

# Language Arts

Language is an important tool for communication. In developing the communication skills - listening, speaking, reading, and writing - students gain confidence and become competent in their own abilities to use their language.

To incorporate these skills into a realistic curriculum, the learning process for language arts should be a developmental one which capitalizes on the research in the area of language acquisition and child development.

Fragmentation of the skill areas is detrimental to language development. Therefore, the language skills of listening, speaking, reading, and writing should be integrated in every academic area as well as all life skills to serve as foundations of lifelong learning and enjoyment. The skills related to media and technology are integrated throughout the Language Arts standards.

The skills needed to locate, evaluate, and apply information are essential in today's technological society. It is important to develop student competency in these areas.

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**Automaticity** - the quality or fact of being performed involuntarily or unconsciously, as a reflex, innate process, or ingrained habit.

**Fluency** - the ability to read text with accuracy, appropriate rate and good expression.

**Irregular Words** - words that are phonetically irregular as they do not follow the phonic or spelling rules.

**Grapheme** - a unit (such as a letter or digraph) of a writing system: the set of units of a writing system (such as letters and letter combinations) that represent a phoneme

**Phoneme** - any of the perceptually distinct units of sound in a specific language that distinguishes one word from another, for example p, b, d, and t in the English words pad, pat, bad, bat

**Voiced** - category of consonant sounds made while the vocal cords vibrate. All vowels in English are voiced.

**Unvoiced (Voiceless)** - sounds in which the vocal cords are not activated.

**Diphthongs** - a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward another (i.e. coin, loud)

**Digraphs** - two letter combinations that make one sound (i.e. sh, ch, th, wh)

## PROGRAM GOAL I: LISTENING SKILLS

The student understands that listening is an important tool of communication and that it is integral to every academic area as well as life skills.

**PROGRAM OBJECTIVES:**

- A. Listens to develop basic listening skills
- B. Listens to develop critical listening skills

**SKILL LEVELS:**

- I-Introduce
- D-Develop
- M-Master
- R-Reinforce

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	<b>LISTENING SKILLS</b>									
A1.	Detects descriptive words to form mental images	I	D	D	M	R	R	R	R	R
A2.	Retells what was heard	I	D	D	D	M	R	R	R	R
B.	<b>Phonemic Awareness</b>									
B1.	Distinguishes between fact and opinion		I	D	D	D	D	M	R	R
B2.	Takes notes and asks questions				I	D	D	D	D	D
B3.	Listens and recognizes the speaker's purpose and tone toward a subject							I	D	D





SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
D13.	Identifies supporting details in oral passages			I	D	D	D	D	D	D	
D14.	Gives concise and accurate directions or instructions			I	D	D	D	D	D	D	
D15.	Paraphrases information presented or read utilizing a variety of formats				I	D	D	D	D	D	
D16.	Summarizes the points of a speaker by supporting with reasons and evidence				I	D	D	D	D	D	
D17.	Fulfills time requirements for oral presentations					I	D	D	D	D	
D18.	Expresses own point of view and defends with evidence				I	D	D	D	D	D	
D19.	Uses speaking aids (i.e. notes cards, lecterns, props, etc.)					I	D	D	D	D	
D20.	Recognizes when the intended audience does or does not understand the message						I	D	D	D	
D21.	Delivers an introduction to prepare audience for content of speech							I	D	D	
D22.	Analyzes the purpose of information presented in media and evaluates the motives behind its presentation								I	D	D

### PROGRAM GOAL III: **READING SKILLS**

The student understands that reading is a process and a valuable tool of communication integral to all subject areas and life skills; and a source for lifelong learning and enjoyment.

