Language Arts Curriculum Framework Grades K-5

KINDERGARTEN COURSE OVERVIEW

At the kindergarten level, students will engage in a variety of oral activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of phonemic skills that are the precursor for success in learning to decode words. Emphasis will be placed on having the students build and use listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and stories. Students will learn rules for conversation and skills for participation in discussions. They will also learn how to formulate basic investigative questions. At the kindergarten level, students will be immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material. Students will learn to identify and name the uppercase and lowercase letters of the alphabet, understand that letters represent sounds, and identify beginning consonant sounds in single consonant words. They will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing.

Strand: Communication: Speaking, Listening, Media Literacy   **Grade Level: K**

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	**Speaking to Communicate**
Enduring Understanding: Attentive listeners discern the ideas of other's to understand multiple perspectives, build knowledge, and actively solve problems.	**Enduring Understanding:** Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (K-2) Engage in conversation by building on other's thoughts and seeking clarity through the recounting of ideas and the asking of questions.	**Essential Standard:** (K-2) Describe and recount an experience with relevant descriptive details and expression using complete sentences when appropriate.
Lifelong Learner Standards: • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: K.1, K.2, K.3, K.4	**SOLs:** K.1, K.2, K.3, K.4

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives.	• listen to texts read aloud and ask and answer questions for further understanding. • participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. • generate ideas to develop a group language experience narrative. • dictate sentences about a group experience for a group language experience narrative (e.g., a story about a class field trip). • dictate an experience or story to create an individual language experience narrative (e.g., a story about a family pet). • use drama to retell familiar stories, rhymes, and poems (e.g., storytelling with role play or puppets).

d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.	• participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking. • use complete sentences that include subject, verb, and object when speaking.
K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.	• understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction. • use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction. • use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction. • use words to show direction and location (e.g., *on*, *off*, *in*, *out*, *over*, *under*, *between*, and *beside*). • use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities. • recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. • use vocabulary from content areas during partner or group activities and during teacher-directed instruction.
K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.	• speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly. • verbally express needs through direct requests. • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led). • initiate conversations with peers and teachers in a variety of school settings. • listen attentively to others in a variety of formal and informal settings involving peers and adults. • participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). • listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • wait for their turn to speak, allowing others to speak without unnecessary interruptions. • maintain conversation on topic through multiple exchanges. • in group and partner discussions clearly state a thought related to the book or topic being discussed. • begin to use voice level, phrasing, and intonation appropriate for the language situation.

	• match language to the purpose, situation, environment, and audience.
	• repeat and follow one- and two-step oral directions.
	• ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood.

K.4   The student will identify, say, segment, and blend various units of speech sounds.
a) Begin to discriminate between spoken sentences, words, and syllables.
b) Identify and produce words that rhyme.
c) Blend and segment multisyllabic words at the syllable level.
d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
e) Identify words according to shared beginning and/or ending sounds.
	• focus on speech sounds.
	
	• demonstrate the concept of word by segmenting spoken sentences into individual words.
	
	• segment a word into individual syllables by clapping hands or snapping fingers.
	
	• discriminate between large phonological units of running speech, sentences, words, and syllables.
	
	• identify a word that rhymes with a spoken word.
	
	• supply a word that rhymes with a spoken word.
	
	• produce rhyming words and recognize pairs of rhyming words presented orally.
	
	• generate rhyming words based on a given rhyming pattern.
	
	• supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.
	
	• blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = *boat*, *black* = /bl/- /ack/).
	
	• blend and segment multisyllabic words into syllables (e.g., the teacher asks students to *say robot without the /ro-/* and students respond with */bot/*).
	
	• recognize that a word can be segmented into individual speech sound units.
	
	• recognize how phonemes sound when spoken in isolation.
	
	• recognize similarities and differences in beginning and ending sounds of words.
	
	• determine the order of speech sounds in a given word by answering the following questions:
	   ° What is the beginning sound you hear?
	   ° What is the ending sound you hear?
	
	• produce a word that has the same beginning or ending sound as a spoken word (e.g., */sock/- /sun/* and */hot/- /rat/*).
	
	• identify pictures of objects whose names share the same beginning or ending sound.
	
	• sort pictures or objects whose names share the same beginning or ending sound.
	
	• blend three spoken phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes

	to say the word *cat*).
	• segment one-syllable words into onset and rime (e.g., the teacher says the word *hat* and when asked, the student verbally says */h/* for the onset and */-at/* for the rime.) Students are not expected to know the terms onset and rime.
	• segment one-syllable words into speech sound units (e.g., the teacher says the word *bat*, and the student segments the sounds */b/- /a/- /t/*).
	• substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say *cat*, but in the place of */c/* she asks them to say */b/,* and the student responds with *bat*).

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	**Reading to Learn**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.	**Enduring Understanding:** Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.
Essential Standard: (K-1) Demonstrate understanding of the organization and basic features of print. (K-1) Demonstrate understanding of spoken words, syllables, and sounds. (K-5) Know and apply grade-level phonics and word analysis skills in decoding. (K-5) Read with sufficient accuracy and fluency to support comprehension. (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.	**Essential Standards:** (K-5) Utilize key ideas and details to make logical inferences, summarize, and analyze relationships among characters, settings, and events from the text. (K-5) Demonstrate and understanding of the overall structure of varied texts, recognizing how point of view or purpose influences the content and style, and how word choice shapes the meaning or tone. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.
Lifelong Learner Standards: • Seek, recognize and understand systems, patterns, themes, and interactions. • Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.	**Lifelong Learner Standards**: • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
SOLs: K.5, K.6, K.7, K.8	**SOLs:** K.9, K.10

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).	• hold printed material the correct way. • identify the front and back covers of a book. • distinguish the title page from all the other pages in a book. • turn pages appropriately. • distinguish print from pictures. • follow text with a finger, pointing to each word as it is read from left to right and top to bottom. • locate lines of text, words, letters, and spaces. • match voice with print in syllables, words, and phrases. • locate and name periods, question marks, and exclamation points.
K.6 The student will demonstrate an understanding that print conveys meaning. a) Identify common signs and logos. b) Explain that printed materials provide information. c) Read and explain own writing and drawings. d) Read his/her name and read fifteen meaningful, concrete words.	• apply knowledge that print conveys meaning. • recognize and identify common signs, logos, and labels. • explain that printed material provides information. • read and explain their own drawings and writings. • locate commonly used words and phrases in familiar text. • recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.) • recognize and identify their own first and last names.

K.7   The student will develop an understanding of basic phonetic principles.
a) Identify and name the uppercase and lowercase letters of the alphabet.
b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
c) Demonstrate a speech-to-print match through accurate finger-point reading in
	• recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.
	
	• match uppercase and lowercase letter pairs.
	
	• produce the usual sounds of consonants, short vowels and initial consonant digraphs.
	
	• demonstrate concept of word by:
	  ◦ tracking familiar print from left to right and top to bottom; and
	  ◦ matching spoken words to print including words with more than one syllable.
	
	• write the grapheme (letter) that represents a spoken sound.

familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.	• use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant. • isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in *top*). • identify long and short sounds with common spellings for the five major vowels. • distinguish between similarly spelled words by identifying sounds of the letters that differ. • segment onsets and rimes and begin to blend to form the words.
K.8　The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.	• discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings. • identify new meanings for familiar words and apply them accurately (e.g., knowing *water* as a drink and learning the verb *water the flowers*). • sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • use common adjectives to distinguish objects (e.g., the *small red* square; the *shy white* cat). (Students are not required to know the term adjective at this level.) • ask and respond to questions about unknown words in a text. • identify real-life connections between words and their use (e.g., places that are *loud*). • use newly learned words in literacy tasks.
K.9　The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.	• identify the roles of the author and the illustrator of selected texts. • make ongoing predictions based on illustrations and text. • describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict). • link knowledge from their own experiences to make sense of and talk about a text. • give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how. • ask and respond to simple questions about the content of a book. • use vocabulary from a story in discussions and retellings. • retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end).

	• use words to sequence events (e.g., *before*, *after*, and *next*).
	• produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard read aloud.
	• use descriptive language to talk about characters, settings, and events of a story.
	• recognize various types of fictional texts (e.g., storybooks, poems).
K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.	• make ongoing predictions based on graphics and text. • relate pictures and illustrations to the text in which they appear. • link knowledge from their own experiences to make sense of and talk about a text. • identify the topic of a nonfiction selection. • ask and respond to simple questions about the content of a book. • discuss simple facts and information relevant to the topic. • identify text features including titles, headings and pictures in text. • identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	**Writing to Communicate**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.	**Enduring Understanding:** Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.
Essential Standards: (K-3) Demonstrate an understanding of the organization and basic features of written language. (K-5) Know and apply grade-level phonics/word study skills in writing. (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.	**Essential Standards:** (K-5) Write for a variety of purposes and audiences with descriptive details, supporting evidence, sequential organization and clarity. Types of writing include: opinion pieces, informative/explanatory texts, and narratives. (K-5) Produce, edit, revise, and publish clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience, and available technology is used. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.
Lifelong Learner Standards: - Seek, recognize, and understand systems, patterns, themes, and interactions. - Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: - Acquire and use precise language to clearly communicate ideas, knowledge, and processes. - Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: K.11, K.12	**SOLs:** K.11, K.12, K.13

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently.	- use appropriate pencil grip. - print upper- and lower-case letters of the alphabet legibly and independently.

b) Print his/her first and last names.	• use manuscript letter formation. • use manuscript number formation. • form the letters of and space their first and last names. • write their first and last names for a variety of purposes. • capitalize the first word in a sentence and the pronoun *I*.
K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing. b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.	• distinguish print from pictures. • write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing). • write on assigned and/or self-selected topics. • use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is …). • use writing, dictation, and drawing to narrate an event. • generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words. • write left to right and top to bottom.
K.13 The student will use available technology for reading and writing.	• use available digital tools for reading and writing. • ask and respond to questions about material presented through various media formats. • share their writing with others.

