

# Grammar, Usage, and Mechanics

## Scope and Sequence

Grade	2	3	4	5
<b>Sentence Structure</b>				
<b>subjects</b>				
subject	•	•	•	•
simple and complete subjects	•	•	•	•
understood <i>you</i>				
compound subject				•
<b>predicates</b>				
predicate	•	•	•	•
simple and complete predicates	•	•	•	•
compound predicate			•	•
predicate nouns and predicate adjectives			•	•
<b>sentences</b>				
simple sentences	•	•	•	•
compound sentences	•	•	•	•
complex sentences		•	•	•
compound-complex sentences				
complete sentences	•	•	•	•
declarative and interrogative sentences	•	•	•	•
imperative and exclamatory sentences	•	•	•	•
choosing sentence structures				
word order in sentences				
parallel structure				
combining sentences	•	•	•	•
producing, expanding, and rearranging sentences	•	•	•	•
<b>phrases and clauses</b>				
prepositional phrases	•	•	•	•
adjectival and adverbial prepositional phrases				
participial phrases				
infinitive phrases				
gerund phrases				
dependent and independent clauses				•
adjective and adverb clauses				
noun clauses				
restrictive and nonrestrictive clauses				
analyzing phrases and clauses				
<b>appositives</b>				
appositives				
restrictive vs. nonrestrictive				
<b>correcting sentences</b>				
sentence fragments	•	•	•	•
run-on sentences		•	•	•
comma splice			•	•
ramble-on sentences				
misplaced and dangling modifiers				
misplaced subordinate clauses				
<b>objects</b>				
direct object			•	•
indirect object				•
object of the preposition				•
object complement				

## Scope and Sequence (continued)

Grade	2	3	4	5
<b>Parts of Speech</b>				
<b>nouns</b>				
concrete vs. abstract nouns	•	•	•	•
common nouns, proper nouns	•	•	•	•
singular and plural nouns	•	•	•	•
irregular plural nouns	•	•	•	•
possessive nouns	•	•	•	•
collective nouns	•	•	•	•
<b>verbs</b>				
action verbs and linking verbs	•	•	•	•
simple tense (present, past, future)	•	•	•	•
irregular verbs	•	•	•	•
perfect tenses (present, past, future)				•
progressive forms (present, past, future)			•	•
main verbs and helping (auxiliary) verbs			•	•
modal auxiliaries			•	•
transitive and intransitive verbs				
active and passive voice				
shifts in verb tense				•
shifts in verb voice				
verb moods				
shifts in verb moods				
<b>verbals</b>				
gerunds				
participles				
infinitives				
<b>pronouns</b>				
personal pronouns	•	•	•	•
reflexive pronouns	•	•	•	•
intensive pronouns				
demonstrative pronouns		•		
interrogative pronouns				
subject pronouns/subjective case pronouns	•	•	•	•
object pronouns/objective case pronouns	•	•	•	•
possessive pronouns/possessive case pronouns	•	•	•	•
indefinite pronouns	•	•	•	•
relative pronouns			•	•
<b>adjectives</b>				
adjectives	•	•	•	•
order of adjectives			•	•
demonstrative adjectives	•	•	•	•
proper adjectives				•
comparative and superlative adjectives		•	•	•
coordinate adjectives				
absolute adjectives				
<b>adverbs</b>				
adverbs	•	•	•	•
comparative and superlative adverbs		•	•	•
relative adverbs			•	•

