



# Suggested Calendar

The following suggested calendar assumes a traditional 36-week school year. This calendar spaces out the grammar instruction throughout the year.

## Semester 1: Focus on reviewing grammar concepts and working with phrases.

- **Week 1**
  - First-day-of-school activity
  - Give grammar diagnostic test
- **Week 2**
  - Do grammar review lesson (covers parts of speech and clauses)
- **Week 3**
  - Teach relative clauses lesson
  - Assign relative clauses quick write for HW or as a bell ringer
- **Week 4**
  - No grammar this week, but you can have students to bell ringers from the set of 50 bell ringers
- **Week 5**
  - Teach prepositional phrases
  - Assign prepositional phrases quick write for HW or as a bell ringer
- **Week 6**
  - Teach appositive phrases
  - Assign appositives or appositive phrases quick write for HW or as a bell ringer
- **Week 7**
  - Teach gerund phrases
  - Assign gerund or gerund phrases quick write for HW or as a bell ringer
- **Week 8**
  - Teach participial phrases
  - Assign participle or participial phrases quick write for HW or as a bell ringer



# Suggested Calendar

- **Week 8**
  - Teach infinitive phrases
  - Assign infinitives or infinitive phrases quick write for HW or as a bell ringer
- **Week 10**
  - Do phrases matching game one day this week
  - Have students do bell ringers from set of 50 bell ringers
- **Week 11**
  - Do phrases review game
  - Give phrases quiz
- **Week 12**
  - No grammar these weeks
- **Week 13**
  - Do hands-on game with moveable sentence parts one day this week
- **Week 14**
  - Assign style-minded revision lesson
- **Week 15**
  - No grammar this week: remind students to be using grammar purposefully in the essays they are writing
- **Week 16**
  - Do fill-in-the-blank activity/game for fun one day this week
- **Week 17-18**
  - No grammar these weeks (allow students to prepare for midterms, etc.)



# Suggested Calendar

## Second semester: focus on punctuation and using parallel structure in writing

- **Week 19**
  - Back to school after holidays: no grammar lessons this week
  - Review using 50 Bell Ringers at the beginning of class
- **Week 20**
  - Teach colons lesson
- **Week 21**
  - Assign colons quick write one day this week
- **Week 22**
  - Teach semicolons lesson
  - Assign semicolons quick write one day this week
- **Week 23**
  - Give semicolons and colons quiz one day this week
- **Week 24**
  - Teach long dash lesson
- **Week 25**
  - Teach quotation marks lesson
- **Week 26**
  - No grammar this week
- **Week 27**
  - Teach parallel structure: parts of speech
- **Week 28**
  - Assign parallel structure parts of speech quick write one day this week



# Suggested Calendar

- **Week 29**
  - Teach parallel structure clauses lesson
  - Assign parallel structure clauses quick write
- **Week 30**
  - Teach parallel structure phrases lesson (mini lesson)
  - Assign parallel structure phrases quick write
- **Week 31**
  - Give parallel structure quiz
  - Use 50 bell ringers as review and practice
- **Week 31**
  - Optional: Do Bonus Comma Lesson
- **Week 32-33**
  - Assign End-Of-The-Year Writing Reflection
- **Week 34-36**
  - No new grammar lessons



# The Curriculum Is Designed For:

In order for your secondary students to be successful with this curriculum, they should already have an understanding of the following concepts:

- Parts of speech (nouns, verbs, adjectives, and adverbs)
- Clauses (independent and subordinate/dependent)
- Fragments and complete sentences

If students also know the following, it's helpful, but they can still be successful without a firm grasp of these concepts:

- Comma rules
- Capitalization rules

If your students are not strong in these areas, please reach out to me, and I will refer you to my year 1 grammar program. **I will happily refund you the cost you paid for this curriculum if this is too advanced for your students.**

\*Please do not leave a low review if this curriculum is too advanced. I'd definitely prefer to simply refund your money!



# Common Core Standards

## The Curriculum As A Whole Covers The Following Common Core Standards:

### **Language Standards**

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

CCSS.ELA-LITERACY.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Writing Standards**

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.



# Common Core Standards

The Curriculum As A Whole Covers The Following Common Core Standards:

## **Writing Standards Continued**

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)