

ELEMENTARY LANGUAGE ARTS CURRICULUM

Second Grade

With Access Points

Revised June, 2008

Language Arts Committee

Crawfordville Elementary

Staci Greener
Catherine Cutchen
Cori Revell
Kim Bartnick
Diane Driggers
Lynne Smith
Kim Dutton / Angie Walker

Medart Elementary

Barbara Versiga
Margaret Davis
Susanne Porter
Belinda McElroy
Beth Brown
Jodie Martin
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Shadeville Elementary

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Tammi Light
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Superintendent

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Wakulla County School Board

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Greg Thomas

Mike Scott

Ray Gray

District Staff

Beth O'Donnell – Assistant Superintendent of Instruction

Beth Mims – Executive Director of Curriculum

Cynthia Shrestha – Elementary Reading Coach

INTRODUCTION

The Wakulla County Elementary Language Arts Curriculum is organized and based upon the 2006 edition of the Florida Sunshine State Standards for Language Arts. The numbering system for the benchmarks is read as follows:

LA.	2.	1.	1.	1
Subject	Grade	Strand	Standard	Benchmark

Benchmarks and expectations are specific to each grade level. Where there are overlapping or repeated benchmarks it is understood that the skill will be taught and practiced with grade-level appropriate text.

Assessment information is provided at the point of use throughout this document. FCAT information is taken directly from the Test Specifications document and should be used by the teacher to thoroughly understand the scope and requirements of the benchmark.

The following Appendices are referenced throughout the document and are found at the end of the document:

- Appendix A – FCAT Test Specification Information
- Appendix B – 220 High Frequency Words
- Appendix C – Elaboration and Extension in Writing
- Appendix D – Zaner Bloser Continuous Stroke Method for forming manuscript letters
- Appendix E – Steps to Mastery of Vocabulary
- Appendix F – The Writing Portfolio

Other resources are located on the District Web Site – <http://www.wakullaschooldistrict.org> under the Curriculum Tab. They include, but are not limited to,

- A keyboarding chart – This can be downloaded and used to help students develop appropriate fingering on the keyboard.
- The FCAT Content Clusters
- The Crosswalk between the 2001 Language Arts Standards and the 2006 Language Arts Standards for the tested benchmarks. This information is located at point of use in this document.
- Links to a variety of reading strategies and resources

DOCUMENTATION EXPECTATION:

The date columns are provided to allow teachers to document when a benchmark is taught. The teacher is not expected to enter a date each time the concept is mentioned since instruction in many of the concepts is ongoing. The expectation is that the teacher will note when s/he feels the benchmark is fully covered and/or assessed. Appropriate markings might be “9/10 and ongoing” or 10/11-10/15. The date(s) noted should align with planbook documentation. It is hoped that this will help the teacher pace instruction during subsequent years.

LANGUAGE ARTS CURRICULUM
Second Grade

STRAND 1: Reading Process

Phonics/Word Analysis		Standard : The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.1.4.1	<ul style="list-style-type: none"> ▪ use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families); 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T66, Theme 1 Example: p.T169, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Work- work with patterns ▪ Building phonics ▪ Spelling pages 					
LA.2.1.4.2	<ul style="list-style-type: none"> ▪ apply knowledge of spelling patterns to identify syllables; 	<p><u>Harcourt Storytown</u> Example: p.T6683, Theme 4 Transparency R76 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Work- work w/n patterns ▪ Building phonics ▪ Spelling pages 	<p>Resource: Six Common Syllable Spelling Patterns Once students have mastered the concept of the syllable, begin teaching the six most common syllable spelling patterns. These include:</p> <ol style="list-style-type: none"> 1. Closed: These syllables end in a consonant. The vowel sound is generally short. (Examples: <i>rabbit, napkin</i>) 2. Open: These syllables end in a vowel. The vowel sound is generally long. (Examples: <i>tiger, pilot</i>) 3. R-controlled: When a vowel is followed by <i>r</i>, the letter affects the sound of the vowel. The vowel and the <i>r</i> appear in the same syllable. (Examples: <i>bird, turtle</i>) 4. Vowel team: Many vowel sounds are spelled with vowel digraphs such as <i>ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, and ei</i>. The vowel digraphs appear in the same syllable. (Examples: <i>boat, explain</i>) 5. Vowel-silent <i>e</i>: These generally represent 				

			<p>long-vowel sounds. (Examples: <i>compete, decide</i>)</p> <p>6. Consonant-<i>le</i>: Usually when <i>le</i> appears at the end of a word and is preceded by a consonant, the consonant plus <i>le</i> form the final syllable. (Examples: <i>table, little</i>)</p> <p>http://content.scholastic.com/browse/article.jsp?id=4330</p>				
LA.2.1.4.3	<ul style="list-style-type: none"> ▪ decode phonetically regular one-syllable and multi-syllable words in isolation and in context; 	<ul style="list-style-type: none"> ▪ SAT10 <p><u>Harcourt Storytown</u> Example: p.T30, Theme 1 Example: p.T31, Theme 5 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Work- connect letters to sounds 					
LA.2.1.4.4	<ul style="list-style-type: none"> ▪ identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread); 	<p><u>Harcourt Storytown</u> Example: p.T165, Theme 3 Example: p.T73, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Work ▪ Skill & Strategies 					
LA.2.1.4.5	<ul style="list-style-type: none"> ▪ recognize high frequency words; 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T44, Theme 1 Example: p.T139, Theme 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Work- words to know ▪ Daily Routine - Word Wall, Read Aloud 	<p>Resource: First 220 Common high-frequency words (see Appendix B)</p>				
LA.2.1.4.6	<ul style="list-style-type: none"> ▪ recognize common abbreviations; <ul style="list-style-type: none"> • Days of the week, months, titles, addresses (St., Ave.) 	<p><u>Harcourt Storytown</u> Example: p.T38, Theme 3 Example: p.T246, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Language Arts/Grammar 					

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<p>LA.2.1.4.7</p>	<ul style="list-style-type: none"> ▪ recognize and correctly use regular and irregular plurals; 	<p><u>Harcourt Storytown</u> Example: p.T176, Theme 1 Example: p.T62, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Works Phonics ▪ Language Arts/Grammar 					
<p>LA.2.1.4.8</p>	<ul style="list-style-type: none"> ▪ use self-correction when subsequent reading indicates an earlier misreading. 	<p><u>Harcourt Storytown</u> Example: p.T60, Theme 1 Example: p.T418, Theme 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies - retell ▪ Read and Respond – Reader’s Theater 					