PROGRAM OBJECTIVES:

SKILL LEVELS:

E. Concepts of Print

F. Phonemic Awareness

G. Phonics

H. Fluency

I. Vocabulary

J. Comprehension

I-Introduce

D-Develop

M-Master

R-Reinforce

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E.	<b>CONCEPTS OF PRINT</b>									
E1.	Identifies likenesses and differences in letters, numerals, and words	D	M	R						
E2.	Identifies capital letters and lower case letters	M	R	R						
E3.	Sequences the letters of the alphabet	D	M	R						
E4.	Uses top to bottom/left to right progression	D	M	R	R					
E5.	Demonstrates the correct way to hold a book and turn the pages	I	M	R						
E6.	Point to words, using one to one correspondence to demonstrate that words are separated by spaces	I	D	D	M					
E7.	Develops an awareness that printed words have meaning	D	M	R	R					
F.	<b>PHONEMIC AWARENESS</b>									
F1.	Recognizes a variety of children's songs and nursery rhymes	I	D	M						
F2.	Identifies rhyming words	I	D	D	M	R	R	R	R	R

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
F3.	Discriminates sounds that are similar/different; voiced/unvoiced	I	M	R	R	R					
F4.	Segments one syllable words into individual phonemes	I	D	D	M	R					
F5.	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning	I	D	D	R						
F5.	Blend individual phonemes to create one syllable words	I	D	D	M	R					
F6.	Blend syllables to create multi-syllabic words	I	D	D	M	R					
F7.	Manipulates phonemes through deletion, addition, and substitution	I	D	D	M	R					
F8.	Manipulates syllables through deletion, addition, and substitution	I	D	D	M	R					
F9.	Demonstrates the ability to substitute a sound in a word to produce a new word	I	D	D	M	R					
F10.	Demonstrates the ability to identify and produce rhyming words	I	D	D	M	R					
F11.	Identifies, and produces groups of words that begin with the same initial sound	I	D	D	M	R					
G.	<b>PHONICS</b>										
G1.	Recognizes the relationship between letter and sound correspondence (alphabetic principle)	I	D	M	R						
G2.	Decode one syllable words with single consonants and all short vowels	I	D	M	R						
G3.	Decodes one syllable words with consonants, blends, and digraphs	I	D	D	M						
G4.	Uses long vowels with silent "e"		I	D	M						
G5.	Uses vowel diphthongs		I	D	D	D	M				



SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
G6.	Uses vowel digraphs		I	D	D	D	M				
G7.	Uses r-controlled vowels		I	D	D	D	M				
G8.	Uses word syllabication to decode unknown words (closed, open, silent -e, vowel digraphs, diphthongs, -r controlled, and consonant -le)		I	D	D	D	D	D	D	D	
H.	<b>FLUENCY</b>										
H1.	Reads common high frequency words that do not follow regular spelling patterns	I	D	D	D	D	M				
H2.	Orally read text consisting of previously taught grapheme/phoneme correspondences self correcting as necessary	I	D	D	D	D	D	D	D	D	
H3.	Reads orally with expression, projection, and automaticity		I	D	D	D	D	D	D	D	
I.	<b>VOCABULARY</b>										
I1.	Understands meaning of positional words	D	D	M	R	R					
I2.	Uses compound words to develop meaning	I	D	D	M	R	R	R	R	R	
I3.	Develops vocabulary by reading words in isolation and context at an appropriate developmental level		I	D	D	D	D	R	R	R	
I4.	Uses contractions to develop word meaning		I	D	D	D	M	R	R	R	
I5.	Develops vocabulary by using synonyms and antonyms at appropriate levels	I	D	D	D	D	D	D	D	D	
I6.	Adds and uses suffixes with words		I	D	D	D	D	D	D	D	
I7.	Adds and uses prefixes with words		I	D	D	D	D	D	D	D	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
I8.	Develops vocabulary by using homophones and homographs		I	D	D	D	D	D	D	D
I9.	Uses context clues as a strategy to develop word meaning and to understand unfamiliar words at appropriate developmental level		I	D	D	D	D	D	D	D
I10.	Uses base and root words to develop word meaning		I	D	D	D	D	D	D	D
I11.	Develops vocabulary by using analogies				I	D	D	D	D	D
I12.	Distinguishes between the denotation and connotation of words					I	D	D	D	D
J.	<b>COMPREHENSION</b>									
J1.	Retells what was heard	I	D	D	M	R	R	R	R	R
J2.	Recalls sequence	I	D	D	D	D	D	M	R	R
J3.	Predicts outcomes	I	D	D	D	D	D	M	R	R
J4.	Recalls main idea and main points	I	D	D	D	D	D	D	M	R
J5.	Recalls details/supporting details	I	D	D	D	D	D	D	M	R
J6.	Recognizes common types of text (e.g., storybooks, poems)	I	D	M	R					
J7.	Reads and identifies nonfictional works such as essays, articles, speeches, journals, diaries, biographies, autobiographies, narrative non-fiction, informational articles, expository texts, and interviews		I	D	D	D	D	D	D	D
J8.	Distinguishes between fact and fantasy	I	D	M	R	R	R	R	R	R
J9.	Distinguishes between fact and opinion	I	I	D	D	D	D	M	R	R
J10.	Interprets information	I	I	D	D	D	D	D	D	D
J11.	Evaluates information	i	I	D	D	D	D	D	D	D
J12.	Correlates information	i	I	D	D	D	D	D	D	D
J13.	Retells events of a story in sequence	I	D	D	D	D	D	D	M	R
J14.	Summarizes orally	I	D	D	D	D	D	D	D	D
J15.	Verbalizes the author's purpose		I	D	D	D	D	D	D	D
J16.	Uses drawings and illustrations to aide in the comprehension of literary text	I	D	M	R	R	R	R	R	R

