

☒= Concepts both directly and indirectly taught throughout the program

Grammar Active Alignment with National Standards (by topic, page number)	Volume I Unit 1 Nouns Unit 2 Pronouns	Volume II Verbs	Volume III Unit 1 Adverbs Unit2 Adjective	Volume IV Unit 1 Prepositions Unit 2 Conjunctions Unit 3 Interjections
Strand, Substrand				
<p>Students will apply knowledge of organizational patterns of informational text to facilitate understanding</p> <p>a. Analyze the organizational patterns of texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Sequential and chronological order ➤ Cause/effect ➤ Problem/solution ➤ Comparison/ contrast ➤ Spatial order/ description ➤ Main idea/argument and supporting details ➤ Classification ➤ Order of importance ➤ Transition or signal words and phrases that suggest a specific organizational pattern 		<p>p. 113</p> <p>Writing with verbs to describe favorite restaurant using and identifying various verb tenses.</p>	<p>Unit 1: L2: p. 70-74; 88-91</p> <p>Composing with Adjectives; more troublesome adj. usage.</p> <p>All levels: Assessment</p> <p>Students compose descriptive paragraph utilizing description, possession, comparison, and various adjectives.</p> <p>Unit 2: Intro: p 46-48</p> <p>Comparison adverb usage</p>	<p>Unit 2: p. 60 writing with conjunctions; varying sentence styles.</p> <p>L2: p. 38-40; 45-48</p> <p>subordinate conjunctions and their usage</p>
<p>Analyze purposeful use of language</p> <p>Analyze specific word choice that contributes to the meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <p>Significant words and phrases with a specific effect on meaning or style. <i>Figurative language, Idioms</i></p> <p><i>Connotations of grade-appropriate words</i></p> <p><i>Technical or content vocabulary</i></p> <p><i>Denotations of above-grade-level words in context</i></p> <p><i>Discernible styles, such as persuasive, informal, formal, etc</i></p>	<p>Unit 2: L2: p. 56</p> <p>Choosing intensive or reflexive and using both in a short story creation</p>	<p>p. 111 Using active and passive verb voice</p> <p>L2: p.18-19; 1-5; 20-21</p> <p>Using transitive and Intransitive in writing;</p> <p>Using active and passive voice</p>	<p>Unit 1: p. 121 writing with adjectives integrating into descriptive essay.</p>	
<p>Compose oral, written, and visual presentations that express personal ideas, inform and persuade</p> <p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop a personal style and a clear,</p>			<p>Unit 2: p.92 expanding verbs with adverbs in writing</p>	

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Strand, Substrand					
	intentional, and consistent voice and tone	☒	☒	☒	☒
	c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within and between paragraphs			Unit 2: L2: p.11-18; 34-39	
	e. Use writing-to-learn strategies, such as reflective and metacognitive writing to set goals, make discoveries, and make connections among learned ideas		L2: p.65-71 writing with and reviewing verb tenses.	Unit 1: p.13 Creating visual imagery with adjectives	
	Compose texts using the revising and editing strategies of effective writers and speakers a. revise texts for clarity, completeness, and effectiveness. Eliminate redundant and irrelevant words and ideas Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and balanced Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood Vary sentence types and lengths to clarify and extend meaning and to develop style	Unit 2: L2: p.22-31 Case, number, and person of pronouns	L2: p.40-41; 61-62 creating sentences with linking verbs; writing with progressive verbs Intro: p. 1-5; p. 20-21 Active and Passive voice	Unit 1: L2: p.34-39 Adverb placement	Unit 2: L2: p.10-13; 27-30; 45-48 Coordinating; correlative; subordinate conjunctions
	A. Grammar 1. Recognize elements of grammar in personal and academic reading	☒	☒	☒	☒