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ identify initial and final phonemes in CVC words; ▪ blend individual phonemes in one-syllable words; ▪ produce the most common sounds associated with all letters of the alphabet; ▪ decode phonetically regular CVC words; ▪ recognize high frequency sight words; ▪ use self-correction when subsequent reading indicates and earlier misreading. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ orally blend and segment compound words with picture prompts; ▪ orally identify and blend syllables and onset-and rime in familiar words; ▪ produce the most common sounds associated with five or more letters; ▪ identify the first letter and sound in CVC words. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ respond to spoken words, referent objects, gestures/signs, pictures, or symbols used as prompts or cues in familiar stories, routines and daily activities.
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STRAND 1: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate and expression.				
Benchmark: The student will:	Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.1.5.1	<ul style="list-style-type: none"> ▪ apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context; 	<ul style="list-style-type: none"> ▪ DIBELS ▪ SAT10 <p><u>Harcourt Storytown</u> Example: p.T60, Theme 1 Example: p.T356, Theme 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Fluency ▪ Language Arts/Grammar 				
LA.2.1.5.2	<ul style="list-style-type: none"> ▪ identify high frequency phonetically irregular words in context; 	<p><u>Harcourt Storytown</u> Example: p.T44, Theme 1 Example: p.T44, Theme 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Work- words to know 				
LA.2.1.5.3	<ul style="list-style-type: none"> ▪ adjust reading rate based on purpose, text difficulty, form and style. <ul style="list-style-type: none"> • End-of-year target rate: Low risk (LR) is 90-108 words/minute. Above average (AA) is 109+ words/minute. 	<ul style="list-style-type: none"> ▪ DIBELS <p><u>Harcourt Storytown</u> Example: p.T36, Theme 1 Example: p.T41, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Fluency ▪ Daily Routines – Read Aloud, Word Wall 	<p>Resource: DIBELS Risk Chart s- http://www.fcrr.org/pmrn/hel p.htm</p>			
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES						
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ read high frequency sight words and phonetically regular words. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ name five or more letters and produce their sounds. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ respond consistently to persons, objects, gestures/signs, and pictures in familiar stories and daily activities; ▪ request continuation of a familiar story or routine when it has been interrupted. 		

STRAND 1: Reading Process

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.1.6.1	<ul style="list-style-type: none"> read and understand grade level appropriate vocabulary; 	<ul style="list-style-type: none"> SAT10 <p><u>Harcourt Storytown</u> Example: p.T85, Theme 1 Example: p.T245, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> Skills & Strategies – Robust Vocab 	<p>Note: All vocabulary benchmarks should be addressed in Social Studies, Science and Math as well as in Reading and Language. Active word walls are a requirement in all classrooms to provide students with multiple practice and exposure to needed vocabulary.</p> <p>Resource: Science Curriculum– words to be taught to mastery-- Marzano’s steps for teaching vocabulary (See Appendix E)</p>				
LA.2.1.6.2	<ul style="list-style-type: none"> listen to, read and discuss familiar and conceptually challenging text; 	<ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: p.T37, Theme 1 Example: p.T59, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> Skills & Strategies – Robust Vocab 					
LA.2.1.6.3	<ul style="list-style-type: none"> use context clues to determine meanings of unfamiliar words; 	<ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: p.T170, Theme 1 Example: p.T96, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> Skills & Strategies – Robust Vocab 					
LA.2.1.6.4	<ul style="list-style-type: none"> categorize key vocabulary and identify salient (prominent, important, or significant) features; 	<p><u>Harcourt Storytown</u> Example: p.T98, Theme 1 Example: p.T96, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> Skills & Strategies – Robust Vocab Leveled Readers 					

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<p>LA.2.1.6.5</p>	<ul style="list-style-type: none"> ▪ relate new vocabulary to familiar words; 	<p><u>Harcourt Storytown</u> Example: p.T93, Theme 3 Example: p.T372, Theme 5 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Robust Vocab 					
<p>LA.2.1.6.6</p>	<ul style="list-style-type: none"> ▪ identify base (root) words and common prefixes and suffixes to determine the meaning of words; <ul style="list-style-type: none"> • re-, un-, -ful, -less, -ly should be taught to mastery 	<p><u>Harcourt Storytown</u> Example: p.T274, Theme 5 Example: p.T82, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Work - Phonics 					
<p>LA.2.1.6.7</p>	<ul style="list-style-type: none"> ▪ identify antonyms, synonyms and homophones; 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T353, Theme 1 Example: p.T89, Theme 5 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Robust Vocab 					
<p>LA.2.1.6.8</p>	<ul style="list-style-type: none"> ▪ determine the correct meaning of words with multiple meanings (e.g., mine) in context; 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T398, Theme 5 Example: p.T262, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Robust Vocab ▪ Skills & Strategies – Multiple meaning words 					

<p>LA.2.1.6.9</p>	<ul style="list-style-type: none"> ▪ determine meanings of unfamiliar words by using a dictionary, glossary and digital tools. <ul style="list-style-type: none"> • Students will alphabetize to the third letter and beyond. 	<p><u>Harcourt Storytown</u> Example: p.T68, Theme 5 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Synonyms 					
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ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ use new vocabulary that is introduced and taught directly; ▪ listen to, read and talk about stories and informational text; ▪ identify the meaning of words and phrases in text using context and picture clues; ▪ identify and sort pictures of common words into categories; ▪ relate new vocabulary to familiar words; ▪ identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/after); ▪ use picture dictionary to identify the meaning of words. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ use new vocabulary that is introduced and taught directly; ▪ listen to, read and talk about stories and informational text; ▪ identify and name words paired with pictures or symbols that represent persons, objects, actions and settings in familiar activities; ▪ sort objects into predetermined categories; ▪ relate new vocabulary to familiar words; ▪ use pictures to identify meaning of unknown symbols and words. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ respond to new vocabulary that is introduced and taught directly; ▪ listen and respond to stories and informational text; ▪ respond to words used as prompts or cues; ▪ identify familiar persons and objects in daily activities; ▪ match objects, gestures or pictures to tasks in routines.
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STRAND 1: Reading Process

Reading Comprehension		Standard : The student uses a variety of strategies to comprehend grade level text.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.1.7.1	<ul style="list-style-type: none"> identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; 	<ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: p.T47, Theme 1 Example: p.T232, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> Skills & Strategies – Reading (monitor comprehension) 					
LA.2.1.7.2	<ul style="list-style-type: none"> determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear; 	<ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: p.T98, Theme 1 Example: p.T34, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> Skills & Strategies – Author's Purpose Leveled Readers 					
LA.2.1.7.3	<ul style="list-style-type: none"> summarize information in text, including but not limited to main idea, supporting details, and connections between texts; 	<ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: p.T48, Theme 1 Example: p.T151, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> Skills & Strategies – Reading (monitor comprehension) Skills & Strategies – Reading (critical thinking) 					

