

BLACKHAWK SCHOOL DISTRICT

CURRICULUM

Course Title:	ELA
Grade Level(s):	Seventh Grade
Periods per week:	five
Length of period:	forty-five minutes
Length of course:	one year
Faculty Author(s):	Dana Cox and Sarah Shuleski
Date:	April 2012

COURSE DESCRIPTION: Four major strands of ELA will be emphasized: writing, grammar, research, and poetry. Students will learn to write narrative, informational, and persuasive pieces in response to readings and to writing prompts. They will study and practice using the rules of grammar and mechanics in an effort to improve the conventions of their writing. Students will also become acquainted with and implement all aspects of the research process, and they will study poetry and the literary terms associated with it. Students will utilize multimedia technology in project creation throughout the course.

The following resources will be used to deliver the curriculum:

Language Network, McDougal Littell, 2001

Elements of Literature, Holt

Pacing Guide

1st Qtr: September-November (42 days)

- **Quarterly Writing (1 day)**
- **Writing Unit: Style Unit, Writing Process, Narrative Writing (16 days)**
- **Grammar (including DLA and Writing Portfolio): Prepositions, Combining Sentences, Object Pronouns, Capitalization (25 days)**

2nd – 3rd Qtr: November-end of January (47 days)

- **Quarterly Writing (1 day)**
- **Research: Informative Project (i.e. Flat Stanley Research Unit) (21 days)**
- **Literature: Charles (3 days)**
- **Writing Unit: Informative Writing (i.e. Charles) (7 days)**
- **Grammar (including DLA and Writing Portfolio): Nouns, Verb Tenses, Action and Linking Verbs (15 days)**

3rd – 4th Qtr: February-March (37 days)

- **Quarterly Writing (1 day)**
- **Poetry Unit (20-25 days)**
- **Writing Unit: Persuasive Writing (i.e. Smoking) (5 days)**
- **Grammar (including DLA and Writing Portfolio): Adjectives, Adverbs (6 days)**

4th Qtr: April-May (34 days)

- **Quarterly Writing (1 day)**
- **Grammar (including DLA and Writing Portfolio): Subject-Verb Agreement, Punctuation and Quotations (20 days)**
- **Writing Unit: Compare/Contrast Writing (i.e. HMS v. BHS or HMS v. BIS) (5 days)**
- **Writing Unit: Persuasive Writing (i.e. cell phone use in school) (5 days)**
- **Literature Selections (if time permits)**

<p style="text-align: center;">COURSE OUTLINE OBJECTIVES (PA standards and anchors) PROPOSED TIME / ACTUAL TIME RESOURCES</p>	<p style="text-align: center;">LESSON REFLECTION (for future revisions)</p>
<p>1st Qtr: September-November (42 days)</p> <p>A. Quarterly Writing (1 day)</p> <p>B. Writing Unit: Style Unit, Writing Process, Narrative Writing (16 days)</p> <p style="padding-left: 40px;"><i>Write narratives to develop real or imagined experiences or events</i></p> <ul style="list-style-type: none"> • W07.C.1.3.1-5; W07.D.2.1.1-5; W07.D.1.1-9 ; W07.E.1.1 • Write narrative pieces, including one quarterly assessment. • Write with a sharp, distinct focus. <ul style="list-style-type: none"> ○ Identify topic, task, and audience. ○ Establish a single point of view. ○ Include topic sentence, supporting details, and a concluding sentence. • Write using well-developed content appropriate for the topic. <ul style="list-style-type: none"> ○ Gather, determine validity and reliability of, and organize information. ○ Write paragraphs that have details and information specific to the topic and relevant to the focus • Write with controlled organization. <ul style="list-style-type: none"> ○ Sustain a logical order within sentences and between paragraphs using meaningful transitions. ○ Establish topic and purpose in the introduction. ○ Reiterate the topic and purpose in the conclusion. • Write using different types and lengths of sentences, precise language (adjectives, action verbs, etc.) and development of consistent voice. • Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary. • Edit writing using the conventions of language: spell common, frequently used words correctly, use capital letters correctly, punctuate correctly (periods, exclamation points, question marks, commas in a series), use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly, use complete sentences (compound, complex, declarative, interrogative, exclamatory). <p>C. Grammar: Prepositions, Combining Sentences, Object Pronouns, Capitalization (25 days)</p> <ul style="list-style-type: none"> • <u>Combining sentences: Compound Subjects and Predicates</u> <ul style="list-style-type: none"> ○ Use conjunctions /connecting words: “And”, “or”, “but” to combine parts of sentences. 3/4/5/6/7 	

