

A Correlation of

**Scott Foresman
The Grammar & Writing
Book**

to the

**Mississippi
Language Arts Framework
2006**

Grades 1–6



T/R-70

Introduction

This document demonstrates how **Scott Foresman The Grammar & Writing Book** meets the objectives of the *Mississippi Language Arts Framework, 2006*. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition contain facsimile pages from the Student Edition.

The Grammar & Writing Book extends grammar and writing instruction in the Scott Foresman Reading Street Student Edition with additional practice. **The Grammar & Writing Book** can be used with Scott Foresman Reading Street or as a stand-alone language arts component.

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**Scott Foresman
The Grammar & Writing Book
to the
Mississippi Language Arts Framework 2006**

Grade One

COMPETENCIES and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will apply knowledge of concepts about print.

1) Point to words in text when reading aloud matching spoken words to print.

The Grammar & Writing Book: The students have the opportunity to point to words when reading aloud or when the teacher is reading to them.

Representative pages: 50, 51, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 68-69, 70, 72-73, 76, 78-79, 81, 86, 87, 92-93, 108, 115, 117, 122-123, 126, 144, 145, 164, 192, 210, 212-213, 228

2) Distinguish between uppercase and lowercase letters.

The Grammar & Writing Book: 50-51, 52, 53, 74-75, 76-77, 81, 82-83, 92-93, 94-95, 96, 97, 98-99, 100-101, 104-105, 106-107, 206-207, 208, 254-255

3) Identify and use title page, title, author, illustrator, and table of contents of a book.

The Grammar & Writing Book: 163, 181, 187, 205, 229

4) Identify dialogue in connected text.

b. The student will apply knowledge of phonological and phonemic awareness. (Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities).

1) Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).

The Grammar & Writing Book: 144-145

2) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in “bi-cy-cle,” bas + ket + ball = basketball, telephone = tel + e + phone).

3) Identify and count the number of syllables in a spoken word.

4) Identify orally beginning, final, and medial sounds in one-syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).

5) Distinguish short and long vowel sounds in spoken one-syllable words (e.g., bīt/bīte, hōp/hōpe).

6) Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).

7) Blend and segment sounds in spoken words containing initial and final blends.

8) Add or delete a phoneme to change a spoken word (e.g., Add /b/ to “at” = bat or take /k/ from “cat”=at).

The Grammar & Writing Book: 144-145

c. The student will use word recognition skills.

1) Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.

The Grammar & Writing Book: 84, 86-87, 88-89, 90-91, 92-93, 102-103, 110-111, 112-113, 116-117, 118, 119, 122-123, 124, 125, 126, 128-129, 131, 132, 134-135, 137, 146-147, 149, 158-159, 161, 164-165, 170-171, 174, 176-177, 179, 183, 188-189, 191

2) Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.

3) Read words derived from common word families (e.g., -it, -at, -ite, -ate).

The Grammar & Writing Book: 144-145

4) Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).

The Grammar & Writing Book: 144-145

5) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.

The Grammar & Writing Book: 122-123, 124-125, 126, 127, 128-129, 130, 131, 132, 133

6) Identify simple compound words (e.g., dog + house = doghouse).

The Grammar & Writing Book: 87, 91, 102

7) Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).

The Grammar & Writing Book: 152-153, 154-155, 244

8) Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.

The Grammar & Writing Book: 22-23, 24, 252-253

d. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words.

e. The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words.

The Grammar & Writing Book: 110-111, 112-113, 114-115, 116-117, 119

f. The student will develop and apply knowledge of words and word meanings to communicate.

1) Identify and sort pictures and words into basic categories.

The Grammar & Writing Book: 86-87

2) Recognize and explain word relationships within categories of words.

The Grammar & Writing Book: 86-87, 93, 105, 111, 117

g. The student will begin to identify and use synonyms, antonyms, and homonyms.

h. The student will use context to determine the meanings of unfamiliar or multiple meaning words.

The Grammar & Writing Book: 163

i. The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource).

The Grammar & Writing Book: Grammar Patrol, 243-251, Frequently Misspelled Words, 252-253.

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will use text features, parts of a book, and text structures to analyze text.

1) Text features – titles, illustrations, headings, graphs, etc.

The Grammar & Writing Book: 55, 61, 62, 64, 65, 67, 70, 73, 80, 85, 86-87, 88-89, 91, 92-93, 94-95, 97, 102-103, 110, 112-113, 121, 127, 151, 158, 164, 165, 185, 202, 205, 211, 217, 221, 229

2) Parts of a book – title page, title, author, illustrator, table of contents, etc.

The Grammar & Writing Book: 163, 181, 187, 205, 229

3) Text structures – fiction, nonfiction, description, sequential order, etc.

The Grammar & Writing Book: 163, 181, 187, 205, 229

b. The student will understand, infer, and make simple predictions.

1) Answer and generate who, what, when, where, why, and how questions.

The Grammar & Writing Book: 207

2) Answer and generate questions about characters, settings, and events.

The Grammar & Writing Book: 163

3) Make simple inferences based on information from narrative and/or informational text.

The Grammar & Writing Book: 163, 229

4) Identify the main idea of a simple story or topic of an informational text.

The Grammar & Writing Book: 79, 163

5) Make a prediction about narrative or informational text and confirm or revise the prediction.

6) Use key words in text to justify prediction(s).

c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence.

1) Retell a story including characters, setting, and important events.

The Grammar & Writing Book: 163

2) Retell the correct sequence of events in narrative and/or informational text.

The Grammar & Writing Book: 6-7, 8-9, 68-69, 163

d. The student will analyze, interpret, compare, or respond to increasingly complex literary and informational text, citing text-based evidence.

1) Interpret text through moving, drawing, speaking, acting, or singing.

The Grammar & Writing Book: 77, 79, 229

2) Make connections between self and text or text and text after sharing text or reading text independently.

The Grammar & Writing Book: 13, 26, 31, 36, 41, 229

3) Compose visual images based on text.

The Grammar & Writing Book: 12, 16-17, 75, 77, 79

4) Identify favorite passages.

The Grammar & Writing Book: 163

3. The student will express, communicate, or evaluate ideas effectively.

a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit.

1) Planning

• Use graphic organizers to generate and organize ideas.

The Grammar & Writing Book: 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240, TR28-TR32

2) Drafting

• Put thoughts on paper using words and sentences.

The Grammar & Writing Book: 51, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240

3) Revising

• Revise compositions by clarifying and adding details.

The Grammar & Writing Book: 24-25, 51, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240

4) Editing

- **Edit for capitalization and punctuation.**

The Grammar & Writing Book: 24-25, 51, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240

5) Publishing/Sharing

- **Share compositions by displaying, retelling, and/or reading ideas.**

The Grammar & Writing Book: 51, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240

b. The student will compose a description of a person, place, or thing.

