DISCRETE SKILLS INVENTORY

Introduction to the DSI

In order to achieve academically, English language learners need to communicate at a high level of proficiency. An essential element of success in learning the English language is acquiring the ability to skillfully employ words according to the grammatical rules that govern their use. For this reason, all ELLs need to be taught the structure and conventions of the English language. Their mastery of English grammar, structure, and usage will greatly influence their ability to read, to comprehend, and to write.

The *Discrete Skills Inventory* (DSI) is a companion teaching tool to the *Arizona K-12 English Language Proficiency (ELP) Standards*. Together, these documents guide both the planning and the implementation of English language development (ELD) instruction for English language learners. The DSI is a sequential series of English language skills that provide a guide to teaching the grammatical foundations necessary for students to achieve the requirements set forth in the *ELP Standards* for each respective grade span. In turn, the *ELP Standards* represent a sequential set of knowledge and skills that are the basis for meeting grade-specific language arts academic standards. The DSI provides the critical grammatical foundation for achieving proficiency in listening, speaking, and writing.

Purpose of the DSI

The DSI provides a logical and linear ordering of English language concepts and skills to assist teachers in the design, development, and implementation of ELD instruction for English learners who have been placed in Structured English Immersion (SEI) classrooms. The concepts and skills identified in the DSI are the building blocks for English learners in their journey toward English mastery. They provide a comprehensive grammatical foundation necessary for meeting the *ELP Standards* at each stage of a student's development.

The skills presented in the DSI make lesson planning easier for teachers. Using the DSI, teachers can fashion lesson plans and implement classroom activities that provide their students with an understanding of the parts of speech, how they combine to form phrases and sentences, and the overarching structure of the English language. For example, if students are expected to describe items in the classroom, they need first to be taught certain parts of speech such as nouns, adjectives, verbs, as well as how to conjugate verbs, and then learn how to assemble different types of words in proper grammatical order.

Format of the DSI
The DSI is divided into three areas: Parts of Speech, Grammar Skills, and Standards Link. The first two divisions offer specific ideas for the progression of concepts and skills to be taught to students in the ELL classroom, while the final section makes explicit the links between the skills being taught and the applicable ELP standards.

In the Parts of Speech section of the DSI, the different units of the English language are identified and a concrete sequence of level-specific concepts and skills is provided. This section of the DSI targets specific standards in the ELP as well as incorporates additional content that aids in the understanding of the concepts under study. Grammatical structures are introduced at increasing levels of difficulty and specific examples are given for teachers to use in building a strong English language foundation centered on the parts of speech. Sub-areas of focus are identified, such as tenses for verbs or the different varieties of pronouns, and logical progressions for these particular subdivisions of particular parts of speech are introduced as well.

While the progressions for different sub-areas are independent of each other and some progressions will be taught before others, the combined cumulative effect is a systematic and sequenced instructional toolkit for teachers to use in their English language instruction. For example, look at the logical progression for nouns from the Parts of Speech section of the ELL II DSI:

Parts of Speech	Review	ELL II Skill Progression		
Nouns	Singular common nouns Plural common nouns Proper nouns Plural proper nouns Articles	Common nouns with determiners (a bird, an animal, the zoo)	Proper nouns of locations & objects (Flagstaff, Arizona)	Singular possessive nouns (friend's, teacher's)
		Plural nouns (friends, teachers)	Irregular plural nouns (see level-appropriate list)	Plural possessive nouns (friends', teachers')

The DSI indicates what items were covered in the ELL I (Kindergarten) DSI for nouns (under the review column), as well as two linear progressions for teaching nouns at the ELL II level. Each progression is independent of the other so that instructors could be introducing proper nouns in the classroom (the midpoint of the first progression) at the same time they are teaching plural nouns (the beginning of the second progression). On the other hand, instructors might choose to move through the first progression of nouns entirely before introducing the second progression. Instructors are also free to teach one sub area in conjunction from a different category. For instance, they may choose to teach the noun sequences at the same time they begin the adjective or preposition progressions. Teachers have the flexibility to determine whether to teach various progressions together or sequentially—both within a sub-area and across sub-areas. The DSI provides teachers with a logically integrated and comprehensive overview for introducing students to how the different parts of speech function.

