

Kindergarten Skills Block

Unit I

Aug 15-Dec 15

TEKS/Student Expectations	Concepts/Processes/Skills	Assessment
K.4A learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1)	<p>Understands and recognizes</p> <ul style="list-style-type: none"> • Print represents oral language • Letters, words, and sentences • Purpose of punctuation and capital letters • Directionality • Spaces between words • Environmental print • Understands and recognizes • Front and back of a book • Top and bottom of a book • The difference and relationship between pictures and print • How to properly turn pages • Purpose of a book • Where to begin reading in a book and on a page • Title, author, illustrator <p>Distinguishing between rhyming and non-rhyming words</p> <p>Production of rhyming words</p> <p>Demonstrates an understanding that spoken sentences can be divided into individual words</p> <p>Demonstration of appropriate pencil grip, paper position, posture, and beginning strokes</p>	<p>Checklists for book and print concepts on attached sheets from Teacher Reading Academies-Kindergarten</p> <p>DIBELS OS</p>
K.5A recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1)		
K.5B know that print moves left-to-right across the page and top-to-bottom (K-1)		
K.5C understand that written words are separated by spaces (K-1)		
K.5D know the difference between individual letters and printed words (K-1)		
K.5E know the difference between capital and lowercase letters (K-1)		
K.5F recognize how readers use capitalization and punctuation to comprehend (K-1)		
K.5G understand that spoken words are represented in written language by specific sequences of letters (K-1)		
K.6A demonstrate the concept of word by dividing spoken sentences into individual word (K-1)		
K.6B identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1)		
K.6C produce rhyming words and distinguish rhyming words from non-rhyming words (K-1)		
K.6D Identify and isolate the initial and final sound of a spoken word		
K.6E blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken words (K-1)		
K.6F segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1)		
K.7A name and identify each letter of the alphabet (K-1)		
K.7B understand that written words are composed of letters that represent sounds (K-1)		
K.7C learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1)		
K.14A write his/her own name and other important words (K-1)		
K.14B write each letter of the alphabet, both capital and lower case)		
K.14C use phonological knowledge to map sounds to letters to write messages (K-1)		
K.14E gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K)		

**Kinder Skills Block
Unit II
January 4- May 25**

TEKS/Student Expectations	Concepts/Processes/Skills	Assessment
K.4A learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1)	Understands and recognizes	Checklists for book and print concepts on attached sheets from Teacher Reading Academies- Kindergarten
K.5A recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1)	<ul style="list-style-type: none"> • Print represents oral language • Letters, words, and sentences 	
K.5B know that print moves left-to-right across the page and top-to-bottom (K-1)	<ul style="list-style-type: none"> • Purpose of punctuation and capital letters 	
K.5C understand that written words are separated by spaces (K-1)	<ul style="list-style-type: none"> • Directionality 	
K.5D know the difference between individual letters and printed words (K-1)	<ul style="list-style-type: none"> • Spaces between words 	
K.5E know the difference between capital and lowercase letters (K-1)	<ul style="list-style-type: none"> • Environmental print 	
K.5F recognize how readers use capitalization and punctuation to comprehend (K-1)	<ul style="list-style-type: none"> • Understands and recognizes 	
K.5G understand that spoken words are represented in written language by specific sequences of letters (K-1)	<ul style="list-style-type: none"> • Front and back of a book • Top and bottom of a book 	
K.5H recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1)	<ul style="list-style-type: none"> • The difference and relationship between pictures and print 	
K.6A Demonstrate the concept of word by dividing spoken sentences into individual word (K-1)	<ul style="list-style-type: none"> • How to properly turn pages 	
K.6B identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1)	<ul style="list-style-type: none"> • Purpose of a book 	
K.6C produce rhyming words and distinguish rhyming words from non-rhyming words (K-1)	<ul style="list-style-type: none"> • Where to begin reading in a book and on a page 	
K.6D Identify and isolate the initial and final sound of a spoken word	<ul style="list-style-type: none"> • Title, author, illustrator 	
K.6E blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken words (K-1)	Distinguishing between rhyming and non-rhyming words	
K.6F segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1)	Production of rhyming words	
K.7A name and identify each letter of the alphabet (K-1)	Demonstrates an understanding that spoken sentences can be divided into individual words	
K.7B understand that written words are composed of letters that represent sounds (K-1)	Demonstration of appropriate pencil grip, paper position, posture, and beginning strokes	
K.7C learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1)		
K.14A write his/her own name and other important words (K-1)		
K.14B write each letter of the alphabet, both capital and lower case (K-1)		
K.14C use phonological knowledge to map sounds to letters to write messages (K-1)		
K.14E gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K)		