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<p>LA.2.1.7.4</p>	<ul style="list-style-type: none"> ▪ identify cause and effect relationships in text; 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T99, Theme 1 Example: p.T56, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Reading (monitor comprehension) 					
<p>LA.2.1.7.5</p>	<ul style="list-style-type: none"> ▪ identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text; 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T430, Theme 1 Example: p.T358, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Leveled Readers 					
<p>LA.2.1.7.6</p>	<ul style="list-style-type: none"> ▪ identify themes or topics across a variety of fiction and non-fiction selections; 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T53, Theme 3 Example: p.T153, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Reading (monitor comprehension) 					
<p>LA.2.1.7.7</p>	<ul style="list-style-type: none"> ▪ compare and contrast characters and settings in one text; 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T54, Theme 2 Example: p.T171, Theme 5 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Reading (use reference sources) ▪ Word Work – Plot 					

<p>LA.2.1.7.8</p>	<ul style="list-style-type: none"> ▪ use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to, rereading, ▪ checking context clues, ▪ predicting, summarizing, ▪ questioning, ▪ clarifying by checking other sources. 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T46, Theme 1 Example: p.T46, Theme 5 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Reading 	<p>Note: Clarifying by checking other sources is an introductory skill.</p>				
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ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ preview text features (e.g., illustrations and title) and use prior knowledge to make predictions of content and text; ▪ identify important details (e.g., who, what, where, when) that relate to the author’s purpose in read-aloud stories; ▪ identify details in text, including but not limited to who, what, where and when; ▪ arrange pictures of events in sequence; ▪ identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text; and ▪ use strategies to repair comprehension, including but not limited to re-reading and connecting read-aloud stories to life experiences. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ preview text features (e.g., illustrations) to make predictions about a story; ▪ identify details (e.g., who, what) that relate to the author’s purpose in read-aloud stories; ▪ identify details, including but not limited to who and what in familiar read-aloud stories; ▪ identify similarities in characters or actions in read-aloud stories; ▪ use strategies to repair comprehension, including but not limited to connecting characters, actions and settings in read-aloud stories to life experiences. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ respond to pictures of characters or objects in read-aloud stories; ▪ respond accurately and consistently to referent objects or pictures used in routines; ▪ identify obvious differences between referent objects, pictures, or symbols used in routines; ▪ seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities.
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STRAND 2: Literary Analysis

Fiction		Standard : The student identifies, analyzes and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.2.1.1	<ul style="list-style-type: none"> identify the basic characteristics of a variety of literary forms (e.g., fables, tall tales, fiction, poetry, folktales, legends) and how they are alike and different; 	<u>Harcourt Storytown</u> Example: p.T144, Theme 1 Example: p.T148, Theme 3 See the following sections throughout text: <ul style="list-style-type: none"> Skills & Strategies – Reading Skills & Strategies – Monitor Comprehension 					
LA.2.2.1.2	<ul style="list-style-type: none"> identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction; 	<u>Harcourt Storytown</u> Example: p.T197, Theme 5 Example: p.T102, Theme 6 See the following sections throughout text: <ul style="list-style-type: none"> Skills & Strategies Leveled Readers 					
LA.2.2.1.3	<ul style="list-style-type: none"> identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood; 	<u>Harcourt Storytown</u> Example: p.T243, Theme 3 Example: p.T189, Theme 6 See the following sections throughout text: <ul style="list-style-type: none"> Daily Routines Read Aloud 	Resource: Six Traits of Writing Notebook – Word Choice				
LA.2.2.1.4	<ul style="list-style-type: none"> identify an author’s theme, and use details from the text to explain how the author developed that theme; 	<ul style="list-style-type: none"> SAT 10 <u>Harcourt Storytown</u> Example: p.T55, Theme 4 Example: p.T256, Theme 6 See the following sections throughout text: <ul style="list-style-type: none"> Skills & Strategies (monitor comprehension) Skills and Strategies - Reading 					
LA.2.2.1.5	<ul style="list-style-type: none"> respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends) connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); 	<ul style="list-style-type: none"> SAT 10 <u>Harcourt Storytown</u> Example: p.T176, Theme 4 Example: p.T258, Theme 6 See the following sections throughout text: <ul style="list-style-type: none"> Skills & Strategies - Connections 					

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<p>LA.2.2.1.6</p>	<ul style="list-style-type: none"> ▪ write a book report identifying character(s), setting and sequence of events; 	<p><u>Harcourt Storytown</u> Example: p.T213, Theme 6 Example: p.T225, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Literacy Centers ▪ Language Arts Writing Book Report 					
<p>LA.2.2.1.7</p>	<ul style="list-style-type: none"> ▪ identify and explain an author’s use of descriptive and figurative language (e.g., similes, metaphors,) and examine how it is used to describe people, feelings, and objects; 	<ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T337, Theme 1 Example: p.T317, Theme 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies (monitor comprehension) ▪ Daily Routines – Read Aloud 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook - Voice/ Word Choice 				
<p>LA.2.2.1.8</p>	<ul style="list-style-type: none"> ▪ select a balance of age- and ability-appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><u>Harcourt Storytown</u> Example: p.T370, Theme 1 Example: p.T26, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Literacy Centers 					

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ preview text features (e.g., illustrations and title) and use prior knowledge to make predictions of content and text; ▪ identify important details (e.g., who, what, where, when) that relate to the author’s purpose in read-aloud stories; ▪ identify details in text, including but not limited to who, what, where and when; ▪ arrange pictures of events in sequence; ▪ identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text; ▪ use strategies to repair comprehension, including but not limited to re-reading and connecting read-aloud stories to life experiences. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ preview text features (e.g., illustrations) to make predictions about a story; ▪ identify details (e.g., who, what) that relate to the author’s purpose in read-aloud stories; ▪ identify details, including but not limited to who and what in familiar read-aloud stories; ▪ identify similarities in characters or actions in read-aloud stories; ▪ use strategies to repair comprehension, including but not limited to connecting characters, actions and settings in read-aloud stories to life experiences. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ respond to pictures of characters or objects in read-aloud stories; ▪ respond accurately and consistently to referent objects or pictures used in routines; ▪ identify obvious differences between referent objects, pictures, or symbols used in routines; ▪ seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities.
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STRAND 2: Literary Analysis

Non-Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational and expository texts to demonstrate an understanding of the information presented.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.2.2.1	<ul style="list-style-type: none"> ▪ recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations) 	<p>Harcourt <i>Storytown</i> Example: p.T329, Theme 1 Example: p.T198, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Reading ▪ Leveled Readers 					
LA.2.2.2.2	<ul style="list-style-type: none"> ▪ use explicitly stated information to answer a question; 	<ul style="list-style-type: none"> ▪ SAT 10 <p>Harcourt <i>Storytown</i> Example: p.T170, Theme 1 Example: p.T190, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Robust Vocab. ▪ Leveled Readers 					
LA.2.2.2.3	<ul style="list-style-type: none"> ▪ distinguish among a variety of text (e.g., reference, practical/functional); <ul style="list-style-type: none"> • practical/functional text could be a recipe or a “how to” article 	<p>Harcourt <i>Storytown</i> Example: p.T46, Theme 2 Example: p.T248, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Reading Genre Study ▪ Skills & Strategies – Fiction and non-Fiction 					