- Combining sentences: Compound Sentences
 - Use conjunctions connecting words: “And”, “or”, “but”, “because”, “when”, “although”, and “since” to combine sentences. 7
- Prepositions
 - Identify and use prepositions, objects of prepositions, and prepositional phrases. 6/7
- Object Pronouns in Prepositional Phrases
 - Use object pronouns as the object of a preposition. 6/7
- Using Prepositions in Writing
 - Use prepositional phrases in the beginning of a sentence to add variety to writing. Place prepositional phrases in the appropriate place in writing. 6/7
 - Example:
 - Wrong: She told about the high dive at breakfast.
 - Correct: At breakfast, she told about the high dive.
- Capitalization
 - All sentences begin with a capital letter. K/1/2/3/4/5/6/7
 - Grade 6/7: Capitalize the following appropriately:
 - Names and Initials
 - Titles (Dr., Mrs., etc..)
 - Abbreviations
 - President
 - Family Relationships
 - Pronoun “I”
 - Nationality, Languages, Races
 - Line of Traditional Poetry
 - Quotations
 - Parts of a Letter
 - Literary, Musical, and Artwork Titles
 - Geographical Names
 - Bodies of the Universe
 - Regions and Sections of a Country / World
 - Building, Bridges, and Landmarks
 - Planes, Trains, and other Vehicles
 - Organizations and other Institutions
 - Historical Events, Periods, and Documents
 - Time Abbreviations and Calendar Events
 - Special Events, Awards, and Brand names

2nd – 3rd Qtr: November-end of January (47 days)

A. Quarterly Writing (1 day)

B. Research: Informative Project (i.e. Flat Stanley Research Unit) (21 days)

- 1.8.8A Select and refine a topic for research
- 1.8.8B Locate information using appropriate sources and strategies.
 - Determine valid resources for researching the topic
 - Evaluate the importance and quality of the sources
 - Select essential sources such as dictionaries, encyclopedias, other reference materials, interviews, and computer databases
 - Use tables of contents, indices, key words, cross references, and appendices
 - Use appropriate library based source including, but not limited to, the OPAC, World Book Online, and selected Power Library databases.
- 1.8.8C Organize, summarize, and present the main ideas from research
 - Identify the steps necessary to carry out a research project
 - Take notes from sources using a structured format.
 - Develop a thesis statement based on research
 - Give precise, formal credit for others' ideas, images, or information using a structured format: citation worksheet or noodle.
 - Use formatting techniques to create an understandable presentation for a designated audience.
 - Present the topic using relevant information.

C. Literature: Charles (3 days)

- R7.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text.
- R7.A.1.3.2 Cite evidence from text to support generalizations.
- R7.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:
 - Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text

D. Writing Unit: Informative Writing (i.e. Charles) (7 days)

- 1.4.8B Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews), including one quarterly assessment.
 - Include cause and effect.
 - Develop a problem and solution when appropriate to the topic.
 - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).
 - Use primary and secondary sources.
- 1.5.8.A Write with a sharp, distinct focus.
 - Identify topic, task, and audience.
 - Establish a single point of view.
 - Include topic sentence, supporting details, and a concluding sentence.
- 1.5.8B Write using well-developed content appropriate for the topic.
 - Gather, determine validity and reliability of, and organize information.
 - Write paragraphs that have details and information specific to the topic and relevant to the focus
- 1.5.8C Write with controlled organization.
 - Sustain a logical order within sentences and between paragraphs using meaningful transitions.
 - Establish topic and purpose in the introduction.
 - Reiterate the topic and purpose in the conclusion.
- 1.5.8D Write using different types and lengths of sentences, precise language (adjectives, action verbs, etc.) and development of consistent voice.
- 1.5.8E Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.
- 1.5.8F Edit writing using the conventions of language: spell common, frequently used words correctly, use capital letters correctly, punctuate correctly (periods, exclamation points, question marks, commas in a series), use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly, use complete sentences (compound, complex, declarative, interrogative, exclamatory).

