

LANGUAGE

COURSE DESCRIPTION: The purpose of this course is to develop the correct use of English grammar in written and oral communication.

TEXTBOOK: *English 5*

GOALS & OBJECTIVES:

Goal 1: To understand sentence structure and parts

- 1.1 The student will identify sentences and fragments.
- 1.2 The student will identify complete subjects and predicates, simple subjects and predicates.
- 1.3 The student will identify nouns and pronouns.
- 1.4 The student will identify and punctuate declarative, imperative, interrogative, and exclamatory sentences.
- 1.5 The student will change from one sentence type to a different sentence type.
- 1.6 The student will diagram the simple subject and simple predicate.
- 1.7 The student will diagram imperative, declarative, and exclamatory sentences.
- 1.8 The student will make a compound predicate by combining a pair of sentences using the conjunction and or.
- 1.9 The student will identify prepositions, objects of the preposition, and prepositional phrases in sentences.

Goal 2: To formulate a compare-contrast essay

- 2.1 The student will identify the topic sentence of a paragraph.
- 2.2 The student will recognize the logical structure in paragraphs.
- 2.3 The student will distinguish between comparing and contrasting.
- 2.4 The student will identify sentences that do not belong in a paragraph.
- 2.5 The student will insert comparing and contrasting words at appropriate in an essay.
- 2.6 The student will plan, draft, revise, and proofread a compare-contrast essay together.
- 2.7 The student will recognize the thesaurus as a source of descriptive words.
- 2.8 The student will identify the stages of the Writing Process.
- 2.9 The student will choose a topic for a compare-contrast essay.
- 2.10 The student will list details about two subjects.
- 2.11 The student will organize details in a Venn diagram.
- 2.12 The student will draft, revise, proofread, publish, and illustrate a compare-contrast essay.

Goal 3: To understand the different forms of nouns

- 3.1 The student will identify nouns that name a person, place, thing, idea, or feeling.
- 3.2 The student will distinguish between common and proper nouns and singular and plural nouns.
- 3.3 The student will distinguish between nouns used as subjects and objects.
- 3.4 The student will capitalize proper nouns and titles of poems, stories, and books.
- 3.5 The student will identify words that become proper nouns based on their usage.
- 3.6 The student will write and identify abbreviations.
- 3.7 The student will form plural nouns by adding s or es to singular nouns.
- 3.8 The student will identify singular and plural possessive nouns.
- 3.9 The student will write possessive forms of plural nouns.
- 3.10 The student will use commas correctly in parts of a letter.

Goal 4: To develop a persuasive business letter

- 4.1 The student will identify persuasion.
- 4.2 The student will recognize dishonest tactics in persuasion.
- 4.3 The student will identify four features of a good business letter.
- 4.4 The student will choose a purpose for a persuasive business letter.
- 4.5 The student will learn the correct method of writing business addresses.
- 4.6 The student will revise a persuasive business letter.
- 4.7 The student will identify mistakes in business letter form.
- 4.8 The student will make a neat final draft of the business letter.

Goal 5: To distinguish verbs in sentences

- 5.1 The student will distinguish action verbs from linking verbs.
- 5.2 The student will identify linking verbs.
- 5.3 The student will identify prepositional phrases and direct objects.
- 5.4 The student will identify and label sentence patterns.
- 5.5 The student will distinguish between main verbs and helping verbs.
- 5.6 The student will identify the form of the helping verb that agrees with the subject.
- 5.7 The student will form contractions using pronouns and verbs.
- 5.8 The student will recognize and use the correct forms of verbs in writing and in speech.

Goal 6: To create a diamante and a sense poem

- 6.1 The student will recall the function of a thesaurus.
- 6.2 The student will identify characteristics of a diamante.
- 6.3 The student will draft a diamante together.
- 6.4 The student will choose two nouns to contrast in a diamante.

- 6.5 The student will revise and proofread a diamante.
- 6.6 The student will identify characteristics of a sense poem.
- 6.7 The student will plan a sense poem using a word web.
- 6.8 The student will draft, revise, and proofread a sense poem.
- 6.9 The student will make a neat draft of each poem.

Goal 7: To research study and reference skills

- 7.1 The student will locate the title page, copyright page, table of contents, index, glossary, and bibliography in a book.
- 7.2 The student will determine when to search by author, title, and subject in a card catalog or electronic card catalog.
- 7.3 The student will identify guide words, entry words, pronunciation guide, and etymology on a dictionary page.
- 7.4 The student will determine the meaning of a word by comparing the context of the sentence with definitions in the dictionary.
- 7.5 The student will identify keywords and volume numbers.
- 7.6 The student will use an atlas, almanac, and textbook for information.
- 7.7 The student will identify specific information in the Readers' Guide to Periodical Literature.
- 7.8 The student will take notes from an article.

Goal 8: To develop a personal narrative

- 8.1 The student will identify run-on sentences.
- 8.2 The student will define personal narrative and first-person point of view.
- 8.3 The student will identify three good ways to begin a personal narrative.
- 8.4 The student will choose a topic for a personal narrative.
- 8.5 The student will plan events and details to include in a personal narrative.
- 8.6 The student will draft a personal narrative.
- 8.7 The student will participate in a writing conference.
- 8.8 The student will revise a personal narrative.
- 8.9 The student will recall ways to correct sentence errors.
- 8.10 The student will make a neat final draft and publish it.

