

Colleton County School District  
2015-2016 Pacing Guide  
Grade 2

Reading – Informational Text (RI)	QUARTER 1
<p><b>Standards:</b>            RI 1: Demonstrate understanding of the organization and basic features of print.(P)            RI 2: Demonstrate understanding of spoken words, syllables, and sounds .(P)            RI3: Know and apply grade-level phonics and word analysis skills when decoding words.(P)            RI4: Read with sufficient accuracy and fluency to support comprehension.(P)            RI5: <b>Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions</b>, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)            RI.9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.(LCS)            RI 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.(RC)</p>	
<p><b>Indicators: Informational</b>            RI 1.1-1.4, RI 2.1-2.5, RI4.3 Students are expected to build upon and continue applying previous learning. (<b>review standards for K-1<sup>st</sup> grade</b>)            RI 3.1 Use knowledge of r-controlled vowels to read.            RI3.2 Use knowledge of how syllables work to read multisyllabic words.            RI3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.            RI3.4 Use and apply knowledge of vowel diphthongs.            RI3.5 Use and apply knowledge of how inflectional endings change words.            RI3.6 Recognize and read grade-appropriate irregularly spelled words.            RI4.1 Read grade-level texts with purpose and understanding.            RI4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.            RI5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.            RI5.2 Make predictions before and during reading; confirm or modify thinking.            RI9.1 Use context to determine the meaning of words and phrases.            RI9.2 Determine the meaning of a newly formed word when a known affix is added to the word.            RI9.3 Use a base word to determine the meaning of an unknown word with the same base.            RI9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.            RI9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.            RI 12.1 Engage in whole and small group reading with purpose and understanding            RI 12.2 Read independently for sustained periods of time.            RI12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p><b>Inquiry-Based Literacy Standards (I)</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.            1.1 Ask self- generate questions that lead to group conversations, explorations, and investigations.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.            2.1 Engage in daily exploration to formulate questions from text and personal experiences; generate possible explanations and consider alternatives.  <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.            3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers .            3.2 Select the most important information, revise ideas, and record and communicate findings.  <b>Standard 4:</b> Synthesize information to share learning and/or take action.            4.1 Interpret relationships and patterns discovered during the inquiry process.            4.2 Use appropriate tools to communicate findings and/or take informed action            4.3 Reflect on findings and pose new questions for further inquiry.  <b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.            5.1 Acknowledge and value individual and collective thinking.            5.2 Monitor and assess learning to guide inquiry.            5.3 Articulate the process of learning and seek appropriate help.</p>

