



## Spelling Grade-Level Objectives

Phonemic Awareness <i>The student will ...</i>	K	1	2	3
1. segment spoken words into sounds/syllables.	<b>M</b>	R	R	R
2. count sounds in spoken words.	<b>M</b>	R	R	R
3. blend spoken sounds into words.	<b>M</b>	R	R	R
Systematic Phonics: Sound-Symbols <i>The student will ...</i>	K	1	2	3
1. explain the purpose for learning phonograms.	<b>M</b>	<b>M</b>	R	R
2. explain the purpose for precise handwriting.	I/P	<b>M</b>	R	R
3. precisely read 70 common phonograms.	I/P	<b>M</b>	R	R
4. precisely say and write 70 common phonograms.	I/P	<b>M</b>	R	R
5. precisely read 17 additional phonograms.	-	C	I/P	I/P
Systematic Phonics: Language Rules <i>The student will ...</i>	K	1	2	3
1. write qu (a two-letter consonant sound) to say /kw/.	I/P	<b>M</b>	R	R
2. read c before e, i, and y as /s/.	I/P	<b>M</b>	R	R
3. read g before e, i, y as /j/.	I/P	<b>M</b>	R	R
4. read/mark /ā /, /ē /, /ō /, and /ū /, at the end of an open syllable.	I/P	<b>M</b>	R	R
5. read/mark i and y at end of an open syllable.	I/P	<b>M</b>	R	R
6. write y, not i, at the end of a word.	I/P	<b>M</b>	R	R
7. read/mark/explain jobs of silent e's.	I/P	<b>M</b>	R	R
8. read /or/ as /er/ after a w.	I/P	<b>M</b>	R	R
9. explain/apply the 1-1-1 rule to one-syllable words (hop).	C	I/P	P	<b>M</b>
10. explain/apply the 2-1-1 rule to multisyllable words (begin).	C	I/P	P	P
11. explain/apply r. 11 to final silent e words (hope/hoping).	C	I/P	P	<b>M</b>
12. write ie except after c, if we say /ā / or in exceptions.	-	I/P	P	<b>M</b>
13. write sh to say /sh/ at the beginning/end of words and at the end of syllables.	I/P	<b>M</b>	R	R
14. write ti, si, ci to say /sh/ in syllables after the first one.	-	I/P	P	<b>M</b>
15. write si to say /sh/ if preceding syllable/base word ends in s.	-	I/P	P	<b>M</b>
16. read/mark and explain that si may also say /zh/.	-	I/P	P	<b>M</b>
17. write two l's, f's, or s's after one vowel in one syllable.	I/P	<b>M</b>	R	R
18. write ay to say /ā / at the end of a word.	I/P	<b>M</b>	R	R
19. read /ī / and /ō / before two consonants when appropriate.	I/P	<b>M</b>	R	R
20. explain/apply r. 20 (s never follows the letter x).	C	I/P	P	<b>M</b>
21. write all with one l when used as a prefix.	C	I/P	P	<b>M</b>
22. write till and full with one l when used as a suffix.	C	I/P	P	<b>M</b>
23. write dge to say /j/ after one vowel saying its first sound.	C	I/P	P	<b>M</b>
24. write i, instead of y, when adding vowel suffixes (endings).	C	I/P	P	<b>M</b>
25. write ck to say /k/ after one vowel saying its first sound.	I/P	P	<b>M</b>	R