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
J17.	Demonstrates a mental image of an idea/situation (drawing, writing, acting, etc.)	I	D	D	D	M	R	R	R	R
J18.	Identifies and uses the parts of a book, including title page, author, illustrator, and table of contents	I	D	D	M	R	R	R	R	R
J19.	Sequences events in relation to a story/selection	I	D	D	M	R	R	R	R	R
J20.	Reads to follow directions			I	M	R	R	R	R	R
J21.	Identifies and describes main characters of a story/selection at an appropriate developmental level	I	D	D	D	D	D	D	D	D
J22.	Retells a story with beginning, middle, and end using transition words	I	D	D	D	D	D	D	M	R
J23.	Identifies the setting of a story/selection using time and place	I	D	D	D	M	R	R	R	R
J24.	Predicts outcome before and during reading	I	D	D	D	D	D	D	D	D
J25.	Relates an event or character in a story/selection to own experience	I	D	D	D	D	M	R	R	R
J26.	States what is already known about a topic to assess prior knowledge before reading	I	D	D	D	D	D	M	R	R
J27.	Relates personal experiences or opinions in relation to selection/topic using details and examples	I	D	D	D	D	D	M	R	R
J28.	Reads and participates in a variety of student-selected and teacher-selected literary genre and reading materials	I	I	D	D	D	D	M	R	R
J29.	Responds to literature through speaking and writing	I	D	D	D	D	D	M	R	R
J30.	Recalls the main idea of a story/selection	I	D	D	D	D	D	M	R	R
J31.	Identifies details that support the main idea			I	D	D	D	M	R	R
J32.	Recalls details of a story/selection	I	D	D	D	D	D	M	R	R