The knowledge encapsulated in the Parts of Speech section is further developed and integrated in the subsequent area of Grammar Skills. Like the Parts of Speech, the skills identified in the Grammar Skills section of the DSI target specific standards in the ELP as well as incorporate additional ideas that closely relate to the ideas under investigation. A sequential and level-sensitive examination of how parts of speech combine to form different phrase and sentence structures is presented. In addition, other topics are introduced, such as subject-verb agreement arising from irregular nouns and verbs. Logical progressions of the skills needed for developing grammatical competency in these areas are offered. What follows is the logical progression from the Grammar Skills portion of the ELL III DSI:

Grammar Skills	Review	Skill Progression		
Phrase and Clause Construction	Double noun phrase Joined adjectives phrase "When" adverbial phrases Demonstrative pronoun + noun Infinitive verb phrase Modal auxiliary verb phrase	Participial Phrase (participle + modifiers: "Studying all night, the students…")	Absolute phrase/ nominative absolute (noun/pronoun + participle: "The runners, their faces smiling…")	
		Special adverbs + adjectives (too hot, very cold, old enough, too old)	Linking verbs + noun/adjective complement ("She is a teacher." "We feel sad. . .")	Verb phrases (auxiliary + main verbs: should cut, must run)
		Independent clause (subject + verb: "Jill ran the marathon in five hours.")	Noun clause ("What Jack ate for dinner…", "…that Jill is smart")	Noun clause markers (that, whether, how, whichever)

Like the Parts of Speech section, the DSI for Grammar Skills indicates what items were covered previously under the review column, as well as presents three logical progressions for teaching phrase and clause construction at the ELL III level. Also like the Parts of Speech, each progression is independent of the other and can be taught independently or in conjunction with others.

The Discrete Skills Inventory concludes with a brief summation of how the teacher's toolkit presented in the DSI corresponds to the overarching ELP standards. While all of the relevant performance indicators from the *ELL Proficiency Standards* in the areas of Writing, Listening, and Speaking are covered within the skills taught by the DSI, the DSI itself goes beyond merely teaching the bare minimum of the standards. Because the DSI systematically develops the grammatical conventions of English, it provides teachers with

an enriched and comprehensive map of the skills that all ELL students need to acquire in order to reach English language proficiency. In doing so, it offers a range of concepts and skills that inform and uniquely approach the essential task of teaching the ELP standards.

Appended to the DSI are two companion charts that graphically organize the introduction of irregular nouns and verbs at different developmental stages. These charts are linked to the DSI and provide a useful list to teachers of challenging nouns and verbs that ELL students struggle to master.

Note:
A *Phonology Link* has been added to update the DSI. This link follows the *Parts of Speech* and *Grammar Skills* sections but precedes the *Standards Link* section of the document.

Kindergarten DSI (ELL I)

Parts of Speech	Skill Progression		
Nouns	Singular common nouns related to self, classroom, and home	Singular common nouns related to animals, foods, and occupations	Plural common nouns (teachers, ducks)
	Articles (a, an, the)	Proper nouns of persons (Jill, Jack, Mrs. Smith)	Plural proper nouns of persons (The Smiths)
Verbs	Simple present tense (play, jump)	Simple past tense (played, jumped)	Simple future tense "will" (will play, will jump)
	Imperatives ("Sit." "Jump!")	Present tense of "to be" (am, is, are)	Present progressive tense (is playing)
Pronouns	Personal singular subjective (I, you)	Personal singular subjective (he, she, it)	Personal plural subjective (we, you, they)
Adjectives	Color/shape (red, blue, round, square)	Size/quantity (large, small, big, little)	Possessive adjectives (my, your, his, her, its, our, their)
Adverbs	"When" adverbs (first, then, next)	"When" adverbs (after, before, finally)	"Frequency" adverbs (always, never, sometimes)
Prepositions	Location (on, in, near, behind)	Direction (up, down, over)	Time (on, at, in, by)
Interjections	Words expressing emotions and having no grammatical relation to other words in the sentence (Ouch!)		

