

<b>Timeframe</b>	<b>Unit/Major Concepts</b>	<b>Skills</b>	<b>Assessment</b>	<b>Standards/Comments</b>
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Timeframe	Unit/Major Concepts	Skills	Assessment	Standards/Comments
Ongoing	<p><b>Spelling</b></p> <p><b><i>Ongoing Objectives:</i></b>  <i>Students will acquire word knowledge to recognize, spell, &amp; demonstrate understanding of spelling-meaning relationships appropriate to their developmental or instructional level.</i></p> <p><i>Students will spell frequently misspelled words correctly</i></p>	<p><u>Overview:</u></p> <ol style="list-style-type: none"> <li>1. Phonemic Awareness</li> <li>2. Homophones</li> <li>3. Synonyms/Antonyms</li> <li>4. Prefixes/Suffixes</li> <li>5. Time/Calendar Words</li> <li>6. Contractions</li> <li>7. Multi-Syllable Words</li> </ol> <p><u>Specific Breakdown of Lists/Words Used:</u></p> <ol style="list-style-type: none"> <li>1. Consonant Blends</li> <li>2. Consonant Digraphs</li> <li>3. Sounds of a</li> <li>4. Sounds of e</li> <li>5. Sounds of i</li> <li>6. Sounds of o</li> <li>7. Sounds of u</li> <li>8. Double Letters</li> <li>9. Time and Calendar Words</li> <li>10. Words with schwa</li> <li>11. Contractions</li> <li>12. Compound Words</li> <li>13. Suffixes—ing, ed</li> <li>14. Suffixes—er, est</li> <li>15. Spellings for /er/</li> <li>16. Plurals</li> <li>17. Spellings for o-sound</li> <li>18. Soft and Hard c &amp; g</li> <li>19. Spellings of /oo/</li> <li>20. /oi/ &amp; /ou/</li> <li>21. Spellings of /f/</li> <li>22. -ight, -ought, -aught</li> <li>23. silent letters</li> </ol>	<ul style="list-style-type: none"> <li>• Pre-Tests</li> <li>• Post-Tests</li> <li>• Spelling Inventories</li> <li>• Weekly Tests</li> <li>• Spelling Packets (Weekly)</li> <li>• Application in Writing Samples</li> </ul>	<p>A.4.1, a-h                      B.4.3, a-h                      D.4.1, a-c</p>

Timeframe	Unit/Major Concepts	Skills	Assessment	Standards/Comments
Ongoing	<p><b>Spelling (cont.)</b></p> <p><i><b>Ongoing Objectives:</b></i>  <i>Students will acquire word knowledge to recognize, spell, &amp; demonstrate understanding of spelling-meaning relationships appropriate to their developmental or instructional level.</i></p> <p><i>Students will spell frequently misspelled words correctly</i></p>	<p><u>Specific Breakdown of Lists/Words Used (cont.):</u></p> <p>24. Spellings for /shun/                  25. Open Syllables                  26. Homophones                  27. Easily Confused Spellings                  28. Suffixes—less, ful, ly, ness                  29. Prefixes—dis, un, re, mis                  30. Multi-Syllable Words</p>	<ul style="list-style-type: none"> <li>• Pre-Tests</li> <li>• Post-Tests</li> <li>• Spelling Inventories</li> <li>• Weekly Tests</li> <li>• Spelling Packets (Weekly)</li> <li>• Application in Writing Samples</li> </ul>	<p>A.4.1, a-h                  B.4.3, a-h                  D.4.1, a-c</p>