1ST GRADE COURSE OVERVIEW

At the first-grade level, students will continue to engage in a variety of oral language activities to develop their understanding of language and to enhance their ability to communicate effectively. They will continue to build vocabulary as they participate in listening and speaking activities in the classroom. They will also begin to use their oral language skills to gain and explain information. In addition, students will continue to develop the higher-level phonemic awareness skills of segmentation, deletion, and substitution. Students will continue to be immersed in a print-rich environment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integrating basic phonetic principles, decoding words in isolation, using meaning clues, and employing language and sentence structure to read and substantially increase their sight-word vocabulary. By the end of the first grade, they should have a reading vocabulary of 300 to 500 sight words and be able to decode single-syllable words. These concepts and skills will be learned through systematic explicit direct instruction, individual and small-group activities, and time spent exploring and reading books and other print material. Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read. Reading and listening to both fiction and nonfiction texts will give students opportunities to respond to readings in group discussions and through writing and drawing. Through reading and rereading, the students will build fluency and vocabulary and will become independent readers. Students will learn to use their knowledge of alphabetical order by first letter to find the meanings of unfamiliar words in picture and simple word dictionaries.

Strand: Communication: Speaking, Listening, Media Literacy   **Grade Level: 1**

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	**Speaking to Communicate**
Enduring Understanding: Attentive listeners discern the ideas of other's to understand multiple perspectives, build knowledge, and actively solve problems.	**Enduring Understanding:** Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (K-2) Engage in conversation by building on other's thoughts and seeking clarity through the recounting of ideas and the asking of questions.	**Essential Standard:** (K-2) Describe and recount an experience with relevant descriptive details and expression using complete sentences when appropriate.
Lifelong Learner Standards: - Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. - Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: - Acquire and use precise language to clearly communicate ideas, knowledge, and processes. - Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 1.1, 1.2, 1.3	**SOLs:** 1.1, 1.2, 1.3

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
1.1 The student will continue to demonstrate growth in the use of oral language. a) Listen and respond to a variety of electronic media and other age-appropriate materials. b) Tell and retell stories and events in logical order. c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.	- produce complete sentences when appropriate to task and situation. - participate in a variety of oral language activities, such as: - listening to stories and poems read aloud daily; - participating in discussions about stories and poems; - talking about words and their meanings as they are encountered in stories, poems, and conversations; - giving reactions to stories and poems; - asking and answering questions about what is said in order to gather additional information or clarify something not understood; - verbally express ideas and feelings; and - describe people, places, things, and events with details.

d) Participate in creative dramatics.
e) Express ideas orally in complete sentences.
	• tell and retell stories and events in logical order by:
	  o retelling stories orally and through informal drama;
	  o dictating retelling of stories;
	  o indicating first, next, and last events in a story; and
	  o creating their own stories, poems, plays, and songs.
	
	• participate in daily oral language activities (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns).
	
	• participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking.
	
	• speak to one another, and listen to each other at appropriate times during lessons.

1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. c) Use common singular and plural nouns. d) Use vocabulary from other content areas.	• learn and use new words encountered in discussions and in books that the teacher reads aloud. • participate in listening and speaking activities. • ask for meanings and clarification of unfamiliar words and ideas. • use common singular and plural nouns with matching verbs in basic sentences (e.g., *She walks., We walk.*). • use common irregular plural forms, such as *man/men*, *child/children*, and *mouse/mice*. • use common pronouns (e.g., I, me, mine; they, them, theirs, anyone, everything). • use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly. • use vocabulary from other content areas.
1.3 The student will adapt or change oral language to fit the situation. a) Initiate conversation with peers and adults. b) Follow rules for conversation using appropriate voice level in small-group settings. c) Ask and respond to questions. d) Follow simple two-step oral directions. e) Give simple two-step oral directions.	• initiate conversation in a variety of school settings. • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., partner, small-group, teacher led). • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • sustain two-person conversation through multiple exchanges. • use voice level and intonation appropriate for small-group settings. • follow rules for conversation, including listening and taking turns. • ask and respond to relevant questions in partner, group, and teacher-led settings.

	• follow simple two-step oral directions. • give simple two-step directions. • use words of time and position, including *first*, *second*, *next*, *on*, *under*, *beside*, and *over*, to give directions orally. • use action words (verbs), including, but not limited to, *mark*, *circle*, *color*, and *draw*, to give directions orally.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	**Reading to Learn**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.	**Enduring Understanding:** Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.
Essential Standard: (K-1) Demonstrate understanding of the organization and basic features of print. (K-1) Demonstrate understanding of spoken words, syllables, and sounds. (K-5) Know and apply grade-level phonics and word analysis skills in decoding. (K-5) Read with sufficient accuracy and fluency to support comprehension. (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.	**Essential Standards:** (K-5) Utilize key ideas and details to make logical inferences, summarize, and analyze relationships among characters, settings, and events from the text. (K-5) Demonstrate and understanding of the overall structure of varied texts, recognizing how point of view or purpose influences the content and style, and how word choice shapes the meaning or tone. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.
Lifelong Learner Standards: • Seek, recognize and understand systems, patterns, themes, and interactions. • Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.	**Lifelong Learner Standards**: • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
SOLs: 1.4, 1.5, 1.6	**SOLs:** 1.7, 1.8, 1.9, 1.10, 1.11

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
1.4 The student will orally identify,	• identify, isolate, produce, and manipulate various units of speech sounds within words (e.g., syllables, onsets,

produce, and manipulate various units of speech sounds within words. a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes). e) Add or delete phonemes (sounds) to make new words.	rimes, and phonemes). • orally produce words that rhyme with an audible guide word. • count phonemes in one-syllable words. • blend separately spoken phonemes to make one-syllable words. • segment words by producing each phoneme. • determine whether the medial vowel sound is the same or different in a set of one-syllable words. • sort picture cards by beginning, medial, and ending phonemes. • delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow). • add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map). • change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit).
1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing.	• demonstrate concept of word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print. • identify letters, words, sentences, and ending punctuation (i.e., periods, question and quotation marks, and exclamation points). • differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point. • read their own writing.
1.6 The student will apply phonetic principles to read and spell. a) Use beginning and ending consonants to decode and spell single-syllable words. b) Use two-letter consonant blends to decode and spell single-syllable words. c) Use beginning consonant digraphs to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. f) Use word patterns to decode unfamiliar	• apply knowledge of letter sounds in single-syllable words by: ° recognizing beginning, medial, and ending phonemes; ° segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and ° blending phonemes to decode or spell a word. • accurately decode unknown unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out. • apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (e.g., the *l* and *r* blends; and digraphs, including *ch*, *sh*, *th*, and *wh*). • use the consonant-vowel patterns CVC (e.g., pin), VC (e.g., in), and CVCC (e.g., wind), to decode and spell

words. g) Read and spell simple two-syllable compound words. h) Read and spell commonly used sight words.	single-syllable words. • use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words. • use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables. • read and spell simple two-syllable compound words. • read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables. • read and spell commonly used sight words.
1.7 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use words, phrases, and sentences. b) Use titles and pictures. c) Use information in the story to read words. d) Use knowledge of sentence structure. e) Use knowledge of story structure. f) Reread and self-correct.	• expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., *look*, *looks*, *looked*, *looking*). • use sentence-level context as a clue to the meaning of words and phrases. • use titles and pictures to make predictions about text. • use pictures and/or rereading to confirm vocabulary choice. • use information in the story to make predictions about vocabulary and text. • notice when words or sentences do not make sense in context. • use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud (prosody). • use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension. • use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension. • reread and self-correct when text does not make sense.

1.8 The student will expand vocabulary.
a) Discuss meanings of words in context.
b) Develop vocabulary by listening to and reading a variety of texts.
c) Ask for the meaning of unknown words and make connections to familiar words.
d) Use text clues such as words or pictures to discern meanings of unknown words.
e) Use vocabulary from other content areas.
	• understand and discuss the meanings of new words as presented in context.
	
	• develop their vocabulary by listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors).
	
	• use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary.
	
	• ask for the meaning of unknown words and make connections to familiar words by:
	  ° sorting words into categories (e.g., colors, animals);
	  ° defining words by category and by one or more attributes (e.g., *a swan is a bird that swims*, *a cardinal is a red bird*); and
	  ° identifying real-life connections between words and their use (e.g., places that are *safe*).