Conjunctions	Coordinating (and, or)		

Grammar Skill	**Skill Progression**		
Phrase Construction	Noun phrase (adjective + noun: "red bird")	Joined noun phrase (noun + coordinating conjunction + noun: "bird and tree")	Prepositional phrase (preposition + noun: "on the table")
	Verb phrase (verb + adverb/adverb + verb: "walks first", "always talks")	Joined verb phrase (verb + coordinating conjunction + verb: "walks and talks")	
Sentence Construction	Oral "fill-in-the-blank" ("I am ___")	Noun + "to be" + noun ("A duck is a bird.")	Plural noun + "to be" + plural noun ("Ducks are birds.")
	Pronoun + "to be" + noun ("He is a student.")	Noun + "to be" + adjective ("The ball is round.")	Noun + "to be" + preposition + noun ("The apple is on the table.")
Questions	Single word question inflections ("Red?" "Bird?")	Yes/No questions with "to be" ("Is she in your class?")	
Phonology Link	• Alphabet • Cardinal Numbers • Commands • Name • Teacher's Name • Opposites	• Consonant Sounds • Questions: school, grade, age, address	• Ordinal Numbers • Vowel Sounds
Standards Link	By developing this repertoire of grammar skills:		
Conventions of Standard English	Students will regularly produce short phrases and simple sentences in a grammatically correct fashion.		

Writing & Oral Expression	Students can share simple rhymes and stories, respond appropriately to social situations, and ask for help or assistance when necessary. **Note: The Kindergarten DSI is used in conjunction with ELL I of the English Language Proficiency Standards for Listening and Speaking and Writing.**

Grades 1-2 DSI (ELL II)

Parts of Speech	Review	Skill Progression		
Nouns	Singular common nouns Plural common nouns Proper nouns Plural proper nouns Articles	Common nouns with determiners (a bird, an animal, the zoo)	Proper nouns of locations & objects (Flagstaff, Arizona)	Singular possessive nouns (friend's, teacher's)
		Plural nouns (friends, teachers)	Irregular plural nouns (see attached chart for level-appropriate list)	Plural possessive nouns (friends', teachers')
Verbs	Simple present tense Simple past tense Simple future tense Present tense of "to be" Present progressive tense Imperatives	Present tense of "to have" (have, has)	Present tense of "to do" (does, do) and "to go" (goes, go)	Present simple negative ("do not run")
		Present participle (walk/walking, run/running)	Present progressive tense ("to be" + present participle: "is swimming")	Present progressive negative ("am not talking")
		Past tense of "to be" (was, were)	Past negative of "to be" ("I was not")	Past simple negative ("did not walk")
		Irregular past tense (see attached chart for level-appropriate list)	Past progressive tense (past tense of "to be" + present participle: "was running")	Past progressive negative ("was not running")
		Infinitives ("to" + simple present: "to buy")	Future tense "am going to" ("am going to play")	Future negative ("will not play"/"am not going to play")
		Linking verbs of sensation (smell, sound, taste, feel: "soup tastes good")	Linking verbs of being (act, seem, appear, become: "boy seems tall")	Modal auxiliaries (may, might, must, can, could, shall, should, wlll, would, ought to)
Pronouns	Personal subjective pronouns	Personal possessive singular	Personal possessive plural (our/ours, your/yours, their, theirs)	Demonstrative (this, that, these, those)

		(my/mine, your/yours, his, her/hers, its)		
		Personal objective singular (me, you, him, her, it)	Personal objective plural (us, you, them)	Interrogative (who, what, where, when, why, how)
Adjectives	Color/Shape/Size/ Quantity Possessive	Descriptive/quantifier adjectives (beautiful, three)	Sensory/personality adjectives (sad, proud)	Demonstrative adjectives (this, that, these, those)
Adverbs	"When" adverbs "Frequency" adverbs	Adjectival Adverbs (adjective + "ly": beautiful/beautifully)	"Manner" adverbs (sadly, proudly)	"Where" adverbs (here, there)
Prepositions	Location/Direction Time	Time (during, past, since)	Action and movement (to, from, off, out of)	Prepositions of opposition (before/after, off/on, with/without)
Conjunctions	Coordinating	Coordinating (but, yet)		
Interjections	Ouch!	Run! Stop! Hey!		
Grammar Skills	**Review**	**Skill Progression**		
Phrase & Clause Construction	Noun phrase Joined noun phrase Verb phrase Joined verb phrase Prepositional phrase	Double noun phrase (nouns as adjectives: shoe store, kitchen table)	Joined adjectives phrase (adjective + coordinating conjunction + adjective: "red or blue")	"When" adverbial phrases ("the next day," "after opening the door")
		Demonstrative pronoun + noun ("that shoe")	Infinitive verb phrase ("to buy a bicycle")	Modal auxiliary verb phrase (Modal auxiliary + verb: "may go," "can go" "must go")