**I/P:** Introduce/Practice **P:** Practice **M:** Mastery **R:** Review/Reinforce **C:** Challenge





## Spelling Grade-Level Objectives, cont.

Planning

Systematic Phonics: Language Rules <i>The student will ...</i>		K	1	2	3
26. capitalize names and titles.	I/P	M	R	R	R
27. write z to say /z/ at beginning of words (zoo).	I/P	M	R	R	R
28. read suffix ed as /ed/ if the base word ends in d or t (graded); read suffix ed as /d/ after a voiced consonant (lived); read suffix ed as /t/ after an unvoiced consonant (stopped).	C	I/P	M	R	R
29. read double consonants in both syllables for spelling (lit tle); read double consonant words in normal speech for reading.	I/P	P	M	R	R
Systematic Phonics: Vocabulary <i>The student will ...</i>		K	1	2	3
1. explain the meanings of...					
• syllable.	I/P	M	R	R	R
• vowel.	I/P	M	R	R	R
• consonant.	I/P	M	R	R	R
• <i>open</i> syllable.	I/P	M	R	R	R
• <i>closed</i> syllable.	I/P	M	R	R	R
• consonant + <i>le</i> syllable.	I/P	M	R	R	R
2. identify syllable types in spelling words.	I/P	M	R	R	R
Systematic Phonics: High Frequency Words <i>The student will ...</i>		K	1	2	3
1. explain the purpose for spelling dictation.	I/P	M	R	R	R
2. precisely say, write, read words in sections A – G.	I/P	M	R	R	R
3. precisely say, write, read words in section H.	I/P	M	R	R	R
4. precisely say, write, read words in section I.	I/P	M	R	R	R
5. precisely say, write, read words in section J.	-	M	R	R	R
6. precisely say, write, read words in section K.	-	I/P	M	R	R
7. precisely say, write, read words in section L.	-	I/P	M	R	R
8. precisely say, write, read words in section M.	-	I/P	M	R	R
9. precisely say, write, read words in section N.	-	I/P	M	R	R
10. precisely say, write, read words in section O.	-	C	I/P	M	M
11. precisely say, write, read words in section P.	-	-	I/P	M	M
12. precisely say, write, read words in section Q.	-	-	I/P	M	M
13. precisely say, write, read words in section R.	-	-	C	I/P	I/P
14. precisely say, write, read words in section S.	-	-	-	I/P	I/P
15. precisely say, write, read words in section T.	-	-	-	I/P	I/P
16. precisely say, write, read words in section U.	-	-	-	C	C

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## Writing Grade-Level Objectives

Conventions: Capitalization <i>The student will capitalize...</i>	K	1	2	3
1. first words of sentences.	I/P	<b>M</b>	<b>R</b>	R
2. single-word proper nouns and titles (Mr, etc.).	I/P	<b>M</b>	<b>R</b>	R
3. abbreviations.	-	I/P	<b>M</b>	R
4. multiword proper nouns.	C	I/P	P	<b>M</b>
5. titles of books, poems, short stories.	C	I/P	P	<b>M</b>
6. informal letter components.	-	I/P	P	<b>M</b>
7. first words of direct quotations.	-	C	I/P	<b>M</b>
8. familial titles, races, nationalities.	-	-	C	I/P
Conventions: Punctuation <i>The student will use ...</i>	K	1	2	3
1. periods (full stops) ...				
• at the end of declarative sentences.	I/P	<b>M</b>	<b>R</b>	R
• with abbreviations.	C	I/P	<b>M</b>	R
2. question marks.	I/P	P	<b>M</b>	R
3. exclamation points.	I/P	P	<b>M</b>	R
4. apostrophes in contractions and possessives.	-	I/P	P	<b>M</b>
5. commas ...				
• in series, dates, addresses, friendly letters.	-	I/P	P	<b>M</b>
• in compound sentences.	I/P	P	<b>M</b>	<b>M</b>
• in complex sentences.	C	I/P	P	<b>M</b>
• with introductory phrases and clauses.	-	I/P	P	P
• with appositives, direct address, interrupters, quotations.	-	I/P	P	P
• after closing a business letter.	-	-	C	I/P
• to avoid confusion.	-	-	-	C
6. underlining for titles of books within texts.	-	I/P	P	<b>M</b>
7. quotation marks ...				
• with direct quotations.	-	C	I/P	P
• with titles of short works within text.	-	C	I/P	P
8. colons ...				
• in time.	I/P	P	<b>M</b>	R
• in lists.	-	-	C	I/P
• after salutation in business letters.	-	-	-	-
9. hyphens ...				
• in syllabication.	-	C	I/P	P
• in words that designate compound numbers, fractions.	-	C	I/P	P
• in compound adjectives.	-	-	C	I/P

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## Writing Grade-Level Objectives, cont.

