**Writing Target Skills - Level C**

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|  | Without Prompting | | | | | | | With Prompting | | | | | |
| Repeat  the sentence | Say each word  while writing it | Hear  and  record  easy-to-  hear consonants | Record  long  vowels | Record short and long a, o | Spell familiar sight words | Space words with the help of teacher-drawn lines | Spell new sight words correctly | Record short  e, i, u | Practice correct letter formation | Use periods | Reread the sentence | Say words slowly to hear sounds |
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**Writing Target Skills - Level D**

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|  | Without Prompting | | | | | | With Prompting | | | | | | |
| Reread  the sentence | Say  words slowly to hear  sounds | Record all consonants and long vowels | Record  all  medial vowels | Put  spaces between words | Spell  familiar  sight words  correctly | Spell new sight words correctly | Use periods and capital letters | Form letters that touch the line | Record digraphs | Use lowercase letters correctly | Add endings to known words  (-ing, s,  -es) | Use correct letter formation |
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**Writing Target Skills - Level E**

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|  | Without Prompting | | | | | | | | | With Prompting | | | | | | | |
| Reread  the sentence | Say  words slowly to hear sounds | Spell unknown words phonetic-ally | Record words  with digraphs and  vowels | Add endings to known words  (-ing, s,  -es) | Use lowercase letters correctly | Put  spaces between words | Spell  familiar  sight words  correctly | Use periods | Spell new sight words correctly | Rehearse each sentence to hear the  period | Use a capital letter  at the beginning  of each sentence | Form letters that drop below the line  (g, j, p, y) | Record initial blends | Use handwriting paper | Capitalize proper nouns | Ad -ed to known words |
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**Writing Target Skills - Level F**

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|  | Without Prompting | | | | | | | | | |
| Reread the sentence to remember  next word | Say words slowly while writing | Spell  unknown words phonetically | Record  digraphs  and  initial blends | Add endings to known words  (-ing, s, -ed) | Use  lowercase letters correctly | Put  spaces between words | Spell  familiar  sight words correctly | Use a capital letter at beginning of a sentence | Remember the period at the end of a sentence |
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**Writing Target Skills - Level F**

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|  | With Prompting | | | | | | | | | |
| Spell new  sight words correctly | Record  final  blends | Use  handwriting  paper | Capitalize  proper  names | Compose a  beginning,  middle,  and end | Write  known parts  in words | Use  question  marks | Reread  the sentence  to check  for accuracy | Use  exclamation  marks | Add -er  to known words |
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**Writing Target Skills - Level G/H**

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|  | Without Prompting | | | | | | | | With Prompting | | | | | | | |
| Reread the sentence  to check  accuracy | Spell  unknown  words  phonetic-  ally | Record  digraphs  and  blends | Use  upper- and  lowercase  letters  correctly | Use  hand-writing  paper | Add  endings  to known  words  (-ed, -er) | Uses periods and exclama-tion marks correctly | Write  known  parts  in  words | Spell  new  sight  words  correctly | Compose a SWBS | Write a  2-syllable word phonetic-ally | Apply the  silent e  feature | Compose  a begin-ning,  middle,  and end using key words | Write  about  text  features | Use a  familiar  word to  write a new word | Add -ly  to  known  words |
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**Writing Target Skills - Level I/J/K**

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|  | Without Prompting | | | | | | | | | | |
| Reread the sentence  to check  accuracy | Add  endings  to known  words  (-ly, -er) | Spell  familiar  sight  words | Use  handwriting  paper | Use  periods  and  capital  letters  correctly | Write  known  parts  in words | Compose a SWBS | Compose  a beginning,  middle,  and end using key words | Write  about a  text  feature | Use a  familiar  word to  write a  new word | Write a  2-syllable word phonetically |
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**Writing Target Skills - Level I/J/K**

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|  | With Prompting | | | | | | | | | |
| Spell new  sight words  correctly | Write  about  a character’s  feelings | Use a  word wall  to check  spelling | Write a  retelling | Use a  familiar  word to  write a  new word | Apply the  silent e  feature | Use the  book as a  spelling  resource | Add endings  to known  words  (-y, -ful, -est) | Apply vowel  patterns  you have  taught | Use  transition  words at the beginning  of some  sentences |
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**Writing Target Skills - Level L/M/N**

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|  | Without Prompting | | | | | | | | | | | | |
| Use a  word wall  as a  spelling  resource | Reread the  sentence  to check  accuracy | Write a  2-syllable word phonetically | Spell  unfamiliar  words  phonetically | Add endings  to known  words  (-y, -ful, -est) | Apply the  silent e  feature | Use  lowercase  letters  correctly | Use  handwriting  paper | Spell  familiar  sight  words | Use end  punctuation  and  capital  letters | Write  known  parts in  words | Compose  a SWBS | Compose  a beginning,  middle,  and end using key words |
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**Writing Target Skills - Level L/M/N**

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|  | With Prompting | | | | | | | | | | | | |
| Write a  3-syllable  word  phonetically | Apply  vowel  patterns  you have  taught | Drop the  silent e  when  adding  --ing | Double  the final  consonant  when adding  -ing | Add details  about  the topic | Include  dialogue  to provide  text evidence | Use quotation marks  when  writing  dialogue | Write  about a  character’s  feelings | Compose  steps to a procedure | Write  questions  about  the text | Write a  retelling | Spell  common  prefixes  and suffixes correctly | Combine  sentences  and use  introductory  clauses that begin  with although,  while, after, during,  since, later, etc. |
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