

**GCPS Grade 2 Language Arts Instructional Calendar
2010-2011**

Note: All LSV are ongoing throughout the year.

<p align="center">1st Quarter: Reading and Word Study</p>	<p align="center">Materials and Practices</p>
<p align="center">Ongoing AKS</p> <p>Listening/Speaking/Viewing: 3 listen attentively/follow three-step directions Reading: 7 read for a variety of purposes 11 recognize: not making sense, sounding right, looking right 12 self-monitor / reread to clarify, self-correct, comprehend 13 integrate language structure, meaning clues, phonetic strategies, and sight vocabulary 14 predict based on background knowledge 18 fact/ fiction 19 recognize and compare and contrast plot and setting within and between stories 26 generate questions before, during, and after reading 28 interpret information from illustrations, diagrams, charts, graphs, and graphic organizers 29 increase vocabulary</p> <p>Word Study: 32 apply knowledge of letter-sounds/ spelling patterns to decode unfamiliar-multisyllabic words 33 sort words 34 compound word 35 contractions 38 synonyms and antonyms 41 blend sounds quickly/accurately 42 read words that contain blends, digraphs 45 read <i>ar, er, ir, ur, or</i> 47 use the dictionary and glossary 49 singular possessive pronouns/ singular-plural personal pronouns</p>	<p align="center">Ongoing</p> <p>Resources: Scott Foresman Anthology materials, trade books, content materials Available on the Language Arts website: GCPS K-5 Language Arts Instructional Guide GCPS Reading Lesson Plans GCPS Reading Performance Rubric</p> <p>Delivery models: Mini-lessons, read alouds, shared reading, modeled reading, independent reading, reading conferences, small-group instruction, literature circles</p>
<p align="center">AKS Introduced in the 1st Quarter</p> <p align="center">Genre: Narrative/Poetry</p> <p>Listening/Speaking/Viewing: 1 communicate effectively using descriptive language 2 speak formally with complex patterns/sentence structures 4 listen/respond to literal questions 6 listen/ view media</p> <p>Reading: 9 recognize the basic elements of a variety of genres 10 read grade-level text orally with accuracy, appropriate speed, and expression at a target rate of 90 words correct per minute 14 predict based on title, illustrations, content 22 identify beginning, middle, and end 25 recognize the author’s purpose: entertain 27 make connections between texts/personal experiences 30 identify 300 common sight words</p> <p>Word Study: 42 read words that contain vowel diphthongs (<i>au, aw,oi, ou, oy</i>) 45 read words that contain controlled vowel sounds (<i>al, all</i>)</p>	<p align="center">1st Quarter</p> <p>Anthology (Units 1 and 2): Franny and Ginny/Elephant (AKS 14) The Ugly Duckling (AKS 14) Furry Mouse/Two Mice (AKS 14) The Old Gollywampus/Snakes (AKS 7, 11,12)</p> <p>Leveled Readers: (AKS 4, 7,11, 14, 29, 41): The Builder (GR Level H); Art Show (GR Level H); In the city (GR Level K); The Knight Light (GR Level L) The Crow and the Pitcher (GR Level G); In the Woods (GR Level H); Pitching Pete (GR Level H); Night Watch (GR Level I); At the Pond (GR Level J); Super Firefighters (GR Level K) (AKS 4, 11,12, 14): The Plan (GR Level I); Anna’s Game (GR Level G) (AKS 4, 41): The Birthday Lady (GR Level I); May and Marta and Max (GR Level J); Tuna Noodle Glue (GR Level L); Wood for Sale (GR Level M) (AKS 4, 18, 28, 29): In the Sea (GR Level H); Slithery Slim (GR Level I); Wonderful Pelicans (GR Level L); If You Were an Octopus (GR Level M)</p>

