

**Archdiocese Of Portland In Oregon**

**Elementary School**

LANGUAGE ARTS  
**LANGUAGE ARTS**

**Curriculum Guide**

**Department of Catholic Schools  
(1998)**

## **Curriculum Guidelines For Language Arts**

### **Archdiocese Of Portland, Oregon**

The Department of Catholic Schools extends very special thanks to the members of the Archdiocese Language Arts Curriculum Committee who contributed their professional expertise and invested many hours of valuable time bringing these Guidelines into reality. We also express deep gratitude to the principals for the sacrifices they made in order to release their teachers to do this very important work. We pray that our gratitude to all involved may be realized by the implementation of these Guidelines.

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## **Archdiocesan Philosophy For Language Arts**

### ***As Language Arts Educators in the Catholic Schools of the Archdiocese of Portland, Oregon, We:***

- ❖ Value the beauty and richness of human language in all its diversity of expression;
- ❖ Respect language arts as a vehicle for discovering and deepening awareness of Jesus, the Living Word of God, active in our midst;
- ❖ Believe in the importance of language arts as an essential tool for effective human communication, interaction, and the building of human relationships;
- ❖ Recognize that the effective use of language arts requires the development of essential communication skills, the promotion of confidence, and the encouragement of originality;
- ❖ Recognize the importance of developing for the 21<sup>st</sup> century citizens well-grounded in the Catholic faith who are critical thinkers, literate and articulate;
- ❖ Reverence the cultural contributions of individuals and ethnic groups as expressed in different literary genres, writing styles, and verbalized thoughts and feelings;
- ❖ Value quality literature which offers students opportunities to explore the past, present and future, activates their imaginations, and makes reading enjoyable;
- ❖ Believe that language arts broadens students' understanding of people and the world around them and provides opportunities for reflection upon values and beliefs operative in their own and other cultures;
- ❖ Recognize the need for educational environments which stimulate curiosity and awaken an on-going desire to learn language arts through a variety of methods, materials, experiences, and appropriate technology;
- ❖ Acknowledge the relationships within and among the various components of language arts (*e.g., reading, writing, speaking, etc.*) and the inseparability of language arts from all other areas of the curriculum;
- ❖ Believe that the learning of language arts is enhanced and reinforced through strong school-family and school-community connections;
- ❖ Recognize the need for a variety of means to evaluate student learning.

## Language Arts Goals And Objectives

### **I. To Cultivate An Awareness Of And Respect For The Beauty And Richness Of Language: Its Origins, Its Patterns, Its Development, Its Diversity Of Styles, Its Applications, And Its Effectiveness.**

- a) To recognize and appreciate various forms, levels, and expressions of language (*formal, informal, dialect, colloquial, and slang*).
- b) To gain appreciation for a variety of language arts forms (*literary, written, oral*) through multimedia experiences.
- c) To explore a wide-range of creative language arts expressions such as poetry, drama, biography, novel, nonfiction, song, and other forms of written and non-written materials.

### **II. To Build An Understanding Of Oneself, Of Others, And Of Cultures Different From One's Own Through Acquaintance With A Wide Range Of Literary Genres, Writing Styles, And Other Oral And Written Communication.**

- a) To seize opportunities for reading and writing which will provoke reflection, introspection, and imaginative thinking that will encourage discussion and exploration of new ideas and ways in which to communicate with others.
- b) To grow in familiarity with written texts from a variety of cultures, time periods, authors and genres in order to better understand the many dimensions (*e.g., philosophical, ethical, aesthetic*) of human experience and make connections with one's own experiences, other texts, and issues in the community and the world at large.
- c) To recognize and respect language expressions, patterns and dialects (*written and spoken*) that are different from those in one's own culture.

### **III. To Learn To Listen And Communicate Effectively With A Variety Of Audiences And For Different Purposes.**

- a) To develop the listening and communication skills necessary for enhancing the quality of self-expression and human interaction.
- b) To seek out opportunities to speak, listen, read, and write in order to grow in the art of effective communication.
- c) To explore and appreciate various types and levels of language and their appropriateness for different audiences.

## **Language Arts Goals And Objectives**

### **IV. To Communicate Thoughts And Feelings Both In Written And Spoken Word With Clarity, Confidence, And Correctness.**

- a) To grow in familiarity with and appreciation of the forms of creative language expression as media for communicating one's inner self and building relationships with others.
- b) To gain insight into literature as a mirror of and vehicle for voicing human experience, human motives, beliefs, conflicts, joys, and struggles.
- c) To facilitate delivery of oral presentations demonstrating proficiency in a variety of speech settings, self-assurance and effective communication skills.
- d) To recognize biases, stereotypes, use of emotional words and phrases, propaganda, and other persuasion techniques used in written, spoken, and mass media messages intended to sway audience thinking thus interfering with effective communication.

### **V. To Develop The Capacity For Integrative And Critical Thinking In Language Arts.**

- a) To extend and deepen comprehension beyond any given text by relating the content to personal experience and beyond to community, state, regional, national and global issues and events.
- b) To recognize and understand differences in printed material that is inferential, literal, or evaluative.
- c) To develop critical thinking skills of analysis, interpretation and objective evaluation in order to enhance one's capacity to derive meaning, make inferences, predict probable outcomes and draw verifiable conclusions.
- d) To nurture critical thinking skills through the use of brainstorming, hypothesizing, reflecting, and imaging.
- e) To cultivate the capacity to judge the quality and integrity of the spoken and written word as well as the media through which messages are communicated.

### **VI. To Cultivate The Awareness That Language Arts Permeates Every Area Of Curriculum And Is Essential For Learning And For Life.**

- a) To recognize and appreciate the complexity of language arts, the interdependence of all its aspects, and the integration of all its parts into a harmonious whole.
- b) To apply the knowledge and skills learned in language arts to other subject areas and to integrate knowledge from these curricular areas into language arts.

## **Language Arts Goals And Objectives**

- c) To explore the new technologies for possibilities of integrating with language arts other disciplines of learning.
- d) To gain appreciation for the use of technology in obtaining and communicating information.

### **VII. To Build A Sense Of Wonder And Enjoyment Of Language Arts At All Grade Levels.**

- a) To instill a sense of wonder and appreciation for language arts in children at all grade levels by engendering a sense of fun and excitement in reading and the doing of activities.
- b) To activate the imagination of children by cultivating in them a desire and freedom to express themselves creatively in song, poetry, story, drama, and other literary forms.

### **VIII. To Employ a variety of methods for evaluating student performance in their understanding and learning of language arts.**

- a) To establish rubrics for authentic assessment based on student outcomes, thinking skills, and life-long skills.
- b) To cultivate within students an understanding of and appreciation for self-assessment by teaching them how to evaluate their performance through the processes of review, reflecting upon, and revising their work and by working in collaboration with others.

### **IX. To Enhance The Learning Of Language Arts By Creating Strong School-Home Connections.**

- a) To encourage parents to actively participate in the language arts activities of their children by providing the children with projects and work that can be completed at home.

## LANGUAGE ARTS SCOPE AND SEQUENCE

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTER Y
1.	READINESS	MATCHING	MATCH IDENTICAL GEOMETRIC SHAPES	0		1
2.	READINESS	MATCHING	MATCH IDENTICAL NUMERAL FORMS	0		1
3.	READINESS	MATCHING	MATCH IDENTICAL LETTER FORMS	0		1
4.	READINESS	MATCHING	MATCH IDENTICAL WORD FORMS	0		1
5.	READINESS	MATCHING	MATCH LIKE OBJECTS IN ASSORTMENT OF FOUR	0		1
6.	READINESS	MATCHING	MATCH IDENTICAL PAIRS IN MIXED ASSORTMENT	0		1
7.	READINESS	MATCHING	MATCH SAME COLORED SQUARES, PICTURES	0		1
8.	READINESS	MATCHING	MATCH OBJECTS FACING SAME DIRECTION	0		1
9.	READINESS	MATCHING	DISTINGUISH SAME LETTERS FROM SIMILAR	0		1
10.	READINESS	NAMING	NAME PICTURED OBJECTS IN BACKGROUND	0		1
11.	READINESS	NAMING	NAME PICTURED OBJECTS IN FOREGROUND	0		1
12.	READINESS	NAMING	RECOGNIZE OWN NAME IN PRINTED FORM	0		1
13.	READINESS	SORTING	CLASSIFY BY COLOR	0		0
14.	READINESS	SORTING	CLASSIFY BY SHAPE	0		0
15.	READINESS	SORTING	CLASSIFY BY SIZE	0		0
16.	READINESS	SEQUENCE	SEQUENCE PICTURE CARDS	0		1
17.	READINESS	POSITION	NAME, SHOW: TOP AND BOTTOM, BETWEEN, UP AND DOWN, FRONT, BACK	0		1
18.	READINESS	POSITION	NAME, SHOW: ON, OVER, UNDER, BETWEEN, FRONT, BACK	0		1
19.	READINESS	POSITION	NAME, POINT TO POSITIONS IN PICTURES	0		1
20.	READINESS	COMPARISON	TELL THE DIFFERENCE BETWEEN UNLIKE SHAPES	0		1
21.	READINESS	COMPARISON	TELL THE DIFFERENCE BETWEEN UNLIKE NUMERALS	0		1
22.	READINESS	COMPARISON	TELL THE DIFFERENCE BETWEEN UNLIKE LETTERS	0		1
23.	READINESS	COMPARISON	TELL THE DIFFERENCE BETWEEN UNLIKE WORDS	0		1
24.	READINESS	RECALL	RECALL PICTURE DETAILS AFTER 5-SECOND LOOK	0		1
25.	READINESS	RECALL	RECALL REMOVED OBJECT FROM A GROUP	0	1	2
26.	READINESS	PATTERNS	ASSEMBLE A SEVEN-PIECE PUZZLE	0		0
27.	READINESS	COORDINATION	ESTABLISH DOMINANCE OF RIGHT OR LEFT	0		0
28.	READINESS	TRACING	TRACE BETWEEN PARALLEL LINES	0		1
29.	READINESS	TRACING	TRACE BETWEEN CURVED LINES	0		1
30.	READINESS	TRACING	OUTLINE A FIGURE	0		1

