RECOMMENDED LANGUAGE ARTS SCOPE AND SEQUENCE

THE LANGUAGE ARTS scope and sequence provides recommended grade-level objectives to be mastered in spelling, writing, and reading lessons from kindergarten through eighth grade. Each day's lessons include objectives from spelling, writing, and reading because the content and skills are interrelated and interdependent. *Each objective that addresses a skill will be applied to grade-appropriate content* (e.g., language rules applied to grade-level spelling words). At each successive grade, teachers pretest to differentiate instruction. Previously introduced skills are reviewed and applied to new, grade-appropriate content. The teacher's judgment determines the amount of review necessary to maintain mastery throughout the grades. (Labels for concepts taught need not be used initially.)

Code

I/P: *Introduce* and *practice*, but automaticity (mastery) by a majority of students is not expected.

P: *Practice* to achieve automaticity (mastery).

M: *Mastery* means accurate and automatic recall of grade-appropriate content and application of grade-appropriate skills by 80 percent of students 80 percent of the time.

R: *Review* to *reinforce* (1) previously introduced content and (2) application of skills to new, grade-appropriate content.

C: *Challenge* for students who have achieved mastery of grade-level content and skills.

SPELLING SCOPE AND SEQUENCE

Grade-Level Objectives

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

Phonemic Awareness The student will . . .	K	1	2	3	4	5	6	7	8
segment spoken words into sounds/syllables.	M	R	R	R	R	R	R	R	R
count sounds in spoken words.	M	R	R	R	R	R	R	R	R
blend spoken sounds into words.	M	R	R	R	R	R	R	R	R

Systematic Phonics: Sound-Symbols The student will . . .	K	1	2	3	4	5	6	7	8
explain the purpose of learning phonograms.	M	R	R	R	R	R	R	R	R
explain the purpose of precise handwriting.	I/P	M	R	R	R	R	R	R	R
precisely read 70 common phonograms.	I/P	M	R	R	R	R	R	R	R
precisely say and write 70 common phonograms.	I/P	M	R	R	R	R	R	R	R
precisely read 17 additional phonograms.	—	C	I/P	I/P	P	M	R	R	R

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

SPELLING SCOPE AND SEQUENCE

Grade-Level Objectives

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

Systematic Phonics: Language Rules The student will . . .	K	1	2	3	4	5	6	7	8
24. write *i*, instead of *y*, when adding vowel suffixes.	C	I/P	P	**M**	R	R	R	R	R
25. write *ck* to say /k/ after one vowel saying its first sound.	I/P	P	**M**	R	R	R	R	R	R
26. capitalize names and titles.	I/P	**M**	R	R	R	R	R	R	R
27. write *z* to say /z/ at beginning of words (*zoo*).	I/P	**M**	R	R	R	R	R	R	R
28. read ending *ed* as /ed/ if the base word ends in *d* or *t* (*grad ed*); 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	R	R	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	R	R	R	R

Systematic Phonics: Spelling High-Frequency Words The student will . . .	K	1	2	3	4	5	6	7	8
explain the purpose of spelling dictation.	I/P	**M**	R	R	R	R	R	R	R
precisely say, write, read words in sections A–G.	I/P	**M**	R	R	R	R	R	R	R
precisely say, write, read words in section H.	I/P	**M**	R	R	R	R	R	R	R
precisely say, write, read words in section I.	I/P	**M**	R	R	R	R	R	R	R
precisely say, write, read words in section J.	C	**M**	R	R	R	R	R	R	R
precisely say, write, read words in section K.	—	I/P	**M**	R	R	R	R	R	R
precisely say, write, read words in section L.	—	I/P	**M**	R	R	R	R	R	R
precisely say, write, read words in section M.	—	I/P	**M**	R	R	R	R	R	R
precisely say, write, read words in section N.	—	I/P	**M**	R	R	R	R	R	R
precisely say, write, read words in section O.	—	C	I/P	**M**	R	R	R	R	R
precisely say, write, read words in section P.	—	—	I/P	**M**	R	R	R	R	R
precisely say, write, read words in section Q.	—	—	I/P	**M**	R	R	R	R	R
precisely say, write, read words in section R.	—	—	C	I/P	**M**	R	R	R	R
precisely say, write, read words in section S.	—	—	—	I/P	**M**	R	R	R	R
precisely say, write, read words in section T.	—	—	—	I/P	**M**	R	R	R	R
precisely say, write, read words in section U.	—	—	—	C	I/P	**M**	R	R	R
precisely say, write, read words in section V.	—	—	—	—	I/P	**M**	R	R	R
precisely say, write, read words in section W.	—	—	—	—	I/P	**M**	R	R	R
precisely say, write, read words in section X.	—	—	—	—	C	I/P	**M**	R	R
precisely say, write, read words in section Y.	—	—	—	—	—	I/P	**M**	R	R
precisely say, write, read words in section Z.	—	—	—	—	—	I/P	**M**	R	R