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1 st Quarter: Writing and Reference/Study Skills	Materials and Practices
<p align="center">Ongoing AKS</p> <p>Writing Across Genres: 66 use examples from literature (mentor texts) 67 captures a reader’s interest 70 uses transition words/phrases 72 begin to sustain a focus</p> <p>Writing: 48 singular, plural nouns 49 singular possessive pronouns /singular and plural personal pronouns 50 action verbs 58 use contractions correctly 59 capitalize: pronoun “I”, beginning of a sentence, titles/ names, proper nouns 61 write legibly in manuscript <i>2010-1 use adjectives correctly</i> <i>2010-3 identify parts of a sentence (subject and predicate)</i></p> <p>Reference/Study Skills: 91 use page numbers 92 author, illustrator 93 use title page/table of contents</p>	<p align="center">Ongoing</p> <p>Resources: Lucy Calkins’ <i>Units of Study for Primary Writing: A Yearlong Curriculum</i>, GCPS Anchor Papers/Resource Notebook, Scott Foresman <i>Teacher Resource Book; Sitton Sourcebook</i> Available on the Language Arts website: GCPS K-5 Language Arts Instructional Guide GCPS Writing Lesson Plans GCPS Grammar Handbook GCPS Anchor Papers/Resource Notebook GCPS Writer’s Handbook</p> <p>Delivery models: Mini-lessons, read alouds, modeled writing, shared writing, interactive, writing, independent writing, writing conferences</p>
<p align="center">AKS Introduced in the 1st Quarter</p>	<p align="center">1st Quarter</p>
<p>Writing : 42 write words containing blends/diagraphs 50 verbs (regular, irregular) 52 distinguish between <i>declarative</i> and <i>interrogative</i> sentences 65 Prewrites/drafts/revises/edits/publishes</p> <p align="center">Genre: Personal Narrative</p> <p>76 capture a reader’s interest 78 develop characters and setting using sensory details</p> <p align="center">Genre: Poetry</p> <p>Reference/Study Skills: 92 identify publisher, publication date</p>	<p>Calkins, Book 5: <i>Authors as Mentors</i></p> <p>TRB: AKS 48/49: Book 2.1 (99, 101, 104, 109, 110, 117, 121,127,128 135, 139, 145, 146, 153, 157, 161, 163, 164) AKS 50: Book 2.1 (191, 195, 201, 202, 209, 213, 219, 220, 227, 231, 237, 238, 245, 250, 255, 256, 263, 268, 273, 274) AKS 52: Book 2.1 (71,) AKS 59: Book 2.1 (117, 121, 127, 128)</p>

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2nd Quarter: Reading and Word Study	Materials and Practice
Ongoing AKS	2nd Quarter
<p>Listening/Speaking/Viewing: 1 communicate effectively 2 speak formally with complex patterns/sentence structures 3 listen attentively/follow three-step directions 4 listen/respond to literal questions 6 listen/ view media</p> <p>Reading: 7 read for a variety of purposes 9 recognize the basic elements of a variety of genres 10 read grade-level text orally with accuracy, appropriate speed, and expression at a target rate of 90 words correct per minute 11 recognize: not making sense, sounding right, looking right 12 self-monitor / reread to clarify, self-correct, comprehend 13 integrate language structure, meaning clues, phonetic strategies, and sight vocabulary 14 predict based on background knowledge, title, illustrations, and content 18 fact/ fiction 19 recognize and compare and contrast plot and setting within and between stories 22 identify beginning, middle, and end 25 recognize the author's purpose: entertain 26 generate questions before, during, and after reading 27 make connections between texts/personal experiences 28 interpret information from illustrations, diagrams, charts, graphs, and graphic organizers 29 increase vocabulary 30 identify 300 common sight words</p> <p>Word Study: 32 apply knowledge of letter-sounds/ spelling patterns to decode unfamiliar-multisyllabic words 33 sort words 34 compound words 35 contractions 38 synonyms and antonyms 41 blend sounds quickly/accurately 42 read words that contain blends, digraphs, and diphthongs 45 read <i>ar, er, ir, ur, or, al, all</i>, 47 use the dictionary and glossary 49 singular possessive pronouns/ singular-plural personal pronouns</p>	<p>Anthology (Units 3 and 4): How I Beat the Giants/Play Ball (AKS 18); Four Clues for Chee/Young Cam (AKS 20,21,23)</p> <p>Leveled Readers: (AKS 18, 20, 21,23)</p> <p>Sam's Birthday (GR Level G)</p> <p>Upside Down (GR Level H)</p> <p>Go Outside, Sparky! (GR Level I) The Birthday Lady (GR Level I)</p> <p>May and Marta and Max (GR Level J) Farmer Gus and the Very Big Sneeze (GR Level J)</p> <p>Rosa's Rescue (GR Level L) Tuna Noodle Glue (GR Level L)</p> <p>Wood For Sale (GR Level M) On Our Way (GR Level M)</p>
AKS Introduced in the 2nd Quarter	
Genre: Narrative	
<p>Listening/Speaking/Viewing: 4 listen/respond to <i>inferential</i> questions 5 determine the meaning of a word presented orally</p> <p>Reading: 20 identify characters, actions, motives, emotions, and traits 21 retell: plot, setting, characters 23 summarize</p> <p>Word Study: 36 use knowledge of Greek and Latin roots to read new words and determine their meanings (bi-, pre-, -ful) 37 identify/use homophones-homographs 43 regular plurals, irregular plurals, possessives 44 irregular vowel patterns 46 silent letters</p>	