Sentence Construction	Oral "fill-in-the-blank" Noun + "to be" + noun Plural noun + "to be" + plural noun Pronoun + "to be" + noun Noun + "to be" + adjective Noun + "to be" + preposition + noun	"There" + "to be" + subject + preposition + object ("There is a ball in the room.")	Subject + present progressive + object pronoun ("I am watching you.")	Subject + past progressive + preposition + object pronoun ("I was listening to you.")
		Not + "to be" ("I am not hungry.")	"Frequency" adverbs with "to be" ("Jack is always in bed.")	"Frequency" adverbs with simple present verbs ("Jack always talks.")
		Subject + linking verb + adjective ("The food smells delicious.")	Imperative sentences ("Sit down. Open your notebook.")	Indicative (factual) sentences ("Jill reads books.")
Agreement		Single subject & verb agreement ("Jill sleeps"; "The horses walk")	Compound subjects & verb agreement ("Jack and Jill talk" versus "Jack or Jill talks")	Pronoun-antecedent agreement ("The teachers finished their classes.")
Questions	Single word question inflections Yes/No questions with "to be"	Yes/No questions with "to be" ("Is she a student?")	Yes/No questions using present progressive: "to be" + subject + "-ing" verb ("Is Jill reading?")	Yes/No questions using past tense of "to be" ("Was Jack in class?")
		Simple present Yes/No questions ("Do you like snow?")	Simple past Yes/No questions ("Did you walk?")	Simple future Yes/No questions ("Will you jump?")
		Interrogative questions with "to be" ("Where is the book?")	Simple present with interrogative ("Where do they live?")	Modal auxiliaries in questions ("Can Jack come out to play?" "May I be excused?")
Phonology Link		• Alphabet • Cardinal Numbers (30-100) • Vowel Sounds • Complex Commands	• Tricky Sounds (j, y, w, d, r) • Repeat After Me Phrases and Sentences • Questions: school, grade, age, address	• Minimal Pairs Focusing on Certain Sounds • Alphabet Work • Numbers Work • Simple Tongue Twisters

		• Minimal Pairs		
Standards Link	By developing this repertoire of grammar skills:			
Conventions of Standard English	Students will be able to produce complete sentences using a variety of subject and predicate structures while correctly using pronouns, different verb tenses, and subject-verb agreement.			
Writing & Oral Expression	Students can communicate in social conversation, classroom discussion, and written communication to indicate their thoughts on a variety of topics while asking for or conveying new information through comparisons, descriptive sentences, and focused questions. **Note: The Grades 1-2 DSI is used in conjunction with ELL II of the English Language Proficiency Standards for Listening and Speaking and Writing.**			

Grades 3-5 DSI (ELL III)

Parts of Speech	Review	Skill Progression		
Nouns	Common nouns with determiners Proper nouns Plural nouns Irregular plural nouns Singular possessive nouns Plural possessive nouns	Count nouns (book/books)	Non-count/mass nouns (water/money)	Collective nouns (class, family, team, batch, stack)
		Irregular plural nouns (see attached chart for level-appropriate list)	Irregular plural possessive nouns (see attached chart for level-appropriate list)	Article usage with singular/plural count nouns/non-count nouns (a cat/dogs/fruit)
Verbs	Present tense of "to have," "to do," and "to go" Present simple negative Present participle Present progressive tense Present progressive negative Past tense of "to be" Past simple negative Irregular past tense Past progressive tense Past progressive negative Infinitive verbs Future tense "am going to" Future negative Linking verbs of sensation and being Modal auxiliaries	Irregular past tense (see attached chart for level-appropriate list)	Regular past participles (work/worked, jump/jumped)	Irregular past participles (see attached chart for level-appropriate list)
		Present perfect (has/have + past participle: "has broken," "have stopped")	Negative present perfect (has/have + not + past participle: "have not jumped")	Irregular present perfect (has/have + irregular past participle: "has known," "has spoken")
		Future progressive (future tense of "to be" + present participle: "will be running")	Present perfect progressive (has/have + "been" + present participle: "has been swimming," "have been sleeping")	Negative present perfect progressive (has/have + not + "been" + present participle: "have not been talking")
		Non-action/stative verbs without a present progressive form (want, need, like)	Using action verbs vs. non-action/stative verbs (watch/see, listen/hear)	
		Auxiliary (helping) verbs (be/have/do + main verb: "am helping," "have jumped," "do not see")	Negative modal auxiliaries (cannot, should not)	
		Linking verbs of change (turned, became, has gone)	Transitive verbs (lay, raise)	Verbs that are both transitive and intransitive based on context
			Intransitive verbs (lie, rise)	