Kinder Skills Block
Unit II
January 4- May 25

TEKS/Student Expectations	Concepts/Processes/Skills	Assessment
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First Grade Skills Block
Unit I
August 15 – September 23

TEKS/Student Expectations	Concepts/Processes/Skills	Assessment	
1.5A recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1)	Understands and recognizes <ul style="list-style-type: none"> • Print represents oral language • Letters, words, and sentences • Purpose of punctuation and capital letters • Directionality • Spaces between words 	Checklists	
1.5B know that print moves left-to-right across the page and top-to-bottom (K-1)		Rubrics	
1.5C understand that written words are separated by spaces (K-1)		Teacher Observations	
1.5E know the order of the alphabet (1)		Anecdotal Records	
1.5F know the difference between capital and lowercase letters (K-1)		Class Word Study Activities	
1.5G recognize how readers use capitalization and punctuation to comprehend (K-1)		Oral and Written Responses	
1.5H understand that spoken words are represented in written language by specific sequences of letters (K-1)		Dictation	
1.5I recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1)		Understands and recognizes <ul style="list-style-type: none"> • Cover • Title page • Table of Contents • Title, author, illustrator 	Word Ladders
1.5J recognize that there are correct spellings for words (1)			Correct Spelling
1.6A demonstrate the concept of word by dividing spoken sentences into individual words (K-1)			Running Records
1.6B identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1)	Quick Phonics Screener		
1.6C produce rhyming words and distinguish rhyming words from non-rhyming words	Distinguishing between rhyming and non-rhyming words		
1.6D identify and isolate the initial and final sound of a spoken word (K-1)	Production of rhyming words		
1.6E blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1)	Demonstrates an understanding that spoken sentences can be divided into individual words		
1.6F segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1)			
1.7A name and identify each letter of the alphabet (K-1)			
1.7B understand that written words are composed of letters that represent sounds (K-1)			
1.7C learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1)			
1.7 E blend initial letter-sounds with common vowel spelling patterns to read words (1-3)			
1.7 F decode by using all letter-sound correspondences within regularly spelled words (1-3)			
1.8 A decode by using all letter-sound correspondences within a word (1-3)			
1.8 B use common spelling patterns to read words (1)	Demonstration of appropriate pencil grip, paper position, posture, and beginning strokes		
1.8 E recognize high frequency irregular words such as said, was, where, and is (1-2)			
1.17A write his/her own name and other important words (K-1)			
1.17B write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)			
1.17C use phonological knowledge to map sounds to letters to write messages (K-1)			
1.17D write messages that move left-to-right and top-to-bottom on the page (K-1)			
1.17E gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture (1)			
1.17F use word and letter spacing and margins to make messages readable (1-2)			

First Grade Skills Block
Unit I
August 15 – September 23

TEKS/Student Expectations	Concepts/Processes/Skills	Assessment
1.17G use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)		
1.20A write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)		