<p>LA.2.2.4</p>	<ul style="list-style-type: none"> ▪ select a balance of age and ability appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><u>Harcourt Storytown</u> Example: p.T370, Theme 1 Example: p.T122, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Literacy Centers 					
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ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ identify text features (e.g., illustrations, title, table of contents) found in informational text; ▪ use specific information to answer literal questions; ▪ identify non-fiction print materials (e.g., calendar, schedule, environmental print); ▪ select non-fiction materials to listen to and read, based on interest and teacher recommendations, to begin building a core foundation knowledge. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ identify information in pictures and symbols in environmental print and informational text; ▪ respond to literal yes/no questions about read-aloud informational text; ▪ recognize familiar non-fiction print (e.g., environmental print); ▪ select non-fiction materials to listen to, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ recognize pictures of persons and objects associated with daily activities; ▪ respond purposefully to referent objects, pictures, or gestures/signs used in routines; ▪ express a preference for familiar read-aloud non-fiction, based on interest and teacher recommendations, to begin building a core foundation of knowledge.
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STRAND 3: Writing Process

Pre-Writing		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.					
Benchmark: The student will prewrite by:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.3.1.1	<ul style="list-style-type: none"> generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities); 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T63, Theme 1 Example: p.T63, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> Language Arts Writing 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook- Ideas 				
LA.2.3.1.2	<ul style="list-style-type: none"> determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T113, Theme 1 Example: p.T113, Theme 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading – Writing Connection 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook- Ideas/Voice 				
LA.2.3.1.3	<ul style="list-style-type: none"> making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece. 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T112, Theme 6 Example: p.T129, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> Skills & Strategies – Connections Literacy Center 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook- Ideas 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> generating ideas for writing about a picture of persons, objects, events or experiences through activities (e.g., answering questions, viewing pictures, or listening to text); identifying the purpose for writing (e.g., to inform, tell a story). 		<p><i>Supported:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> generating ideas for pictures that tell a story about persons, objects, actions or events through activities (e.g., responding to questions, exploring objects, viewing pictures). 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> associate wants and needs with referent objects, gestures/signs, pictures, symbols or words. 			

STRAND 3: Writing Process

Drafting		Standard: The student will write a draft appropriate to the topic, audience and purpose.					
Benchmark: The student will draft writing by:	Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12	
LA.2.3.2.1	<ul style="list-style-type: none"> maintaining focus on a single idea and developing supporting details; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T39, Theme 1 Example: p.T103, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Language Arts Writing Reading – Writing Connection 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook- Ideas 				
LA.2.3.2.2	<ul style="list-style-type: none"> organizing details into a logical sequence that has a clear beginning, middle and end with the use of appropriate transitions and an awareness of audience. 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T39, Theme 1 Example: p.T103, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Language Arts Writing Reading – Writing Connection 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook- Organization 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> creating a picture; dictating phrases and sentences that tell a story or give information about the picture. 		<p><i>Supported:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> creating a picture; dictating words or phrases to tell a story or describe the picture. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, pictures, symbols or words. 			

STRAND 3: Writing Process

Revising		Standard: The student will review and refine the draft for clarity and effectiveness.					
Benchmark: The student will revise writing by:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.3.3.1	<ul style="list-style-type: none"> evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T39, Theme 1 Example: p.T103, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Language Arts Writing Reading – Writing Connection 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook 				
LA.2.3.3.2	<ul style="list-style-type: none"> creating clarity by combining related simple sentences and sequencing new ideas into paragraphs; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T137, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Language Arts Writing 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook- Sentence Fluency 				
LA.2.3.3.3	<ul style="list-style-type: none"> creating interest by incorporating descriptive words and supporting details, such as sensory language; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T137, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Language Arts Writing 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook- Word Choice 				

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<p>LA.2.3.3.4</p>	<ul style="list-style-type: none"> ▪ evaluating the composition, with the assistance of teacher, peer, checklist or rubric. 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) ▪ Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T137, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Language Arts Writing 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook 				
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ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> ▪ reviewing the picture and dictation; ▪ changing the picture and dictation to add or modify details with prompting; ▪ copying dictated phrases and sentences. 	<p><i>Supported:</i> The student will review the draft by:</p> <ul style="list-style-type: none"> ▪ reviewing the picture and the dictation; ▪ adding details to the picture and dictation with prompting; ▪ copying dictated words or phrases. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
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STRAND 3: Writing Process

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.					
Benchmark: The student will correctly use:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.3.4.1	<ul style="list-style-type: none"> ▪ conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words. 	<ul style="list-style-type: none"> ▪ SAT 10 ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Spelling Lessons – All Items ▪ Spelling Practice Book 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook-Conventions 				
LA.2.3.4.2	<ul style="list-style-type: none"> ▪ capitalization, including initial word in sentence, the pronoun “I”, and proper nouns; 	<ul style="list-style-type: none"> ▪ SAT 10 ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Grammar Lessons ▪ Language Arts ▪ Grammar Practice Book 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook-Conventions 				
LA.2.3.4.3	<ul style="list-style-type: none"> ▪ commas in dates, items in a series, greetings and closings of letters and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions; 	<ul style="list-style-type: none"> ▪ SAT 10 ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Grammar Lessons ▪ Language Arts ▪ Grammar Practice Book 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook-Conventions 				
LA.2.3.4.4	<ul style="list-style-type: none"> ▪ nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mine, his/her, hers); <ul style="list-style-type: none"> ○ This skill should be introduced and practiced. 	<ul style="list-style-type: none"> ▪ SAT 10 ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Grammar Lessons ▪ Language Arts ▪ Grammar Practice Book 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook-Conventions 				

Wakulla County Schools

<p>LA.2.3.4.5</p>	<ul style="list-style-type: none"> ▪ subject/verb and noun/pronoun agreement in simple and compound sentences; <ul style="list-style-type: none"> ○ Practice with grade-appropriate material. 	<ul style="list-style-type: none"> ▪ SAT 10 ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Grammar Lessons ▪ Language Arts ▪ Grammar Practice Book 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook-Conventions 				
<p>LA.2.3.4.6</p>	<ul style="list-style-type: none"> ▪ end punctuation for compound sentences, statements, questions and exclamations. 	<ul style="list-style-type: none"> ▪ SAT 10 ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Grammar Lessons ▪ Language Arts ▪ Grammar Practice Book 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook-Conventions 				

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will correctly use:</p> <ul style="list-style-type: none"> ▪ left to right progression, spacing and sequencing of words copied from dictation; ▪ knowledge of letter/sound relationships to spell words with familiar sounds; ▪ capitalization of own first and last name and the pronoun "I". 	<p><i>Supported:</i> The student will correctly use:</p> <ul style="list-style-type: none"> ▪ left to right progression of letters in words using a visual cue; ▪ capitalization of own first name. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
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STRAND 3: Writing Process

Publishing		Standard: The student will write a final product for the intended audience.						
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12	
LA.2.3.5.1	<ul style="list-style-type: none"> produce, illustrate and share a variety of compositions. 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: Lesson 5; all Themes See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading-Writing Connection 						
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES								
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> produce, illustrate and share picture stories and descriptions. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> produce and share pictures with dictated words and phrases. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> effectively communicate wants and needs to a familiar person with prompting using referent objects, gestures/signs, pictures, symbols or words. 				