WRITING SCOPE AND SEQUENCE
Grade-Level Objectives

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

Conventions: Capitalization The student will capitalize . . .	K	1	2	3	4	5	6	7	8
first words of sentences.	I/P	M	R	R	R	R	R	R	R
single-word proper nouns and titles (Mr., etc.).	I/P	M	R	R	R	R	R	R	R
abbreviations.	—	I/P	M	R	R	R	R	R	R
multiword proper nouns.	C	I/P	P	M	R	R	R	R	R
titles of books, poems, short stories.	C	I/P	P	M	R	R	R	R	R
informal letter components.	—	I/P	P	M	R	R	R	R	R
first words of direct quotations.	—	C	I/P	M	R	R	R	R	R
familial titles, races, nationalities.	—	—	C	I/P	M	R	R	R	R
course titles, religious terms, periods of time.	—	—	—	—	C	I/P	M	R	R
formal letter components.	—	—	—	—	C	I/P	M	R	R

Conventions: Punctuation The student will use . . .	K	1	2	3	4	5	6	7	8
periods (full stops) . . .									
at the end of declarative sentences.	I/P	M	R	R	R	R	R	R	R
with abbreviations.	C	I/P	M	R	R	R	R	R	R
question marks.	I/P	P	M	R	R	R	R	R	R
exclamation points.	I/P	P	M	R	R	R	R	R	R
apostrophes in contractions and possessives.	—	I/P	P	M	R	R	R	R	R
commas . . .									
in series, dates, addresses, friendly letters.	—	I/P	P	M	R	R	R	R	R
in compound sentences.	I/P	P	M	M	R	R	R	R	R
in complex sentences.	C	I/P	P	M	R	R	R	R	R
with introductory phrases and clauses.	—	I/P	P	P	M	R	R	R	R
with appositives, direct address, interrupters, quotations.	—	I/P	P	P	P	M	R	R	R
after closing a business letter.	—	—	C	I/P	P	M	R	R	R
to avoid confusion.	—	—	—	C	I/P	P	M	R	R
underlining for titles of books within texts.	—	I/P	P	M	R	R	R	R	R
quotation marks . . .									
with direct quotations.	—	C	I/P	P	M	R	R	R	R
with titles of short works within text.	—	C	I/P	P	M	R	R	R	R
colons . . .									
in time.	I/P	P	M	R	R	R	R	R	R
in lists, after salutation in business letters.	—	—	C	I/P	P	M	R	R	R
hyphens . . .									
in syllabication.	—	C	I/P	P	M	R	R	R	R
in words that designate compound numbers, fractions.	—	C	I/P	P	M	R	R	R	R
in compound adjectives.	—	—	C	I/P	M	R	R	R	R
semicolons . . .									
in compound sentences.	—	—	—	—	C	I/P	M	R	R
in a series that is already punctuated.	—	—	—	—	—	C	I/P	M	R
joining closely associated sentences.	—	—	—	—	—	C	I/P	M	R