	• use vocabulary from other content areas in literacy tasks.
1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. h) Identify the main idea or theme. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	• preview reading material by looking at the book's cover and illustrations and by reading titles and headings. • set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection. • identify who is telling the story at various points in a text. • use knowledge from their own experience to make sense of and talk about a text. • draw on prior knowledge to make and confirm predictions before, during, and after reading. • ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection. • identify and describe characters, settings, and important events in a story using details. • use illustrations and details to describe characters, settings, and important events in a story. • demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson. • identify the main idea or theme of a short fiction selection. • identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • read a wide variety of self-selected and teacher-selected stories and poems aloud. • use expression and intonation to convey meaning when reading aloud (prosody). • reread as necessary to confirm and self-correct word recognition and understanding. • practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression.
1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about	• read with purpose and understanding. • preview reading material by looking at the book's cover and illustrations or other graphics and by reading titles and headings. • set a purpose for reading by looking at the illustrations or other graphics, activating prior knowledge, and predicting the outcome of the selection. • identify text features (e.g., illustrations, photographs, headings, charts and captions). • use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries). • distinguish between information provided by pictures or illustrations and information provided by words in the text.

what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	• make and confirm predictions before, during, and after reading. • ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection. • read a wide variety of self-selected and teacher-selected informational texts aloud. • read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines. • identify the main idea and key details of a short nonfiction selection. • identify the reasons an author gives to support points in a text. • practice reading and rereading texts on their independent reading level to develop accuracy, fluency, and meaningful expression.
1.11 The student will use simple reference materials. a) Use knowledge of alphabetical order by first letter. b) Use a picture dictionary to find meanings of unfamiliar words.	• use simple reference materials. • alphabetize a list of five to eight words according to first letter. • use a picture dictionary to locate unfamiliar words.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	**Writing to Communicate**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.	**Enduring Understanding:** Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.
Essential Standards: (K-3) Demonstrate an understanding of the organization and basic features of written language. (K-5) Know and apply grade-level phonics/word study skills in writing. (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.	**Essential Standards:** (K-5) Write for a variety of purposes and audiences with descriptive details, supporting evidence, sequential organization and clarity. Types of writing include: opinion pieces, informative/explanatory texts, and narratives. (K-5) Produce, edit, revise, and publish clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience, and available technology is used. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.
Lifelong Learner Standards: • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 1.12, 1.13, 1.14	**SOLs:** 1.13, 1.14

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write	• use appropriate pencil grip. • use manuscript letter formation.

unknown words phonetically.	• print all upper and lowercase letters. • use manuscript number formation. • space words in sentences. • apply the alphabetic principle while writing unfamiliar words.
1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others.	• use previous experiences to generate ideas. • participate in teacher-directed brainstorming activities to generate ideas. • participate in shared research and writing projects • participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas and information. • write informative/explanatory texts that introduce a topic, state an opinion or some facts, and provide a concluding sentence. • write narrative pieces that include at least two sequenced events, with some details, and conclusion. • revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers. • in final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates. • capitalize days of the week and months of the year. • capitalize names of people. • spell commonly used sight words and phonetically regular words correctly in final copies. • apply the alphabetic principle when writing words. • use print resources in the classroom in order to spell words. • use familiar writing forms, including lists, letters, stories, reports, messages, and poems. • distinguish draft writing from final-product writing. • share their writing with others.
1.14 The student will use available technology for reading and writing.	• use digital tools to produce and publish writing including in collaboration with peers. • use available media for reading and writing. • use electronic templates (e.g., graphic organizers) to organize information.

	- ask and respond to questions about material presented through various media formats. - share their writing with others.

2ND GRADE COURSE OVERVIEW

Students will engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They will listen and speak in discussions and presentations that expand their vocabularies, increase their background knowledge, and enhance both their reading and writing skills. Students will continue to be immersed in a print-rich environment. To decipher text, they will use what they have learned about phonemes, decoding, rhyming words, onsets and rimes, contextual clues, and the structure of sentences. Silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. When they read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. Students will read and reread to build fluency, which provides the bridge between word recognition and comprehension. Fluent readers are able to make connections among the ideas in the text and between the text and their background knowledge. Students will learn and apply the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula. Students will also use their knowledge of alphabetical order to locate information.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	**Speaking to Communicate**
Enduring Understanding: Attentive listeners discern the ideas of other's to understand multiple perspectives, build knowledge, and actively solve problems.	**Enduring Understanding:** Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (K-2) Engage in conversation by building on other's thoughts and seeking clarity through the recounting of ideas and the asking of questions.	**Essential Standard:** (K-2) Describe and recount an experience with relevant descriptive details and expression using complete sentences when appropriate.
Lifelong Learner Standards: • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 2.1, 2.2, 2.3, 2.4	**SOLs:** 2.1, 2.2, 2.3, 2.4

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
2.1 The student will demonstrate an understanding of oral language structure. a) Create oral stories to share with others. b) Create and participate in oral dramatic activities. c) Use correct verb tenses in oral communication. d) Use increasingly complex sentence structures in oral communication. e) Begin to self-correct errors in language use.	• use the story structure of beginning, middle, and end to tell a story of an experience. • maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood. • add appropriate elaboration and detail while recounting or describing an event. • dramatize familiar stories (e.g., plays, skits, reader's theater). • use present, past, and future tenses appropriately. • provide a referent for pronouns (e.g., **Serena** *wanted to sing but* **she** *was afraid*). • demonstrate subject-verb agreement.

	• use more complex sentence structure with conjunctions, such as *while*, *when*, *if*, *because*, *so*, and *but*, when describing events and giving explanations.
	• speak in complete sentences when appropriate to task and situation to provide details and clarification.
	• begin to self-correct errors made when communicating orally.
2.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use words that reflect a growing range of interests and knowledge. c) Clarify and explain words and ideas orally. d) Identify and use synonyms and antonyms. e) Use vocabulary from other content areas.	• listen to and discuss a variety of texts. • use appropriate descriptive language to express ideas, opinions, and feelings. • use language to categorize objects, people, places, or events. • explain the meanings of words within the context of how they are used. • ask questions to clarify or gain further information. • recognize when two or more different words are being used orally to mean contrasting or opposite things. • recognize when different words are being used orally to mean the same or similar things. • use synonyms and antonyms in oral communication. • use specific content area vocabulary in discussions.
2.3 The student will use oral communication skills. a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond. b) Share stories or information orally with an audience. c) Participate as a contributor and leader in a group. d) Retell information shared by others. e) Follow three- and four-step directions. f) Give three- and four-step directions.	• participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led). • participate in collaborative conversations for various purposes (e.g., to inform, to persuade, to entertain, to clarify, and to respond). • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • follow rules for discussions and assigned group roles. • use proper pitch and volume. • speak clearly and distinctly. • share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details. • select vocabulary and nonverbal expressions appropriate to purpose and audience. • express ideas clearly and in an organized manner. • contribute information, ask questions, clarify, gather additional information, retell, respond, or build on another

	person's idea in a small-group setting.
	• confer with small-group members about how to present information to the class.
	• carry out a specific group role, such as leader, recorder, materials manager, or reporter.
	• engage in taking turns in conversations by: ° making certain all group members have an opportunity to contribute; ° listening attentively by making eye contact while facing the speaker; and ° eliciting information or opinions from others.
	• follow three-step and four-step directions.
	• give three-step and four-step directions.
	• sequence three or four steps chronologically in oral directions.
2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Count phonemes (sounds) within one-syllable words. b) Blend sounds to make one-syllable words. c) Segment one-syllable words into individual speech sounds (phonemes). d) Add or delete phonemes (sounds) to make words. e) Blend and segment multisyllabic words at the syllable level.	• count phonemes in one-syllable words (e.g., man has three phonemes /m/-/a/-/n/, chop has three phonemes /ch/-/o/-/p/, and drop has four phonemes /d/-/r/-/o/-/p/). • isolate and manipulate phonemes. • blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/ → drip). • segment words by saying each sound (e.g., pan → /p/-/a/-/n/, drip → /d/-/r/-/i/-/p/). • add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map). • delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow). • blend and segment multisyllabic words at the syllable level. identify syllables in a word (e.g., students tap *snowball* → */snow/- /ball/*, clap out the word *hamburger* → */ham/-/bur/-/ger/*). • state the word created by blending given syllables together (e.g., */fan/-/tas/-/tic/* → *fantastic*). • delete a syllable from a word and state what remains (e.g., say *celebrate* without *brate [cele]*). • manipulate sounds in words to form new or nonsense words.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	**Reading to Learn**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.	**Enduring Understanding:** Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.
Essential Standard: (K-5) Know and apply grade-level phonics and word analysis skills in decoding. (K-5) Read with sufficient accuracy and fluency to support comprehension. (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.	**Essential Standards:** (K-5) Utilize key ideas and details to make logical inferences, summarize, and analyze relationships among characters, settings, and events from the text. (K-5) Demonstrate and understanding of the overall structure of varied texts, recognizing how point of view or purpose influences the content and style, and how word choice shapes the meaning or tone. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.
Lifelong Learner Standards: • Seek, recognize and understand systems, patterns, themes, and interactions. • Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.	**Lifelong Learner Standards**: • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
SOLs: 2.5	**SOLs:** 2.6, 2.7, 2.8, 2.9, 2.10

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
2.5 The student will use phonetic strategies when reading and spelling. a) Use knowledge of consonants,	• apply knowledge of consonants and consonant blends to decode and spell words. • apply knowledge of consonant digraphs (*sh*, *wh*, *ch*, *th*) to decode and spell words.

consonant blends, and consonant digraphs to decode and spell words. b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. c) Decode regular multisyllabic words.	• distinguish long and short vowels when reading one-syllable regularly spelled words. • apply knowledge of the consonant-vowel patterns, such as CV (e.g., *go*), VC (e.g., *in*) , CVC (e.g., *pin*), CVCE (e.g., *take*), CVVC (e.g., *wait*), and CVCC (e.g., *wind*), to decode and spell words. • apply knowledge of r-controlled vowel patterns to decode and spell words. • read regularly spelled one- and two-syllable words automatically. • decode regular multisyllabic words. • use phonetic strategies and context to self-correct for comprehension. • decode words with common prefixes and suffixes.
2.6 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use information in the story to read words. b) Use knowledge of sentence structure. c) Use knowledge of story structure and sequence. d) Reread and self-correct.	• use meaning clues to support decoding. • use surrounding words in a sentence to determine the meaning of a word. • determine which of the multiple meanings of a word in context makes sense by using semantic clues. • use knowledge of word order, including subject, verb, and adjectives, to check for meaning. • use story structure, titles, pictures, and diagrams to check for meaning. • use phonetic strategies, semantic clues, and syntax to reread and self-correct. • reread to clarify meaning.
2.7 The student will expand vocabulary when reading. a) Use knowledge of homophones. b) Use knowledge of prefixes and suffixes. c) Use knowledge of antonyms and synonyms. d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. e) Use vocabulary from other content areas.	• use knowledge of homophones (e.g., such as *pair* and *pear*). • identify and recognize meanings of common prefixes and suffixes (e.g., un- *re-*, *mis-*, *dis-*, *-y*, *-ly*, *-er*, *-ed*, *-ing*, *-est*, *-ful*, *-less*, *-able*). • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *sign*, *signal*). • use common prefixes and suffixes to decode words. • determine the meaning of words when a known prefix is added to a known word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall). • supply synonyms and antonyms for a given word. • use knowledge of antonyms when reading (e.g., *hot/cold*, *fast/slow*, *first/last*). • use knowledge of synonyms when reading (e.g., *small/little*, *happy/glad*). • demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., *Maria's*).

