

Grammar Learning Objectives

GOAL ONE: Students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form.

Foundations	Level One	Level Two	Level Three
Students will build an elementary understanding of form, meaning and use in varied discourse settings.	Students will expand their basic understanding of form, meaning, and use in longer discourse settings including academic discourse.	Students will begin to integrate form, meaning and use in academic discourse settings.	Students will integrate form, meaning and use in academic discourse settings.

GOAL TWO: Students will be able to use targeted grammatical structures meaningfully and appropriately in oral and written production.

Foundations	Level One	Level Two	Level Three
Students will use basic grammatical structures in short conversations and discussions.	Students will demonstrate an understanding of more complex grammatical structures in conversations and discussions. In addition, students will begin to initiate and sustain conversations and discussions.	Students will begin to demonstrate more consistent and appropriate language use in extended conversations and discussions.	Students will demonstrate consistent and appropriate language use in extended conversations and discussions.
Students will practice the grammar skills involved in writing sentences and short paragraphs.	Students will practice the grammar needed to write various types of writing including journals, and personal /academic paragraphs.	Students will begin to transfer their knowledge of structure into effective, concise and grammatically correct longer types of writing such as formal academic essays and personal journals.	Students will transfer their knowledge of the structure of English into effective, concise and grammatically correct longer types of writing such as multi-paragraph academic essays and personal journals.

GOAL THREE: Students will be able to self-correct when using targeted grammatical structures.

Foundations	Level One	Level Two	Level Three
Students will begin to self-edit their oral and written production.	Students will self-edit their oral and written production with growing confidence.	Students will self-edit their oral and written production.	Students will self-edit their oral and written production.

Course Content: *Learning grammar structures and understanding their meaning and function is a process that occurs over an extended period of time. While there are instances when students may use grammar structures competently in a short period of time, often, it will take more than one semester for students to learn to use grammar structures appropriately. The course content for each level reflects this idea of spiraling the learning of grammar structures.*

Foundations	Level One	Level Two	Level Three
Pronouns: Subject & Object Possessive Demonstrative Nouns: Singular/Plural Introduction to Count/Noncount Possessive nouns Direct Objects There is / are To Be-Main Verb Present, Past, Future Imperatives Simple Present Habit & Fact Introduction to non- progressive verbs Adverbs of Frequency single word Present Progressive Continuous action <i>now</i> Simple Past Regular & Irregular Future Be going to & will Yes/No & WH Questions Who, what, when, where, why, how much/many, how often Introduction to Present Modals Modals & Modal Expressions Want, need, like + Infinitive Prepositions Time & Place Connectives And, but, so, or Determiners	Pronouns Possessive, demonstrative, reflexive Nouns Count/Noncount Quantity Expressions There is / are To Be-Main Verb Simple Present Single word & time phrases Present Progressive Long term action Stative Verbs Simple Past used to Past Progressive while/when Future Yes/ No & Questions whom, whose Verb Tense Integration Integration of simple tenses Modals & Modal Expressions Present Modals & Modal Expressions Prepositions Time & Place Connectives and, but, so, or Determiners other/another; one, some, any; so, very, too, enough Adjectives Noun Modifiers Comparatives, Equatives and Superlatives	Nouns <i>Of</i> possessives Present Progressive Future with time phrase Perfect & Perfect Progressive Present Perfect Present Perfect Progressive Past Perfect Yes/No & Wh- Questions Verb Tense Integration Integration of all tenses in connected prose Modals & Modal Expressions Review Present Modals & Expressions Introduction to modals in past time Gerunds & Infinitives Verb list Used as Subject, Objects of Verbs & Prepositions Negative Forms; Influence & Causative Verbs Direct/Indirect Objects Phrasal Verbs Separable & Nonseparable Passive Present & Past Stative Passive Participial Adjectives Intransitive and Transitive Verbs Prepositions Preposition Combinations with Adjectives & Verbs Connectives because of, so that, however, yet, for, nor, due to, therefore, nevertheless, despite, on the	Future Progressive Future Progressive Perfect & Perfect Progressive Past Perfect Progressive Future Perfect Future Perfect Progressive Yes/No & Wh- Questions Verb Tense Integration Mixed Verb Tenses in Connected Prose Modals & Modal Expressions Modals in past time Gerunds & Infinitives Expanded Verb List Passive & past forms Possessives to modify gerund Passive <i>All Tenses</i> Passive modals Prepositions Connectives yet, for, nor, due to, therefore, nevertheless, despite, on the other hand, otherwise Determiners Adverbial Clauses: Time, Cause/Effect, Contrast, Condition Time, cause/effect, contrast, condition <i>now that, since, while, whereas, only if, even if, whether or not</i> Reducing adverb clauses to phrases Adjective Clauses <i>who, whom, that, which, whose, where, when</i> Restrictive and non-restrictive Reducing adjective clauses to

