

**Kindergarten  
Language Arts Curriculum Tracking**

**Teacher** \_\_\_\_\_

**Date** \_\_\_\_\_

**Reading**

- \_\_\_ All letters of the alphabet (upper/lower-case letters)
- \_\_\_ Printed word represents spoken language
- \_\_\_ Sound-symbol relationship
- \_\_\_ Consonant sounds
- \_\_\_ Vowel sounds
- \_\_\_ Sight-word bank
- \_\_\_ Nonsense words
- \_\_\_ Rhyming words
- \_\_\_ Direction words (up/down, left/right, top/bottom)
- \_\_\_ Color words
- \_\_\_ Read fluently
- \_\_\_ Respond to text through movement, art, music, and drama
- \_\_\_ Listen actively to a variety of sources
- \_\_\_ Follow oral directions
- \_\_\_ Track print left to right, top to bottom
- \_\_\_ Story Structure (characterization, setting)
- \_\_\_ Main Idea/Details
- \_\_\_ Picture Clues
- \_\_\_ Sequence of Events
- \_\_\_ Problem/Solution
- \_\_\_ Reality/Fantasy
- \_\_\_ Organization/Classification/Categorization
- \_\_\_ Prediction of Outcomes
- \_\_\_ Summarization

**Speaking/Listening**

- \_\_\_ Speak in clear, concise, complete thoughts
- \_\_\_ Contribute to discussion or story
- \_\_\_ Respond to literature, drama, poetry
- \_\_\_ Choral speaking
- \_\_\_ Nursery rhymes and poems
- \_\_\_ Shared reading experiences
- \_\_\_ Show-and-tell experiences
- \_\_\_ Promote good manners

## Study Skills

- \_\_\_ Library for enjoyment
- \_\_\_ Locate sections in a library
- \_\_\_ Choose and check out a book
- \_\_\_ Describe parts of a book

## Writing Skills

- \_\_\_ Proper handwriting position
- \_\_\_ Reproduce letters and numerals accurately
- \_\_\_ Correct spacing of letters and numbers
- \_\_\_ Legibility
- \_\_\_ Create stories using a combination of pictures, words, and sentences
- \_\_\_ Dictate sentences or create stories from prompts
- \_\_\_ Develop clear, concise sentences
- \_\_\_ Answer questions in complete sentences
- \_\_\_ Capitalization of names
- \_\_\_ End Punctuation
- \_\_\_ Print first and last name
- \_\_\_ Tell, describe, explain, persuade at the appropriate level
- \_\_\_ Keep a writing journal through drawing, writing, and a combination of both

## Step Up To Writing

### Outlines

- \_\_\_ Model Color Code

### Topic Sentences

- \_\_\_ Model Power Number Statement

### RDF

- \_\_\_ Model up to three with transitions

### Explainers

- \_\_\_ Model

### Conclusion

- \_\_\_ Model

### Kinds of Paragraphs

- \_\_\_ Model Expository

**Grade 1**  
**Language Arts Curriculum Tracking**

**Teacher** \_\_\_\_\_

**Date** \_\_\_\_\_

**Reading**

- \_\_\_ Phonological awareness
- \_\_\_ Short and long vowel sounds
- \_\_\_ Rhyming words
- \_\_\_ Color words
- \_\_\_ Number words
- \_\_\_ Days and months
- \_\_\_ Alphabetical order (first and second letter)
- \_\_\_ Synonyms
- \_\_\_ Antonyms
- \_\_\_ Homonyms
- \_\_\_ Contractions
- \_\_\_ Compounds Words
- \_\_\_ Suffixes (-s, -ing, -ed)
- \_\_\_ Root Words
- \_\_\_ High frequency words
- \_\_\_ Reading words, to sentences, to literature
- \_\_\_ Read text with fluency and expression
- \_\_\_ Story Structure (characterization, setting)
- \_\_\_ Main Idea/Details
- \_\_\_ Sequence of Events
- \_\_\_ Comparison/Contrast
- \_\_\_ Purpose
- \_\_\_ Problem/Solution
- \_\_\_ Fact/Opinion
- \_\_\_ Reality/Fantasy
- \_\_\_ Organization/Classification/Categorization
- \_\_\_ Context Clues/Picture Cues
- \_\_\_ Cause/Effect
- \_\_\_ Draw Conclusions
- \_\_\_ Prediction of Outcomes
- \_\_\_ Inference
- \_\_\_ Summarization
- \_\_\_ Prior Knowledge (KWL)
- \_\_\_ Independent reading
- \_\_\_ Read fiction and nonfiction

