**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.)

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>I/P: Introduction and practice, but automaticity (mastery) by a majority of students is not expected.</td>
</tr>
<tr>
<td>P: Practice to achieve automaticity (mastery).</td>
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<td>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.</td>
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<td>R: Review to reinforce (1) previously introduced content and (2) application of skills to new, grade-appropriate content.</td>
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<td>C: Challenge for students who have achieved mastery of grade-level content and skills.</td>
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</tbody>
</table>
### SPELLING SCOPE AND SEQUENCE

#### Grade-Level Objectives

**Phonemic Awareness** The student will...  
- segment spoken words into sounds/syllables.  
- count sounds in spoken words.  
- blend spoken sounds into words.

**Systematic Phonics: Sound-Symbols** The student will...  
- explain the purpose of learning phonograms.  
- explain the purpose of precise handwriting.  
- precisely read 70 common phonograms.  
- precisely say and write 70 common phonograms.  
- precisely read 17 additional phonograms.

**Systematic Phonics: Language Rules** The student will...  
1. write *qu* (a two-letter consonant sound) to say /kw/.  
2. read *c* before *e,* *i,* and *y* as /s/.  
3. read *g* before *e,* *i,* and *y* as /j/.  
4. read/mark /ą/ (as in *fate*), /ě/ (as in *fate*), and /ů/ at the end of an open syllable.  
5. read/mark /i/ and /y/ at the end of an open syllable.  
6. write *y,* not *i,* at the end of a word.  
7. read/mark/explain jobs of silent *e’s.*  
8. read /or/ as /er/ after a *w.*  
9. explain//apply the 1-1-1 rule to one-syllable words (hop).  
10. explain//apply the 2-1-1 rule to multisyllable words (begin).  
11. explain//apply *r.* 11 to words with final silent *e* (hope/hoping).  
12. write *ie* except after *c,* if we say /ä/ or in exceptions.  
13. write *sh* to say /sh/ at the beginning/end of words and at the end of syllables.  
14. write *ti,* *si,* *ci* to say /š/ in syllables after the first one.  
15. write *si* to say /š/ if preceding syllable/base word ends in *s.*  
16. read/mark and explain that *si* may also say /ž/.

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<td><strong>Phonemic Awareness</strong> count sounds in spoken words.</td>
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<td><strong>Phonemic Awareness</strong> blend spoken sounds into words.</td>
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<td><strong>Systematic Phonics: Sound-Symbols</strong> precisely read 70 common phonograms.</td>
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<td><strong>Systematic Phonics: Sound-Symbols</strong> precisely read 17 additional phonograms.</td>
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<td><strong>Systematic Phonics: Language Rules</strong> write <em>qu</em> (a two-letter consonant sound) to say /kw/.</td>
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<td><strong>Systematic Phonics: Language Rules</strong> read <em>c</em> before <em>e,</em> <em>i,</em> and <em>y</em> as /s/.</td>
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<td><strong>Systematic Phonics: Language Rules</strong> read <em>g</em> before <em>e,</em> <em>i,</em> and <em>y</em> as /j/.</td>
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<td><strong>Systematic Phonics: Language Rules</strong> read/mark /ą/, /ě/, /ů/, and /ů/ at the end of an open syllable.</td>
<td>I/P</td>
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<td><strong>Systematic Phonics: Language Rules</strong> read/mark /i/ and /y/ at the end of an open syllable.</td>
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<td><strong>Systematic Phonics: Language Rules</strong> write <em>y,</em> not <em>i,</em> at the end of a word.</td>
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<td><strong>Systematic Phonics: Language Rules</strong> read/mark/explain jobs of silent <em>e’s.</em></td>
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<td><strong>Systematic Phonics: Language Rules</strong> read /or/ as /er/ after a <em>w.</em></td>
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<tr>
<td><strong>Systematic Phonics: Language Rules</strong> explain//apply the 1-1-1 rule to one-syllable words (hop).</td>
<td>C</td>
<td>I/P</td>
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<tr>
<td><strong>Systematic Phonics: Language Rules</strong> explain//apply the 2-1-1 rule to multisyllable words (begin).</td>
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<td>I/P</td>
<td>P</td>
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<tr>
<td><strong>Systematic Phonics: Language Rules</strong> explain//apply <em>r.</em> 11 to words with final silent <em>e</em> (hope/hoping).</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
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<td><strong>Systematic Phonics: Language Rules</strong> write <em>ie</em> except after <em>c,</em> if we say /ä/ or in exceptions.</td>
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<td><strong>Systematic Phonics: Language Rules</strong> write <em>sh</em> to say /š/ at the beginning/end of words and at the end of syllables.</td>
<td>I/P</td>
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<tr>
<td><strong>Systematic Phonics: Language Rules</strong> write <em>ti,</em> <em>si,</em> <em>ci</em> to say /š/ in syllables after the first one.</td>
<td>—</td>
<td>I/P</td>
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<tr>
<td><strong>Systematic Phonics: Language Rules</strong> write <em>si</em> to say /š/ if preceding syllable/base word ends in <em>s.</em></td>
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<td>I/P</td>
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</tbody>
</table>
| **Systematic Phonics: Language Rules** read/mark and explain that *si* may also say /ž/.