<p>Articles, numbers & quantifiers <i>many, much, some, a lot of, any</i></p> <p>Adjectives Descriptive, Demonstrative, Possessive</p> <p>Adverbs Adverbs of frequency</p> <p>Adverbial Clauses: Time, Cause/Effect, Contrast, Condition Because, when, before, after</p>	<p>more/less, as... as, as many/much, the same, like/alike, different</p> <p>Adverbs Frequency and manner</p> <p>Adverbial Clauses (Time, Cause/Effect, Contrast, Condition) Because, when, before, after, if, although</p>	<p>other hand, otherwise</p> <p>Comparatives, Equatives and Superlatives</p> <p>Adverbs Adverbials of Means: <i>by + gerund; with + noun phrase.</i> Adverbials of Purpose: <i>because of, in order to, for</i></p> <p>Adverbial Clauses: Time, Cause/Effect, Contrast, Condition. Time Clauses because, although, even though, if/unless</p> <p>Adjective Clauses Introduction to Adjective Clauses <i>who, whom, that, which, whose</i></p> <p>Noun Clauses Introduction to Noun Clauses and Reported Speech</p> <p>Conditional Sentences Introduction to Conditional Sentences</p>	<p>phrases</p> <p>Noun Clauses Noun Clauses Direct & Reported Speech Subjunctive</p> <p>Conditional Sentences</p>
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ASSESSMENT

GOAL ONE: Students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form.

Foundations	Level One	Level Two	Level Three
<ul style="list-style-type: none"> Students will demonstrate an understanding of a grammar structure on quizzes, tests, journal writing and other writing assignments. 	<ul style="list-style-type: none"> Students will demonstrate an understanding of a grammar structure on quizzes, tests, journal writing and other writing assignments. 	<ul style="list-style-type: none"> Students will demonstrate an understanding of a grammar structure on quizzes, tests, journal writing and other writing assignments. 	<ul style="list-style-type: none"> Students will demonstrate an understanding of a grammar structure on quizzes, tests, journal writing and other writing assignments.

GOAL TWO: Students will be able to use targeted grammatical structures meaningfully and appropriately in oral and written production.

Foundations	Level One	Level Two	Level Three
<ul style="list-style-type: none"> Students will demonstrate an understanding of a grammar structure by talking about it in pair and group work, and class discussions. Students will write sentences and paragraphs which use targeted grammar structures. Students will write a variety of sentence types. 	<ul style="list-style-type: none"> Students will demonstrate an understanding of a grammar structure by talking about it in pair and group work, and class discussions. Students will write paragraphs which use targeted grammar structures. Students will write a variety of sentence types. 	<ul style="list-style-type: none"> Students will demonstrate an understanding of a grammar structure by talking about it in pair and group work, and class discussions. Students will write paragraphs and essays which use targeted grammar structures and various rhetorical modes. Students will write a variety of sentence types. 	<ul style="list-style-type: none"> Students will demonstrate an understanding of a grammar structure by talking about it in pair and group work, and class discussions. Students will write paragraphs and essays which use targeted grammar structures and various rhetorical modes. Students will write a variety of sentence types.

GOAL THREE: Students will be able to self-correct when using targeted grammatical structures.

Foundations	Level One	Level Two	Level Three
<ul style="list-style-type: none"> Students will edit their own and their classmates' sentences, and paragraphs. 	<ul style="list-style-type: none"> Students will edit their own and their classmates' sentences, and paragraphs. 	<ul style="list-style-type: none"> Students will edit their own and their classmates' sentences, paragraphs, and essays. 	<ul style="list-style-type: none"> Students will edit their own and their classmates' sentences, paragraphs, and essays.