Language Module

Level C (4-5), ABE III Low Intermediate Education, Level M

Unit 1: Standard English Conventions

Lesson 1: Grammar & Usage

Applicable Standard(s):

4.L.1 & 5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

4.L.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their)

Learning Target(s):

- ✓ Students will be able to write complete sentences.
- ✓ Students will be able to correct fragments and run-ons.
- ✓ Students will be able to identify correctly placed adjectives in sentences.
- ✓ Students will be able to recognize and use relative pronouns and adverbs.
- ✓ Students will be able to distinguish between frequently confused words.

Lesson Subunit(s)

- Write Complete Sentences
- Use Relative Pronouns and Adverbs
- Use Frequently Confused Words

Lesson 2: Use Correct Sentence Structure

Applicable Standard(s):

4.L.1 & 5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

4.L.1.e Form and use prepositional phrases.Form Verb Tenses

4.L.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

4.L.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

5.L.1c Use verb tense to convey various times, sequences, states, and conditions.

5.L.1.d Recognize and correct inappropriate shifts in verb tense

Lesson Target(s):

- ✓ Students will be able to identify the correct use of conjunctions, prepositions, and interjections.
- ✓ Students will be able to identify and explain the purpose of correlative conjunctions.
- ✓ Students will be able to identify, explain, and use prepositional phrases.5.L.1e Use correlative conjunctions (e.g., either/or, neither/nor).

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- ✓ Students will be able to identify and explain the purpose of modal auxiliaries.
- ✓ Students will be able to identify and correctly use past participles.
- ✓ Students will be able to identify and correctly use past, present, future, progressive, and perfect verb tenses.

Lesson Subunit(s):

- Use Conjunctions, Prepositions, and Interjections
- Form Verb Tenses

Lesson 3: Follow Capitalization and Spelling Rules

Applicable Standard(s):

4.L.2 & 5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4.L.2.a Use correct capitalization.

5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works

4.L.2d & 5.L.2e Spell grade-appropriate words correctly consulting references as needed

Learning Target(s):

- ✓ Students will be able to demonstrate and identify correct use of capitalization.
- ✓ Students will be able to demonstrate and identify the correct use of formatting in titles of works.
- ✓ Students will be able to use knowledge of word structure and origins, spelling patterns, and generalizations to correctly spell words

Lesson Subunit(s):

- Capitalize Correctly
- Write Titles of Works
- Spell Correctly

Lesson 4: Use Correct Punctuation

Applicable Standards:

4.L.2 & 5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4.L.2c Use a comma before a coordinating conjunction in a compound sentence.

5.L.2.a Use punctuation to separate items in a series.

5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.

5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).Punctuate Quotations

5.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

Learning Target(s):

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- ✓ Students will be able to demonstrate and identify the correct use of commas before a coordinating conjunction in a compound sentence
- ✓ Students will be able to demonstrate and identify the correct use of punctuation to separate items in a series.
- ✓ Students will be able to demonstrate and identify the correct use of commas in introductory elements
- ✓ Students will be able to demonstrate and identify the correct use of commas to set off words and phrases
- ✓ Students will be able to demonstrate and identify the correct use of punctuation in dialogue.

Lesson Subunit(s):

- Use Commas
- Punctuate Quotations

Lesson 5: Use a Variety of Sentence Styles

Applicable Standards:

5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

Learning Target(s):

- ✓ Students will be able to modify the length of a sentence for meaning, audience, and style.
- ✓ Students will be able to compare dialects and registers used in literary texts.

Lesson Subtopic(s):

- Modify Sentences
- Identify Dialects in Fiction

Unit 2: Vocabulary

Lesson 1: Determine Definitions

Applicable Standards:

4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.

4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4.L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

4.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Learning Target(s):

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- ✓ Students will be able to use affixes and roots as well as context clues to determine the meaning of words.

Lesson 2: Use Topic Words

Applicable Standard(s):

4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Learning Target(s):

- ✓ Students will be able to use grade-appropriate words and phrases related to a specific topic.

Lesson 3: Use Relationship Words

Applicable Standard(s):

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Learning Target(s):

- ✓ Students will be able to use grade-appropriate words and phrases related to logical relationships

Unit 3: Write Different Text Types

Lesson 1: Write Opinion Pieces

Applicable Standard(s):

5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5.W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

5.W.1b Provide logically ordered reasons that are supported by facts and details.

5.W.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

5.W.1d Provide a concluding statement or section related to the opinion presented.

Learning Target(s):

- ✓ Students will be able to identify introductions that establish focus with a topic sentence, state a point of view or opinion, and address an audience and writing purpose.
- ✓ Students will be able to differentiate facts from opinion and identify logical reasons.
- ✓ Students will be able to identify and correctly use academic vocabulary to express relationships and ideas.
- ✓ Students will be able to identify conclusions that paraphrase a writer's opinion or point of view and are supported by reasons.

Lesson 2: Write Information Pieces

Applicable Standard(s):

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4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

4.W.2.e Provide a concluding statement or section related to the information or explanation presented.

Learning Target(s):

- ✓ Students will be able to identify an introduction that orients the reader and includes a topic sentence.
- ✓ Students will be able to identify and use precise and domain-specific language.
- ✓ Students will be able to identify concrete details and a text body that effectively conveys facts with concrete details.
- ✓ Students will be able to identify and use academic and domain specific vocabulary.
- ✓ Students will be able to identify a conclusion that draws inferences or makes generalizations.

Lesson Subunit(s):

- Introduce Informative/Explanatory Texts
- Write Informative/Explanatory Texts