Curriculum Map 2004-2005

Woodward-Granger

Danilson , Terri / Title 1 Reading 2 / Grade 2 (Special Program)

Period	Essential Questions	Content	Skills	Students/ Practiced, Mastered	Standards/ Benchmarks	Activities Teaching in the Block	Assessment	Resources
2004-2005 *Vocabulary :*	How can I figure out the meaning of a work I don't know? What are the words I will read most often?	A. Basic Sight Words B. Context Clues C. 5-Step Plan to figure out a word: 1) Get it started (1st letter) 2) Look through the word 3) Look for chunks/ small words 4) Does it make sense? 5) Does it look right?	1. Choose correct word to complete a sentence (cloze) 2. Use a dictionary to look up an unknown word 3. Recognize basic sight words	M=Mastered P=Partially mastered I= Introduced NA=Not applicable at this point in the year JS - Dismissed from program to Sp. Ed PP - Moved 12-1-05 BK - Skill: 1:P 2:P 3:I LK - Skill: 1:P 2:P 3:I RH - Skill: 1:P 2:P 3:I KS - Skill: 1:P 2:P 3:I LW - Skill: 1:P 2:P 3:I PS - Skill: 1:P 2:P 3:I LS - Joined program 2-28-05	(R/LA) 2.2.4	Practice Dolch Sight words in isolation and in context Play Sight Word BINGO Cloze sentences Successmaker Computer Program "Initial Reading" Practice 5-Step Plan 1) Get it started (1st letter) 2) Look through the word 3) Look for chunks/small words 4) Does it make sense? 5) Does it look right? Students complete Line Search Sentences activities to teach Dolch words	*Successmaker "Initial Reading" scores *Dolch word check list *Observation of reading *Work assignments	*Successmaker Computer Program "Initial Reading" *Line search sentences *Sight Word Search cards *Sight Word Stories book *Sight word flash cards *Sight word BINGO cards *5-Step Chart
Comprehension :	What are the elements of a story? How does a story map show others what I know about a story? How can I help myself recall information?	A. Reality / Fantasy B. Drawing Conclusions C. Sequence D. Story elements E. Written Instructions F. Summarizing	1. Identify the elements of a story. 2. Self-corrects predictions 3. Distinguishes between reality & fantasy 4. Visualize information as it's read 5. Order a series of pictures to tell a story 6. Select best sentence to summarize a selection	M=Mastered P=Partially mastered I= Introduced NA=Not applicable at this point in the year JS - Dismissed from program to Sp. Ed PP - Moved 12-1-05 BK - Skill: 1:P 2:P 3:M 4:I 5:I 6:NA LK - Skill: 1:P 2:P 3:M 4:I 5:I 6:NA RH - Skill: 1:P 2:P 3:M 4:I 5:I 6:NA KS - Skill: 1:P 2:P 3:M 4:I	(R/LA) 2.2.1 2.2.5 2.2.2 2.2.6 2.2.3 2.2.7	Teacher orally conferences with student regarding student reading comprehension-asking questions about main idea, detail, characters, title, etc. Mystery Sentences (directions) Bologna & Cheese race car (directions) Reciprocal teaching-	*Work assignments *Story Maps *Observation of reading and narrative or checklist recording	*Mystery Sentence sheets *Reading for Comprehension stories (Wags & Tags, Claws & Paws) *PALS materials *Pictures to sequence *Books & stories to read

5:I 6:NA
LW - Skill:
1:P 2:P 3:M
4:I 5:I 6:NA
PS - Skill: 1:P
2:P 3:M 4:I
5:I 6:NA
LS - Joined
program 2-
28-05

student reads
one paragraph
and
summarizes.
States main
ideas, clarifies
and predicts.