WRITING SCOPE AND SEQUENCE

Grade-Level Objectives

CODE
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Sentence Construction with Vocabulary Development The student will . . .	K	1	2	3	4	5	6	7	8
explain the attributes of a *declarative* sentence.	I/P	**M**	R	R	R	R	R	R	R
compose *simple* declarative sentences that include . . .									
subject nouns with present tense regular action verbs.	I/P	P	**M**	R	R	R	R	R	R
subject pronouns, present tense regular action verbs.	I/P	P	**M**	R	R	R	R	R	R
subject noun plurals and action verbs.	I/P	P	**M**	R	R	R	R	R	R
adjectives, nouns, and present tense regular action verbs.	I/P	P	**M**	R	R	R	R	R	R
subject nouns/pronouns, linking verbs with adjectives.	I/P	P	**M**	R	R	R	R	R	R
subject nouns/pronouns, linking verbs with nouns.	I/P	P	**M**	R	R	R	R	R	R
subject nouns/pronouns with past tense regular verbs.	I/P	P	**M**	R	R	R	R	R	R
subject nouns/pronouns with past tense irregular verbs.	I/P	P	**M**	R	R	R	R	R	R
subject nouns/pronouns with main and helping verbs.	I/P	P	**M**	R	R	R	R	R	R
subject nouns/pronouns, action verbs, and object nouns.	I/P	P	**M**	R	R	R	R	R	R
subject nouns/pronouns, action verbs, and object pronouns.	I/P	P	**M**	R	R	R	R	R	R
subject nouns/pronouns, action verbs, and adverbs.	I/P	P	**M**	R	R	R	R	R	R
irregular noun plurals; action, linking, or helping verbs.	I/P	P	**M**	R	R	R	R	R	R
compound subjects, action/linking/helping verbs.	I/P	P	**M**	R	R	R	R	R	R
subject nouns/pronouns with compound action verbs.	I/P	P	**M**	R	R	R	R	R	R
subject nouns with action verbs and compound object nouns/pronouns.	C	I/P	**M**	R	R	R	R	R	R
subject nouns with action verbs with prepositional phrases.	I/P	P	**M**	R	R	R	R	R	R
compose declarative sentences that demonstrate meaning and usage of *synonyms, homophones, homographs,* and other *unfamiliar* spelling/vocabulary words.	I/P	**M**	R	R	R	R	R	R	R
explain the attributes of an *interrogative* sentence (question).	I/P	P	**M**	R	R	R	R	R	R
compose *interrogative* sentences that include subject nouns/pronouns with action/linking/helping verbs.	I/P	P	**M**	R	R	R	R	R	R
explain the attributes of an *exclamatory* sentence.	I/P	P	**M**	R	R	R	R	R	R
compose *exclamatory* sentences that include subject nouns/pronouns with action verbs.	I/P	P	**M**	R	R	R	R	R	R
explain the attributes of an *imperative* sentence (command).	I/P	P	**M**	R	R	R	R	R	R
compose *imperative* sentences that include subject nouns/pronouns with action/linking/helping verbs.	I/P	P	**M**	R	R	R	R	R	R
compose four types of simple sentences that demonstrate meaning and usage of *unfamiliar* spelling words.	I/P	P	**M**	R	R	R	R	R	R
explain the attributes of a *compound* sentence.	C	I/P	**M**	R	R	R	R	R	R

Sentence Construction with Vocabulary Development The student will . . .	K	1	2	3	4	5	6	7	8
compose *compound* sentences that include . . .									
subject nouns/pronouns and conjunctions *and, or, but.*	C	I/P	**M**	R	R	R	R	R	R
subject nouns/pronouns and conjunctions *for, nor, yet.*	—	C	I/P	**M**	R	R	R	R	R
explain the attributes of a *complex* sentence.	C	I/P	P	**M**	R	R	R	R	R
compose *complex* sentences that include . . .									
subject nouns/pronouns, conjunctions *if, after, when.*	C	I/P	P	P	**M**	R	R	R	R
subject nouns, conjunctions *than, unless, because, however.*	C	I/P	P	P	**M**	R	R	R	R
compose simple/compound/complex sentences that demonstrate meaning and usage of *unfamiliar* spelling words.	I/P	P	P	P	**M**	R	R	R	R