Planning

Sentence Construction & Vocabulary	<i>The student will ...</i>	K	1	2	3
1.	explain the attributes of a <i>declarative</i> sentence.	I/P	M	R	R
2.	compose <i>simple</i> declarative sentences that include ...				
	• subject nouns with present tense regular action verbs.	I/P	P	M	R
	• subject pronouns, present tense regular action verbs.	I/P	P	M	R
	• subject noun plurals and action verbs.	I/P	P	M	R
	• adjectives, nouns, and present tense regular action verbs.	I/P	P	M	R
	• subject nouns/pronouns linking verbs with adjectives.	I/P	P	M	R
	• subject nouns/pronouns, linking verbs with nouns.	I/P	P	M	R
	• subject nouns/pronouns with past tense regular verbs.	I/P	P	M	R
	• subject nouns/pronouns with past tense irregular verbs.	I/P	P	M	R
	• subject nouns/pronouns with main and helping verbs.	I/P	P	M	R
	• subject nouns/pronouns, action verbs, and object nouns.	I/P	P	M	R
	• subject nouns/pronouns, action verbs, and object pronouns.	I/P	P	M	R
	• subject nouns/pronouns, action verbs, and adverbs.	I/P	P	M	R
	• irregular noun plurals, action, linking or helping verbs.	I/P	P	M	R
	• compound subjects, action/linking/helping verbs.	I/P	P	M	R
	• subject nouns/pronouns with compound action verbs.	I/P	P	M	R
	• subject nouns with action verbs and compound object nouns/pronouns.	C	I/P	M	R
	• subject nouns with action verbs with prepositional phrases.	I/P	P	M	R
3.	compose declarative sentences that demonstrate meaning and usage of <i>synonyms, homophones, homographs</i> , and other <i>unfamiliar</i> spelling/vocabulary words.	I/P	M	R	R
4.	explain the attributes of an <i>interrogative</i> sentence (question).	I/P	P	M	R
5.	compose <i>interrogative</i> sentences that include ...				
	• subject nouns/pronouns with action/linking/helping verbs.	I/P	P	M	R
6.	explain the attributes of an <i>exclamatory</i> sentence.	I/P	P	M	R
7.	compose <i>exclamatory</i> sentences that include ...				
	• subject nouns/pronouns with action verbs.	I/P	P	M	R
8.	explain the attributes of an <i>imperative</i> sentence (command).	I/P	P	M	R
9.	compose <i>imperative</i> sentences that include ...				
	• subject nouns/pronouns with action/linking/helping verbs.	I/P	P	M	R
10.	compose four types of simple sentences that demonstrate meaning and usage of <i>unfamiliar</i> spelling words.	I/P	P	M	R
11.	explain the attributes of a <i>compound</i> sentence.	C	I/P	M	R
12.	compose <i>compound</i> sentences that include ...				
	• subject nouns/pronouns and conjunctions <i>and, or, but</i> .	C	I/P	M	R
	• subject nouns/pronouns and conjunctions <i>for, nor, yet</i> .	-	C	I/P	M
13.	explain the attributes of a <i>complex</i> sentence.	C	I/P	P	M
14.	compose <i>complex</i> sentences that include ...				
	• subject nouns/pronouns, conjunctions <i>if, after, when</i> .	C	I/P	P	P
	• subject nouns, conjunctions <i>than, unless, because, however</i> .	C	I/P	P	P
15.	compose simple/compound/complex sentences that demonstrate meaning and usage of <i>unfamiliar</i> spelling words.	I/P	P	P	P