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
J33.	Draws conclusions	I	D	D	D	D	D	D	M	R	
J34.	Identifies problems/solutions in a story	I	D	D	D	D	D	D	M	R	
J35.	Compares/contrasts characters' motives and traits	I	D	D	D	D	D	D	D	D	
J36.	Compares/contrasts ideas in a story/selection	I	D	D	D	D	D	D	D	D	
J37.	Compares and contrasts details presented in two texts on the same topic				I	D	D	D	D	D	
J38.	Compares and contrasts two or more versions of the same story	I	D	D	D	D	M	R	R	R	
J39.	Relates Catholic Christian philosophy to literature	I	D	D	D	D	D	D	D	D	
J40.	Reads and participates in poetry such as free verse, limerick, narrative verse, ballad, ode, and sonnet			I	D	D	D	D	D	D	
J41.	Reads and participates in narrative fictional works such as realistic fiction, fantasy, folktale, fairy tale, epic tale, myth, fable, parable, novel, short story, tall tale, historical fiction, legend, and science fiction		I	D	D	D	D	D	D	D	
J42.	Gives a personal reaction to the ideas and feelings in the poem	I	D	D	D	D	D	D	D	D	
J43.	Reads poetry to interpret meaning, to derive imagery, to sense mood, or to identify rhythm and rhyme		I	D	D	D	D	D	D	D	
J44.	Demonstrates and understands charts, graphs, maps, tables, diagrams, signs, timelines, schedules, and symbols as learning resources	I	D	D	D	D	D	D	D	D	
J45.	Reads silently and/or looks at books independently on level	I	D	D	D	D	D	D	D	D	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
J46.	Uses dictionary, glossary, and thesaurus in both print and digital forms as learning resources		I	D	D	D	M	R	R	R
J47.	Identifies and uses the parts of a book, such as titles, subtitles, captions, and boldface print		I	D	D	D	M	R	R	R
J48.	Interprets abbreviations		I	D	D	D	D	M	R	R
J49.	Summarizes after reading		I	D	D	D	D	M	R	R
J50.	Distinguishes between fact and opinion		I	D	D	D	D	M	R	R
J51.	Determines the relevancy of details in relation to a story/selection		I	D	D	D	D	D	M	R
J52.	Identifies and analyzes cause and effect relationship		I	D	D	D	D	D	M	R
J53.	Classifies/categorizes information after reading		I	D	D	D	D	D	D	D
J54.	Identifies the author's purpose, point of view, and perspective		I	D	D	D	D	D	D	D
J55.	Reads to locate specific information in a variety of text		I	D	D	D	D	D	D	D
J56.	Reads humorous materials such as cartoons and riddles		I	D	D	D	D	D	D	D
J57.	Reads various forms of print such as newspapers, pamphlets, magazines, announcements, messages, and instructions		I	D	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
J58.	Gives a personal reaction to an idea/topic presented in a newspaper, pamphlet or magazine		I	D	D	D	D	D	D	D
J59.	Applies the reading strategy of predicting to self-monitor comprehension		I	D	D	D	D	D	D	D
J60.	Identifies details that support the main idea			I	D	D	D	M	R	R
J61.	Recounts and determines the meaning of texts			I	D	D	D	M	R	R
J62.	Identifies and uses the parts of a book, including the index, bibliography, preface, publisher, copyright page, and appendix			I	D	D	D	D	M	R
J63.	Reads dramatic fictional works such as comedy, plays, farces, and tragedy			I	D	D	D	D	D	D
J64.	Makes inferences			I	D	D	D	D	D	D
J65.	Makes generalizations				I	D	D	D	D	M
J66.	Distinguishes own point of view from that of the author				I	D	D	M	R	R

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
J67.	Compares and contrasts a text to a visual presentation of the same story				I	D	D	D	M	R	
J68.	Skims to preview and scans to review reading material				I	D	D	D	D	D	
J69.	Analyzes the use of humor/pun				I	D	D	D	D	D	
J70.	Analyzes the use of analogies				I	D	D	D	D	D	
J71.	Annotates a text in a way that enhances comprehension				I	D	D	D	D	D	
J72.	Summarizes a poem				I	D	D	D	D	D	
J73.	Interprets/evaluates a poem according to its meaning and style				I	D	D	D	D	D	
J74.	Recognizes how setting impacts a character's development				I	D	D	D	D	D	
J75.	Uses the Internet as a learning resource				I	D	D	D	D	D	
J76.	Uses outlines as a learning resource				I	D	D	D	D	D	
J77.	Recognizes and analyzes the author's techniques in writing styles such as simile, metaphor, assonance, rhyme, rhythm, onomatopoeia, and hyperbole, and <u>symbolism</u>					I	D	D	D	D	
J78.	Uses language to explore the relationship between a text and a series of historical events and/or scientific ideas					I	D	D	D	D	
J79.	Relates the main idea, events, and details to the theme of story						I	D	D	D	
J80.	Analyzes the use of stylistic devices including flashback, conflict, suspense, dialogue, contrast, repetition, and foreshadowing						I	D	D	D	

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
J81.	Compares and contrasts the themes, settings, and plots of stories that are written by the same author						I	D	D	D	
J82.	Identifies the plot line of a story/selection including the beginning, conflict, rising action, climax, and ending						I	D	D	D	
J83.	Analyzes the use of symbolism						I	D	D	D	
J84.	Identifies literary structural devices used by the author (framing, non-sequential order, prologue/epilogue, multiple narrators, etc.)							I	D	D	
J85.	Demonstrates understanding that the Bible is a work of literature							I	D	D	
J86.	Analyzes the use of propaganda							I	D	D	
J87.	Analyzes the use of sarcasm, irony, and satire							I	D	D	
J88.	Develops critical meaning by developing an awareness for comparing stories/text of similar theme, plot, setting, or character development							I	D	D	
J89.	Develops an understanding of how the author's purpose affects reader's perceptions							I	D	D	
J90.	Compares and contrasts a written story to its audio, filmed, staged, or multimedia version, analyzing the effects of mediums used (e.g. lighting, sound, color, etc)							I	D	D	
J91.	Analyzes how different authors writing about the same topic present different interpretations of the same event							I	D	D	
J92.	Uses annotations as a skill to read critically								I	D	



