

## Curriculum Matrix for *All About Me*

The Curriculum Matrix illustrates the instructional design for this unit's standards. Standards may be classified as Taught and Assessed, Reviewed and Assessed, or Reinforced. **Note:** Complete wording for the standards can be found at the end of the matrices.

Key: D=Diagnostically Assessed F=Formatively Assessed S=Summatively Assessed T=Taught P=Practiced M=Modeled R=Reviewed/Reinforced															
Taught and Assessed															
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
HE.B.3.1.3	D	F T P	F P R	F P R					S	F P R	F P R		P R		
LA.A.1.1.1.1.1	D	F T P	F P R			F T P		F T P	F T P	F P R					S
LA.A.1.1.2.1.1	D			F T P M					F P R		F T P M				S
LA.A.1.1.2.1.3	D			F T P M	F P R						F T P M				S
LA.B.1.1.1.1.1	D			F T P						F P R	F M R	F P R	F P R	F P R	S
LA.B.2.1.2.1.1	D		F P R	F T P						F P R		F P R	F P R	F P R	S
MA.A.1.1.1.1.1	D					F T P M			F S P R						
MA.B.1.1.1.1.2	D				F T P	P R	R		S						

Key: D=Diagnostically Assessed F=Formatively Assessed S=Summatively Assessed T=Taught P=Practiced M=Modeled R=Reviewed/Reinforced

**Taught and Assessed (Continued)**

MA.B.1.1.1.1.3	D					F T P	R		S P R						
MA.E.1.1.1.1.2	D	F T P M					F T P M		F S T P M						
MA.E.1.1.1.1.3	D	F T P M					F T P M		F S T P M						
MA.E.1.1.1.1.4	D	F T P M					F T P M		F S P M						
SS.A.1.1.4.1.1	D	R	R	R	R	R	R	F T P	R	R	R	R	F T P	F P R	S

**Florida Process Standards (Goal 3) Addressed**

Information Managers, Cooperative Workers

**Florida Sunshine State Standards and Process (Goal 3) Standards**

**Taught and Assessed**

HE.B.3.1.3

The student knows how to use positive communication skills when expressing needs, wants, and feelings.

LA.A.1.1.1.1.1

The student uses prior knowledge, illustrations, and text to make predictions.

LA.A.1.1.2.1.1

The student uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).

LA.A.1.1.2.1.3

The student uses beginning letters (onsets) and patterns (rhymes) as visual cues for decoding.

LA.B.1.1.1.1.1

The student generates ideas before writing on self-selected topics and assigned tasks (for example, brainstorming, observing surroundings, reading texts, discussion with peer).

LA.B.2.1.2.1.1

The student writes informal texts (for example, journal entries, reading response).

MA.A.1.1.1.1.1

The student uses one-to one correspondence to count objects to 100 or more.

MA.B.1.1.1.1.2

The student demonstrates an understanding of measurement of lengths by selecting appropriate units of measurement (for example, inches or feet).

MA.B.1.1.1.1.3

The student demonstrates an understanding of weight by selecting appropriate units of measurement (for example, grams or kilograms).

MA.E.1.1.1.1.2

The student records data using concrete materials or pictures.

MA.E.1.1.1.1.3

The student organizes information into a simple pictograph or concrete graph.

MA.E.1.1.1.1.4

The student uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.

SS.A.1.1.4.1.1

The student understands calendar time (days, weeks, months, years).

### **Florida Process Standards (Goal 3)**

#### Information Managers

Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files in order to perform tasks and/or for enjoyment.

#### Cooperative Workers

Florida students work cooperatively to successfully complete a project or activity.