## Writing Grade-Level Objectives, cont.

Morphology & Vocabulary <i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>syllable</i> .	I/P	P	<b>M</b>	R
• explain the meaning of <i>vowel</i> .	I/P	P	<b>M</b>	R
• explain the meaning of <i>consonant</i> .	I/P	P	<b>M</b>	R
2. identify vowels/consonants in spelling word syllables.	I/P	P	<b>M</b>	R
• explain the meaning of <i>open</i> syllable.	I/P	P	P	<b>M</b>
• explain the meaning of <i>closed</i> syllable.	I/P	P	P	<b>M</b>
• explain the meaning of <i>consonant + le</i> syllable.	I/P	P	P	<b>M</b>
• identify type of syllables in spelling words.	I/P	P	P	<b>M</b>
3. explain the meaning of <i>base</i> word.	I/P	I/P	P	P
4. identify <i>base</i> words in spelling words.	I/P	I/P	P	P
5. explain the meaning of <i>prefix</i> .	-	I/P	P	P
6. identify prefixes in spelling words that express ...				
• number: e.g., <i>mono, uni, di, bi, tri, tetra, quad, hemi</i> .	-	-	I/P	P
• time: e.g., <i>pre, post</i>	-	-	I/P	P
• place: e.g., <i>in, ex</i> .	-	-	I/P	P
• negation or reversal, e.g., <i>un, a, re, de, an, in</i> .	-	I/P	I/P	P
7. explain the meaning of <i>suffix</i> (ending).	C	I/P	P	P
8. identify suffixes that indicate ...				
• number: e.g., <i>s, es, ren</i> ,	I/P	P	<b>M</b>	R
• time: e.g., <i>er, est, ed</i> .	I/P	P	<b>M</b>	R
• part of speech: e.g., <i>y, er, en, ful, ion, tion, ance, ence</i> .	-	C	I/P	<b>M</b>
• tense: e.g., <i>ed, ing</i> .	I/P	P	<b>M</b>	R
9. explain the meaning of <i>word root</i> .	-	C	I/P	P
10. identify word roots in spelling/vocabulary words.	-	C	I/P	P
11. <i>identify prefixes, suffixes, base or word roots in spelling words.</i>	-	I/P	P	P
Parts of Speech & Vocabulary: Nouns <i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>noun</i> .	I/P	<b>M</b>	R	R
2. identify nouns as persons, places, or things, or concepts.	I/P	<b>M</b>	R	R
3. explain the meaning of <i>plural</i> .	I/P	<b>M</b>	R	R
4. use the suffix <i>s</i> or <i>es</i> to form noun plurals.	I/P	<b>M</b>	R	R
5. explain the meaning of <i>irregular</i> plural.	I/P	<b>M</b>	R	R
6. write irregular noun plurals.	I/P	<b>M</b>	R	R
7. identify suffixes that form nouns:				
• <i>er, ren, ian, s, es, or</i> .		I/P	P	P
• <i>ar, ance, ment ition, ive, ent, ation, ice, sion, age, ence, ison</i> .			I/P	P
• <i>edge, ist, ary, ness, ity, ing, ry, ial, al, y, ian, ful, ery</i> .			I/P	P
• <i>ate, ship, en, able, ual, tion, ible, dom, ency, atory, ard</i> .			I/P	P
• <i>ure, ety, ee, aire, itive, cy, ology</i> .				I/P

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## Writing Grade-Level Objectives, cont.

Planning

Parts of Speech & Vocabulary: Nouns <i>The student will ...</i>	K	1	2	3
8. form nouns by adding suffixes.	-	I/P	P	P
9. explain the meaning of <i>subject</i> noun.	I/P	P	M	R
10. identify subject nouns in simple sentences.	I/P	P	M	R
<b>After all parts of speech have been taught ...</b>				
11. explain the meaning of <i>object</i> noun.	I/P	P	M	R
12. identify <i>object</i> nouns in simple sentences.	I/P	P	M	R
13. explain the meaning of <i>common</i> and <i>proper</i> nouns.	I/P	P	M	R
14. identify <i>common</i> and <i>proper</i> nouns in sentences.	I/P	P	M	R
15. explain the meaning of <i>compound</i> noun.	C	I/P	M	R
16. identify <i>compound</i> nouns in simple sentences.	C	I/P	M	R
17. explain/ identify <i>verbs</i> used as nouns (verbals).	-	-	-	C
18. <i>use nouns in sentences</i> (see Sentence Construction).	I/P	M	R	R
Parts of Speech & Vocabulary: Verbs <i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>action</i> verb.	I/P	M	R	R
2. identify <i>action</i> verbs in sentences.	I/P	M	R	R
3. add suffixes <i>s</i> or <i>es</i> to third-person singular action verbs.	I/P	P	M	R
4. explain the meaning of <i>linking</i> verb.	I/P	P	M	R
5. identify <i>linking</i> verbs in sentences.	I/P	P	M	R
6. explain the meaning of <i>tense</i> (time) ...				
• <i>present</i> tense.	I/P	P	M	R
• <i>past</i> tense of <i>regular</i> verbs.	I/P	P	M	R
7. add the past tense suffix <i>ed</i> to regular action verbs.	I/P	P	M	R
8. explain the meaning of <i>irregular</i> verbs.	I/P	P	M	R
9. write the past tense of irregular verbs.	C	I/P	M	R
10. explain the meaning of <i>future</i> tense.	C	I/P	M	R
11. write verb phrases that express future action.	C	I/P	M	R
12. explain the meaning of <i>action happening now</i> .	I/P	P	M	R
13. write verb phrases to express action happening now.	C	I/P	M	R
14. explain the meaning of <i>principal parts</i> of verbs.	-	I/P	P	M
15. identify principal parts of verbs in sentences.	-	I/P	P	M
16. write verb phrases that use principal parts of verbs.	-	-	I/P	P
17. explain the meaning of <i>main</i> and <i>helping</i> verbs.	I/P	P	M	R
18. <i>write main and helping verb phrases</i> .	I/P	P	M	R
<b>I/P: Introduce/Practice P: Practice M: Mastery R: Review/Reinforce C: Challenge</b>				