- Recommended Language Arts Scope and Sequence
### Grade-Level Objectives

<table>
<thead>
<tr>
<th>Systematic Phonics: Language Rules</th>
<th>The student will . . .</th>
<th>K</th>
<th>1</th>
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<tbody>
<tr>
<td>24. write <em>i</em> instead of <em>y</em>, when adding vowel suffixes.</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
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<tr>
<td>25. write <em>ck</em> to say /k/ after one vowel saying its first sound.</td>
<td>I/P</td>
<td>P</td>
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<td>26. capitalize names and titles.</td>
<td>I/P</td>
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<td>27. write <em>z</em> to say /z/ at beginning of words (zoo).</td>
<td>I/P</td>
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<td>28. read ending <em>ed</em> as /ed/ if the base word ends in <em>d</em> or <em>t</em> (grad ed), read suffix <em>ed</em> as /id/ after a voiced consonant (lived); read suffix <em>ed</em> as /u/ after an unvoiced consonant (stopped).</td>
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<td>I/P</td>
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<td>29. read double consonants in both syllables for spelling (<em>lit</em>te); read double consonant words in normal speech for reading.</td>
<td>I/P</td>
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**Writing Scope and Sequence**

**Grade-Level Objectives**

<table>
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<tr>
<th>Conventions: Capitalization</th>
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<td>first words of sentences.</td>
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<td>single-word proper nouns and titles (Mr., etc.).</td>
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## Writing Scope and Sequence

### Grade-Level Objectives

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### Sentence Construction with Vocabulary Development

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</tr>
<tr>
<td>subject nouns/pronouns and conjunctions <strong>and, or, but</strong>.</td>
<td>—</td>
<td>C</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
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<tr>
<td>subject nouns/pronouns and conjunctions <strong>for, nor, yet</strong>.</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
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<td>R</td>
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<tr>
<td>explain the attributes of a <strong>complex</strong> sentence.</td>
<td>C</td>
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<td>compose <strong>complex</strong> sentences that include . . .</td>
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<td>I/P</td>
<td>P</td>
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<tr>
<td>subject nouns/pronouns, conjunctions <strong>if, after, when</strong>.</td>
<td>C</td>
<td>I/P</td>
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<tr>
<td>subject nouns, conjunctions <strong>than, unless, because, however</strong>.</td>
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<td>I/P</td>
<td>P</td>
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<tr>
<td>compose simple/compound/complex sentences that demonstrate meaning and usage of <strong>unfamiliar</strong> spelling words.</td>
<td>I/P</td>
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### Morphology with Vocabulary Development

The student will . . .