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
31.	READINESS	COPYING	COPY A GIVEN SHAPE	0		1
32.	READINESS	COPYING	REPRODUCE LETTERS FROM PRINTED EXAMPLES	0		1
33.	READINESS	COLORING	COLOR WITHIN LINES	0		1
34.	READINESS	CUTTING	CUT WITH SCISSORS ON LINE	0		1
35.	READINESS	COORDINATION	MOVE HAND IN LEFT-RIGHT PROGRESSION	0		1
36.	READINESS	COORDINATION	MOVE EYE IN LEFT-RIGHT PROGRESSION	0		1
37.	READINESS	COORDINATION	APPLY DIRECTION OF READING AND WRITING (LEFT TO RIGHT)	0		1
38.	LISTENING	SORTING	CLASSIFY SOUNDS: ALIKE, DIFFERENT	0		1
39.	LISTENING	SORTING	CLASSIFY SOUND: LOUD, SOFT	0		1
40.	LISTENING	COMPARSION	COMPARE SOUND DURATION: LONG, SHORT	0		1
41.	LISTENING	COMPARISON	COMPARE PITCH: HIGH, MEDIUM, LOW	0		1
42.	LISTENING	PATTERN	RECOGNIZE RHYMING WORDS	0		1
43.	LISTENING	PATTERN	IDENTIFY REPETITIVE WORDS	0		1
44.	LISTENING	PURPOSE	ENJOY STORIES READ TO A GROUP	0		0
45.	LISTENING	PURPOSE	FOLLOW 4-STEP DIRECTIONS	0	1-2	3
46.	LISTENING	PURPOSE	WRITE DICTATION SENTENCES	0	1-3	4
47.	LISTENING	PURPOSE	LISTENS TO A VARIETY OF TEXTS	0	1-7	8
48.	LISTENING	PURPOSE	TELL PURPOSE: TO INFORM, ENTERTAIN, CONVINC	0	1-7	8
49.	LISTENING	PURPOSE	RETELL INFORMATION HEARD	0	1-4	5
50.	LISTENING	PURPOSE	ANSWER DETAILED QUESTIONS	3	4	5
51.	LISTENING	PURPOSE	CRITIQUE DELIVERY	3	4-7	8
52.	LISTENING	PURPOSE	CRITIQUE CONTENT	3	4-7	8
53.	LISTENING	NORMS	BE SILENT WHEN ANOTHER SPEAKS	0	1-3	4
54.	LISTENING	NORMS	SIT UP STRAIGHT	0	1-3	4
55.	LISTENING	NORMS	LOOK DIRECTLY AT THE SPEAKER	0	1-3	4
56.	LISTENING	NORMS	CONCENTRATE ON WHAT IS SAID	0	1-5	6
57.	LISTENING	NOREMS	LISTEN TO/REPSOND TO PEERS IN SMALL GROUPS	1	1-7	8
58.	LISTENING	NORMS	ASK FOR REPETITION, RESTATEMENT, CLARIFICATION	0	1-7	8
59.	LISTENING	NORMS	QUESTION WHAT IS NOT CLEAR	1	2-7	8
60.	LISTENING	NORMS	APPLAUD POLITELY WHEN APPROPRIATE	0	1-3	4
61.	LISTENING	NORMS	GIVE REQUESTED FEEDBACK	0	1-4	5
62.	LISTENING	NORMS	LISTENS TO OTHERS' OPINIONS/POINTS OF VIEW	0	1-7	8
63.	LISTENING	NORMS	LISTENS TO PROS/CONS OF AN ARGUMENT	0	1-7	8

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
64.	<b>LISTENING</b>	CRITIQUE	EVALUATE SPEAKER'S POSTURE, GESTURES	4	5-7	8
65.	<b>LISTENING</b>	CRITIQUE	EVALUATE SPEAKER'S EYE CONTACT	4	5-7	8
66.	<b>LISTENING</b>	CRITIQUE	EVALUATE SPEAKER'S VOICE PROJECTION	4	5-7	8
67.	<b>LISTENING</b>	CRITIQUE	EVALUATE SPEAKER'S ENUNCIATION	4	5-7	8
68.	<b>LISTENING</b>	CRITIQUE	EVALUATE SPEAKER'S USE OF EXPRESSION	4	5-7	8
69.	<b>LISTENING</b>	CRITIQUE	ANALYZE USE OF DESCRIPTIVE WORDS	6	7	8
70.	<b>LISTENING</b>	CRITIQUE	ANALYZE USE OF REPETITION	6	7	8
71.	<b>LISTENING</b>	CRITIQUE	ANALYZE USE OF SYNONYMS, ANTONYMS	6	7	8
72.	<b>LISTENING</b>	CRITIQUE	ANALYZE USE OF SENTENCE STRUCTURE	6	7	8
73.	<b>LISTENING</b>	CRITIQUE	ANALYZE USE OF FIGURES OF SPEECH	6	7	8
74.	<b>LISTENING</b>	CRITIQUE	ANALYZE USE OF OVERWORKED WORDS	6	7	8
75.	<b>LISTENING</b>	CRITIQUE	ANALYZE USE OF PROPAGANDA, PREJUDICE	6	7	8
76.	<b>SPEAKING</b>	NORMS	SPEAK IN COMPLETE SENTENCES	0	1-3	4
77.	<b>SPEAKING</b>	NORMS	SPEAK WITH CORRECT PRONUNCIATION	0	1-4	5
78.	<b>SPEAKING</b>	NORMS	SPEAK WITH CLEAR ENUNCIATION	0	1-4	5
79.	<b>SPEAKING</b>	NORMS	SPEAK WITH PROPER PHRASING	0	1-4	6
80.	<b>SPEAKING</b>	NORMS	SPEAK WITH APPROPRIATE PACING	5	6-7	8
81.	<b>SPEAKING</b>	NORMS	SPEAK WITH APPROPRIATE TONE	5	6-7	8
82.	<b>SPEAKING</b>	NORMS	SPEAK WITH APPROPRIATE PITCH	5	6-7	8
83.	<b>SPEAKING</b>	EXPERIENCE	RECITE RHYMES WITH GROUP	0	1	2
84.	<b>SPEAKING</b>	EXPERIENCE	SHARE RIDDLES WITH GROUP	0	1-2	3
85.	<b>SPEAKING</b>	EXPERIENCE	SHARE IDEAS WITH THE GROUP	0	1	2
86.	<b>SPEAKING</b>	EXPERIENCE	RETELL STORIES HEARD	0	1-2	3
87.	<b>SPEAKING</b>	EXPERIENCE	RETELL STORIES READ	0	1-3	4
88.	<b>SPEAKING</b>	EXPERIENCE	DICTATE STORIES	0	1-2	3
89.	<b>SPEAKING</b>	EXPERIENCE	ROLEPLAY SITUATIONS	0	1-2	3
90.	<b>SPEAKING</b>	EXPERIENCE	GIVE CLEAR DIRECTIONS TO OTHERS	0	1-5	6
91.	<b>SPEAKING</b>	EXPERIENCE	USE PROPER TELEPHONE ETIQUETTE	0	1-3	4
92.	<b>SPEAKING</b>	EXPERIENCE	READ POETRY ALOUD	1	2-7	8
93.	<b>SPEAKING</b>	EXPERIENCE	GIVE BOOK REPORTS	1	2-4	5
94.	<b>SPEAKING</b>	EXPERIENCE	MAKE INTRODUCTIONS	0	1-4	5
95.	<b>SPEAKING</b>	EXPERIENCE	COMMUNICATE TO BUILD RELATIONSHIPS/PROBLEM SOLVE	0	1-7	8
96.	<b>SPEAKING</b>	EXPERIENCE	USE AGE APPROPRIATE VOCABULARY/GRAMMAR/ SENTENCES	0	1-7	8
97.	<b>SPEAKING</b>	EXPERIENCE	REPORT TO CLASS ON SPECIAL TOPICS	1	2-3	4
98.	<b>SPEAKING</b>	EXPERIENCE	PRESENT A POINT OF VIEW TO THE CLASS	3	4-7	8

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
99.	<b>SPEAKING</b>	EXPERIENCE	SUMMARIZE WHAT WAS SAID	3	4	5
100.	<b>SPEAKING</b>	EXPERIENCE	SUMMARIZE WHAT WAS READ	3	4-7	8
101.	<b>SPEAKING</b>	EXPERIENCE	DISCUSS/RETELL STORIES/INCIDENTS FROM A VARIETY OF TEXTS	0	1-7	8
102.	<b>SPEAKING</b>	EXPERIENCE	GIVE A REPORT FROM AN OUTLINE	5	6-7	8
103.	<b>SPEAKING</b>	EXPERIENCE	DRAMATIZE A SCRIPT	4	5-7	8
104.	<b>SPEAKING</b>	EXPERIENCE	READ BEFORE A LARGE GROUP	0-1	2-7	8
105.	<b>SPEAKING</b>	EXPERIENCE	PARTICIPATE IN CHORAL SPEAKING	0	1-7	8
106.	<b>SPEAKING</b>	EXPERIENCE	PRACTICE RADIO ANNOUNCEMENTS	6	7	8
107.	<b>SPEAKING</b>	EXPERIENCE	CONDUCT MEETINGS	6	7	8
108.	<b>SPEAKING</b>	EXPERIENCE	PARTICIPATE IN COOPERATIVE GROUPS	0	1-7	8
109.	<b>SPEAKING</b>	EXPERIENCE	PARTICIPATE IN PANEL DISCUSSION	7	7-8	8
110.	<b>SPEAKING</b>	EXPERIENCE	PARTICIPATE IN DRAMATIZATION/STORY-TELLING/ RHYME/SONG	0	1-7	8
111.	<b>SPEAKING</b>	EXPERIENCE	PARTICIPATE IN GROUP ACTIVITIES	0	1-7	8
112.	<b>SPEAKING</b>	EXPERIENCE	LEAD DISCUSSIONS	6	7	8
113.	<b>SPEAKING</b>	EXPERIENCE	PARTICIPATE IN DEBATES	5	6-7	8
114.	<b>SPEAKING</b>	EXPERIENCE	GIVE ONE-MINUTE PREPARED SPEECH	5	6-7	8
115.	<b>SPEAKING</b>	EXPERIENCE	GIVE ONE-MINUTE EXTEMPORANEOUS TALK	7		8
116.	<b>SPEAKING</b>	EXPERIENCE	INTERVIEW SOMEONE FOR GIVEN PURPOSE	5	6-7	8
117.	<b>SPEAKING</b>	EXPERIENCE	GIVE THREE-MINUTE PREPARED SPEECH	5	6-7	8
118.	<b>ORAL RDG</b>	NORMS	READ WITH PROPER PHRASING	1	2-4	5
119.	<b>ORAL RDG</b>	NORMS	READ WITH GOOD POSTURE	1	2	3
120.	<b>ORAL RDG</b>	NORMS	READ WITH CORRECT PRONUNCIATION	1	2-4	5
121.	<b>ORAL RDG</b>	NORMS	READ WITH APPROPRIATE EXPRESSION	1	2-4	5
122.	<b>ORAL RDG</b>	NORMS	READ WITH PROPER PACING	2	3-4	5
123.	<b>ORAL RDG</b>	NORMS	READ WITH CLEAR ENUNCIATION	1	2-4	5
124.	<b>ORAL RDG</b>	NORMS	READ WITH APPROPRIATE VOICE LEVEL	1	2-5	6
125.	<b>ORAL RDG</b>	NORMS	READ WITH PROPER EYE-VOICE SPAN	2	3-7	8
126.	<b>PHONICS</b>	ALPHABET	NAME THE ALPHABET LETTERS	0		1
127.	<b>PHONICS</b>	ALPHABET	MATCH SMALL, CAPITAL LETTERS	0		1
128.	<b>PHONICS</b>	ALPHABET	IDENTIFY LETTERS WHEN SEEN	0		1
129.	<b>PHONICS</b>	ALPHABET	PRINT ALPHABET LETTERS	0	1	2
130.	<b>PHONICS</b>	ALPHABET	SEQUENCE LETTERS ALPHABETICALLY	0		1
131.	<b>PHONICS</b>	ALPHABET	TELL WHICH LETTER IS A VOWEL OR CONSONANT	0		1
132.	<b>PHONICS</b>	ALPHABET	ASSOCIATE SOUNDS WITH LETTERS	0		1
133.	<b>PHONICS</b>	CONSONANTS	HEAR, NAME, REPEAT, PRINT INITIAL CONSONANTS	0	1	2
134.	<b>PHONICS</b>	CONSONANTS	HEAR ,NAME, REPEAT, PRINT FINAL CONSONANTS	0	1	2