1) Compose drawings/visual images and orally describe.

The Grammar & Writing Book: 53, 55, 67, 116, 165

2) Compose oral and written descriptions of a familiar person, place, or thing.

The Grammar & Writing Book: 31-37, 115, 151, 157, 175, 193, 211, 236-237

c. The student will compose a narrative with a beginning, middle, and end.

1) Compose retellings/stories with a beginning, middle, and end.

The Grammar & Writing Book: 26-30, 67, 73, 79, 133, 169, 229, 232-233, TR28

2) Compose drawings/visual images to tell stories with a beginning, middle, and end.

The Grammar & Writing Book: 16-17, 73, 79, 115, 121, 145, 151, 157, 163, 169, 175, 181, 193, 199, 205, TR28-TR32

d. The student will compose a short informational text based on a familiar topic, including but not limited to:

1) Reports

The Grammar & Writing Book: 205, 234-235

2) Letters, thank you notes, invitations

The Grammar & Writing Book: 36, 222

3) Functional texts (e.g, labels, directions, shopping lists, etc.)

The Grammar & Writing Book: 91, 103, 109, 187, 199, 211, 234-235

4. The student will apply Standard English to communicate.

a. The student will use Standard English grammar.

1) Begin to use nouns (e.g., singular, plural)

The Grammar & Writing Book: 86-89, 90, 92-95, 96, 98-101, 102, 104-107, 110-113, 116-119, 120, 244-245

2) Begin to use verbs

The Grammar & Writing Book: 122-125, 126, 128-131, 134-137, 140-143, 146-149, 250

3) Begin to use articles and conjunctions

4) Begin to use adjectives

The Grammar & Writing Book: 158-161, 162, 164-167, 170-173, 174, 176-179, 182-185, 188-191, 241

5) Begin to use pronouns

The Grammar & Writing Book: 212-215, 218-221, 224-227, 246-246

b. The student will use Standard English mechanics.

1) Begin to use appropriate end punctuation (e.g., period, question mark, exclamation point)

The Grammar & Writing Book: 50-53, 74-77, 80-83, 98-101, 194-197, 200-203, 206-209

2) Begin to use periods in common abbreviations (e.g., Mr., Mrs., Dr., days of the week, months of the year)

The Grammar & Writing Book: 98-101

3) Begin to use commas (e.g., dates)

4) Begin to use apostrophes (e.g., contractions)

The Grammar & Writing Book: 152-155, 244

5) Begin to use colon in notation of time

6) Begin to use capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I")

The Grammar & Writing Book: 50-53, 74-77, 80-83, 92-95, 98-101, 104-107, 194-197, 200-203, 206-209, 218-221

7) Spell words commonly found in first grade level text.

The Grammar & Writing Book: 24-25, 26-27, 28-29, 30, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45

8) Develop handwriting skills.

– **Position paper in order to write in a left to right progression moving from top to bottom on the page.**

– **Write first and last name legibly.**

– **Write lowercase and uppercase letters legibly.**

– **Write words and sentences legibly using proper spacing.**

The Grammar & Writing Book: The book includes weekly writing lessons, a Writer's Guide, writing for tests lessons, and a Grammar Patrol handbook. The D'Nealian Alphabet and Manuscript Alphabet are found on pp. 254-255.

c. The student will use varied sentence structures.

1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling).

The Grammar & Writing Book: 74-77, 80-83, 84, 194-197, 198, 200-203, 204, 206-209

2) Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative, question, exclamatory/strong feeling).

The Grammar & Writing Book: 4-5, 18-19, 20-21, 27, 28, 29, 30, 32, 33, 34, 35, 37, 38, 39, 40, 42, 43, 44, 45, 74-77, 80-83, 84, 194-197, 198, 200-203, 204, 206-209

3) Compose simple sentences.

The Grammar & Writing Book: 4-5, 18-19, 20-21, 27, 28, 29, 30, 32, 33, 34, 35, 37, 38, 39, 40, 42, 43, 44, 45, 74-77, 80-83, 84, 194-197, 198, 200-203, 204, 206-209

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Grade Two

COMPETENCIES and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will apply knowledge of phonological and phonemic awareness. [Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities.]

1) Continue to identify and count the number of syllables in a spoken word.

2) Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at”= bat; or take /k/ from “cat” = at; change /i/ in hit to /a/ = hat. What happens when you change “spot” to “stop”?).

3) Blend and segment spoken words into syllables and syllables into phonemes.

b. The student will use word recognition skills for multi- syllable words.

1) Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.

2) Read words derived from word families (e.g., -it, -at, -ite, -ate).

The Grammar & Writing Book: 156, 157

3) Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).

The Grammar & Writing Book: 156, 157

4) Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce or analyze new words.

The Grammar & Writing Book: 116, 117, 118, 119, 122, 123, 124, 125, 128, 129, 130, 131, 252

5) Identify and create compound words.

6) Identify and create contractions (e.g., can + not = can't) correctly.

The Grammar & Writing Book: 194-197, 246-247

7) Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)

The Grammar & Writing Book: 22, 24, 194-197, 246-247

c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to analyze words.

d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words.

The Grammar & Writing Book: 90, 92, 93, 94, 95, 110-111, 112, 113, 125, 128, 129, 152, 153, 164, 165

e. The student will develop and apply knowledge of words and word meanings to communicate.

1) Identify and begin to generate words into categories.

The Grammar & Writing Book: 80, 86, 144, 146, 162, 180

2) Determine the relationship between pairs of words (e.g., icicles/ Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.)

The Grammar & Writing Book: 90, 114, 132, 138, 174

f. The student will identify and use synonyms, antonyms, and homonyms.

The Grammar & Writing Book: 90, 114, 132, 138, 174

g. The student will use context to determine the meanings of unfamiliar or multiple meaning words.

h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, or peer as a resource).

The Grammar & Writing Book: 245-253

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will use text features, parts of a book, and text structures to analyze text.

1) Text features – titles, headings, illustrations, graphs, captions, charts, etc.

The Grammar & Writing Book: 50, 55, 56, 58, 61, 62, 67, 68, 72, 73, 74, 79, 80, 85, 86, 92, 97, 98, 103, 104, 108, 109, 115, 121, 128, 134, 139, 145, 152, 163, 169, 170, 176, 181, 187, 193, 199, 205, 206, 212, 232-243, 258-260

2) Parts of a book – title page, title, author, illustrator, table of contents, glossary, etc.

The Grammar & Writing Book: 245-256, 257, 258-260, 261-266

3) Text structures – fiction, nonfiction, description, sequential order, simple cause and effect, etc.

The Grammar & Writing Book: 121, 133, 139, 201, 205

b. The student will analyze texts in order to identify, understand, infer, or synthesize information.