## **Grammar**

### Kinds of Sentences

- Telling
- Question
- Command
- Exclamatory

### Parts of Speech

- Nouns (common, proper)
- Pronouns
- Verbs (action)
- Adjectives
- Simple Tenses of Verbs (past, present, future)
- Verb Agreement
- Subjects/ Predicates

### Grammatical conventions (CUPS)

- Capitalization
- Usage
- Punctuation (. ? !)
- Spelling
- Apostrophe (contractions, ownership)
- Commas (greeting and closing in a letter, city/state, date, words in a series)
- Quotation Marks

## **Speaking/Listening**

- Speak in clear, concise, organized language
- Listen actively to a variety of sources
- Retell, reenact, evaluate, or respond to print, non-print, and electronic texts

## **Study Skills**

- Library for enjoyment
- Locate sections in a library
- Choose and check out a book
- Describe parts of a book

## Writing Skills

- \_\_\_ Upper- and lower-case letters
- \_\_\_ Proper handwriting position
- \_\_\_ Correct formation and size
- \_\_\_ Correct spacing of letters, numbers, words
- \_\_\_ Legibility
- \_\_\_ Writing Process (Pre-write, Draft, Revise, Proofread, Publish, Share)
- \_\_\_ Good topic sentences
- \_\_\_ Three- to five-sentence essays with good beginning, middle, and ending
- \_\_\_ Sentences and stories to accompany pictures, books, or prompts
- \_\_\_ Employ correct writing conventions
- \_\_\_ Answer questions in complete sentences
- \_\_\_ Four genres (narrative, descriptive, expository, and persuasive) at appropriate level
- \_\_\_ Journal through drawing, writing, and a combination of both

## Step Up To Writing

### Outlines

\_\_\_ Color Code

### Topic Sentences

\_\_\_ Power Number Statement

### RDF

\_\_\_ 3 with transitions

### Explainers

\_\_\_ 1

### Conclusion

\_\_\_ Model

### Kinds of Paragraphs

\_\_\_ Write Expository

\_\_\_ Model Summary

**Grade 2**  
**Language Arts Curriculum Tracking**

**Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reading**

- \_\_\_ Advanced phonological awareness for independence and fluency
- \_\_\_ Contractions
- \_\_\_ Compound words
- \_\_\_ Long and short vowel patterns
- \_\_\_ Consonant blends
- \_\_\_ Digraphs
- \_\_\_ Prefixes (re, un)
- \_\_\_ Suffixes (s, es, less, ful, er, est)
- \_\_\_ Root words
- \_\_\_ Alphabetical order (third letter)
- \_\_\_ Syllables
- \_\_\_ Homonyms
- \_\_\_ Synonyms
- \_\_\_ Antonyms
- \_\_\_ Multiple Meaning
- \_\_\_ Sight words
- \_\_\_ Purpose
- \_\_\_ Story Elements (characterization, setting, plot)
- \_\_\_ Main Idea
- \_\_\_ Details
- \_\_\_ Sequence of Events
- \_\_\_ Person (first and third)
- \_\_\_ Comparison/Contrast
- \_\_\_ Problem/Solution
- \_\_\_ Fact/Opinion
- \_\_\_ Reality/Fantasy
- \_\_\_ Organization/Classification/Categorization
- \_\_\_ Context Clues
- \_\_\_ Cause/Effect
- \_\_\_ Draw Conclusions
- \_\_\_ Prediction of Outcomes
- \_\_\_ Inference
- \_\_\_ Summarization
- \_\_\_ Prior Knowledge (KWL)
- \_\_\_ Silent independent reading
- \_\_\_ Fluency
- \_\_\_ Expression
- \_\_\_ Fiction and non-fiction

## **Grammar**

### Kinds of Sentences

- Telling
- Question
- Command
- Exclamatory

### Parts of Speech

- Nouns (common, proper)
- Pronouns
- Verbs (action, verbs of being)
- Adjectives
- Adverbs
- Simple Tenses of Verbs (past, present, future)
- Verb Agreement
- Subjects/ Predicates