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
135.	PHONICS	CONSONANTS	HEAR, NAME, PRINT DOUBLE MEDIAL CONSONANTS	1		2
136.	PHONICS	CONSONANTS	HEAR, NAME, PRINT DD, FF, GG, MM, NN, SS, TT, ZZ	1		2
137.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT, PRINT INITIAL BLENDS	1		2
138.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT: BL, BR, CL, CR, DR, DW, FL, FR	1		2
139.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT: GL, GR, PL, PR, SC, SL, SM, SN	1		2
140.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT: SP, ST, SW, TR, TW	1		2
141.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT: FINAL BLENDS	1		2
142.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT: CK, LD, LK ,MP, ND, NK, NT, PT	1		2
143.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT: RD, SK, ST, LP, LT, FT	1		2
144.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT, PRINT 3-LETTER BLENDS	1	2	3
145.	PHONICS	CONSONANTS	HEAR ,NAME, REPEAT :CHR, SCH, SCR, SPL, SPR, SQU	1	2	3
146.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT: STR, SHR, THR, NCH,	1	2	3
147.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT: CH, NG, PH, SH, TH, WH, TCH	1	2	3
148.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT, PRINT CONSONANT DIGRAPHS	1	2	3
149.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT, PRINT SILENT CONSONANTS	1	2	3
150.	PHONICS	CONSONANTS	NAME WORDS WITH SILENT: L, B, W, T, K, G	1	2	3
151.	PHONICS	CONSONANTS	NAME WORDS WITH: GH, GN, KN, QU, WR, C/G, S/X	1	2	3
152.	PHONICS	CONSONANTS	HEAR, NAME, REPEAT, PRINT MULTIPLE SOUNDS/VARIANT CONSONANTS	1	2	3
153.	PHONICS	CONSONANTS	RECOGNIZE VOWELS HAVE MULTIPLE SOUNDS	1	2	3
154.	PHONICS	VOWELS	HEAR, NAME, REPEAT, PRINT LONG VOWELS	1		2
155.	PHONICS	VOWELS	HEAR, NAME, REPEAT, PRINT SHORT VOWELS	1		2
156.	PHONICS	VOWELS	HEAR, NAME, REPEAT, PRINT VOWEL DIGRAPHS	1	2	3
157.	PHONICS	VOWELS	HEAR, NAME, REPEAT: AI, AY, EY, IE, OA, OE, OW	1	2	3
158.	PHONICS	VOWELS	HEAR, NAME, REPEAT EA, EI, OU, OO, EE	1	2	3
159.	PHONICS	VOWELS	HEAR, NAME REPEAT, PRINT VOWEL DIPHTHONGS	1	2	3
160.	PHONICS	VOWELS	HEAR, NAME, REPEAT: AU, AW, EW, WY, OI, OO, OU, OW	1	2	3
161.	PHONICS	VOWELS	HEAR, NAME, REPEAT: OY, UE, UI,	1	2	3
162.	PHONICS	VOWELS	HEAR, NAME, REPEAT, PRINT VARIANT VOWELS	1	2	3
163.	PHONICS	VOWELS	NAME WORDS WITH: AL, AU, AW, AR, ER, IR, OR, UR	1	2	3
164.	PHONICS	VOWELS	NAME WORDS WITH Y AS A VOWEL OR CONSONANT	1	2	3
165.	PHONICS	VOWELS	NAME WORDS WITH THE SCHWA SOUND	1	2	3
166.	PHONICS	NORMS	APPLY: SINGLE VOWEL IN A-CVC PATTERN IS USUALLY SHORT	1		2
167.	PHONICS	NORMS	APPLY: FINAL E USUALLY MAKES A PRECEDING VOWEL LONG	1		2
168.	PHONICS	NORMS	APPLY: WITH TWO VOWELS TOGETHER,1ST IS USUALLY LONG	1		2
169.	PHONICS	NORMS	APPLY: TWO VOWELS TOGETHER:2ND IS USUALLY SILENT	1		2

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
170.	PHONICS	NORMS	APPLY: VOWELS ARE INFLUENCED BY R, W, L	1	2	3
171.	PHONICS	NORMS	APPLY: C FOLLOWED BY I, E, Y, IS "S" SOUND	1		3
172.	PHONICS	NORMS	APPLY: C FOLLOWED BY A, O, U, IS "K" SOUND	2		3
173.	PHONICS	NORMS	APPLY: G FOLLOWED BY I, E, Y, IS USUALLY THE "J" SOUND	2		3
174.	PHONICS	NORMS	APPLY: G FOLLOWED BY A, O, U, IS USUALLY THE "G" SOUND	2		3
175.	PHONICS	NORMS	APPLY PHONETIC GENERALIZATIONS TO SPELLING	2		6
176.	PHONICS	RHYMING	NAME WORDS ENDING WITH: ACK AKE ALL	0	1	2
177.	PHONICS	RHYMING	NAME WORDS ENDING WITH: AM AT AY	1		2
178.	PHONICS	RHYMING	NAME WORDS ENDING WITH : IN LY IGH T	1		2
179.	PHONICS	RHYMING	NAME WORDS ENDING WITH: ELL ET ECK	1		2
180.	PHONICS	RHYMING	NAME WORDS ENDING WITH: ILL ING ISH	1		2
181.	PHONICS	RHYMING	NAME WORDS ENDING WITH: IND OOK OCK	1		2
182.	PHONICS	RHYMING	NAME WORDS TO RHYME WITH ANY GIVEN WORD	0	1	2
183.	WORDS	WORD LISTS	NAME, READ, PRINT COLOR WORDS	0	1	2
184.	WORDS	WORD LISTS	NAME, READ, PRINT SHAPE WORDS	0	1	2
185.	WORDS	WORD LISTS	NAME, READ, PRINT SIZE WORDS	0	1	2
186.	WORDS	WORD LISTS	NAME, READ, PRINT NUMBER WORDS	0	1	2
187.	WORDS	WORD LISTS	NAME, READ, PRINT LOCATOR WORDS	1	2	3
188.	WORDS	WORD LISTS	NAME, READ, DEFINE, SPELL GRADE LEVEL WORDS	0	1-7	8
189.	WORDS	WORD LISTS	NAME, READ, DEFINE, SPELL PRIMARY WORDS LISTS	1	2	3
190.	WORDS	WORD LISTS	NAME, READ, PRINT, SPELL DOLCH OR OTHER APPROPRIATE PRIMARY WORD LIST	1	2	3
191.	WORDS	WORD LISTS	NAME, READ, DEFINE, SPELL READER VOCABULARY	4	5-7	8
192.	WORDS	CONTRACTIONS	DEFINE ,USE, SPELL CORRECTLY CONTRACTIONS:	1	2	3
193.	WORDS	CONTRACTIONS	USE CORRECTLY: I'M, SHE'S, WE'RE, AREN'T	2		3
194.	WORDS	CONTRACTIONS	USE CORRECTLY: I'LL, DON'T, YOU'RE, LET'S	2		3
195.	WORDS	CONTRACTIONS	USE CORRECTLY: I'VE, WON'T, IT'S, THEY'RE	2		3
196.	WORDS	CONTRACTIONS	USE CORRECTLY: HE'S, CAN'T, ISN'T, WE'VE	2		3
197.	WORDS	CONTRACTIONS	USE CORRECTLY: I'D, WASN'T, SHE'LL, HE'LL	3		4
198.	WORDS	CONTRACTIONS	USE CORRECTLY: WE'LL, WHAT'S, HERE'S,	3		4
199.	WORDS	CONTRACTIONS	USE CORRECTLY: THAT'S, YOU'LL, COULDN'T	3		4
200.	WORDS	CONTRACTIONS	USE CORRECTLY: WHO'S, SHOULDN'T, WOULDN'T,	3		4
201.	WORDS	TRANSITION	DEFINE, USE, CORRECTLY TRANSITION WORDS	4	5-7	8
202.	WORDS	TRANSITION	USE CORRECTLY: WHEN, AND, THEREFORE	4	5-7	8
203.	WORDS	TRANSITION	USE CORRECTLY: THEN, AS, FINALLY	4	5-7	8

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
204.	<b>WORDS</b>	TRANSITION	USE CORRECTLY: SINCE, BUT, BECAUSE	4	5-7	8
205.	<b>WORDS</b>	IN CONTEXT	READ ACCURATELY USING PHONICS/LANGUAGE STRUCTURE	2	3-7	8
206.	<b>WORDS</b>	IN CONTEXT	PRONOUNCE/KNOW MEANING OF WORDS IN TEXT	2	3-6	7-8
207.	<b>WORDS</b>	IN CONTEXT	DEFINE WORDS THROUGH CONTEXT CLUES/ILLUSTRATIONS/OTHER READING STRATEGIES	2	3-6	7-8
208.	<b>WORDS</b>	ROOT WORDS	RECOGNIZE, GIVE SAMPLE OF ROOT WORDS	1	2-3	4
209.	<b>WORDS</b>	COMPOUND	RECOGNIZE, GIVE SAMPLE OF COMPOUND WORDS	1	2-3	4
210.	<b>WORDS</b>	SYNONYMS	RECOGNIZE, GIVE SAMPLE OF SYNONYMS	1	2	3
211.	<b>WORDS</b>	ANTONYMS	RECOGNIZE, GIVE SAMPLE OF ANTONYMS	1	2	3
212.	<b>WORDS</b>	HOMONYMS	RECOGNIZE, GIVE SAMPLE OF HOMONYMS	2		3
213.	<b>WORDS</b>	HOMOPHONES	RECOGNIZE, GIVE SAMPLE OF HOMOPHONES	2	3-4	5
214.	<b>WORDS</b>	HETERONYMS	RECOGNIZE, GIVE SAMPLE OF HETERONYMS: E.G. TEAR, TEAR	3	4	5
215.	<b>WORDS</b>	ANALOGIES	RECOGNIZE AND COMPLETE ANALOGIES	2	3-7	8
216.	<b>WORDS</b>	METAPHOR	RECONGIZE METAPHOR IN PRINT/CREATE OWN	5	6-7	8
217.	<b>WORDS</b>	SIMILE	RECOGNIZE SIMILE IN PRINT/CREATE OWN	5	6-7	8
218.	<b>WORDS</b>	PLURALS	SPELL CORRECTLY REGULAR, IRREGULAR PLURALS	2	3-7	8
219.	<b>WORDS</b>	SUFFIXES	RECOGNIZE, USE, SPELL, DEFINE SUFFIXES:	3	4-7	8
220.	<b>WORDS</b>	SUFFIXES	USE SUFFIX: -ANT -ANCE -AG -ABLE	3	4-7	8
221.	<b>WORDS</b>	SUFFIXES	USE SUFFIX: -ENT -ENCE -ET -IOUS	3	4-7	8
222.	<b>WORDS</b>	SUFFIXES	USE SUFFIX: -ISH -ION -IC -MENT	3	4-7	8
223.	<b>WORDS</b>	SUFFIXES	USE SUFFIX -OUS -URE -LY -NESS	3	4-7	8
224.	<b>WORDS</b>	SUFFIXES	USE SUFFIX: -WISE -WARD -TY -WARD	3	4-7	8
225.	<b>WORDS</b>	PREFIXES	RECOGNIZE, USE, SPELL, DEFINE PREFIXES:	3	4-7	8
226.	<b>WORDS</b>	PREFIXES	USE PREFIX: DIS- ANTI- EN- POST-	3	4-7	8
227.	<b>WORDS</b>	PREFIXES	USE PREFIX: COM- INTER- IN- TRANS-	3	4-7	8
228.	<b>WORDS</b>	PREFIXES	USE PREFIX: CON- MIS- BI- ANTI-	3	4-7	8
229.	<b>WORDS</b>	PREFIXES	USE PREFIX: TRI- NON- EX- SUPER-	3	4-7	8
230.	<b>WORDS</b>	PREFIXES	USE PREFIX: PRE- SUB- OB- PRO-	3	4-7	8

