Johnny Can Spell -- Johnny Can Write

Scope & Sequence of Knowledge and Skills

Phonics, Penmanship, Spelling, Morphology, Grammar, Reading--Decoding Skills

Language instruction and development must happen in an integrated manner that includes both skill and knowledge components. In this document, these skills and knowledge components have been isolated for the purposes of identification and accountability, not for the purposes of instruction. The major divisions are phonemic awareness, alphabetic knowledge, penmanship, print concepts, phonological knowledge, orthographic knowledge, morphology, parts of speech, syntax, and word identification.

PHONEMIC AWARENESS

Phonemic awareness addresses the ability to attend to the sound structure(s) (phonemes), as distinct from the meaning, of spoken language.

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .	K	1	2	3
Initial sound(s) [onset]					
	Identify beginning sound of word as segmented from the word	X	X	X	X
	Distinguish words with same beginning sound from words with different beginning sounds	X	X	X	X
	Originate a word that has same beginning sound as in a given word	X	X	X	X
Alliteration		K	1	2	3
	Recognize alliteration patterns	X	X	X	X
	Originate alliteration patterns	X	X	X	X
Ending sound(s) [rime] which include vowel sound		K	1	2	3
	Distinguish words with same ending sounds from words with different ending sounds	X	X	X	X
	Originate a word that has same ending sounds as in a given word	X	X	X	X
Final sound (a single sound, not the rime)		K	1	2	3
	Identify ending sound of word as segmented from the word	X	X	X	X
	Distinguish words with same ending sound from words with different ending sounds	X	X	X	X
	Originate a word that has same ending sound as in a given word	X	X	X	X
Rhymes		K	1	2	3
	Recognize rhymes in isolated words	X	X	X	X
	Recognize rhymes in text, i.e., poetry	X	X	X	X
	Identify sounds that comprise the rhyme pattern (vowel + consonant sound[s])	X	X	X	X
	Distinguish rhyming word pairs from non-rhyming word pairs	X	X	X	X
	Originate rhyming words	X	X	X	X
	Understand that rhyming is a sound pattern, not a spelling pattern	X	X	X	X
Medial vowel sound		K	1	2	3
	Identify medial vowel sound of word as segmented from the word	X	X	X	X
	Distinguish words with same medial vowel sound from words with different medial vowel sounds	X	X	X	X
	Originate a word that has same medial vowel sound as in a given word	X	X	X	X
Blending		K	1	2	3
	Say sounds blended into single speech impulse for each syllable in word	X	X	X	X

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Syllables		K	1	2	3
	Know the meaning of syllable, i.e., a single speech impulse	X	X	X	X
	Count the number of syllables in a spoken word				
	by clapping	X	X	X	X
	by feeling opening or closing of mouth	X	X	X	X
	by vowel identification			X	X
	Demonstrate ability to recognize syllables by verbally segmenting the word into syllables in an elongated pronunciation of a word	X	X	X	X

ALPHABETIC KNOWLEDGE

Alphabetic knowledge refers to student's knowledge of the symbols we call the letters of the alphabet. Such knowledge includes letter names, visual recognition of lower and upper cases, written production of lower and upper cases, lower case and upper case correspondences, alphabetic order.

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .				
Visual recognition of letters		K	1	2	3
	Recognize graphic forms of individual letters	X	X	X	X
	Lower case letters	X	X	X	X
	Upper case letters	X	X	X	X
	Correspondences of lower and upper case letters	X	X	X	X
Letter name and letter symbol correspondences		K	1	2	3
	Name the letter, both lower case and upper case, when shown the graphic symbol	X	X	X	X
Alphabetic order		K	1	2	3
	Recite alphabet in order, a to z	X	X	X	X
	Arrange given letters in alphabetical order	X	X	X	X
	Arrange words in alphabetical order	X	X	X	X
	To the first letter	X	X	X	X
	To the second letter		X	X	X
	To the any letter		X	X	X
	Use the principal of alphabetical order when using the dictionary or other reference material		X	X	X
	Use the principal of alphabetical order to organize material or information		X	X	X

PENMANSHIP

Penmanship refers to the student's knowledge and skills with the tools of writing (e.g., paper, pencil). The knowledge and skills support correct formation of legible letters--both lower and upper cases in both manuscript style and a cursive style.

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .				
Posture for good writing		K	1	2	3
	Attend to good posture when seated at a table/desk for writing (or drawing) purposes	X	X	X	X
Paper position		K	1	2	3
	Position paper with correct angle for ease of writing	X	X	X	X
Paper holding		K	1	2	3
	Correctly use non-writing hand to hold paper	X	X	X	X
Paper awareness (e.g., lines, margins, top, bottom)		K	1	2	3
	Can identify the top or bottom / front or back of a sheet of paper	X	X	X	X
Margins	Understand margins and margin forming lines	X	X	X	X
	Write in margin only when appropriate	X	X	X	X
	Start writing close to the left margin line to produce neat copy	X	X	X	X
Baseline	Know that all letters rest on a baseline	X	X	X	X
	Form all letters so they rest on baseline	X	X	X	X