E. Grammar (including DLA and Writing Portfolio): Nouns, Verb Tenses, Action and Linking Verbs (15 days)

- Singular and Plural Nouns
 - All plural forms-Add -s, -es, -ies and irregular nouns-3/4/5/6R/7R
- Singular Possessive Nouns
 - Start with singular form, add apostrophe “s” 3/4/5/6/7
- Plural Possessive Nouns
 - Start with the plural, if the plural ends in “s” just add Apostrophe
 - For plurals that don’t end with “s”, add apostrophe “s” 3/4/5/6/7
- Linking Verbs
 - Linking Verbs: am, is, are, was, were, be, being, been, look, feel, taste, smell, sound, become, appear, remain, stay, seem, and grow. Example: The race will be quick. 7
- Present Tense Verbs
 - A verb that tells about now or in the present. 1/2/3/4/5/6/7R
- Past Tense Verbs
 - Past Tense Verbs and Irregular spelling patterns 3/4/5/6/7
- Future Tense Verbs
 - Distinction between shall and will 7
- Regular and Irregular Verbs
 - Regular verbs add –ed to form the past and past participle. 6/7
 - Irregular verbs change their spelling to form the past and past participle and must be memorized. 6/7
- Past participles terminology
 - Understand the term principle parts: present, past, and past participle 6/7
- Present Perfect tense
 - Present Perfect tense includes have or has with the past participle.6I/7
 - Examples: They have come to my house. He has run the race.
- Past Perfect
 - Past Perfect tense includes “had” with the past participle.6I/7
 - Examples: He had just finished his homework when the telephone rang.
- Future Perfect
 - Future Perfect tense includes shall have or will have with the past participle. 6I/ 7

3rd – 4th Qtr: February-March (37 days)

A. Quarterly Writing (1 day)

B. Poetry Unit (20-25 days)

- R7.A.1.2.2 Define and apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
- R7.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text.
- R7.A.1.4.1, 1.1.8G Identify and explain stated or implied main ideas and relevant supporting details from fictional text.
 - Note: Items may target specific paragraphs.
- R7.A.1.6.1, 1.2.8A Identify and describe the author’s intended purpose of text.
- R7.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:
 - Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text
 - Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text.
 - Plot - interpret, compare, describe, analyze, and evaluate elements of the plot (conflict, rising action, climax and resolution) and the relationship between elements of the plot and other components of text.
 - Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text.
- R7.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.
- R7.B.2.1.2, 1.3.8C Identify, interpret, describe, and analyze the author’s purpose for and effectiveness at using figurative language in text.

C. Writing Unit: Persuasive Writing (i.e. cell phone use in school) (5 days)

- 1.4.8C Write persuasive pieces, including two quarterly assessments.
 - Include a clearly stated position or opinion.
 - Include convincing, elaborated, and properly cited evidence.
 - Develop reader interest.
- 1.5.8.A Write with a sharp, distinct focus.
 - Identify topic, task, and audience.
 - Establish a single point of view.
 - Include topic sentence, supporting details, and a concluding sentence.
- 1.5.8B Write using well-developed content appropriate for the topic.
 - Gather, determine validity and reliability of, and organize information.
 - Write paragraphs that have details and information specific to the topic and relevant to the focus
- 1.5.8C Write with controlled organization.
 - Sustain a logical order within sentences and between paragraphs using meaningful transitions.
 - Establish topic and purpose in the introduction.
 - Reiterate the topic and purpose in the conclusion.
- 1.5.8D Write using different types and lengths of sentences, precise language (adjectives, action verbs, etc.) and development of consistent voice.
- 1.5.8E Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.
- 1.5.8F Edit writing using the conventions of language: spell common, frequently used words correctly, use capital letters correctly, punctuate correctly (periods, exclamation points, question marks, commas in a series), use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly, use complete sentences (compound, complex, declarative, interrogative, exclamatory).
- 1.5.4G Present written work for publication when appropriate.