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
231.	<b>WORDS</b>	PREFIXES	USE PREFIX: PER- AB- EM-	3	4-7	8
232.	<b>WORDS</b>	SYLLABLES	MEMORIZE, USE SYLLABICATION RULES:	3	4-5	6
233.	<b>WORDS</b>	SYLLABLES	APPLY RULE: AS MANY SYLLABLES AS VOWELS	3	4	4
234.	<b>WORDS</b>	SYLLABLES	APPLY RULE: ROOT WORD: SYLLABLE UNDIVIDED	3	4	4
235.	<b>WORDS</b>	SYLLABLES	APPLY RULE: SUFFIX AND PREFIX: SYLLABLES	3	4	5
236.	<b>WORDS</b>	SYLLABLES	APPLY RULE: DIVIDE: VC/C	3	4-5	6
237.	<b>WORDS</b>	SYLLABLES	APPLY RULE: DIVIDE: V/CV	3	4-5	6
238.	<b>WORDS</b>	SYLLABLES	APPLY RULE: V BEFORE R = SYLLABLE WITH R	3	4-5	6
239.	<b>WORDS</b>	SYLLABLES	APPLY RULE: V + FINAL LE = SYLLABLE	3	4-5	6
240.	<b>WORDS</b>	DERIVATION	GREEK/LATIN ROOTS	3	4-7	8
241.	WORDS	DERIVATION	ROMANCE AND OTHER LANGUAGES	3	4-7	8
242.	<b>WORDS</b>	ACCENTS	RECALL AND USE RULE FOR ACCENTS:	4	5-7	8
243.	<b>WORDS</b>	ACCENTS	APPLY RULE: 1ST SYLLABLE USUALLY ACCENTED	4	5-7	8
244.	<b>WORDS</b>	ACCENTS	APPLY RULE: PREFIX USUALLY NOT ACCENTED	4	5-7	8
245.	<b>WORDS</b>	ACCENTS	APPLY RULE: ENDING SYLLABLES NOT ACCENTED	4	5-7	8
246.	<b>WORDS</b>	ACCENTS	APPLY RULE: VOWEL + CK IS ACCENTED	4	5-7	8
247.	<b>WORD USAGE</b>	NOUN	DEFINE, GIVE SAMPLE OF NOUN	2	3	4
248.	<b>WORD USAGE</b>	NOUN	CATEGORIZE NOUN AS SINGULAR, PLURAL	2	3	4
249.	<b>WORD USAGE</b>	NOUN	CATEGORIZE NOUN AS COMMON, PROPER	2	3	4
250.	<b>WORD USAGE</b>	NOUN	CATEGORIZE NOUN AS CONCRETE, ABSTRACT	6	7	8
251.	<b>WORD USAGE</b>	NOUN	ANALYZE NOUN AS TO PERSON	6	7	8
252.	<b>WORD USAGE</b>	NOUN	ANALYZE NOUN AS TO NUMBER	6	7	8
253.	<b>WORD USAGE</b>	NOUN	ANALYZE NOUN AS TO GENDER	6	7	8
254.	<b>WORD USAGE</b>	NOUN	CATEGORIZE NOUN AS TO CASE: NOMINATIVE	7	8	
255.	<b>WORD USAGE</b>	NOUN	CATEGORIZE NOUN AS TO CASE: OBJECTIVE	7	8	
256.	<b>WORD USAGE</b>	NOUN	CATEGORIZE NOUN AS TO CASE: POSSESSIVE	7	8	
257.	<b>WORD USAGE</b>	NOUN	DEFINE, GIVE SAMPLES OF NOUN USAGE	4	5	6
258.	<b>WORD USAGE</b>	NOUN	GIVE SAMPLE OF A NOUN USED AS A SUBJECT	4	5	6
259.	<b>WORD USAGE</b>	NOUN	GIVE SAMPLE OF NOUN USED AS DIRECT OBJECT	5	6-7	8
260.	<b>WORD USAGE</b>	NOUN	GIVE SAMPLE OF AN INDIRECT OBJECT	5	6-7	8
261.	<b>WORD USAGE</b>	NOUN	GIVE SAMPLE OF AN OBJECT OF PREPOSITION	5	6-7	8
262.	<b>WORD USAGE</b>	NOUN	GIVE SAMPLE OF A DIRECT ADDRESS	4	5	6
263.	<b>WORD USAGE</b>	NOUN	GIVE SAMPLE OF AN APPOSITIVE	6	7	8
264.	<b>WORD USAGE</b>	NOUN	GIVE SAMPLE OF A PREDICATE NOUN	5	6	7
265.	<b>WORD USAGE</b>	VERB	DEFINE, GIVE SAMPLE OF ACTION VERB	2	3	4

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
266.	WORD USAGE	VERB	DEFINE, GIVE SAMPLE OF LINKING/HELPING VERBS	5	6-7	8
267.	WORD USAGE	VERB	NAME PRINCIPAL PARTS OF SPECIFIC VERBS	5	6-7	8
268.	WORD USAGE	VERB	CONTRAST PRINCIPLE AND HELPING VERBS	5	6-7	8
269.	WORD USAGE	VERB	CONTRAST TRANSITIVE AND INTRANSITIVE VERBS	6	7	8
270.	WORD USAGE	VERB	CONTRAST ACTION AND LINKING VERBS	5	6-7	8
271.	WORD USAGE	VERB	CATEGORIZE VERBS AS TO TENSE: PRESENT	5	6-7	8
272.	WORD USAGE	VERB	CATEGORIZE VERBS AS TO TENSE: PAST	3	4	5
273.	WORD USAGE	VERB	CATEGORIZE VERBS AS TO TENSE: FUTURE	3	4	5
274.	WORD USAGE	VERB	CATEGORIZE VERBS AS TO TENSE: PERFECT	5	6-7	8
275.	WORD USAGE	VERB	CATEGORIZE VERBS AS TO VOICE: ACTIVE	5	6-7	8
276.	WORD USAGE	VERB	CATEGORIZE VERBS AS TO VOICE: PASSIVE	5	6-7	8
277.	WORD USAGE	VERB	CATEGORIZE VERBS AS TO MOOD: INDICATIVE	7	8	
278.	WORD USAGE	VERB	CATEGORIZE VERBS AS TO MOOD: IMPERATIVE	7	8	
279.	WORD USAGE	VERB	CATEGORIZE VERBS AS TO MOOD: SUBJUNCTIVE	7	8	
280.	WORD USAGE	VERB	CONJUGATE REGULAR VERBS	6	7	8
281.	WORD USAGE	VERB	CONJUGATE SPECIFIC IRREGULAR VERBS	6	7-8	
282.	WORD USAGE	VERB	CHECK SUBJECT VERB AGREEMENT: PERSON	5	6-7	8
283.	WORD USAGE	VERB	CHECK SUBJECT VERB AGREEMENT: NUMBER	3	4-5	6
284.	WORD USAGE	VERBALS	DEFINE AND USE CORRECTLY: VERBALS	8		
285.	WORD USAGE	VERBALS	DEFINE AND USE CORRECTLY: INFINITIVES	8		
286.	WORD USAGE	VERBALS	DEFINE AND USE CORRECTLY: GERUNDS	8		
287.	WORD USAGE	VERBALS	DEFINE AND USE CORRECTLY: PARTICIPLES	8		
288.	WORD USAGE	ADJECTIVES	DEFINE AND GIVE EXAMPLE: ADJECTIVES	2	3	4
289.	WORD USAGE	ADJECTIVES	DEFINE AND GIVE EXAMPLE: ARTICLES	2	3	4
290.	WORD USAGE	ADJECTIVES	CLASSIFY ADJECTIVES AS DESCRIPTIVE	4	5	6
291.	WORD USAGE	ADJECTIVES	CLASSIFY ADJECTIVES AS LIMITING	4	5	6
292.	WORD USAGE	ADJECTIVES	CLASSIFY ADJECTIVES AS DETERMINERS	4	5	6
293.	WORD USAGE	ADJECTIVES	DEFINE, GIVE EXAMPLE: PREDICATE ADJECTIVE	6	6-7	8
294.	WORD USAGE	ADJECTIVES	USE CORRECTLY: THE DEGREES OF COMPARISON	5	6-7	8
295.	WORD USAGE	ADVERBS	DEFINE AND GIVE EXAMPLE: ADVERBS	3	4-5	6
296.	WORD USAGE	ADVERBS	CLASSIFY ADVERBS: AS TO TIME (WHEN)	3	4-5	6
297.	WORD USAGE	ADVERBS	CLASSIFY ADVERBS: AS TO PLACE (WHERE)	3	4-5	6
298.	WORD USAGE	ADVERBS	CLASSIFY ADVERBS: AS TO MANNER (WHY)	3	4-5	6
299.	WORD USAGE	ADVERBS	DEFINE AND GIVE EXAMPLE OF INTENSIFIERS	3	4-5	6
300.	WORD USAGE	ADVERBS	NAME ADVERBS THAT MODIFY ADJECTIVES	6	7	8
301.	WORD USAGE	ADVERBS	NAME ADVERBS THAT MODIFY OTHER ADVERBS	6	7	8
302.	WORD USAGE	ADVERBS	USE CORRECTLY: DEGREES OF COMPARISON	6	7	8