### Grammatical conventions (CUPS)

- Capitalization
- Usage
- Punctuation (. ? !)
- Spelling
- Apostrophe (contractions, ownership)
- Commas (greeting and closing in a letter, city/state, date, words in a series)
- Quotation Marks
- Dash

## **Speaking/Listening**

- Speak in clear, concise, organized language
- Listen critically to a variety of sources
- Retell, reenact, evaluate, or respond to print, non-print, and electronic texts

## **Study Skills**

- Library for enjoyment
- Library for research
- Graphic organizers (story webs, concept maps, venn diagrams, KWL charts)
- Dictionary Skills (captions, guide words, definitions)

## Writing Skills

- \_\_\_ Proper handwriting position
- \_\_\_ Correct formation and size of letters and numbers
- \_\_\_ Correct spacing of letters, numbers, and words
- \_\_\_ Legibility
- \_\_\_ Introduce upper and lower case cursive letters
- \_\_\_ Writing process (Pre-write, Draft, Revise, Proofread, Publish, Share)
- \_\_\_ Coherent paragraphs that include complete sentences with a good beginning, middle, and ending
- \_\_\_ Writing conventions (CUPS—capitalization, usage, punctuation, spelling)
- \_\_\_ Four genres (narrative, descriptive, expository, and persuasive) at appropriate level
- \_\_\_ Answer questions in complete sentences
- \_\_\_ Journal through drawing, writing, and a combination of both

## Step Up To Writing

### Outlines

- \_\_\_ Color Code
- \_\_\_ *Star, Dot, Dash*

### Topic Sentences

- \_\_\_ Power Number Statement
- \_\_\_ *Who, What, Where, When*

### RDF

- \_\_\_ 3 with transitions

### Explainers

- \_\_\_ 1

### Conclusion

- \_\_\_ Model

### Kinds of Paragraphs

- \_\_\_ Write Expository
- \_\_\_ Model Summary

**Grade 3**  
**Language Arts Curriculum Tracking**

**Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reading**

- \_\_\_ Recognition of various printed materials to locate information
- \_\_\_ Phonological Awareness (decoding, word recognition and fluency)
- \_\_\_ Syllables
- \_\_\_ Prefixes/ Suffixes
- \_\_\_ Compound Words
- \_\_\_ Read longer text and chapter books appropriate for grade level
- \_\_\_ Purpose of text
- \_\_\_ Graphic Organizers
- \_\_\_ Cause/Effect
- \_\_\_ Fact/Opinion
- \_\_\_ Main Idea/Details
- \_\_\_ Interpret Texts
- \_\_\_ Interpret information in graphs, charts, and diagrams
- \_\_\_ Summarization
- \_\_\_ Inference (text and word meanings)
- \_\_\_ Author's Purpose
- \_\_\_ 1<sup>st</sup> person point of view
- \_\_\_ Compare/Contrast
- \_\_\_ Context Clues
- \_\_\_ Story Elements
- \_\_\_ Alphabetize to the fourth letter
- \_\_\_ Read a variety of fiction/nonfiction books
- \_\_\_ Draw Conclusions
- \_\_\_ Alphabetize to fourth letter
- \_\_\_ Synonyms
- \_\_\_ Antonyms
- \_\_\_ Homophones
- \_\_\_ Theme and main ideas in different media

**Grammar**

- \_\_\_ Sentences
- \_\_\_ Run-on Sentences
- \_\_\_ Subjects and Predicates
- \_\_\_ Plurals (regular, irregular, ending in y)
- \_\_\_ Possessives
- \_\_\_ Contractions
- \_\_\_ Nouns (common, proper)
- \_\_\_ Commas (introductory word, words in a series)
- \_\_\_ Pronouns and antecedents
- \_\_\_ Use verb "to be" in correct tense

- \_\_\_ Subject Verb Agreement
- \_\_\_ Proper Usage (a, an, here is/are, noun plurals, good/well)

