

# ENGLISH TEACHING TARGETS

## *FIRST GRADE*

<i>First Six Weeks</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>LLP</i>	<i>Taught</i>
<b>GRAMMAR</b>				
<b><i>ELA-3-E3</i></b>	<b><i>Demonstrating standard English structure and usage</i></b>			
	• Write a simple declarative, interrogative, and exclamatory sentence.			
<b><i>ELA-1-E1</i></b>	<b><i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i></b>			
	• Identify the picture that illustrates the meaning of a sentence.	ITBS/L21		
	• Orally express ideas in complete sentences.	L21	06	
	• Recognize and understand questions.	ITBS/I21		
<b>MECHANICS AND USAGE</b>				
<b><i>ELA-2-E6</i></b>	<b><i>Writing as a response to texts and life experiences (e.g., journals, letters, lists)</i></b>			
	• Write sentences responding to text.			
	• Write one or more sentences describing an experience.			
<b><i>ELA-3-E2</i></b>	<b><i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i></b>			
	• Use period/question mark/exclamation mark.	ITBS/L21	71	
	• Use a capital letter to start a sentence.	ITBS/L21	70	
<b>SKILLS</b>				
<b><i>ELA-5-E1</i></b>	<b><i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i></b>			
	• Identify the parts of a book.	ITBS	12	
<b><i>ELA-1-E1</i></b>	<b><i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i></b>			
	• Read independently, understand/spell Basic Sight Words.	ITBS	72	
<b><i>ELA-3-E3</i></b>	<b><i>Demonstrating standard English structure and usage</i></b>			
	• Use correct word order.	ITBS	73	
<b><i>ELA-4-E7</i></b>	<b><i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i></b>			
	• Use acceptable cooperative learning.			
<b><i>ELA-5-E1</i></b>	<b><i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i></b>			
	• Use pull-down menus, icons entry menus keyword searches, and reference software.	L21		

**ENGLISH TEACHING TARGETS**  
**FIRST GRADE**

<b>First Six Weeks (continued)</b>				
<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Teaching Targets</b>	<b>Tested</b>	<b>LLP</b>	<b>Taught</b>
<b>WRITING</b>				
<b>ELA-2-E4</b>	<b>Using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</b>			
	• Write an original story using ideas from a picture.			
<b>ELA-2-E3</b>	<b>Creating written texts using the writing process</b>			
	• Develop prewriting skills.	L21	60	
<b>ELA-5-E4</b>	<b>Using available technology to produce, revise, and publish a variety of works</b>			
	• Edit writing for mechanics.	L21	74	
	• Publish writing in appropriate forms.		75	
<b>ELA-2-E2</b>	<b>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</b>			
	• Use given words to write one or more sentences explaining feelings or ideas.	L21		
<b>LISTENING AND SPEAKING</b>				
<b>ELA-4-E4</b>	<b>Giving rehearsed and unrehearsed presentations</b>			
	• Participate in oral rehearsed/unrehearsed presentations.			
<b>ELA-4-E5</b>	<b>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</b>			
	• Listen to an oral presentation to identify requested information.	ITBS	66	
<b>ELA-4-E7</b>	<b>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</b>			
	• Participate in group discussions.			
<b>VIEWING AND REPRESENTING</b>				
<b>ELA-5-E2</b>	<b>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</b>			
	• Locate/evaluate visual material.			

**ENGLISH TEACHING TARGETS**  
**FIRST GRADE**

<i>Second Six Weeks</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>LLP</i>	<i>Taught</i>
<b>GRAMMAR</b>				
<b>ELA-3-E3</b>	<b><i>Demonstrating standard English structure and usage</i></b>			
	• Use common and proper nouns.	ITBS/L21		
	• Identify the correct use of singular/plural form of a noun.	ITBS/L21		
<b>ELA-1-E1</b>	<b><i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i></b>			
	• Differentiate between rhyming and non-rhyming words.	ITBS/L21	23	
	• Recall story detail.		07	
<b>MECHANICS AND USAGE</b>				
<b>ELA-3-E2</b>	<b><i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i></b>			
	• Use capital letter for pronoun “I”.	ITBS/L21	70	
	• Use capital letter for proper nouns.	ITBS/L21	70	
	• Use a capital letter to start a sentence.	ITBS/L21	70	
	• Use abbreviations.	ITBS/L21	71	
<b>SKILLS</b>				
<b>ELA-5-E6</b>	<b><i>Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)</i></b>			
	• Interpret diagrams.	L21	47	
	• Read independently, understand/spell Sight Words.	ITBS	72	
<b>ELA-4-E7</b>	<b><i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i></b>			
	• Continue acceptable cooperative learning.			
<b>ELA-5-E1</b>	<b><i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i></b>			
	• Use pull-down menus, icons entry menus keywords searches, and reference software.	L21		
<b>WRITING</b>				
<b>ELA-2-E4</b>	<b><i>Using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</i></b>			
	• Use vivid precise words in descriptions.	L21		
<b>ELA-2-E3</b>	<b><i>Creating written texts using the writing process</i></b>			
	• Develop prewriting skills.	L21	60	
<b>ELA-5-E4</b>	<b><i>Using available technology to produce, revise, and publish a variety of works</i></b>			
	• Edit writing for mechanics.	L21	74	
	• Publish writing in appropriate forms.		75	