STRAND 4: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.4.1.1	<ul style="list-style-type: none"> ▪ write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) ▪ Wakulla Writes <p><u>Harcourt Storytown</u> Example: p.T313, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Language Arts Writing 					
LA.2.4.1.2	<ul style="list-style-type: none"> ▪ compose simple stories, poems, riddles, rhymes or song lyrics. <ul style="list-style-type: none"> • This skill may be practiced in group settings. 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Literacy Centers ▪ Read Aloud 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ create picture stories with dictated sentences about a main character; ▪ complete lines in poetry following patterns for rhythm and rhyme. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ create pictures with dictated words and phrases that tell a story about familiar persons, objects or actions; ▪ contribute to group recitation of poetry, rhymes, songs and chants. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ communicate recognition of familiar persons and objects; ▪ respond to rhythm and rhyme in familiar poems, rhymes or songs. 			

STRAND 4: Writing Applications

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.						
Benchmark: The student will:		Assessment/Correlation Information		Resources/Notes	08/09	09/10	10/11	11/12
LA.2.4.2.1	<ul style="list-style-type: none"> ▪ write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables); 	<ul style="list-style-type: none"> ▪ Wakulla Writes ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T39, Theme 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Language Arts Writing 	<p>Note: Informational writing may be practiced in the context of Social Studies, Science, Health, and Math to increase connections to and between these subjects.</p>					
LA.2.4.2.2	<ul style="list-style-type: none"> ▪ record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic; 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T108-117, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Reading Writing Connection 						
LA.2.4.2.3	<ul style="list-style-type: none"> ▪ write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information; 	<ul style="list-style-type: none"> ▪ Wakulla Writes ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: all Themes See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Expository Writing 						
LA.2.4.2.4	<ul style="list-style-type: none"> ▪ write communications, including friendly letters and thank-you notes; 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T102-109, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Reading Writing Connection 						

<p>LA.2.4.2.5</p>	<ul style="list-style-type: none"> ▪ write simple directions to familiar locations using “left and right”, and create a map that matches the directions. 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T231, Theme 1 Example: p.T271, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Social Studies Map Skills 					
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ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ produce expository texts (e.g., labels, lists, journals) by creating pictures with dictated information; ▪ write a name or title for a picture with expository information; ▪ produce thank-you notes and friendly messages using picture stories with dictated sentences; ▪ produce functional text (e.g., classroom directions, rules) by creating instructions with pictures and dictated sentences. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ contribute to group recording of expository information by creating pictures and dictating labels or lists; ▪ contribute to group writing of messages and thank-you notes; ▪ produce functional text (e.g., one-step directions, instructions for daily activities) by creating pictures and dictating words and phrases. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ express wants and needs; ▪ communicate recognition of familiar persons, objects or actions in daily activities; ▪ communicate information about familiar persons, objects or actions using non-verbal expression, gestures/signs, pictures, symbols or words.
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STRAND 4: Writing Applications

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.4.3.1	<ul style="list-style-type: none"> ▪ draw a picture and use simple text to explain why this item (food, pet, person) is important to them. 	<ul style="list-style-type: none"> ▪ Wakulla Writes ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T87, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Language Arts Writing 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ create a picture of a favorite item (e.g., food, pet, person) and use dictated words and phrases to explain why this item is important. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ choose a favorite item (e.g., food, pet, toy, person) and dictate a label for the item. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ communicate preference for familiar persons, objects or actions in daily activities. 			

STRAND 5: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.							
Benchmark: The student will:		Assessment/Correlation Information		Resources/Notes		08/09	09/10	10/11	11/12
LA.2.5.1.1	<ul style="list-style-type: none"> ▪ demonstrate legible printing skills. 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) ▪ Wakulla Writes ▪ Zaner Blosser Teacher Materials 		<p>Note: Handwriting should be taught and practiced using the Zaner Bloser Continuous Stroke Method (see Appendix D)</p>					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES									
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ write upper case and lower case letters and write from left to right and top to bottom. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ copy letters and words. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ use nonverbal expression or language (e.g., referent objects, gestures/signs or verbalization) to communicate meaning. 				

STRAND 5: Communication

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.5.2.1	<ul style="list-style-type: none"> interpret information presented and seek clarification when needed; 	<p><u>Harcourt Storytown</u> Example: all Themes See the following sections throughout text:</p> <ul style="list-style-type: none"> Speaking & Listening Activities 					
LA.2.5.2.2	<ul style="list-style-type: none"> begin to use language appropriate for different occasions, audiences, and topics; 	<p><u>Harcourt Storytown</u> Example: all Themes See the following sections throughout text:</p> <ul style="list-style-type: none"> Speaking & Listening Activities 					
LA.2.5.2.3	<ul style="list-style-type: none"> use increasingly complex language patterns and sentence structure when communicating; 	<p><u>Harcourt Storytown</u> Example: all Themes See the following sections throughout text:</p> <ul style="list-style-type: none"> Speaking & Listening Activities 					
LA.2.5.2.4	<ul style="list-style-type: none"> listen politely to oral presentations by classmates and participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. 	<p><u>Harcourt Storytown</u> Example: all Themes See the following sections throughout text:</p> <ul style="list-style-type: none"> Speaking & Listening Activities 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> identify specific details and information presented (e.g., sequence of daily events, directions, rules) and ask questions for clarification; use language appropriate for different occasions and topics; use sentences to express complete thoughts and respond to questions; listen attentively to oral presentations by classmates. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> identify details and information presented (e.g., directions for tasks) and ask for assistance when needed; use language appropriate for familiar occasions and topics; respond to familiar greetings and questions in complete sentences; listen attentively to oral presentations (e.g., songs, stories, messages). 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> respond to specific information about familiar objects and routines; begin to use language and nonverbal expression for specific purposes (e.g., greetings, expressing needs); respond purposefully to language used in daily group activities. 			

STRAND 6: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.6.1.1	<ul style="list-style-type: none"> read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks and sequentially carry out the steps of a procedure. 	<ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: all Themes See the following sections throughout text:</p> <ul style="list-style-type: none"> Focus strategies contain graphic organizers 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> listen and gain information from read-aloud text (e.g., directions, content, signs) to perform tasks and answer literal questions. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> use information in pictures and symbols to perform tasks. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> respond to pictures of persons, objects, or actions associated with daily activities. 			