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<td>explain the meaning of <strong>syllable</strong>.</td>
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<td>M</td>
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<tr>
<td>explain the meaning of <strong>consonant</strong>.</td>
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<td>P</td>
<td>M</td>
<td>R</td>
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<tr>
<td>explain the meaning of <strong>open</strong> syllable.</td>
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<td>explain the meaning of <strong>closed</strong> syllable.</td>
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<td>P</td>
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<td>explain the meaning of <strong>base word</strong>.</td>
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<td>identify base words in spelling words.</td>
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<td>M</td>
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<td>explain the meaning of <strong>prefix</strong>.</td>
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<td>identify prefixes that express . .</td>
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<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>number: e.g., <strong>mono, uni, di, bi, tri, tetra, quad, hemi</strong>.</td>
<td>—</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>time: e.g., <strong>pre, post</strong></td>
<td>—</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>place: e.g., <strong>sub, em, pro, ap, in, ar, at, tele, ex, dia</strong>.</td>
<td>—</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>identify prefixes that add information:</td>
<td>—</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>e.g., <strong>re, be, do, en, con, com, para, e, super</strong>.</td>
<td>—</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>identify prefixes that express negation/reversal:</td>
<td>—</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>e.g., <strong>un, a, re, im, de, an, dis, in, mis</strong>.</td>
<td>—</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
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<td>R</td>
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<tr>
<td>explain the meaning of <strong>suffix</strong> (ending).</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>identify suffixes that add information to the meaning:</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>e.g., <strong>ful, ish, ily, en, er, ance, ence</strong>.</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
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<td>R</td>
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<tr>
<td>identify suffixes that indicate . .</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>number: e.g., <strong>s, es, ren</strong></td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>time: e.g., <strong>er, est, ed</strong></td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>part of speech: e.g., <strong>er, tion, ion</strong>.</td>
<td>—</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>tense: e.g., <strong>ed, ing</strong></td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
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<tr>
<td>explain the meaning of <strong>word root</strong>.</td>
<td>—</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
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<tr>
<td>identify prefixes, suffixes, base or word roots in spelling words.</td>
<td>—</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>M</td>
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### Parts of Speech with Vocabulary Development: Nouns

The student will . . .

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<tr>
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<th>5</th>
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<th>7</th>
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<tr>
<td>explain the meaning of <strong>noun</strong>.</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>identify nouns as persons, places, or things.</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<td>R</td>
</tr>
<tr>
<td>explain/identify nouns that are concepts.</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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</tr>
<tr>
<td>explain the meaning of <strong>plural</strong> and <strong>suffix</strong> (ending).</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
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## Writing Scope and Sequence

### Grade-Level Objectives

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

### Parts of Speech with Vocabulary Development: Nouns

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<th>2</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>use the suffix s or es to form noun plurals.</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>explain the meaning of irregular plural.</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>write irregular noun plurals.</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<td>R</td>
</tr>
<tr>
<td>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, ible, dom, ency, atory, ard, ute, ety, ee, aire, itive, cy, ology.</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
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<td>form nouns by adding suffixes.</td>
<td>—</td>
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<td>P</td>
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<td>explain the meaning of subject noun.</td>
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<td>M</td>
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<tr>
<td>identify subject nouns in simple sentences.</td>
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<td>M</td>
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**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 (verbsals).                                    | —   | —   | —   | 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