## PROGRAM GOAL IV: GRAMMAR SKILLS AND WRITING

The student understands that the writing process, which includes the correct usage of grammar and mechanics, is a valuable learning tool for communication.

**PROGRAM OBJECTIVES:**

- K. Handwriting Mechanics
- L. Prewriting
- M. Drafting
- N. Revision
- O. Editing
- P. Publishing
- Q. Writing Content

**SKILL LEVELS:**

- I-Introduce
- D-Develop
- M-Master
- R-Reinforce

SUBJECT OBJECTIVES		GRADE LEVEL								
K.	<b>HANDWRITING MECHANICS</b>	K	1	2	3	4	5	6	7	8
K1.	Determines the dominance of one hand over the other hand	M	R	R						
K2.	Demonstrates the tripod grasp when holding a pencil, crayon, or other writing tool	D	M	R	R	R	R	R	R	R
K3.	Positions and slants paper correctly	I	D	M	R	R	R	R	R	R
K4.	Holds paper with non-dominant hand	I	D	M	R	R	R	R	R	R
K5.	Sits upright with correct posture and feet flat on the floor	I	D	M	R	R	R	R	R	R
K6.	Uses appropriate pressure when writing	I	D	M	R	R	R	R	R	R
K7.	Demonstrates proper orientation of letters by facing them in the correct direction	I	D	M	R	R	R	R	R	R
K8.	Writes(strokes) letters from the top down	I	D	M	R	R	R	R	R	R
K9.	Demonstrates proper formation of all manuscript letters	I	D	M	R	R	R	R	R	R
K10.	Writes dictated manuscript upper-case letters	I	D	M	R	R	R	R	R	R
K11.	Writes dictated manuscript lower-case letters	I	D	M	R	R	R	R	R	R
K12.	Demonstrates proper spacing between words	I	D	M	R	R	R	R	R	R
K13.	Writes dictacted manuscript sentences		I	D	M	R	R	R	R	R