STRAND 6: Information and Media Literacy

Research Process		Standard: The student uses a systematic process for the collection, processing and presentation of information.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.6.2.1	<ul style="list-style-type: none"> generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, non-fiction books, dictionaries, digital references); 	<u>Harcourt Storytown</u> Example: p.T108-117, Theme 6 See the following sections throughout text: <ul style="list-style-type: none"> Theme Project pages 	Activity: Group science or social studies projects may be used to meet these benchmarks.				
LA.2.6.2.2	<ul style="list-style-type: none"> select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order; 	<u>Harcourt Storytown</u> Example: p.T108-117, Theme 6 See the following sections throughout text: <ul style="list-style-type: none"> Theme Project pages 					
LA.2.6.2.3	<ul style="list-style-type: none"> analyze and select appropriate facts and communicate information in a simple report that includes a title, a main and supporting details; 	<u>Harcourt Storytown</u> Example: p.T108-117, Theme 6 See the following sections throughout text: <ul style="list-style-type: none"> Theme Project pages 					
LA.2.6.2.4	<ul style="list-style-type: none"> record the authors and titles of works. 	<u>Harcourt Storytown</u> Example: p.T108-117, Theme 6 See the following sections throughout text: <ul style="list-style-type: none"> Theme Project pages 		Example: Keeping authors and titles in a Reading Log, sometimes referred to as an AR (Accelerated Reader) Log. This is a beginning bibliography.			
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
Independent: The student will <ul style="list-style-type: none"> ask questions about a topic or event and select relevant materials (e.g., pictures, signs, non-fiction read-aloud text); use materials (e.g., pictures, non-fiction read aloud books) to gather information to answer questions; communicate responses to questions in written or visual format (e.g., pictures or dictated words, statements); identify titles and authors of familiar books. 		Supported: The student will: <ul style="list-style-type: none"> ask questions about a person or object and select teacher-recommended materials (e.g., concrete objects, pictures); use concrete objects and pictures to gather information to answer questions; orally communicate responses to questions; and identify the author of a familiar book. 			Participatory: The student will: <ul style="list-style-type: none"> select a familiar object to explore; explore and interact with the selected object; communicate about the selected object using nonverbal expression, gestures/signs, pictures, symbols or words; recognize familiar books and print material. 		

STRAND 6: Information and Media Literacy

Media Literacy		Standard : The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.6.3.1	<ul style="list-style-type: none"> ▪ recognize that nonprint media affect thoughts and feelings (e.g. graphics, music, digital video); 	<p>Harcourt <i>Storytown</i> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Refer to Technology Sections in Index 					
LA.2.6.3.2	<ul style="list-style-type: none"> ▪ identify types of mass communication (e.g. film, newspapers, radio, digital technology) 						
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ identify feelings suggested by nonprint media (e.g. graphics, music); a ▪ identify two types of mass communication (e.g. television, radio, newspaper). 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ recognize happy or sad feelings suggested by familiar nonprint media (e.g. pictures, music); ▪ identify one type of mass communication (e.g. television, radio, newspaper). 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ respond to familiar nonprint media (e.g. videos, music); ▪ respond to one familiar type of mass communication (e.g. television, radio). 		

STRAND 6: Information and Media Literacy

Technology		Standard : The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.					
Benchmark: The student will:		Assessment/Correlation Information	Resources/Notes	08/09	09/10	10/11	11/12
LA.2.6.4.1	<ul style="list-style-type: none"> ▪ use appropriate available technologies to enhance communication and achieve a purpose (e.g. video, presentations); 	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Final publication of writing adding a graphic 					
LA.2.6.4.2	<ul style="list-style-type: none"> ▪ use digital resources (e.g. writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas and stories. 	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Final publication of writing adding a graphic 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ use technology resources (e.g. interactive books, software, hardware) to support learning; ▪ use digital tools (e.g. writing, drawing, software) to produce pictures, letters and words. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ use technology resources (e.g. interactive books, software, hardware) to support learning; ▪ use digital tools (e.g. writing, drawing, software) to produce pictures or letters. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ use technology resources to support learning; ▪ use an input devise (e.g. keyboard, switches, joystick) to interact with technology resources. 		

APPENDIX A
Specific FCAT Test Specification Information

All test items at 3rd grade are in Multiple Choice (MC) format.

LA.A.1.2.3 (Cluster 1)

Benchmark	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.
Benchmark Clarification	Using context clues, prefixes, suffixes, root words, and word relationships, the student identifies the meaning of a word or phrase in a passage and/or graphic. Simple analysis and/or direct inference may be required to comprehend the meaning of the word or phrase.
Content Limits	<p>Vocabulary words for prefixes (e.g., re-, un-, pre-, dis-, mis-, in-, non-), suffixes (e.g., -er, -est, -ful, -less, -able, -ly, -or, -ness), root words, multiple meanings, antonyms, synonyms, homophones, compound words, and contractions should be on 3rd grade level.</p> <p>Contractions that do not follow the expected pattern (e.g., o'clock, won't, he'd) will be avoided in test questions.</p> <p>The ability to use context clues to determine the meaning of vocabulary will be assessed with words unfamiliar to most third-grade students.</p>
Passage Attributes	<p>Passages may be literary text or informational text. Other stimuli could include, but may not be limited to, illustrations, graphics, and charts with captions.</p> <p>Passage must contain a word or phrase unfamiliar to most third-grade students, and sufficient context must be present to enable student to infer the meaning of the word or phrase. Passages will contain appropriate words to assess the knowledge of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, homophones, compound words, and contractions.</p>
Response Attributes	<p>Distractors may include, but are not limited to, the following:</p> <ul style="list-style-type: none">○ incorrect meanings of words or phrases○ correct meaning of words or phrases that do not fit the context○ words with construct similar to correct response(e.g., same prefix)○ incorrect interpretations of contractions <p>Items assessing antonyms will not include synonyms as distractors; similarly, items assessing synonyms will not include antonyms as distractors.</p>
Sample Question Stems	<ul style="list-style-type: none">▪ Which words from the story have almost the SAME meaning?▪ This sentence means _____?▪ When Jordy tells Bloocher to “fetch” the stick, he wants Bloocher to _____?

L.A.A.2.2.1 (Cluster2)

- Benchmark** The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
- Benchmark Clarification** The student identifies the following from a passage: main idea or essential message, relevant supporting details and facts, and /or chronological order or other sequence of events.
- Passage Attributes** Passages may be literary text or informational text.
- The passages will include one or more of the following:
- a stated or strongly implied main idea
 - a stated or strongly implied essential message
 - details or facts that support the main idea or essential message
 - chronological order or other sequence of events
- Response Attributes** Distractors may include, but are not limited to, the following:
- facts or details that are drawn from the passage but are not main ideas
 - events that are drawn from the passage and presented out of order
 - plausible but incorrect responses based on the text
- Sample Question Stems**
- Which sentence BEST tells what the story is about?
 - What is the FIRST hobby that Bloocher refuses to try?
 - What happens AFTER _____?
 - What is the MOST important lesson _____ learns in the story?
 - What happens to _____?
 - Which step is the LAST when you _____?