	• demonstrate an understanding of the meaning of contractions (e.g., *don't- do not*).
	• discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).
	• use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook).
	• use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions).
2.8 The student will read and demonstrate comprehension of fictional texts. a) Make and confirm predictions. b) Relate previous experiences to the main idea. c) Ask and answer questions about what is read. d) Locate information to answer questions. e) Describe characters, setting, and important events in fiction and poetry. f) Identify the problem and solution. g) Identify the main idea. h) Summarize stories and events with beginning, middle, and end in the correct sequence. i) Draw conclusions based on the text. j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	• set a purpose for reading. • use prior knowledge to predict information, and to interpret pictures and diagrams. • use titles and headings to generate ideas about the text. • use information from the text to make predictions before, during and after reading. • use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions). • find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions). • apply knowledge of story structure to predict what will happen next (e.g., beginning/middle/end, problem/solution). • ask and answer simple who, what, when, where, why, and how questions to demonstrate understanding of main details and events in text. • begin to skim for information to answer questions. • explain how illustrations and images contribute to and clarify text. • describe a character's traits, feelings, and actions as presented in a story or poem. • describe how characters in a story or poem respond to key events. • describe the setting and important events of a story. • identify the problems and solutions in stories. • use information from illustrations and words to demonstrate comprehension of characters, settings, and plots. • compare and contrast characters, setting, and important events in at least two versions of the same story (e.g.,

	Cinderella stories).
	• determine the main idea or theme of paragraphs or stories.
	• begin to use knowledge of transition words (e.g., *first*, *next*, and *soon*), to understand how information is organized in sequence.
	• organize information, using graphic organizers (e.g., story map, sequence of events).
	• use the framework of beginning, middle, and end to summarize and retell story events.
	• describe the structure of a story (e.g., beginning introduces the story, ending concludes the action).
	• write responses to what they read (e.g., response logs, write the story with a new ending).
	• practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody.
	• pause at commas and periods during oral reading.
	• apply phonics, meaning clues, and language structure to decode words and increase fluency.
2.9 The student will read and demonstrate comprehension of nonfiction texts. a) Preview the selection using text features. b) Make and confirm predictions about the main idea. c) Use prior and background knowledge as context for new learning. d) Set purpose for reading. e) Ask and answer questions about what is read. f) Locate information to answer questions. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	• set a purpose for reading. • use prior knowledge to predict information. • interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text. • explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text. • use titles and headings to generate ideas about the text. • skim text for section headings, bold type, and picture captions to help set a purpose for reading. • use print clues, such as bold type, italics, and underlining, to assist in reading. • use information from the text to make and revise predictions. • use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables). • use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions). • use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., *first*, *second*, *next*).

	• begin to skim text for information to answer specific questions.
	
	• use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between:
	  ° personal experiences and the text;
	  ° the current text and other texts read; and
	  ° what is known about the topic and what is discovered in the new text.
	
	• determine the main idea.
	
	• identify the sequence of steps in functional text such as recipes or other sets of directions.
	
	• follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments).
	
	• ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how).
	
	• locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents).
	
	• begin to use knowledge of transition words (signal words) (e.g., *first*, *next*, and *soon*), to understand how information is organized.
	
	• organize information, using graphic organizers.
	
	• write responses to what they read.
	
	• reread as necessary to confirm and self-correct for word accuracy and comprehension.

2.10 The student will demonstrate comprehension of information in reference materials. a) Use table of contents. b) Use pictures, captions, and charts. c) Use dictionaries, glossaries, and indices. d) Use online resources.	• locate titles and page numbers, using a table of contents. • use a table of contents to locate information in content-area books. • interpret pictures, captions, diagrams, and tables. • interpret information presented in bar graphs, charts, and pictographs. • use dictionaries, glossaries, and indices to locate key facts or information. • consult reference materials as needed to spell, check spelling, and understand grade-appropriate words. • alphabetize words to the second and third letter. • locate words in reference materials, using first, second, and third letter. • locate guide words, entry words, and definitions in dictionaries and indices.

	• use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials).

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	**Writing to Communicate**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.	**Enduring Understanding:** Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.
Essential Standards: (K-3) Demonstrate an understanding of the organization and basic features of written language. (K-5) Know and apply grade-level phonics/word study skills in writing. (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.	**Essential Standards:** (K-5) Write for a variety of purposes and audiences with descriptive details, supporting evidence, sequential organization and clarity. Types of writing include: opinion pieces, informative/explanatory texts, and narratives. (K-5) Produce, edit, revise, and publish clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience, and available technology is used. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.
Lifelong Learner Standards: • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 2.11, 2.12, 2.13, 2.14	**SOLs:** 2.12, 2.13, 2.14

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
2.11 The student will maintain legible printing and begin to make the transition to cursive.	• write legibly. • space words in sentences.

	• space sentences in writing.
	• learn basic strokes for cursive.
2.12 The student will write stories, letters, and simple explanations. a) Generate ideas before writing. b) Organize writing to include a beginning, middle, and end for narrative and expository writing. c) Expand writing to include descriptive detail. d) Revise writing for clarity.	• generate ideas and organize information before writing by: ° participating in brainstorming activities; ° making lists of information; ° talking to classmates or teacher about what to write; and ° using graphic organizers to plan their writing. • include a beginning, middle, and end in narrative and expository writing. • participate in shared research and writing projects. • write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement. • write narratives describing events with details, sequence, and a closure. • stay on topic. • write complete sentences. • begin to compose paragraphs. • use adjectives to elaborate and expand simple sentences. • describe events, ideas, and personal stories with descriptive details. • use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and organize their writing. • produce, and expand complete simple and compound sentences (e.g., *The girl listened to the music; The little girl listened to the loud music*). • strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details). • consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries). • delete or add words to clarify meaning during the revising process. • avoid stringing ideas together with *and* or *then*. • begin to learn and use the writing domains of composing, written expression, and usage/mechanics.
2.13 The student will edit writing for	• recognize and use complete sentences.

correct grammar, capitalization, punctuation, and spelling. a) Recognize and use complete sentences. b) Use and punctuate declarative, interrogative, and exclamatory sentences. c) Capitalize all proper nouns and the word *I*. d) Use singular and plural nouns and pronouns. e) Use apostrophes in contractions and possessives. f) Use contractions and singular possessives. g) Use knowledge of simple abbreviations. h) Use correct spelling for commonly used sight words, including compound words and regular plurals. i) Use commas in the salutation and closing of a letter. j) Use verbs and adjectives correctly in sentences.	• punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point). • capitalize all proper nouns and words at the beginning of sentences. • capitalize the word *I*. • use singular and plural nouns and pronouns. • use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, fish*). • use apostrophes to form contractions and common singular possessives. • identify simple abbreviations, including those for titles (e.g., *Mr., Mrs., Ms.*, and *Dr.*), calendar words (e.g., *Jan., Feb., Mon., Tue.*), and address words (e.g., *St., Rd.*). • spell commonly used sight words, compound words, and regular plurals correctly. • use commas in the salutation (e.g., *Dear Tyrell,*) and closing (e.g., (*Sincerely,*) of a letter. • use verbs and adjectives correctly in sentences (e.g., The friendly *girls talk* loudly. The friendly *girl talks* loudly.).
2.14 The student will use available technology for reading and writing.	• use available technology and media for reading and writing, including in collaboration with peers. • use available technology to produce writing. • use available media for reading and writing. • ask and respond to questions about material presented through various media formats.

3RD GRADE COURSE OVERVIEW

At the third-grade level, students will learn oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must know the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language, students will learn how to present information succinctly and confidently in oral presentations. Students will make the transition from a focus on learning how to read to an emphasis on reading to learn and reading for enjoyment. An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. They will build reading comprehension through reading a variety of literature, to include but not be limited to narrative fiction, such as folktales, and nonfiction materials, such as biographies and autobiographies. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning from text. Process strategies that they implement before, during, and after reading will assist their comprehension in all subjects (for example, when reading word problems in math, investigating scientific concepts, and comparing important people and events in history). Students will use a variety of print resources to research topics.