Morphology with Vocabulary Development The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *syllable*.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *vowel*.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *consonant*.	I/P	P	**M**	R	R	R	R	R	R
identify vowels/consonants in spelling word syllables.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *open* syllable.	I/P	P	P	**M**	R	R	R	R	R
explain the meaning of *closed* syllable.	I/P	P	P	**M**	R	R	R	R	R
explain the meaning of *consonant+le* syllable.	I/P	P	P	**M**	R	R	R	R	R
identify type of syllables in spelling words.	I/P	P	P	**M**	R	R	R	R	R
explain the meaning of *base word*.	—	I/P	P	P	**M**	R	R	R	R
identify base words in spelling words.	—	I/P	P	P	**M**	R	R	R	R
explain the meaning of *prefix*.	—	I/P	P	P	**M**	R	R	R	R
identify prefixes that express . . .									
number: e.g., *mono, uni, di, bi, tri, tetra, quad, hemi.*	—	C	I/P	P	**M**	R	R	R	R
time: e.g., *pre, post*	—	C	I/P	P	**M**	R	R	R	R
place: e.g., *sub, em, pro, ap, in, ar, at, tele, ex, dia.*	—	C	I/P	P	P	**M**	R	R	R
identify prefixes that add information: e.g., *re, be, al, en, con, com, para, e, super.*	—	C	I/P	P	**M**	R	R	R	R
identify prefixes that express negation/reversal: e.g., *un, a, re, im, de, an, dis, in, mis.*	—	—	I/P	P	**M**	R	R	R	R
explain the meaning of *suffix* (ending).	C	I/P	P	P	**M**	R	R	R	R
identify suffixes that add information to the meaning: e.g., *ful, ish, y, en, er, ance, ence.*	C	I/P	P	P	**M**	R	R	R	R
identify suffixes that indicate . . .									
number: e.g., *s, es, ren,*	I/P	P	**M**	R	R	R	R	R	R
time: e.g., *er, est, ed.*	I/P	P	**M**	R	R	R	R	R	R
part of speech: e.g., *er, tion, ion.*	—	C	I/P	**M**	R	R	R	R	R
tense: e.g., *ed, ing.*	C	I/P	**M**	R	R	R	R	R	R
explain the meaning of *word root*.	—	I/P	P	P	**M**	R	R	R	R
identify prefixes, suffixes, base or word roots in spelling words.	—	I/P	P	P	P	P	**M**	R	R

Parts of Speech with Vocabulary Development: Nouns The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *noun*.	I/P	**M**	R	R	R	R	R	R	R
identify nouns as persons, places, or things.	I/P	**M**	R	R	R	R	R	R	R
explain/identify nouns that are *concepts*.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *plural* and *suffix* (ending).	I/P	**M**	R	R	R	R	R	R	R

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Parts of Speech with Vocabulary Development: Nouns The student will . . .	K	1	2	3	4	5	6	7	8
use the suffix *s* or *es* to form noun plurals.	I/P	**M**	R	R	R	R	R	R	R
explain the meaning of *irregular* plural.	I/P	**M**	R	R	R	R	R	R	R
write irregular noun plurals.	I/P	**M**	R	R	R	R	R	R	R
identify suffixes that form nouns: *er, ren, ian, s, es, or, ar, ance, ment, ition, ive, ent, ation, ice, sion, age, ence, ison, edge, ist, ary, ness, ity, ing, ry, ial, al, y, ian, ful, ery, ate, ship, en, able, ual, tion, ible, dom, ency, atory, ard, ure, ety, ee, aire, itive, cy, ology.*	—	I/P	P	P	**M**	R	R	R	R
form nouns by adding suffixes.	—	I/P	P	P	**M**	R	R	R	R
explain the meaning of *subject* noun.	I/P	P	**M**	R	R	R	R	R	R
identify subject nouns in simple sentences.	I/P	P	**M**	R	R	R	R	R	R
After all parts of speech have been taught . . .									
explain the meaning of *object* noun.	I/P	P	**M**	R	R	R	R	R	R
identify object nouns in simple sentences.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *common* and *proper* nouns.	I/P	P	**M**	R	R	R	R	R	R
identify common and proper nouns in sentences.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *compound* noun.	C	I/P	**M**	R	R	R	R	R	R
identify compound nouns in simple sentences.	C	I/P	**M**	R	R	R	R	R	R
explain/ identify verbs used as nouns (verbals).	—	—	—	C	I/P	**M**	R	R	R
use nouns in sentences (see Sentence Construction).	I/P	**M**	R	R	R	R	R	R	R