**ENGLISH TEACHING TARGETS**  
***FIRST GRADE***

<b><i>Second Six Weeks (continued)</i></b>				
<b><i>Benchmark Number</i></b>	<b><i>Benchmark</i></b> • <b><i>Teaching Targets</i></b>	<b><i>Tested</i></b>	<b><i>LLP</i></b>	<b><i>Taught</i></b>
<b><i>ELA-2-E2</i></b>	<b><i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i></b>			
	• Use given words to write one or more sentences explaining feelings or ideas.	L21		
	• Write sentences to describe objects, people, animals, or places.			
	• Use given words to write one or more sentences about real life situations.	L21	52	
<b>LISTENING AND SPEAKING</b>				
<b><i>ELA-4-E4</i></b>	<b><i>Giving rehearsed and unrehearsed presentations</i></b>			
	• Participate in oral rehearsed/unrehearsed presentations.			
<b><i>ELA-4-E5</i></b>	<b><i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i></b>			
	• Listen to an oral presentation to identify requested information.	ITBS	66	
<b><i>ELA-4-E7</i></b>	<b><i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i></b>			
	• Participate in group discussions.			
<b>VIEWING AND REPRESENTING</b>				
<b><i>ELA-5-E2</i></b>	<b><i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i></b>			
	• Locate/evaluate visual material.			

# ENGLISH TEACHING TARGETS

## FIRST GRADE

<i>Third Six Weeks</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>LLP</i>	<i>Taught</i>
<b>GRAMMAR</b>				
<b><i>ELA-3-E4</i></b>	<b><i>Using knowledge of the parts of speech to make choices for writing</i></b>			
	• Use helping and main verb combinations.	ITBS/L21		
	• Use verb tense (present and past).	ITBS/L21		
<b>MECHANICS AND USAGE</b>				
<b><i>ELA-3-E2</i></b>	<b><i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i></b>			
	• Use apostrophe in contractions.	ITBS/L21	71	
<b><i>ELA-3-E3</i></b>	<b><i>Demonstrating standard English structure and usage</i></b>			
	• Make simple predicate agree with subject.	ITBS/L21		
<b>SKILLS</b>				
<b><i>ELA-5-E6</i></b>	<b><i>Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)</i></b>			
	• Use charts.	ITBS/L21	47	
<b><i>ELA-1-E1</i></b>	<b><i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i></b>			
	• Read independently, understand/spell Sight Words.	ITBS	72	
<b><i>ELA-4-E3</i></b>	<b><i>Telling or retelling stories in sequence</i></b>			
	• Organize a series of pictures in a sequence.	ITBS/L21	07	
<b><i>ELA-4-E7</i></b>	<b><i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i></b>			
	• Continue acceptable cooperative learning.			
<b><i>ELA-5-E1</i></b>	<b><i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i></b>			
	• Use pull-down menus, icons entry menus keywords searches, and reference software.	L21		
<b>WRITING</b>				
<b><i>ELA-2-E1</i></b>	<b><i>Dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order</i></b>			
	• Dictate/write a story from a series of pictures using sequential order.	L21	58	
<b><i>ELA-2-E3</i></b>	<b><i>Creating written texts using the writing process</i></b>			
	• Develop prewriting skills.	L21	60	
<b><i>ELA-5-E4</i></b>	<b><i>Using available technology to produce, revise, and publish a variety of works</i></b>			
	• Edit writing for mechanics.	L21	74	
<b><i>ELA-2-E2</i></b>	<b><i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i></b>			
	• Publish writing in appropriate forms.		75	
	• Use given words to write one or more sentences about real life situations.	L21	52	

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<b><i>Third Six Weeks (continued)</i></b>				
<b><i>Benchmark Number</i></b>	<b><i>Benchmark</i></b> • <b><i>Teaching Targets</i></b>	<b><i>Tested</i></b>	<b><i>LLP</i></b>	<b><i>Taught</i></b>
<b>LISTENING AND SPEAKING</b>				
<b><i>ELA-4-E4</i></b>	<b><i>Giving rehearsed and unrehearsed presentations</i></b>			
	• Participate in oral rehearsed/unrehearsed presentations.			
<b><i>ELA-4-E5</i></b>	<b><i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i></b>			
	• Listen to an oral presentation to identify requested information.	ITBS	66	
<b><i>ELA-4-E7</i></b>	<b><i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i></b>			
	• Participate in group discussions.			
<b>VIEWING AND REPRESENTING</b>				
<b><i>ELA-5-E2</i></b>	<b><i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i></b>			
	• Locate/evaluate visual material.			