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2nd Quarter: Writing and Reference/Study Skills	Materials and Practice
<p align="center">Ongoing AKS</p> <p>Writing Across Genres: 65 Prewrites/drafts/revises/edits/publishes 66 use examples from literature (mentor texts) 67 captures a reader’s interest 70 uses transition words/phrases 72 begin to sustain a focus</p> <p>Writing: 42 write words containing blends/diagraphs 48 singular, plural nouns 49 singular possessive pronouns /singular and plural personal pronouns 50 action/regular/ irregular verbs 52 distinguish between declarative/interrogative sentences 58 use contractions correctly 59 capitalize: pronoun “I”, beginning of a sentence, titles/ names, proper nouns 61 write legibly in manuscript <i>2010-1 use adjectives correctly</i> <i>2010-3 identify parts of a sentence (subject and predicate)</i></p> <p>Genre: Narrative 76 capture a reader’s interest 78 develop characters and setting using sensory details Genre: Poetry</p> <p>Reference/Study Skills: 91 use page numbers 92 author, illustrator ,publisher, publication date 93 use title page/table of contents</p>	<p align="center">2nd Quarter</p> <p>Calkins, Book 2: <i>Small Moments: Personal Narrative Writing;</i> Book 3: <i>Writing for Readers: Teaching Skills and Strategies</i> Book 4: <i>The Craft of Revision</i></p> <p>TRB: AKS 52: Book 2.1 (79,89)</p>
<p>AKS Introduced in the 2nd Quarter</p>	
<p>Writing</p> <p>50 linking verbs 52 distinguish between <i>exclamatory and imperative</i> sentences 56 colons between numbers in time 57 begin to use quotation marks 73 include the appropriate purpose, expectations, and length for the audience/genre 74 use organizational structures (beginning, middle, end; sequence) and strategies (transitional words, time cues) 75 develop closure <i>2010-2 distinguish between simple subjects and predicates</i></p> <p align="center">Genre: Personal Narrative</p> <p>See Ongoing (76,78,82) 79 begin to develop characters through action/dialogue</p> <p align="center">Genre: Response to Literature</p> <p>69 friendly letters(date, greeting, body, closing) 86 state an opinion 87 express/support opinion 88 make connections 89 use organizational structures</p> <p>Reference/Study Skills: 90 alphabetize to second letter</p>	