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		K	1	2	3
Pencil gripping					
	Attend to proper pencil gripping	X	X	X	X
	Use correct fingers to form vice to hold writing tool	X	X	X	X
	Correctly position writing hand in relationship to paper and desk	X	X	X	X
Space letters occupy		K	1	2	3
	Form all letters so they occupy proper space in relationship to other letters and to the lines of writing	X	X	X	X
	Use a mid-line (broken line) to correctly proportion letters	X	X	X	X
	Write letters close together without space between them as though they form a word	X	X	X	X
	Write letters with space between as though they belong to different words	X	X	X	X
Direction of writing		K	1	2	3
	Write from left to right	X	X	X	X
	Write from top to bottom of paper	X	X	X	X
Correct formation of manuscript letters		K	1	2	3
	Know beginning point for each letter	X	X	X	X
	Never begin any letter at baseline	X	X	X	X
	Know whether to use a curved line first or a straight line first in letter formation	X	X	X	X
	Recognize correct direction in letter formation	X	X	X	X
	Use correct direction in letter formation (e.g., top to bottom)	X	X	X	X
	Know ending point for each letter	X	X	X	X
	Produce neat, legible manuscript writing (e.g., correct letter formation)	X	X	X	X
	To write in manuscript with ease at an appropriate pace	X	X	X	X
Cursive form		K	1	2	3
	Understand the relationship of cursive to manuscript			X	X
	Understand the purpose of cursive writing			X	X
	Know appropriate times to use manuscript (e.g., maps, charts) or cursive				X
	Know how to form connecting line between any two given letters				X
	Produce neat, legible cursive writing (e.g., consistent slant, correct letter formation)				X
	Use cursive freely and readily in school work				X

PRINT CONCEPTS

Alphabetic knowledge and penmanship (recognition and production of letters) are central to print concepts. *Print concepts* refers to the student's ability to attend to conventions and formats of print:

- Directionality: Left to right; Top to bottom; Front to back
- Significance of spacing: Within the word there is no space between letters; a space is given between words
- Titles and captions: As set apart from text
- Punctuation and capitalization: As separating thoughts
- Parts of a book
- Format or layout of different genres (e.g., stanzas for poetic form, paragraph indentation)

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .	K	1	2	3
Print has meaning					
	Recognize that reading is associated with print, not pictures	X	X	X	X
Purpose of print		K	1	2	3
	Understand that print is a form of communication	X	X	X	X
Directionality of print		K	1	2	3
	Scan print left to right	X	X	X	X
	Scan print/page top to bottom	X	X	X	X
Spacing in print		K	1	2	3
	Recognize significance of letters close together (a word)	X	X	X	X
	Recognize significance of spaces between words	X	X	X	X

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			K	1	2	3
Directionality of a book						
		Recognize the front of the book as the beginning	X	X	X	X
		Recognize the back of the book as the end	X	X	X	X
Parts of book				1	2	3
	Title page	Identify title page and its contents	X	X	X	X
		Identify parts of title page		X	X	X
		Know the purpose of title page		X	X	X
		Use title page		X	X	X
	Table of contents	Identify table of contents		X	X	X
		Identify beginning page of section/chapter			X	X
		Identify ending page of section/chapter			X	X
		Know the purpose of table of contents			X	X
		Use table of contents			X	X
	Glossary	Identify glossary			X	X
		Know the purpose of the glossary			X	X
		Locate a given word in glossary			X	X
		Obtain information about word in glossary			X	X
	Index	Identify the index				X
		Know the purpose of the index				X
		Locate an entry in index				X
		Use index to locate entry on text page				X
Punctuation and capitalization			K	1	2	3
		Understand punctuation marks in general as separate and distinct from words	X	X	X	X
		Recognize punctuation marks as thought separators		X	X	X
		Name marks of common punctuation (e.g., period, comma, question mark)	X	X	X	X
		Name all punctuation marks			X	X
Type styles (fonts)			K	1	2	3
		Identify a letter in a variety of type faces as the same symbol			X	X
Format of different genres			K	1	2	3
		Recognize format of paragraph (prose)	X	X	X	X
		Recognize format of a letter		X	X	X
		Recognize format of poetic verse			X	X
		Recognize format of the outline			X	X
		Recognize format of a play			X	X

PHONOLOGICAL KNOWLEDGE

Phonological knowledge incorporates phonemic awareness and penmanship. While phonemic awareness addresses the aspect of oral language only and penmanship addresses the aspect of written symbols, phonological knowledge links oral language with written language through the phonograms. A spoken word may be conceived of as a sequence of elementary sounds. A written word may be conceived of as a sequence of elementary symbols representing those elementary sounds. The correspondence between the simplest sound structure (phoneme) and the simplest written structure (grapheme) is identified as a phonogram. Phonological knowledge involves both sound-symbol knowledge (supports encoding) and symbol-sound knowledge (supports decoding); therefore, this component is central to successful encoding and decoding.

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .				
Common sound(s) / symbol correspondences of alphabet		K	1	2	3
	Say common sound(s) corresponding to a phonogram when shown the graphic symbol (visual processing)	X	X	X	X
	Select correct phonogram (visual recognition) when common sound(s) is/are dictated (auditory processing)	X	X	X	X
	Write corresponding phonogram (graphic production/ penmanship) when common sounds are dictated (auditory processing)	X	X	X	X