## Writing Grade-Level Objectives, cont.

Parts of Speech & Vocabulary: Verbs <i>The student will ...</i>	K	1	2	3
19. explain the meaning of <i>compound</i> verbs.	I/P	P	<b>M</b>	R
20. identify compound verbs in sentences.	I/P	P	<b>M</b>	R
21. identify suffixes that form verbs: • <i>ing, en, ed, ate, er, fy, ish, ize, s, es, ade, age.</i>	C	I/P	P	P
22. form verbs by adding suffixes.	-	I/P	P	P
23. explain the meaning of <i>transitive</i> and <i>intransitive</i> verbs.	-	C	I/P	P
24. categorize transitive and intransitive verbs.	-	C	I/P	P
25. <i>use verbs in sentences</i> (see Sentence Construction).	I/P	<b>M</b>	R	R
Parts of Speech & Vocabulary: Pronouns <i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>pronoun</i> .	I/P	P	<b>M</b>	R
2. explain the meaning of <i>subject</i> pronoun.	I/P	P	<b>M</b>	R
3. substitute subject pronouns for subject nouns: • <i>she, he, we, you, it, I, they.</i> <b>After all parts of speech are introduced ...</b>	I/P	P	<b>M</b>	R
4. explain the meaning of <i>object</i> pronoun.	I/P	P	<b>M</b>	R
5. substitute object pronouns for object nouns: • <i>me, him, us, you, it, her, them.</i>	I/P	P	<b>M</b>	R
6. explain <i>subject/pronoun</i> agreement.	C	I/P	<b>M</b>	R
7. identify subject/pronoun agreement in sentences.	C	I/P	<b>M</b>	R
8. explain the meaning of <i>possession</i> (belonging to).	-	I/P	<b>M</b>	R
9. identify possessive pronouns in sentences: • <i>my, mine, your, yours, her, hers, his, its, our, ours, their, theirs.</i>	-	I/P	<b>M</b>	R
10. explain the meaning of <i>interrogative</i> pronoun.	-	I/P	<b>M</b>	R
11. identify interrogative pronouns in sentences: • <i>what, who, which, whose, whom.</i>	-	I/P	<b>M</b>	R
12. explain the meaning of <i>demonstrative</i> pronoun.	-	I/P	<b>M</b>	R
13. identify demonstrative pronouns in sentences: • <i>this, that, these, those.</i>	-	I/P	<b>M</b>	R
14. explain the meaning of <i>reflexive</i> pronoun.	-	I/P	<b>M</b>	R
15. identify reflexive pronouns in sentences: • <i>herself, myself, himself, itself, themselves.</i>	-	I/P	<b>M</b>	R
16. explain the meaning of <i>indefinite</i> pronoun.	-	I/P	P	<b>M</b>
17. identify indefinite pronouns in sentences: • <i>all, much, one, some, other, each, more, most.</i> • <i>any, many, anything, another, nothing, both.</i> • <i>few, something, everything, none, nobody, several.</i> • <i>either, neither, everybody, anyone, everyone.</i>	-	I/P	P	<b>M</b>
18. <i>use pronouns in sentences</i> (see Sentence Construction).	-	I/P	<b>M</b>	R

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## Writing Grade-Level Objectives, cont.

