



Science & Social Studies Focus

Quarter 2 Grade Level Focus

Here is a glimpse at Quarter 2 Science and Social Studies topics.

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| <p>Kindergarten:</p> <p><i>Science/Social Studies</i> - Students will investigate how shadows occur, daily weather conditions and changes that occur over time. Students will demonstrate an understanding of direct cause and effect relationships in making decisions on wants and needs. Students will also learn about the roles of people who work in the community.</p> | <p>First Grade:</p> <p><i>Science/Social Studies</i> - Students will continue to use scientific inquiry skills to group animals based on needs characteristics and describing ways animals respond to seasonal changes. Students will learn about the role of money and basic characteristics of an economic system.</p> | <p>Second Grade:</p> <p><i>Science</i> - Students will use scientific inquiry skills such as classification and measurement to form an understanding of the basic properties of solids, liquids and gases.</p> <p><i>Social Studies</i> - Students will practice map skills to identify locations and geographic features on maps and globes. Students should continue to learn about important people and holidays.</p> |
| <p>Third Grade:</p> <p><i>Science</i> - Students will use scientific inquiry skills such as drawing conclusions, making inferences and applying scientific concepts to form an understanding of simple machines.</p> <p><i>Social Studies</i> - Students will use social studies inquiry skills such as using artifacts and geographic information to understand ancient Egypt and China. Students will use their understanding to compare and contrast civilizations and to make connections between time and place.</p> | <p>Fourth Grade:</p> <p><i>Science</i> - Students will use scientific inquiry skills to design investigations to help them form an understanding of structures of land and oceans.</p> <p><i>Social Studies</i> - Students will use social studies inquiry skills to analyze the impact of geographic features and analyze artifacts. Primary and secondary sources will be used to understand Virginia Indians.</p> | <p>Fifth Grade:</p> <p><i>Science</i> - Students will use scientific inquiry skills such as constructing models and drawing conclusions and making inferences to form an understanding of electricity.</p> <p><i>Social Studies</i> - Students will use social studies inquiry skills to analyze the impact of geographic features and analyze artifacts. Primary and secondary sources will be used to understand interactions between Native Americans and Jamestown Settlers, everyday life and the impact of culture on Colonial Virginia and the causes of conflict that led to the American Revolution.</p> |

Mathematics Focus

Department of Teaching and Learning

Put Students First * Seek Growth * Be Open to Change * Do Great Work Together * Value Differences



The 2018-2019 school year ushers in the full implementation of the 2016 Math Standards of Learning! VBOs, content specifications, pacing guides, assessments and supporting documents have been updated to be in alignment with the 2016 standards. Here is a glimpse of what the instructional focus will be during the second quarter.

Kindergarten: Students will return to Numeration for numbers up to 20. This will include comparing and ordering sets of objects, reading, writing, counting and representing numbers up to 20 and decomposing numbers. Students will begin to study numeric patterns and dig into the Data unit by collecting data and reading and interpreting graphs.

Grade One: Number Sense comes back into focus for first graders as they move into Numeration, Part 2. This will include skip-counting, grouping objects into tens and ones, ordering and comparing numbers as well as patterning. Addition and subtraction with story and picture problems, basic facts and understanding equality comes into focus during the Computation and Estimation unit.

Grade Two: Students will begin the second quarter of the year with Geometry. Identifying, describing, comparing and contrasting plane and solid figures, as well as exploring symmetry will be the objectives of the unit. Next, how to measure length, weight, volume and temperature will proceed during the Measurement unit. The second quarter will come to a close during the Computation and Estimation unit, with students continuing to develop fluency with basic facts and solving single step story problems.

Grade Three: Grade three students will move into Measurement by exploring values of coins and bills and making change. Understanding time, including elapsed time and equivalent periods of time, as well as reading temperatures are also in the Measurement unit. Students will revisit Computation with Whole Numbers, this time focusing on multiplication and division models and strategies. Students continue to develop their fluency with multiplication and division facts of 0, 1, 2, 5 and 10.

Grade Four: Quarter Two begins with Geometry including the study of geometric representations, plane and solid figures and quadrilaterals. Patterning is also incorporated in the Geometry unit. Next, grade four students will move into the Rational Number Numeration unit and learn about fraction equivalence, comparisons and models. Students will also explore decimals as a rational number. Students will continue demonstrating fluency in multiplication and division facts.