Parts of Speech with Vocabulary Development: Verbs The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *action* verb.	I/P	**M**	R	R	R	R	R	R	R
identify action verbs in sentences.	I/P	**M**	R	R	R	R	R	R	R
add suffixes *s* or *es* to third-person singular action verbs.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *linking* verb.	I/P	P	**M**	R	R	R	R	R	R
identify *linking* verbs in sentences.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *tense* (time) . . .									
present tense.	I/P	P	**M**	R	R	R	R	R	R
past tense of *regular* verbs.	I/P	P	**M**	R	R	R	R	R	R
add the past tense suffix *ed* to regular action verbs.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *irregular* verbs.	I/P	P	**M**	R	R	R	R	R	R
write the past tense of irregular verbs.	C	I/P	**M**	R	R	R	R	R	R
explain the meaning of *future* tense.	C	I/P	**M**	R	R	R	R	R	R
write verb phrases that express future action.	C	I/P	**M**	R	R	R	R	R	R
explain the meaning of *action happening now.*	I/P	P	**M**	R	R	R	R	R	R
write verb phrases to express action happening now.	C	I/P	**M**	R	R	R	R	R	R
explain the meaning of *principal parts* of verbs.	—	I/P	P	**M**	R	R	R	R	R
identify principal parts of verbs in sentences.	—	I/P	P	**M**	R	R	R	R	R
write verb phrases that use principal parts of verbs.	—	—	I/P	P	**M**	R	R	R	R
explain the meaning of *main* and *helping* verbs.	I/P	P	**M**	R	R	R	R	R	R

Parts of Speech with Vocabulary Development: Verbs The student will . . .	K	1	2	3	4	5	6	7	8
write main and helping verb phrases.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *compound* verbs.	I/P	P	**M**	R	R	R	R	R	R
identify compound verbs in sentences.	I/P	P	**M**	R	R	R	R	R	R
identify suffixes that form verbs, e.g., *ing, en, ed, ate, er, fy, ish, ize, s, es, ade, age.*	C	I/P	P	P	**M**	R	R	R	R
form verbs by adding suffixes.	—	I/P	P	P	**M**	R	R	R	R
explain the meaning of *transitive* and *intransitive* verbs.	—	C	I/P	P	P	**M**	R	R	R
categorize transitive and intransitive verbs.	—	C	I/P	P	P	**M**	R	R	R
use verbs in sentences (see Sentence Construction).	I/P	**M**	R	R	R	R	R	R	R

Parts of Speech with Vocabulary Development: Pronouns The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *pronoun.*	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *subject pronoun.*	I/P	P	**M**	R	R	R	R	R	R
substitute subject pronouns for subject nouns: *she, he, we, you, it, I, they.*	I/P	P	**M**	R	R	R	R	R	R
After all parts of speech are introduced . . .									
explain the meaning of *object pronoun.*	I/P	P	**M**	R	R	R	R	R	R
substitute object pronouns for object nouns: *me, him, us, you, it, her, them.*	I/P	P	**M**	R	R	R	R	R	R
explain subject/pronoun agreement.	C	I/P	**M**	R	R	R	R	R	R
identify subject/pronoun agreement in sentences.	C	I/P	**M**	R	R	R	R	R	R
explain the meaning of *possession* (belonging to).	—	I/P	**M**	R	R	R	R	R	R
identify possessive pronouns in sentences: *my, mine, your, yours, her, hers, his, its, our, ours, their, theirs.*	—	I/P	**M**	R	R	R	R	R	R
explain the meaning of *interrogative pronoun.*	—	I/P	**M**	R	R	R	R	R	R
identify interrogative pronouns in sentences: *what, who, which, whose, whom.*	—	I/P	**M**	R	R	R	R	R	R
explain the meaning of *demonstrative pronoun.*	—	I/P	**M**	R	R	R	R	R	R
identify demonstrative pronouns in sentences: *this, that, these, those.*	—	I/P	**M**	R	R	R	R	R	R
explain the meaning of *reflexive pronoun.*	—	I/P	**M**	R	R	R	R	R	R
identify reflexive pronouns in sentences: *herself, myself, himself, itself, themselves.*	—	I/P	**M**	R	R	R	R	R	R
explain the meaning of *indefinite pronoun.*	—	I/P	P	**M**	R	R	R	R	R
identify indefinite pronouns in sentences:									
all, much, one, some, other, each, more, most.	—	I/P	P	**M**	R	R	R	R	R
any, many, anything, another, nothing, both.	—	I/P	P	**M**	R	R	R	R	R
few, something, everything, none, nobody, several.	—	I/P	P	P	**M**	R	R	R	R
either, neither, everybody, anyone, everyone.	—	I/P	P	P	**M**	R	R	R	R
use pronouns in sentences (see Sentence Construction).	—	I/P	**M**	R	R	R	R	R	R