## Scope and Sequence (continued)

Grade	2	3	4	5
<b>Parts of Speech (continued)</b>				
<b>conjunctions</b>				
coordinating conjunctions	•	•	•	•
subordinating conjunctions		•	•	•
correlative conjunctions				•
<b>prepositions</b>	•	•	•	•
<b>interjections</b>				•
<b>Usage</b>				
<b>homophones</b>				
<i>your</i> and <i>you're</i>		•	•	•
<i>their</i> , <i>they're</i> , <i>there</i> ; <i>its</i> and <i>it's</i>	•	•	•	•
<i>whose</i> and <i>who's</i>				
<i>to</i> , <i>two</i> , <i>too</i>			•	•
<i>than</i> and <i>then</i>				
<b>problem words</b>				
<i>myself</i> and <i>yourself</i>	•			
<i>very</i> and <i>real</i>				•
<i>good</i> and <i>well</i>			•	
<i>who</i> and <i>whom</i>				
<i>doesn't</i> and <i>don't</i>			•	
<i>learn</i> and <i>teach</i>				•
<i>set</i> and <i>sit</i>				•
<i>like</i> , <i>you know</i> , <i>go</i> , and <i>all</i>				
<i>who</i> , <i>which</i> , and <i>that</i>				•
<i>leave</i> , <i>let</i> , <i>rise</i> , and <i>raise</i>				
<i>lie</i> and <i>lay</i>				
<i>less</i> and <i>fewer</i> ; <i>over</i> and <i>more than</i>				
<b>determiners</b>				
articles: <i>a</i> and <i>an</i>	•	•	•	•
demonstratives: <i>this</i> , <i>that</i> , <i>these</i> , <i>those</i>	•	•	•	•
<b>recognizing variations from standard English</b>				
<b>Grammar</b>				
<b>pronouns</b>				
subject and object pronouns	•	•	•	•
pronouns in pairs	•	•	•	•
<i>I</i> and <i>me</i>	•	•		•
pronoun-antecedent agreement		•	•	•
correcting vague pronouns				
shifts in number and person				
avoiding extra pronouns				
<b>verbs</b>				
subject-verb agreement	•	•	•	•
subject-verb agreement (special cases)				
using helping (auxiliary) verbs	•	•	•	•
using modal auxiliaries			•	•
agreement with compound subjects				
<b>negatives</b>				
avoiding double negatives		•	•	•

## Scope and Sequence (continued)

Grade	2	3	4	5
<b>Mechanics</b>				
<b>punctuation</b>				
end marks (question mark, period, exclamation point)	•	•	•	•
with items in a series	•	•	•	•
<b>titles</b>				
books	•	•	•	•
movies, songs, stories, poems, CDs, DVDs			•	•
newspapers and magazines				
<b>capitalization</b>				
people's names	•	•	•	•
titles of respect	•	•	•	•
geographic names	•	•	•	•
holidays	•	•	•	•
product names	•	•	•	•
dates: month, day	•	•	•	•
sentences	•	•	•	•
titles of works	•	•	•	•
proper nouns	•	•	•	•
abbreviations of proper nouns	•	•	•	•
proper adjectives				•
direct quotes	•	•	•	•
<b>abbreviations</b>				
titles of respect, initials	•	•	•	•
streets, cities, states, countries	•	•	•	•
month, day				
kinds of business				•
acronyms				
<b>commas</b>				
in a series	•	•	•	•
in addresses		•	•	•
after introductory words (ie., yes and no) and introductory elements		•	•	•
with tag questions				•
to indicate direct address			•	•
in compound sentences	•	•	•	•
in dialogue		•	•	•
in direct quotations	•	•	•	•
to mark direct speech			•	•
to mark quotations from a text			•	•
in greetings and closings (letters and e-mails)	•	•	•	•
with nonrestrictive elements				
with coordinate adjectives				
<b>semicolons</b>				
in compound sentences			•	•
<b>colons</b>				
to separate independent clauses				
before lists				
in dialogue				
after an introductory phrase				
in business letters				
in expressions of time				

## Scope and Sequence (continued)

Grade	2	3	4	5
<b>Mechanics (continued)</b>				
<b>quotation marks</b>				
direct quotations	•	•	•	•
indirect quotations		•	•	•
in dialogue		•	•	•
to mark direct speech			•	•
quotations from a text			•	•
<b>apostrophes</b>				
in possessive nouns	•	•	•	•
in contractions	•	•	•	•
<b>hyphens</b>				
to separate syllables in a word break				
to link some compound words				
to link word pairs or groups of words that precede nouns				
to link the parts of numbers				
<b>dashes</b>				
to set off parenthetical elements				
to indicate a pause or break				
<b>parentheses</b>				
to set off parenthetical elements (i.e., explanations or examples)				
<b>ellipses</b>				
to indicate a pause or break				
to indicate an omission				
<b>letters and e-mails</b>	•	•	•	•
<b>writing paragraphs</b>				
<b>Spelling</b>				
consonant blends	•			
diphthongs <i>oi, oy</i>	•			
diphthongs <i>ow, ou</i>	•			
soft <i>g</i>	•			
ending rules	•	•		
adding suffixes to base words		•	•	•
word families		•		
position-based spelling (vowel-consonant-e)		•		
syllable patterns		•		
meaningful word parts		•	•	•
<i>r</i> -controlled vowels			•	
final <i>-le, -en</i>			•	
final schwa with <i>l</i>				•
final schwa + <i>n</i>				•
final schwa + <i>r</i>				•
schwa in final syllables				
consonant doubling		•		
silent consonants				
Greek roots				•
Latin roots				•
prefixes <i>uni-, mono-, duo-, bi-</i>				
homophones				•
commonly confused words				
frequently misspelled words				
consulting references to check and correct spellings	•	•	•	•