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
303.	<b>WORD USAGE</b>	ADVERBS	NAME AND USE CORRECTLY: NEGATIVE ADVERBS	6	7	8
304.	<b>WORD USAGE</b>	PRONOUNS	DEFINE AND GIVE EXAMPLE: PRONOUNS	2	3	4
305.	<b>WORD USAGE</b>	PRONOUNS	NAME THE PRONOUN ANTECEDENTS IN SENTENCE	3	4-7	8
306.	<b>WORD USAGE</b>	PRONOUNS	DEFINE, GIVE EXAMPLE: POSSESSIVE PRONOUN	4	5	6
307.	<b>WORD USAGE</b>	PRONOUNS	DEFINE, GIVE EXAMPLE: PERSONAL PRONOUNS	4	5	6
308.	<b>WORD USAGE</b>	PRONOUNS	DEFINE, GIVE EXAMPLE: INDEFINITE PRONOUN	4	5	6
309.	<b>WORD USAGE</b>	PRONOUNS	DEFINE, GIVE EX.: INTERROGATIVE PRONOUN	4	5	6
310.	<b>WORD USAGE</b>	PRONOUNS	DEFINE, GIVE EXAMPLE: RELATIVE PRONOUN	6	7	8
311.	<b>WORD USAGE</b>	PRONOUNS	DEFINE, GIVE EXAMPLE: REFLEXIVE PRONOUN	7	8	
312.	<b>WORD USAGE</b>	PRONOUNS	DEFINE, GIVE EX.: DEMONSTRATIVE PRONOUN	5	6-7	8
313.	<b>WORD USAGE</b>	PREPOSITIONS	DEFINE AND GIVE EXAMPLE OF A PREPOSITION	5	6-7	8
314.	<b>WORD USAGE</b>	PREPOSITIONS	NAME OBJECT OF PREPOSITION IN SENTENCE	5	6-7	8
315.	<b>WORD USAGE</b>	PREPOSITIONS	NAME PREPOSITIONAL PHRASES IN SENTENCE	5	6	7
316.	<b>WORD USAGE</b>	PREPOSITIONS	GIVE EXAMPLE OF ADJECTIVE PREP. PHRASE	5	6-7	8
317.	<b>WORD USAGE</b>	PREPOSITIONS	GIVE EXAMPLE OF ADVERBIAL PREP. PHRASE	5	6-7	8
318.	<b>WORD USAGE</b>	CONJUNCTIONS	DEFINE, GIVE EXAMPLE OF A CONJUNCTION	3	4-5	6
319. 6	<b>WORD USAGE</b>	CONJUNCTIONS	CONTRAST COORDINATING, SUBORDINATING CONJ.	7	8	
320.	<b>WORD USAGE</b>	CONJUNCTIONS	NAME COORDINATING CONJUNCTION IN SENTENCE	7	8	
321.	<b>WORD USAGE</b>	CONJUNCTIONS	NAME SUBORDINATING CONJUNCTION IN SENTENCE	7	8	
322.	<b>WORD USAGE</b>	NORMS	USE CORRECTLY: A, AN, HERE IS, HERE ARE	3	4	5
323.	<b>WORD USAGE</b>	NORMS	USE CORRECTLY: NOUN PLURALS	3	4	5
324.	<b>WORD USAGE</b>	NORMS	USE CORRECTLY: FORMS OF GOOD, BAD	3	4	5
325.	<b>WORD USAGE</b>	NORMS	USE CORRECTLY: FORMS OF IT'S, ITS	3	4	5
326.	<b>WORD USAGE</b>	NORMS	USE CORRECTLY: THEIR, THERE, THEY'RE	3	4	5
327.	<b>WORD USAGE</b>	NORMS	USE CORRECTLY: YOUR, YOU'RE	3	4	5
328.	<b>WORD USAGE</b>	NORMS	USE CORRECTLY: RISE, RAISE, LAY, LIE	3	4-7	8
329.	<b>WORD USAGE</b>	NORMS	USE CORRECTLY: SET, SIT, TEACH, LEARN	3	4-7	8
330.	<b>SENTENCES</b>	TYPES	RECOGNIZE COMPLETE SENTENCES	1	2	3
331.	<b>SENTENCES</b>	TYPES	RECOGNIZE SENTENCE FRAGMENTS	6	7	8
332.	<b>SENTENCES</b>	TYPES	RECOGNIZE RUN-ON FRAGMENTS	2	3	4
333.	<b>SENTENCES</b>	TYPES	RECOGNIZE AND WRITE SENTENCES	1	2	3
334.	<b>SENTENCES</b>	TYPES	WRITE A DECLARATIVE(TELLING) SENTENCE	1	2	3
335.	<b>SENTENCES</b>	TYPES	WRITE A QUESTION (INTERROGATIVE) SENTENCE	1	2	3
336.	<b>SENTENCES</b>	TYPES	WRITE IMPERATIVE(COMMAND)SENTENCE	2	3	4
337.	<b>SENTENCES</b>	TYPES	WRITE AN EXCLAMATORY (EXCLAMATION) SENTENCE	2	3	4

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
338.	<b>SENTENCES</b>	STRUCTURE	CLASSIFY SENTENCE STRUCTURE: AS SIMPLE	3	4	5
339.	<b>SENTENCES</b>	STRUCTURE	CLASSIFY SENTENCE STRUCTURE: AS COMPOUND	4	5	6
340.	<b>SENTENCES</b>	STRUCTURE	CLASSIFY SENTENCE STRUCTURE: AS COMPLEX	6	7	8
341.	<b>SENTENCES</b>	STRUCTURE	CLASSIFY SENTENCE: AS COMPLEX-COMPOUND	7	8	
342.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM SIMPLE SENTENCE	3	4	5
343.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM COMPOUND SENTENCE	4	5	6
344.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM COMPLEX SENTENCE	6	7	8
345.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM COMPLEX-COMPOUND	7	8	
346.	<b>SENTENCES</b>	PATTERNS	RECOGNIZE, LABEL, WRITE: SENTENCE PATTERNS	2	3-7	8
347.	<b>SENTENCES</b>	PATTERNS	CREATE PATTERN: NOUN-VERB	2	3	4
348.	<b>SENTENCES</b>	PATTERNS	CREATE PATTERN: NOUN-VERB-NOUN	3	4	5
349.	<b>SENTENCES</b>	PATTERNS	CREATE PATTERN: NOUN-LINKING VERB-NOUN	5	6	7
350.	<b>SENTENCES</b>	PATTERNS	CREATE PATTERN: NOUN-LINKING VERB-ADJ.	5	6	7
351.	<b>SENTENCES</b>	PATTERNS	CREATE: NOUN-TRANS. VERB- NOUN-NOUN	6	7	8
352.	<b>SENTENCES</b>	PATTERNS	CREATE: NOUN-INTRAN. VERB-PREP. PHRASE	7	8	
353.	<b>SENTENCES</b>	SUBJECT	DEFINE, RECOGNIZE IN SENTENCE: SUBJECTS	3	4-7	8
354.	<b>SENTENCES</b>	SUBJECT	RECOGNIZE, GIVE SAMPLE: SIMPLE SUBJECT	3	4	5
355.	<b>SENTENCES</b>	SUBJECT	RECOGNIZE, GIVE SAMPLE: COMPLETE SUBJECT	4	5	6
356.	<b>SENTENCES</b>	SUBJECT	RECOGNIZE, GIVE SAMPLE: COMPOUND SUBJECT	5	6	7
357.	<b>SENTENCES</b>	SUBJECT	RECOGNIZE, SAMPLE: SUBJECT AS UNDERSTOOD	5	6-7	8
358.	<b>SENTENCES</b>	PREDICATE	DEFINE, RECOGNIZE IN SENTENCE: PREDICATE	3	4	5
359.	<b>SENTENCES</b>	PREDICATE	RECOGNIZE, GIVE SAMPLE: SIMPLE PREDICATE	3	4	5
360.	<b>SENTENCES</b>	PREDICATE	RECOGNIZE, GIVE SAMPLE: COMPLETE PREDICATE	4	5	6
361.	<b>SENTENCES</b>	PREDICATE	RECOGNIZE, GIVE SAMPLE: COMPOUND PREDICATE	4	5	6
362.	<b>SENTENCES</b>	PREDICATE	IDENTIFY PREDICATE AGREEING WITH SUBJECT	4	5	6
363.	<b>SENTENCES</b>	OBJECT	DEFINE, RECOGNIZE IN SENTENCE: OBJECT	4	5-6	7
364.	<b>SENTENCES</b>	OBJECT	RECOGNIZE, GIVE SAMPLE: DIRECT OBJECT	4	5	6
365.	<b>SENTENCES</b>	OBJECT	RECOGNIZE, GIVE SAMPLE: INDIRECT OBJECT	4	5-6	7
366.	<b>SENTENCES</b>	OBJECT	RECOGNIZE, SAMPLE: OBJ. OF PREPOSITIONS	5	6	7
367.	<b>SENTENCES</b>	PHRASES	DEFINE, RECOGNIZE IN SENTENCE: PHRASES	6	7	8
368.	<b>SENTENCES</b>	PHRASES	WRITE PREPOSITIONAL PHRASE AS ADJECTIVE	6	7-8	
369.	<b>SENTENCES</b>	PHRASES	WRITE PREPOSITIONAL PHRASE AS ADVERB	6	7-8	
370.	<b>SENTENCES</b>	PHRASES	WRITE PREPOSITIONAL PHRASE AS NOUN	6	7-8	
371.	<b>SENTENCES</b>	PHRASES	WRITE AN INFINITIVE PHRASE	8		
372.	<b>SENTENCES</b>	PHRASES	WRITE A PARTICIPIAL PHRASE	8		

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
373.	<b>SENTENCES</b>	PHRASES	WRITE A GERUND PHRASE	8		
374.	<b>SENTENCES</b>	CLAUSES	DEFINE, GIVE SAMPLE OF CLAUSES:	6	7-8	
375.	<b>SENTENCES</b>	CLAUSES	CONTRAST: PRINCIPLE (INDEPENDENT), SUBORDINATE (DEPENDENT) CLAUSES	6	7-8	
376.	<b>SENTENCES</b>	CLAUSES	DEFINE AND GIVE EXAMPLE: NOUN CLAUSE	6	7-8	
377.	<b>SENTENCES</b>	CLAUSES	GIVE EXAMPLES OF ADJECTIVE, ADVERB CLAUSE	6	7-8	
378.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM SUBJECT, PREDICATE OF SENTENCE	4	5	6
379.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM SENTENCE DIRECT, INDIRECT OBJECT	4	5-6	7
380.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM ADJECTIVE, ADVERB IN SENTENCE	4	5-6	7
381.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM PREDICATE NOUN, PREDICATE ADJ.	5	6	7
382.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM SENTENCE PREPOSITIONAL PHRASES	5	6	7
383.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM PARTICIPAL AND INFINITE PHRASE	8		
384.	<b>SENTENCES</b>	STRUCTURE	DIAGRAM NOUN CLAUSES IN SENTENCES	8		
385.	<b>WRITING</b>	PROCESS	GENERATE, BRAINSTORM IDEAS FOR TOPICS	1	2-7	8
386.	<b>WRITING</b>	PROCESS	ORGANIZE, CLUSTER IDEAS: WEBBING	1	2-7	8
387.	<b>WRITING</b>	PROCESS	DETERMINE AUDIENCE AND PURPOSE	3	4-7	8
388.	<b>WRITING</b>	PROCESS	WRITE FIRST DRAFT OF COMPOSITION	1	2-4	5
389.	<b>WRITING</b>	PROCESS	EDIT, REVISE WRITING FOR CLEAR THINKING	1	2-6	7
390.	<b>WRITING</b>	PROCESS	CONVEY MAIN IDEAS WITH SUPPORTING DETAILS	3	4-7	8
391.	<b>WRITING</b>	PROCESS	EDIT WRITING FOR SENTENCE STRUCTURE	3	4-8	
392.	<b>WRITING</b>	PROCESS	EDIT, REVISE WRITING FOR BETTER STYLE	6	7-8	
393.	<b>WRITING</b>	PROCESS	EDIT, REVISE WRITING FOR GRAMMAR ERRORS	3-4	4-8	
394.	<b>WRITING</b>	PROCESS	COMPLETE FINAL DRAFT	1-2	2-8	
395.	<b>WRITING</b>	PROCESS	PROOFREAD FOR SPELLING, PUNCTUATION, ETC.	1-2	2-8	
396.	<b>WRITING</b>	PROCESS	USE WORD PROCESSOR FOR FINAL PAPER	3	4-5	6
397.	<b>WRITING</b>	PROCESS	PUBLISH AND SHARE FINAL PRODUCT	1	2-6	7
398.	<b>WRITING</b>	REVISION	USE SIMILES IN WRITING	4	5-7	8
399.	<b>WRITING</b>	REVISION	EVALAUTE OWN WRITING	1	2-8	
400.	<b>WRITING</b>	REVISION	USE METAPHORS ON WRITING	4	5-7	8
401.	<b>WRITING</b>	REVISION	USE TRANSITION WORDS IN WRITING	6	7	8
402.	<b>WRITING</b>	REVISION	USE PARALLEL CONSTRUCTION IN WRITING	6	7	8
403.	<b>WRITING</b>	REVISION	USE DIAGRAMS TO ILLUSTRATE WRITING	4	5-7	8
404.	<b>WRITING</b>	REVISION	USE SENTENCES THAT FLOW AND VARY IN LENGTH	5	6-7	8
405.	<b>WRITING</b>	EDIT	LEARN, APPLY EDITING SYMBOLS TO WRITING	3	4-5	6
406.	<b>WRITING</b>	EDIT	NOTE UNNECESSARY WORDS IN WRITING	3	4-5	6
407.	<b>WRITING</b>	EDIT	NOTE DANGLING PARTICIPLES IN WRITING	8		