Goal 9: To locate pronouns in sentences

- 9.1 The student will identify singular and plural pronouns.
- 9.2 The student will identify subject pronouns.
- 9.3 The student will distinguish between singular and plural object pronouns.
- 9.4 The student will identify compound subjects and objects.
- 9.5 The student will identify pronouns and their antecedents.
- 9.6 The student will identify possessive nouns as a singular or plural.
- 9.7 The student will identify reflexive pronouns and the subjects they rename.
- 9.8 The student will use homophones correctly in sentences.

Goal 10: To formulate a book review

- 10.1 The student will express opinions clearly.
- 10.2 The student will identify reasons for an opinion.
- 10.3 The student will evaluate a book.
- 10.4 The student will list both positive and negative aspects of a book.
- 10.5 The student will recognize the structure of the book review.
- 10.6 The student will plan a book review using a planning chart.
- 10.7 The student will recall the structure of the book review.
- 10.8 The student will use a thesaurus to find more interesting or exact words.
- 10.9 The student will recall the correct way to write book titles.
- 10.10 The student will make a neat final draft.
- 10.11 The student will identify and practice good speaking and listening skills.
- 10.12 The student will use visual aids effectively.
- 10.13 The student will orally publish the book review.

Goal 11: To differentiate between tenses of verbs

- 11.1 The student will differentiate present, past, and future tense verbs.
- 11.2 The student will use the present-tense verb form that agrees with the subject in a sentence.
- 11.3 The student will write past tense verbs by adding “ed”.
- 11.4 The student will identify the past-participle form of a verb.
- 11.5 The student will distinguish between regular and irregular verbs.
- 11.6 The student will use the correct form of irregular verb.
- 11.7 The student will identify a present-tense verb.
- 11.8 The student will identify prefixes and suffixes and their meanings.

Goal 12: To develop a research report

- 12.1 The student will identify the content of a research report.
- 12.2 The student will choose a topic for a research report.
- 12.3 The student will analyze notes taken from an encyclopedia.
- 12.4 The student will analyze a student model of transferring notes to an outline.
- 12.5 The student will draft a research report.
- 12.6 The student will recognize ways to combine sentences for variety.
- 12.7 The student will proofread a research report.
- 12.8 The student will identify the purpose of a bibliography.
- 12.9 The student will make a neat final draft and publish it.

Goal 13: To understand adjectives and adverbs in sentences

- 13.1 The student will define adjectives.
- 13.2 The student will identify adjectives and the nouns or pronouns that they describe.

- 13.3 The student will identify articles, demonstratives, and proper adjectives as adjectives.
- 13.4 The student will identify adverbs that describe verbs.
- 13.5 The student will distinguish between adjectives and adverbs.
- 13.6 The student will diagram adjectives and adverbs in sentences.
- 13.7 The student will use the correct form of adjectives and adverbs to compare.
- 13.8 The student will identify good as an adjective and well as an adverb.
- 13.9 The student will identify the conjunctions and, but, and or.
- 13.10 The student will identify words or groups of words that conjunctions join.

Goal 14: To create imaginative instructions

- 14.1 The student will recognize the difference between precise and imprecise wording in instructions.
- 14.2 The student will understand the role of imagination in creativity.
- 14.3 The student will recognize the effectiveness of time-order words and spatial words in instruction.
- 14.4 The student will choose an imaginative topic to explain.
- 14.5 The student will recall the structure of paragraphs that give instruction.
- 14.6 The student will draft imaginative instructions.
- 14.7 The student will participate in a writing conference.
- 14.8 The student will make a neat final draft of the instructions.

Goal 15: To apply parts of sentence structure

- 15.1 The student will identify prepositions in sentences.
- 15.2 The student will identify prepositions, objects of the preposition, and prepositional phrases in sentences.
- 15.3 The student will differentiate a word used as a preposition and the same word used as an adverb.
- 15.4 The student will identify subordinating conjunctions.
- 15.5 The student will differentiate dependent and independent clauses.
- 15.6 The student will distinguish between compound and complex sentences.
- 15.7 The student will use commas correctly in sentences.

Goal 16: To Introduce a Play

- 16.1 The student will recognize the dramatic impact of a play.
- 16.2 The student will recognize differences between a play and a short story.
- 16.3 The student will consider fables or folktales to dramatize.
- 16.4 The student will identify features of a play.
- 16.5 The student will analyze a student model of a play.
- 16.6 The student will choose a fable or folktale to dramatize.
- 16.7 The student will plan one or two settings for a play.
- 16.8 The student will analyze a map of the action in a student play.

- 16.9 The student will develop further the plans prepared in the planning stage.
- 16.10 The student will participate in a writing conference.
- 16.11 The student will revise a play.
- 16.12 The student will proofread and make a neat final draft of the play.

TEACHING METHODS: Lecture, demonstration, direct instruction, hands-on, modeling