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		K	1	2	3
Phonograms beyond the alphabet					
(44 make up the diphthongs, consonant digraphs, vowel digraphs, etc.)	Know that sometimes two or more letters together represent one sound in a word		X	X	X
sh, ee, th, ay / ai, ow / ou, aw / au, ew / ui, oy / oi, oo, ch, ng, ea, ar, ck, ed, or, wh, oa, ey / ei, eigh, ie, igh, kn, gn, wr, ph, dge, oe, tch, ti / si / ci, ough]	Say common sound(s) corresponding to a phonogram when shown the graphic symbol (visual processing)		X	X	X
	Select correct phonogram (visual recognition) when common sound(s) is/are dictated (auditory processing)		X	X	X
	Write corresponding phonogram (graphic production/ penmanship) when common sounds are dictated (auditory processing)		X	X	X
Phonograms vs. blends (clusters)		K	1	2	3
	Know the difference between digraph representing one sound (phonogram such as ch) and two or more letters representing a blend (e.g., sl, str)		X	X	X
Uncommon phonograms:		K	1	2	3
eu, rh, gh, gu, ph, pt, ps, sc, augh, di, gi, our, re, ae, pn, ce,	Have an awareness of uncommon phonograms			X	X
	Identify uncommon phonograms in print (words)			X	X
	Use uncommon phonograms to correctly spell words			X	X
	Recognize uncommon phonograms during reading (decoding) and use them to correctly pronounce words			X	X

ORTHOGRAPHIC (SPELLING) KNOWLEDGE

Orthographic awareness encompasses phonemic awareness, penmanship awareness, alphabet awareness, print awareness, and phonological awareness. It is the integrated application of all of these. Orthographic awareness results from an integration of these others. Orthography is, in short, spelling (encoding). It involves the use of sound to symbol correspondences (phonograms), syllables, and morphemes (roots, affixes), along with the rules of spelling to write (spell, encode) words.

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .	K	1	2	3
Recognition of words orally					
	Segment a spoken phrase or sentence into words	X	X	X	X
Word analysis - encoding					
Syllables		K	1	2	3
	Indicate a syllable by leaving a space when writing a word during word analysis	X	X	X	X
	Use syllable patterns to support writing (spelling)		X	X	X
	Recognize common syllable patterns		X	X	X
	Know and use rules of syllabication			X	X
	Discriminate between accented and unaccented syllables				X
Rules of syllabication					
• One vowel sound per syllable:		K	1	2	3
Every syllable has one vowel sound	Recite rule				
	Understand rule	X	X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Adjacent vowels:		K	1	2	3
Adjacent vowels may form digraph and should not be divided; syllable breaks between two vowels if each vowel represents a sound	Recite rule				
	Understand rule			X	X
	Apply rule during word analysis in spelling			X	X
	Apply rule during reading to enable decoding processes			X	X
• v c v pattern:		K	1	2	3
Two vowels separated by consonant, the consonant goes with the second syllable if the first vowel is long	Recite rule				
	Understand rule			X	X
	Apply rule during word analysis in spelling			X	X
	Apply rule during reading to enable decoding processes			X	X

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		K	1	2	3
• v c c v pattern: Two vowels separated by two or more consonants, consonants are split unless they form a phonogram or a blend in which case they are not split; they go with the second syllable if first vowel is long	Recite rule			X	X
	Understand rule			X	X
	Apply rule during word analysis in spelling			X	X
	Apply rule during reading to enable decoding processes			X	X
• Compound word: Divide between the words that form compound word		K	1	2	3
	Recite rule				
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Prefixes and suffixes: Usually form separate syllable(s)		K	1	2	3
	Recite rule				
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
Phonograms (Sound-Spelling Correspondents)					
Sound identification		K	1	2	3
	Separate and elongate individual sounds in order to identify all sounds in the spoken word	X	X	X	X
	Sequentially pull a word apart by sounds clearly producing and hearing all sounds	X	X	X	X
Symbol identification		K	1	2	3
	Use sound to identify which symbol to write in grade appropriate words				
	Any symbol that can carry that sound (phonetic spelling)	X	X	X	X
	The correct symbol that uniquely carries the sound in the given word (accurate spelling)	X	X	X	X
	Write phonograms sequentially from left to right with proper spacing to form syllable (word)	X	X	X	X
	Use correct case -- lower or upper	X	X	X	X
Elements other than common phonograms, e.g., silent letters, uncommon sounds.		K	1	2	3
	Know that some words have silent letters, phonograms with uncommon sounds, and uncommon phonograms		X	X	X
	Exhibit knowledge of uncommon element(s) of a given word by writing correct spelling			X	X
Rules of spelling:					
• A vowel is usually long at the end of a syllable		K	1	2	3
	Recite rule	X	X	X	X
	Understand rule	X	X	X	X
	Apply rule during word analysis in spelling	X	X	X	X
	Apply rule during reading to enable decoding processes	X	X	X	X
• Never write q without u		K	1	2	3
	Recite rule	X	X	X	X
	Understand rule	X	X	X	X
	Apply rule during word analysis in spelling	X	X	X	X
	Apply rule during reading to enable decoding processes	X	X	X	X
• The letter c before e, i, or y represents the sound /k/		K	1	2	3
	Recite rule		X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• The letter g before e, i, or y may (sometimes) represent the sound /j/		K	1	2	3
	Recite rule		X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X