First Grade Skills Block
Unit II
September 26 - May 23

TEKS/Student Expectations	Concepts/Processes/Skills	Assessment
1.5A recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1)	<p>Demonstrate an understanding of</p> <ul style="list-style-type: none"> • Consonant blends (initial and final) • Root words • Inflectional endings (/s/ or /z/) • Mr. and Mrs. • Suffix /-ing/ • Syllables –tle, -ble, -ple, -cle • Syllable division rules • Suffixes -er, -ly, -y • Possessives • Prefixes • Compound words • Contractions <p>Demonstrate the ability to</p> <ul style="list-style-type: none"> • Build words from phonemes • Create sentences from words • Develop paragraphs from sentences 	<p>Teacher Observations</p> <p>Anecdotal Records</p> <p>Checklists</p> <p>Class Word Study Activities</p> <p>Oral and Written Responses</p> <p>Dictation</p> <p>Word Ladders</p> <p>Correct Spelling</p> <p>Running Records</p> <p>Quick Phonics Screener</p>
1.5B know that print moves left-to-right across the page and top-to-bottom (K-1)		
1.5C understand that written words are separated by spaces (K-1)		
1.5D know the difference between individual letters and printed words (K-1)		
1.5E know the order of the alphabet (1);		
1.5F know the difference between capital and lowercase letters (K-1);		
1.5G recognize how readers use capitalization and punctuation to comprehend (K-1)		
1.5H understand that spoken words are represented in written language by specific sequences of letters (K-1)		
1.5J recognize that there are correct spellings for words (1)		
1.5K recognize the distinguishing features of a paragraph (1)		
1.6A demonstrate the concept of word by dividing spoken sentences into individual words (K-1)		
1.6B identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1)		
1.6C produce rhyming words and distinguish rhyming words from non-rhyming words (K-1)		
1.6D identify and isolate the initial and final sound of a spoken word (K-1)		
1.6E blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1)		
1.6F segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1)		
1.7B understand that written words are composed of letters that represent sounds (K-1)		
1.7C learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1)		
1.7D learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1)		
1.7 E blend initial letter-sounds with common vowel spelling patterns to read words (1-3)		
1.7 F decode by using all letter-sound correspondences within regularly spelled words (1-3)		
1.8 A decode by using all letter-sound correspondences within a word (1-3)		
1.8 B use common spelling patterns to read words (1)		
1.8C use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2)		
1.8D identify multisyllabic words by using common syllable patterns (1-3)		
1.8 E recognize high frequency irregular words such as said, was, where, and is (1-2)		
1.8F use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)		

First Grade Skills Block
Unit II
September 26 - May 23

TEKS/Student Expectations	Concepts/Processes/Skills	Assessment
1.8G read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)		
1.17A write his/her own name and other important words (K-1)		
1.17E gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture (1)		
1.17F use word and letter spacing and margins to make messages readable (1-2)		
1.17G use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).		
1.20A write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)		
1.20B write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)		
1.20C spell single syllable words that have r-controlled vowels such as burn or star; that have the final consonants f,l,s such as in miss or doll; or that have the ck as the final consonants such as in buck (1)		
1.20D use resources to find correct spellings, synonyms, and replacement words (1-3)		
1.20E use conventional spelling of familiar words in final drafts (1)		
1.21A use nouns and verbs in sentences (1)		
1.21B compose complete sentences in written text, and use appropriate end punctuation (1-2)		

