

☒= Concepts both directly and indirectly taught throughout the program

Grammar Active Alignment with Maryland VSC (by topic, page number)	Volume I Unit 1 Nouns Unit 2 Pronouns	Volume II Verbs	Volume III Unit 1 Adverbs Unit 2 Adjective	Volume IV Unit 1 Prepositions Unit 2 Conjunctions Unit 3 Interjections
Strand, Substrand				
<p><b>Comprehension of Informational Text</b> Students will develop and apply knowledge of organizational structure of informational text to understand what is read.</p> <p>a. Identify and analyze the organizational patterns of texts <i>Assessment Limits:</i></p> <ul style="list-style-type: none"> <li>➤ Sequential and chronological order</li> <li>➤ Cause/effect</li> <li>➤ Problem/solution</li> <li>➤ Similarities/ differences</li> <li>➤ Description</li> <li>➤ Main idea and supporting details</li> </ul> <p>b. Identify and use words and phrases associated with common organizational patterns <i>Assessment Limits:</i></p> <ul style="list-style-type: none"> <li>➤ Words that show chronology (first, second, third)</li> <li>➤ Words that show description (above, beneath, next to, beside)</li> <li>➤ Words that show cause and effect (because, as a result)</li> <li>➤ Words that show sequence (next, then, finally)</li> </ul>	<p>Unit 2: Descriptive Paragraph p 124</p>		<p>Unit 1: L1: p. 44-45 Numeral Adj. Intro: p. 81-83 L1: p. 84-86 Comparison</p> <p>Intro: p. 58-61 L1: p 62-68</p> <p>All levels: Assessment Students compose descriptive paragraph utilizing description, possession, comparison, and various adjectives.</p> <p>Unit 2: Comparing with Adverbs Intro: p 46-48 L1: p 49-55</p>	<p>Unit 1: Prepositional phrases Intro: p. 1-6 L1: p. 7-10</p> <p>Writing with Phrases p 38-76</p> <p>Unit 2: Subordinate Conjunction Usage Intro: p 38-40 L1: p 40-44</p>
<p><b>Identify and explain the author’s use of language</b></p> <p>a. Identify specific words and punctuation that create tone</p> <p>b. Identify and explain specific words and punctuation that create tone</p>	<p>☒ Literary references and punctuation covered throughout</p>	<p>☒ Literary references and punctuation covered throughout</p>	<p>☒ Literary references and punctuation covered throughout</p>	<p>☒ Literary references and punctuation covered throughout</p>

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	<b>Volume I</b> <b>Unit 1 Nouns</b> <b>Unit 2 Pronouns</b>	<b>Volume II</b> <b>Verbs</b>	<b>Volume III</b> <b>Unit 1 Adverbs</b> <b>Unit 2 Adjective</b>	<b>Volume IV</b> <b>Unit 1 Prepositions</b> <b>Unit 2 Conjunctions</b> <b>Unit 3 Interjections</b>
<b>Grammar Active Alignment with Maryland VSC</b> (by topic, page number)				
<b>Compose oral, written, and visual presentations that express personal ideas</b> a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose.	Unit 1: L1: Writing short story using noun varieties p 84 Unit 2: L1 Narrative essay p 23		Unit 1: L1 p.9 Students write a persuasive ad with specific purpose and audience in mind.	
c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph	Unit 2: Writing about favorite Day. Pg 129		Unit 2: L1 p. 1-10 Adverbs to introduce when, where , why, how, and to what degree in writing	Unit 2: L1 p. 38-44 Writing with subordinating conjunctions
d. Compose to persuade using significant reasons and relevant support to agree or disagree with an idea			Unit 1: L1 p. 9-10 Writing to persuade	
e. Use writing-to-learn strategies to connect ideas and to think about lesson content	Unit 1 Post test p.84	Post test writing p. 113	Unit 2 L1 p. 71-72 Unit 2 L1 p. 92	Unit 1 Post test p. 53 Unit 2 Post test p. 60
<b>Compose texts using the revising and editing strategies of effective writers and speakers</b> a. revise texts for clarity, completeness, and effectiveness.			Unit 2 L1 p. 67-71 Troublesome Adverbs writing and proofing	
Clarify meaning by adding modifiers and sensory words within a sentence			Writing with adverbs and adjectives p. 92	Unit 1: L 1 p. 38-39 Writing with phrases as modifiers
Provide sentence variety and length by combining sentences and correcting rambling sentences				Unit 2: L1 p. 1- 10 coordinating conjunctions
<b>A. Grammar</b> <b>1. Recognize elements of grammar is personal and academic reading</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>2. Recognize, recall, and use basic elements of grammar to express ideas clearly</b> a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts: concrete, collective, and abstract nouns; demonstrative, relative pronouns; subordinating conjunctions	Unit 1: L1: p 3-10 Concrete, collective, abstract. L2: p 11-18 Unit 2: L1 p 110-113; 94-99 (demons, relative)		Unit 1: L1 p 41 All parts of speech review * Basic and advanced elements of adj. and adv. usage are covered extensively throughout.	Unit 2: L1 p. 38-44 Chart of conjunction rules and activities Flashcards
<b>Grammar Active Alignment with Maryland VSC</b>	<b>Volume I</b>	<b>Volume II</b>	<b>Volume III</b>	<b>Volume IV</b>