Parts of Speech with Vocabulary Development: Adjectives The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *adjective.*	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *noun signal* (article).	I/P	P	**M**	R	R	R	R	R	R
use *a, the,* and *an* with *appropriate* nouns.	I/P	P	**M**	R	R	R	R	R	R
explain the purpose of using adjectives.	I/P	P	**M**	R	R	R	R	R	R
identify adjectives in sentences.	I/P	P	**M**	R	R	R	R	R	R
write *appropriate* adjectives with nouns.	C	I/P	**M**	R	R	R	R	R	R

WRITING SCOPE AND SEQUENCE
Grade-Level Objectives

CODE
I/P: Introduce/Practice
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Parts of Speech with Vocabulary Development: Adjectives The student will . . .	K	1	2	3	4	5	6	7	8
write phrases with multiple adjectives and commas.	C	I/P	P	M	R	R	R	R	R
explain the meaning of *comparative* adjectives.	C	I/P	M	R	R	R	R	R	R
add the suffix *er* to adjectives.	C	I/P	P	M	R	R	R	R	R
add the suffix *est* to adjectives.	C	I/P	P	M	R	R	R	R	R
use *more/most* with two- to three-syllable adjectives.	—	C	I/P	M	R	R	R	R	R
explain the meaning of *proper* adjective.	—	—	C	I/P	M	R	R	R	R
write phrases including proper adjectives.	—	—	C	I/P	M	R	R	R	R
identify suffixes that form adjectives: *ed, al, en, ish, ant, ent, ous, able, ible, ful, less, ern, ive.*	—	I/P	P	P	M	R	R	R	R
form adjectives by adding suffixes.	—	I/P	P	P	M	R	R	R	R
use adjectives and phrases in sentences (see Sentence Construction).	C	I/P	M	R	R	R	R	R	R

Parts of Speech with Vocabulary Development: Adverbs The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *adverb.*	I/P	P	M	R	R	R	R	R	R
explain the purpose of using adverbs.	I/P	P	M	R	R	R	R	R	R
identify adverbs in sentences.	I/P	P	M	R	R	R	R	R	R
write adverbs that express extent/when/where/how:									
so, no, now, up, not, ago, out, today, yes, just, too.	I/P	P	M	R	R	R	R	R	R
then, as, how, well, fast, north, back, away, soon, yet.	C	I/P	M	R	R	R	R	R	R
after, very, west, south, inside, outside, east, near.	C	I/P	M	R	R	R	R	R	R
down, why, still, never, here, most, more, when.	C	I/P	M	R	R	R	R	R	R
twice, where, first, even, behind, around, without.	C	I/P	M	R	R	R	R	R	R
maybe, tonight, indeed, ever, once, there, early.	C	I/P	M	R	R	R	R	R	R
close, alone, third, within, nothing, no, past, almost.	C	I/P	M	R	R	R	R	R	R
all, less, off, again, also, please, anyway, daily.	C	I/P	M	R	R	R	R	R	R
explain the meaning of *adverb phrases.*	C	I/P	P	M	R	R	R	R	R
write adverb phrases that express extent/when/where/how.	C	I/P	P	M	R	R	R	R	R
identify suffixes that form adverbs (*ily, ly*).	—	I/P	P	P	M	R	R	R	R
form adverbs by adding suffixes.	—	I/P	P	P	M	R	R	R	R
use adverbs/adverb phrases in sentences (see Sentence Construction).	I/P	P	M	R	R	R	R	R	R

