### 1st Quarter: Reading and Word Study

**Ongoing AKS**

**Listening/Speaking/Viewing:**
- **1** restate main ideas and details, inferring, summarizing, making generalizations, questioning, and respectfully offering opinions
- **2** initiate new topics in addition to responding to adult-initiated topics
- **3** use language cues to indicate different levels of certainty or hypothesizing (e.g., “What if...”; “Very likely...”; “I’m unsure whether...”)
- **5** volunteer contributions and respond when directly solicited by teacher or discussion leader
- **6** give reasons in support of opinions expressed
- **7** clarify, illustrate, or expand on a response when asked to do so; ask classmates for similar expansions
- **9** evaluate the media's impact in peoples' lives (i.e., focusing attention, forming opinion, and as sources of entertainment and information)
- **10** use notes, multimedia, or other memory aids to structure the presentation
- **12** engage the audience with appropriate verbal cues and eye contact
- **13** project a sense of individuality and personality in selecting and organizing
- **27** predict
- **30** self monitor
- **31** language structure, meaning clues, phonetic strategies, and sight vocabulary
- **33** identify explicit information and infer implicit information in literary and informational texts using main ideas and supporting details
- **36** fact and opinion
- **37** identify organizational patterns (chronological, logical [including spatial], cause/effect, order of importance, problem/solution)
- **40** make and defend judgments and inferences about setting, characters, and events using convincing evidence from the text
- **44** make connections
- **2010-2** read with accuracy (in the range of 95%), speed, and expression, adjusting reading rate to match purpose

**Word Study:**
- **48** vocabulary
- **49** homophones, synonyms, and antonyms
- **50** word sorts
- **52** context clues and thesaurus

**AKS Introduced in the 1st Quarter**

**Genre: Narrative**

- **4** respond to comments and questions appropriately and with appropriate information
- **8** listen to and view various forms of text and media to gather and share information, persuade others, and express and understand ideas
- **10** shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members
- **17** present speeches to inform, demonstrate, and entertain using increasingly complex sentence structures, multimedia, notes, and other memory

**Reading:**
- **21** theme
- **32** relate literature to setting
- **38** analyze elements of setting, characterization, and conflict in plot
- **39** analyze author’s use of dialogue and description
- **42** first person and third person points of view
- **43** story development, author's purpose, and point of view

**Word Study:**
- **51** use knowledge of Greek and Latin roots to read new words and determine their meanings (super-, phobia, -chron)

### Materials and Practices

**Note:** This list offers suggestions for using board-adopted materials. Local schools may choose to use additional materials, as well.

**Ongoing**

**Resources:** Anthology materials, trade books, content materials; reading standards, book room materials

**Available on the Language Arts website:**
- GCPS Reading Lesson Plans
- GCPS Fluency and Comprehension Rubric

**Delivery models:** Reading Workshop: guided reading/literature circles, read alouds, shared reading, modeled reading, independent reading, reading conferences

Suggested instructional sequence but should be based on local school and classroom data; consideration given to system-wide student holidays, early release days, and testing days. All AKS, except LSV, are assessable beginning at the end of the quarter in which they are introduced. Revised February 2011
### 1st Quarter: Writing Across Genres and Reference/Study Skills

#### Ongoing AKS

**Writing Across Genres:**
- 74 prewrite, draft, revise, edit, and publish
- 75 select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements
- 76 write personal narratives, responses to literature, and content area pieces of an appropriate length to address a topic or tell a story
- 77 engage the reader by establishing a context, creating a point of view, and otherwise developing reader interest
- 78 create an organizing structure
- 79 exclude extraneous details and inconsistencies
- 80 lift the level of language using appropriate strategies including word choice
- 81 use transitions between ideas and paragraphs to ensure coherence and traditional structures to convey information
- 82 revise writing to improve fluency, content (descriptive words and phrases), organization and style, to match purposes with audience
- 83 edit for punctuation, spelling, fragments, and run-on sentences
- 84 provide a sense of closure

**Writing:**
- 59 use Standard American English
- 60 identify and use the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection) correctly
- 63 vary sentences by structure (declarative, interrogative, imperative, exclamatory, and functional fragment)
- 65 appropriate forms of positive, comparative, and superlative adjectives and adverbs
- 70 capitalize
- 72 write legibly in cursive
- 73 spell correctly in writing

**Reference/Study Skills:**
- 99 topic and research questions
- 100 take notes
- 101 use appropriate resources
- 106 use media center and available technology

#### AKS Introduced in the 1st Quarter

**Genre: Personal Narrative**

**Writing:**
- 62 singular, plural, and possessive nouns

**Narrative:**
- 85 write ideas in story form with attention to beginning, sequence, main ideas, supporting details, significant of events, characters, point of view, conflict, and closing/clincher sentence
- 86 use sensory details and concrete language to develop plot and character
- 87 develop complex characters through actions describing the motivation of characters and character conversation
- 88 use a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense

**Reference/Study Skills: No new AKS introduced**
### 2nd Quarter: Reading and Word Study

#### Ongoing AKS

**Listening/Speaking/Viewing:** 1-18

**Reading:**
- **19** read various types of literature daily to include at least 25 books or book equivalents (approximately 1,000,000 words)
- **20** plot, theme, and character
- **21** theme
- **22** similarities and differences between the characters or events and theme
- **23** a variety of literary and informational texts
- **27** predict
- **28** read for a purpose
- **30** self monitor
- **31** language structure, meaning clues, phonetic strategies, and sight vocabulary
- **32** relate literature to setting
- **33** identify explicit information and infer implicit information in literary and informational texts using main ideas and supporting details
- **34** identify knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary)
- **36** fact and opinion
- **37** identify organizational patterns (chronological, logical [including spatial], cause/effect, order of importance, problem/solution)
- **38** analyze elements of setting, characterization, and conflict in plot
- **39** analyze author's use of dialogue and description
- **40** make and defend judgments and inferences about setting, characters, and events using convincing evidence from the text
- **42** first person and third person points of view
- **43** story development, author's purpose, and point of view
- **44** make connections

**Word Study:**
- **48** vocabulary
- **49** homophones, synonyms, and antonyms
- **50** word sorts
- **51** use knowledge of Greek and Latin roots to read new words and determine their meanings (super-, phobia, -chron)
- **52** context clues and thesaurus

**AKS Introduced in the 2nd Quarter**

*Genre: Persuasion/Poetry*

**Reading:**
- **45** cause and effect relationships
- **47** compare/contrast within/between texts and make perceptive and well-developed connections

**2010-1** identify imagery, figurative language (for example, personification, metaphor, simile, and hyperbole), refrain, rhythm, and flow when responding to literature

**Word Study:**
- **51** use knowledge of Greek and Latin roots to read new words and determine their meanings (mega-, -cracy, bio)
- **54** puns, jokes, palindromes
- **55** identify idioms and figurative phrases
- **56** distinguish between metaphors and similes

### Materials and Practices

**2nd Quarter**

**TRB:** cause/effect (71, 74, 122, 188); atlas (269-270); author’s purpose/point of view (96, 144, 414, 435, 93, 182, 187, 184, 596); compare/contrast (323, 347, 392, 574); graphic features (138, 140, 251, 253, 256, 382); sequence (53, 97, 166); text structure (297, 300)

**Leveled Readers:** Cause/effect: “Great Talents…”-124A (R)
- “What Are Friends For?”-124B (R)
- Graphic Sources: “Impossible Rescue”-132A (S); “These Old Shoes Remember”-132B (B), “Disaster Super Heros”-127B (T), “Condor Morning”-127A (R)
- Compare and contrast: “When in Rome”:136A (S), “From the High Hills”136B (T);
- Text structure: “Amazing Ants”134A (S), “Apple Cider Days”146B (U)

**GLPTL:**
- cause/effect: 10
- author’s purpose: 13, 58
- author’s viewpoint: 25
- compare and contrast: 46
### 2nd Quarter: Writing Across Genres and Reference/Study Skills

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<tr>
<th>Ongoing AKS</th>
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**Writing:**
- **59** use Standard American English
- **60** identify and use the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection) correctly
- **62** singular, plural, and possessive nouns
- **63** vary sentences by structure (declarative, interrogative, imperative, exclamatory, and functional fragment), order, and complexity (simple, compound, and complex)
- **65** appropriate forms of positive, comparative, and superlative adjectives and adverbs
- **70** capitalization
- **72** write legibly in cursive
- **73** spell correctly in writing

**Narrative:**
- **85** write ideas in story form with attention to beginning, sequence, main ideas, supporting details, significant events, characters, point of view, conflict, and closing/clincher sentence
- **86** use sensory details and concrete language to develop plot and character
- **87** develop complex characters through actions describing the motivation of characters and character conversation
- **88** use a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense

**Reference/Study Skills:**
- **99** topic and research questions
- **100** take notes
- **101** use appropriate resources
- **106** use media center and available technology

### AKS Introduced in the 2nd Quarter

**Genre: Persuasion**

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- **64** present, past, future, regular, and irregular verb tenses
- **66** use and recognize correct punctuation, including semicolons, apostrophes, and quotation marks
- **67** commas to punctuate compound, complex, and compound-complex sentences
- **69** colons in a business letter salutation, and between numbers in time
- **71** punctuation and format of a business letter