### **Speaking/Listening**

- \_\_\_ Creative response to text
- \_\_\_ Elicit other comments/opinions
- \_\_\_ Give appropriate feedback to related topics of discussion
- \_\_\_ Assume individual roles in a discussion
- \_\_\_ Support an opinion with details
- \_\_\_ Use a range of vocabulary related to a topic
- \_\_\_ Adopt language to persuade, explain, or seek information
- \_\_\_ Incorporate synonyms and antonyms to enhance speaking
- \_\_\_ Use notes, pictures, and graphic organizers to enhance speaking
- \_\_\_ Attempt to revise future presentations based on feedback from peers and teachers
- \_\_\_ Connect information heard to prior knowledge and experiences
- \_\_\_ Share information through speaking, listening, and nonverbal messages
- \_\_\_ Follow three step oral directions

### **Study Skills**

- \_\_\_ Dictionary/guide words
- \_\_\_ Specific information from various printed materials
- \_\_\_ Glossary/Index
- \_\_\_ Thesaurus
- \_\_\_ Atlas

### **Writing Skills**

- \_\_\_ Paragraph (beginning, middle, end)
- \_\_\_ Write directions clearly
- \_\_\_ Cursive Writing
- \_\_\_ Writing process (prewrite, draft, edit, revise, and publish)
- \_\_\_ Typed final draft
- \_\_\_ Signal words
- \_\_\_ Thank you letter
- \_\_\_ Address an envelope
- \_\_\_ Original couplet
- \_\_\_ Personal Journal

**Genres:**

\_\_\_ Narrative:

\_\_\_ Realistic

\_\_\_ Fantasy

\_\_\_ Personal

\_\_\_ New ending for a story

\_\_\_ Descriptive

\_\_\_ Expository:

\_\_\_ Summary

\_\_\_ Directions

\_\_\_ Questions as a guide to writing a report

\_\_\_ Persuasive

**Step Up To Writing**

Outlines

\_\_\_ Color Code

\_\_\_ Star, Dot, Dash

\_\_\_ *Folded Paper*

Topic Sentences

\_\_\_ Power Number Statement

\_\_\_ Who, What, Where, When

\_\_\_ *And, But, Or*

RDF

\_\_\_ 3 with transitions

Explainers

\_\_\_ 3

Conclusion

\_\_\_ with conclusion word

Kinds of Paragraphs

\_\_\_ Expository

\_\_\_ *Write Summary*

\_\_\_ *Descriptive*

**Grade 4**  
**Language Arts Curriculum Tracking**

**Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reading**

- \_\_\_ Author's Purpose (persuade, inform, entertain)
- \_\_\_ Story Elements (character, setting, plot, theme, mood)
- \_\_\_ Compare/Contrast
- \_\_\_ Fact/Opinion
- \_\_\_ Multiple Meanings
- \_\_\_ Main Idea/Details
- \_\_\_ Sequence
- \_\_\_ Inference
- \_\_\_ Context Clues
- \_\_\_ Reality/Fantasy
- \_\_\_ Drawing Conclusions
- \_\_\_ Predicting Outcomes
- \_\_\_ Summarization
- \_\_\_ Cause/Effect
- \_\_\_ Fiction/ Nonfiction
- \_\_\_ Genre (poetry, drama, fiction, nonfiction)
- \_\_\_ Scan/Skim
- \_\_\_ Explore/Interpret Information (computer screen, advertisements, illustrations)

**Grammar**

- \_\_\_ Sentence/Fragment
- \_\_\_ Run-on Sentences
- \_\_\_ Combining Sentences
- \_\_\_ Simple/Complete Subjects and Verbs
- \_\_\_ Compound Predicate
- \_\_\_ Nouns
- \_\_\_ Verbs (past, present, future)
- \_\_\_ Pronouns
- \_\_\_ Adjectives
- \_\_\_ Adverbs (time, place, manner, degree)
- \_\_\_ Prepositions/ Phrases
- \_\_\_ Punctuation (comma, quotation marks, colon, hyphen)
- \_\_\_ Capitalization
- \_\_\_ Suffixes
- \_\_\_ Prefixes
- \_\_\_ Roots/Affixes
- \_\_\_ Contractions
- \_\_\_ Synonyms/Antonyms
- \_\_\_ Homophones/Homographs
- \_\_\_ Abbreviations

## **Speaking/Listening**

- Oral Presentations
- Role Play
- Dramatize a story
- Read aloud fluently
- Solve a problem/task through group cooperation
- Listen Actively and Attentively
- Follow 4-step directions