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<b>Reading –Informational Text (RI)</b>		<b>QUARTER 2</b>
<p><b>Standards:</b>            RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)            RI6: Summarize key details and ideas to support analysis of central ideas. (MC)            RI7: Research events, topic, ideas or concepts through multiple media, formats, and in visual, auditory and kinesthetic modalities.(MC)            RI 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (LCS)</p>		
<p><b>Indicators:</b>            RI5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.            RI5.2 Make predictions before and during reading; confirm or modify thinking.            RI6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.            RI7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.            RI8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.            RI8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.            RI9.1 Use context to determine the meaning of words and phrases.</p>		<p><b>Inquiry-Based Literacy Standards (I)</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.            1.1 Ask self- generate questions that lead to group conversations, explorations, and investigations.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.            2.1 Engage in daily exploration to formulate questions from text and personal experiences; generate possible explanations and consider alternatives.  <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.            3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers .            3.2 Select the most important information, revise ideas, and record and communicate findings.  <b>Standard 4:</b> Synthesize information to share learning and/or take action.            4.1 Interpret relationships and patterns discovered during the inquiry process.            4.2 Use appropriate tools to communicate findings and/or take informed action            4.3 Reflect on findings and pose new questions for further inquiry.  <b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.            5.1 Acknowledge and value individual and collective thinking.            5.2 Monitor and assess learning to guide inquiry.            5.3 Articulate the process of learning and seek appropriate help.</p>
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<b>Reading –Informational Text (RI)</b>		<b>QUARTER 3</b>
<p><b>Standards:</b>            RI 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general and domain-specific vocabulary.            RI10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning and style.            RI12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>		
<p><b>Indicators:</b>            RI9.1 Use context to determine the meaning of words and phrases.            RI9.2 Determine the meaning of a newly formed word when a known affix is added to the word.            RI9.3 Use a base word to determine the meaning of an unknown word with the same base.            RI9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.            RI 9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.            RI 10.1 Identify and analyze the author’s purpose.            RI 12.1 Engage in whole and small group reading with purpose and understanding.            RI 12.2 Read independently for sustained periods of time.            RI12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p><b>Inquiry-Based Literacy Standards (I)</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.            1.1 Ask and generate questions that lead to group conversations, explorations, and investigations.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.            2.1 Engage in daily exploration to formulate questions from text and personal experiences; generate possible explanations and consider alternatives.            Standard  <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.            3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.            3.2 Select the most important information, revise ideas, and record and communicate findings.  <b>Standard 4:</b> Synthesize information to share learning and/or take action.            4.1 Interpret relationships and patterns discovered during the inquiry process.            4.2 Use appropriate tools to communicate findings and/or take informed action            4.3 Reflect on findings and pose new questions for further inquiry.  <b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.            5.1 Acknowledge and value individual and collective thinking.            5.2 Monitor and assess learning to guide inquiry.            5.3 Articulate the process of learning and seek appropriate help.</p>	
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<b>Reading –Informational Text (RI)</b>		<b>QUARTER 4</b>
<p><b>Standards:</b>            RI10: Analyze and provide evidence of how the author’ choice of purpose and perspective shape content, meaning, and style.(LCS)            RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. (LCS)            RI 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>		
<p><b>Indicators:</b>            RI 10.1 Identify and analyze the author’s purpose.            RI11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.            RI 11.2 Identify the structures an author uses to support specific points.            RI 12.1 Engage in whole and small group reading with purpose and understanding            RI 12.2 Read independently for sustained periods of time.            RI12.3Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p><b>Inquiry-Based Literacy Standards (I)</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.            1.1 Ask and generate questions that lead to group conversations, explorations, and investigations.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.            2.1 Engage in daily exploration to formulate questions from text and personal experiences; generate possible explanations and consider alternatives.  <b>Standard</b>  <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.            3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers            3.2 Select the most important information, revise ideas, and record and communicate findings.  <b>Standard 4:</b> Synthesize information to share learning and/or take action.            4.1 Interpret relationships and patterns discovered during the inquiry process. 4.2 Use appropriate tools to communicate findings and/or take informed action            4.3 Reflect on findings and pose new questions for further inquiry.  <b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.            5.1 Acknowledge and value individual and collective thinking.            5.2 Monitor and assess learning to guide inquiry.            5.3 Articulate the process of learning and seek appropriate help.</p>	
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Reading – Literary Text (RL)	QUARTER 1
<p><b>Standards:</b></p> <p>RL 1: Demonstrate understanding of the organization and basic features of print.(P)</p> <p>RL.2: Demonstrate understanding of spoken words, syllables, and sounds.(P)</p> <p>RL 3: Know and apply grade-level phonics and word analysis skills when decoding words(P)</p> <p>RL4: Read with sufficient accuracy and fluency to support comprehension.(P)</p> <p>RL5: <b>Determine meaning and develop logical interpretations by making predictions, inferring,</b> drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretation (MC)</p> <p>RL 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. (LCS)</p> <p>RL 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over (RC)</p>	
<p><b>Indicators:</b></p> <p>RL1.1-1.4, RL2.1-2.5,RL4.3</p> <p>Students are expected to build upon and continue applying previous learning (<b>Review standard for grades K-1<sup>st</sup></b>)</p> <p>RL 3.1 Use knowledge of r-controlled vowels to read.</p> <p>RL3.2 Use knowledge of how syllables work to read multisyllabic words.</p> <p>RL3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p> <p>RL3.4 Use and apply knowledge of vowel diphthongs.</p> <p>RL3.5 Use and apply knowledge of how inflectional endings change words.</p> <p>RL3.6 Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL4.1 Read grade-level texts with purpose and understanding.</p> <p>RL4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p> <p>RL 5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>RL 5.2 Make predictions before and during reading; confirm or modify thinking.</p> <p>RL10.1 Use context to determine the meaning of words and phrases</p> <p>RL10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.</p> <p>RL10.3 Use a base word to determine the meaning of an unknown word with the same base.</p> <p>RL10.4 Use the meanings of individual words to predict the meaning of compound words.</p> <p>RL 10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.</p> <p>RL10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.</p> <p>RL13.1 Engage in whole and small group reading with purpose and understanding</p>	<p><b>Inquiry Standards:</b></p> <p><b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b></p> <p>1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.</p> <p><b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b></p> <p>2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.</p> <p><b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b></p> <p>3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers</p> <p>3.2 Select the most important information, revise ideas, and record and communicate findings.</p> <p><b>Standard 4: Synthesize information to share learning and/or take action.</b></p> <p>4.1 Interpret relationships and patterns discovered during the inquiry process.</p> <p>4.2 Use appropriate tools to communicate findings and/or take informed action</p> <p>4.3 Reflect on findings and pose new questions for further inquiry.</p> <p><b>5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</b></p> <p>s5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Monitor and assess learning to guide inquiry.</p> <p>5.3 Articulate the process of learning and seek appropriate help.</p>