**Persuasive:**
- **93** state a clear position, support the position, and exclude unnecessary information
- **94** create an organizing structure appropriate to a specific purpose, audience, and context
- **95** address reader concerns

**Reference/Study Skills: No new AKS introduced**
<table>
<thead>
<tr>
<th>3rd Quarter: Reading and Word Study</th>
<th>Materials and Practices</th>
</tr>
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<tbody>
<tr>
<td><strong>Ongoing AKS</strong></td>
<td><strong>3rd Quarter</strong></td>
</tr>
<tr>
<td><strong>Listening/Speaking/Viewing:</strong> 1-18</td>
<td><strong>TRB:</strong> judgments (9, 461); drawing conclusions (75, 209, 235, 247, 248); summarizing (317, 319, 322, 348); main idea/supporting details (364, 366, 369, 483, 527); fact and opinion (122, 162, 165, 596, 662) predicting (210, 386, 388, 391); context clues (413, 523, 526, 818); research sources (21-22; 360-361; 426-427); dictionary (43-44); parts of a book (156-157); thesaurus (200-201); atlas (269-270); almanac (335-336); encyclopedia (404-405); technology (87-88, 473-474; 674-675)</td>
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<td>20 plot, theme, and character 21 theme similarities and differences between the characters or events and theme 23 a variety of literary and informational texts 27 predict 28 read for a purpose 30 self monitor 31 language structure, meaning clues, phonetic strategies, and sight vocabulary 32 relate literature to setting 33 identify explicit information and infer implicit information in literary and informational texts using main ideas and supporting details 34 identify knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary) 36 fact and opinion 37 identify organizational patterns (chronological, logical [including spatial], cause/effect, order of importance, problem/solution) 38 analyze elements of setting, characterization, and conflict in plot 39 analyze author’s use of dialogue and description 40 make and defend judgments and inferences about setting, characters, and events using convincing evidence from the text 42 first person and third person points of view 43 story development, author’s purpose, and point of view 44 make connections 45 cause and effect relationships 46 maps, graphs, charts, diagrams, captions, and illustrations 47 compare/contrast within/between texts and make perceptive and well-developed connections 2010-1 identify imagery, figurative language (for example, personification, metaphor, simile, and hyperbole), refrain, rhythm, and flow when responding to literature 2010-2 read with accuracy (in the range of 95%), speed, and expression, adjusting reading rate to match purpose</td>
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<tr>
<td><em>Genre: Nonfiction</em></td>
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<tr>
<td><strong>Reading:</strong> 37 identify organizational patterns (classification) 46 maps, graphs, charts, diagrams, captions, and illustrations</td>
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<td><strong>Word Study:</strong> 51 use knowledge of Greek and Latin roots to read new words and determine their meanings (mono, -ate, -ation, polis)</td>
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### 3rd Quarter: Writing Across Genres and Reference/Study Skills

#### Ongoing AKS

**Writing:**
- **59** use Standard American English
- **60** identify and use the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection) correctly
- **61** simple/compound subjects, pronouns, simple/compound predicates
- **62** singular, plural, and possessive nouns
- **63** vary sentences by structure (declarative, interrogative, imperative, exclamatory, and functional fragment), order, and complexity
- **64** present, past, future, regular, and irregular verb tenses
- **65** appropriate forms of positive, comparative, and superlative adjectives and adverbs
- **66** use and recognize correct punctuation, including semicolons, apostrophes, and quotation marks
- **67** commas to punctuate compound, complex, and compound-complex sentences
- **68** use and recognize correct punctuation, including colon
- **69** colons in a business letter salutation, and between numbers in time
- **70** capitalization
- **71** punctuation and format of a business letter
- **72** write legibly in cursive
- **73** spell correctly in writing

**Narrative:**
- **85** write ideas in story form with attention to beginning, sequence, main ideas, supporting details, significant of events, characters, point of view, conflict, and closing clincher sentence
- **86** use sensory details and concrete language to develop plot and character
- **87** develop complex characters through actions describing the motivation of characters and character conversation
- **88** use a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense

**Persuasive:**
- **93** state a clear position, support the position, and exclude unnecessary information
- **94** create an organizing structure appropriate to a specific purpose, audience, and context

**Reference/Study Skills:**
- **99** topic and research questions
- **100** take notes
- **101** use appropriate resources
- **106** use media center and available technology

#### AKS Introduced in the 3rd Quarter

**Genre: Informational**

**Writing:**
- **61** use modifiers (words and prepositional phrases) correctly and recognize that a word performs different functions according to its position in the sentence
- **68** expand or reduce sentences by adding or deleting modifiers, phrases, or combining sentences