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		K	1	2	3
• The letters o – r may say /er/ when they follow the letter w	Recite rule	X	X	X	X
	Understand rule	X	X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Vowel y is used at the end of English words, not vowel i		K	1	2	3
	Recite rule		X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Double l, f, s at end of one-syllable words that have a single-letter vowel		K	1	2	3
	Recite rule		X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• **Occurrence of silent final e**		K	1	2	3
1. Long vowel, consonant, silent final e pattern	Recite rules		X	X	X
2. English words do not end with letters v or u; silent final e completes such words	Understand rules		X	X	X
3. The letter c or g must be followed by final e at end of word to have soft sound (i.e., c = /s/ g = /j/)	Apply rules during word analysis in spelling		X	X	X
4. When syllabic l occurs at end of word (*consonant -le* syllable), silent final e is necessary because every syllable must contain a vowel	Apply rules during reading to enable decoding processes		X	X	X
5. A few words take a silent final e even though it does not fit any of the above functions (e.g., are)			X	X	X
• Phonogram sh is use at the beginning of a word, at the end of a syllable but not at the beginning of any syllable after the first, except for the suffix *-ship*.		K	1	2	3
	Recite rule	X	X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Phonograms ti, si, and ci are used at the beginning of any syllable after the first one		K	1	2	3
	Recite rule		X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Phonogram ck is used for /k/ only after a single short vowel		K	1	2	3
	Recite rule	X	X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Phonograms tch and dge are used after a single short vowel		K	1	2	3
	Recite rule	X	X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Drop silent final e when adding a suffix that begins with a vowel		K	1	2	3
	Recite rule		X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X

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		K	1	2	3
• Double final consonant when adding a suffix that begins with a vowel to a one-syllable word that ends with a single consonant preceded by a single short vowel	Recite rule		X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Double final consonant when adding a suffix that the begins with a vowel to a two-syllable word that ends with a single consonant preceded by a single vowel if the accent is on the final syllable		K	1	2	3
	Recite rule			X	X
	Understand rule			X	X
	Apply rule during word analysis in spelling			X	X
	Apply rule during reading to enable decoding processes			X	X
• Use ei after c, if you say long a-sound, and in about a dozen special words (e.g., either, foreign, weird, heifer); otherwise, use ie.		K	1	2	3
	Recite rule				X
	Understand rule				X
	Apply rule during word analysis in spelling				X
	Apply rule during reading to enable decoding processes				X
• The letter a is not used for the long a-sound at the end of a word; most often it is spelled with ay		K	1	2	3
	Recite rule				
	Understand rule	X	X	X	X
	Apply rule during word analysis in spelling	X	X	X	X
	Apply rule during reading to enable decoding processes	X	X	X	X
• Vowels i and o may be long when followed by two consonants		K	1	2	3
	Recite rule		X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Never write the letter s after the letter x		K	1	2	3
	Recite rule		X	X	X
	Understand rule		X	X	X
	Apply rule during word analysis in spelling		X	X	X
	Apply rule during reading to enable decoding processes		X	X	X
• Write *all* with one l as a prefix		K	1	2	3
	Recite rule			X	X
	Understand rule			X	X
	Apply rule during word analysis in spelling			X	X
	Apply rule during reading to enable decoding processes			X	X
• Write *full* and *till* with one l when used as suffixes		K	1	2	3
	Recite rule			X	X
	Understand rule			X	X
	Apply rule during word analysis in spelling			X	X
	Apply rule during reading to enable decoding processes			X	X
• Use the letter z, never the letter s, to say /z/ at the beginning of a word		K	1	2	3
	Recite rule			X	X
	Understand rule			X	X
	Apply rule during word analysis in spelling			X	X
	Apply rule during reading to enable decoding processes			X	X
• If a verb ends with the sound /t/ or /d/, the past tense ending, -ed, will say /ed/ and form a separate syllable		K	1	2	3
	Recite rule			X	X
	Understand rule			X	X
	Apply rule during word analysis in spelling			X	X
	Apply rule during reading to enable decoding processes			X	X

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		K	1	2	3
Spell (write) words					
	Write own name	X	X	X	X
	Write names of others	X	X	X	X
	Spell high frequency words correctly		X	X	X
	Spell grade appropriate words accurately		X	X	X
	Spell words above grade level phonetically by applying phonological and orthographic knowledge		X	X	X
	Spell words above grade level correctly applying phonological and orthographic knowledge			X	X

READING – DECODING
(sounding out a word)

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .	K	1	2	3
Recognition of words in print					
	Know words are composed of phonograms (letters)	X	X	X	X
	Recognize own name in print	X	X	X	X
	Recognize names of others in print	X	X	X	X
(grade appropriate)	Identify words in environment print	X	X	X	X
Word analysis - decoding		K	1	2	3
	Know how to sound out words		X	X	X
Syllable		K	1	2	3
	Know how to identify a syllable	X	X	X	X
	Count number of syllables in a word	X	X	X	X
	Recognize common syllable patterns		X	X	X
	Use syllable patterns to support fluent reading			X	X
	Discriminate between accented and unaccented syllables for accurate pronunciation				X
Phonograms		K	1	2	3
	Uses phonograms to sound out words	X	X	X	X
Symbol identification		K	1	2	3
	Use symbol(s) to identify sound(s) to read high frequency, grade appropriate words		X	X	X
	Sound out phonograms sequentially from left to right to decode word	X	X	X	X
	Blend sounds to correctly pronounce word		X	X	X
Elements other than common phonograms,		K	1	2	3
e.g., silent letters, uncommon sounds	Know that some words have silent letters, phonograms with uncommon sounds, and uncommon phonograms		X	X	X
	Exhibit knowledge of uncommon element(s) of a given word for fluent reading			X	X
Read words (grade appropriate)		K	1	2	3
	Read name	X	X	X	X
	Read names of others	X	X	X	X
	Read with automaticity high frequency words		X	X	X
	Use knowledge to support fluent reading		X	X	X
	Use knowledge to sound out new words		X	X	X

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SEMANTIC KNOWLEDGE: MORPHOLOGY