1) Answer literal and simple inferential who, what, when, where, why, how, and what if questions.

The Grammar & Writing Book: 68-69, 158-159, 211

2) Answer literal and simple inferential questions about main characters, settings, and events.

The Grammar & Writing Book: 127, 133, 157

3) Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.

The Grammar & Writing Book: 157

4) Identify the main idea and some details in narrative text or the topic and some details in informational text.

The Grammar & Writing Book: 2-3, 168, 169, 204, 205, 222, 223, 224-227, 228

5) Determine simple causes and effects.

The Grammar & Writing Book: 163, 168-169, 193

6) Identify simple facts and opinions.

The Grammar & Writing Book: 147, 151

7) Draw conclusions based on information from narrative and/or informational text.

The Grammar & Writing Book: 155

8) Identify and discuss the theme of a text.

The Grammar & Writing Book: 155

c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence.

1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.

The Grammar & Writing Book: 155

2) Arrange in sequential order a listing of events found in narrative and/or informational text.

The Grammar & Writing Book: 84, 96, 169

d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.

1) Interpret text through moving, drawing, speaking, acting, or singing.

The Grammar & Writing Book: 121

2) Make connections between self and characters and events in text.

The Grammar & Writing Book: 155

3) Compose visual images.

The Grammar & Writing Book: 60, 61, 66, 67, 79, 115, 132, 133, 150, 151, 162, 163, 174, 175, 198, 199

4) Identify favorite passages and explain why the passage is a favorite, citing text-based evidence.

3. The student will express, communicate, or evaluate ideas effectively.

a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit.

1) Planning

- **Use a variety of graphic organizers (e.g., Venn diagram, bubble maps, story maps, etc.) to generate and organize ideas.**

The Grammar & Writing Book: 6-7, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, TR29-TR32

2) Drafting

- **Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs.**

The Grammar & Writing Book: 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, TR29-TR32

3) Revising

- **Begin to revise sentences and/or paragraphs for organization, to add details, and to clarify ideas.**

The Grammar & Writing Book: 8, 12, 16, 18-19, 20, 24, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

4) Editing

- **Edit for capitalization, punctuation, and spelling.**

The Grammar & Writing Book: 22-23, 24, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

5) Publishing/Sharing

- **Publish writing by displaying, retelling, and/or reading written ideas.**

The Grammar & Writing Book: 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

b. The student will compose descriptive text containing specific details.

The Grammar & Writing Book: 15, 19, 55, 135, 141, 147, 169, 223, 229, 238-239

c. The student will compose narrative text with a beginning, middle, and end.

The Grammar & Writing Book: 67, 73, 79, 91, 115, 139

d. The student will compose informational text with a main idea and supporting details.

The Grammar & Writing Book: 61, 85, 103, 109, 149, 151, 187, 199, 201, 234-235

e. The student will generate questions and use one source to locate the answers.

The Grammar & Writing Book: 68-71, 120, 201, 207

4. The student will use Standard English.

a. The student will use Standard English grammar.

1) Nouns (e.g., singular, plural, common, proper, possessive)

The Grammar & Writing Book: 80-83, 86-89, 91, 92-95, 97, 99, 103, 104-107, 116-119, 247-248

2) Verbs, helping verbs and irregular verbs

The Grammar & Writing Book: 116-119, 252-253

3) Verb tense (e.g., past, present, and future)

The Grammar & Writing Book: 121, 122-125, 127, 128-131, 133, 134-137, 252-253

4) Subject/verb agreement

The Grammar & Writing Book: 116-119, 133, 252-253

5) Articles and conjunctions

The Grammar & Writing Book: 218-221

6) Adjectives (e.g., possessive, comparative, superlative)

The Grammar & Writing Book: 140-143, 146-149, 152-155, 245

7) Prepositions

8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns)

The Grammar & Writing Book: 170-173, 176-179, 182-185, 188-191, 249-250

9) Adverbs

The Grammar & Writing Book: 158-161, 164-167, 246

b. The student will use Standard English mechanics to compose or edit.

1) End punctuation (e.g., period, question mark, exclamation mark)

The Grammar & Writing Book: 50-53, 68-71, 73, 74-77, 78, 79, 120

2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)

The Grammar & Writing Book: 206-209

3) Commas (e.g., dates, series, addresses, greetings, and closings in a friendly letter)

The Grammar & Writing Book: 212-215

4) Quotation marks (e.g., quotations)

The Grammar & Writing Book: 206-209, 211

5) Apostrophes (e.g., contractions, possessives)

The Grammar & Writing Book: 104-107, 194-197

6) Colons (e.g., in notation of time)

7) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I”)

The Grammar & Writing Book: 50-53, 86-89, 200-203, 254

8) Spell words commonly found in second grade level texts.

The Grammar & Writing Book: 23, 24, 27, 29, 32, 33, 35, 37, 38, 39, 40, 42, 43, 44, 45, 103, 109, 123, 129, 257

9) Write words and sentences legibly.

The Grammar & Writing Book: 81, 258-260

c. The student will use correct and varied sentence structure.

1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, imperative/ command or request).

The Grammar & Writing Book: 68-71, 74-77, 78, 120, 228-229

2) Compose declarative/telling, interrogative/question, exclamatory/strong feeling, imperative/command or request sentences.

The Grammar & Writing Book: 18-21, 50-53, 57, 59, 63, 65, 69, 71, 75, 120, 250-251

3) Compose simple or compound sentences.

The Grammar & Writing Book: 218-219

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Grade Three

COMPETENCIES and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will apply knowledge of phonological and phonemic awareness. (Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, the activity becomes a phonics activity.)

1) Add, delete, substitute, or transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at”= bat; or take /k/ from “cat” = at; or change /i/ in hit to /a/ = hat; or determine what sounds change positions to make “pit” into “tip”)

The Grammar & Writing Book: 60, 61

2) Continue to blend and segment spoken words into phonemes.

The Grammar & Writing Book: 60, 61

b. The student will use word recognition skills for multi- syllabic words.

1) Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.

2) Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).

The Grammar & Writing Book: 60, 61

3) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.

The Grammar & Writing Book: 128-131, 250-251

4) Create and analyze complex compound words (e.g., sky + scraper = skyscraper).

5) Create and use complex contractions (e.g., will + not = won't) correctly.

The Grammar & Writing Book: 158-161, 246

6) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read approximately 120 words correct per minute in connected text by the end of third grade.)

The Grammar & Writing Book: 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 135, 138, 141, 144, 147, 150, 156, 159, 162, 165, 168, 171, 174, 177, 180, 186, 192, 195, 201, 207, 210, 213, 216, 222, 225, 228

c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel -consonant + e, consonant + le) to analyze words.

d. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words.