PALS

Students
complete a
grade-
appropriate
story map

Think-Aloud
Critter

CRISS
strategies
(pre, during &
after reading
strategies)

| Reading Strategies : | What strategies can I use to improve my reading before I begin to read a story? What strategies can I use while I am reading? What strategies can I use following my reading? | A. CRISS strategies B. KWL C. Reading strategies Before reading During reading After reading | 1. Predict what the story is about 2. Decide if predictions correct 3. Modify predictions 4. Use strategies to read unknown words 5. Summarize a passage | M=Mastered P=Partially mastered I= Introduced NA=Not applicable at this point in the year JS - Dismissed from program to Sp. Ed PP - Moved 12-1-05 BK - Skill: 1:M 2:M 3:M 4:I 5:NA LK - Skill: 1:M 2:M 3:M 4:I 5:NA RH - Skill: 1:M 2:M 3:M 4:I 5:NA KS - Skill: 1:M 2:M 3:M 4:I 5:NA LW - Skill: 1:M 2:M 3:M 4:I 5:NA PS - Skill: 1:M 2:M 3:M 4:I 5:NA LS - Joined proram 2-28-05 | (R/LA) 2.1.3 | Teacher listens as student reads aloud in class or one on one. Students create a "list of five" each day that they read a story- five words or phrases that they need assistance with. Class discussions over words and phrases that we needed to look up or "figure out"- and how we did it. "Two Bad Ants" book (prediction activity) KWL sheets CRISS strategies PALS | Work assignments *Strategy checklist *Observation of reading | *Sticky notes *Two Bad Ants book *CRISS materials *PALS materials |
| Fluency : | How can I increase the speed at which I read? How does reading fluency help me? | A. Fluency- rate, smoothness, expression, punctuation "reading" | 1. Show increased fluency through repeated readings 2. Read with expression ("Make it sound like talking." | M=Mastered P=Partially mastered I= Introduced NA=Not applicable at this point in the year JS - Dismissed from program to Sp. Ed PP - Moved 12-1-05 | (R/LA) 2. 1.2 | Teachers listens as student reads aloud in class or one-on-one with the teachers Student will read from books which use most commonly used sight words. | *Weekly Probes - DIBELS fluency probes *Student chart scores *Fluency categories Grade 2: 90 wpm 95 – 100 % accuracy | *AEA Fluency Probes - DIBELS fluency practice probes (grade level appropriate) Reader's Theater scripts |

| | | | | BK - Skill: 1:P 2:P
LK - Skill: 1:P 2:P
RH - Skill: 1:P 2:P
KS - Skill: 1:P 2:P
LW - Skill: 1:P 2:P
PS - Skill: 1:P 2:P
LS - Joined program 2-28-05 | | Play game of Memory or Bingo using sight words

Student practices the Dolch words in isolation and in context

Echo Reading

Reader's Theater | | |
| *Decoding :* | What do I do when I can't pronounce a word? | *Word-attack skills
*Consonant sounds (initial, medial & final)
*Vowel sounds
*Consonant diagraphs and blends
*Context Clues
*5-Step Plan to figure out a word:
1)Get it started (1st letter)
2)Look through the word
3)Look for chunks/ small words
4)Does it make sense?
5)Does it look right? | 1. Recognize small familiar words within a word
2. Demonstrate 5-step strategy to identify unknown word
3. Use clues author gives to determine unknown word | M=Mastered P=Partially mastered I=Introduced NA=Not applicable at this point in the year
JS - Dismissed from program to Sp. Ed
PP - Moved 12-1-05
BK - Skill: 1:P 2:I 3:I
LK - Skill: 1:P 2:I 3:I
RH - Skill: 1:P 2:I 3:I
KS - Skill: 1:P 2:I 3:I
LW - Skill: 1:P 2:I 3:I
PS - Skill: 1:P 2:I 3:I
LS - Joined program 2-28-05 | (R/LA) 2.1.1 | Perform "Initial Reading" program in Successmaker Computer Program

Read nonsense words

Complete Punch-Thru Cards | *DIBELS Nonsense Word test
*5-Step Strategy | *5-Step Chart
*Successmaker Computer Program "Initial Reading"
*DIBELS Nonsense Word tests
*Punch-Thru Cards
*Phonics books to use for consonant & vowel sounds
*Various reading books to illustrate blends, diagraphs, diphthongs |

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