Planning

Parts of Speech & Vocabulary: Adjectives <i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>adjective</i> .	I/P	P	<b>M</b>	R
2. explain the meaning of <i>noun signal</i> (article).	I/P	P	<b>M</b>	R
3. use <i>a, the, and an</i> with appropriate nouns.	I/P	P	<b>M</b>	R
4. <i>explain the</i> purpose for using adjectives.	I/P	P	<b>M</b>	R
5. identify adjectives in sentences.	I/P	P	<b>M</b>	R
6. write <i>appropriate</i> adjectives with nouns.	C	I/P	<b>M</b>	R
7. write phrases with multiple adjectives and commas.	C	I/P	P	<b>M</b>
8. explain the meaning of <i>comparative</i> adjectives.	C	I/P	<b>M</b>	R
• add the suffix <i>er</i> to adjectives.	C	I/P	P	<b>M</b>
• add the suffix <i>est</i> to adjectives.	C	I/P	P	<b>M</b>
• use <i>more/most</i> with two- to three-syllable adjectives.	-	C	I/P	<b>M</b>
9. explain the meaning of <i>proper</i> adjective.	-	-	C	I/P
10. write phrases including proper adjectives.	-	-	C	I/P
11. identify suffixes that form adjectives:				
• <i>ed, al, en, ish, ant, ent, ous, able, ible, ful, less, ern, ive</i> .	-	I/P	P	P
12. form adjectives by adding suffixes.	-	I/P	P	P
13. <i>use adjectives and phrases in sentences</i> (see Sentence Construction).	C	I/P	<b>M</b>	R
Parts of Speech & Vocabulary: Adverbs <i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>adverb</i> .	I/P	P	<b>M</b>	R
2. explain the purpose for using adverbs.	I/P	P	<b>M</b>	R
3. identify adverbs in sentences.	I/P	P	<b>M</b>	R
4. write adverbs that express extent/when/where/ how:				
• <i>so, no, now, up, not, ago, out, today, yes, just, too.</i>	I/P	P	<b>M</b>	R
• <i>then, as, how, well, fast, north, back, away, soon, yet.</i>	C	I/P	<b>M</b>	R
• <i>after, very, west, south, inside, outside, east, near.</i>	C	I/P	<b>M</b>	R
• <i>down, why, still, never, here, most, more, when.</i>	C	I/P	<b>M</b>	R
• <i>twice, where, first, even, behind, around, without.</i>	C	I/P	<b>M</b>	R
• <i>maybe, tonight, indeed, ever, once, there, early.</i>	C	I/P	<b>M</b>	R
• <i>close, alone, third, within, nothing, no, past, almost.</i>	C	I/P	<b>M</b>	R
• <i>all, less, off, again, also, please, anyway, daily.</i>	C	I/P	<b>M</b>	R
5. explain the meaning of <i>adverb</i> phrases.	C	I/P	P	<b>M</b>
6. write adverb phrases that express extent/when/where/how.	C	I/P	P	<b>M</b>
7. identify suffixes that form adverbs ( <i>ily, ly</i> ).	-	I/P	P	P
8. form adverbs by adding suffixes.	-	I/P	P	P
9. <i>use adverbs/adverb phrases in sentences</i> (see Sentence Construction).	I/P	P	<b>M</b>	R