Strand: Communication: Speaking, Listening, Media Literacy   **Grade Level: 3**

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	**Speaking to Communicate**
Enduring Understanding: Attentive listeners discern the ideas of other's to understand multiple perspectives, build knowledge, and actively solve problems.	**Enduring Understanding:** Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (3-5) Engage in conversation by summarizing other's thoughts, drawing conclusions based on evidence, posing specific questions, and elaborating on what has already been said.	**Essential Standard:** (3-5) Report on events, topics, or texts in an organized sequential manner with relevant descriptive details that support the main idea, differentiating when appropriate between formal and informal discourse.
Lifelong Learner Standards: • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 3.1	**SOLs:** 3.1, 3.2

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
3.1 The student will use effective communication skills in group activities. a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. b) Ask and respond to questions from teachers and other group members. c) Explain what has been learned. d) Use language appropriate for context. e) Increase listening and speaking	• participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led). • engage in taking turns in conversations by: 　◦ making certain all group members have an opportunity to contribute; 　◦ listening attentively by making eye contact while facing the speaker; 　◦ eliciting information or opinions from others; 　◦ supporting opinions with appropriate ideas, examples, and details; and 　◦ indicating disagreement in a constructive manner. • take initiative in moving a group discussion forward by:

vocabularies.	° following rules for discussions and assigned group roles; ° contributing information that is on topic; ° answering questions; ° asking clarifying questions of the speaker; ° summarizing the conclusions reached in the discussion; and ° explaining what has been learned. • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • use language appropriate for the context of the discussion. • increase their listening and speaking vocabularies through group activities such as: ° engaging in activities that require following directions; and ° attempting to use new words in meaningful sentences.
3.2 The student will present brief oral reports using visual media. a) Speak clearly. b) Use appropriate volume and pitch. c) Speak at an understandable rate. d) Organize ideas sequentially or around major points of information. e) Use contextually appropriate language and specific vocabulary to communicate ideas.	• deliver oral presentations in an engaging manner that maintains audience interest by: ° reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details; ° presenting information with expression and confidence; ° varying tone, pitch, and volume to convey meaning; ° speaking at an understandable rate; ° selecting words and phrases for effect; ° using visual media (e.g., images, posters, and charts) to emphasize or enhance facts or details; ° using specific vocabulary appropriate for the audience and the topic; and ° using grammatically correct language. • stay on topic during presentations. • organize ideas sequentially or around major points of information. • answer questions from the audience. • evaluate their own presentations, using class-designed criteria.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	**Reading to Learn**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.	**Enduring Understanding:** Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.
Essential Standard: (K-5) Know and apply grade-level phonics and word analysis skills in decoding. (K-5) Read with sufficient accuracy and fluency to support comprehension. (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.	**Essential Standards:** (K-5) Utilize key ideas and details to make logical inferences, summarize, and analyze relationships among characters, settings, and events from the text. (K-5) Demonstrate and understanding of the overall structure of varied texts, recognizing how point of view or purpose influences the content and style, and how word choice shapes the meaning or tone. (3-5) Demonstrate the ability to integrate information from multiple sources to efficiently answer a question, compare and contrast texts, and solve problems. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.
Lifelong Learner Standards: • Seek, recognize and understand systems, patterns, themes, and interactions. • Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.	**Lifelong Learner Standards**: • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
SOLs: 3.3	**SOLs:** 3.4, 3.5, 3.6, 3.7, 3.12

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:

3.3 The student will apply word-analysis skills when reading. a) Use knowledge of regular and irregular vowel patterns. b) Decode regular multisyllabic words.	• apply knowledge of regular and irregular vowel patterns to decode words. • apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words. • apply knowledge of the change in tense (*-ed*), number (*-s*), and degree (*-er* and *-est*) signified by inflected endings to decode words. • decode regular multisyllabic words in order to read fluently.
3.4 The student will expand vocabulary when reading. a) Use knowledge of homophones. b) Use knowledge of roots, affixes, synonyms, and antonyms. c) Apply meaning clues, language structure, and phonetic strategies. d) Use context to clarify meaning of unfamiliar words. e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. f) Use vocabulary from other content areas. g) Use word reference resources including the glossary, dictionary, and thesaurus.	• use knowledge of homophones (e.g., *be/bee*, *hear/here*, and *sea/see*) to understand unfamiliar words. • apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*). • apply knowledge of affixes, (e.g., prefixes such as *ex-, dis-, un-, re-, mis-, non-, pre-*; suffixes such as *-ly, -ful, -less, -able, -tion, -ness,* and *–ment*) to decode words. • determine the meaning of new words formed when a known affix is added to the known word (e.g., *care/careless, heat/reheat*). • use knowledge of synonyms (e.g., *big/large, mad/angry, ache/pain*). • use knowledge of antonyms, (e.g., *asleep/awake, smile/frown, start/finish*). • use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage. • using context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words. • apply understanding of language structure to make meaning from text by ° using transition words of time sequence (e.g., *first, second, next, later, after,* and *finally*); ° using transition words of compare-contrast (e.g., *like, unlike, different, and same*); and ° using transition words of cause-effect (e.g., *because, if…then, when…then*). ° using vocabulary from history and social science, mathematics, and science; and ° using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.
3.5 The student will read and demonstrate comprehension of fictional text and poetry. a) Set a purpose for reading. b) Make connections between previous experiences and reading selections. c) Make, confirm, or revise predictions. d) Compare and contrast settings, characters, and events.	• read for a specific purpose by: ° locating specific information in a reading selection; ° identifying details that support a stated main idea; and ° expressing a stated main idea in their own words. • make a variety of connections with the text, such as: ° connections between their own personal experiences and what is happening in the text; ° connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and

e) Identify the author's purpose.
f) Ask and answer questions about what is read.
g) Draw conclusions about text.
h) Identify the problem and solution.
i) Identify the main idea.
j) Identify supporting details.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency and accuracy.
	° connections between what they already know about the topic and what they find in the reading that is new to them.
	
	• use specific details to make, justify, and modify predictions by:
	  ° identifying details from their own experiences and knowledge that supports their predictions;
	  ° identifying information from the text that supports or contradicts a prediction; and
	  ° revising predictions based on new understandings.
	
	• gain meaning before, during, and after reading by:
	  ° asking and answering questions about what is read to clarify meaning;
	  ° asking and answering questions to predict what will happen next;
	  ° understanding that sometimes two or more pieces of information need to be put together to answer a question;
	  ° understanding that some questions are answered directly in the text;
	  ° understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge; and
	  ° understanding the basic lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures.
	
	• apply knowledge of characterization by
	  ° describing a character's attributes (traits, motivations or feelings);
	  ° using evidence from the text to support generalizations about the character;
	  ° comparing and contrasting characters within a selection or between/among two or more selections; and
	  ° explaining how the actions of characters contribute to the sequence of events.
	
	• make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says or thinks.
	
	• apply knowledge of setting by:
	  ° identifying the time and place of a story, using supporting details from the text; and
	  ° identifying the details that make two settings similar or different.
	
	• compare and contrast settings, characters, and events.
	
	• identify the author's purpose (e.g., entertain, inform, persuade).
	
	• ask and answer questions about the text to demonstrate understanding.
	
	• draw conclusions about text to make meaning.
	
	• identify the problem (conflict) and solution, main idea or theme, and supporting details.
	
	• use reading strategies to monitor comprehension throughout the reading process by:
	  ° previewing and making predictions before reading;
	  ° asking questions to confirm or refute predictions during reading;

	° using context to confirm or self-correct word recognition and understanding, rereading as necessary; ° becoming aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty); and ° discussing the story or poem and/or writing a summary after reading. • learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion. • read with sufficient accuracy and fluency to support comprehension. • practice reading and rereading familiar text that is on their independent reading level to develop fluency, accuracy, and prosody.
3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. a) Identify the author's purpose. b) Use prior and background knowledge as context for new learning. c) Preview and use text features. d) Ask and answer questions about what is read. e) Draw conclusions based on text. f) Summarize major points found in nonfiction texts. g) Identify the main idea. h) Identify supporting details. i) Compare and contrast the characteristics of biographies and autobiographies. j) Use reading strategies to monitor comprehension throughout the reading process. k) Identify new information gained from reading. l) Read with fluency and accuracy.	• identify the author's purpose (e.g., entertain, inform, persuade). • use prior and background knowledge as context for new learning by: ° recognizing similarities between their own personal experiences and the text; ° recognizing similarities between the text they are reading and other texts they have read; and ° recognizing similarities between what they already know about the topic and what they find in the reading that is new to them. • use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently: ° content text features, such as headings and chapter layout by topic; ° functional formats, such as advertisements, flyers, and directions; ° specialized type, such as bold face and italics; and ° visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. • apply understanding of text structure to guide reading by: ° making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional; ° making predictions based on knowledge of literary forms, such as biography and autobiography; and ° identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions. • gain meaning before, during, and after reading by: ° asking and answering questions to clarify meaning; ° understanding that sometimes two or more pieces of information need to be put together to answer a question; and ° understanding that some questions are answered directly in the text. • draw conclusions about what they have read.

	• summarize major points in a selection.
	• identify details that support the main idea of a nonfiction selection.
	• state in their own words the main idea of a nonfiction selection.
	• compare and contrast the characteristics of biographies and autobiographies.
	• monitor their comprehension throughout the reading process by: ° becoming aware of when they do not understand; ° identifying exactly what is causing them difficulty; and ° generating their own questions to help integrate units of meaning.
	• use text features to make meaning by: ° applying phonetic strategies; ° using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession; ° applying knowledge of simple and compound sentence structures; ° knowing when meaning breaks down and then rereading to self-correct; and ° using illustrations to gain information (e.g., maps, photographs).
	• identify new information gained from reading.
	• practice reading and rereading familiar nonfiction texts with fluency and accuracy.
3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources. a) Use encyclopedias and other reference books, including online reference materials. b) Use table of contents, indices, and charts.	• make decisions about which resource is best for locating a given type of information. • locate selected information in encyclopedias, atlases, and other print and online reference materials. • retrieve information from electronic sources. • use the Internet to find information on a given topic.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	**Writing to Communicate**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.	**Enduring Understanding:** Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.
Essential Standards: (K-3) Demonstrate an understanding of the organization and basic features of written language. (K-5) Know and apply grade-level phonics/word study skills in writing. (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.	**Essential Standards:** (K-5) Write for a variety of purposes and audiences with descriptive details, supporting evidence, sequential organization and clarity. Types of writing include: opinion pieces, informative/explanatory texts, and narratives. (K-5) Produce, edit, revise, and publish clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience, and available technology is used. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.
Lifelong Learner Standards: • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 3.8, 3.9, 3.10. 3.11, 3.12	**SOLs:** 3.9, 3.10, 3.11, 3.12

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
3.8 The student will write legibly in cursive.	• use correct letter formation. • practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip.

	• learn to write legibly in cursive.