Second Grade Skills Block
August - May

TEKS/Student Expectations	Concepts/Processes/Skills	Assessment
2.5A decode by using all letter-sound correspondences within a word (1-3)	<p>Understands and recognizes</p> <ul style="list-style-type: none"> • Print represents oral language • Letters, words, and sentences • Purpose of punctuation and capital letters • Directionality • Spaces between words <p>Understands and recognizes</p> <ul style="list-style-type: none"> • Cover • Title page • Table of Contents • Title, author, illustrator <p>Distinguishing between rhyming and non-rhyming words</p> <p>Production of rhyming words</p> <p>Demonstrates an understanding that spoken sentences can be divided into individual words</p> <p>Demonstration of appropriate pencil grip, paper position, posture, and beginning strokes</p>	<p>Checklists</p> <p>Rubrics</p> <p>Teacher Observations</p> <p>Anecdotal Records</p> <p>Class Word Study Activities</p> <p>Oral and Written Responses</p> <p>Dictation</p> <p>Word Ladders</p> <p>Correct Spelling</p> <p>Running Records</p> <p>Quick Phonics Screener</p> <p>DIBELS OS</p>
2.5B blend initial letter sounds with common vowel spelling patterns to read words (1-3)		
2.5C recognize high frequency regular words such as <i>said, was, where, and is</i> (1-2)		
2.5D identify multisyllabic words by using common syllable patterns (1-3)		
2.5E use structural cues to recognize words such as compound, base words, and inflections <i>-s, -es, -ed, and ing</i> (1-2)		
2.5F use structural cues such as prefixes and suffixes to recognize words for example <i>un, ly</i> (2)		
2.15 A gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture and using correct letter formation, appropriate size and spacing (2)		
2.15B use word and letter spacing and margins to make messages readable (1-2)		
2.15C use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation marks (1-2)		
2.15D use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (1-3)		
2.16A use resources to find correct spellings, synonyms, and replacement words (1-3)		
2.16B write with more proficient of regularly spelled patterns such as consonant- vowel – consonant (C-V-C) (<i>hop</i>), consonant-vowel-consonant-silent e (C-V-C-e), and one syllable words with blends (<i>drop</i>) (1-3)		
2.16C write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)		
2.16D write with more proficient orthographic patterns and rules such as <i>keep-cap, sack-book, out-cow</i> , consonant doubling, dropping <i>e</i> , and changing <i>y</i> to <i>I</i> (2)		
2.17A use singular and plural forms of regular nouns (2)		
2.17B compose complete sentences in written texts and use appropriate end punctuation (1-2)		
2.17C compose sentences with interesting, elaborated subjects		
2.17D edit writing towards standard grammar and usage, including subject verb agreement; pronoun agreement, including pronouns that agree in number, and appropriate verb tenses including <i>to be</i> , in final drafts (2-3)		

Third Grade Skills Block
August - May

TEKS/Student Expectations	TAKS Obj.	Concepts/Processes/Skills	Assessment
Word Study			
<p>3.5 A decode by using all letter-sound correspondences within a word (1-3)</p> <p>3.5 B blend initial letter-sounds with common vowel spelling patterns to read words (1-3)</p> <p>3.5 C identify multi-syllabic words by using common syllable patterns (1-3)</p> <p>3.5 D use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)</p> <p>3.5 E use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)</p> <p>3.5 F read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)</p>	<p>Obj.1</p> <p>Obj.1</p>	<p>Apply an understanding of:</p> <ul style="list-style-type: none"> • Letter-sound correspondences with increasingly difficult words such as; multi-syllabic words, words from content area text, and common vowel consonant vowel patterns <p>Demonstrate an understanding of affixes and their relationship to base or root words</p> <p>Demonstrate an understanding of syntax and context to support word identification</p> <p>Read with automaticity regular and irregular words</p>	<p>Running records</p> <p>Word ladders</p> <p>Dictation</p> <p>Correct usage</p> <p>Identifying the word in context</p>
Vocabulary			
<p>3.8 C use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3)</p> <p>3.8 D demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)</p>	<p>Obj.1</p> <p>Obj. 1</p>	<p>Demonstrate an understanding of synonyms, antonyms and multi-meaning words</p> <p>Use reference materials during vocabulary study</p>	<p>Word ladders</p> <p>Dictation</p> <p>Correct usage</p> <p>Identifying the word in context</p>
Penmanship			
<p>3.15 A gain more proficient control of all aspects of penmanship (3)</p> <p>3.15 B use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)</p>		<p>Demonstration of appropriate pencil grip, paper position, posture, and strokes</p> <p>Demonstrate appropriate use of capitalization and punctuation</p>	<p>Writing practice</p> <p>Writing samples</p>