Grade Five: Numeration and Computation with Rational Numbers encompasses the entire second quarter for grade five. This unit will include the study of rounding, comparing, ordering, multiplying and dividing decimals. Students will solve single and multi-step problems with decimals and fractions.

| Math Specialist Meetings | | |
|--------------------------|-------------------|-----------------|
| Nov. 29 | 8:30 am - 3:30 pm | ATC |
| Jan. 10 | 8:30 am - 3:30 pm | Plaza Annex PDC |
| Feb 12 | 8:30 am - 3:30 pm | Plaza Annex PDC |
| Mar. 19 | 8:30 am - 3:30 pm | Plaza Annex PDC |
| Apr. 9 | 8:30 am - 3:30 pm | Plaza Annex PDC |

| Math CLC Quarterly Planning Meetings (for schools without mathematics specialists) | | |
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| Jan. 9 | Grade 3 - Grade 5 | 8:30 - 11 am |
| | Pre-K - Grade 2 | 12:30 - 3 pm |
| Mar. 14 | Grade 3 - Grade 5 | 8:30 - 11 am |
| | Pre-K - Grade 2 | 12:30 - 3 pm |



Literacy Focus



Quarter 2: 2018-2019

Department of Teaching and Learning

HERE IS A GLIMPSE OF THE FOCUS OF LITERACY INSTRUCTION DURING QUARTER 2. AS WE MOVE INTO QUARTER 2, THE DEPTH OF INSTRUCTION INCREASES. TEACHERS MAY UTILIZE UNPACKING, ELA QUARTER OBJECTIVES AND QUARTERLY SEQUENCE DOCUMENTS TO ALIGN THE WRITTEN, TAUGHT AND TESTED CURRICULUM. QUARTERLY BENCHMARK DATA SHOULD ALSO BE ANALYZED TO INFORM INSTRUCTION AND INTERVENTION.

KINDERGARTEN – The following priority objectives will be the areas of focus this quarter:

- Retell familiar stories using beginning, middle and end.
- Identify simple facts and information relevant to a nonfiction selection.
- Write in a variety of forms, including writing to inform/explain, to offer an opinion and to narrate an experience (personal narrative).

When entering classrooms, observers should see students engaged in reading, writing/drawing and discourse centered around retelling stories using beginning, middle and end and identifying topics and facts in nonfiction texts. Small group instruction should occur daily. Instruction should be based on students' stage of literacy. Please refer to the Content Specifications, Pedagogy Section, Unpacking Documents and Appendix of Additional Teacher Tools available on SharePoint for further information. Unit 4 will include an integrated performance task. In addition, the science and social studies topics *Economics* and *Patterns in Nature* will be addressed through the lens of language arts.

FIRST GRADE – The following priority objectives will be the areas of focus this quarter:

- Retell stories and events using beginning, middle and end, including key details.
- Ask and answer who, what, when, where, why and how questions about what is read.
- Retell nonfiction texts, identifying the main idea and important details.
- Gather and generate ideas in writing.
- Focus on one topic when writing.
- Revise by adding descriptive words when writing about people, places, things and events.
- Write in a variety of forms.

When entering classrooms, observers should see students engaged in reading, writing (including revising) and discourse focused on retelling both fiction and nonfiction texts, and asking and answering questions about reading and writing. Small group instruction should occur daily. Instruction should be based on students' stage of literacy. Please refer to the Content Specifications, Pedagogy Section, Unpacking Documents and Appendix of Additional Teacher Tools available on SharePoint for further information. Unit 4 will include an integrated performance task. In addition, the science and social studies topics *Economics* and *Animals* will be addressed through the lens of language arts.

SECOND GRADE – The following priority objectives will be the areas of focus this quarter:

- Ask and answer questions about what is read in order to demonstrate understanding of key details in a text in fiction and nonfiction.
- Locate information to answer questions in fiction and nonfiction.
- Summarize stories and important events with beginning, middle and end in the correct sequence in fiction and nonfiction.
- Describe characters, setting and important events in fiction and poetry.
- Identify the theme or main idea in fiction and nonfiction.
- Explain the author's purpose in fiction.
- Write in a variety of forms, including writing to inform/explain, to offer an opinion and to narrate an experience (personal narrative).
- Revise writing for clarity.

Students will continue to build on and apply their knowledge of reading strategies to increase comprehension of text. In fiction, the focus will be on using knowledge of story structure to summarize, identify theme, describe characters, setting and important events, and explain the author's purpose. In nonfiction texts, students will work to summarize text, including important ideas and use this information to identify the main idea. Students will have the opportunity to explore fiction writing with a focus on telling more and adding details. Reading and writing will be connected through content integration around the topic of weather. Students should be reading text related to the content topics of *American Indians* and *Matter*. The quarter will culminate with an integrated performance task about weather in Unit 4.