K14.	Writes with grade appropriate fluency/speed		I	D	D	D	D	D	D	D
K15.	Writes neatly with minimal erasures		I	D	D	D	D	D	D	D
K16.	Demonstrates proper formation of all cursive letters			I	D	D	M	R	R	R
K17.	Writes dictated cursive upper-case letters			I	D	D	M	R	R	R
K18.	Writes dictated cursive lower-case letters			I	D	D	M	R	R	R
K19.	Correctly joins cursive letters			I	D	D	M	R	R	R
K20.	Writes dictated cursive sentences			I	D	D	M	R	R	R
L.	<b>PREWRITING</b>									
L1.	Draws pictures as a prewriting activity	I	D	D	M	R	R	R	R	R
L2.	Writes lists individually or in groups	I	D	D	D	M	R	R	R	R
L3.	Uses or creates graphic organizers (maps, webs, clusters, etc.) individually or in groups	I	D	D	D	M	R	R	R	R
L4.	Observes using the five senses	I	D	D	D	D	M	R	R	R
L5.	Journals to stimulate thought, reflection, learning	I	D	D	D	D	D	D	M	R
L6.	Stimulates writing by viewing a variety of media (art and different literary text)	I	D	D	D	D	D	D	D	D
L7.	Reads, listens to, or views a variety of literary genre, including prose, poetry, drama, and non-fiction to stimulate writing	I	D	D	D	D	D	D	D	D
L8.	Brainstorms prior to writing (such as graphic organizers)		I	D	D	D	D	M	R	R
L9.	Writes complete sentences (simple, compound, complex, and compound-complex)		I	D	D	D	D	M	R	R
L10.	Gathers resource material to locate facts from text or other media			I	D	D	D	D	D	D
L11.	Interviews to gather information				I	D	D	D	D	D
L12.	Establishes topic, audience, and purpose				I	D	D	D	D	D
L13.	Writes an outline				I	D	D	D	D	D
M.	<b>DRAFTING</b>									
M1.	Dictates stories to adults for writing	I	D	M	R	R				
M2.	Participates in group written pieces	I	D	D	D	D	D	D	D	D
M3.	Creates a rough draft			I	D	D	D	D	D	D
M4.	Creates written projects from shared research			I	D	D	D	D	D	D
M5.	Chooses reference and learning materials appropriate for the purpose			I	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
M5.	Writes:									
	a. Journals	I	D	D	D	D	D	M	R	R
	b. Answers to open response questions		I	D	D	D	D	D	D	D
	c. One and/or two paragraph works of writing			I	D	D	D	M	R	R
	d. Narratives		I	I	D	D	D	D	D	D
	e. Poetry			I	D	D	D	D	D	D
	f. Autobiographies			I	D	D	D	D	D	D
	g. Biographies			I	D	D	D	D	D	D
	h. Book reports				I	D	D	D	M	R
	i. Descriptive pieces				I	D	D	D	D	D
	j. Informative pieces		I	D	D	D	D	D	D	D
	k. Expository pieces				I	D	D	D	D	D
	l. Multi-paragraph pieces					I	D	D	D	D
	m. Compare/Contrast pieces					I	D	D	D	D
	n. Persuasive pieces		I	D	D	D	D	D	D	D
	o. Argumentative pieces							I	D	D
	p. Thank you letters		I	D	D	M	R	R	R	R
	q. Friendly letters		I	D	D	D	M	R	R	R
	r. Formal letters				I	D	D	D	M	R
	s. Business letters							I	D	D
	t. Envelopes				I	D	D	M	R	R
	u. Friendly e-mails					I	D	D	D	D
	v. Business e-mails							I	D	D
M6.	Clearly conveys meaning using:									
	a. Nouns		I	D	D	D	D	D	D	D
	b. Verbs		I	D	D	D	D	D	D	D
	c. Pronouns		I	D	D	D	D	D	D	D
	d. Adjectives		I	D	D	D	D	D	D	D
	e. Possessives		I	D	D	D	D	D	D	D
	f. Adverbs				I	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL									
M6. Cont		K	1	2	3	4	5	6	7	8	
	g. Preposition				I	D	D	D	D	D	
	h. Conjunctions				I	D	D	D	D	D	
	i. Interjections				I	D	D	D	D	D	
	j. Appositives					I	D	D	D	D	
M7.	Writes topic and concluding sentences in a paragraph			I	D	D	D	D	D	D	
M8.	Develops fluency by increasing length of writing without sacrificing quality				I	D	D	D	D	D	
M9.	Gathers information and writes a basic research paper				I	D	D	D	D	D	
M10.	Uses the computer to properly format writing				I	D	D	D	D	M	
M11.	Maintains the same tense in a paragraph or group of sentences						I	D	D	D	
M12.	Composes an essay with an introduction, body, and conclusion						I	D	D	D	
M13.	Gathers information for a formal MLA paper by using source cards and note cards								I	D	
M14.	Writes a formal MLA research paper (include Works Cited, MLA format, and in-text citations)								I	D	
M15.	Prepares a bibliography								I	D	
N.	<b>REVISION</b>										
N1.	Uses a physical or online dictionary to confirm meaning of specific words				I	D	D	D	D	D	
N2.	Participates in peer conferences for content feedback			I	D	D	D	D	D	D	
N3.	Uses a physical or online thesaurus to find new words and increase vocabulary				I	D	D	D	D	D	
N4.	Demonstrates that revision is concerned only with content				I	D	D	D	D	D	
N5.	Revises the content of the writing by adding, deleting, reordering, and/or substituting				I	D	D	D	D	D	
N6.	Uses transition words and phrases				I	D	D	D	D	D	