Spelling			
<p>3.16 A write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)</p> <p>3.16 B spell multisyllabic words using regularly spelled phonogram patterns (3)</p> <p>3.16 C write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)</p> <p>3.16 D write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)</p> <p>3.16 E write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)</p> <p>3.16 F write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)</p> <p>3.16 G spell words ending in -tion and -sion such as station and procession (3)</p> <p>3.16 H use resources to find correct spellings, synonyms, or replacement words (1-3)</p>		<p>Spell accurately</p> <ul style="list-style-type: none"> • Various syllable constructions • High frequency words • Contractions • Compound words • Homonyms • Inflectional Endings • Content area words • Multi-syllabic words <p>Spell accurately using various phonogram and orthographic patterns (diphthongs, diagraphs, etc.)</p> <p>Use reference materials during spelling</p>	<p>Tests</p> <p>Dictation</p> <p>Correct spelling in context</p>
Grammar			
<p>3.17 A use correct irregular plurals such as sheep (3)</p> <p>3.17 B use singular and plural forms of regular nouns and adjust verbs for agreement (3)</p> <p>3.17 C compose elaborated sentences in written texts and use the appropriate end punctuation (3);</p> <p>3.17 D compose sentences with interesting, elaborated subjects (2-3)</p>		<p>Demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Different parts of speech • Regular and irregular plurals • Subject-verb agreement • Singular and plural • Varied sentence structure 	<p>Correct use in context across the curriculum</p> <p>Dictation</p> <p>Editing</p> <p>Classroom applications</p>

Spelling			
<p>4.17 A write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)</p> <p>4.17 B write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)</p> <p>4.17 C use resources to find correct spellings (4-8)</p>		<p>Spell accurately</p> <ul style="list-style-type: none"> • Various syllable constructions • Roots and their affixes • High frequency words • Content area words <p>Use reference materials during spelling</p>	<p>Tests</p> <p>Dictation</p> <p>Correct spelling in context</p>

Grammar			
<p>4.18 A use regular and irregular plurals correctly (4-6)</p> <p>4.18 B write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)</p> <p>4.18 C employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)</p> <p>4.18 D use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8)</p> <p>4.18 E use prepositional phrases to elaborate written ideas (4-8)</p> <p>4.18 F use conjunctions to connect ideas meaningfully (4-5)</p> <p>4.18 G write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)</p> <p>4.18 H write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5)</p>		<p>Demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Varied sentence structure • Different parts of speech • Regular and irregular plurals • Possessives • Prepositional phrases • Conjunctions • Contractions • Subject-verb agreement 	<p>Correct use in context across the curriculum</p> <p>Dictation</p> <p>Editing</p> <p>Classroom applications</p>

Spelling			
<p>5.17A write with accurate spelling of syllable constructions, including closed, open, consonant before –le, and syllable boundary patterns (3-6)</p> <p>5.17 B write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as –albe or –less, and prefixes such as re- or un- (4-6)</p> <p>5.17 C use resources to find correct spellings (4-8)</p>		<p>Spell accurately</p> <ul style="list-style-type: none"> • Varied syllable constructions • Roots and their affixes • High frequency words • Content area words <p>Use reference materials during spelling</p>	<p>Tests</p> <p>Dictation</p> <p>Correct spelling in context</p>
Grammar			
<p>5.18 A use regular and irregular plurals correctly (4-6)</p> <p>5.18 B writing complete sentences varying the types such as compound and complex to match meanings and purposes (4-5)</p> <p>5.18 C employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)</p> <p>5.18 D use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8)</p> <p>5.18 E use prepositional phrases to elaborate written ideas</p> <p>5.18 F use conjunctions to connect ideas meaningfully</p> <p>5.18 G write with increasing accuracy when using apostrophes in contractions such as it’s and possessives such as Jan’s (4-6)</p> <p>5.18 H write with increasing accuracy when using objective case pronouns such as “Can you ride with my mom and me?” (4-5)</p>		<p>Demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Varied sentence structure • Different parts of speech • Regular and irregular plurals • Possessives • Prepositional phrases • Conjunctions • Contractions • Subject-verb agreement 	<p>Correct use in context across the curriculum</p> <p>Dictation</p> <p>Editing</p> <p>Classroom applications</p>