D. Grammar (including DLA and Writing Portfolio): Adjectives, Adverbs (6 days)

- Adjectives
 - An adjective describes a noun or pronoun. (It tells which one, how many, what kind, and how much) 6 / 7R
- Proper Adjectives
 - Use Proper Adjectives appropriately (capitalization and possibly spelling) (i.e. Portuguese, Chinese, Irish, Dutch, Danish, Elizabethan) 5/6/7
- Adverbs
 - An adverb modifies a verb. (How?, When?, Where?, To what extent?, How much?, How often?) 3/4/5/6/7
- Comparing with Adverbs
 - Use comparing adverbs with -er, -est, or more / most and irregular (real, really, good, well) 4/5/6/7
- Adjective or Adverb
 - Use irregular adverbs (real, really, good, well, bad, badly) 4/5/6/7
- Negatives
 - Avoid double negatives.

4th Qtr: April-May (34 days)

A. Quarterly Writing (1 day)

B. Grammar (including DLA and Writing Portfolio): Pronouns, Subject-Verb Agreement, Punctuation and Quotations (20 days)

- Subject-Verb Agreement
 - Agreement with singular subject, plural subject, I and you. 3/4/5/6/7
- Subject Pronouns
 - Identify and use subject pronouns: I, you (singular), he, she, it, we, you (plural), they. 1/2/3/4/5/6/7
 - Example: My friend and I went to dinner.
- Object Pronouns
 - Identify and use object pronouns 1I/2I/3/4/5/6/7:
 - Singular: me, you, him, her, it and
 - Plural: Us, you them
 - Example: Please call me tonight. Hand that pencil to me. Hand me that pencil.
- Contractions and Pronouns
 - Avoid using contractions as pronouns: its, it's; their, they're; your, you're) 3/4/5/6/7
- Punctuation
 - All sentences end with punctuation (period, exclamation point, question mark) K/1/2/3/4/5/6/7
- Commas in a series
 - Commas are used to separate a list. 3/4/5/6/7
 - CORRECT: Eggs, bacon, and toast
 - INCORRECT: Eggs, bacon and toast
- Commas
 - Commas are used for the following purposes:
 - Introductory words: Yes, I am going to the game. 1/2/3/4/5/6/7
 - Greeting/Salutation and Closing: Dear Bob, / Sincerely, 1/2/3/4/5/6/7
 - Interjection: Oh, I guess I will go. 3/4/5/6/7
 - Nouns in Direct Address: Michelle, are you coming with us? 3/4/5/6/7
 - Appositive: My mother, Barb, is cooking dinner for us. 3/4/5/6/7
 - Interrupters: Joe, however, did not come to the party last night. 6/7
 - To avoid confusion: Before hieroglyphics, records were not kept on paper. 6/7
 - To separate adjectives of equal rank before a noun to modify: Both father and son made a quick, daring escape. 6/7
- Direct Quotations

- Use quotation marks and appropriate punctuation to identify dialogue. 2/3/4/5/6/7
 - Example: Captain Smith said, “Abandon the ship.”
 -
- Indirect Quotation
 - Do not use quotation marks when using an indirect quote. 5/6/7
 - Example: Finally, Captain Smith told the radio operators that they should abandon their ship.
- Divided Quotation
 - Use quotations around both parts of a divided quote. 5/6/7
 - Examples:
 - “The ship,” the owner said, “is unsinkable.”
 - “The ship is unsinkable,” said the owner. “It has extra protection because of its double bottom hull.”
- Abbreviations
 - Use appropriate spelling and punctuation when abbreviating words:
 - Businesses (Co., Ltd.) 5/6/7
- Titles
 - Use quotation marks for the following titles:
 - Book chapters 5/6/7
 - Short Stories 5/6/7
 - Essays 6/7
 - Newspaper or Magazine Articles 5/6/7
 - Songs 5/6/7
 - Poems 3/4/5/6/7
 - Use italics (typed) or underline (handwritten) for:
 - Magazines / Newspaper 5/6/7
 - Books 1/2/3/4/5/6/7
 - Plays 6/7
 - Movies 5/6/7
 - T.V. series 6/7
 - A long musical composition (More than one song) 6/7
 - Painting and Works of Art 6/7
 - Ships 6/7
 - Trains 6/7
 - Aircrafts 6/7