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
O.	<b>EDITING</b>										
O1.	Demonstrates understanding that editing is the time to correct the technical aspects of writing		I	D	D	D	D	D	D	D	
O2.	a. Capitalization: Uses a capital letter for:										
	1. The first word of every sentence		I	D	M	R	R	R	R	R	
	2. All proper nouns		I	D	M	R	R	R	R	R	
	3. The pronoun "I"		I	D	M	R	R	R	R	R	
	4. The days of the week and months of the year		I	D	M	R	R	R	R	R	
	5. Titles of office when used with names of people			I	D	D	D	M	R	R	
	6. The salutation of a letter		I	I	D	M	R	R	R	R	
	7. The first letter of the complimentary close		I	I	D	M	R	R	R	R	
	8. Appropriate words in book titles		I	I	D	D	D	M	R	R	
	9. The words East, West, North, and South when they indicate sections of a country				I	D	D	D	D	D	
	10. Names of institutions			I	D	D	D	M	R	R	
	11. Abbreviations when they stand for words which begin with capital letters			I	D	D	D	M	R	R	
	12. The first letter of each line of traditional poetry				I	D	M	R	R	R	
	13. All words that refer to God				I	D	M	R	R	R	
	14. Initials that are part of a name				I	D	M	R	R	R	
	15. All words derived from names of countries, races, and tribes				I	D	D	M	R	R	
	16. The first word of a direct quotation				I	D	D	M	R	R	
	17. Titles (Aunt, Father, etc.) of relatives when the words stand for a name				I	D	D	D	M	R	
	18. Words that are derived from the names of languages				I	D	D	M	R	R	
	19. Religious denominations and sects				I	D	D	M	R	R	

SUBJECT OBJECTIVES		GRADE LEVEL								
O2. Cont		K	1	2	3	4	5	6	7	8
	20. Names of political parties				I	D	D	M	R	R
	21. Proper adjectives				I	D	D	M	R	R
	22. Names of historical events, periods, laws, documents, conflicts, and distinguished awards					I	D	D	D	D
	23. First word in each line of topic outline							I	D	M
	b. Punctuation:									
	1. Uses a period at the end of a declarative and imperative sentence		I	D	M	R	R	R	R	R
	2. Uses a question mark at the end of an interrogative sentence		I	D	M	R	R	R	R	R
	3. Uses an exclamation point at the end of an exclamatory sentence		I	D	M	R	R	R	R	R
	4. Uses a period after an abbreviation			I	D	D	M	R	R	R
	5. Uses a comma to separate day from month, date from year, and year from rest of the sentence		I	D	D	D	D	D	D	M
	6. Uses a comma to separate city from state		I	D	D	D	D	D	D	M
	7. Uses a comma to separate three or more words in a series		I	D	D	D	D	D	D	M
	8. Uses a comma after the salutation of a friendly letter			I	D	M				
	9. Uses a comma after the closing of a letter			I	D	M				
	10. Uses a comma to separate clauses joined by "and," "but," "or," "nor," or "for"				I	D	D	D	D	M
	11. Uses a comma after yes, no, and mild interjections at the beginning of sentences					I	D	M		
	12. Uses a comma to set off names in a direct address					I	D	D	M	
	13. Uses a comma to separate conjunctive adverbs such as "consequently," "therefore," "however," etc. from the rest of the sentence							I	D	D
	14. Uses a comma after an introductory adverbial clause							I	D	D



SUBJECT OBJECTIVES		GRADE LEVEL								
O2. Cont		K	1	2	3	4	5	6	7	8
	27. Uses apostrophes to form plurals of letters, numbers, and signs referred to as words							I	D	D
	28. Uses an apostrophe to form contractions		I	D	M	R	R	R	R	R
	29. Uses apostrophes to show possession		I	D	D	D	D	D	D	D
	30. Places a semicolon between items in a series if the items contain commas						I	D	D	D
	31. Uses a semicolon to separate independent clauses joined with no conjunction							I	D	M
	32. Uses a semicolon to separate clauses joined with nevertheless, however, consequently, etc.							I	D	D
	33. Recognizes a hyphen is used to divide words at the end of a line				I	D	D	M	R	R
	34. Uses a dash to show a break in thought								I	D
	35. Participates in peer conferences for mechanics feedback				I	D	D	D	D	D
	36. Underlines in handwriting or typing in italics to indicate titles of books, pamphlets, newspapers, magazines, and works of art				I	D	D	D	D	D
O3.	Usage:									
	a. Nouns:									
	1. Uses common, proper, and possessive nouns		I	I	D	D	D	M	R	R
	2. Forms the plural of regular and irregular nouns		I	I	D	D	D	D	M	R
	3. Forms the possessive of singular and plural nouns		I	I	D	D	D	M	R	R
	4. Uses collective, concrete, and abstract nouns				I	D	D	D	D	D
	b. Verbs:									
	1. Uses action verbs and state of being verbs			I	D	D	D	M	R	R