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RL13.2 Read independently for sustained periods of time to build stamina.  
RL13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

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<b>Reading –Literary Text (RL)</b>		<b>QUARTER 2</b>
<p><b>Standards:</b>            RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.            RL6: Summarize key details and ideas to support analysis of thematic development.            RL7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.            RL 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p>		
<p><b>Indicators:</b>            RL5.1 Ask and answer literal and inferential questions to demonstrate understanding of text; use specific details to make inferences and draw conclusions in texts heard or read.            RL 5.2 Make predictions before and during reading; confirm or modify thinking.            RL 6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.            RL7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.            RL7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.            RL 8.1 Read or listen closely to:            a. compare and contrast characters’ actions, feelings, and responses to major events or challenges;            b. describe how cultural context influences characters, setting, and the development of the plot; and            c. explain how cause and effect relationships affect the development of plot.</p>	<p><b>Inquiry Standards:</b>  <b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b>            1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.  <b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b>            2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.  <b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b>            3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers            3.2 Select the most important information, revise ideas, and record and communicate findings.  <b>Standard 4: Synthesize information to share learning and/or take action.</b>            4.1 Interpret relationships and patterns discovered during the inquiry process.            4.2 Use appropriate tools to communicate findings and/or take informed action            4.3 Reflect on findings and pose new questions for further inquiry.  <b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</b>            5.1 Acknowledge and value individual and collective thinking.            5.2 Monitor and assess learning to guide inquiry.            5.3 Articulate the process of learning and seek appropriate help.</p>	
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<b>Reading –Literary Text (RL)</b>		<b>QUARTER 3</b>
<p><b>Standards:</b>            RL 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.            RL 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.            RL13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>		
<p><b>Indicators:</b></p> <p>RL9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.</p> <p>RL 9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.</p> <p>RL10.1 Use context to determine the meaning of words and phrases.            RL10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.            RL10.3 Use a base word to determine the meaning of an unknown word with the same base.            RL10.4 Use the meanings of individual words to predict the meaning of compound words.            RL 10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.            RL10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.            RL13.1 Engage in whole and small group reading with purpose and understanding.            RL13.2 Read independently for sustained periods of time to build stamina.            RL13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p><b>Inquiry Standards:</b></p> <p><b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b>            1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.</p> <p><b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b>            2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.</p> <p><b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b>            3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers            3.2 Select the most important information, revise ideas, and record and communicate findings</p> <p><b>Standard 4: Synthesize information to share learning and/or take action.</b>            4.1 Interpret relationships and patterns discovered during the inquiry process.            4.2 Use appropriate tools to communicate findings and/or take informed action            4.3 Reflect on findings and pose new questions for further inquiry.</p> <p><b>5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</b>            5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Monitor and assess learning to guide inquiry.            5.3 Articulate the process of learning and seek appropriate help.</p>	
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<b>Reading –Literary Text (RL)</b>		<b>QUARTER 4</b>
<p><b>Standards:</b></p> <p>RL11: Analyze and provide evidence of how author’s choice of point of view, perspective, or purpose shapes, content, meaning and style. (LCS)            RL12: Analyze and critique how the author uses structure in print and multimedia texts to shape meaning and impact the reader. (LCS)            RL13: Read independently and comprehend a variety of text for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>		
<p><b>Indicators:</b></p> <p>RL11.1 Identify and analyze the author’s purpose.            RL11.2 Recognize differences between the points of view and perspectives of the narrator and various characters            RL 12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.            RL12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.            RL13.1 Engage in whole and small group reading with purpose and understanding.            RL13.2 Read independently for sustained periods of time to build stamina.            RL13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>		<p><b>Inquiry Standards:</b></p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.            1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.            Standard2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.            2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.            Standard3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.            3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers            3.2 Select the most important information, revise ideas, and record and communicate findings.            Standard 4: Synthesize information to share learning and/or take action.            4.1 Interpret relationships and patterns discovered during the inquiry process.            4.2 Use appropriate tools to communicate findings and/or take informed action            4.3 Reflect on findings and pose new questions for further inquiry.            5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.            5.1 Acknowledge and value individual and collective thinking.            5.2 Monitor and assess learning to guide inquiry.            5.3 Articulate the process of learning and seek appropriate help.</p>