C. Writing Unit: Compare/Contrast Writing (i.e. HMS v. BHS or HMS v. BIS) (5 days)

- 1.4.8B Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews), including one quarterly assessment.
 - Include cause and effect.
 - Develop a problem and solution when appropriate to the topic.
 - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).
 - Use primary and secondary sources.
- 1.5.8.A Write with a sharp, distinct focus.
 - Identify topic, task, and audience.
 - Establish a single point of view.
 - Include topic sentence, supporting details, and a concluding sentence.
- 1.5.8B Write using well-developed content appropriate for the topic.
 - Gather, determine validity and reliability of, and organize information.
 - Write paragraphs that have details and information specific to the topic and relevant to the focus
- 1.5.8C Write with controlled organization.
 - Sustain a logical order within sentences and between paragraphs using meaningful transitions.
 - Establish topic and purpose in the introduction.
 - Reiterate the topic and purpose in the conclusion.
- 1.5.8D Write using different types and lengths of sentences, precise language (adjectives, action verbs, etc.) and development of consistent voice.
- 1.5.8E Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.
- 1.5.8F Edit writing using the conventions of language: spell common, frequently used words correctly, use capital letters correctly, punctuate correctly (periods, exclamation points, question marks, commas in a series), use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly, use complete sentences (compound, complex, declarative, interrogative, exclamatory).

D. Literature: Miss Awful (3 days)

E. Literature Selections (if time permits) (5 days)

Throughout the school year, the following will occur:

Speaking and Listening

1.6.8A Listen to others

- Ask probing questions.
- Analyze information, ideas, and opinions to determine relevancy.
- Take notes when needed.

1.6.8B Listen to selections of literature

- Relate them to previous knowledge
- Predict contents/events
- Summarize events and identify the significant points
- Identify and define new words and concepts
- Analyze the selections

1.6.8C Speak using skills appropriate to formal speech situations when needed.

- Use complete sentences
- Pronounce words correctly
- Adjust volume to purpose and audience
- Adjust pace to convey meaning
- Add emphasis and inflection to enhance meaning

1.6.8D Contribute to discussions

- Ask relevant, probing questions
- Respond with relevant information, ideas, or reasons in support of opinions expressed
- Listen to and acknowledge the contributions of others
- Adjust tone and involvement to encourage equitable participation
- Clarify, illustrate, or expand on a response when asked
- Present support for opinions
- Paraphrase and summarize when prompted

1.6.8E Participate in small and large group discussions and presentations.

- Initiate everyday conversation

The following Reading Strategies may be used to support learning throughout the year:

The student will be able to:

- List
- Summarize/ synthesize
- Chunk
- Predict
- Talk to the text
- Take notes
- Identify the topic sentence and concluding sentence
- Make personal connections
- Identify transitional words
- Use punctuation to enhance understanding
- Read aloud and/or slow pace to avoid confusion or misunderstanding
- Use prior knowledge of a subject and/or an author's style
- Survey the text for titles, subheadings, charts, pictures, captions, etc.
- Skim/scan
- Reread to correct confusion
- Jot down key words
- Underline/highlight technical and/or difficult words
- Preview questions and then look for specific answers
- Identify main ideas and recite or note them in writing
- Set a purpose for reading
- Visualize and or draw pictures
- Identify connections across the curriculum
- Use context clues
- Use prefixes and suffixes to identify word meanings
- Double and Triple Journal Entries
- Think-alouds
- Talking to the Text
- Question-Answer Relationships
 - *Right there questions
 - *Pulling It Together questions
 - *Author and Me questions
 - *On My Own questions
- Summarizing
 - *Twenty-five word summaries
 - *Story impressions
 - *ABC summarizing

*Acrostic poems

- Graphic organizers
- Anticipation Guide
- LINK (List, Inquire, Note, Know)
- KWL (Know, Want to know, Learned)
- Reciprocal Teaching