SUBJECT OBJECTIVES		GRADE LEVEL								
O3. Cont		K	1	2	3	4	5	6	7	8
	2 Exhibits subject - verb agreement in writing			I	D	D	D	D	D	D
	3. Uses the main verb and the helping verb				I	D	D	M	R	R
	4. Uses the principal parts of regular and irregular verbs					I	D	D	D	M
	5. Uses the verb as transitive or intransitive						I	D	D	D
	c. Adjectives:									
	1. Uses the three degrees of comparison			I	D	D	D	M	R	R
	2. Uses the correct form				I	D	D	M	R	R
	3. Uses to modify				I	D	D	M	R	R
	4. Uses articles				I	D	D	M	R	R
	d. Pronouns:									
	1. Uses the correct form of reflexive pronouns		I	D	D	D	D	M	R	R
	2. Uses pronouns correctly (personal, possessive, indefinite, and demonstrative)				I	D	D	D	M	R
	3. Identifies antecedents of pronouns					I	D	D	M	R
	e. Adverbs:									
	1. Uses the correct form				I	D	D	M	R	R
	2. Uses the three degrees of comparison					I	D	D	M	R
O4.	Grammar:									
	a. Understands that grammar is the study of language structure and its arrangement into sentences		I	D	D	D	D	D	D	D
	b. Uses the basic sentence structures of:									
	1. Simple sentence		I	D	M	R	R	R	R	R
	2. Compound sentence			I	D	D	D	M	R	R
	3. Complex sentence					I	D	D	M	R
	4. Compound - complex sentence							I	D	D
	c. Identifies fragments and run-on sentences and corrects them				I	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
	d. Analyzes written work by parts of speech			I	D	D	D	M	R	R
	e. Analyzes written work by sentence function (i.e. subject, predicate phrase, direct object, prepositional phrase, etc.)					I	D	D	D	D
O5.	Spelling:									
	a. Progresses from invented spelling to conventional spelling as rules and strategies are learned and student matures	I	D	D	D	D	D	M	R	R
	b. Learns to spell words in context	I	D	D	D	D	D	D	D	D
	c. Uses spelling resources			I	D	D	M	R	R	R
	d. Identifies the correct spelling of homophones, antonyms, and synonyms				I	D	D	D	D	D
O6.	Uses correct spacing between letters, words, and sentences		I	D	M	R	R	R	R	R
O7.	Exhibits effective paragraph structure			I	D	D	D	M	R	R
O8.	Distinguishes between questions, statements, exclamations, and commands	I	D	D	M	R	R	R	R	R
P.	<b>PUBLISHING</b>									
P1.	Presents a piece of writing orally to an individual, a group, or whole class	I	D	D	D	M	R	R	R	R
P2.	Demonstrates understanding that publishing means "sharing writing" in some way				I	D	M	R	R	R
Q.	<b>WRITING CONTENT</b>									
Q1.	Distinguishes between questions, statements, exclamations, and commands	I	D	D	D	M	R	R	R	R
Q2.	Describes people, objects, places, and events	I	D	M	R	R	R	R	R	R
Q3.	Responds appropriately to any writing prompt			I	D	D	D	D	D	D
Q4.	Remains focused on one perspective of the topic and writes toward that topic			I	D	D	D	D	D	D
Q5.	Summarizes grade level text and chooses language appropriate to the purpose				I	D	D	D	M	R
Q6.	Identifies an intended audience and writes clearly to that audience				I	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
Q7.	Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events					I	D	D	D	D
Q8.	Writes a strong thesis statement that outlines a paper/essay							I	D	D
Q9.	Supports position with textual evidence through the use of paraphrase							I	D	D
Q10.	Supports position with textual evidence by integrating quotations effectively							I	D	D
Q11.	Evaluates resources to support the paper's position							I	D	D
Q12.	Analyzes a variety of aspects of a text (use of literary devices)							I	D	D
Q13.	Writes fluently in both formal and informal styles							I	D	D