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3rd Quarter: Reading and Word Study	Materials and Practice
Ongoing AKS	3rd Quarter
<p>Listening/Speaking/Viewing: 1 communicate effectively 2 speak formally with complex patterns/sentence structures 3 listen attentively/follow three-step directions 4 listen/respond to literal and inferential questions 5 determine the meaning of a word presented orally 6 listen/ view media</p> <p>Reading: 7 read for a variety of purposes 9 recognize the basic elements of a variety of genres 10 read grade-level text orally with accuracy, appropriate speed, and expression at a target rate of 90 words correct per minute 11 recognize: not making sense, sounding right, looking right 12 self-monitor / reread to clarify, self-correct, comprehend 13 integrate language structure, meaning clues, phonetic strategies, and sight vocabulary 14 predict based on background knowledge, title, illustrations, and content 18 fact/ fiction 19 recognize and compare and contrast plot and setting within and between stories 20 identify characters, actions, motives, emotions, and traits 21 retell: plot, setting, characters 22 identify beginning, middle, and end 23 summarize 25 recognize the author's purpose: entertain 26 generate questions before, during, and after reading 27 make connections between texts/personal experiences 28 interpret information from illustrations, diagrams, charts, graphs, and graphic organizers 29 increase vocabulary 30 identify 300 common sight words</p> <p>Word Study: 32 apply knowledge of letter-sounds/ spelling patterns to decode unfamiliar-multisyllabic words 33 sort words 34 compound words 35 contractions 36 use knowledge of Greek and Latin roots to read new words and determine their meanings (bi-, pre-, -ful) 37 identify/use homophones-homographs 38 synonyms and antonyms 41 blend sounds quickly/accurately 42 read words that contain blends, digraphs, and diphthongs 43 regular plurals, irregular plurals, possessives 44 irregular vowel patterns 45 read <i>ar, er, ir, ur, or, al</i> 46 silent letters 47 use the dictionary and glossary 49 singular possessive pronouns/ singular-plural personal pronouns</p>	<p>Anthology (Units 4 and 5): (AKS 15, 16, 17) Birthday Joy; Older Sister, Space Dreams/Man of the Moon, Rex and the Big Bad T. Rex/Dinosaur!</p> <p>Leveled Readers: (AKS 16, 17, 40) In the Cave (GR Level G)</p> <p>A Box for Bobo (GR Level H) Allie's Plan (GR Level H) What We Will Do (GR Level H)</p> <p>Dinosaur Chase (GR Level I) The Royal Pain (GR Level I)</p> <p>Come! Explore! (GR Level J) The Mouse Who Loved the Moon (GR Level J) What Roosters Do (GR Level J)</p> <p>Dance, Mouse, Dance (GR Level K) Friendly Habits (GR Level K)</p> <p>Busy as a Bee (GR Level L) Ready, Click! (GR Level L) Rumpelstiltskin: The True Story (GR Level L)</p> <p>Animal Cousins (GR Level M) The Three Pals (GR Level M)</p>
AKS Introduced in the 3rd Quarter	
Genre: Nonfiction	
<p>Listening/Speaking/Viewing: 4 listen/respond to evaluative questions</p> <p>Reading: 15 identify explicit facts/infer implicit facts 16 identify/infer main idea/details 17 identify/infer cause-effect 24 follow multi-step directions 25 recognize the author's purpose to <i>inform</i> 40 determine meaning based on context 47 use thesaurus</p> <p>Word Study: 36 use knowledge of Greek and Latin roots to read new words and determine their meanings (co, port)</p>	