Parts of Speech with Vocabulary Development: Conjunctions The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *conjunction.*	I/P	P	M	R	R	R	R	R	R
use *and/or* to join compound nouns.	I/P	P	M	R	R	R	R	R	R
use *and/or* to join compound verbs.	I/P	P	M	R	R	R	R	R	R
use *and/or* to join adjective phrases.	C	I/P	M	R	R	R	R	R	R
use *and/or* to join adverb phrases.	C	I/P	P	M	R	R	R	R	R

Parts of Speech with Vocabulary Development: Conjunctions The student will . . .	K	1	2	3	4	5	6	7	8
use *and/or* to join sentences.	I/P	P	**M**	R	R	R	R	R	R
use *but* to contrast nouns.	C	I/P	**M**	R	R	R	R	R	R
use *but* to contrast verbs.	C	I/P	**M**	R	R	R	R	R	R
use *but* to contrast sentences.	C	I/P	**M**	R	R	R	R	R	R
use conjunctions with complex sentences:									
if, as, after, than, when.	C	I/P	**M**	R	R	R	R	R	R
unless, because, however, while.	C	I/P	P	**M**	R	R	R	R	R
whether, though, since, although.	—	—	C	I/P	**M**	R	R	R	R
either . . . or, neither . . . nor.	—	—	C	I/P	**M**	R	R	R	R
use conjunctions in sentences (see Sentence Construction).	C	I/P	**M**	R	R	R	R	R	R

Parts of Speech with Vocabulary Development: Prepositions The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *preposition*.	I/P	P	**M**	R	R	R	R	R	R
use prepositions with nouns/pronouns (phrases):									
at, on, in, up, of, out, into, by, over, to, about, for.	I/P	P	**M**	R	R	R	R	R	R
after, inside, outside, near, down, under, from, along.	C	I/P	**M**	R	R	R	R	R	R
with, through, upon, between, without, behind, around, across.	C	I/P	**M**	R	R	R	R	R	R
by, above, before, within, beside, past.	C	I/P	P	**M**	R	R	R	R	R
except, among, aboard, during, until, since, toward.	—	C	I/P	P	**M**	R	R	R	R
against, beneath, beyond, throughout.	C	I/P	P	P	**M**	R	R	R	R
write adjective prepositional phrases.	C	I/P	**M**	R	R	R	R	R	R
write adverb prepositional phrases.	C	I/P	P	**M**	R	R	R	R	R
use prepositions in sentences (see Sentence Construction).	C	I/P	**M**	R	R	R	R	R	R

Related Sentences The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *topic*.	I/P	P	**M**	R	R	R	R	R	R
explain the meaning of *related sentences*.	I/P	P	**M**	R	R	R	R	R	R
distinguish between related and unrelated sentences.	I/P	P	**M**	R	R	R	R	R	R
compose two or three related sentences that include previously introduced language skills.	I/P	P	**M**	R	R	R	R	R	R

Paragraph Construction The student will . . .	K	1	2	3	4	5	6	7	8
explain attributes of paragraphs.	I/P	P	**M**	R	R	R	R	R	R
explain paragraph conventions (margins/indents).	I/P	P	**M**	R	R	R	R	R	R
explain stages in the writing process: *prewriting, composing, revising, editing, publishing (by reading, speaking, media presentation).*	I/P	P	P	P	**M**	R	R	R	R
use the writing process to compose . . .									
first-person informative-narratives.	I/P	P	**M**	R	R	R	R	R	R
third-person informative-narratives.	C	I/P	**M**	R	R	R	R	R	R
informative paragraphs.	I/P	P	**M**	R	R	R	R	R	R
first-person narrative paragraphs.	I/P	P	**M**	R	R	R	R	R	R
third-person narrative paragraphs.	C	I/P	**M**	R	R	R	R	R	R
summarize informative-narratives.	—	C	I/P	**M**	R	R	R	R	R
summarize informatives.	—	C	I/P	**M**	R	R	R	R	R
summarize narratives.	—	C	I/P	**M**	R	R	R	R	R