LA.A.2.2.2 (Cluster 2)

Benchmark The student identifies the author’s purpose in a simple text. (Includes LA.A.2.2.3 – Recognizes when a text is primarily intended to persuade.)

Benchmark Clarification The student identifies the author’s purpose as stated or strongly implied in a simple text (including recognizing when a text is intended primarily to persuade).

Content Limits The author’s purpose may be stated or implied and may be any clear purpose for writing, including to inform, to tell a story, or to convey a mood.

Passage Attributes Passages may be literary text or informational text.

The author’s purpose will be implied or clearly stated in the passage.

Response Attributes Distractors may include, but are not limited to, the following:

- facts or details from the passage that do not represent the author’s purpose
- incorrect interpretations of the author’s purpose

Distractors will NOT be a list of general categories (e.g., to inform, to persuade)

Sample Question Stem

- Why did the author write _____?

LA.A.2.2.7 (Cluster 3)

Benchmark	The student recognizes the use of comparison and contrast in a text.
Benchmark Clarification	The student identifies no more than two similar or dissimilar elements within a text or identifies how elements are alike or different within a single text.
Content Limits	Elements that can be identified as alike or different may include, but should not be limited to, characters/subjects, authors' purposes, setting, main ideas, and topics.
Passage Attributes	Passages may be literary text or informational text. The passages will include clear elements that can be compared and/or contrasted.
Response Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">○ incorrect comparisons○ incorrect contrasts○ incorrect identifications of compared or contrasted elements○ plausible but incorrect responses based on the text
Sample Question Stems	<ul style="list-style-type: none">▪ How are _____ and _____ ALIKE?▪ What is ALIKE about the first three steps in building _____?

LA.A.2.2.8 (Cluster 4)

Benchmark	The student selects and uses a variety of appropriate reference materials, including multiple presentations of information such as maps, charts, and photos, to gather information for research projects. (Includes LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.
Benchmark Clarification	The student identifies meanings through the process of selecting and/or organizing information from a single text that contains multiple representations of information. The complexity of the presentation will be appropriate to third grade. This process may involve application, analysis, synthesis, and/or evaluation appropriate to third grade.
Content Limits	Items will require students to locate, interpret, and use information appropriately. Items will NOT ask the student for literal references such as: <ul style="list-style-type: none">○ On what page would you find...?○ In which chapter would you find...?○ In what kind of reference book would you find information about...?
Passage Attributes	Passages will focus on one or more topics and include a variety of grade-appropriate information sources. The stimulus may be text, maps, charts, photos, or excerpts from one or more reference materials, such as a dictionary or encyclopedia. Reference materials on which items are based will look like those found in textbooks or library reference materials at the appropriate grade.
Response Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">○ incorrect use of reference materials○ incorrect or irrelevant information from the resource material○ incorrect conclusions or generalizations based on the stimulus
Sample Question Stems	Student is provided with a diagram or picture... <ul style="list-style-type: none">○ What part of the _____ is attracted to the magnet?○ Which object will move when it is put next to a magnet? --Look at the picture next to Step 5. Why is the box held up in the air?

LA.E.1.2.2 (Cluster 2)

- Benchmark** The student understands the development of plot and how conflicts are resolved in a story.
- Benchmark Clarification** The student identifies plot development or conflict resolution in a story and/or identifies how story events contribute to the plot development or conflict resolution. The student also makes simple inferences or draws conclusions regarding story elements.
- Passage Attributes** Passages will be literary text and will have a well-defined plot, conflict, or resolution, and/or will contain sufficient context for the student to make an inference or draw a conclusion.
- Response Attributes** Distractors may include, but are not limited to, the following:
- specific facts or events in the passage that are not related to plot development or conflict resolution
 - inferences or conclusions not appropriate to the text
 - plausible but incorrect responses based on the text.
- Sample Question Stems**
- What is _____ BIGGEST problem in the story?
 - How does _____ help _____ solve his problem?
 - How is _____'s problem solved?

LA.E.1.2.3 (Cluster 3)

- Benchmark** The student knows the similarities and differences among the characters, settings, and events presented in various texts.
- Benchmark Clarification** The student identifies an explanation or a simple analysis of similarities or differences between no more than two characters, within one character over time, between settings, or between events in a single text.
- Passage Attributes** Passages may be literary text or informational text that permits comparison and/or contrast of characters, settings, and/or events.
- Response Attributes** Distractors may include, but are not limited to, the following:
- facts or inferences based on the text but not related to the question
 - incorrect comparisons
 - incorrect contrasts
 - plausible but incorrect responses based on the text.
- Sample Question Stems**
- At the end of the story, _____ has changed her mind about _____. What does she do that BEST shows she has changed her mind?
 - Which word describes BOTH _____ and _____?

LA.E.2.2.1 (Cluster 3)

Benchmark The student recognizes cause-and-effect relationship in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

Benchmark Clarification The student identifies cause-and-effect relationships, stated or strongly implied, in literary text or informational text.

Passage Attributes Passages may be literary text or informational text.

The passage must include a cause-and-effect relationship. The relationship may be stated or implied.

Response Attributes Distractors may include, but are not limited to, the following:

- incorrect causes or effects
- plausible but incorrect responses based on the text.

Sample Question Stems

- Why do _____ and _____ start _____?
- Why does _____ smile as she _____?
- Why does _____ move when _____?

APPENDIX B
220 High Frequency Words
Source: Dolch

Listed in order of decreasing frequency

the	out	big	put	walk	black	use	upon
to	as	went	too	two	white	fast	these
and	be	are	got	or	ten	say	sing
he	have	come	take	before	does	light	together
a	go	if	where	eat	bring	pick	please
I	we	now	every	again	goes	hurt	thank
you	am	long	pretty	play	write	pull	wish
it	then	no	jump	who	always	cut	many
of	little	came	green	been	drink	kind	shall
in	down	ask	four	may	once	both	laugh
was	do	very	away	stop	soon	sit	
said	can	an	old	off	made	which	
his	could	over	by	never	run	fall	
that	when	yours	their	seven	gave	carry	
she	did	its	here	eight	open	small	
for	what	ride	saw	cold	has	under	
on	so	into	call	today	find	read	
they	see	just	after	fly	only	why	
but	not	blue	well	myself	us	own	
had	were	red	think	round	three	found	
at	get	from	ran	tell	our	wash	
him	them	good	let	much	better	slow	
with	like	any	help	keep	hold	hot	
up	one	about	make	give	buy	because	
all	this	around	going	work	funny	far	
look	my	want	sleep	first	warm	live	
is	would	don't	brown	try	ate	draw	
her	me	how	yellow	new	full	clean	
there	will	know	five	must	those	grow	
some	yes	right	six	start	done	best	

APPENDIX C

Elaborations and Extensions in Writing

When scoring writing and helping students understand how to improve writing we can look at three very concrete aspects in regards to IDEAS. In the student’s writing you will see:

- **Bare ideas** – this is the topic or basic statement of the writing. Example: *Last week we went to the beach.*
- **Extensions** – this is a listing of ideas that are related to the bare idea. Extensions, however, do not provide vivid details. Examples: *We sat on the sand. We saw many birds. We waded in the water.*
- **Elaboration** – this provides details about the extension. An elaboration occurs any time the author steps into the writing and ‘explodes the moment’. Example: *When we waded in the water I stepped on a crab. It pinched my toe with its claw. I ran screaming back up on the beach.*

If a student is able to write bare ideas and extensions and has basic organization (beginning, middle, and end) the logical place to work with the student to improve his/her writing is to teach elaboration. In FCAT Writing a paper that has extensions and clear organization would score a “3.0”. In order to move to a “4.0” the student would have to have at least one elaboration.