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<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>LLP</i>	<i>Taught</i>
<b>GRAMMAR</b>				
<b>ELA-3-E4</b>	<b><i>Using knowledge of the parts of speech to make choices for writing</i></b>			
	• Use helping/ main/ irregular verb combinations.	ITBS/L21		
	• Use correct verb tense (present/past/irregular).	ITBS/L21		
<b>ELA-3-E2</b>	<b><i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i></b>			
	• Use apostrophes in contractions.	ITBS/L21	71	
<b>MECHANICS AND USAGE</b>				
<b>ELA-3-E2</b>	<b><i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i></b>			
	• Use a period/question/exclamation mark.	ITBS/L21	71	
<b>ELA-5-E1</b>	<b><i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i></b>			
	• Know parts of a book and its functions.	ITBS	12	
<b>SKILLS</b>				
<b>ELA-5-E6</b>	<b><i>Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)</i></b>			
	• Use maps.	ITBS/L21	47	
<b>ELA-1-E1</b>	<b><i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i></b>			
	• Pair words with opposite meanings (antonyms).	ITBS	24	
<b>ELA-2-E6</b>	<b><i>Writing as a response to texts and life experiences (e.g., journals, letters, lists)</i></b>			
	• Write sentences responding to text.	L21		
	• Write one or more sentences describing an experience.			
<b>ELA-4-E7</b>	<b><i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i></b>			
	• Continue acceptable cooperative learning.			
<b>ELA-5-E1</b>	<b><i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i></b>			
	• Use pull-down menus, icons entry menus keywords searches, and reference software.	L21		
<b>WRITING</b>				
<b>ELA-2-E4</b>	<b><i>Using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</i></b>			
	• Use vivid precise words in descriptions.			
<b>ELA-5-E3</b>	<b><i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i></b>			
	• Use charts.	ITBS/L21	47	

**ENGLISH TEACHING TARGETS**  
***FIRST GRADE***

<b><i>Fourth Six Weeks (continued)</i></b>				
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<b><i>ELA-2-E3</i></b>	<b><i>Creating written texts using the writing process</i></b>			
	• Develop prewriting skills.	L21	60	
<b><i>ELA-5-E4</i></b>	<b><i>Using available technology to produce, revise, and publish a variety of works</i></b>			
	• Edit writing for mechanics.	L21	74	
	• Publish writing in appropriate forms.		75	
<b><i>ELA-2-E2</i></b>	<b><i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i></b>			
	• Use given words to write one or more sentences about real life situations.	L21	52	
<b>LISTENING AND SPEAKING</b>				
<b><i>ELA-4-E4</i></b>	<b><i>Giving rehearsed and unrehearsed presentations</i></b>			
	• Participate in oral rehearsed/unrehearsed presentations.			
<b><i>ELA-4-E5</i></b>	<b><i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i></b>			
	• Listen to an oral presentation to identify requested information.	ITBS	66	
<b><i>ELA-4-E7</i></b>	<b><i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i></b>			
	• Participate in group discussions.			
<b>VIEWING AND REPRESENTING</b>				
<b><i>ELA-5-E2</i></b>	<b><i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i></b>			
	• Locate/evaluate visual material.			

# ENGLISH TEACHING TARGETS

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<i>Fifth Six Weeks</i>				
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<b>GRAMMAR</b>				
<i>ELA-3-E4</i>	<i>Using knowledge of the parts of speech to make choices for writing</i>			
	• Use parts of speech: adjectives.	ITBS/L21		
	• Use comparative and superlative forms of adjectives.	ITBS/L21		
<b>MECHANICS AND USAGE</b>				
<i>ELA-3-E2</i>	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Use a period/question/exclamation mark.	ITBS/L21	71	
	• Use a capital letter to start a sentence.	ITBS/L21	70	
<b>SKILLS</b>				
<i>ELA-5-E1</i>	<i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i>			
	• Alphabetize words by the first letter.	ITBS		
	• Use dictionary.	ITBS/L21		
	• Use glossary.	ITBS/L21		
	• Use pull-down menus, icons entry menus keywords searches, and reference software.	L21		
<i>ELA-1-E1</i>	<i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i>			
	• Pair words with same meanings (synonyms).	ITBS	24	
<i>ELA-3-E5</i>	<i>Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary</i>			
	• Locate words or phrases in a picture dictionary.	ITBS/L21		
<i>ELA-4-E7</i>	<i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i>			
	• Continue acceptable cooperative learning.			
<b>WRITING</b>				
<i>ELA-2-E1</i>	<i>Dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order</i>			
	• Dictate/write a story using sequential order.	L21	58	
<i>ELA-2-E2</i>	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Use given words to write one or more sentences about real life situations.	L21	52	

