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<b>Grammar Active Alignment with National Standards (by topic, page number)</b>	<b>Volume I  Unit 1 Nouns Unit 2 Pronouns</b>	<b>Volume II  Verbs</b>	<b>Volume III  Unit 1 Adverbs Unit 2 Adjective</b>	<b>Volume IV  Unit 1 Prepositions Unit 2 Conjunctions Unit 3 Interjections</b>
<b>Strand, Substrand</b>				
<p><b>Comprehension of Informational Text</b> Students will develop and apply knowledge of organizational patterns of informational text to facilitate understanding</p> <p>a. Identify and analyze the organizational patterns of texts</p> <p><u>Assessment Limits:</u></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> <li>➤ Transition or signal words and phrases that suggest a specific organizational pattern</li> </ul>	<p>Unit 2: Descriptive Paragraph p 124</p>		<p>Unit 1: L1: p. 27-30 Adj .review Intro: p. 81-83 L1: p. 84-86 Intro: p. 58-61 L1: p 62-68 Comparison</p> <p>All levels: Assessment Students compose descriptive paragraph utilizing description, possession, comparison, and various adjectives.</p> <p>Unit 2: Intro: p 46-48 L1: p 49-55 Comparing with Adverbs</p> <p>L1: p 26-32 adverb phrases</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>Analyze purposeful use of language</b></p> <p>a. Analyze specific words and punctuation that contribute to the meaning of the text</p> <p>b. Analyze specific language choices that create tone</p>		<p>L1: p.34-39; 51-62 Linking sub.and noun/adj. Choosing correct verbs</p>	<p>Unit 1: p. 20-27 using coordinate &amp; non-coordinate adjectives</p>	<p>Unit 2: L1 &amp; 2 p. 38-76 Writing with phrases and adj and adv</p>
<p><b>Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b></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 an awareness of voice and tone</p>	<p>Unit 1: L1: p 84 Writing short story using noun varieties</p> <p>Unit 2: L1, p 23 Narrative essay</p>		<p>Unit 1: L1 p.9 Students write a persuasive ad with specific purpose and audience in mind.</p>	
<p>c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph</p>	<p>Unit 2: p. 129 Writing about favorite Day</p>		<p>Unit 2: L1 p. 1-10 Adverbs to introduce when, where , why, how, and to what degree in writing</p>	<p>Unit 2: L1 p. 38-44 Writing with subordinating conjunctions</p>
<p>e. Use writing-to-learn strategies to connect ideas and to think about lesson content</p>	<p>Unit 1 p. 84 Post test</p>	<p>Post test writing p. 113</p>	<p>Unit 2 L1 p. 71-72 Unit 2 L1 p. 92</p>	<p>Unit 1 and 2 Post test p. 53 and 60. Review activities</p>