DO	DON'T
<ul style="list-style-type: none"> • Explain and model the difference between elaboration and extensions with students. Read examples from good literature and from student papers. Show them how to elaborate. 	<ul style="list-style-type: none"> • Just tell students to elaborate.
<ul style="list-style-type: none"> • Have students revise papers to add elaboration. 	<ul style="list-style-type: none"> • Tell students there must be three paragraphs, and each paragraph must have an elaboration.
<ul style="list-style-type: none"> • Have students limit the number of points and/or paragraphs and focus on the quality of their elaboration on fewer points. 	<ul style="list-style-type: none"> • Require a five-paragraph essay.
<ul style="list-style-type: none"> • Have students write for many purposes, audiences, and situations in draft format. 	<ul style="list-style-type: none"> • Require that every piece of writing be taken to publication.
<ul style="list-style-type: none"> • Have students maintain a writing portfolio. 	<ul style="list-style-type: none"> • Put only ‘perfect’ work in the portfolio. It should include many, many different types of writing at a variety of stages in the writing process.

Appendix D Manuscript Letters

a b c d e f g h i j k l m n o
p q r s t u v w x y z
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

All letters begin at the top and as much as possible are made without picking up the pencil (one continuous stroke). Exceptions to the continuous stroke rule are letters that must be crossed or dotted and the letters k, x, y, K, Q, X, and Y. For further help with the strokes consult the Zaner-Bloser Kindergarten Handwriting Text.

Appendix E – Steps to Mastery of Vocabulary

Step 1: Provide a description, explanation, or example of the new term. This should be student friendly while maintaining the integrity of the word's meaning. Work at building experience with the word. Use the student's senses as much as possible.

Step 2: Ask students to restate the description, explanation, or example in their own words. You are not asking the students to simply repeat what you have said. You are asking that they construct their own descriptions and develop their own examples. These may not be comprehensive at first but must be monitored to assure that there are no major errors.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase. This forces students to think of the term in a totally different way. This must be modeled. Students will often prefer to just copy your definition because it is easier, but this defeats the purpose. You may allow students to work together at first. Students may draw an actual picture of the words, a symbol for the word, an example of the word, or a graphic representing the word. Students may also dramatize using cartoon figures and bubbles.

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks. Some sample activities include, but are not limited to,

- Marking a prefix or suffix that will help them remember the meaning
- Identifying synonyms or antonyms
- Drawing an additional picture or graphic
- Listing related words
- Writing brief cautions or reminders of common confusions
- Comparing and contrasting terms

Step 5: Periodically ask students to discuss terms with one another. Students can

- Compare their descriptions of the term
- Describe/explain their pictures to each other
- Identify areas of disagreement or confusion
- Choose a word to teach to another student
- Make up riddles to describe the word for another student to guess

Step 6: Involve students periodically in games that allow them to play with terms. Jeopardy and Pictionary formats can be used. Some samples are provided on the next page.

IMPORTANT: Students must have MULTIPLE experiences with a word in order for it to go into long term memory. Teachers should post words on the class word wall. Teachers should also revisit and hold students accountable for words from previous years as appropriate to the content.

- adapted from **Building Academic Vocabulary** by Robert Marzano and Debra Pikerling

Appendix F – The Writing Portfolio

Ongoing assessment is key in the writing classroom. Having students maintain a Writing Portfolio allows both teacher and student to view and analyze writing progress.

THE WRITING PORTFOLIO AND ASSESSMENT

Formative: As a part of the instructional process, formative assessment provides information that helps teachers adjust instruction to meet student needs throughout the grading period.

Summative: Benchmark assessments that occur periodically to determine where a student is in relation to the standard. This is a snapshot of the student's learning at a specific point in time.

DETERMINE THE PURPOSE OF THE WRITING PORTFOLIO

Is it for progress monitoring your students so that you can adjust your instruction to meet their needs (formative)? Is it to compile representative works in order to show student achievement (summative)? Is it for a combination of these things?

WHAT IS IMPORTANT?

It is important for the student to evaluate according to the Six Traits his/her own work in the portfolio and determine areas of need and areas of growth. It is important to have a variety of writing in a variety of stages in the portfolio. It is important for the portfolio to be active (often looked at, assessed, added to, and revised by student and teacher) rather than static (a lot of paper to which no one refers until it goes home at the end of the year). A portfolio is not just a storage folder.

Management of the Writing Portfolio:

- **Who 'owns' the portfolio?** The student owns the portfolio. However, it is usually best if the portfolio remains in the writing classroom. Portfolios should be kept in an established place so that students are able to access them as needed.
- **Who determines what is placed in the portfolio?** Both the teacher and the student make decisions about what is kept in the portfolio. It should include a variety of writing genres in a variety of stages. Drafts as well as published pieces should be kept to show student growth and showcase performance. Not every piece of writing needs to be kept. All pieces should be dated. Some examples of writing might be:
 - Reflective Writing piece (letter to reviewer)
 - Personal Expressive Writing (memoir, etc.)
 - Literary Writing (poetry, plays, etc.)
 - Expository and Persuasive Writing (speech, editorial, etc.)
 - Pieces from two or three other categories
 - Scored writing from demand prompts
- **How often is the portfolio viewed?** The portfolio should be actively included in writing assessment. Students should pull draft pieces from the portfolio when working on revision. The writing in the portfolio should be the pieces in which the students have invested a part of themselves resulting in ownership of the writing. Teachers should use the pieces in the portfolio to conference with students about areas of growth. Teachers can use the portfolio to note areas of needs that they will work on with students, but from the student standpoint it should be a showcase of growth.

Resource(s):

- http://www.upcsinstitute.org/DMSFiles/Powerful_Portfolio_Handout.doc
- http://www.education.ky.gov/users/otl/KYWritingHnbk/Spring_2007_Handbook_Update_pages_Parts_I_and_II_all_grades.pdf
- <http://www.mandygregory.com/ManagementIdeasforWritersWorkshop.htm>
- <http://denaharrison.com>