The Grammar & Writing Book: 86-89, 93, 128-131, 176-179, 180-181, 182-185, 188-191

e. The student will develop and apply knowledge of words and word meanings to communicate.

1) Generate words into categories.

The Grammar & Writing Book: 108-109, 120, 144

2) Determine relationships among words organized in categories.

The Grammar & Writing Book: 108-109, 120, 144

f. The student will identify and use synonyms, antonyms, and homonyms.

g. The student will use context to determine the meanings of unfamiliar or multiple meaning words.

The Grammar & Writing Book: 63, 204, 205, 217, 229

h. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words.

The Grammar & Writing Book: 144, 145, 150-151, 222-223

i. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource).

The Grammar & Writing Book: 204

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity.

a. The student will use text features, parts of a book, and text structures to analyze text.

1) Text features – titles, headings, captions, illustrations, graphs, charts, diagrams, etc.

The Grammar & Writing Book: 50, 54, 55, 56, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 90, 91, 92, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 121, 122, 126, 127, 128, 132, 133, 134, 138, 139, 140, 144, 145, 146, 150, 151, 152, 156, 157, 158, 162, 163, 164, 168, 169, 170, 174, 175, 176, 180, 181, 182, 186, 187, 188, 192, 193, 194, 198, 199, 200, 204, 205, 206, 210, 211, 212, 216, 217, 218, 222, 223, 224, 228, 229

2) Parts of a book – title page, table of contents, glossary, index, etc.

The Grammar & Writing Book: 63, 204, 205

3) Text structures – fiction, nonfiction, description, sequential order, simple cause and effect, procedure, etc.

The Grammar & Writing Book: 55, 61, 115, 126, 127, 133, 145, 157, 175, 211, 228-229, 238- 239

b. The student will analyze texts in order to identify, understand, infer, or synthesize information.

1) Answer and generate questions about purposes for reading.

The Grammar & Writing Book: 62-63, 193

2) Answer literal and inferential questions about main characters, setting, theme, and plot.

The Grammar & Writing Book: 63, 198

3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.

The Grammar & Writing Book: 198

4) Identify stated main ideas of narrative or topics of informational text.

The Grammar & Writing Book: 63, 207, 229

5) Arrange in sequential order a listing of events found in narrative and/or informational text.

The Grammar & Writing Book: 192, 193, 210, 211, 217

6) Identify stated causes and effects in text.

The Grammar & Writing Book: 198-199

7) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.

The Grammar & Writing Book: 102, 198, 199

8) Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.

The Grammar & Writing Book: 198, 199

9) Use key words in text to justify prediction(s).

The Grammar & Writing Book: 198, 199

10) Identify important themes from texts and examine from more than one point of view.

The Grammar & Writing Book: 175, 181, 198, 199, 240-241

c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence.

1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.

The Grammar & Writing Book: 84-85, 199, 242-243

2) Write summaries that contain the main ideas of the reading selection and the most significant details.

The Grammar & Writing Book: 84-85, 242-243

d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.

1) Interpret text through moving, drawing, speaking, acting, or singing.

The Grammar & Writing Book: 84-85

2) Make connections between self and characters, events, and information in text or among texts.

The Grammar & Writing Book: 84-85, 102, 103, 198, 199, 205

3) Compose visual images based upon text.

The Grammar & Writing Book: 84-85, 204, 205, 216, 217, 228, 229, 239, 243

3. The student will express, communicate, or evaluate ideas effectively.

a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit.

1) Planning

- **Use a variety of graphic organizers (e.g., Venn diagram, bubble maps, story maps, simple outlines, etc.) to generate and organize ideas.**

The Grammar & Writing Book: 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

2) Drafting

- **Transfer thoughts from graphic organizers and simple outlines into paragraphs.**

The Grammar & Writing Book: 26-45, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

3) Revising

- **Revise paragraphs for organization, to add details, and to clarify ideas.**

The Grammar & Writing Book: 26-45, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

4) Editing

- **Revise paragraphs using a general rubric (e.g., grammar usage, punctuation, and sentence structure).**

The Grammar & Writing Book: 26-45, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

- **Edit for correct capitalization, punctuation, spelling and word usage.**

The Grammar & Writing Book: 26-45, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

5) Publishing/Sharing

• Share writing formally and informally using a variety of media.

The Grammar & Writing Book: 26-45, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

b. The student will compose descriptive text using specific details and vivid language.

The Grammar & Writing Book: 31-35, 55, 61, 102, 127, 133, 145, 151, 163, 223

c. The student will compose narrative text with a clear beginning, middle, and end.

The Grammar & Writing Book: 26-30, 67, 79, 102, 115, 121, 127, 163, 167, 169

d. The student will compose informational text and at least three supporting details.

The Grammar & Writing Book: 67, 73, 91, 97, 102, 139, 187, 217

e. The student will compose a simple persuasive text.

The Grammar & Writing Book: 102, 175, 181, 199

f. The student will generate questions and use multiple sources to locate answers.

The Grammar & Writing Book: 63, 67

4. The student will use Standard English to communicate.

a. The student will use Standard English grammar.

1) Nouns (e.g., singular, plural, common, proper, possessive)

The Grammar & Writing Book: 80-83, 86-89, 92-95, 104-107, 200-203, 206-209, 247-248

2) Verbs, helping verbs and irregular verbs

The Grammar & Writing Book: 110-113, 116-119, 122-125, 128-131, 134-137, 250-252

3) Verb tense (e.g., past, present, and future)

The Grammar & Writing Book: 128-131, 251-252

4) Articles and conjunctions

The Grammar & Writing Book: 170-173, 194-197, 245

5) Adjectives (e.g., possessive, comparative, superlative)

The Grammar & Writing Book: 176-179, 245

6) Prepositions

The Grammar & Writing Book: 147, 164-167, 248

7) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns).

The Grammar & Writing Book: 140-143, 146-149, 152-155, 248-249

8) Adverbs

The Grammar & Writing Book: 182-185, 188-191, 246

9) Interjections

b. The student will use Standard English mechanics to compose or edit.

1) End punctuation (e.g., period, question mark, exclamation point, comma)

The Grammar & Writing Book: 22-23, 50-53, 62-65, 68-71, 72

2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)

The Grammar & Writing Book: 206-209

3) Commas (e.g., dates, series, addresses, greetings, closings, quotations)

The Grammar & Writing Book: 218-221, 224-227

4) Quotation marks (e.g., quotations, titles of poems)

The Grammar & Writing Book: 224-227

5) Apostrophes (e.g., contractions, possessives)

The Grammar & Writing Book: 98-101, 104-107, 158-161

6) Colons in notation of time

The Grammar & Writing Book: 73

7) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I")

The Grammar & Writing Book: 80-83, 200-203, 206-209, 224-227, 253-254

8) Spell words commonly found in third grade level text.

