

☒= Concepts both directly and indirectly taught throughout the program

<b>Grammar Active Alignment with National Standards (by topic, page number)</b>	<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>Unit2 Adjective</b>	<b>Volume IV</b>  <b>Unit 1 Prepositions</b> <b>Unit 2 Conjunctions</b> <b>Unit 3 Interjections</b>
<b>Strand, Substrand</b>				
<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"> <li>➤ <i>Common organizational patterns</i></li> <li>➤ <i>Transition or signal words and phrases that indicate the organizational pattern of the text or a portion of the text</i></li> <li>➤ <i>Connections between transition or signal words and the information in the text or a portion of the text</i></li> </ul>	<p>Unit 1: p. 89</p> <p>Writing according o prescribed pattern with understanding of language structure</p>	<p>L3: p.45-49</p> <p>Writing with various verb forms</p>	<p>Unit 1: L3: p. 92-97</p> <p>Writing with troublesome adjectives</p> <p>Unit 2: L3: 43-44; 92</p> <p>Writing with adverbs</p>	<p>Unit 1: p. 53</p> <p>Descriptive paragraph favorite room</p> <p>Unit 2: p. 60</p> <p>Writing descriptively with varied sentence types</p> <p>L3: p. 49-56</p> <p>Subordinating conjunctions</p>
<p><b>Analyze purposeful use of language</b></p> <p>Analyze specific word choice that contributes to the meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words and phrases with a specific effect on meaning or style</i></li> <li>➤ <i>Figurative language</i></li> <li>➤ <i>Idioms</i></li> <li>➤ <i>Connotations of grade-appropriate words</i></li> <li>➤ <i>Technical or content vocabulary</i></li> <li>➤ <i>Denotations of above-grade-level words in context</i></li> </ul> <p><i>Discernible styles, such as persuasive, informal, formal, etc</i></p>		<p>p. 111 Using active and passive verb voice</p> <p>L3: p.85-86: 94-100</p> <p>Writing with difficult verb tenses; writing with moods of the verb</p>	<p>Unit 2: L3: p.42-43</p> <p>Composing clear sentences using vivid verbs and adverbs</p>	<p>Unit 2: L3: p.13-19</p> <p>Writing with conjunctions and proper parallel</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 a personal style, distinctive voice, and a deliberate tone</p>		<p>L3: p.20-27; 28</p> <p>Active and Passive voice of the verb taught (activities increase in difficulty); reinforcement activity</p>	<p>Unit 1: p. 13</p> <p>Adjective art: create visual images and create poem.</p>	

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<b>Strand, Substrand</b>					
b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression				Unit 1: p. 77-78 writing with comparative adjectives Unit 2: L3: p. 61-64 Writing with	
All level three activities incorporate literary topics in the activities					
e. Use writing-to-learn strategies, such as reflective and metacognitive writing to set goals, make discoveries, and make connections among learned ideas		Unit 2: p.56 Writing with reflexive pronouns		Unit 2: L3: p. 23 connecting adverb lessons to good writing	Unit 1: L3: p.17-18 Writing to reinforce preposition usage
<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>clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and parallel</li> <li>clarify meaning and purpose by using active voice and consistent person, number, tense, and mood</li> <li>vary sentence types and lengths to clarify and extend meaning to demonstrate style, and to sustain audience interest</li> </ul>		<p>E</p> <p>C</p> <p>C</p> <p>C</p> <p>V</p> <p>Unit 2: L3: p.32-43 Case, person, number, and gender of pronouns</p>	L3: p.22-29; 92-106 Active and passive voice and moods of the verb	Unit 1: L3: p.75; 92-95; 96-97-49 Writing with comparison adjectives; easily confused adjective usage; writing with troublesome adjectives	Unit 2: p.14-20; 31-37; 49-56  Coordinating conjunction and transitions; Correlative conjunctions and writing exercise; subordinating conjunctions and understanding their usage.