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<b>Communication</b>		<b>Quarter 1</b>
<p><b>Standards:</b> <b>Meaning and Context(MC)</b> C 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p>		
<p><b>Indicators:</b> 1.1 Explore and create meaning through conversation, drama, questioning, and story-telling. 1.2 Apply the skills of taking turns, listening to others, and speaking clearly. 1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture. 1.4 Participate in shared conversations with varied partners about focused grade-level topics and texts in small and large groups. 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges</p>		<p style="text-align: center;"><b><i>Fundamentals of Communication</i></b></p> <ul style="list-style-type: none"> <li>○ Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.</li> <li>○ Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.</li> <li>○ Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.</li> <li>○ Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.</li> <li>○ Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.</li> <li>○ Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.</li> </ul>
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<b>Communication</b>		<b>Quarter 2</b>
<p><b>Standards:</b>  <b>Meaning and Context(MC)</b>            C 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. (review)            C 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.            C 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.            C4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p>		
<p><b>Indicators:</b>            1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.            1.2 Apply the skills of taking turns, listening to others, and speaking clearly.            1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.            1.4 Participate in shared conversations with varied partners about focused grade-level topics and texts in small and large groups.            1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges            2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.            2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.            3.1 Explain how ideas and topics are depicted in a variety of media and formats.            3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.            4.1 Identify speaker’s purpose and details that keep the listener engaged.            4.2 Determine if the presentation has a logical introduction, body, and conclusion.</p>		<p style="text-align: center;"><b><i>Fundamentals of Communication</i></b></p> <ul style="list-style-type: none"> <li>○ Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.</li> <li>○ Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.</li> <li>○ Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.</li> <li>○ Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.</li> <li>○ Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.</li> <li>○ ☑ Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.</li> </ul>
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<b>Communication</b>		<b>Quarter 3</b>
<b>Standards:</b>		
C 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.		
C 5: Incorporate craft techniques to engage and impact audience and convey messages.		
<b>Indicators:</b>		<i><b>Fundamentals of Communication</b></i>
4.1 Identify speaker’s purpose and details that keep the listener engaged. 4.2 Determine if the presentation has a logical introduction, body, and conclusion. 4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice. 5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience. 5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact		<ul style="list-style-type: none"> <li>○ Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.</li> <li>○ Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.</li> <li>○ Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.</li> <li>○ Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.</li> <li>○ Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.</li> <li>○ Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.</li> </ul>
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<b>Communication</b>		<b>Quarter 4</b>
<b>Standards:</b>		
<b>Meaning and Context(MC)</b>		
C 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.		
C 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.		
C 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.		
<b>Language, Craft and Structure(LCS)</b>		
C 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.		
C 5: Incorporate craft techniques to engage and impact audience and convey messages.		
<p>Indicators</p> <p>1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.</p> <p>1.2 Apply the skills of taking turns, listening to others, and speaking clearly.</p> <p>1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p> <p>1.4 Participate in shared conversations with varied partners about focused grade-level topics and texts in small and large groups.</p> <p>1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges</p> <p>2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.</p> <p>2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.</p> <p>3.1 Explain how ideas and topic are depicted in a variety of learning of media formats.</p> <p>3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas.</p> <p>4.1 Identify speaker’s purpose and details that keep the listener engaged.</p> <p>4.2 Determine if the presentation has a logical introduction, body, and conclusion.</p> <p>4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.</p> <p>5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.</p> <p>5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact</p>	<p><b><i>Fundamentals of Communication</i></b></p> <ul style="list-style-type: none"> <li>○ Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.</li> <li>○ Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.</li> <li>○ Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.</li> <li>○ Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.</li> <li>○ Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.</li> <li>○ Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.</li> </ul>	



