple common antonyms.</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using symantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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 –	Mapping Comments (What works what needs adjustment)
5 <sup>TH</sup> Six	Standard 2	<b>7.2 b</b> Exhibit yooghulamy skills		how well)	
5 Six Weeks	Standard 2	<b>2.3.b</b> Exhibit vocabulary skills, including simple common	Reading Street- Unit 1: Henry and Mudge, A Walk in the		
		synonyms	Desert, The Strongest One;		
		<b>2.3.B.1</b> Responding to questions	Unit 3-6		
		<b>2.3.B.2</b> Using semantic cues to	Corresponding reading		
		achieve meaning	workbook pages		
		<b>2.3.B.3</b> Recognizing words in the	Teacher-Created worksheets		
		environment	on antonyms and synonyms		
		<b>2.3.B.4</b> Using new words from	ELMO		
		independent reading of stories	Active Word Walls		
		and texts	Grammar and Writing Book		
		<b>2.3.B.6</b> Identifying multiple	Word Sorts		
		meaning words	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 <sup>TH</sup> Six Weeks	Standard 2	<ul> <li>2.3.c Exhibit vocabulary skills, including descriptive words</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using semantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.5 Recognizing possessive forms</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
5 <sup>TH</sup> Six	Standard 4	<b>2.4.b</b> Demonstrate	Reading Street-Unit		
Weeks	Stalidard 4		-		
WEEKS		comprehension of second grade materials across the curriculum	1:Exploring Space, A Walk in the Desert; Unit 2: Tara and		
		classifying ideas and things from	Tiree; Unit 3: Dear Juno, A		
		informational and functional	Weed is a Flower; Unit 4: The		
		reading materials.	Life Cycle of a Pumpkin,		
		<b>2.4.B.1</b> Relating events and ideas	Frogs, Helen Keller; Unit 5:		
		to specific life experiences	Firefighter		
		<b>2.4.B.2</b> Answering what if, why,	Unit 6: Red, White and Blue,		
		and how questions	Cowboys		
		and now questions	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		

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 <sup>TH</sup> Six Weeks	Standard 3	<ul> <li>2.6.b Differentiate among realistic fiction and other narrative texts.</li> <li>2.6.B.1 Recognizing the author's purpose or intent in a variety of texts</li> <li>2.6.B.2 Inferring the main idea and supporting details in narrative texts</li> <li>2.6.B.3 Summarizing the plot and characters' actions and motivations in narrative texts</li> <li>2.6.B.4 Recognizing morals and lessons in narrative texts</li> </ul>	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 Active Participation, Small group instruction, 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)
6 <sup>th</sup> Six Weeks					
6 <sup>TH</sup> Six Weeks	Standard 2	<ul> <li>2.3.a Exhibit vocabulary skills, including explaining simple common antonyms.</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using symantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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		

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6 <sup>TH</sup> Six Weeks	Standard 2	<ul> <li>2.3.b Exhibit vocabulary skills, including simple common synonyms</li> <li>2.3.B.1 Responding to questions</li> <li>2.3.B.2 Using semantic cues to achieve meaning</li> <li>2.3.B.3 Recognizing words in the environment</li> <li>2.3.B.4 Using new words from independent reading of stories and texts</li> <li>2.3.B.6 Identifying multiple meaning words</li> </ul>	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		

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

Time	ARMT	Standards/ Components	Resources/	Date of	Mapping
Period (Pacing – when)	Correlations	(Pacing – what)	Activities (Pacing – how)	Common Formative Assessment	Comments (What works what needs
when?			Curricular Alignment	(Pacing – how well)	adjustment)
6 <sup>TH</sup> Six Weeks	Standard 4	<ul> <li>2.4.a Demonstrate comprehension of second grade reading materials across the curriculum, including drawing simple conclusions from informational and functional reading materials.</li> <li>2.4.B.1 Relating events and ideas to specific life experiences</li> <li>2.4.B.2 Answering what if, why, and how questions</li> <li>2.4.B.3 Identifying characters</li> </ul>	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 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		