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<p>2. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language</p> <p><i>Grammar Active Alignment with National Standards (by topic, page number)</i></p>	<p>☒</p> <p>Unit 1 Nouns Unit 2 Pronouns</p>	<p>☒</p> <p>Volume II Verbs</p>	<p>☒</p> <p>Volume III Unit 1 Adverbs Unit2 Adjective</p>	<p>☒</p> <p>Volume IV Unit 1 Prepositions Unit 2 Conjunctions Unit 3 Interjections</p>
<p>a. Consider the meaning, position, form, and function of words when identifying and using grammatical concepts, such as verbal and verbal phrases (gerunds, participles, and infinitives), reflexive and intensive pronouns, progressive forms of verbs, and active and passive voice</p>	<p>Unit 1: p. 60-67 Plural Possessive usage Unit 2: p. 44-50; 55 Reflexive/Intensive</p>	<p>L 2: p. 61-78 Progressive verbs L2: p. 20-21; 42; 53 Active/Passive; Gerunds; Infinitives</p>		<p>Unit 2: p. 53-57 Sentence strip activity</p>
<p>b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas</p>			<p>Unit 2: L2: p. 34-35; 73-79 Verb phrases with adverbs Adj / Adv usage</p>	<p>Unit 2: L2: p. 10-13 Punctuation Unit 1: L2: p. 38-45 Adj phrases</p>
<p>c. Differentiate grammatically complete sentences from non-sentences, including comma splice</p>				<p>Unit 2: L2: p. 1-5; 10-13 comma splice</p>
<p>d. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas</p>	<p>Unit 2: L3 p. 104-107; 108-109 dependent clauses with relative pronouns; graboom activity with relative pronoun usage</p>			<p>Unit 2: L2: p. 10-13; 27-30;38-40; 45-48 Punctuating compound /complex sentences; word/phrase/clause pract. Sub conjunctions</p>
<p>B. Usage 1. Recognize examples of conventional usage in personal and academic reading</p>	<p>☒</p>	<p>☒</p>	<p>☒</p>	<p>☒</p>
<p>2. Comprehend and apply standard English usage in oral and written language a. Apply appropriate subject/verb agreement, such as agreement involving words of amount, time, and money</p>	<p>Unit 1: L2: p. 60-65 Unit 2: L2: p.26-31 Pronoun usage and practice</p>		<p>Unit 1: L2: p.42-47 Pronominal adj. (amt / times)</p>	<p>Unit 1: L2: p.27-30 troublesome preps.</p>
<p>b. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems, such as who – whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases</p>	<p>Unit 2: L2: p. 1-10; 22-31; 26-31;44-50;61-62;68-71; 78-79; 84-87; 94-95;100-103; 110-111; 114-115. All pronoun types covered</p>	<p>L2: p.20-21 Active and passive voice</p>		<p>Unit 1: L2: p.11-14 Preps and their objects Unit 2: L2: p.27-30 Word, phrase or clause distinction and usage</p>
<p>c. Recognize and correct common usage errors, such</p>			<p>Unit 2: L2: p.11-18; 56-60 modifier placement; Irregular</p>	<p>Unit 1: L2: p.27-30</p>

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	as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as <i>accept - except</i>			comparisons	troublesome preps.
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	Strand, Substrand				
	d. Use available resources to correct or confirm editorial choices	☒	☒	☒	☒
	e. Explain editorial choices	☒	☒	☒	☒
	C. Mechanics	Unit 1: p. 74-79 Overall noun review Unit 2: p. 118 Overall pronoun review	p. 101-106 Overall verb review	Unit 1 p. 98-105 Overall adj. review Unit 1: p. 84-87 Overall adverb review	Unit 2: p. 53-56 Overall prep. review Unit 3: p. 7-12 All parts of speech review
	1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing				
	2. Apply standard English punctuation and capitalization in written language	☒	☒	☒	☒
	a. Use commas and semicolons correctly, such as in a compound sentence joined by a conjunctive adverb				Unit 2: L2: p.11-13; 45-48; 55-56 comp/complex; sent. punctuation
	b. Use an apostrophe to designate possession with indefinite pronouns and adjectives	Unit 1: L2: p. 60-67 using poss. nouns Unit 2: L2: p.69-71 Indef. pronoun		Unit 2: L2: p.46-47 possessive adjective	
	c. Use the mechanics of writing correctly	☒	☒	☒	☒
	d. Use a colon to introduce a list	Modeled throughout	Modeled throughout	Modeled throughout	Modeled throughout
	3. Explain editorial choices involving mechanics	Modeled throughout	Modeled throughout	Modeled throughout	Modeled throughout
	Grammar Active Additional Components reaching beyond standards				
	<i>Teacher Professional Development</i>	☒	☒	☒	☒
	<i>Study guides provided for students</i>	☒	☒	☒	☒
	<i>Reinforcement activities to engage students in review and recall</i>	☒	☒	☒	☒

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	<i>Kinesthetic, visual learning tools</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Pre and Post Assessments</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>