The Grammar & Writing Book: 22, 24, 25, 29, 33, 34, 38, 44, 45, 57, 257

9) Write legibly.

The Grammar & Writing Book: 258-260

c. The student will use varied sentence structures.

1) Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative)

The Grammar & Writing Book: 26-30, 31-35, 36-40, 41-45, 78

2) Compose simple or compound sentences.

The Grammar & Writing Book: 218-221

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Grade Four

COMPETENCIES and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel -consonant + e, consonant + le) for understanding words.

b. The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words.

The Grammar & Writing Book: 104-107, 128-131, 140-143, 250-252

c. The student will develop and apply expansive knowledge of words and word meanings to communicate.

The Grammar & Writing Book: 54-55, 60, 66-67, 80-83, 84, 86-89, 92-95, 96, 98-101, 104-107, 112, 114, 118, 119, 124, 126, 128-131, 134, 142, 148, 154, 160, 161, 164, 166, 167, 168, 172, 173, 180, 184, 190, 196, 202, 257

d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.

e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words.

f. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate.

The Grammar & Writing Book: 84, 85, 126-129

g. The student will use reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words.

The Grammar & Writing Book: 22

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

a. The student will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text.

1) Text features - bold-faced print, italics, maps, icons, pull down menus, key word searches, etc.

The Grammar & Writing Book: 2-48, 50, 56, 62, 68, 73, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188, 194, 200, 206, 212, 218, 224

2) Parts of a book - appendix, footnotes, etc.

The Grammar & Writing Book: 175, 224-227

3) Text structures - compare/contrast, etc.

The Grammar & Writing Book: 205, 211, 217, 223, 229, 236-237

b. The student will analyze texts in order to identify, understand, infer, or synthesize information.

1) Identify the stated main idea or supporting details in a paragraph.

The Grammar & Writing Book: 2-3, 91, 109, 127, 193, 199, 238-239, 242-243

2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.

The Grammar & Writing Book: 60, 61

3) Identify stated causes and effects in paragraphs and short passages.

The Grammar & Writing Book: 133

4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.

The Grammar & Writing Book: 91, 169, 175

5) Predict a logical outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.

The Grammar & Writing Book: 175, 181, 199

c. The student will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence.

The Grammar & Writing Book: 175, 169, 211, 242-243

d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence.

1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view),

The Grammar & Writing Book: 169, 175

2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast),

The Grammar & Writing Book: 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232-243

3) Literary devices (e.g., imagery, exaggeration, dialogue),

The Grammar & Writing Book: 84, 85, 126-129, 138, 139

4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and

The Grammar & Writing Book: 85

5) Author's purpose (e.g., inform, entertain, persuade).

The Grammar & Writing Book: 163, 169, 175

e. The student will identify facts, opinions, or tools of persuasion in text.

1) Distinguish between fact and opinion.

The Grammar & Writing Book: 174, 199

2) Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view).

The Grammar & Writing Book: 181, 198, 240-241

3. The student will express, communicate, evaluate, or exchange ideas effectively.

a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length.

1) Planning

- **Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).**

The Grammar & Writing Book: 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, TR28-TR32

2) Drafting

- **Draft with increasing fluency.**

The Grammar & Writing Book: 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, TR28-TR32

3) Revising

- **Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.**

The Grammar & Writing Book: 2-45, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 231-242

4) Editing

- **Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.**

The Grammar & Writing Book: 2-45, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 231-242

5) Publishing/Sharing

- **Share writing with others formally and informally.**

The Grammar & Writing Book: 2-45, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 231-242

b. The student will compose descriptive texts using specific details and vivid language.

The Grammar & Writing Book: 19, 31-35, 67, 96, 97, 103, 114-115, 133, 139, 175, 217

c. The student will compose narrative text relating an event with a clear beginning, middle, and end.

1) Stories and retellings

The Grammar & Writing Book: 27, 31, 79, 91, 145, 163, 177, 195, 238-239

2) Narrative poems

The Grammar & Writing Book: 85

3) PowerPoint presentations

d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast.

1) Reports

The Grammar & Writing Book: 234-235

2) Presentations

The Grammar & Writing Book: 123, 171, 177, 183, 195, 207, 219, 225, 234-235, 236-237, 238-239

3) Poems

The Grammar & Writing Book: 85

4) Functional text

The Grammar & Writing Book: 36, 73, 91, 103, 121, 151, 157, 181, 187, 193, 234-235

e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience.

1) Letters

The Grammar & Writing Book: 36, 157, 193

2) Speeches

The Grammar & Writing Book: 219, 225

3) Advertisements

The Grammar & Writing Book: 151

f. The student will compose text based on inquiry and research.

1) Generate questions.

The Grammar & Writing Book: 281-221, 234-235

2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.

The Grammar & Writing Book: 169, 175, 187, 219, 229, 234-235

3) Identify and paraphrase important information from sources.

The Grammar & Writing Book: 169, 175, 187, 219, 229, 234-235

4) Present the results.

The Grammar & Writing Book: 169, 175, 187, 219, 229, 234-235

4. The student will apply Standard English to communicate.

a. The student will apply Standard English grammar to compose or edit.

1) Nouns (e.g., singular, plural, common, proper, singular possessive, plural possessive)

The Grammar & Writing Book: 80-83, 92-95, 98-101, 206-209, 247-248

2) Verbs (e.g., helping verbs, and irregular verbs)

The Grammar & Writing Book: 110-113, 116-119, 122-125, 128-131, 134-137, 250-252

3) Verb tense (e.g., past, present, future, present perfect)

The Grammar & Writing Book: 128-131

4) Subject-verb agreement

The Grammar & Writing Book: 122-125

5) Articles and conjunctions

The Grammar & Writing Book: 170-173, 200-203, 245

6) Adjectives (e.g., possessive, comparative, superlative)

The Grammar & Writing Book: 170-173, 176-179, 245

7) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, object pronouns, reflexive pronouns, demonstrative pronouns)

The Grammar & Writing Book: 140-143, 146-149, 152-155, 158-161, 248-249

8) Adverbs (e.g., comparative forms)

The Grammar & Writing Book: 182-185, 188-191, 246

9) Interjections

The Grammar & Writing Book: 56-59

b. The student will apply Standard English mechanics to compose or edit.

1) End punctuation (e.g., period, question mark, exclamation point)

The Grammar & Writing Book: 22-23, 218-221, 254

2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)

The Grammar & Writing Book: 206-209

3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory phrases, appositives)

The Grammar & Writing Book: 68-71, 212-215, 218-221

4) Quotation marks (e.g., quotations, titles of poems)

The Grammar & Writing Book: 218-221, 224-227

5) Colons (e.g., time, complex sentences)

The Grammar & Writing Book: 73

6) Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives, days of the week, months of the year, holidays, titles, initials, first word in greetings and closings of friendly letters, the pronoun "I")

The Grammar & Writing Book: 206-209, 224-227, 253-254

7) Spell words commonly found in fourth grade level text

The Grammar & Writing Book: 257

8) Produce legible text

The Grammar & Writing Book: 258-260

c. The student will apply knowledge of sentence structure in composing or editing.