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<b>Writing</b>		<b>QUARTER 1</b>
<p><b>Standards:</b>            W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.            W4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.            W5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.            W.6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>		
<p><b>Indicators:</b>            3. 1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.            3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.            4.1 Use collective nouns.            4.5 <b>Use adjectives</b> and adverbs, and choose between them depending on what is to be modified.            4.6 <b>Use positional, time,</b> and place prepositional phrases.            4.8 <b>Produce, expand, and rearrange complete simple</b> and compound <b>sentences.</b>            5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.            5.2 Use:                a) periods, question marks, or exclamation marks at the end of sentences;                b) commas in greetings and closings of letters, dates, and to separate items in a series; and                c) apostrophes to form contractions and singular possessive nouns.            5.3 Generalize learned spelling patterns and word families.            5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade- appropriate high frequency words.            5.5 Consult print and multimedia resources to check and correct spellings.            6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.            6.2 Print upper-and lower-case letters proportionally using appropriate handwriting techniques.            6.3 Students are expected to build upon and continue applying previous learning. (See K-1<sup>st</sup> grade standard)            6.4 Begin to develop efficient keyboarding skills.            6.5 Begin to develop cursive writing.</p>	<p><b>Fundamentals of Writing</b></p> <ul style="list-style-type: none"> <li>• Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.</li> <li>• Interact and collaborate with peers and adults to develop and strengthen writing.</li> <li>• Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.</li> <li>• Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.</li> <li>• Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.</li> <li>• Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.</li> </ul>	

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<b>Writing:</b>	<b>QUARTER 2</b>
<b>Standards:</b> 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. 5: Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
<b>Indicators:</b> 2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing. 4.1 Use collective nouns. 4.2 Form and use frequently occurring irregular plural nouns. 4.3 Use reflexive pronouns. 4.4 Form and use the past tense of frequently occurring irregular verbs. 4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified. 4.6 Use positional, time, and place prepositional phrases. 4.7 Use conjunctions. 4.8 Produce, expand, and rearrange complete simple and compound sentences. 5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles. 5.2 Use: a) periods, question marks, or exclamation marks at the end of sentences; b) commas in greetings and closings of letters, dates, and to separate items in a series; and c) apostrophes to form contractions and singular possessive nouns. 5.3 Generalize learned spelling patterns and word families. 5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words. 5.5 Consult print and multimedia resources to check and correct spellings. 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences. 6.2 Print upper-and lower-case letters proportionally using appropriate handwriting techniques. 6.3 Students are expected to build upon and continue applying previous learning. (See K-1 <sup>st</sup> grade standard) 6.4 Begin to develop efficient keyboarding skills.	<b>Fundamentals of Writing</b> <ul style="list-style-type: none"><li>• Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.</li><li>• Interact and collaborate with peers and adults to develop and strengthen writing.</li><li>• Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.</li><li>• Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.</li><li>• Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.</li><li>• Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.</li></ul>