3.9 The student will write for a variety of purposes.
a) Identify the intended audience.
b) Use a variety of prewriting strategies.
c) Write a clear topic sentence focusing on the main idea.
d) Write a paragraph on the same topic.
e) Use strategies for organization of information and elaboration according to the type of writing.
f) Include details that elaborate the main idea.
g) Revise writing for clarity of content using specific vocabulary and information.
	• use a variety of pre-writing strategies by:
	  ° identifying the intended audience;
	  ° using ideas from class brainstorming activities;
	  ° making lists of information;
	  ° talking to classmates about what to write;
	  ° reading texts by peer and professional authors;
	  ° using graphic organizers; and
	  ° selecting an appropriate writing form for nonfiction writing (e.g., explanation, directions, simple report), expressive writing (e.g., narrative, reflection, and letter), and creative writing (e.g., fiction and poetry).
	
	• write a clear topic sentence that focuses on the main idea.
	
	• keep their written paragraphs on one topic.
	
	• follow the organization of particular forms of writing for:
	  ° letters – date, greeting, body, and closing;
	  ° informative/explanatory purposes
	    – introduce a topic and group related information in paragraph form
	    – use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
	    – use specific vocabulary to inform and explain the topic
	    – provide a concluding statement or section
	  ° narratives
	    – sequence events
	    – use transition words and phrases for sentence variety and to manage the sequence of events
	    – use specific vocabulary to convey experiences and events
	    – provide a conclusion
	
	• incorporate transitional words that clarify sequence (e.g., *first*, *next*, and *last*).
	
	• use linking words (e.g., *also, another, and, more*) and linking phrases (e.g., *in order to, because of this, for example*) to connect ideas within categories of information.
	
	• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.
	
	• read their own writing orally to check for sentence rhythm (sentence variety).
	
	• add specific details that further elaborate the main idea.
	
	• use examples from their reading as models to imitate in their writing.
	
	• use precise nouns, verbs, and adjectives.

	• use strategies for organization of information and elaboration relevant to the type of writing.
	• clarify writing when revising by including specific vocabulary and information.

3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
a) Use complete sentences.
b) Use transition words to vary sentence structure.
c) Use the word *I* in compound subjects.
d) Use past and present verb tense.
e) Use singular possessives.
f) Use commas in a simple series.
g) Use simple abbreviations.
h) Use apostrophes in contractions with pronouns and in possessives.
i) Use the articles *a*, *an*, and *the* correctly.
j) Use correct spelling for frequently used sight words, including irregular plurals.
	• use complete sentences.
	
	• use transition words to vary sentence structure.
	
	• use the word *I* in compound subjects.
	
	• use past and present verb tenses.
	
	• use singular possessives.
	
	• punctuate correctly:
	  ° commas in a simple series;
	  ° apostrophes in contractions with pronouns, (e.g., *I'd, we've*);
	  ° using conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*); and
	  ° using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (e.g., *here* or *there*) for a specific location, and the use of a synonym for an earlier word (e.g., *animal* for *dog*).
	
	• use simple abbreviations.
	
	• use articles ***a, an*** and ***the*** correctly.
	
	• use correct spelling for frequently used words, including irregular plurals (e.g., *men, children*).
	
	• use correct spelling for frequently used sight words, including irregular plurals.

3.11 The student will write a short report. a) Construct questions about the topic. b) Identify appropriate resources. c) Collect and organize information about the topic into a short report. d) Understand the difference between plagiarism and using own words.	• focus on a central topic. • develop a list of questions pertaining to a specific topic. • identify and use appropriate resources. • follow the organization of particular forms of writing for short reports (e.g., opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing). • review their written drafts so that the language and/or thoughts of another author are given proper credit.
3.12 The student will use available technology for reading and writing.	• use available technology for reading and writing. • read electronic media to gather specific information, to gain knowledge, and for enjoyment.

	• use available technology to compose, edit and share writing as well as to interact and collaborate with others.
	• ask and respond to questions about material presented through various media formats.

4TH GRADE COURSE OVERVIEW

At the fourth-grade level, students will apply oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must apply the skills involved in effectively communicating ideas and opinions, including skills such as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language and specific vocabulary, students will learn how to present information succinctly and confidently in oral presentations. At the fourth-grade level, students will build on their reading and reading-comprehension skills. They will continue to develop fluency as they use strategies such as word analysis, use of context clues, and the making of inferences to gain meaning from text. Students will use reading strategies before, during, and after reading to develop and demonstrate comprehension. The use of graphic organizers will facilitate students. understanding of text organization and will help them summarize and draw conclusions from fiction and nonfiction text. Students will read widely from content-area texts and nonfiction trade books. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings. At the fourth-grade level, students will develop and build their writing skills by writing effective narratives, poems, and explanations. They will use the writing skills of selecting and narrowing a topic, developing a plan for writing, and organizing information into several paragraphs with a central idea and supporting details. The instructional focus will include an emphasis on written expression. Revising and editing for correct sentence formation, grammar, capitalization, punctuation, and spelling will continue to be important skills at this grade level. Students will also use available technology to write their narratives and explanations.

Strand: Communication: Speaking, Listening, Media Literacy　　　　　　　　　　　　　**Grade Level: 4**

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	**Speaking to Communicate**
Enduring Understanding: Attentive listeners discern the ideas of other's to understand multiple perspectives, build knowledge, and actively solve problems.	**Enduring Understanding:** Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (3-5) Engage in conversation by summarizing other's thoughts, drawing conclusions based on evidence, posing specific questions, and elaborating on what has already been said.	**Essential Standard:** (3-5) Report on events, topics, or texts in an organized sequential manner with relevant descriptive details that support the main idea, differentiating when appropriate between formal and informal discourse.
Lifelong Learner Standards: • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 4.1, 4.2, 4.3	**SOLs:** 4.1, 4.2, 4.3

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
4.1 The student will use effective oral communication skills in a variety of settings. a)　Present accurate directions to individuals and small groups. b)　Contribute to group discussions across content areas. c)　Seek ideas and opinions of others. d)　Use evidence to support opinions.	• participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led). • give accurate directions by: 　° identifying the information needed by the listener; 　° organizing and sequencing the information in a logical way; 　° explaining or defining any terms that might be unfamiliar to the listener; 　° articulating the information in a clear, organized manner; and 　° making connections to previous common knowledge of a group of listeners.

e) Use grammatically correct language and specific vocabulary to communicate ideas.
f) Communicate new ideas to others.
g) Demonstrate the ability to collaborate with diverse teams.
h) Demonstrate the ability to work independently.
	• participate in a variety of partner and/or group discussions by:
	  ° following rules for discussions and assigned partner or group roles;
	  ° offering comments that are relevant to the topic of discussion;
	  ° asking appropriate questions to solicit knowledge and opinions of others;
	  ° supporting opinions with appropriate examples and details;
	  ° identifying reasons and evidence a speaker provides to support particular points;
	  ° communicating new ideas to others;
	  ° responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others;
	  ° reviewing key ideas expressed in discussions and explaining their own ideas and understanding;
	  ° distinguishing fact from opinion;
	  ° avoiding hindering the progress of the discussion (learning not to interrupt);
	  ° taking turns speaking during a discussion;
	  ° maintaining appropriate eye contact and attentive body language while listening; and
	  ° respecting the comments of others, especially if the comments express opinions that are different from one's own.
	
	• use grammatically correct language.
	
	• use specific vocabulary to enhance oral communication.
	
	• work independently and with diverse teams in a variety of settings.

4.2 The student will make and listen to oral presentations and reports.
a) Use subject-related information and vocabulary.
b) Listen to and record information.
c) Organize information for clarity.
d) Use language and style appropriate to the audience, topic, and purpose.
	• make oral presentations and reports by:
	  ° reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes;
	  ° organizing information around a central idea with supporting details and using specific vocabulary;
	  ° organizing information for clarity;
	  ° speaking clearly, using appropriate voice level and speaking rate;
	  ° differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions);
	  ° selecting words and phrases to convey precise ideas;
	  ° using voice inflection for effect; and
	  ° adding visual displays to presentations when appropriate to enhance development of theme and/or main ideas.
	
	• use active listening skills by:
	  ° looking at the speaker;
	  ° thinking about the main points the speaker is making; and
	  ° taking notes.

4.3 The student will learn how media messages are constructed and for what purposes. a) Differentiate between auditory, visual, and written media messages. b) Identify the characteristics of various media messages.	• access media messages and identify what types of media are used.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	**Reading to Learn**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.	**Enduring Understanding:** Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.
Essential Standard: (K-5) Know and apply grade-level phonics and word analysis skills in decoding. (K-5) Read with sufficient accuracy and fluency to support comprehension. (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.	**Essential Standards:** (K-5) Utilize key ideas and details to make logical inferences, summarize, and analyze relationships among characters, settings, and events from the text. (K-5) Demonstrate and understanding of the overall structure of varied texts, recognizing how point of view or purpose influences the content and style, and how word choice shapes the meaning or tone. (3-5) Demonstrate the ability to integrate information from multiple sources to efficiently answer a question, compare and contrast texts, and solve problems. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.
Lifelong Learner Standards: • Seek, recognize and understand systems, patterns, themes, and interactions. • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.	**Lifelong Learner Standards**: • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
SOLs: 4.4	**SOLs:** 4.4, 4.5, 4.6

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:

4.4 The student will expand vocabulary when reading. a) Use context to clarify meanings of unfamiliar words. b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. c) Use word-reference materials, including the glossary, dictionary, and thesaurus. d) Develop vocabulary by listening to and reading a variety of texts. e) Use vocabulary from other content areas.	• use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text). • use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition. • use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words. • use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words. • derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red*, *no/know*, *hear/here*. • use context to select the applicable definition of a word from a glossary or dictionary. • identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning. • develop vocabulary by listening to and reading a variety of texts. • determine the meaning of general academic and content-specific words or phrases in a text. • study word meanings across content areas.
4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. a) Explain the author's purpose. b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose. c) Identify the main idea. d) Summarize supporting details. e) Identify the problem and solution. f) Describe the relationship between text and previously read materials. g) Identify sensory words. h) Draw conclusions/make inferences about text. i) Make, confirm, or revise predictions. j) Identify cause and effect relationships. k) Use reading strategies throughout the reading process to monitor	• explain the author's purpose (e.g., to entertain, inform, or persuade). • describe how the choice of language, setting, characters, details, and other information contribute to the author's purpose. • describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts). • understand that narrative nonfiction is a story based on facts. • identify the facts contained in a piece of narrative nonfiction. • identify the main idea or theme of a text and summarize using supporting details. • identify the problem (conflict) and solution. • discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events). • make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

comprehension. l) Read with fluency and accuracy.	• identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel. • refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text. • identify cause and effect relationships. • make, confirm, or revise predictions. • read familiar text with fluency, accuracy, and prosody. • read with sufficient accuracy and fluency to support comprehension. • become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).
4.6 The student will read and demonstrate comprehension of nonfiction texts. a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. b) Formulate questions that might be answered in the selection. c) Explain the author's purpose. d) Identify the main idea. e) Summarize supporting details. f) Draw conclusions and make simple inferences using textual information as support. g) Distinguish between cause and effect. h) Distinguish between fact and opinion. i) Use prior knowledge and build additional background knowledge as context for new learning. j) Identify new information gained from reading. k) Use reading strategies throughout the reading process to monitor comprehension. l) Read with fluency and accuracy.	• use text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts. • understand how written text and accompanying illustrations connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations). • generate questions to guide reading of text. • explain author's purpose (e.g., to entertain, persuade, inform). • identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes. • combine information from various places in the text to draw a conclusion. • make simple inferences, using information from the text. • identify cause and effect relationships. • distinguish between fact and opinion. • apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. • identify new information learned from reading.

	• read familiar text with fluency, accuracy, and expression.
	• become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).

ACPS Concepts, Enduring Understandings & Essential Standards
Language Arts Concept: Composition

Learning to Write	**Writing to Communicate**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.	**Enduring Understanding:** Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.
Essential Standards: (K-5) Know and apply grade-level phonics/word study skills in writing. (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics. .	**Essential Standards:** (K-5) Write for a variety of purposes and audiences with descriptive details, supporting evidence, sequential organization and clarity. Types of writing include: opinion pieces, informative/explanatory texts, and narratives. (K-5) Produce, edit, revise, and publish clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience, and available technology is used. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.
Lifelong Learner Standards: • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 4.7, 4.8	**SOLs:** 4.7, 4.8

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
4.7 The student will write cohesively for a variety of purposes. a) Identify intended audience.	• apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.

b) Focus on one aspect of a topic.
c) Use a variety of pre-writing strategies.
d) Organize writing to convey a central idea.
e) Recognize different modes of writing have different patterns of organization.
f) Write a clear topic sentence focusing on the main idea.
g) Write two or more related paragraphs on the same topic.
h) Use transition words for sentence variety.
i) Utilize elements of style, including word choice and sentence variation.
j) Revise writing for clarity of content using specific vocabulary and information.
k) Include supporting details that elaborate the main idea.
	• recognize different modes of writing have different patterns of organization
	 ° informative/explanatory
	  – clearly introduce a topic and group related information in paragraphs
	  – use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
	  – use specific vocabulary to inform and explain the topic; and
	  – provide a concluding statement or section related to the topic
	 ° narrative
	  – organize an event sequence that unfolds naturally
	  – use transition words and phrases for sentence variety and to manage the sequence of events
	  – use specific vocabulary, words, and phrases to convey experiences and events
	  – provide a conclusion
	• create a plan and organize thoughts to convey a central idea before writing.
	• use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers).
	• focus, organize, and elaborate to construct an effective cohesive message for the reader.
	• write a clear topic sentence focused on the main idea.
	• purposefully shape and control language to affect readers.
	• select specific information to guide readers more purposefully through the piece.
	• use specific vocabulary and vivid word choice.
	• write two or more related paragraphs on a topic.
	• use precise language and vocabulary to explain a topic.
	• link ideas within paragraphs using words and phrases (e.g., another, for example, since, also).
	• include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
	• use available reference resources (e.g., dictionary and thesaurus) as aids to revising writing for clarity.
	• use facts and details in sentences to elaborate the main idea.
	• use available technology to gather information and to aid in writing.

4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence	• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.

structure, and paragraphing. a) Use subject-verb agreement. b) Include prepositional phrases. c) Eliminate double negatives. d) Use noun-pronoun agreement. e) Use commas in series, dates, and addresses. f) Incorporate adjectives and adverbs. g) Use correct spelling for frequently used words, including common homophones. h) Use singular possessives.	• use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs). • appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase. • avoid the use of double negatives. • appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing. • use noun/pronoun agreement (pronoun agrees in number and gender with its antecedent). • use reflexive pronouns (e.g., myself, ourselves). • use commas in series, dates, and addresses. • use adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., "He played *really* well." instead of "He played *real* well."). • use the correct spelling of frequently used words, including common homonyms/homophones (e.g., *threw/through*). • use singular possessives. • use a rubric to self-assess writing. • use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.

Strand: Research   **Grade Level: 4**

ACPS Concepts, Enduring Understandings & Essential Standards
Concept: Research
Enduring Understanding: <mark>TBD</mark>
Essential Standards: <mark>TBD</mark>
Lifelong Learner Standards: • Plan and conduct research. • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions
SOLs: 4.9

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
4.9 The student will demonstrate comprehension of information resources to research a topic. a) Construct questions about a topic. b) Collect information from multiple resources including online, print, and media. c) Use technology as a tool to organize, evaluate, and communicate information. d) Give credit to sources used in research. e) Understand the difference between plagiarism and using own words.	• formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information. • recognize, organize, and record information pertinent to the topic and blend ideas accurately. • select and use appropriate references (e.g., atlases, almanacs, and encyclopedias), including electronic resources. • identify key terms to use in searching for information. • skim to find information related to a topic. • select information that is related to their topic. • evaluate and combine (synthesize) related information from two or more sources. • use available technology to gather, organize, evaluate, and communicate information. • give credit to sources used in research.

5TH GRADE COURSE OVERVIEW

At the fifth-grade level, students will continue to refine their oral-communication skills. They will further develop their ability as active listeners and as effective participants in large and small group activities. They will improve their skills in planning oral presentations and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate dramatic gestures to enhance their delivery. Students will become able to summarize their presentations before delivery and summarize the presentations of others after listening to them. At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	**Speaking to Communicate**
Enduring Understanding: Attentive listeners discern the ideas of other's to understand multiple perspectives, build knowledge, and actively solve problems.	**Enduring Understanding:** Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (3-5) Engage in conversation by summarizing other's thoughts, drawing conclusions based on evidence, posing specific questions, and elaborating on what has already been said.	**Essential Standard:** (3-5) Report on events, topics, or texts in an organized sequential manner with relevant descriptive details that support the main idea, differentiating when appropriate between formal and informal discourse.
Lifelong Learner Standards: • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 5.1, 5.2, 5.3	**SOLs:** 5.1, 5.2

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
a) Participate in and contribute to discussions across content areas.
b) Organize information to present in reports of group activities.
c) Summarize information gathered in group activities.
	• participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led).
	
	• follow rules for discussions and assigned group roles.
	
	• participate as active listeners in group learning activities by:
	   ° listening for main ideas;
	   ° listening for sequence of ideas; and
	   ° taking notes.
	
	• participate as informed contributors in subject-related group learning activities by:

d) Communicate new ideas to others. e) Demonstrate the ability to collaborate with diverse teams. f) Demonstrate the ability to work independently.	° asking and answering questions at appropriate times; ° responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others; ° communicating new ideas to others; ° clarifying confusing points; ° summarizing main ideas; ° organizing information from group discussion for presentation; ° preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery; and ° summarizing a presentation orally prior to delivery. • exhibit the ability to collaborate with diverse teams. • demonstrate that they can work independently on group-related tasks.
5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. a) Maintain eye contact with listeners. b) Use gestures to support, accentuate, and dramatize verbal message. c) Use facial expressions to support and dramatize verbal message. d) Use posture appropriate for communication setting. e) Determine appropriate content for audience. f) Organize content sequentially around major ideas. g) Summarize main points as they relate to main idea or supporting details. h) Incorporate visual media to support the presentation. i) Use language and style appropriate to the audience, topic, and purpose.	• demonstrate appropriate eye contact with listeners. • use appropriate facial expressions and gestures to support, accentuate, or dramatize the message. • speak clearly at an understandable pace. • use acceptable posture according to the setting and the audience. • select information that develops the topic and is appropriate for the audience. • report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or themes. • narrow the topic. • organize content sequentially and group together related information. • put information in order, providing an overview of the information at the beginning or a summary of the information at the end. • create and/or use visual aids in presentations when appropriate to enhance development of themes and/or main ideas (e.g., graphics, sound). • use grammatically correct language. • expand, combine, and reduce sentences for meaning, interest, and style. • use specific vocabulary and style to enhance oral presentations.
5.3 The student will learn how media messages are constructed and for what purposes. a) Differentiate between auditory, visual,	• access media messages and identify what types of media are used. • identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose).