## **Study Skills**

- Outlining
- Research (library reference)
- Dictionary
- Thesaurus
- Visual Organizers (before/after/during reading)
- Resources (computer screens, illustrations, advertisements)

## **Writing Skills**

- Outlining (topic, main idea, details)
- Cursive
- Supporting Sentences
- Writing Process (brainstorm, 1<sup>st</sup> draft, edit, final draft)
- Poetry
- Postcard
- Invitation

## **Kinds of Paragraphs**

- 2 paragraph composition
- 3 paragraph composition
- Sequence
- Narrative
- Descriptive
- Expository
- Persuasive

## Step Up To Writing

### Outlining

- \_\_\_ Color Code
- \_\_\_ Star, Dot, Dash
- \_\_\_ Folded Paper

### Topic Sentences

- \_\_\_ Power Number Statement
- \_\_\_ Who, What, Where, When
- \_\_\_ And, But, Or
- \_\_\_ *Occasion/ Position Statement*

### RDF

- \_\_\_ 3 with transition words

### Explainers

- \_\_\_ 3 or 4

### Conclusion

- \_\_\_ with conclusion word

### Kinds of Paragraphs

- \_\_\_ Expository
- \_\_\_ Summary
- \_\_\_ *Descriptive*
- \_\_\_ *Sequence*
- \_\_\_ *Compare/Contrast*

**Grade 5**  
**Language Arts Curriculum Tracking**

**Teacher** \_\_\_\_\_

**Date** \_\_\_\_\_

**Reading**

- \_\_\_ Analogies
- \_\_\_ Appropriate Expression
- \_\_\_ Author's purpose (persuade, inform, entertain)
- \_\_\_ Cause/Effect
- \_\_\_ Compare/ Contrast
- \_\_\_ Context Clues
- \_\_\_ Drawing Conclusions
- \_\_\_ Fact/ Opinion
- \_\_\_ Fiction/ Nonfiction
- \_\_\_ Figurative Language (similes, metaphors, hyperbole)
- \_\_\_ Genre
- \_\_\_ Inference
- \_\_\_ Main Idea/Details
- \_\_\_ Multiple Meanings
- \_\_\_ Paraphrase
- \_\_\_ Plot
- \_\_\_ Point of View
- \_\_\_ Predicting Outcomes
- \_\_\_ Prefixes and Suffixes
- \_\_\_ Problem/Solution
- \_\_\_ Reality/Fantasy
- \_\_\_ Sequence
- \_\_\_ Setting
- \_\_\_ Story Elements (character, setting, plot, theme, mood)
- \_\_\_ Summarization
- \_\_\_ Theme

**Grammar**

- \_\_\_ Abbreviations (end of names, metric and standard units)
- \_\_\_ Capitalization (proper adjectives, titles, books, magazine articles)
- \_\_\_ Commas (series, introductory words, direct address, date, city and state)
- \_\_\_ Coordinating Conjunctions
- \_\_\_ Compound Sentences
- \_\_\_ Identify parts of speech
- \_\_\_ Irregular Verbs
- \_\_\_ Memorize prepositions
- \_\_\_ Prepositional Phrases (adverbial and adjectival)
- \_\_\_ Syllables
- \_\_\_ Vivid verbs

## **Speaking/ Listening**

- Oral Presentation
- Conduct an interview
- Tell a story using accent or dialect
- Plan and deliver an announcement/presentation
- Respond to opinions of others
- Use visuals for clarification
- Verbal and non-verbal elements of delivery (pronunciation, body language, volume eye contact)

## **Study Skills**

- Dictionary (guide words, pronunciation key, parts of speech, multiple meanings)
- Glossary
- Index
- Interpret Graphs, Charts, Maps, Timelines
- Note-taking
- Organizational Patterns (chapter title, main headings, subheadings)
- Outlining
- Research/Library reference
- Skim and Scan
- Thesaurus

## **Writing Skills**

- Compare/Contrast
- Mapping and graphic organizers
- Peer edit
- Self edit
- Persuasion
- Support main idea with details
- Use spell check on computer
- Letter of compliment
- Poetry (haiku, cinquain)
- Tall tale
- Captions
- Report on a content area
- Summary