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
408.	WRITING	EDIT	NOTE COMMAS TO MARK TRIVIAL PAUSES	5	6-8	
409.	WRITING	EDIT	NOTE APOSTROPHE TO FORM POSSESSIVES	4	5-6	7
410.	WRITING	PROOFREAD	CORRECT COMMON SPELLING ERRORS: REVERSALS	1	2-5	6
411.	WRITING	PROOFREAD	CORRECT SPELLING ERRORS: OMISSION	3	4-5	6
412.	WRITING	PROOFREAD	CORRECT SPELLING ERRORS: SUBSTITUTION	3	4-5	6
413.	WRITING	PROOFREAD	CORRECT CAPITALIZATION AND PUNCTUATION	1	2-5	6
414.	WRITING	WORDS	COPY THREE-FOUR LETTER WORDS ACCURATELY	0		1
415.	WRITING	WORDS	PRINT FIRST NAME USING UPPER AND LOWER CASE	0		1
416.	WRITING	WORDS	PRINT FIRST AND LAST NAME IN UPPER AND LOWER CASE	0-1		1
417.	WRITING	WORDS	PRINT AND SPELL WORDS AS LABELS, LISTS	0	1	2
418.	WRITING	WORDS	WRITE, SPELL WORDS AS VOCABULARY DRILLS	1	2-8	
419.	WRITING	WORDS	SPELL AND WRITE WORDS ON SPELLING TESTS	0	1	2
420.	WRITING	PHRASES	PRINT AND WRITE PHRASES: PICTURE CAPTIONS	1	2-3	4
421.	WRITING	PHRASES	PRINT AND WRITE PHRASES: IN CARTOONS	4	5	6
422.	WRITING	SENTENCES	PRINT OR WRITE COMPLETE SENTENCES	1	2-3	4
423.	WRITING	SENTENCES	ADD PRINTED DESCRIPTIVE WORDS	2	3	4
424.	WRITING	SENTENCES	COPY SENTENCES FROM BOARD	1	2	3
425.	WRITING	SENTENCES	WRITE SENTENCES FROM DICTATION	1	2	3
426.	WRITING	SENTENCES	COMPOSE ORIGINAL SIMPLE SENTENCES	1	2	3
427.	WRITING	SENTENCES	COMPOSE ORIGINAL COMPOUND SENTENCES	3	4	5
428.	WRITING	SENTENCES	COMPOSE ORIGINAL COMPLEX SENTENCES	6	7	8
429.	WRITING	SENTENCES	COMPOSE COMPLEX-COMPOUND SENTENCES	7	8	
430.	WRITING	PARAGRAPHS	WRITE TOPIC SENTENCE FOR PARAGRAPH	2	3-5	6
431.	WRITING	PARAGRAPHS	ADD DETAIL SENTENCES TO TOPIC SENTENCE	3	4-6	7
432.	WRITING	PARAGRAPHS	SEQUENCE SENTENCES IN PARAGRAPH	3	4-6	7
433.	WRITING	PARAGRAPHS	WRITE A DESCRIPTIVE PARAGRAPH	3	4-5	6
434.	WRITING	PARAGRAPHS	WRITE A FACTUAL PARAGRAPH	3	4-5	6
435.	WRITING	PARAGRAPHS	WRITE A PARAGRAPH GIVING OPINION	5	6-7	8
436.	WRITING	PARAGRAPHS	WRITE A PARAGRAPH WHICH IS A SUMMARY	5	6-7	5-7
437. 8	WRITING	PARAGRAPHS	WRITE A NARRATIVE PARAGRAPH	3	4-5	6
438.	WRITING	PARAGRAPHS	WRITE A COMPARISON AND CONTRAST PARAGRAPH	4	5-7	8
439.	WRITING	PARAGRAPHS	WRITE A CAUSE AND EFFECT PARAGRAPH	6	7	8
440.	WRITING	PARAGRAPHS	WRITE IDEAS IN AN ENGAGING AND CREDIBLE MANNER APPROPRIATE TO AUDIENCE	6	7	8
441.	WRITING	LETTERS	NAME THE PARTS OF A LETTER	1	2-3	4

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
442.	WRITING	LETTERS	WRITE AND PUNCTUATE A FRIENDLY LETTER	2	3	4
443.	WRITING	LETTERS	WRITE A THANK YOU NOTE	2	3	4
444.	WRITING	LETTERS	WRITE AN INVITATION	2	3	4
445.	WRITING	LETTERS	WRITE A BUSINESS LETTER	5	6	7
446.	WRITING	REPORTS	WRITE A ONE PARAGRAPH REPORT	2	3	4
447.	WRITING	REPORTS	WRITE A TWO PARAGRAPH REPORT	3	4	5
448.	WRITING	REPORTS	WRITE A THREE PARAGRAPH REPORT	3	4	5
449.	WRITING	REPORTS	WRITE A BOOK REPORT	3	4	5
450.	WRITING	REPORTS	WRITE A RESEARCH REPORT OUTLINE	6	7	8
451.	WRITING	REPORTS	WRITE A RESEARCH REPORT BIBLIOGRAPHY	4	5-6	7
452.	WRITING	REPORTS	WRITE A RESEARCH REPORT FOOTNOTES	8		
453.	WRITING	REPORTS	WRITE A RESEARCH REPORT: THREE SUBTOPICS	8		
454.	WRITING	REPORTS	WRITE A RESEARCH REPORT: THREE CHAPTERS	8		
455.	WRITING	PRIDE	TAKE PRIDE IN FINISHED WRITTEN WORK	0	1-7	8
456.	WRITING	STORIES	WRITE AN ILLUSTRATED SMALL BOOK	1	2-3	4
457.	WRITING	STORIES	WRITE A BIOGRAPHY	5	6	7
458.	WRITING	STORIES	WRITE A PLAY	6	7	8
459.	WRITING	STORIES	WRITE AN AUTOBIOGRAPHY	4	5-7	8
460.	WRITING	STORIES	WRITE A SHORT STORY (FICTION, FABLE, ETC.)	4	5-7	8
461.	WRITING	STORIES	WRITE IN A VARIETY OF MODES (IMAGINATIVE, PERSUASIVE, ETC.)	3	4-7	8
462.	WRITING	STORIES	USE ANECDOTES, EXAMPLES, FACTS, DETAILS	3	4-7	8
463.	WRITING	POETRY	COMPOSE A HAIKU POEM	4	5	6
464.	WRITING	POETRY	COMPOSE A LYRIC POEM	5	6-7	8
465.	WRITING	POETRY	COMPOSE A POEM WITH BLANK VERSE	6	7	8
466.	WRITING	POETRY	COMPOSE A NARRATIVE POEM	7		8
467.	WRITING	CAPITALIZATION	CAPITALIZE PRONOUN I	0		1
468.	WRITING	CAPITALIZATION	CAPITALIZE NAMES AND TITLES	1	2	3
469.	WRITING	CAPITALIZATION	CAPITALIZE PLACE NAMES	1	2	3
470.	WRITING	CAPITALIZATION	CAPITALIZE NAME OF ORGANIZATIONS	1-2	2	3
471.	WRITING	CAPITALIZATION	CAPITALIZE PROPER ADJECTIVES	3	4	5
472.	WRITING	CAPITALIZATION	CAPITALIZE FIRST WORD OF SENTENCE	1		1
473.	WRITING	CAPITALIZATION	CAPITALIZE FIRST WORD OF QUOTATION	1	2-3	4
474.	WRITING	CAPITALIZATION	CAPITALIZE FIRST WORD OF DIALOGUE	2	3	4
475.	WRITING	CAPITALIZATION	CAPITALIZE FIRST WORD OF POETRY LINES	4		5
476.	WRITING	CAPITALIZATION	CAPITALIZE IN LETTER'S GREETING	1	2	3

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
477.	WRITING	CAPITALIZATION	CAPITALIZE IN LETTER'S CLOSING	1	2	3
478.	WRITING	CAPITALIZATION	CAPITALIZE IN LETTER'S HEADING	5	6	7
479.	WRITING	CAPITALIZATION	CAPITALIZE IN OUTLINES	6	7	8
480.	WRITING	PUNCTUATION	USE PERIOD AFTER STATEMENTS	1		1
481.	WRITING	PUNCTUATION	USE PERIOD AFTER COMMANDS	1	2	3
482.	WRITING	PUNCTUATION	USE PERIOD AFTER ABBREVIATIONS	1	2	3
483.	WRITING	PUNCTUATION	USE PERIOD AFTER INITIALS	1	2	3
484.	WRITING	PUNCTUATION	USE QUESTION MARK AFTER QUESTION	1		2
485.	WRITING	PUNCTUATION	USE EXCLAMATION POINT CORRECTLY	2		3
486.	WRITING	PUNCTUATION	USE COMMA AFTER LETTER GREETING	1		2
487.	WRITING	PUNCTUATION	USE COMMA AFTER LETTER CLOSING	1		2
488.	WRITING	PUNCTUATION	USE COMMA IN DATES	2	3	4
489.	WRITING	PUNCTUATION	USE COMMA TO SEPARATE CITY, STATE	2	3	4
490.	WRITING	PUNCTUATION	USE COMMA TO SEPARATE WORDS IN SERIES	1	2-3	4
491.	WRITING	PUNCTUATION	USE COMMA WITH DIRECT QUOTES	2	3	4
492.	WRITING	PUNCTUATION	USE COMMA WITH DIRECT ADDRESS	4		4
493.	WRITING	PUNCTUATION	USE COMMA WITH INTRODUCTORY "YES", "NO"	4		4
494.	WRITING	PUNCTUATION	USE COMMA WITH INTERJECTIONS	5	6	7
495.	WRITING	PUNCTUATION	USE COMMA WITH APPOSITIVES	5	6	7
496.	WRITING	PUNCTUATION	USE COMMA IN COMPOUND SENTENCES	4	5	6
497.	WRITING	PUNCTUATION	USE COMMA IN PARENTHETICAL EXPRESSIONS	6	7	8
498.	WRITING	PUNCTUATION	USE COMMA WITH INTRODUCTORY PHRASES	6	7	8
499.	WRITING	PUNCTUATION	USE COMMA WITH INTRODUCTORY CLAUSES	6	7	8
500.	WRITING	PUNCTUATION	USE COMMA WITH NONRESTRICTIVE CLAUSES	7	8	
501.	WRITING	PUNCTUATION	USE APOSTROPHE IN CONTRACTIONS	1	2-3	4
502.	WRITING	PUNCTUATION	USE APOSTROPHE TO SHOW POSSESSION	2	3	4
503.	WRITING	PUNCTUATION	USE APOSTROPHE TO SHOW OMISSION	4	5	6
504.	WRITING	PUNCTUATION	USE APOSTROPHE WITH SPECIAL PLURALS	4	5-7	8
505.	WRITING	PUNCTUATION	USE QUOTATION MARKS IN DIALOGUE	3	4	5
506.	WRITING	PUNCTUATION	USE QUOTATION MARKS WITH DIRECT QUOTES	3	4	5
507.	WRITING	PUNCTUATION	USE QUOTATION MARKS WITH TITLES	3	4	5
508.	WRITING	PUNCTUATION	USE COLON IN BUSINESS LETTER	5		5
509.	WRITING	PUNCTUATION	USE COLON INTRODUCING LISTS	6	7	8
510.	WRITING	PUNCTUATION	USE COLON IN EXPRESSIONS OF TIME	2		3
511.	WRITING	PUNCTUATION	USE SEMICOLON IN LISTS	4	5	5
512.	WRITING	PUNCTUATION	USE SEMICOLON WITH COMPOUND SENTENCES	7		8
513.	WRITING	PUNCTUATION	USE HYPHEN IN COMPOUND WORDS	4	5	6
514.	WRITING	PUNCTUATION	USE HYPHEN AT END OF WRITING LINE	4	5	6