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6.5 Begin to develop cursive writing.

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<b>Writing</b>	<b>QUARTER 3</b>
<p><b>Standards:</b></p> <p>1: Write arguments to support claims with clear reasons and relevant evidence.            4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.            5: Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.            6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>	
<p><b>Indicators:</b></p> <p>1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic or text, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.            1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.            4.1 Use collective nouns.            4.2 Form and use frequently occurring irregular plural nouns.            4.3 Use reflexive pronouns.            4.4 Form and use the past tense of frequently occurring irregular verbs.            4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.            4.6 Use positional, time, and place prepositional phrases.            4.7 Use conjunctions.            4.8 Produce, expand, and rearrange complete simple and compound sentences.            5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.            5.2 Use:                a) . periods, question marks, or exclamation marks at the end of sentences;                b) commas in greetings and closings of letters, dates, and to separate items in a series; and                c) apostrophes to form contractions and singular possessive nouns.            5.3 Generalize learned spelling patterns and word families.            5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.            5.5 Consult print and multimedia resources to check and correct spellings.            6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.            6.2 Print upper-and lower-case letters proportionally using appropriate handwriting techniques.            6.3 Students are expected to build upon and continue applying previous learning. (See K-1<sup>st</sup> grade standard)            6.4 Begin to develop efficient keyboarding skills.            6.5 Begin to develop cursive writing.</p>	<p>Fundamentals of Writing</p> <ul style="list-style-type: none"> <li>• Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.</li> <li>• Interact and collaborate with peers and adults to develop and strengthen writing.</li> <li>• Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.</li> <li>• Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.</li> <li>• Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.</li> <li>• Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.</li> </ul>



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Writing	QUARTER 4
<p><b>Standards:</b> W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. W5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>	
<p><b>Indicators:</b></p> <p>3. 1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</p> <p>3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p> <p>4.1 Use collective nouns</p> <p>4. 2 Form and use frequently occurring irregular plural nouns.</p> <p>4.3 Use reflexive pronouns.</p> <p>4.4 Form and use the past tense of frequently occurring irregular verbs.</p> <p>4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>4.6 Use positional, time, and place prepositional phrases.</p> <p>4.7 Use conjunctions.</p> <p>4.8 Produce, expand, and rearrange complete simple and compound sentences.</p> <p>5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.</p> <p>5.2 Use:</p> <ul style="list-style-type: none"><li>a) periods, question marks, or exclamation marks at the end of sentences;</li><li>b) commas in greetings and closings of letters, dates, and to separate items in a series; and</li><li>c) apostrophes to form contractions and singular possessive nouns</li></ul> <p>5.3 Generalize learned spelling patterns and word families.</p> <p>5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.</p> <p>5.5 Consult print and multimedia resources to check and correct spellings.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p> <p>6.2 Print upper-and lower-case letters proportionally using appropriate handwriting techniques.</p> <p>6.3 Students are expected to build upon and continue applying previous learning. (See K-1<sup>st</sup> grade standard)</p> <p>6.4 Begin to develop efficient keyboarding skills.</p>	<p><b>Fundamentals of Writing</b></p> <ul style="list-style-type: none"><li>• Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.</li><li>• Interact and collaborate with peers and adults to develop and strengthen writing.</li><li>• Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.</li><li>• Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.</li><li>• Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.</li><li>• Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.</li></ul>

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