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<p align="center">Ongoing AKS</p> <p>Writing Across Genres: 65 Prewrites/drafts/revises/edits/publishes 66 use examples from literature (mentor texts) 67 captures a reader’s interest 69 friendly letters(date, greeting, body, closing) 70 uses transition words/phrases 72 begin to sustain a focus 73 include the appropriate purpose, expectations, length 74 use organizational structures (beginning, middle, end; sequence) and strategies (transitional words, time cues) 75 develop closure</p> <p>Writing: 42 write words containing blends/diagraphs 43 regular plurals, irregular plurals, possessives 44 irregular vowel patterns 46 silent letters 48 singular, plural nouns 49 singular possessive pronouns /singular and plural personal pronouns 50 action/regular/ irregular/ linking verbs 52 distinguish between declarative, interrogative, exclamatory, imperative sentences 56 colons between numbers in time 57 begin to use quotation marks 58 use contractions correctly 59 capitalize: pronoun “I”, beginning of a sentence, titles/ names, proper nouns 61 write legibly in manuscript</p> <p><i>2010-1 use adjectives correctly</i> <i>2010-2 distinguish between simple subjects and predicates</i> <i>2010-3 identify parts of a sentence (subject and predicate)</i></p> <p>Genre: Narrative 76 capture a reader’s interest 78 develop characters and setting using sensory details 79 begin to develop characters through action/dialogue</p> <p>Genre: Poetry</p> <p>Genre: Response to Literature 86 state an opinion 87 express/support opinion 88 make connections 89 use organizational structures</p> <p>Reference/Study Skills: 90 alphabetize to second letter 91 use page numbers 92 author, illustrator ,publisher, publication date 93 use title page/table of contents</p>	<p align="center">3rd Quarter</p> <p>Calkins, Book 6: <i>Nonfiction Writing</i></p>
<p align="center">AKS Introduced in the 3rd Quarter</p>	
<p>Writing</p> <p>51 write consistently in complete sentences with correct subject/verb agreement</p> <p>53 simple/compound sentences</p> <p>55 use conjunctions</p> <p>68 uses traditional organizational patterns for conveying information</p> <p><i>2010-2 distinguish between compound subjects and predicates</i></p> <p align="center">Genre: Informational</p> <p>60 explore the indentation/ double-spacing</p> <p>71 begin to create graphic features (charts, tables, graphs)</p> <p>80 add facts/details</p> <p>81 use graphic features (charts, tables, graphs)</p> <p>82 use variety of resources (encyclopedia, Internet, books)</p> <p align="center">Genre: Narrative</p> <p>Reference/Study Skills:</p> <p>93 use glossary, index, guide words, appendix</p>	

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4th Quarter: Reading and Word Study	Materials and Practice
<p align="center">Ongoing AKS</p> <p>Listening/Speaking/Viewing: 1 communicate effectively 2 speak formally with complex patterns/sentence structures 3 listen attentively/follow three-step directions 4 listen/respond to literal and inferential/ questions / evaluative questions 5 determine the meaning of a word presented orally 6 listen/ view media</p> <p>Reading: 7 read for a variety of purposes 9 recognize the basic elements of a variety of genres 10 read grade-level text orally with accuracy, appropriate speed, and expression at a target rate of 90 words correct per minute 11 recognize: not making sense, sounding right, looking right 12 self-monitor / reread to clarify, self-correct, comprehend 13 integrate language structure, meaning clues, phonetic strategies, and sight vocabulary 14 predict based on background knowledge, title, illustrations, and content 15 identify explicit facts/infer implicit facts 16 identify/infer main idea/details 17 identify/infer cause-effect 18 fact/ fiction 19 recognize and compare and contrast plot and setting within and between stories 20 identify characters, actions, motives, emotions, and traits 21 retell: plot, setting, characters 22 identify beginning, middle, and end 23 summarize 24 follow multi-step directions 25 recognize the author's purpose: entertain/inform 26 generate questions before, during, and after reading 27 make connections between texts/personal experiences 28 interpret information from illustrations, diagrams, charts, graphs, and graphic organizers 29 increase vocabulary 30 identify 300 common sight words 40 determine meaning based on context 47 use thesaurus</p> <p>Word Study: 32 apply knowledge of letter-sounds/ spelling patterns to decode unfamiliar-multisyllabic words 33 sort words 34 compound words 35 contractions 36 use knowledge of Greek and Latin roots to read new words and determine their meanings (bi-, pre-, -ful co, port) 37 identify/use homophones-homographs 38 synonyms and antonyms 39 recognize and read words containing root words/prefixes 41 blend sounds quickly/accurately 42 read words that contain blends, digraphs and diphthongs 43 regular plurals, irregular plurals, possessives 44 irregular vowel patterns 45 read <i>ar, er, ir, ur, or, al, all</i> 46 silent letters 47 use the dictionary and glossary 49 singular possessive pronouns/ singular-plural personal pronouns</p>	<p align="center">4th Quarter</p> <p>Anthology (Units 4-6): (AKS 24): Splash!/Down in the Sea</p> <p>Leveled Readers: (AKS 23) One Hundred Days (GR Level H) In the Sea (GR Level H)</p> <p>The Corn Cloud Problem (GR Level I) The Cleanup (GR Level I) Slithery Slum (GR Level I)</p> <p>Bragging Ben (GR Level J)</p> <p>Mashed Potato Moose (GR Level L) The Gift of Writing (GR Level L) Wonderful Pelicans (GR Level L)</p> <p>If You Were an Octopus (GR Level M)</p>
<p align="center">AKS Introduced in the 4th Quarter</p>	
<p align="center">Genre: Fables/Folktales/Persuasive</p> <p>Reading: 25 recognize the author's purpose to <i>persuade</i></p> <p>Word Study: 36 use knowledge of Greek and Latin roots to read new words and determine their meanings (-less, therm)</p>	