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
515.	WRITING	PUNCTUATION	USE HYPHEN WITH CERTAIN PREFIXES	5	6	7
516.	WRITING	PUNCTUATION	USE HYPHEN WITH COMPOUND MODIFIERS	7		8
517.	WRITING	PUNCTUATION	TELL USE OF PARENTHESIS. GIVE SAMPLE	7		8
518.	WRITING	PUNCTUATION	TELL USE OF ITALICS. GIVE SAMPLE	7		8
519.	WRITING	HANDWRITING	USE CORRECT FORM IN MANUSCRIPT WRITING	0	1	2
520.	WRITING	HANDWRITING	USE CORRECT FORM IN CURSIVE WRITING	2	3	4
521.	WRITING	HANDWRITING	EVALUATE CORRECT HANDWRITING SLANT	2	3	4
522.	WRITING	HANDWRITING	EVALUATE CORRECT SIZE, HEIGHT	2	3	4
523.	WRITING	HANDWRITING	EVALUATE CONSISTENT SHAPE	2	3	4
524.	WRITING	HANDWRITING	EVALUATE PROPER ALIGNMENT	2	3	4
525.	WRITING	HANDWRITING	EVALUATE PROPER MARGINS	2	3	4
526.	WRITING	HANDWRITING	EVALUATE PROPER SPACING	2	3	4
527.	WRITING	HANDWRITING	WRITE "Y, P" BELOW BASELINE	2	3	4
528.	WRITING	HANDWRITING	WRITE "L, B, H, F" AS HIGH CAPITALS	2	3	4
529.	WRITING	HANDWRITING	DOT "I"'S	1		1
530.	WRITING	HANDWRITING	WRITE WITH FULLY CLOSED LOOP:"A, O, D"	2		3
531.	WRITING	HANDWRITING	WRITE "E" WITH OPEN LOOP	2		3
532.	READING	RECALL	RECALL THE STATED MAIN IDEA	0	1-2	3
533.	READING	RECALL	TELL SPECIFIC DETAILS OF THE STORY	0	1-2	3
534.	READING	RECALL	USE STORY CLUES TO ANSWER QUESTIONS	0	1-2	3
535.	READING	RECALL	CLASSIFY FACTS INTO CATEGORIES	2		3
536.	READING	RECALL	RESTATE THE GIVEN STORY SEQUENCE/EVENTS/ FACTS/MAIN IDEAS	3	4—7	8
537.	READING	RECALL	NAME THE WHO, WHAT, WHERE, WHEN OF STORY	0	1-4	5
538.	READING	RECALL	NAME NARRATOR OF STORY	4	5	6
539.	READING	INFERENCE	DRAW A CONCLUSION FROM THE STORY	1	2-7	8
540.	READING	INFERENCE	PREDICT OUTCOMES FROM THE READING	2	3-7	8
541.	READING	INFERENCE	SUGGEST THE AUTHOR'S PURPOSE IN WRITING	4	5-7	8
542.	READING	INFERENCE	INFER CHARACTER TRAITS OF STORY PERSON	4	5-7	8
543.	READING	INFERENCE	TELL THE CAUSE AND EFFECT OF ACTIONS	4	5-7	8
544.	READING	INFERENCE	STATE THE THEME FROM THE READING	4	5	6
545.	READING	INFERENCE	DETECT FALLACIES IN THE STORY	6	7	8
546.	READING	INFERENCE	MAKE ANALOGIES FROM ONE STORY TO ANOTHER	6	7	8
547.	READING	INFERENCE	COMPARE, CONTRAST INFERRED RELATIONSHIPS OF CHARACTERS	7	8	
548.	READING	INFERENCE	PARAPHRASE CONTENT TO SHOW MEANING OF GENRE	7	8	
549.	READING	INFERENCE	IDENTIFY RELATIONSHIPS, IMAGES, PATTERNS, SYMBOLS AND DRAW CONCLUSIONS ABOUT THEIR MEANINGS	4	5-7	8

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
550.	READING	FICTION	DEFINE AND NAME VARIOUS FICTION TYPES	5	6-7	8
551.	READING	FICTION	READ, RETELL, REMEMBER THREE FAIRY TALES	0	1	2
552.	READING	FICTION	READ, RETELL, REMEMBER THREE FABLES	2	3	4
553.	READING	FICTION	READ, RETELL, REMEMBER F THREE FOLK TALES	4		5
554.	READING	FICTION	READ, REMEMBER, RETELL THREE LEGENDS	5	6	7
555.	READING	FICTION	READ, REMEMBER, RETELL THREE MYSTERY STORIES	4	5	6
556.	READING	FICTION	READ, RETELL, REMEMBER THREE MYTHS	6	7	8
557.	READING	FICTION	READ, RETELL, REMEMBER THREE STORY BIOGRAPHIES	4	5-6	7
558.	READING	FICTION	READ, CRITIQUE THREE SCIENCE FICTION STORIES	6	7	8
559.	READING	FICTION	READ, CRITIQUE THREE HISTORY FICTION STORIES	6	7	8
560.	READING	FICTION	READ, CRITIQUE THREE NOVELS	6	7	8
561.	READING	FICTION	CONTRAST VARIOUS TYPES OF FICTION	5	6	7
562.	READING	NON-FICTION	READ, CRITIQUE THREE ARTICLES	4		5
563.	READING	NON-FICTION	READ, CRITIQUE THREE ESSAYS	7	8	
564.	READING	NON-FICTION	READ, CRITIQUE THREE BIOGRAPHIES	7		8
565.	READING	NON-FICTION	READ, CRITIQUE THREE AUTOBIOGRAPHIES	7		8
566.	READING	NON-FICTION	READ, CRITIQUE THREE JOURNALS	7		8
567.	READING	ELEMENTS	NAME, RECOGNIZE, DEFINE STORY ELEMENTS	3-4	4-7	8
568.	READING	ELEMENTS	CRITIQUE STORY FOR THE PLOT	7		8
569.	READING	ELEMENTS	CRITIQUE STORY FOR THE SETTING OF TIME AND PLACE	7		8
570.	READING	ELEMENTS	CRITIQUE STORY FOR CLIMAX	7		8
571.	READING	ELEMENTS	CRITIQUE STORY FOR THE THEME	7		8
572.	READING	ELEMENTS	CRITIQUE STORY FOR PARAGRAPH STRUCTURE	7		8
573.	READING	ELEMENTS	CRITIQUE STORY FOR POINT OF VIEW	7		8
574.	READING	ELEMENTS	CRITIQUE STORY FOR THE MOOD	7		8
575.	READING	ELEMENTS	CRITIQUE STORY FOR THE VALUE SYSTEM	7		8
576.	READING	ELEMENTS	CRITIQUE STORY FOR CHARACTER TRAITS	7		8
577.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, EVALUATE USE OF PROPAGANDA	6	7-8	
578.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE ELEMENTS OF STYLE	7	8	
579.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE IRONY	7	8	
580.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE SATIRE	7	8	

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
581.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE HUMOR	6	7	8
582.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE FIGURATIVE LANGUAGE	6	7	8
583.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE ALLITERATION	7		8
584.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE EXAGGERATION	7		8
585.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE METAPHOR	4	5-6	7
586.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE SIMILE	4	5-6	7
587.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE SYMBOLISM	6	7	8
588.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE STYLISTIC DEVICES	7	8	
589.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE FLASH BACK	7		8
590.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE CONFLICT	7		8
591.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE SUSPENSE	7		8
592.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE DIALOGUE	7		8
593.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE CONTRAST	7		8
594.	READING	ANALYSIS/ CRITICAL THINKING	RECOGNIZE, NAME, DEFINE SENSORY WORDS	7		8
595.	READING	ANALYSIS/ CRITICAL THINKING	ANALYZE AND EVALUATE CONTENT OF THE STORY	5	6-7	8
596.	READING	ANALYSIS/ CRITICAL THINKING	DETERMINE PROBLEMS/DESIGN SOLUTIONS	5	6-7	8
597.	READING	ANALYSIS/ CRITICAL THINKING	MAKE INFERENCES ABOUT THE STORY/CHARACTERS, ETC. AND SUPPORT WITH DETAILS FROM STORY	5	6-7	8
598.	READING	ANALYSIS/ CRITICAL	IDENTIFY AUTHORS TECHNIQUE AND CRITIQUE THE AUTHOR'S STYLE	6	7	8

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
		THINKING				
599.	READING	ANALYSIS/ CRITICAL THINKING	ANALYZE FOR BIAS, GENERALIZATIONS	6	7	8
600.	READING	ANALYSIS/ CRITICAL THINKING	IDENTIFY AND EXPLAIN CAUSE AND EFFECT	5	6-7	8
601.	READING	ANALYSIS/ CRITICAL THINKING	MAKE PREDICTIONS BASED ON FACTS	6	7	8
602.	READING	ANALYSIS/ CRITICAL THINKING	IDENTIFY AND DISCUSS IMPLIED MOTIVES OF CHARACTERS	6	7	8
603.	READING	ANALYSIS/ CRITICAL THINKING	DISCRIMINATE BETWEEN FACT AND FICTION/REALITY AND FANTASY	3	4-7	8
604.	READING	ANALYSIS/ CRITICAL THINKING	PRODUCE ARTWORK TO DEPICT UNDERSTANDING OF THE STORY	3	4-7	8
605.	READING	ANALYSIS/ CRITICAL THINKING	ANALYZE PROS AND CONS OF AN ARGUMENT	5	6-7	8
606.	READING	ANALYSIS/ CRITICAL THINKING	ANALYZE AND EVALUATE INFORMATION AND WHETHER CONCLUSION IS VALIDATED BY EVIDENCE IN SELECTION	5	6-7	8
607.	READING	POETRY	READ, MEMORIZE FOUR MOTHER GOOSE RHYMES	0-1		1
608.	READING	POETRY	READ, MEMORIZE FOUR LIMERICKS	1	2	3
609.	READING	POETRY	READ, MEMORIZE FOUR LYRIC POEMS	4	5-6	7
610.	READING	POETRY	READ, MEMORIZE FOUR HAIKU POEMS	4		5
611.	READING	POETRY	READ, MEMORIZE FOUR CINQUAIN POEMS	6		7
612.	READING	POETRY	READ, , MEMORIZE FOUR NARRATIVE POEMS	4	5	6
613.	READING	POETRY	READ, MEMORIZE FOUR POEMS WITH BLANK VERSE	8		
614.	READING	POETRY	READ, MEMORIZE PARTS OF AN EPIC POEMS	8		
615.	READING	POETRY	MAKE A POETRY BOOKLET OF FAVORITE POEMS	4	5	6
616.	READING	POETRY/ANALYSIS	RECOGNIZE AND EVALUATE ELEMENTS OF POETRY	7		8
617.	READING	POETRY/ANALYSIS	IDENTIFY AND ANALYZE RHYME-SOUND PATTERNS IN FOUR POEMS	7		8
618.	READING	POETRY/ANALYSIS	IDENTIFY AND ANALYZE THE IMAGERY IN FOUR POEMS	6	7	8
619.	READING	POETRY/ANALYSIS	IDENTIFY AND ANALYZE THE MOOD IN FOUR POEMS	7		8
620.	READING	POETRY/ANALYSIS	IDENTIFY AND ANALYZE THE REPETITION IN FOUR POEMS	7		8
621.	READING	POETRY/ANALYSIS	READ AND ANALYZE FOUR BALLADS	6	7	8
622.	READING	POETRY/ANALYSIS	IDENTIFY AND ANALYZE ONOMATOPOEIA	4	5-7	8

