

Usage and Mechanics

6-8 Scope and Sequence

E = Emphasize based on Need
(individually, in small groups, or as class)

R = Review based on Need
(individually, in small groups, or as class)

SENTENCE FORMATION				
Forming and Editing for competent, appropriately mature sentences				
	4-5	6	7	8
COMPLETENESS (avoiding sentence fragments)				
The student will				
➤ Write in complete sentences.		E	E	E
➤ Hook clausal fragment to the appropriate sentence.		E	E	E
MOVEMENT TOWARD SUBORDINATION (recognizing how to form and punctuate compound and subordinate ideas so that sentences are complete and standard)				
The student will				
➤ Avoid on-and-on sentences (too many sentences joined with “and”, “so”, “then”, etc.).		E	R	R
➤ Avoid run-ons (fused sentences with no punctuation between them).		E	E	E
➤ Avoid comma-splices (two or more sentences with commas separating them).			E	E
STANDARD AMERICAN WORD ORDER (using standard syntax)				
The student will				
➤ Correctly use simple parallelism in a series, e.g.,				
• a coat, two scarves, and a pair of socks (repeated use of an article or determiner)		E	R	R
• twisting, balancing, and twirling (consistent use of <i>ing</i> nouns)		E	R	R
• ran, jumped, and tackled (consistent use of verb tense)		E	R	R
VARIETY (using different ways to begin a sentence, express or expand an idea, combine information)				
The student will				
➤ Use pronouns to add variety to sentences.		R	R	R
➤ Use simple, compound, and complex sentences.		E	E	E
➤ Combine ideas using compound sentence parts (e.g., subjects, verbs, direct objects).		E	R	R
➤ Use the following introductory element to begin sentences: adverb clause, participial phrase, prepositional phrase.			E	E
➤ Uses appositives where appropriate.			E	E
➤ Subordinate ideas of less importance by using the following subordinating conjunctions: <i>because, when, if, where, while, before, and after.</i>			E	E
➤ Coordinates ideas of equal importance through using the following coordinating conjunctions: <i>and, but, or.</i>		E	E	R

GRAMMAR USAGE

The surface conventions of text

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CONVENTIONS: WORD LEVEL (editing to correct common usage problems)

The student will demonstrate correct

➤ Subject-verb agreement, especially eliminating the following usage				
<ul style="list-style-type: none"> • “we was” • “he don’t” • “they was” 		R	R	R
➤ Compound subject usage, e.g.,				
<ul style="list-style-type: none"> • Joe or I was • Joe and I are • Joe and I were 		E	E	E
➤ Indefinite pronoun usage, especially				
<ul style="list-style-type: none"> • each (always singular) 		E	E	E
<ul style="list-style-type: none"> • anybody, everyone (always singular) 		E	E	E
<ul style="list-style-type: none"> • both, few, many, several (always plural) 		E	E	E
<ul style="list-style-type: none"> • all, some (may be singular or plural) 		E	E	E
➤ Pronoun-antecedent agreement, e.g.,				
<ul style="list-style-type: none"> • My mother and father send their regards. 		E	E	E
<ul style="list-style-type: none"> • One of my aunts found her hat. 		E	R	R
<ul style="list-style-type: none"> • Julio or Van will bring his football. 		E	E	R
➤ Pronoun case conventions for subjects and objects:				
<ul style="list-style-type: none"> • Use “I” correctly in compound subject situations (not “Bill and me will go”). 		E	E	E
<ul style="list-style-type: none"> • Use object pronouns correctly for objects of preposition, direct objects, and indirect objects. 		R	R	R
<ul style="list-style-type: none"> • Use subject pronouns correctly in simple, compound, and complex sentences. 		R	R	R
➤ Adjective conventions:				
<ul style="list-style-type: none"> • Use “a” and “an” correctly. 		R	R	R
<ul style="list-style-type: none"> • Use “good/well/bad” correctly (e.g., “I did well”, “He feels bad”). 		R	R	R
<ul style="list-style-type: none"> • Use “them/those” correctly (e.g., I want those apples). 		R	R	R
➤ Adverb conventions:				
<ul style="list-style-type: none"> • Avoid double negatives. 		E	E	E
<ul style="list-style-type: none"> • Use of “am not,” not “ain’t”. 		E	E	E
<ul style="list-style-type: none"> • Use of “he doesn’t” not “he don’t”. 		E	E	E
➤ Preposition conventions:				
<ul style="list-style-type: none"> • Avoid redundant “at” and “to” at ends of sentences: “Where’s my hat at?” 		E	E	R
<ul style="list-style-type: none"> • Use “of” correctly (not to mean “have,” “for,” “about”) “could have,” not “could of”. 		E	E	R