**Informational:**
- **89** write an informational piece that is organized, uses appropriate facts and details, draws from a variety of resources and reflects the intended audience
- **90** develop a controlling idea that conveys a perspective on a subject
- **91** use a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote
- **92** utilize more than one source of information such as speakers, books, newspapers, and online resources

**Reference/Study Skills:**
- **105** summarizing, paraphrasing, and plagiarizing

#### Materials and Practices 3rd Quarter

**The Write Direction:**
- Process of writing (18-34); writing to inform (134-182); parts of speech (248-264)

**Skills for Super Writers** (25-26, 31-32, 188, 190, 191)

**TRB:**
- subject/predicate (34-37, 55); simple/compound subject(34-37,55,124) ; simple/compound predicate (34-37,55,124) ; types of sentences (56-59, 77, 99); simple, compound, complex sentences (78-81);
- complete sentences (11-15); types of nouns- singular-(125-128, 146-150)
- Parts of a book: 156-157; Dictionary: 43-44; Thesaurus: 200-201; Technology: 473-474,674-675;87-88

Suggested instructional sequence but should be based on local school and classroom data; consideration given to system-wide student holidays, early release days, and testing days. All AKS, except LSV, are assessable beginning at the end of the quarter in which they are introduced. Revised February 2011
## 4th Quarter: Reading and Word Study

### Ongoing AKS

**Materials and Practices 4th Quarter**

### AKS Introduced in the 4th Quarter

**Genre: Drama/Response to Literature/Research**

### Reading:

- **4th Quarter: Reading and Word Study**

- **4th Quarter: Reading and Word Study**

### Word Study:

**Materials and Practices 4th Quarter**

**Resources:** content area textbooks and trade books, reference materials, dictionaries, thesauri, globes, maps, charts, and graphs

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Suggested instructional sequence but should be based on local school and classroom data; consideration given to system-wide student holidays, early release days, and testing days. All AKS, except LSV, are assessable beginning at the end of the quarter in which they are introduced. Revised February 2011
### 4th Quarter: Writing Across Genres and Reference/Study Skills

#### Ongoing AKS

**Writing:**
- 59 use Standard American English
- 60 identify and use the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection) correctly
- 61 use modifiers (words and prepositional phrases) correctly and recognize that a word performs different functions according to its position in the sentence
- 62 singular, plural, and possessive nouns
- 63 vary sentences by structure (declarative, interrogative, imperative, exclamatory, and functional fragment), order, and complexity (simple, compound, and complex)
- 64 present, past, future, regular, and irregular verb tenses
- 65 appropriate forms of positive, comparative, and superlative adjectives and adverbs
- 66 use and recognize correct punctuation, including semicolons, apostrophes, and quotation marks
- 67 commas to punctuate compound, complex, and compound-complex sentences
- 68 expand or reduce sentences by adding or deleting modifiers, phrases, or combining sentences
- 69 colons in a business letter
- 70 capitalization
- 71 punctuation and format of a business letter
- 72 write legibly in cursive
- 73 spell correctly in writing
- 85 write ideas in story form with attention to beginning, sequence, main ideas, supporting details, significant of events, characters, point of view, conflict, and closing/clincher sentence
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- 88 use a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense

**Persuasive:**
- 93 state a clear position, support the position, and exclude unnecessary information
- 94 create an organizing structure appropriate to a specific purpose, audience, and context
- 95 address reader concerns

**Informational:**
- 89 write an informational piece that is organized, uses appropriate facts and details, draws from a variety of resources and reflects the intended audience
- 90 develop a controlling idea that conveys a perspective on a subject
- 91 use a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote
- 92 utilize more than one source of information such as speakers, books, newspapers, and online resources

**Reference/Study Skills:**
- 100 topic and research questions
- 101 take notes
- 105 summarizing, paraphrasing, and plagiarizing
- 106 use media center and available technology

#### Materials and Practice

**4th Quarter**

*The Write Direction:*
- Business or formal letter (150-154)
- Writing to describe (98-132)

**TRB:**
- Research Sources: 21-22; 360-361; 426-427
- Atlas: 269-270
- Almanac: 335-336
- Encyclopedia: 404-405

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**AKS Introduced in the 4th Quarter**

**Genre: Drama/Response to Literature/Research**

**Writing:**
- 57 demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive)
- 58 create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check)

**Response to Literature:**
- 96 advance a judgment that is interpretive, evaluative, or reflective
- 97 support judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge
- 98 develop interpretations that exhibit careful reading and demonstrate an understanding of the literary work

**Reference/Study Skills:**
- 102 organizational features of table of contents and bibliography
- 103 categorize and organize information using maps, webs and outlines
- 104 present reports, demonstrations, and projects
- 107 primary/secondary sources

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