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Composition The student will . . .	K	1	2	3	4	5	6	7	8
use the writing process to compose . . .									
first-person informative-narratives.	C	I/P	P	**M**	R	R	R	R	R
third-person informative-narratives.	C	I/P	P	**M**	R	R	R	R	R
informatives.	C	I/P	P	**M**	R	R	R	R	R
first-person narratives.	C	I/P	P	**M**	R	R	R	R	R
third-person narratives.	C	I/P	P	**M**	R	R	R	R	R
informal communications.	C	I/P	P	**M**	R	R	R	R	R
formal communications.	—	—	I/P	P	**M**	R	R	R	R
expository essays with references/bibliography.	—	—	—	—	I/P	P	**M**	R	R
persuasive essays.	—	—	—	C	I/P	P	**M**	R	R
summarize informative-narratives.	—	C	I/P	**M**	R	R	R	R	R
summarize informatives.	—	C	I/P	**M**	R	R	R	R	R
summarize narratives.	—	C	I/P	**M**	R	R	R	R	R

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

Text Structure The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *author's purpose.*	I/P	P	M	R	R	R	R	R	R
explain/identify author's purpose in narratives.	I/P	P	M	R	R	R	R	R	R
explain the meaning of *narrative elements.*	I/P	P	M	R	R	R	R	R	R
identify narrative elements in paragraphs.	I/P	P	M	R	R	R	R	R	R
explain/identify author's purpose in informatives.	I/P	P	M	R	R	R	R	R	R
explain the meaning of *informative elements.*	I/P	P	M	R	R	R	R	R	R

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Text Structure The student will . . .	K	1	2	3	4	5	6	7	8
identify informative elements in paragraphs.	I/P	P	M	R	R	R	R	R	R
explain/identify author's purpose in informative/narratives.	I/P	P	M	R	R	R	R	R	R
explain the meaning of *informative-narrative elements*.	I/P	P	M	R	R	R	R	R	R
identify both narrative and informative elements in paragraphs.	I/P	P	M	R	R	R	R	R	R
use elements to identify types of writing.	I/P	P	M	R	R	R	R	R	R
use elements to vary reading rate.	I/P	P	M	R	R	R	R	R	R

Mental Actions The student will . . .	K	1	2	3	4	5	6	7	8
explain the meaning of *mental actions* (metacognition).	I/P	P	M	R	R	R	R	R	R
explain the purpose of *consciously* using mental actions.	I/P	P	M	R	R	R	R	R	R
monitor comprehension of . . .									
words.	I/P	P	M	R	R	R	R	R	R
phrases.	I/P	P	M	R	R	R	R	R	R
sentences.	I/P	P	M	R	R	R	R	R	R
make connections with prior knowledge and text to . . .									
infer word meanings, topic, cause and effect.	I/P	P	M	R	R	R	R	R	R
elaborate on topic, main idea, outcomes.	I/P	P	M	R	R	R	R	R	R
make predictions of . . .									
type of writing, topic, topic sentence, main idea.	I/P	P	M	R	R	R	R	R	R
actions, events, behavior, outcomes.	I/P	P	M	R	R	R	R	R	R
reformat/categorize information to . . .									
identify essential and additional information.	I/P	P	M	R	R	R	R	R	R
identify elements of types of writing.	I/P	P	M	R	R	R	R	R	R
mentally summarize . . .									
retell narratives in correct sequence.	I/P	P	M	R	R	R	R	R	R
restate information in correct sequence.	I/P	P	M	R	R	R	R	R	R
identify stated main ideas in text.	I/P	P	M	R	R	R	R	R	R
derive implied main ideas in text.	I/P	P	M	R	R	R	R	R	R
use mental actions to comprehend print.	I/P	P	M	R	R	R	R	R	R