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<td>explain the meaning of action verb.</td>
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<td>P</td>
<td>M</td>
<td>R</td>
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<td>identify action verbs in sentences.</td>
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<tr>
<td>add suffixes s or es to third-person singular action verbs.</td>
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<td>P</td>
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<td>explain the meaning of linking verb.</td>
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<td>M</td>
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<tr>
<td>past tense of regular verbs.</td>
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<td>P</td>
<td>M</td>
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<td>add the past tense suffix ed to regular action verbs.</td>
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<td>M</td>
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<tr>
<td>explain the meaning of irregular verbs.</td>
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<td>M</td>
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<td>write the past tense of irregular verbs.</td>
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<td>I/P</td>
<td>M</td>
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<tr>
<td>write verb phrases that express future action.</td>
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<td>I/P</td>
<td>M</td>
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<td>R</td>
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<td>R</td>
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<tr>
<td>explain the meaning of action happening now.</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>write verb phrases to express action happening now.</td>
<td>C</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
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</tr>
<tr>
<td>explain the meaning of principal parts of verbs.</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
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<tr>
<td>identify principal parts of verbs in sentences.</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
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<tr>
<td>write verb phrases that use principal parts of verbs.</td>
<td>—</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
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</tr>
<tr>
<td>explain the meaning of main and helping verbs.</td>
<td>I/P</td>
<td>P</td>
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</table>
### Parts of Speech with Vocabulary Development: Verbs

<table>
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<th>The student will . . .</th>
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<tbody>
<tr>
<td>write main and helping verb phrases.</td>
<td>I/P</td>
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<td>R</td>
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<tr>
<td>explain the meaning of compound verbs.</td>
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<td>P</td>
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<td>R</td>
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<tr>
<td>identify compound verbs in sentences.</td>
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<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>identify suffixes that form verbs, e.g., <em>ing, en, ed, ate, er, ly, ish, ize, s, es, ade, age.</em></td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
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</tr>
<tr>
<td>form verbs by adding suffixes.</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
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<tr>
<td>explain the meaning of transitive and intransitive verbs.</td>
<td>—</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
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<tr>
<td>categorize transitive and intransitive verbs.</td>
<td>—</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td><em>use verbs in sentences</em> (see Sentence Construction).</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
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### Parts of Speech with Vocabulary Development: Pronouns

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

<table>
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<tbody>
<tr>
<td>explain the meaning of adjective.</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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</tr>
<tr>
<td>explain the meaning of <em>noun signal</em> (article).</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
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<td>R</td>
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</tr>
<tr>
<td>use <em>a, the,</em> and <em>an</em> with <em>appropriate nouns.</em></td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
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</tr>
<tr>
<td>explain the purpose of using adjectives.</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
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<tr>
<td>identify adjectives in sentences.</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
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<td>R</td>
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<tr>
<td><em>write appropriate</em> adjectives with nouns.</td>
<td>C</td>
<td>I/P</td>
<td>M</td>
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</table>
## Grade-Level Objectives

### Parts of Speech with Vocabulary Development: Adjectives

**The student will . . .**

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<td>write phrases with multiple adjectives and commas.</td>
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<td>explain the meaning of <strong>comparative</strong> adjectives.</td>
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<td>M</td>
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<tr>
<td>add the suffix <strong>er</strong> to adjectives.</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
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<tr>
<td>add the suffix <strong>est</strong> to adjectives.</td>
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<tr>
<td>use <strong>more/most</strong> with two- to three-syllable adjectives.</td>
<td>—</td>
<td>C</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
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<tr>
<td>explain the meaning of <strong>proper</strong> adjective.</td>
<td>—</td>
<td>—</td>
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<tr>
<td>write phrases including proper adjectives.</td>
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<td>—</td>
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<td>I/P</td>
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<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>identify suffixes that form adjectives: <strong>ed, al, en, ish, ant, ent,ous, abie, ible, tul, less, ern, ive.</strong></td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
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<tr>
<td>form adjectives by adding suffixes.</td>
<td>—</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>use adjectives and phrases in sentences (see Sentence Construction).</td>
<td>C</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
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### Parts of Speech with Vocabulary Development: Adverbs

**The student will . . .**

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

**The student will . . .**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>explain the meaning of <strong>conjunction.</strong></td>
<td>I/P</td>
<td>P</td>
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<td>R</td>
<td>R</td>
<td>R</td>
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</tr>
<tr>
<td>use <strong>and/or</strong> to join compound nouns.</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>use <strong>and/or</strong> to join compound verbs.</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>use <strong>and/or</strong> to join adjective phrases.</td>
<td>C</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>use <strong>and/or</strong> to join adverb phrases.</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
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</tbody>
</table>
### Parts of Speech with Vocabulary Development:

<table>
<thead>
<tr>
<th>Conjunctions</th>
<th>The student will . . .</th>
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</thead>
<tbody>
<tr>
<td>use and/or to join sentences.</td>
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</tr>
<tr>
<td>use but to contrast nouns.</td>
<td>C</td>
</tr>
<tr>
<td>use but to contrast verbs.</td>
<td>C</td>
</tr>
<tr>
<td>use but to contrast sentences.</td>
<td>C</td>
</tr>
<tr>
<td>use conjunctions with complex sentences:</td>
<td></td>
</tr>
<tr>
<td>if, as, after, than, when.</td>
<td>C</td>
</tr>
<tr>
<td>unless, because, however, while.</td>
<td>C</td>
</tr>
<tr>
<td>whether, though, since, although.</td>
<td>—</td>
</tr>
<tr>
<td>either . . . or, neither . . . nor.</td>
<td>—</td>
</tr>
<tr>
<td>use conjunctions in sentences (see Sentence Construction).</td>
<td>C</td>
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</tbody>
</table>

### Parts of Speech with Vocabulary Development:

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>The student will . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>explain the meaning of preposition.</td>
<td>K</td>
</tr>
<tr>
<td>use prepositions with nouns/pronouns (phrases):</td>
<td></td>
</tr>
<tr>
<td>at, on, in, up, of, out, into, by, over, to, about, for.</td>
<td>I/P</td>
</tr>
<tr>
<td>after, inside, outside, near, down, under, from, along.</td>
<td>C</td>
</tr>
<tr>
<td>with, through, upon, between, without, behind, around, across.</td>
<td>C</td>
</tr>
<tr>
<td>by, above, before, within, beside, past.</td>
<td>C</td>
</tr>
<tr>
<td>except, among, aboard, during, until, since, toward.</td>
<td>—</td>
</tr>
<tr>
<td>against, beneath, beyond, throughout.</td>
<td>C</td>
</tr>
<tr>
<td>write adjective prepositional phrases.</td>
<td>C</td>
</tr>
<tr>
<td>write adverb prepositional phrases.</td>
<td>C</td>
</tr>
<tr>
<td>use prepositions in sentences (see Sentence Construction).</td>
<td>C</td>
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</tbody>
</table>

### Related Sentences

<table>
<thead>
<tr>
<th>The student will . . .</th>
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</thead>
<tbody>
<tr>
<td>explain the meaning of topic.</td>
</tr>
<tr>
<td>explain the meaning of related sentences.</td>
</tr>
<tr>
<td>distinguish between related and unrelated sentences.</td>
</tr>
<tr>
<td>compose two or three related sentences that include previously introduced language skills.</td>
</tr>
</tbody>
</table>

### Paragraph Construction

<table>
<thead>
<tr>
<th>The student will . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>explain attributes of paragraphs.</td>
</tr>
<tr>
<td>explain paragraph conventions (margins/indents).</td>
</tr>
<tr>
<td>explain stages in the writing process: prewriting, composing, revising, editing, publishing (by reading, speaking, media presentation).</td>
</tr>
<tr>
<td>use the writing process to compose . . .</td>
</tr>
<tr>
<td>first-person informative-narratives.</td>
</tr>
<tr>
<td>third-person informative-narratives.</td>
</tr>
<tr>
<td>informative paragraphs.</td>
</tr>
<tr>
<td>first-person narrative paragraphs.</td>
</tr>
<tr>
<td>third-person narrative paragraphs.</td>
</tr>
<tr>
<td>summarize informative-narratives.</td>
</tr>
<tr>
<td>summarize informatives.</td>
</tr>
<tr>
<td>summarize narratives.</td>
</tr>
</tbody>
</table>
### Writing Scope and Sequence