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 <sup>TH</sup> Six Weeks	Standard 4	<ul> <li>2.4.b Demonstrate comprehension of second grade materials across the curriculum classifying ideas and things from informational and functional reading materials.</li> <li>2.4.B.1 Relating events and ideas to specific life experiences</li> <li>2.4.B.2 Answering what if, why, and how questions</li> </ul>	Reading Street-Unit1:Exploring Space, A Walk inthe Desert; Unit 2: Tara andTiree; Unit 3: Dear Juno, AWeed is a Flower; Unit 4: TheLife Cycle of a Pumpkin,Frogs , Helen Keller; Unit 5:FirefighterUnit 6: Red, White and Blue,CowboysLeveled BooksRead Aloud AnthologyReader's Theater AnthologyReading Practice Workbookthat corresponds with storyA.R. TestNonfiction/informationalcomprehensionCards (Scaffolding cards)Resource RoomComprehension ToolkitActive Participation, Tier II		

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Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
				how well)	
6 <sup>TH</sup> Six	Standard 5	<b>2.6.a</b> Differentiate among	Reading Street-Unit 1:Iris and		
Weeks		folktales, tall tales, and fables.	Walter, Henry and Mudge, The		
		<b>2.6.B.1</b> Recognizing the author's	Strongest One; Unit 2-Ronald		
		purpose or intent in a variety of	Morgan, Turtle's Race with		
		texts	Beaver, Bremen Town		
		<b>2.6.B.2</b> Inferring the main idea	Musicians, Turkey for		
		and supporting details in narrative	Thanksgiving; Unit 3: Pearl		
		texts	and Wagner, Anansi, Rose and		
		<b>2.6.B.3</b> Summarizing the plot	Blanca; Unit 4- Quilt Story, I		
		and characters' actions and	Like Where I Am; Unit 5-One		
		motivations in narrative texts	Dark Night, Bad Dog Dodger,		
		<b>2.6.B.4</b> Recognizing morals and	Horace and Morace, Sign		
		lessons in narrative texts	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 <sup>TH</sup> Six Weeks	Standard 3	<ul> <li>2.6.b Differentiate among realistic fiction and other narrative texts.</li> <li>2.6.B.1 Recognizing the author's purpose or intent in a variety of texts</li> <li>2.6.B.2 Inferring the main idea and supporting details in narrative texts</li> <li>2.6.B.3 Summarizing the plot and characters' actions and motivations in narrative texts</li> <li>2.6.B.4 Recognizing morals and lessons in narrative texts</li> </ul>	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		

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Period	Correlations		Activities	Common	Comments (What
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	works what needs
when)				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
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6 <sup>TH</sup> Six		20 a Daman structa as much use of	Deading Street Unit 6		
		<b>2.9.a</b> Demonstrate correct use of	Reading Street- Unit 6		
Weeks		question marks in written	Grammar Transparencies		
		expression.	Grammar and Writing Book		
			Teacher-created worksheets		
			ELMO		
			Teach Me Writing		
		<b>2.9.b</b> Demonstrate correct use of	Reading Street- Throughout		
		capitalization of names, months,	the text-especially Unit 6		
		days of the week, and holidays in	Grammar Transparencies		
		written expression.	Grammar and Writing Book		
		<b>2.9.B.1</b> Use abbreviations,	Marc Brown-Arthur Series		
		apostrophes in a contractions,			
		and apostrophes in possessives in			
		writing			
		<b>2.9.B.2</b> Using commas in writing			
		<b>2.9.B.3</b> Using exclamation points			
		at the end of sentences to show			
		emotion in writing			
		<b>2.11.B.1</b> Forming upper and	Taught second semester		
		lower case letters in cursive	Cursive writing workbook		

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