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
		SIS				
623.	READING	MULTI-CULTURALISM	RESPOND TO LITERATURE REPRESENTING PLURALISTIC CULTURE	2	3-7	8
624.	READING	MULTI-CULTURALISM	VIEW CONCEPTS FROM DIVERSE PERSPECTIVES	4	5-7	8
625.	READING	MULTI-CULTURALISM	DEVELOP SKILLS/KNOWLEDGE TO UNDERSTAND AND INTERACT WITH OTHER CULTURES	4	5-7	8
626.	READING	MULTI-CULTURALISM	RECOGNIZE THE UNIVERSALITY OF THEMES ACROSS CULTURES AND LANGUAGE	4	5-7	8
627.	READING	MULTI-CULTURALISM	COMPREHEND WRITTEN TEXTS FROM A VARIETY OF AUTHORS	3	5-7	8
628.	READING	MULTI-CULTURALISM	RECOGNIZE CULTURAL DIFFERENCES BY TIME PERIOD	3	4-7	8
629.	READING	MULTI-CULTURALISM	READ NOVELS/SHORT STORIES, DIARIES, ETC. FROM DIFFERENT CULTURES	3	4-7	8
630.	REFERENCE	BOOK PARTS	FIND BOOK'S TITLE PAGE	1		2
631.	REFERENCE	BOOK PARTS	TELL BOOK'S AUTHOR	1		2
632.	REFERENCE	BOOK PARTS	TELL NUMBER OF PAGES IN BOOK	1		2
633.	REFERENCE	BOOK PARTS	FIND TABLE OF CONTENTS	1	2	
634.	REFERENCE	BOOK PARTS	USE INDEX TO FIND FACTS	3	4	5
635.	REFERENCE	BOOK PARTS	USE GLOSSARY FOR DEFINITION	3	4	5
636.	REFERENCE	BOOK PARTS	FIND TITLE IN BIBLIOGRAPHY	4		5
637.	REFERENCE	BOOK PARTS	FIND REFERENCE IN FOOTNOTE	5		6
638.	REFERENCE	BOOK PARTS	TELL COPYRIGHT DATE OF BOOK	5		5
639.	REFERENCE	BOOK PARTS	TELL PURPOSE OF BOOK'S PREFACE	6	7	8
640.	REFERENCE	BOOK PARTS	TELL PURPOSE OF APPENDIX	6	7	8
641.	REFERENCE	BOOK PARTS	LOCATE INFORMATION USING GRAPHS/CHARTS/DIAGRAMS/TABLES/GLOSSARIES	3	4-6	8
642.	REFERENCE	DICTIONARY	FIND WORD IN DICTIONARY	2	3	4
643.	REFERENCE	DICTIONARY	USE GUIDE WORDS TO LOCATE WORD	3		4
644.	REFERENCE	DICTIONARY	USE DICTIONARY TO FIND MEANING	3		4
645.	REFERENCE	DICTIONARY	USE DICTIONARY FOR SPELLING	4		5
646.	REFERENCE	DICTIONARY	USE DICTIONARY FOR PRONUNCIATION	4	5-6	7
647.	REFERENCE	DICTIONARY	USE DICTIONARY FOR SYLLABICATION	3	4-5	6
648.	REFERENCE	DICTIONARY	USE DICTIONARY FOR PARTS OF SPEECH	4	5	6
649.	REFERENCE	DICTIONARY	USE DICTIONARY FOR DERIVATION	6	7	8
650.	REFERENCE	ENCYCLOPEDIA	USE ENCYCLOPEDIA FOR REFERENCE	3	4-5	5
651.	REFERENCE	ENCYCLOPEDIA	USE KEY WORDS TO LOCATE TOPIC	3	4-5	6
652.	REFERENCE	ENCYCLOPEDIA	USE GUIDE WORDS TO LOCATE TOPIC	3	4-5	6
653.	REFERENCE	ENCYCLOPEDIA	USE CROSS-REFERENCES	4	5	6

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
654.	REFERENCE	LIBRARY	USE A PERSONAL LIBRARY CARD	0		1
655.	REFERENCE	LIBRARY	USE THE CARD CATALOG/COMPUTER SYSTEM TO LOCATE BOOKS, ETC.	1	2-4	5
656.	REFERENCE	LIBRARY	COMPARE DEWEY DECIMAL SYSTEM, OTHERS	4	5	6
657.	REFERENCE	LIBRARY	LOCATE A SPECIFIED BOOK IN STACKS	4	5	6
658.	REFERENCE	LIBRARY	FIND AN ARTICLE IN PERIODICAL INDEX	6	7	8
659.	REFERENCE	LIBRARY	FIND 3 SPECIFIED MAGAZINES	6	7	8
660.	REFERENCE	MEDIA	USE, TAKE CARE OF A CD ROM	3	4	5
661.	REFERENCE	MEDIA	USE, TAKE CARE OF A TAPE RECORDER	0	1	2
662.	REFERENCE	MEDIA	USE, TAKE CARE OF AN OVERHEAD PROJECTOR	3	4	5
663.	REFERENCE	MEDIA	USE, TAKE CARE OF A COMPUTER/PRINTER	0	1-4	5
664.	REFERENCE	MEDIA	USE, TAKE CARE OF A HAND CALCULATOR	5		6
665.	REFERENCE	MEDIA	USE, TAKE CARE OF A VIDEO/TAPE RECORDER	5		6
666.	REFERENCE	MEDIA	USE, TAKE CARE OF A SLIDE PROJECTOR	5		6
667.	REFERENCE	MEDIA	USE, TAKE CARE OF A MICROSCOPE	3	4-7	8
668.	STUDY SKILLS	ALPHABETIZE	ALPHABETIZE WORDS BY FIRST LETTER	1		2
669.	STUDY SKILLS	ALPHABETIZE	ALPHABETIZE WORDS BY SECOND LETTER	2		3
670.	STUDY SKILLS	ALPHABETIZE	ALPHABETIZE WORDS BY THIRD, FOURTH LETTER	3		4
671.	STUDY SKILLS	ALPHABETIZE	ALPHABETIZE WORDS BY SECOND WORD	3		4
672.	STUDY SKILLS	OUTLINING	OUTLINE WRITING BY MAIN TOPIC ONLY	4		5
673.	STUDY SKILLS	OUTLINING	OUTLINE WRITING WITH SUBTOPICS	5	6	7
674.	STUDY SKILLS	OUTLINING	OUTLINE WRITING WITH DETAILS	6	7	8
675.	STUDY SKILLS	OUTLINING	OUTLINE WRITING USING ROMAN NUMERALS	6	7	8
676.	STUDY SKILLS	OUTLINING	OUTLINE WRITING USING CAPITAL LETTERS	4		5
677.	STUDY SKILLS	OUTLINING	OUTLINE WRITING USING ARABIC NUMERALS	4		5
678.	STUDY SKILLS	NOTETAKING	TAKE NOTES FROM WRITTEN MATERIALS	4	5	6
679.	STUDY SKILLS	NOTETAKING	TAKE NOTES FROM ORAL SPEECHES	6	7	8
680.	STUDY SKILLS	NOTETAKING	TAKE NOTES FROM VARIOUS SOURCES	7		8
681.	STUDY SKILLS	RESOURCES	USE THE CALENDAR CORRECTLY	0	1	2
682.	STUDY SKILLS	RESOURCES	USE THE CLOCK CORRECTLY	1	2	3
683.	STUDY SKILLS	RESOURCES	USE THE WHITE PAGES OF TELEPHONE DIRECTORY	3		4
684.	STUDY SKILLS	RESOURCES	USE YELLOW PAGES OF TELEPHONE DIRECTORY	3	4	5
685.	STUDY SKILLS	RESOURCES	READ VARIOUS TYPES OF SCHEDULES	4	5	6
686.	STUDY SKILLS	RESOURCES	COMPARE INFORMATION IN ATLAS AND ALMANAC	5	6-7	8
687.	STUDY SKILLS	RESOURCES	LOCATE INFORMATION IN THE NEWSPAPER	3	4-5	6

#	TOPIC	EMPHASIS	STUDENT OUTCOME	INTRO	REVIEW	MASTERY
688.	<b>STUDY SKILLS</b>	RESOURCES	USE A THESAURUS CORRECTLY	4	5-7	8
689.	<b>STUDY SKILLS</b>	RESOURCES	USE A DICTIONARY CORRECTLY	1	2-7	8
690.	<b>STUDY SKILLS</b>	RESOURCES	USE GRAPHIC SKILLS AND AIDS	1	2-7	8
691.	<b>STUDY SKILLS</b>	RESOURCES	LEARN HOW TO TAKE A TEST/KINDS OF TESTS	4	5-7	8
692.	<b>STUDY SKILLS</b>	RESOURCES	IDENTIFY PARTS OF A BOOK	4	5-7	8
693.	<b>STUDY SKILLS</b>	RESOURCES	SELECT APPROPRIATE INFORMATION SOURCES	4	5-7	8
694.	<b>STUDY SKILLS</b>	RESOURCES	USE GLOSSARY/SPECIALIZED DICTIONARY/ENCYCLOPEDIA	4	5-7	8
695.	<b>STUDY SKILLS</b>	RESOURCES/ TECHNOLOGY	USE WEBSITE, CLUSTERING, CLASSIFYING INFORMATION	4	5-7	8
696.	<b>STUDY SKILLS</b>	RESOURCES/ TECHNOLOGY	SELECT/APPLY APPROPRIATE MEDIA/TECHNOLOGY TO TASK OR TOPIC	3	4-7	8
697.	<b>STUDY SKILLS</b>	RESOURCES/ TECHNOLOGY	ACQUIRE INFORMATION FROM PRINT/VISUALS/ ELECTRONIC SOURCES/INTERNET	3	4-7	8
698.	<b>STUDY SKILLS</b>	RESOURCES/ TECHNOLOGY	PRODUCE VISUALS FOR PRESENTATION	5	6-7	8
699.	<b>STUDY SKILLS</b>	RESOURCES/ TECHNOLOGY	RECORD/STORE DATA IN A VARIETY OF FORMATS	3	4-7	8
700.	<b>STUDY SKILLS</b>	RESOURCES/ TECHNOLOGY	DEMONSTRATE ETHICAL USE OF RESOURCES/ MATERIALS/COMPUTER PROGRAMS	5	6-7	8
701.	<b>STUDY SKILLS</b>	RESOURCES/ TECHNOLOGY	EVALUATE ACCURACY OF INFORMATION WRITTEN/ORAL/VISUAL COMMUNICATIONS/INTERNET	5	6-7	8
702.	<b>WRITING</b>	KEYBOARDING	MEMORIZE THE KEYBOARD	3	4	5
703.	<b>WRITING</b>	KEYBOARDING	USE WORDPROCESSOR FOR PARAGRAPHS, REPORTS, REVIEWS	3	4	5
704.	<b>WRITING</b>	KEYBOARDING	USE WORD PROCESSOR FOR RESEARCH PAPER	7	8	