1) Analyze the structure of sentences (e.g., simple, compound, complex).

The Grammar & Writing Book: 18-21, 68-71, 74-77, 78, 200-203

2) Compose simple, compound, and complex sentences.

The Grammar & Writing Book: 18-21, 68-71, 74-77, 78, 200-203

3) Analyze sentences containing descriptive adjectives, adverbs, and prepositional phrases.

The Grammar & Writing Book: 170-173, 176-179, 182-185, 188-191, 194-197, 245

4) Compose sentences containing descriptive, adjectives, adverbs, and prepositional phrases.

The Grammar & Writing Book: 170-173, 176-179, 182-185, 188-191, 194-197, 245

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Grade Five

COMPETENCIES and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -ious) in multi-syllabic words.

The Grammar & Writing Book: 72, 80, 147, 156, 180

b. The student will develop and apply expansive knowledge of words and word meaning to communicate.

The Grammar & Writing Book: 14-17, 58, 60, 64, 66, 72, 74, 80, 82, 83, 86-89, 92, 95, 101, 108, 110, 114, 115, 122, 124, 128, 130, 132, 134, 146, 147, 152, 164, 178, 180, 188, 189, 191, 196, 257

c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.

d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words.

e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate.

The Grammar & Writing Book: 216, 217

f. The student will select the appropriate reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words.

The Grammar & Writing Book: 22

g. The student will communicate using vocabulary that is appropriate for the context, purpose and situation (e.g., formal and informal language).

The Grammar & Writing Book: 51, 54, 57, 60, 63, 69, 78, 81, 87, 93, 99, 102, 105, 108, 111, 114, 117, 126, 132, 135, 141, 144, 150, 153, 156, 159, 162, 165, 171, 174, 177, 180, 183, 189, 192, 195, 198, 201, 204, 207, 213, 216, 222, 225, 228

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text.

1) Text features - bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.

The Grammar & Writing Book: 50, 55, 56, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 90, 91, 92, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 121, 122, 126, 127, 128, 132, 133, 134, 138, 139, 140, 144, 145, 146, 150, 151, 152, 156, 157, 158, 162, 163, 164, 168, 169, 170, 174, 175, 176, 180, 181, 182, 186, 187, 188, 192, 193, 194, 198, 199, 200, 204, 205, 206, 210, 211, 212, 216, 217, 218, 222, 223, 224, 228, 229, 230

2) Parts of a book - appendix, footnotes, etc.

The Grammar & Writing Book: 91, 97, 127, 144, 187, 205, 211, 229

3) Text structures - compare/contrast, order of importance, etc.

The Grammar & Writing Book: 61, 67, 97, 115, 145, 199, 211, 236-237

b. The student will analyze text to understand, infer, draw conclusions, or synthesize information.

1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.

The Grammar & Writing Book: 2-3, 85, 91, 103, 144, 187, 205, 229

2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.

The Grammar & Writing Book: 66

3) Identify and infer causes and effects in texts.

The Grammar & Writing Book: 73, 85, 91, 103, 127, 144, 205

4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.

The Grammar & Writing Book: 73, 85, 91, 97, 103, 127, 144, 205

5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

The Grammar & Writing Book: 85, 91, 97, 103, 127, 144, 187, 204, 205, 210

c. The student will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.

The Grammar & Writing Book: 85, 91, 210, 242-243

d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence.

1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view),

The Grammar & Writing Book: 73, 85, 91, 97, 127, 144, 187, 229, 238-239

2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast),

The Grammar & Writing Book: 61, 67, 73, 85, 91, 97, 103, 127, 144, 145, 205, 217, 223, 234-235, 236-237

3) Literary devices (e.g., imagery, exaggeration, dialogue),

The Grammar & Writing Book: 54, 55, 60, 61, 72, 78, 85, 91, 96, 115, 144

4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and

The Grammar & Writing Book: 216, 217

5) Author's purpose (e.g., inform, entertain, persuade).

The Grammar & Writing Book: 72, 73, 91, 97, 102, 103, 127, 144

e. The student will identify and interpret facts, opinions, or tools of persuasion in texts.

1) Distinguish between fact and opinion.

The Grammar & Writing Book: 163, 175, 193, 199, 240-241

2) Identify and interpret tools of persuasion (e.g. name calling, endorsement, repetition, and rebut the other side's point of view, association, stereotypes, bandwagon).

The Grammar & Writing Book: 163, 175, 193, 199, 240-241

3. The student will express, communicate, evaluate, or exchange ideas effectively.

a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length.

1) Planning

• Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).

The Grammar & Writing Book: 2-3, 6-7, 55, 61, 67, 73, 85, 91, 97, 103, 115, 121, 127, 133, 145, 151, 157, 163, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 236, 238

2) Drafting

• Draft with increasing fluency.

The Grammar & Writing Book: 16-25, 55, 61, 67, 73, 85, 91, 97, 103, 115, 121, 127, 133, 145, 151, 157, 163, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

3) Revising

• Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.

The Grammar & Writing Book: 16-25, 55, 61, 67, 73, 85, 91, 97, 103, 115, 121, 127, 133, 145, 151, 157, 163, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

4) Editing

• Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.

The Grammar & Writing Book: 16-25, 55, 61, 67, 73, 85, 91, 97, 103, 115, 121, 127, 133, 145, 151, 157, 163, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

6) Publishing/Sharing

• Share writing with others formally and informally.

The Grammar & Writing Book: 16-25, 55, 61, 67, 73, 85, 91, 97, 103, 115, 121, 127, 133, 145, 151, 157, 163, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229

b. The student will compose descriptive texts using specific details and vivid language.

The Grammar & Writing Book: 31-35, 73, 103, 133, 187

c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details.

1) Stories or retellings

The Grammar & Writing Book: 26-30, 157, 232-233, 238-239

2) Narrative poems

The Grammar & Writing Book: 217

3) Plays

The Grammar & Writing Book: 114, 115

4) Biographies or autobiographies

The Grammar & Writing Book: 79, 187, 232-233

5) Video narratives

6) PowerPoint Presentations

d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, texts containing chronological order, cause and effect, compare and contrast, or informal problem and solution.

1) Essays

The Grammar & Writing Book: 121, 181, 236-237

2) Presentations

The Grammar & Writing Book: 51, 114, 115

3) Poems

The Grammar & Writing Book: 217

4) Functional texts

The Grammar & Writing Book: 63, 75, 127, 145, 199, 229

e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience.