**I/P:** Introduce/Practice **P:** Practice **M:** Mastery **R:** Review/Reinforce **C:** Challenge







## Writing Grade-Level Objectives, cont.

Parts of Speech & Vocabulary: Conjunctions	<i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>conjunction</i> .		I/P	P	<b>M</b>	R
2. use <i>and/or</i> to join compound nouns.		I/P	P	<b>M</b>	R
3. use <i>and/or</i> to join compound verbs.		I/P	P	<b>M</b>	R
4. use <i>and/or</i> to join adjective phrases.		C	I/P	<b>M</b>	R
5. use <i>and/or</i> to join adverb phrases.		C	I/P	P	<b>M</b>
6. use <i>and/or</i> to join sentences.		I/P	P	<b>M</b>	R
7. use <i>but</i> to contrast nouns.		C	I/P	<b>M</b>	R
8. use <i>but</i> to contrast verbs.		C	I/P	<b>M</b>	R
9. use <i>but</i> to contrast sentences.		C	I/P	<b>M</b>	R
10. use conjunctions with complex sentences:					
• <i>if, as, after, than, when.</i>		C	I/P	<b>M</b>	R
• <i>unless, because, however, while.</i>		C	I/P	P	<b>M</b>
• <i>whether, though, since, although.</i>		-	-	C	I/P
• <i>either...or, neither...nor.</i>		-	-	C	I/P
11. use conjunctions in sentences (see Sentence Construction).		C	I/P	<b>M</b>	R
Parts of Speech & Vocabulary: Prepositions	<i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>preposition</i> .		I/P	P	<b>M</b>	R
2. use prepositions with nouns/pronouns (phrases):					
• <i>at, on, in, up, of, out, into, by, over, to, about, for.</i>		I/P	P	<b>M</b>	R
• <i>after, inside, outside, near, down, under, from, along.</i>		C	I/P	<b>M</b>	R
• <i>with, through, upon, between, without, behind, around, across.</i>		C	I/P	<b>M</b>	R
• <i>by, above, before, within, beside, past.</i>		C	I/P	P	<b>M</b>
• <i>except, among, aboard, during, until, since, toward.</i>		-	C	I/P	P
• <i>against, beneath, beyond, throughout.</i>		C	I/P	P	P
3. write adjective prepositional phrases.		C	I/P	P	<b>M</b>
4. write adverb prepositional phrases.		C	I/P	P	<b>M</b>
5. use prepositions in sentences (see Sentence Construction).		C	I/P	P	<b>M</b>
Related Sentences	<i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>topic</i> .		I/P	P	<b>M</b>	R
2. explain the meaning of <i>related</i> sentences.		I/P	P	<b>M</b>	R
3. distinguish between related and unrelated sentences.		I/P	P	<b>M</b>	R
4. <i>compose two or three related sentences that include ... previously introduced language skills.</i>		I/P	P	<b>M</b>	R
<b>I/P:</b> Introduce/Practice <b>P:</b> Practice <b>M:</b> Mastery <b>R:</b> Review/Reinforce <b>C:</b> Challenge					





## Writing Grade-Level Objectives, cont.

# Planning

Paragraph Construction <i>The student will ...</i>	K	1	2	3
1. explain attributes of <i>paragraphs</i> .	-	I/P	P	M
2. explain paragraph conventions (margins/indents).	-	I/P	P	M
3. explain stages in the writing process: • <i>prewriting, composing, revising, editing, publishing</i> ( <i>by reading, speaking, media presentation</i> ).	-	I/P	P	M
4. use the writing process to compose ...				
• first-person informative-narratives.	-	I/P	P	M
• third-person informative-narratives.	-	I/P	P	M
• informative paragraphs.	-	I/P	P	M
• first-person narrative paragraphs.	-	I/P	P	M
• third-person narrative paragraphs.	-	I/P	P	M
5. summarize informative-narratives.	-	C	I/P	P
6. summarize informatives.	-	C	I/P	P
7. summarize narratives.	-	C	I/P	P
Composition <i>The student will ...</i>	K	1	2	3
1. use the writing process to compose ...				
• first-person informative-narratives.		C	I/P	P
• third-person informative-narratives.		C	I/P	P
• informatives.		C	I/P	P
• first-person narratives.		C	I/P	P
• third-person narratives.		C	I/P	P
• informal communications.		C	I/P	P
• formal communications.	-	-	I/P	P
2. summarize informative-narratives.	-	C	I/P	P
3. summarize informatives.	-	C	I/P	P
4. summarize narratives.	-	C	I/P	P

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## Reading Grade-Level Objectives