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .	K	1	2	3
Inflectional suffixes					
	Know common inflectional suffixes (e.g., -s and -es for noun plurals, -ing for present participle and -ed for past participle verb forms)		X	X	X
	Use common inflectional suffixes to support fluent reading and comprehension		X	X	X
	Use knowledge to support correct spelling / reading		X	X	X
Derivational suffixes		K	1	2	3
	Know common derivational suffixes (e.g., -or, -ous; -able / -ible; -ion; -al; -ence, -ent, -ency/ -ance, -ant, -ancy; -ment; -ful)			X	X
	Use common derivations suffixes to support fluent reading and comprehension			X	X
	Use knowledge to support correct spelling / reading			X	X
Prefixes		K	1	2	3
	Know common prefixes (e.g., con-, pro-, per-, de-, re-, dis-, trans-, por-, mis-, non-, un-, ex-, sub)			X	X
	Use common prefixes to support accurate pronunciation and comprehension			X	X
	Use knowledge to support correct spelling / reading			X	X
Roots		K	1	2	3
	Recognize and know meanings of common roots				X
	Use knowledge to support correct spelling / reading				X

SEMANTIC KNOWLEDGE: PARTS OF SPEECH

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .				
Nouns					
Definition		K	1	2	3
	Recite definition of a noun	X	X	X	X
	Identify nouns in a list of words		X	X	X
	Identify nouns in a sentence		X	X	X
Properties		K	1	2	3
Class	Classify nouns according to class(es) introduced				
Common			X	X	X
Proper	Recognize and write with capital letter		X	X	X
Compound	Recognize and produce compound words			X	X
Collective	Use with correct singular/plural form of verb			X	X
Abstract					
Concrete					
Count					
Non-count (Mass)					
Number		K	1	2	3
	Understand the meaning of *number* as one or more than one	X	X	X	X
Singular	Recognize singular as one	X	X	X	X
Plural	Know and use all rules for making noun plurals		X	X	X
	Adding *-s*		X	X	X
	Adding *-es*		X	X	X
	Words that end with *y*		X	X	X
	Words that end with *f / fe*		X	X	X
	Words that end with *o*		X	X	X
	Special forms -- irregular forms		X	X	X
	Foreign plurals			X	X

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		K	1	2	3
Case: Possessive					
	Form singular / plural possessive forms		X	X	X
	Use singular / plural possessive forms correctly			X	X
Gender		K	1	2	3
	Recognize in common words		X	X	X
	Apply knowledge for correct pronoun/antecedent agreement		X	X	X
Verbs					
Definition		K	1	2	3
	Recite definition	X	X	X	X
	Identify verbs in a list of words		X	X	X
	Identify verbs in a sentence		X	X	X
Properties					
Class		K	1	2	3
Regular	Know that regular verbs take ending *-ed*		X	X	X
Irregular	Recite principal parts of irregular verbs: present, present participle, past, past participle		X	X	X
Transitive	Identify transitive verb in sentence				X
Intransitive	Identify intransitive verb in sentence				X
Linking	Identify linking verb in sentence				X
Verb agreement with subject		K	1	2	3
	Make verb agree with number of its subject			X	X
Expanded Forms of Tenses	(Identify / classify expanded forms of verb tenses)	K	1	2	3
Common				X	X
Progressive	Know main verb takes *-ing* form				X
Emphatic	Know this form has a form of *do* as an auxiliary				
Interrogative	Know this form is used in questions				X
Potential	Know this form is used with auxiliary *may, might*				
Negative	Know this form is modified by *not*				X
Voice	(Identify voice of verb)	K	1	2	3
Active	Identify subject as actor				X
Passive	Identify subject as receiving action of verb				X
Mood	(Classify mood of verb)	K	1	2	3
Indicative	Know this states a fact or asks a question				
Imperative	Know this expresses a command or makes a request				
Subjunctive	Knows this is used with dependent clauses expressing wish, something contrary to fact, uses word *if*				
Tense		K	1	2	3
Simple: Present, Past, Future	Understand the meaning of *tense*			X	X
Perfect: Present, Past, Future	Be able to identify tense of verb used a sentence			X	X
	Be able to identify tense used				X
	Know the meaning of each tense				X
	Be able to change verb tense and any other words that need to be changed				X
	Use correct auxiliaries				X
Verb Phrase		K	1	2	3
	Be able to identify verb phrase in a sentence		X	X	X
Main Verb	Identify the main verb in a phrase			X	X
Auxiliary Verb	Identify the auxiliary verbs in a phrase			X	X
Verbals		K	1	2	3
Participle	Be able to identify participle functioning as adjective				
Gerund	Identify participle functioning as noun				
Infinitive	Identify verb prefixed by word *to* as an infinitive				
	Identify infinitive that is in noun, adjective, or adverb function				
Adjectives					
Definition		K	1	2	3
	Recite the definition of adjective		X	X	X
	Identify adjectives in a sentence		X	X	X
	Identify word(s) modified by adjective in sentence		X	X	X