1) Letters

The Grammar & Writing Book: 67,193

2) Speeches

The Grammar & Writing Book: 36-40, 175, 240-241

3) Advertisements

The Grammar & Writing Book: 199

f. The student will compose text of a variety of modes based on inquiry and research.

1) Generate questions.

The Grammar & Writing Book: 50-53, 121

2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.

The Grammar & Writing Book: 41, 72-73, 91, 96-97, 102-103, 144, 186-187, 205, 210-211, 223, 229

3) Identify and paraphrase important information from sources.

The Grammar & Writing Book: 210

4) Present the results.

The Grammar & Writing Book: 210

4. The student will apply Standard English to communicate.

a. The student will use Standard English grammar to compose or edit.

1) Nouns (e.g., singular, plural, common, proper, singular possessive, plural possessive, concrete, abstract)

The Grammar & Writing Book: 74-77, 80-83, 86-89, 104-107, 247-248

2) Verbs, helping verbs and irregular verbs

The Grammar & Writing Book: 92-95, 98-101, 110-113, 116-119, 122-125, 128-131, 156-161, 250-252

3) Verb tense (e.g., present, past, future, present perfect)

The Grammar & Writing Book: 110-113, 116-119, 122-125, 128-131

4) Subject-verb agreement.

The Grammar & Writing Book: 104-107, 158-161

5) Articles and conjunctions

The Grammar & Writing Book: 176-179, 206-209, 245

6) Adjectives (e.g., descriptive, comparative, superlative)

The Grammar & Writing Book: 176-179, 182-185, 188-191, 200-203, 245

7) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative)

The Grammar & Writing Book: 140-143, 146-149, 151-155, 158-161, 248-249

8) Adverbs (e.g., comparative forms)

The Grammar & Writing Book: 194-197, 200-203, 246

9) Interjections

The Grammar & Writing Book: 50-53

b. The student will use Standard English mechanics to compose or edit.

1) End punctuation (e.g., period, question mark, exclamation point)

The Grammar & Writing Book: 23, 50-53, 69, 71, 249

2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)

The Grammar & Writing Book: 74-77

3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory phrases, appositives)

The Grammar & Writing Book: 145, 193, 212-215, 218-221

4) Quotation marks (e.g., quotations, titles of poems)

The Grammar & Writing Book: 187, 218-221

5) Colons (e.g., time, complex sentences, business letters)

The Grammar & Writing Book: 145, 224-225

6) Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives, first word in greetings and closings of friendly and business letters, the pronoun "I")

The Grammar & Writing Book: 50-53, 74-77, 218-221, 253-254

7) Spell words commonly found in fifth grade level text.

The Grammar & Writing Book: 22, 23, 29, 30, 33, 34, 35, 38, 39, 40, 44

8) Produce legible text.

The Grammar & Writing Book: 3, 4, 5, 7, 9, 13, 17, 19, 21, 25, 26, 31, 36, 41, 54, 60, 61, 67, 73, 85, 91, 97, 103, 115, 121, 127, 133, 145, 151, 157, 163, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 231-243

c. The student will apply knowledge of sentence structure in composing or editing.

1) Analyze the structure of sentences (e.g., simple, compound, complex).

The Grammar & Writing Book: 18-21, 50-53, 56-59, 68-71, 206-209, 249-250

2) Compose simple, compound, and complex sentences.

The Grammar & Writing Book: 18-21, 50-53, 56-59, 68-71, 206-209, 249-250

3) Analyze sentences containing descriptive adjectives, adverbs, and prepositional phrases.

The Grammar & Writing Book: 10-11, 12, 14-15, 134-137, 176-179, 180-181, 188-191, 194-197, 200-203, 245

4) Compose sentences containing descriptive adjectives, adverbs, and prepositional phrases.

The Grammar & Writing Book: 10-11, 12, 14-15, 134-137, 176-179, 180-181, 188-191, 194-197, 200-203, 245

**Scott Foresman
The Grammar & Writing Book
to the
Mississippi Language Arts Framework 2006**

Grade Six

COMPETENCIES and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words.

The Grammar & Writing Book: 14-15, 16-17, 257

b. The student will develop and apply expansive knowledge of words and word meaning to communicate.

The Grammar & Writing Book: 14-15, 27-30, 32-35, 38-40, 42-45, 60, 74-77, 82, 83, 86, 88, 94, 95, 100, 106, 116, 118, 120, 124, 128, 130, 136, 142, 148, 150, 154, 160, 162, 170, 174, 178, 180, 182-185, 186-191, 192, 194-199, 206, 208

c. The student will use grade level appropriate synonyms, antonyms, and homonyms.

The Grammar & Writing Book: 23

d. The student will use context to determine the meanings of unfamiliar or multiple meaning words.

The Grammar & Writing Book: 129, 141

e. The student will use context to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of words and to communicate.

The Grammar & Writing Book: 186-187

f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning.

The Grammar & Writing Book: 14, 51, 57, 63, 69, 75, 81, 87, 93, 111, 129, 141, 147, 165, 177

g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).

The Grammar & Writing Book: 74-77, 86-89, 92-95, 98-101, 104-107, 116-119, 122-125, 128-131, 140-143, 158-161, 170-173, 176-179, 182-185, 188-191, 194-197, 200-203, 206-209, 245, 246, 247-248, 249. 250-252

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will apply knowledge of text features, parts of a book, and text structures to understand, gain information from, interpret, respond to, or analyze text.

1) Text features - bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.

The Grammar & Writing Book: 2-48, 50, 54, 55, 56, 60, 61, 62, 66. 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 90, 91, 92, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 121, 122, 126, 127, 128, 132, 133, 134, 138, 139, 140, 144, 145, 146, 150, 151, 152, 156, 157, 158, 162, 163, 164, 168, 169, 170, 174, 175, 176, 180, 181, 182, 186, 187, 188, 192, 193, 194, 198, 199, 200, 204, 205, 206, 210, 211, 212, 216, 217, 218, 222, 223, 224, 228, 229, 231-243

2) Parts of a book - appendix, footnotes, etc.

The Grammar & Writing Book: 2-48, 245-256, 257, 261-266

3) Text structures - compare/contrast, order of importance, etc.

The Grammar & Writing Book: 55, 103, 133, 156, 157, 163, 193, 217, 223, 234-235, 236-237

b. The student will analyze text to understand, infer, draw conclusions, or synthesize information.

1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.

The Grammar & Writing Book: 8-9, 61, 139, 157, 169, 175, 205, 211, 217, 223

2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.

The Grammar & Writing Book: 8, 138, 139

3) Infer cause and effect based on sequence of events and predict outcomes.

The Grammar & Writing Book: 61, 73, 91, 115, 151, 169

4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.