THIRD GRADE – The following priority objectives will be the areas of focus for this quarter:

- Identify the main idea or theme and the major events and details that support the main idea or theme in fiction and nonfiction.
- Describe character development and compare and contrast settings, characters and events.
- Summarize both fiction and nonfiction text with an emphasis on including key details.
- Determine important information to support main idea, opinions and conclusions in nonfiction texts.
- Draw conclusions and make inferences based on nonfiction text.
- Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose and audience.
- Use an inquiry process to write a short report.

Quarter 2 begins with a performance task centered on narrative writing, which was the focus of instruction in Quarter 1. Instruction focused on application of reading strategies continues in fiction, with an emphasis on identifying main idea or theme, summarizing and character development. In nonfiction, students will grapple with determining importance this will be to support their ability to identify main idea, summarize and draw conclusions about a text. Scaffolded instruction should be evident through the use of think-alouds, graphic organizers and frequent opportunities for guided and independent practice in a wide variety of texts, including text related to the content topics of *Ancient Civilizations* and *Simple Machines*. A Being a Writer Narrative Performance Task is embedded into Unit 3 which will address communication, media, reading and writing objectives. This rigorous task will provide students the opportunity to apply reading and writing strategies learned in Quarters 1 and 2.

FOURTH GRADE – The following priority objectives will be the focus for this quarter:

- Draw conclusions and make inferences about text.
- Summarize during and after reading and include supporting details.
- Explain the author’s purpose.
- Describe character development.
- Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose and audience.
- Use a variety of prewriting strategies.
- Demonstrate command of the conventions of standard English grammar, usage and mechanics.
- Collect and integrate information from multiple resources including online, print and media, in order to write or speak about the subject knowledgeably.

Students should be reading, writing and engaging in discourse daily. While reading, students should stop to think about text, drawing conclusions and explaining the author’s purpose. All students should have access to a wide variety of appropriate fiction and nonfiction resources. Students should be engaged in daily writing (shared, guided and/or independent). Evidence of grammar instruction should be present in student writing. Students will be writing fictional texts at the beginning of the quarter and move into nonfiction writing toward the end of the quarter. Additionally, the social studies and science units may be explored through the lens of language arts. At the end of Unit 3, students will have the opportunity to complete a Being a Writer Narrative Performance Task which will address communication, media, reading and writing objectives. This rigorous task will provide students the opportunity to apply reading and writing strategies learned in Quarters 1 and 2.

FIFTH GRADE – The following priority objectives will be the focus for this quarter:

- Draw conclusions and make inferences from text, including inferences about character and theme.
- Identify the main idea or theme and major events and details that support the main idea.
- Draw conclusions and make inferences from text, including inferences about main idea.
- Ask and answer questions about what is read.
- Explain the author’s purpose.
- Write personal narratives and write fiction.
- Organize writing to convey a central idea.
- Include supporting details that elaborate the main idea in writing.
- Revise writing for clarity of content and publish a writing piece to share with an audience of peers.
- Use precise and descriptive vocabulary to create tone and voice.

In addition, the social studies and science topics of *Interactions in Action*, *Colonial Virginia*, *American Revolution* and *Electricity* may be addressed through the lens of language arts. When entering classrooms, observers should see students engaged in reading, writing and discourse related to the priority objectives of questioning, drawing conclusions, determining importance and explaining author’s purpose. Students should be challenged by text-dependent questions and engaged in higher level thinking around text. The whole group focus should be mirrored and scaffolded to meet the needs of learners in small group. Independent literacy tasks should be differentiated for each student and aligned to the content specifications for Quarter 2. A Being a Writer Narrative Performance Task is embedded into Unit 3 which will address communication, media, reading and writing objectives. This rigorous task will provide students the opportunity to apply reading and writing strategies learned in Quarters 1 and 2. An optional Defined Stem task on the topic of *Energy Management* is also embedded into Unit 3 and may be shortened and adapted if teachers choose to implement it.

Priority objectives, pedagogy and student data should be the focus of collaboration. Teams are highly encouraged to make use of the Collaborative Reflection document located at the end of each cycle as a tool to make informed instructional decisions. The Respond portion of our Teaching and Learning Framework should be evident in planning, teaching and instructional coaching which are all driven by student achievement, feedback and goal-setting.