and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages.	• deconstruct several types of media messages by addressing the main question(s) raised by the media attributes. • create age-appropriate media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	**Reading to Learn**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.	**Enduring Understanding:** Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.
Essential Standard: (K-5) Know and apply grade-level phonics and word analysis skills in decoding. (K-5) Read with sufficient accuracy and fluency to support comprehension. (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.	**Essential Standards:** (K-5) Utilize key ideas and details to make logical inferences, summarize, and analyze relationships among characters, settings, and events from the text. (K-5) Demonstrate and understanding of the overall structure of varied texts, recognizing how point of view or purpose influences the content and style, and how word choice shapes the meaning or tone. (3-5) Demonstrate the ability to integrate information from multiple sources to efficiently answer a question, compare and contrast texts, and solve problems. (K-12) Interact with a variety of material to expand vocabulary and create knowledge..
Lifelong Learner Standards: • Seek, recognize and understand systems, patterns, themes, and interactions. • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.	**Lifelong Learner Standards**: • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
SOLs: 5.4, 5.5, 5.6	**SOLs:** 5.4, 5.5, 5.6

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:

5.4 The student will expand vocabulary when reading. a) Use context to clarify meaning of unfamiliar words and phrases. b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. d) Identify an author's use of figurative language. e) Use dictionary, glossary, thesaurus, and other word-reference materials. f) Develop vocabulary by listening to and reading a variety of texts. g) Study word meanings across content areas.	• use context as a clue to infer the correct meanings of unfamiliar words and phrases. • use context and sentence structure to determine meanings and differentiate among multiple meanings of words. • apply knowledge of roots, affixes (prefixes and suffixes), synonyms, antonyms, and homophones. • begin to learn about Greek and Latin affixes. • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation. • understand how a prefix changes the meaning of a root word. • identify when an author uses language figuratively. • use word references and context clues to determine which meaning is appropriate in a given situation. • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed. • develop vocabulary by listening to and reading a variety of texts. • study cross-curricular vocabulary.
5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. a) Describe the relationship between text and previously read materials. b) Describe character development. c) Describe the development of plot and explain the resolution of conflict(s). d) Describe the characteristics of free verse, rhymed, and patterned poetry. e) Describe how an author's choice of vocabulary contributes to the author's style. f) Identify and ask questions that clarify various points of view. g) Identify main idea. h) Summarize supporting details from text. i) Draw conclusions and make inferences from text. j) Identify cause and effect relationships.	• discuss the similarities and differences between a text and previously read materials (e.g., compare and contrast characters). • understand that characters are developed by: 　° what is directly stated in the text; 　° their speech and actions; and 　° what other characters in the story say or think about them. • understand that some characters change during the story or poem and some characters stay the same. • understand that the main character has a conflict that usually gets resolved. • identify the conflict or problem of the plot. • understand that plot is developed through a series of events. • identify the events in sequence that lead to resolution of the conflict. • discuss why an author might have used particular words and phrases. • identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry. • describe how an author's choice of vocabulary contributes to the author's style.

k) Make, confirm, or revise predictions. l) Use reading strategies throughout the reading process to monitor comprehension. m) Read with fluency and accuracy.	• identify and ask questions that clarify various points of view. • identify main idea or theme. • summarize supporting details from text. • draw conclusions/make inferences from text. • identify cause and effect relationships. • make, confirm, or revise predictions. • become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty). • read familiar text with fluency, accuracy, and expression to support comprehension. • recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).
5.6 The student will read and demonstrate comprehension of nonfiction texts. a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. b) Use prior knowledge and build additional background knowledge as context for new learning. c) Skim materials to develop a general overview of content and to locate specific information. d) Identify the main idea of nonfiction texts. e) Summarize supporting details in nonfiction texts. f) Identify structural patterns found in nonfiction. g) Locate information to support opinions, predictions, and conclusions. h) Identify cause and effect relationships following transition words signaling the pattern. i) Differentiate between fact and opinion.	• use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts. • apply prior knowledge to make predictions and build additional background knowledge as context for learning. • skim material from print and digital texts to develop a general overview or to locate specific information. • determine the main idea of a text and summarize supporting key details. • identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order. • identify specific information in text that supports predictions. • form opinions and draw conclusions from the selection. • locate details to support opinions, predictions, and conclusions. • identify cause and effect relationships following transition words signaling the pattern. • distinguish between fact and opinion. • identify, compare, and contrast relationships between characters, events, and facts. • compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • identify new information learned from reading.

j) Identify, compare, and contrast relationships. k) Identify new information gained from reading. l) Use reading strategies throughout the reading process to monitor comprehension. m) Read with fluency and accuracy.	• become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty). • read familiar text with fluency, accuracy, and prosody.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	**Writing to Communicate**
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.	**Enduring Understanding:** Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.
Essential Standards: (K-5) Know and apply grade-level phonics/word study skills in writing. (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.	**Essential Standards:** (K-5) Write for a variety of purposes and audiences with descriptive details, supporting evidence, sequential organization and clarity. Types of writing include: opinion pieces, informative/explanatory texts, and narratives. (K-5) Produce, edit, revise, and publish clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience, and available technology is used. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.
Lifelong Learner Standards: • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes.	**Lifelong Learner Standards**: • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 5.7, 5.8	**SOLs:** 5.7, 5.8

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
a) Identify intended audience.
b) Use a variety of prewriting strategies.
c) Organize information to convey a central idea.
d) Write a clear topic sentence focusing on the main idea.
e) Write multiparagraph compositions.
f) Use precise and descriptive vocabulary to create tone and voice.
g) Vary sentence structure by using transition words.
h) Revise for clarity of content using specific vocabulary and information.
i) Include supporting details that elaborate the main idea.
	• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.
	
	• produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience.
	
	• recognize different modes of writing have different patterns of organization
	  ° informative/explanatory
	    – clearly introduce a topic and group related information in paragraphs
	    – use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
	    – use specific vocabulary to inform and explain the topic; and
	    – provide a concluding statement or section related to the topic
	  ° narrative
	    – organize an event sequence that unfolds naturally
	    – use transition words and phrases for sentence variety and to manage the sequence of events
	    – use specific vocabulary, words, and phrases to convey experiences and events
	    – provide a conclusion
	  ° persuasive
	    – introduce the position
	    – provide evidence to support the position
	    – provide points for the opposite side and argue against them
	    – provide a conclusion.
	
	• create a plan, and organize thoughts before writing.
	
	• use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers.
	
	• focus, organize, and elaborate to construct an effective message for the reader.
	
	• write a clear topic sentence focusing on the main idea.
	
	• purposefully shape and control language to demonstrate an awareness of the intended audience.
	
	• select specific information to guide readers more purposefully through the piece.
	
	• write multiparagraph compositions focused on a topic, grouping related information in paragraphs and sections.
	
	• choose precise descriptive vocabulary and information to create tone and voice
	
	• develop and strengthen writing as needed, in consultation with peers or adults, by prewriting, drafting, revising, editing, or rewriting.

	• use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
	• use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain.
	• include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
	• vary sentence structure by using transition words and phrases.
	• use precise language and phrases to develop writing (e.g., consequently, specifically, especially).
	• clarify writing when revising.
	• include supporting details that elaborate the main idea.
	• use available technology to gather information and to aid in writing.

5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
a) Use plural possessives.
b) Use adjective and adverb comparisons.
c) Identify and use interjections.
d) Use apostrophes in contractions and possessives.
e) Use quotation marks with dialogue.
f) Use commas to indicate interrupters.
g) Use a hyphen to divide words at the end of a line.
h) Edit for fragments and run-on sentences.
i) Eliminate double negatives.
j) Use correct spelling of commonly used words.
k) Identify and use conjunctions.
	• punctuate correctly
	  ° apostrophes in contractions (e.g., *isn't*), and possessives (e.g., *Jan's*);
	  ° commas [e.g., items in a series, to set off the words *yes* and *no*; and to indicate direct address (e.g., *Is that you, Chloe?*)];
	  ° quotation marks with dialogue; and
	  ° hyphens to divide words at the end of a line.
	
	• use underlining, quotation marks, or italics to indicate titles of works.
	
	• use adverb comparisons (e.g., *fast, faster, fastest*).
	
	• use adjective comparisons (e.g., *big, bigger, biggest*).
	
	• use adverbs instead of adjectives where appropriate, (e.g., "He played *really* well." instead of "He played *real* well.").
	
	• use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie*).
	
	• use a comma to separate an introductory element from the rest of the sentence.
	
	• use plural possessives, (e.g., "*The books'* covers are torn.").
	
	• identify and use interjections (e.g., "*Yikes, look at the size of that bug*!").
	
	• form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
	
	• use verb tense to convey various times, sequences, states, and conditions.
	
	• avoid fragments.

	• avoid run-ons, (e.g., *"I opened the door, the dog went out."*).
	• eliminate double negatives.
	• use correct spelling of commonly used words.
	• identify and use conjunctions.
	• use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.

ACPS Concepts, Enduring Understandings & Essential Standards
Concept: Research
Enduring Understanding: TBD
Essential Standards: TBD
Lifelong Learner Standards: • Plan and conduct research. • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions
SOLs: 5.9

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES** To be successful with this standard, students are expected to:
5.9 The student will find, evaluate, and select appropriate resources for a research product. a) Construct questions about a topic. b) Collect information from multiple resources including online, print, and media. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Organize information presented on charts, maps, and graphs. e) Develop notes that	• use available technology to gather information and to aid in writing. • conduct short research projects that use sources to build knowledge on a topic. • formulate research questions based on a topic. • select and use appropriate references (e.g., atlases, almanacs, and encyclopedias) including online, print, and media resources. • use available technology and media to organize, evaluate, and communicate information (e.g., presentation software, digital media). • identify key terms to use in searching for information. • organize information presented on charts, maps, and graphs. • skim to find information related to a topic. • select information that is related to the topic at hand. • evaluate and combine (synthesize) related information from two or more sources. • develop notes that include important concepts, summaries, and identification of information sources. • summarize or paraphrase information in notes and finished work.

include important concepts, summaries, and identification of information sources. f) Give credit to sources used in research. g) Define the meaning and consequences of plagiarism.	• prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in research. • provide a list of sources including author, title, and date.