#### Grade-Level Objectives

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<tr>
<th>Composition</th>
<th>K</th>
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<th>8</th>
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<tbody>
<tr>
<td>use the writing process to compose . . .</td>
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<td>first-person informative-narratives.</td>
<td>C</td>
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<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
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<td>informatives.</td>
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<td>I/P</td>
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<td>Informal communications.</td>
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<td>expository essays with references/bibliography.</td>
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<td>I/P</td>
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<td>I/P</td>
<td>M</td>
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<td>summarize narratives.</td>
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**READING SCOPE AND SEQUENCE**

**Grade-Level Objectives**

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<tr>
<th>Literary Appreciation</th>
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<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>explain the meaning of attributes of imaginative literature.</td>
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<td>R</td>
<td>R</td>
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<td>identify attributes in imaginative literature:</td>
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<tr>
<td>precise language, emotional appeal.</td>
<td>I/P</td>
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<td>M</td>
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<td>R</td>
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<tr>
<td>content, insight, and universality.</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
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<td>reflect on author's use of attributes:</td>
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<tr>
<td>precise language, emotional appeal.</td>
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<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
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</tr>
<tr>
<td>content, insight, and universality.</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
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</tr>
<tr>
<td>compare use of attributes across selections/cultures:</td>
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<tr>
<td>precise language, emotional appeal.</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
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<td>R</td>
<td>R</td>
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</tr>
<tr>
<td>content, insight, and universality.</td>
<td>C</td>
<td>I/P</td>
<td>P</td>
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<td>P</td>
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<td>R</td>
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<tr>
<td>identify elements in imaginative literature:</td>
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<tr>
<td>characters (main and supporting) by: their appearance, speech, actions/reactions, others' comments, author's comments</td>
<td>I/P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>R</td>
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<tr>
<td>settings (integral and backdrop).</td>
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<tr>
<td>plots (order, types of conflict, patterns of actions).</td>
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<td>point of view (first and third person).</td>
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</tr>
<tr>
<td>theme (main idea).</td>
<td>C</td>
<td>I/P</td>
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<tr>
<td>imagery, figurative language, hyperbole.</td>
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<tr>
<td>onomatopoeia, rhythm, alliteration.</td>
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<td>I/P</td>
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<td>connotation, denotation.</td>
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<tr>
<td>reflect (evaluate) author's use of elements:</td>
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<tr>
<td>characters, setting, plot.</td>
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<td>I/P</td>
<td>M</td>
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<td>R</td>
<td>R</td>
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<td>R</td>
</tr>
<tr>
<td>point of view, theme (main idea).</td>
<td>C</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>style, tone.</td>
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<tr>
<td>compare elements across selections/cultures:</td>
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<td>characters, setting, plot.</td>
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<td>point of view, theme (main idea).</td>
<td>C</td>
<td>I/P</td>
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<tr>
<td>style, tone.</td>
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</tr>
<tr>
<td>explain elements of fluent, expressive reading.</td>
<td>C</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<td>R</td>
</tr>
<tr>
<td>read fluently and expressively.</td>
<td>C</td>
<td>I/P</td>
<td>M</td>
<td>R</td>
<td>R</td>
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<table>
<thead>
<tr>
<th>Text Structure</th>
<th>K</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>explain the meaning of author's purpose.</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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</tr>
<tr>
<td>explain/identify author's purpose in narratives.</td>
<td>I/P</td>
<td>P</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>explain the meaning of narrative elements.</td>
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<td>P</td>
<td>M</td>
<td>R</td>
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<tr>
<td>identify narrative elements in paragraphs.</td>
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<td>M</td>
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<td>R</td>
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<td>R</td>
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</tr>
<tr>
<td>explain/identify author's purpose in inforatives.</td>
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<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>explain the meaning of informative elements.</td>
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<td>M</td>
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## Reading Scope and Sequence

### Grade-Level Objectives

<table>
<thead>
<tr>
<th>Text Structure</th>
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<th>7</th>
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<tbody>
<tr>
<td>identify informative elements in paragraphs.</td>
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