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<b><i>Fifth Six Weeks (continued)</i></b>				
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<b><i>ELA-5-E3</i></b>	<b><i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i></b>			
	• Use charts.	ITBS/L21	47	
<b><i>ELA-2-E3</i></b>	<b><i>Creating written texts using the writing process</i></b>			
	• Develop prewriting skills.	L21	60	
<b><i>ELA-5-E4</i></b>	<b><i>Using available technology to produce, revise, and publish a variety of works</i></b>			
	• Edit writing for mechanics.	L21	74	
	• Publish writing in appropriate forms.		75	
<b>LISTENING AND SPEAKING</b>				
<b><i>ELA-4-E4</i></b>	<b><i>Giving rehearsed and unrehearsed presentations</i></b>			
	• Participate in oral rehearsed/unrehearsed presentations.			
<b><i>ELA-4-E5</i></b>	<b><i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i></b>			
	• Listen to an oral presentation to identify requested information.	ITBS	66	
<b><i>ELA-4-E7</i></b>	<b><i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i></b>			
	• Participate in group discussions.			
<b>VIEWING AND REPRESENTING</b>				
<b><i>ELA-5-E2</i></b>	<b><i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i></b>			
	• Locate/evaluate visual material.			

**ENGLISH TEACHING TARGETS**  
**FIRST GRADE**

<i>Sixth Six Weeks</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>LLP</i>	<i>Taught</i>
<b>GRAMMAR</b>				
<i>ELA-3-E3</i>	<i>Demonstrating standard English structure and usage</i>			
	• Make predicate agree with subject.	ITBS/L21		
<i>ELA-3-E4</i>	<i>Using knowledge of the parts of speech to make choices for writing</i>			
	• Use parts of speech: pronouns.	ITBS/L21		
<b>MECHANICS AND USAGE</b>				
<i>ELA-3-E2</i>	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Use capital letter for pronoun "I".	ITBS/L21	71	
<b>SKILLS</b>				
<i>ELA-5-E1</i>	<i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i>			
	• Use encyclopedia.			
	• Use pull-down menus, icons entry menus keywords searches, and reference software.	L21		
<i>ELA-4-E7</i>	<i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i>			
	• Continue acceptable cooperative learning.			
<i>ELA-1-E1</i>	<i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i>			
	• Use homonyms.		24	
<b>WRITING</b>				
<i>ELA-2-E1</i>	<i>Dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order</i>			
	• Write main idea and supporting details.	L21	51	
<i>ELA-5-E3</i>	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Use charts.	ITBS/L21	47	
<i>ELA-2-E3</i>	<i>Creating written texts using the writing process</i>			
	• Develop prewriting skills.	L21	60	
<i>ELA-5-E4</i>	<i>Using available technology to produce, revise, and publish a variety of works</i>			
	• Edit writing for mechanics.	L21	74	
	• Publish writing in appropriate forms.		75	
<i>ELA-2-E2</i>	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Use given words to write one or more sentences about real life situations.	L21	52	

**ENGLISH TEACHING TARGETS**  
***FIRST GRADE***

<b><i>Sixth Six Weeks (continued)</i></b>				
<b><i>Benchmark Number</i></b>	<b><i>Benchmark</i></b> • <b><i>Teaching Targets</i></b>	<b><i>Tested</i></b>	<b><i>LLP</i></b>	<b><i>Taught</i></b>
<b>LISTENING AND SPEAKING</b>				
<b><i>ELA-4-E4</i></b>	<b><i>Giving rehearsed and unrehearsed presentations</i></b>			
	• Participate in oral rehearsed/unrehearsed presentations.			
<b><i>ELA-4-E5</i></b>	<b><i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i></b>			
	• Listen to an oral presentation to identify requested information.	ITBS	66	
<b><i>ELA-4-E7</i></b>	<b><i>Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</i></b>			
	• Participate in group discussions.			
<b>VIEWING AND REPRESENTING</b>				
<b><i>ELA-5-E2</i></b>	<b><i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i></b>			
	• Locate/evaluate visual material.			