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		K	1	2	3
Properties					
Class	Classify adjectives according to meaning and use			X	X
Common	Know to use lower case letter to begin			X	X
Proper	Know these are derived from proper nouns			X	X
	Correctly use capital letter to begin proper adjectives			X	X
Articles		K	1	2	3
	Know the three articles: the, a, an				
Definite			X	X	X
Indefinite	Recite the rule for use of *a* and *an*		X	X	X
	Use *a* and *an* correctly			X	X
Degrees of Comparison		K	1	2	3
	Understand that degree relates to number of things compared			X	X
Positive	Recognize that there is no comparison			X	X
Comparative	Be able to add *-er* or use *more* correctly (*less*)			X	X
Superlative	Be able to add *-est* or use *most* correctly (*least*)			X	X
	Know irregular forms of common adjectives				X
Coordinating Adjectives		K	1	2	3
	Identify adjectives that equally modify a noun				X
	Use comma or coordinating conjunction correctly				X
Adverbs					
Definition		K	1	2	3
	Recite the definition of adverb			X	X
	Identify adverbs in a sentence			X	X
Properties					
Class	Classify by asking *adverb questions*	K	1	2	3
Manner	How?			X	X
Time	When?			X	X
Place	Where			X	X
Degree	To what degree?			X	X
Cause or Result	Why?			X	X
Degree of Comparison		K	1	2	3
	Understand that degree relates to number of things compared			X	X
Positive	Recognize that there is no comparison			X	X
Comparative	Be able to add *-er* or use *more* correctly (*less*)			X	X
Superlative	Be able to add *-est* or use *most* correctly (*least*)			X	X
	Know irregular forms of common adverbs				X
Conjunctive Adverb		K	1	2	3
	Recite the definition of conjunctive adverb				
	Recite common conjunctive adverbs				
	Identify conjunctive adverbs in a sentence				
	Use conjunctive adverbs to create logical connections in writing				
	Use correct punctuation with conjunctive adverb				
Pronouns					
Definition		K	1	2	3
	Recite definition of pronouns	X	X	X	X
	Identify pronouns in a sentence		X	X	X
Properties					
Class					
Personal pronouns		K	1	2	3
	Recite from memory personal pronouns	X	X	X	X
	Identify personal pronouns in a sentence		X	X	X
Person	Know the meaning of *person*			X	X
First	Be able to identify and use correctly			X	X
Second	Be able to identify and use correctly			X	X
Third	Be able to identify and use correctly			X	X
Number	Know the meaning of *number*			X	X
Singular	Be able to identify and use correctly			X	X
Plural	Be able to identify and use correctly			X	X

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Case	Identify *case* by inflection and use in sentence				
Nominative	Recite from memory	X	X	X	
	Use correctly as subject of verb or as predicate nominative		X	X	
Objective	Recite from memory	X	X	X	
	Use correctly as object of preposition, direct object or indirect object		X	X	
Possessive	Recite from memory	X	X	X	
Takes a noun / Stands alone	Use forms with or without noun correctly		X	X	
Gender	Use to match antecedent correctly		X	X	
Interrogative	Identify interrogative pronouns in a sentence			X	
Relative	Identify relative pronouns in a sentence				
Demonstrative	Identify demonstrative pronouns in a sentence				
Indefinite	Identify indefinite pronouns in a sentence				
Reflexive	Identify reflexive pronouns suffix *-self*				
Courtesy Order		**K**	**1**	**2**	**3**
	Place first person last in sentence order		X	X	X
	Place second person first in sentence order			X	X
Antecedent		**K**	**1**	**2**	**3**
	Identify antecedent of a pronoun			X	X
	Use pronoun that matches antecedent			X	X
	Avoid unclear antecedent reference				X
Conjunctions					
Definition		**K**	**1**	**2**	**3**
	Recite the definition			X	X
	Identify conjunctions in a sentence			X	X
Properties		**K**	**1**	**2**	**3**
Class	Classify conjunctions by meaning and purpose			X	X
Coordinating	Recite from memory			X	X
	Use correct punctuation with coordinating conjunction			X	X
	Identify coordinating conjunction in sentence and tell what elements it connects			X	X
Correlative	Recite from memory				
	Identify correlative conjunction in sentence and tell what it connects				
Subordinating	Recite from memory				X
	Use correct punctuation with subordinating conjunction				X
	Identify subordinating conjunction in sentence and tell what it connects				X
Prepositions		**K**	**1**	**2**	**3**
Definition	Recite definition			X	X
	Recite common prepositions from memory		X	X	X
	Identify prepositions in a sentence		X	X	X
Object	Identify object of preposition in prepositional phrase in sentence		X	X	X
Phrase	Identify preposition phrases in a given sentence		X	X	X
	Use preposition phrase to elaborate sentences			X	X
	Identify function of preposition phrase in the sentence				X
Interjections		**K**	**1**	**2**	**3**
Definition	Recite definition			X	X
	Identify interjection in a sentence			X	X
	Use correct punctuation with interjection			X	X

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SYNTACTIC KNOWLEDGE: KINDS OF SENTENCES