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<b>Strand, Substrand</b>					
<p><b>Compose texts using the revising and editing strategies of effective writers and speakers</b></p> <p>a. revise texts for clarity, completeness, and effectiveness.</p> <ul style="list-style-type: none"> <li>Eliminate redundant and irrelevant words and ideas</li> <li>Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</li> <li>Coordinate equal ideas within a sentence</li> <li>Subordinate less important ideas within a sentence using phrases and clauses</li> <li>Maintain consistent person, number and tense</li> <li>Modify sentences from passive to active voice</li> <li>Vary sentence types and lengths to clarify and extend meaning and to develop style</li> </ul>		<p>Unit 2: L1: p 1-9; 12-21; 22-31 : Pronoun, case, number; person</p> <p>Unit 2: L1 p 61-62</p> <p>Indefinite pronouns and subject/verb agreement</p>	<p>p. 20-27</p> <p>Using active and passive voice of the verb</p> <p>p. 28</p> <p>reinforcement activity</p>	<p>Unit 2: L1:p. 28-33</p> <p>Placement of Adverbs</p> <p>p. 67-71</p> <p>Troublesome Adverbs writing and proofing</p> <p>p. 92</p> <p>Writing with adverbs and adjectives</p>	<p>Unit 2: L1 p 23-26 creating parallels with correlative conjunctions.</p> <p>Unit 2: L1 p. 38-44</p> <p>Writing with subordinating conjunctions</p>
<p><b>A. Grammar</b></p> <p><b>1. Recognize elements of grammar in personal and academic reading</b></p>		☒	☒	☒	☒
<p><b>2. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts, such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions</b></p>		<p>Unit 2: L1 p 61-62</p> <p>Indefinite pronoun</p>	<p>L1 p 51-62; 74</p> <p>reg and irregular verbs; principal parts chart</p> <p>*Flashcards and charts</p> <p>L3 p. 75-91 Perfect tenses</p>	<p>Unit 2 L1 p. 67-71</p> <p>Troublesome Adverbs writing and proofing</p>	<p>Unit 1: L1: p 36-41 preps as adverbs</p> <p>Unit 2: p. 53-57 Sentence strip activity</p> <p>Unit 2: L1: pg 6-9; 23-26; 41-44 Conjunctions</p>
<p>b. Combine sentences using knowledge of subjects predicates, logical placement of modifiers, logical coordination, subordination; sequencing of ideas</p>		<p>Unit 1: L1 p. 31-33; 34-38.</p> <p>Nouns as subjects, objects, etc...</p>	<p>L1 p. 1-7; 8-13 Main and helping verbs</p>	<p>Unit 1: L1 p. 1-13; 31-40.</p> <p>Limiting and descriptive adj</p> <p>Unit 2: L1 p. 26-33</p> <p>Placement and usage</p>	<p>Unit 1: L1; p 7-10 ; 38-39</p> <p>Preps and objects</p> <p>Phrases as adverbs</p> <p>Unit 2: L1: p 38-44</p> <p>Subordinate Conjunction Usage</p>

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c. Differentiate grammatically complete sentences from non-sentences, including fused sentence				Unit 2 p. 53-57 sentence strips forming various sentence types
d. Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas	Unit 2: L1; p 94-99 relative pronouns and clauses.		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. 1- 10 coordinating conjunctions Unit 2: L1 p. 38-44 Writing with subordinating conjunctions
<b>B. Usage</b> <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> a. Apply appropriate subject/verb agreement, such as with collective nouns, indefinite pronouns, and inverted word order	Unit 1: L1 p. 1-4; 14-30. Collective Nouns  Unit 2: L1 p. 61-67. Indefinite pronouns and s/v agreement	L1: p. 56-62 practice with verb tenses		Unit 3: p. 7-12 comprehensive parts of speech review activity
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. 1-21; 44-48; 61-67; 78-83; 94-99; 110-113. Personal, compound personal; indefinite, interrogative; relative; demonstrative usages	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; incorrect use of verbs; double negatives; and commonly confused words, such as <i>accept - except</i>		L1 p 51-62 verb conjugations; troublesome verbs. Charts and flashcards	Unit 1: L1: p. 1-13 Adj Unit 2: L1: p. 26-33; 71-72 placement of Adv. ; proper usages: further/farther	
d. Use available resources to correct or confirm editorial choices	☒	☒	☒	☒
e. Explain editorial choices	Unit 2: p. 120 Pronoun editorial choices	☒	☒	☒

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<b>C. Mechanics</b> <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>	☒	☒	☒	☒
	a. Use commas and semicolons correctly, such as in a compound sentence			Unit 1: L1: p.20-27 listing adjectives (commas or not)	Unit 2: L1 p. 1-5
	b. Use parentheses and dashes correctly	Unit 1: L1 p.112-113			
	<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 to engage students in review and recall</i>	☒	☒	☒	☒
	<i>Kinesthetic, visual learning tools</i>	☒	☒	☒	☒
	<i>Pre and Post Assessments</i>	☒	☒	☒	☒