Grammar skills to be taught in 6th, 7th, and 8th grades

- Combining sentences: Compound Subjects and Predicates
 - Use conjunctions /connecting words: “And”, “or”, “but” to combine parts of sentences. 6
- Combining sentences: Compound Sentences
 - Use conjunctions connecting words: “And”, “or”, “but”, “because”, “when”, “although”, and “since” to combine sentences. 7/8
- Combining sentences: Complex Sentences
 - Use subordinating conjunctions: i.e., “because”, “when”, “although”, and “since” to combine sentences. 8
 - Use relative pronouns: i.e., “who”, “whose”, “that”, “which”, “whom” to combine sentences. 8
- Prepositions
 - Identify and use prepositions, objects of prepositions, and prepositional phrases. 7
- Object Pronouns in Prepositional Phrases
 - Use object pronouns as the object of a preposition. 7
- Using Prepositions in Writing
 - Use prepositional phrases in the beginning of a sentence to add variety to writing. Place prepositional phrases in the appropriate place in writing. 7/8
 - Example:
 - Wrong: She told about the high dive at breakfast.
 - Correct: At breakfast, she told about the high dive.
- Capitalization
 - All sentences begin with a capital letter. 6/7

- Grade 7: Capitalize the following appropriately:
 - Names and Initials
 - Titles (Dr., Mrs., etc..)
 - Abbreviations
 - President
 - Family Relationships
 - Pronoun “I”
 - Nationality, Languages, Races
 - Line of Traditional Poetry
 - Quotations
 - Parts of a Letter
 - Literary, Musical, and Artwork Titles
 - Geographical Names
 - Bodies of the Universe
 - Regions and Sections of a Country / World
 - Building, Bridges, and Landmarks
 - Planes, Trains, and other Vehicles
 - Organizations and other Institutions
 - Historical Events, Periods, and Documents
 - Time Abbreviations and Calendar Events
 - Special Events, Awards, and Brand names

- Singular and Plural Nouns
 - All plural forms-Add -s, -es, -ies and irregular nouns-7R

- Singular Possessive Nouns
 - Start with singular form, add apostrophe “s” 7

- Plural Possessive Nouns
 - Start with the plural, if the plural ends in “s” just add Apostrophe
 - For plurals that don’t end with “s”, add apostrophe “s” 7

- Action Verbs
 - A verb may show action. 6R/7R/8R
- Linking Verbs
 - Linking Verbs: am, is, are, was, were, be, being, been, look, feel, taste, smell, sound, become, appear, remain, stay, seem, and grow. Example: The race will be quick. 6/7R/8R
- Helping Verbs
 - Use and identify helping verbs. 7
 - Example: The man has been traveling a lot.
- Present Tense Verbs
 - A verb that tells about now or in the present. 7
- Past Tense Verbs
 - Past Tense Verbs and Irregular spelling patterns 7
- Future Tense Verbs
 - Distinction between shall and will. 7
- Regular and Irregular Verbs
 - Regular verbs add -ed to form the past and past participle. 7
 - Irregular verbs change their spelling to form the past and past participle and must be memorized. 7
- Past participles terminology
 - Understand the term principle parts: present, past, and past participle 7
- Present Perfect tense
 - Present Perfect tense includes have or has with the past participle.7

- Examples: They have come to my house. He has run the race.
- Past Perfect
 - Past Perfect tense includes “had” with the past participle.7
 - Examples: He had just finished his homework when the telephone rang.
- Future Perfect
 - Future Perfect tense includes shall have or will have with the past participle. 7
- Verbs:
 - Use and identify indicative, imperative, interrogative, conditional, and subjunctive verbs. 8
 - Example: Indicative: I am going to the mall.
 - Example: Subjunctive: If I were you, I would run.
 - Example: Interrogative: Will you go with me?
 - Example: Conditional: I wish he would be kinder to me.
 - Example: Imperative: Close the door.
- Active and Passive Voice
 - Active Voice is when the subject performs the action. 8
 - Passive Voice expresses the action performed upon the subject. 8
- Adjectives
 - An adjective describes a noun or pronoun. (It tells which one, how many, what kind, and how much) 7
- Adverbs
 - An adverb modifies a verb. (How?, When?, Where?, To what extent?, How much?, How often?) 7
- Comparing with Adverbs
 - Use comparing adverbs with -er, -est, or more / most and irregular (real, really, good, well) 7
- Adjective or Adverb
 - Use irregular adverbs (real, really, good, well, bad, badly) 7