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .	K	1	2	3
Sentence					
	Identify a complete sentence	X	X	X	X
	Orally compose a complete sentence	X	X	X	X
	Write a complete sentence		X	X	X
Definition	Recite the definition		X	X	X
Fragment	Identify a fragment			X	X
	Correct a fragment in composition			X	X
Run-on	Identify a run-on sentence			X	X
	Correct a run-on in composition			X	X
Kinds According to Purpose					
Declarative		K	1	2	3
	Recite definition		X	X	X
	Create oral declarative sentence	X	X	X	X
	Identify a written declarative sentence	X	X	X	X
	Create a written declarative sentence	X	X	X	X
Word order	Identify subject followed by verb	X	X	X	X
End punctuation	Use period at end	X	X	X	X
Interrogative		K	1	2	3
	Recite definition		X	X	X
	Create oral interrogative sentence	X	X	X	X
	Identify a written interrogative sentence	X	X	X	X
	Create a written interrogative sentence	X	X	X	X
Word order	Identify subject as splitting verb phrase		X	X	X
	Identify question word beginning sentence		X	X	X
End punctuation	Use question mark at end	X	X	X	X
Imperative		K	1	2	3
	Recite definition		X	X	X
	Create oral imperative sentence	X	X	X	X
	Identify a written imperative sentence		X	X	X
	Create a written imperative sentence		X	X	X
Subject of imperative	Know and identify understood subject - *you*		X	X	X
End punctuation	Use period with most; occasionally exclamation mark		X	X	X
Exclamatory		K	1	2	3
	Recite definition		X	X	X
	Create oral exclamatory sentence	X	X	X	X
	Identify a written exclamatory sentence		X	X	X
	Create a written exclamatory sentence		X	X	X
Word order	Place noun or adjective/adverb from predicate before subject		X	X	X
	Understand the use of *how* or *what* correctly at beginning of sentence		X	X	X
End punctuation	Use exclamation mark at end	X	X	X	X
Kinds According to Structure (Types of Clauses)					
Simple: *One independent clause*		K	1	2	3
	Create oral sentence	X	X	X	X
	Create written sentence	X	X	X	X
	Expand to other types of sentences with addition of clause(s)		X	X	X
Compound: *Two independent clauses*		K	1	2	3
	Create oral sentence		X	X	X
	Create written sentence		X	X	X
	Be able to change to complex sentence			X	X
	Use coordinating conjunction correctly			X	X
	Use punctuation correctly			X	X

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		K	1	2	3
Complex: *One independent clause and one dependent clause*					
	Create oral sentence		X	X	X
	Create written sentence		X	X	X
	Be able to expand to a compound-complex sentence				X
	Use subordinating conjunction correctly			X	X
	Use punctuation correctly with dependent clause			X	X
	Be able to reverse clause order with correct punctuation			X	X
Compound-Complex: *Two independent clauses and one dependent clause*		K	1	2	3
	Create oral sentence			X	X
	Create written sentence				X
	Use coordinating and subordinating conjunctions correctly				X
	Use punctuation correctly with				X
	Be able to reverse clause order with correct punctuation				X
Comparative: *Two interdependent clauses*		K	1	2	3
	Create oral sentence				X
	Create written sentence				
	Use comparative forms of adjectives / adverbs correctly				
	Use punctuation correctly between clauses				

SYNTACTIC KNOWLEDGE: SENTENCE ELEMENTS

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .				
Subject					
Definition		K	1	2	3
	Recite definition		X	X	X
	Identify subject of sentence as different from predicate		X	X	X
Complete		K	1	2	3
	Identify the complete subject of a sentence		X	X	X
Simple		K	1	2	3
	Identify the simple subject of a sentence		X	X	X
	Diagram the simple subject		X	X	X
Compound		K	1	2	3
	Identify the compound subject of a sentence			X	X
	Identify the conjunction joining compound subject			X	X
	Diagram the compound subject			X	X
Understood subject (you)		K	1	2	3
	Identify the understood subject of imperatives		X	X	X
	Diagram subject of imperative sentence			X	X
Predicate					
Definition		K	1	2	3
	Recite definition		X	X	X
	Identify predicate of sentence as different from subject		X	X	X
Complete		K	1	2	3
	Identify the complete predicate of a sentence		X	X	X
Simple		K	1	2	3
	Identify the simple predicate of a sentence		X	X	X
	Diagram the simple predicate - verb phrase		X	X	X
Compound		K	1	2	3
	Identify the compound predicate of a sentence			X	X
	Identify the conjunction joining compound predicate			X	X
	Diagram the compound predicate (verb phrases)			X	X
Subject / Verb Agreement		K	1	2	3
	Correctly use verb forms to maintain subject/verb agreement			X	X

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		K	1	2	3
Modifiers					
Adjectives					
	Identify adjectives in sentence		X	X	X
	Diagram adjectives		X	X	X
Adverbs					
	Identify adverbs in sentence		X	X	X
	Diagram adverbs		X	X	X
Prepositional phrase					
	Identify preposition phrase in sentence		X	X	X
	Identify function of preposition phrase in sentence			X	X
Verbals					
	Identify verbals in sentence				X
Participle					
	Recognize participle functioning as adjective				X
Participial phrase	Recognize participial phrase functioning as adjective				X
	Diagram participle or participial phrase				X
Infinitive					
Infinitive phrase	Recognize infinitive functioning as adjective / adverb				X
	Diagram infinitive or infinitive phrase				X
Dependent clauses					
	Understand dependent clause				X
Adjective clause	Recognize adjective clause				X
	Identify connective element				X
	Diagram adverb clause				X
Adverb clause	Recognize adverb clause				X
	Identify connective element				X
	Diagram adverb clause				X
Nouns					
As adjectival element	Recognize that nouns modifying other nouns			X	X
	Recognize possessive noun forms as modifiers			X	X
	Identify what it modifies			X	X
	Diagram noun functioning as adjective element			X	X
As adverbial element	Recognize noun in adverbial function			X	X
	Identify what it modifies			X	X
	Diagram noun functioning as adverb element			X	X
Complements					
Direct object					
	Recognize direct object of verb			X	X
	Diagram direct object of verb			X	X
Indirect object					
	Recognize indirect object of verb			X	X
	Diagram indirect object of verb			X	X
Predicate nominative					
	Recognize predicate nominative				X
	Diagram predicate nominative				X
Predicate adjective					
	Recognize predicate adjective				X
	Diagram predicate adjective				X
Object complement					
	Recognize direct object complement				X
	Diagram direct object complement				X
Independent elements					
Nouns of direct address					
	Recognize and use nouns of address			X	X
	Use correct punctuation with nouns of address			X	X
	Diagram nouns of address			X	X