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b. Combine sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases			Unit 1: L1 p 5-13 Intro and activities Unit 2: L1 p 28-33	Unit 1: L1 p 21-22; 23-26 Placing Preps / troublesome preps
c. Differentiate between a phrase and a clause and between grammatically complete sentences and non-sentences, such as sentence fragments and stringy/rambling sentences	Unit 2: L1; p 94-99 relative pronouns and clauses.			Unit 1: L1; p 7-10 Preps and objects ID phrase L1: p 38-39 Phrases as adverbs
d. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas.				Unit 2: L1 p. 38-44 Writing with subordinating conjunctions
<b>B. Usage</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>1. Recognize examples of conventional usage in personal and academic reading</b>				
<b>2. Comprehend and apply standard English usage in oral and written language</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Unit 1: L1: p 36-41 preps as adverbs Unit 2: L1: p 41-44 Conj Unit 3: p 7-12 parts of speech review
a. Apply appropriate subject/verb agreement, such as in compound subjects with phrases that interrupt the subject and verb				
b. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers	Unit 2: L1: p 1-9; 12-21; 22-31 : Pronoun, antecedents; case, number; person	L1 p 51-62; 74 reg and irregular verbs; principal parts chart *Flashcards and charts	Unit 1: L1 p 58-69 Degrees of adj comparison Unit 2: L1 p 46-56 Degrees of adv comparison	Unit 2: L1 p 23-26 creating parallels with correlative conjunctions.
c. Recognize and correct common usage errors, such as misplaced modifiers and incorrect use of verbs, such as <i>lie - lay, rise - raise, sit - set</i>		L1 p 51-62; 77-86 verb conjugations; troublesome verbs. Charts and flashcards	Unit 1: L1: p. 1-13; 84-87 Adj. usage Unit 2: L1:p. 26-34 Adv placement	
d. Use available resources to correct or confirm editorial choices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
e. Explain editorial choices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<b>Strand, Substrand</b>				
<b>C. Mechanics</b>	Each unit is prefaced with teacher and student overview of grammatical concept being taught- includes study guides, charts and review	Each unit is prefaced with teacher and student overview of grammatical concept being taught- includes study guides, charts and review	Each unit is prefaced with teacher and student overview of grammatical concept being taught- includes study guides, charts and review	Each unit is prefaced with teacher and student overview of grammatical concept being taught- includes study guides, charts and review
<b>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b>				
<b>2. Apply standard English punctuation and capitalization in written language</b>	End punctuation and Capitalization throughout	☒	Punctuation for adjectives in series (coordinating and non)	Compound, complex, compound/complex punctuation
a. Use commas correctly in direct address and to separate adjectives and parenthetical expressions, such as <i>on the other hand, for example, by the way.</i>			Unit 1 L1 p 8-13 Writing with adjectives Unit 2 L1 p 27-33	Unit 1 L1 p 1-10; 21-26 Prep phrases and their placement
b. Use apostrophes in plural possessives and nouns that end in -s	Unit 1 L1 p 31-39; 48-61 plurals and possessives			
c. Use quotation marks and commas in dialogue				Unit 3: L1 p.5-6 dialogue
d. Use a colon to introduce a list			Unit 1: L1 p20-27 series	Unit 2:L1 p.1-5
e. Use quotation marks and commas in simple dialogue and for direct quotations				Unit 3: L1 p.5-6 dialogue
<b>3. Explain editorial choices involving mechanics</b>	☒	☒	☒	☒
<b>Grammar Active Additional Components reaching beyond standards</b>				
<i>Teacher Professional Development</i>	☒	☒	☒	☒
<i>Study guides provided for students</i>	☒	☒	☒	☒
<i>Reinforcement activities- engage students in review</i>	☒	☒	☒	☒
<i>Kinesthetic, visual learning tools</i>	☒	☒	☒	☒
<i>Pre and Post Assessments</i>	☒	☒	☒	☒