Literary Appreciation <i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>attributes</i> of imaginative literature.	I/P	P	<b>M</b>	R
2. identify attributes in imaginative literature:				
• precise language, emotional appeal.	I/P	P	<b>M</b>	R
• content, insight, and universality.	C	I/P	P	P
3. reflect on author's use of attributes:				
• precise language, emotional appeal.	I/P	P	P	<b>M</b>
• content, insight, and universality.	I/P	P	P	P
4. compare use of attributes across selections/cultures:				
• precise language, emotional appeal.	C	I/P	P	<b>M</b>
• content, insight, and universality.	C	I/P	P	P
5. identify elements in imaginative literature:				
• characters (main and supporting) by:				
○ <i>their appearance, speech, actions/reactions, others' comments, author's comments</i>	C	I/P	P	P
6. • settings (integral and backdrop).	C	I/P	P	P
• plots (order, types of conflict, patterns of actions).	C	P	P	P
• point of view (first and third).	C	I/P	P	P
• theme (main idea).	C	I/P	P	P
• style :				
○ imagery, figurative language, hyperbole.	C	I/P	P	P
○ onomatopoeia, rhythm, alliteration.	C	I/P	P	P
7. reflect (evaluate) author's use of elements:				
• characters, setting, plot.	C	I/P	P	P
• point of view, theme (main idea).	C	I/P	P	P
8. compare elements across selections/cultures:				
• characters, setting, plot.	C	I/P	P	P
• point of view, theme (main idea).	C	I/P	P	P
9. explain elements of fluent, expressive reading.	C	I/P	P	P
10. <i>read fluently and expressively.</i>	C	I/P	P	P

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## Reading Grade-Level Objectives, cont.

Planning

Text Structure <i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>author's purpose</i> .	I/P	P	<b>M</b>	R
2. explain/identify author's purpose in narratives.	I/P	P	<b>M</b>	R
3. explain the meaning of <i>narrative elements</i> .	I/P	P	<b>M</b>	R
4. identify narrative elements in paragraphs.	I/P	P	<b>M</b>	R
5. explain/identify author's purpose in informatives.	I/P	P	<b>M</b>	R
6. explain the meaning of <i>informative elements</i> .	I/P	P	<b>M</b>	R
7. identify informative elements in paragraphs.	I/P	P	<b>M</b>	R
8. explain/identify author's purpose in informative/narratives.	I/P	P	<b>M</b>	R
9. explain the meaning of <i>informative-narrative elements</i> .	I/P	P	<b>M</b>	R
10. identify both narrative and informative elements in paragraphs.	I/P	P	<b>M</b>	R
11. <i>use elements to identify types of writing</i> .	I/P	P	<b>M</b>	R
12. <i>use elements to vary reading rate</i> .	I/P	P	<b>M</b>	R
Mental Actions <i>The student will ...</i>	K	1	2	3
1. explain the meaning of <i>mental actions</i> (metacognition).	I/P	P	<b>M</b>	R
2. explain the purpose for <i>consciously</i> using mental actions.	I/P	P	<b>M</b>	R
3. monitor comprehension of ...				
• words.	I/P	P	<b>M</b>	R
• phrases.	I/P	P	<b>M</b>	R
• sentences.	I/P	P	<b>M</b>	R
4. make connections with prior knowledge and text to ...				
• infer word meanings, topic, cause and effect.	I/P	P	<b>M</b>	R
• elaborate on topic, main idea, outcomes.	I/P	P	<b>M</b>	R
5. make predictions of ...				
• type of writing, topic, topic sentence, main idea.	C	I/P	P	<b>M</b>
• actions, events, behavior, outcomes.	C	I/P	P	<b>M</b>
6. reformat/categorize information to ...				
• identify essential and additional information.	C	I/P	P	<b>M</b>
7. • identify elements of types of writing.	C	I/P	P	<b>M</b>
8. mentally summarize ...				
• retell narratives in correct sequence.	C	I/P	P	<b>M</b>
• restate information in correct sequence.	C	I/P	P	<b>M</b>
• identify stated main ideas in text.	C	I/P	P	<b>M</b>
• derive implied main ideas in text.	C	I/P	P	<b>M</b>
9. <i>use mental actions to comprehend print</i> .	I/P	P	<b>M</b>	R

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