- Negatives
 - Avoid double negatives. 7
- Subject-Verb Agreement
 - Agreement with singular subject, plural subject, I and you. 7
- Subject Pronouns
 - Identify and use subject pronouns: I, you (singular), he, she, it, we, you (plural), they. 6
 - Example: My friend and I went to dinner.
- Object Pronouns
 - Identify and use object pronouns 6
 - Singular: me, you, him, her, it and
 - Plural: Us, you them
 - Example: Please call me tonight. Hand that pencil to me. Hand me that pencil.
- Possessive Pronouns
 - Identify and use possessive pronouns 6
 - Example: My book was stolen.
- Intensive Pronouns
 - Identify and use intensive pronouns 6
 - Example: The players, themselves, designed their uniforms.
- Indefinite Pronouns
 - Identify and use indefinite pronouns 6
 - Example: Most of the players lost their uniforms.
- Pronoun and Antecedent Agreement
 - Identify pronoun and antecedent agreement. 6
 - Example: Amy bought her new purse.

- Contractions and Pronouns
 - Avoid using contractions as pronouns: its, it's; their, they're; your, you're) 6

- Commas
 - Commas are used for the following purposes:
 - Introductory words: Yes, I am going to the game. 6/7
 - Greeting/Salutation and Closing: Dear Bob, / Sincerely, 6/7
 - Interjection: Oh, I guess I will go. 6/7
 - Nouns in Direct Address: Michelle, are you coming with us? 6/7
 - Appositive: My mother, Barb, is cooking dinner for us. 6/7
 - Interrupters: Joe, however, did not come to the party last night. 6/7
 - To avoid confusion: Before hieroglyphics, records were not kept on paper. 6/7
 - To separate adjectives of equal rank before a noun to modify: Both father and son made a quick, daring escape. 6/7
 - Commas are used to separate a list. 6/7
 - CORRECT: Eggs, bacon, and toast
 - INCORRECT: Eggs, bacon and toast
 - Identify and use commas correctly for nonrestrictive and parenthetical elements 6I/7
 - Example: The bridge, which was old, needed new steel beams.
 - Identify and use commas to separate coordinate adjectives 7
 - Example: It was a fascinating, enjoyable movie.
 - Identify and use commas to indicate a pause 8
 - Example: Into the house, crept the stalker.

- Direct Quotations
 - Use quotations marks and appropriate punctuation to identify dialogue. 6/7/8
 - Example: Captain Smith said, "Abandon the ship."

- Indirect Quotation
 - Do not use quotation marks when using an indirect quote. 6/7/8
 - Example: Finally, Captain Smith told the radio operators that they should abandon their ship.

- Divided Quotation
 - Use quotations around both parts of a divided quote. 6/7/8
 - Examples:
 - “The ship,” the owner said, “is unsinkable.”
 - “The ship is unsinkable,” said the owner. “It has extra protection because of its double bottom hull.”

- Parenthesis
 - Identify and use parenthesis for nonrestrictive and parenthetical elements 6
 - Example: She found safety in the home of the neighbors (they were peaceful Quakers) who bought out the remainder of her time as a slave.

- Dashes
 - Identify and use dashes for nonrestrictive and parenthetical elements 6
 - Example: She traveled all over the country—even to the White House—speaking about abolishing slavery.
 - Identify and use dashes to indicate a pause 8
 - Example: She traveled all over the country –even to the White House—speaking about abolishing slavery.

- Ellipsis
 - Identify and use ellipsis to indicate an omission. 8
 - Example: My friend ... lost her homework.

- Phrases and Clauses
 - Identify phrases and clauses and use them correctly in writing. 8

- Dangling Modifier
 - Identify and use correctly. 8
 - Example: Running for the bus, my books fell in the mud.

- Verbals
 - Gerund—verb with “ing” used as a noun 8
 - Participles—verb with “ing” “ed” or irregulars used as an adjectives 8
 - Infinitives—“to” + verb used as nouns, adjectives, and adverbs 8

- Citations
 - Use punctuation in MLA citation accurately in works cited. 8