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4th Quarter: Writing and Reference/Study Skills	Materials and Practice
<p align="center">Ongoing AKS</p> <p>Writing Across Genres: 65 Prewrites/drafts/revises/edits/publishes 66 use examples from literature (mentor texts) 67 captures a reader’s interest 68 uses traditional organizational patterns for conveying information 69 friendly letters(date, greeting, body, closing) 70 uses transition words/phrases 72 begin to sustain a focus 73 include the appropriate purpose, expectations, length 74 use organizational structures (beginning, middle, end; sequence) and strategies (transitional words, time cues) 75 develop closure</p> <p>Writing: 42 write words containing blends/diagraphs 43 regular plurals, irregular plurals, possessives 44 irregular vowel patterns 46 silent letters 48 singular, plural nouns 49 singular possessive pronouns /singular and plural personal pronouns 50 action/regular/ irregular/ linking verbs 51 write consistently in complete sentences with correct subject/verb agreement 52 distinguish between declarative, interrogative, exclamatory, imperative sentences 53 simple/compound sentences 55 use conjunctions 56 colons between numbers in time 57 begin to use quotation marks 58 use contractions correctly 59 capitalize: pronoun “I”, beginning of a sentence, titles/ names, proper nouns 61 write legibly in manuscript</p> <p><i>2010-1 use adjectives correctly</i> <i>2010-2 distinguish between simple and compound subjects and predicates</i> <i>2010-3 identify parts of a sentence (subject and predicate)</i></p> <p>Genre: Narrative 76 capture a reader’s interest 78 develop characters and setting using sensory details 79 begin to develop characters through action/dialogue</p> <p>Genre: Poetry</p> <p>Genre: Response to Literature 86 state an opinion 87 express/support opinion 88 make connections 89 use organizational structures</p> <p>Genre: Informational 60 explore the indentation/ double-spacing 71 begin to create graphic features charts, tables, graphs) 80 add facts/details 81 use graphic features (charts, tables, graphs) 82 use variety of resources (encyclopedia, Internet, books)</p> <p>Reference/Study Skills: 90 alphabetize to second letter 91 use page numbers 92 author, illustrator ,publisher, publication date 93 use title page/table of contents/ glossary/ index/ guide words/ appendix</p>	<p align="center">4th Quarter</p>
AKS Introduced in the 4th Quarter	
<p>Writing:</p> <p>54 use complex sentence patterns 62 begin to write with upper and lower case cursive letters 63 apply learned phonics skills and use common resources to spell correctly</p> <p align="center">Genre: Persuasive</p> <p>83 state a clear position/opinion 84 add supportive details 85 use appropriate formats (letter, lists pros/cons, advertisement)</p> <p align="center">Genre: Imaginative Writing</p> <p>77 begin to write fantasy/imaginary stories</p>	

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