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		K	1	2	3
Appositives					
	Recognize and use appositives				
	Identify restrictive and non-restrictive appositive				
	Use correct punctuation with non-restrictive appositive				
	Diagram appositive				
Expletives		K	1	2	3
	Recognize and use expletives				
	Diagram expletives				
Interjections		K	1	2	3
	Recognize and use interjections			X	X
	Use correct punctuation with interjections			X	X
	Diagram interjections			X	X
Phrases					
Definition		K	1	2	3
	Know what constitutes a phrase				
	Diagram phrases				
Restrictive / non-restrictive		K	1	2	3
	Identify restrictive / non-restrictive phrases				
	Use correct punctuation with non-restrictive phrase				
Classes of phrases - Structure	(Be able to classify phrase by its elements)	K	1	2	3
Noun phrase					X
Verb phrase					X
Prepositional phrase			X	X	X
Participial phrase					
Gerund phrase					
Infinitive phrase					
Classes of phrases - Function	(Be able to classify phrase by its function in sentence)	K	1	2	3
Noun phrase					
Verb phrase					
Adjective phrase					
Adverb phrase					
Absolute phrase					
Clauses					
Definition		K	1	2	3
	Know what constitutes a clause				X
	Diagram clauses				
Restrictive / non-restrictive		K	1	2	3
	Be able to identify restrictive/non-restrictive clauses				
	Use correct punctuation with non-restrictive clause				
Classes of clauses - Structure	(Be able to classify a clause by its structure)	K	1	2	3
Independent (Main / Principal)					
Definition	Knows what constitutes an independent clause				X
Dependent (Subordinate)					
Definition	Knows what constitutes a dependent clause				X
Dependent clauses - Function	Be able to classify by its function in sentence				
Noun clause					
Adjective clause					
Adverb clause					

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SYNTACTIC KNOWLEDGE: PUNCTUATION

ELEMENT OF KNOWLEDGE	THE STUDENT WILL . . .	K	1	2	3
Period					
	Recognize period in print	X	X	X	X
	Know how to form period	X	X	X	X
	Use correctly to end declarative sentence	X	X	X	X
	Use correctly to end imperative sentence		X	X	X
	Use period at end of abbreviation		X	X	X
	Use period after initial		X	X	X
Question mark		K	1	2	3
	Recognize question mark in print	X	X	X	X
	Know how to form question mark	X	X	X	X
	Use correctly to end interrogative sentence	X	X	X	X
	Use correctly after single question word			X	X
Exclamation mark		K	1	2	3
	Recognize exclamation mark in print	X	X	X	X
	Know how to form exclamation mark	X	X	X	X
	Use correctly to end exclamatory sentence		X	X	X
	Use correctly to end declarative or imperative sentence		X	X	X
	Use correctly after isolated interjection		X	X	X
Comma		K	1	2	3
	Recognize comma in print	X	X	X	X
	Know how to form comma	X	X	X	X
	Use correctly when title or degree follows name				X
	Use correctly between date and year		X	X	X
	Use correctly between city and state		X	X	X
	Use correctly between numbers in series		X	X	X
	Use correctly between elements in a series		X	X	X
	Use after introductory element in sentence			X	X
	Use to set off independent elements: nouns of address, interjections			X	X
	Use correctly in salutation and closing of letter			X	X
	Use correctly in series or compound sentence with coordinating conjunction			X	X
	Use in place of *and* between coordinating adjectives				
	Use correctly to set of non-restrictive elements: clause, phrase, appositive				
	Use to set off tag question word in sentence				
	Use correctly to set off expressions of contrast				
	Use correctly with conjunctive adverbs				
	Avoid and correct comma splice				
	Use correctly to set off transitional expressions				
	Use when needed for clarification				
Semi-colon		K	1	2	3
	Recognize semi-colon in print			X	X
	Know how to form semi-colon			X	X
	Use correctly in complicated series				
	Use correctly between independent clauses without coordinating conjunction				
Colon		K	1	2	3
	Recognize colon in print			X	X
	Know how to form colon			X	X
	Use colon correctly between hour / minutes in time			X	X
	Use colon correctly between volume / page numbers			X	X
	Use colon correctly to introduce a list				X
	Use colon correctly after salutation in business letter				X
	Use colon correctly before a summary				
	Use colon correctly between title and subtitle				X

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Quotation Marks	K	1	2	3
Recognize quotation marks in print	X	X	X	X
Know how to form quotation marks	X	X	X	X
Use quotation marks correctly in dialogue		X	X	X
Use quotation marks correctly with direct quotes				X
Use quotation marks correctly with other forms of punctuation				X
Use quotation marks correctly in titles				
Use quotation marks correctly for special words (in place of italics)				
Use single quotation marks correctly				

Hyphen	K	1	2	3
Recognize hyphen in print			X	X
Know how to form hyphen			X	X
Use hyphen correctly with numbers to mean *through*				X
Use hyphen correctly to replace pair of connecting words, such as, *from/to* or *between/and*				X
Use correctly with compound words				X
Use correctly to write prefixes or suffixes in isolation			X	X

Dash	K	1	2	3
Recognize dash in print				X
Know how to form dash				X
Use dash correctly with explanation in sentence				
Use dash correctly with contrasts in sentence				

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