## Step Up To Writing

### Outlining

- \_\_\_ Color Code
- \_\_\_ Star, Dot, Dash
- \_\_\_ Folded Paper

### Topic Sentences

- \_\_\_ Power Number Statement
- \_\_\_ Who, What, Where, When
- \_\_\_ And, But, Or
- \_\_\_ Occasion/ Position

### RDF

- \_\_\_ 3 with transition words

### Explainers

- \_\_\_ 4

### Conclusion

- \_\_\_ with conclusion word

### Kinds of Paragraphs

- \_\_\_ Expository
- \_\_\_ Summary
- \_\_\_ Descriptive
- \_\_\_ Sequence
- \_\_\_ Compare/Contrast
- \_\_\_ *Persuasive*
- \_\_\_ *List*

### *Multi-Paragraph Essay*

- \_\_\_ *Blocking Out-Transition from accordion paragraph*

**Grade 6**  
**Language Arts Curriculum Tracking**

**Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reading**

- \_\_\_\_\_ Survey/Explain test features
- \_\_\_\_\_ Story Elements (character, setting, plot, theme, mood)
- \_\_\_\_\_ Author's Purpose (persuade, inform, entertain)
- \_\_\_\_\_ Main Idea/Details
- \_\_\_\_\_ Point of View
- \_\_\_\_\_ Sequencing
- \_\_\_\_\_ Context Clues
- \_\_\_\_\_ Drawing Conclusions
- \_\_\_\_\_ Predicting Outcomes
- \_\_\_\_\_ Summarize
- \_\_\_\_\_ Characterization
- \_\_\_\_\_ Making Inferences
- \_\_\_\_\_ Multiple Meanings (using dictionary and thesaurus)
- \_\_\_\_\_ Compare/Contrast
- \_\_\_\_\_ Fact/Opinion
- \_\_\_\_\_ Cause/Effect
- \_\_\_\_\_ Paraphrase
- \_\_\_\_\_ Figurative Language
- \_\_\_\_\_ Literary Terms
- \_\_\_\_\_ Genre
- \_\_\_\_\_ Oral Presentation

**Grammar**

- \_\_\_\_\_ Nouns (abstract/collective)
- \_\_\_\_\_ Verbs (tenses, active and passive voice)
- \_\_\_\_\_ Subject/Predicate
- \_\_\_\_\_ Subject/Verb Agreement
- \_\_\_\_\_ Pronouns
- \_\_\_\_\_ Adjectives (descriptive and limiting)
- \_\_\_\_\_ Adverbs
- \_\_\_\_\_ Prepositions
- \_\_\_\_\_ Phrases/Clauses
- \_\_\_\_\_ Conjunctions
- \_\_\_\_\_ Interjections
- \_\_\_\_\_ Sentence Structure (simple, compound, complex)
- \_\_\_\_\_ Capitalization

## Study Skills

- \_\_\_\_\_ Outlining
- \_\_\_\_\_ Note-taking
- \_\_\_\_\_ Paraphrasing
- \_\_\_\_\_ Research (library reference)
- \_\_\_\_\_ Use of dictionary and thesaurus

## Step Up To Writing

### Outlining

- \_\_\_\_\_ Color Code
- \_\_\_\_\_ Star, Dot, Dash
- \_\_\_\_\_ Folded Paper

### Topic Sentences

- \_\_\_\_\_ Power Number Statement
- \_\_\_\_\_ Who, What, Where, When
- \_\_\_\_\_ And, But, Or
- \_\_\_\_\_ Occasion/Position Statement
- \_\_\_\_\_ *However*
- \_\_\_\_\_ *A Few Good Prepositions*
- \_\_\_\_\_ *To Plus A Verb*

### RDF

- \_\_\_\_\_ 3 with transition words

### Explainers

- \_\_\_\_\_ 4

### Conclusion

- \_\_\_\_\_ with conclusion words

### Kinds of Paragraphs

- \_\_\_\_\_ Expository
- \_\_\_\_\_ Summary
- \_\_\_\_\_ Descriptive
- \_\_\_\_\_ Compare/Contrast
- \_\_\_\_\_ Persuasive
- \_\_\_\_\_ List

### Multi-Paragraph Essay

- \_\_\_\_\_ Blocking Out- *5 paragraph essay*