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<b>A. Grammar</b>	☒	☒	☒	☒
1. Recognize elements of grammar in personal and academic reading				
2. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language	☒	☒	☒	☒
<b>Grammar Active Alignment with National Standards (by topic, page number)</b>	<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>
a. Consider the meaning, position, form, and function of words when identifying and using all grammatical concepts	Unit 1 and 2 thorough coverage of types and usages of nouns and pronouns	Verb units cover all types, moods, tenses, and voices of the verb		Unit 1: L3: p.33-34 Proofing for preps Unit 2: L3: p. 31-34 Proofing for parallels
b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas			Unit 2: L3: p.19-22 Identifying usage and part of speech	Unit 2: p.10-13; 27-30; 45-48 Coordinating; correlative; subordinate conjunctions
c. Differentiate grammatically complete sentences from non-sentences	Unit 2: p. 94-95 Structure of sent. with dep. clauses		Unit 2: L3: p.4041 Proofing for proper adverb usage	Unit 2: L3: p.14-20 Coordinating conjunctions forming simple or compound
d. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas	Unit 2: p. 104-107; 108-109 Dependent clause with relative pronoun; Graboom activity (relative pron. Review)			Unit 1:L3: p. 1-6;15-20;46-49 Preps clause or phrase Unit 2: L3: p.38-40; 49-52 Subordinate conjunctions
<b>B. Usage</b>	☒	☒	☒	☒
1. Recognize examples of conventional usage in personal and academic reading				

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<p><b>2. Comprehend and apply standard English usage in oral and written language</b>                  a. Apply appropriate English usage, involving subject/verb agreement</p>	<p>Unit 1: L3: p. 43-46; 68-73 Using plural, compound, and, possessive nouns                  Unit 2: L3: p. 61-62; 72-73                  Indefinite pronoun and proper verb choice</p>	<p>L3: p. 74-89; 101-108                  Perfect verb tense review;                  overall verb usage review</p>	<p>Unit 2:L3: p. 78-79                  Identifying Grammar Gaffes in mechanics</p>	<p>Unit 1:L3: p. 15-18; 46-49 identifying the phrases as extraneous; clauses or phrases with verbs.</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:L3: p. 1-10; 32-43; 44-46;51-52; 61-62;72-77;78-79;88-93;94-95;104-109                  Personal; compound personal; indefinite; interrog; relative; demonstrative</p>	<p>p. 20-27                  Active and Passive voice of the verb</p>		
<p>c. Recognize and correct common usage errors, such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as <i>accept - except</i></p>	<p>Unit 2:L3: p. 32-41 Recognize proper person, case, number and gender of personal pronouns</p>	<p>All units include editing for incorrect usage</p>	<p>Unit 2:L3: p. 42-45                  Placement of adverb</p>	<p>Unit 1 :L3: p. 31-32 Prepositions and proper usage (beside/besides etc)</p>
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<p><b>Strand, Substrand</b></p>				
<p>d. Use available resources to correct or confirm editorial choices</p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>
<p>e. Explain editorial choices</p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>
<p><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></p>	<p>Unit 1:L3: p. 74-79                  Overall noun review                  Unit 2:L3: p. 118                  Overall pronoun review</p>	<p>L3: p. 101-106                  Overall verb review</p>	<p>Unit 1:L3: p. 98-105                  Overall adj. review                  Unit 1:L3: p. 84-87                  Overall adverb review</p>	<p>Unit 2:L3: p. 53-56                  Overall prep. review                  Unit 3: p. 7-12                  All parts of speech review</p>
<p><b>2. Apply standard English punctuation and capitalization in written language</b></p>	<p>Capitalization of nouns covered throughout</p>	<p>Punctuation throughout</p>	<p>Unit 1: L3: p. 49-57                  Capitalization of Prop. Adj</p>	<p>Punctuation throughout</p>

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a. Punctuate at the word level: Hyphen, Slash	L3: p. 116-117			Unit 2: p. 55-56 Sent. and punct.
b. Use the mechanics of writing correctly	Proof reading and mechanics practice is infused throughout the program			
c. Use available resources for all mechanics of writing rules that may be in flux	☒	☒	☒	☒
<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: Magnetic flashcards Color coded and shaped Parts of speech Icons to match parts of speech Games that involve student engagement</i>	☒	☒	☒	☒
<i>Pre and Post Assessments</i>	☒	☒	☒	☒