

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Language and Grammar Scope and Sequence

GRADES 6-12

Date of Board Approval: April 17, 2014

Language and Grammar Scope and Sequence

Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

- Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.
- Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.
- Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.
- Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.

I= Instruct B= Build S= Strengthen M= Maintain

Usage	6	7	8	9	10	11	12
Categorize pronouns as subjective, objective, and possessive.	I	B	S	M	M	M	M
Use intensive pronouns correctly. (e.g. myself, ourselves)	I	B	S	M	M	M	M
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	I	B	S	M	M	M	M
Recognize that pronouns and antecedents must agree in number and person.	I	B	S	S	M	M	M
Recognize that subjects and verbs must agree with each other.	I	B	S	S	M	M	M
Use adverbs and adjectives correctly. (e.g. good/well)	B	S	S	M	M	M	M
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately)	I	B	S	S	M	M	M
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	S	S	M	M	M	M	M
Maintain verb tense (past, present, future) throughout a piece of writing.		I	B	S	M	M	M
Recognize and correct inappropriate shifts in verb voice and mood.			I	B	S	M	M
Use parallel structure.				I	B	S	M
Resolve usage issues by consulting references.	I	B	B	S	M	M	M
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				I	B	S	M

Mechanics	6	7	8	9	10	11	12
Spelling							
Spell frequently used words correctly.	S	S	M	M	M	M	M
Consult electronic and print references to correct spelling.	B	S	S	M	M	M	M
Use spell-check on word-processed documents.	I	B	S	M	M	M	M
Eliminate spelling errors during the editing phase of formal writing assignments.	I	B	S	M	M	M	M

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Mechanics (continued)	6	7	8	9	10	11	12	
Capitalization								
Capitalize the first word in a sentence.	S	M	M	M	M	M	M	
Capitalize proper nouns.	S	M	M	M	M	M	M	
Capitalize "Mom, Dad..." when used as proper nouns.	I	B	S	M	M	M	M	
Capitalize words in titles correctly.	I	B	S	M	M	M	M	
Consult references to correct capitalization.	I	B	S	M	M	M	M	
Punctuation	6	7	8	9	10	11	12	
Use correct end of sentence punctuation.	S	M	M	M	M	M	M	
Use apostrophes for contractions and possessives.	B	S	M	M	M	M	M	
Use commas to separate items in a series.	S	M	M	M	M	M	M	
Use commas to set off nonrestrictive/parenthetical elements in a sentence	I	B	S	M	M	M	M	
Use commas to separate coordinate adjectives.		I	B	S	M	M	M	
Use commas before coordinator in compound sentences.	I	B	S	M	M	M	M	
Use commas to around interrupters(appositives, direct address, interjections)		I	B	S	M	M	M	
Distinguish and divide main and subordinate clauses using commas and semi-colons.				I	B	S	M	
Use quotation marks and correct punctuation to mark dialogue.	B	B	S	M	M	M	M	
Correctly punctuate quotations integrated into an essay.			I	B	S	M	M	
Use semicolons to join independent clauses with or without conjunctive adverbs.			I	B	S	M	M	
Use colons to introduce a list or a quotation.				I	B	S	M	
Use a comma, ellipsis, or dash to indicate a pause or break.			I	B	S	M	M	
Use an ellipsis to indicate an omission.			I	B	S	M	M	
Observe hyphenation conventions.					I	S	M	
Consult references to correct punctuation.	I	B	S	M	M	M	M	
Formatting								
Indent or double space paragraphs.	S	S	M	M	M	M	M	
Use MLA formatting for header, font and font size, margins, spacing, pagination, citations, and works cited.		I	B	S	S	M	M	

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Style/Rhetoric	6	7	8	9	10	11	12
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	I	B	S	M	M	M	M
Maintain a consistent point of view within a piece of writing.		I	B	S	M	M	M
Maintain consistency in style and tone.	I	B	S	M	M	M	M
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			I	B	S	M	M
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				I	B	S	M
Vary sentence patterns for meaning, style, and reader interest.	I	B	S	M	M	M	M
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		I	B	S	M	M	M
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		I	B	S	M	M	M
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			I	B	S	M	M