The Grammar & Writing Book: 169, 175, 211, 217, 223

5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

The Grammar & Writing Book: 91, 114, 115, 139, 168, 175, 242-243

c. The student will recognize or generate an appropriate summary of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence.

The Grammar & Writing Book: 61, 169, 175

d. The student will respond to, interpret, or compare increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.

1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view),

The Grammar & Writing Book: 61, 121, 151, 157, 163, 169, 175

2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance)

The Grammar & Writing Book: 55, 103, 133, 156, 157, 163, 193, 217, 223, 234-235, 236-237

3) Literary devices (e.g., imagery, exaggeration, dialogue),

The Grammar & Writing Book: 102, 151, 163, 171, 186, 219-222

4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and

The Grammar & Writing Book: 150, 174, 187, 192

5) Author's purpose (e.g., inform, entertain, persuade).

The Grammar & Writing Book: 2-3, 115, 139, 151, 168, 205, 232-233, 234-235, 236-237, 238-239, 240-241

e. The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts.

1) Analyze use of and distinguish between fact and opinion.

The Grammar & Writing Book: 8, 36-40, 67, 73, 115, 139, 175

2) Analyze use of tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references).

The Grammar & Writing Book: 36-40, 115, 175, 240-241

3. The student will express, communicate, evaluate, or exchange ideas effectively.

a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length.

1) Planning

• Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).

The Grammar & Writing Book: 6, 9, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240, 242

2) Drafting

• Draft with increasing fluency.

The Grammar & Writing Book: 2-48, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240, 242

3) Revising

• Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.

The Grammar & Writing Book: 2-48, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240, 242

4) Editing

- **Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.**

The Grammar & Writing Book: 2-48, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240, 242

7) Publishing/Sharing

- **Share writing with others formally and informally.**

The Grammar & Writing Book: 2-48, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240, 242

- b. The student will compose descriptive texts using sensory details and vivid language.**

The Grammar & Writing Book: 31-35, 97, 150, 174, 192

- c. The students will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details.**

1) Stories or retellings

The Grammar & Writing Book: 79, 151, 238-239

2) Narrative poems

The Grammar & Writing Book: 177, 187

3) Plays

The Grammar & Writing Book: 162

4) Video narratives

5) PowerPoint presentations

- d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or informal problem and solution.**

1) Essays

The Grammar & Writing Book: 73, 229, 236-237

2) Presentations

The Grammar & Writing Book: 177, 201, 213

3) Poems

The Grammar & Writing Book: 177

4) Functional texts

The Grammar & Writing Book: 97, 103, 127, 133, 145, 163, 175, 181, 193, 217, 229, 234-235

e. The student will compose persuasive text clearly expressing a main idea with supporting details, utilizing effective word choice and organization for a specific purpose and audience.

1) Letters

The Grammar & Writing Book: 97, 181

2) Speeches

The Grammar & Writing Book: 201, 213

3) Advertisement

The Grammar & Writing Book: 199

f. The student will compose text of a variety of modes based on inquiry and research.

1) Generate questions.

1) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.

The Grammar & Writing Book: 61, 115, 121, 139, 169, 211

2) Identify and paraphrase important information from sources.

The Grammar & Writing Book: 169, 210, 211, 223

3) Compare and contrast important findings and select sources to support central ideas, concepts, and themes.

The Grammar & Writing Book: 236-237

4) Present the results using a variety of communication techniques.

The Grammar & Writing Book: 55, 61, 67, 73, 85, 91, 97, 103, 121, 127, 133, 145, 151, 157, 163, 175, 181, 187, 193, 199, 211, 217, 223, 229, 232-233, 234-235, 236-237, 238-239, 240-241

5) Reflect on and evaluate the process.

The Grammar & Writing Book: 4, 6-7, 8-9, 16-17, 18-19, 20-21, 22-23, 26-45, 46-47, 48, 211

4. The student will apply Standard English.

a. The student will use Standard English grammar to compose or edit.

1) Nouns (e.g., singular, plural, irregular plural, common, proper, singular possessive, plural possessive, concrete, abstract, compound, collective)

The Grammar & Writing Book: 74-77, 80-83, 86-89, 98-101, 122-125, 247-248

2) Verbs, helping verbs, irregular, transitive, and intransitive verbs

The Grammar & Writing Book: 92-95, 98-101, 104-107, 110-113, 116-119, 122-125, 128-131, 158-161

3) Verb tense (e.g., present, past, future, perfect)

The Grammar & Writing Book: 104-107, 110-113, 116-119, 128-131

4) Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases.

The Grammar & Writing Book: 98-101, 158-161

5) Articles and conjunctions

The Grammar & Writing Book: 176-179, 206, 209, 245

6) Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive)

The Grammar & Writing Book: 122-125, 176-179, 188-191, 200-203, 245

7) Pronouns (e.g., subject, object, possessive, demonstrative, interrogative, indefinite)

The Grammar & Writing Book: 140-143, 146-149, 152-155, 158-161, 164-167, 248-249

8) Adverbs (e.g., comparative forms)

The Grammar & Writing Book: 194-197, 200-203, 246

9) Interjections

The Grammar & Writing Book: 50-53

b. The student will use Standard English mechanics to compose or edit.

1) End punctuation (e.g., period, question mark, exclamation point)

The Grammar & Writing Book: 50-53, 249

2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)

The Grammar & Writing Book: 74-77

3) Commas (e.g., dates, series, addresses, greetings and closings of letters, quotations, introductory phrases, appositives)

The Grammar & Writing Book: 212-215, 218-221, 224-227

4) Quotation marks (e.g., quotations, titles of poems)

The Grammar & Writing Book: 218-221

5) Colons (e.g., time, complex sentences, business letters)

The Grammar & Writing Book: 224-227

6) Capitalization

The Grammar & Writing Book: 50-53, 74-77, 218-221, 255-256

7) Spell words commonly found in sixth grade level text.

The Grammar & Writing Book: 24, 117, 171, 257

8) Produce legible text.

The Grammar & Writing Book: 258-260

c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose.

1) Analyze the structure of sentences (e.g., simple, compound, complex).

The Grammar & Writing Book: 18-21, 62-65, 68-71, 206-209, 249-250

2) Compose simple, compound, and complex sentences.

The Grammar & Writing Book: 18-21, 62-65, 68-71, 206-209, 249-250

3) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, appositives and modifiers.

The Grammar & Writing Book: 134-137, 176-179, 182-185, 188-191, 194-197, 200-203, 212-215, 245, 246

4) Compose sentences using descriptive adjectives, adverbs, prepositional phrases, appositives, and modifiers.

The Grammar & Writing Book: 10-11, 12-13, 14-15, 16-17, 134-137, 176-179, 182-185, 188-191, 194-197, 200-203, 212-215, 245, 246