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➤ Other word conventions:				
• Use of “going to” not “gonna”		R	R	R
• Use of “because” not “cause”		R	R	R
• Use of “a lot” not “alot”		R	R	R
• Avoid double subject (e.g., John he)		R	R	R
• Avoid “hissel,” “theiressel,” “theiresselsses”		E	R	R
• Avoid “anywheres,” “nowheres,” “somewheres”		R	R	R
• Avoid double comparisons and superlatives (e.g., “more smaller” “most beautifulest”		E	R	R
• Use of the following frequently confused words: among/between, bring/take, fewer/less, threw/through, then/than, them/those, where/were, affect/effect, accept/except		E	E	E
• Use of “have,” not “got”: “I have that book for class.” not “I got that book.”		E	E	R
➤ Homophones, use especially				
• to, too		R	R	R
• its, it’s		R	R	R
• your, you’re		R	R	R
• whose, who’s		E	E	R
• there, their, they’re		R	R	R
EDITING TO ELIMINATE COMMON INFLECTION PROBLEMS				
The student will demonstrate correct form				
➤ Verb inflection, tense, and voice				
• Use appropriate verb forms for past and present tense in speech.		R	R	R
• Use regular verbs correctly in writing.		R	R	R
• Use correct forms of irregular verbs.		E	E	E
• Keep tenses consistent.		E	E	E
• Avoid illogical shifts in active/passive voice.		E	E	E
➤ Number inflections: sound plural nouns: “-s,” “-es,” spelling change.		R	R	R
➤ Possessive inflections: singular and plural.		E	E	E
➤ Adverb inflections: use “-ly” inflections to make many adverbs from adjectives (e.g. carefully).		R	R	R
➤ Comparison inflections for adjectives and adverbs: Use “more/most,” “less/least,” or “-er/-est” appropriately.		R	R	R

WRITING MECHANICS

Giving cues to the reader about meaning

4-5

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CAPITALIZATION SKILLS

The student will capitalize

➤ Initial letter of first word of sentence.		R	R	R
➤ Proper nouns (specific people, places, things):				
• Names of people and places		E	E	R
• Title abbreviations: Mr., Mrs., Mr., Dr., Jr., Sr.		E	R	R
• "Mom, Dad," when appropriate as proper nouns.		E	E	E
• Clubs, activities, when appropriate as proper nouns: e.g., Spanish Club.		E	E	R
• Organizations, business firms, institutions and government bodies: e.g., Fox Theater, Delta Airlines, Biology Department, Congress, House of Representatives.		E	E	R
• East, South, etc., capitalized as places but not capitalized as directions.		E	E	E
• Geographical names: e.g., Coney Island, Appalachian Mountains, Interstate 81, Blue Ridge Parkway, Redwood National Park.		E	E	E
• School subjects capitalized only when appropriate.		E	E	R
• Literary titles: e.g., <u>A Farewell to Arms</u> , <u>Science Digest</u> , <u>St. Louis Post Dispatch</u> , <u>The Raven</u> .		E	E	E
➤ Letter and envelope formats: correct capitalization (salutation, closing, etc.).		E	E	E
➤ Proper adjectives: e.g., <i>American</i> , <i>French</i> .		E	R	R
➤ "I" pronoun.	E	R		

PUNCTUATION SKILLS

The student will use

➤ Punctuation mark				
• At end of sentence.		R	R	R
• For statements, questions, exclamations.		R	R	R
➤ Periods				
• After abbreviations.		R	R	R
• Within quotation marks.		E	E	E
➤ Apostrophes				
• In possessives.		E	E	E
• In contractions.		E	E	E
➤ Quotation marks around dialogue.		E	E	E
➤ Commas				
• After items in a series.		R	R	R
• With coordinating conjunction in compound sentence.		E	E	E
• In dates.		E	R	R
• Between cities and states.		E	R	R

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• On envelopes and letters in addresses.		R	R	R
• Around interrupters (e.g., appositives, direct addresses, “well,” “yes,” “no”).		E	E	E
• After introductory phrases and clauses, especially after long prepositional phrases and adverbial clauses.		E	E	E
• In sentences with dialogue.		E	E	E
➤ Semicolon to separate independent clauses.			E	E
➤ Appropriate underlining and quotations marks to indicate the following types of titles: books, plays, periodicals, films, television programs, short stories, poems, essays, articles, and songs.		E	E	E
➤ Colon with time notation and before a list.		E	R	R

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VOCABULARY OF GRAMMAR				
The student will be able to understand and use the following terms:				
➤ Parts of Speech				
• Noun				
• Verb				
• Adjective				
• Adverb				
• Preposition				
• Conjunction				
• Pronoun				
• Interjection				
➤ Parts of a Sentence				
• Subject				
• Predicate				
• Direct object				
• Prepositional phrase				
• Adverbial clause				
➤ Verb terminology				
• Tense (past, present, future)				
• Regular, irregular				
• Voice (active, passive)				
• Singular / plural				
NEAT HANDWRITING				
The student will				
➤ Write legibly in manuscript or cursive.		R	R	R
➤ Leave a space between words.		R	R	R

FORMATTING WRITING				
The student will				
	4-5	6	7	8
➤ Paragraph to help the reader.		E	E	R
➤ Indent beginnings of paragraphs.		E	R	R
➤ Indent dialogue.		E	E	E
➤ Use standard letter and envelope form.		E	E	E
➤ Maintain margins on final drafts.		E	E	E
➤ Use a hyphen to divide a word at the end of a line.		E	E	E
➤ Appropriately syllabicate hyphenated words.		E	E	E
➤ Use bibliography documentation for the following: encyclopedia, book, magazine, newspaper, website.		E	E	E
RESEARCH SKILLS				
The student will				
➤ Use a dictionary to check the syllabication of words.		E	E	E
➤ Judge the quality of electronic source.		E	E	E