		Passive voice ("to be" in past/present/future tense + past participle: "We were told…")	Passive progressive voice ("to be" + being + past participle: "He was being stubborn…")	
Pronouns	Personal possessive singular Personal possessive plural Personal objective singular Personal objective plural Demonstrative Interrogative	Reflexive pronouns (myself, ourselves, themselves: "You should let yourself...")	Intensive pronouns (personal pronouns + "self/selves": "We ourselves made the meal.")	Indefinite pronouns (all, both, nothing, somebody, anything: "Jack bought something. Jill didn't buy anything.")
Adjectives	Demonstrative Sensory/personality Descriptive/quantifier	Proper adjectives (Chinese man, Italian woman)	Conceptual adjectives (free, ripe, important)	Indefinite adjectives (many, any, all)
		Adjectival verbals (participle + noun phrase: "dripping faucet")	Present participles as adjectives ("is interesting"; "was not boring")	Past participles as adjectives ("was tired"; "is married")
		Regular comparatives & superlatives (big/bigger/biggest)	Complex (two-syllable) comparisons (expensive/more expensive/most expensive)	Irregular comparatives & superlatives good/better/best, bad/worse/worst)
Adverbs	"Manner" adverbs "Adjectival" adverbs "Where" adverbs	Comparative/superlative "er/est" adverbs (fast/faster/fastest)	Comparative/superlative "ly" adverbs (slowly, more slowly, most slowly)	Irregular comparative/ superlative adverbs (well/better/best, badly/worse/worst)
			Intensifier adverbs (too, not, very, some, any, hardly, barely, enough)	Conjunctive adverbs (also, therefore)
Prepositions	Time Action and movement Prepositions of opposition	Compound prepositions (in front of, next to, on top of)	Prepositions of exception (despite, except)	

Conjunctions	Coordinating	Co-relative conjunctions (both/and)	Co-relative conjunctions (either/or)	Co-relative conjunctions (not only/but also)
Interjections	Ouch! Run! Stop! Hey!	Oh! Ugh! No Way!		

Grammar Skills	**Review**	**Skill Progression**		
Phrase and Clause Construction	Double noun phrase Joined adjectives phrase "When" adverbial phrases Demonstrative pronoun + noun Infinitive verb phrase Modal auxiliary verb phrase	Participial Phrase (participle + modifiers: "Studying all night, the students…")	Absolute phrase/ nominative absolute (noun/pronoun + participle: "The runners, their faces smiling…")	
		Special adverbs + adjectives (too hot, very cold, old enough, too old)	Linking verbs + noun/adjective complement ("She is a teacher." "We feel sad. . .")	Verb phrases (auxiliary + main verbs: should cut, must run)
		Independent clause (subject + verb: "Jill ran the marathon in five hours.")	Noun clause ("What Jack ate for dinner…", "…that Jill is smart")	Noun clause markers (that, whether, how, whichever)
Sentence Construction	"There" + "to be" + subject + preposition + object Not + "to be" "Frequency" adverbs with "to be" "Frequency" adverbs with simple present verbs Subject + linking verb + adjective Subject + present progressive + object pronoun Subject + past progressive + preposition + object pronoun Imperative sentences Indicative sentences	Habitual past "repeated action" sentences (when + simple past… + comma + "would" + simple present…: "When I was young, I would dream of growing up.")	Habitual past "state of being" sentences (subject + "used to" + simple present…: "I used to live in Utah.")	Present Real Conditional sentences (If/When + simple present… + comma + simple present…: "If I leave home, I take an umbrella." / "When Jack is tired, he goes to bed."
		Intransitive sentences ("The bus arrived.")	Transitive sentences ("I broke the chair.")	Subject + Verb + Direct Object + Indirect object ("I cooked a meal for Jill.")
		Sentences using reflexive pronouns ("I feel myself getting sick.")	Active Sentences ("I took the ball from Jack.")	Passive Sentences ("The ball was taken from Jack.")

		Simple sentences (one independent clause: "Jill climbed a hill.")	Compound sentences (independent clause + conjunction + independent clause: "I like apples, but he likes oranges")	Independent clause + semicolon + conjunctive adverb + independent clause ("I wear jeans; therefore I wear pants.")
Agreement	Single subject & verb agreement Plural subject & verb agreement Pronoun-antecedent agreement	Verb agreement with irregular nouns ("The women talk.")	Verb agreement with collective nouns ("The team won.")	Verb agreement with indefinite pronouns ("Everybody is here.")
Questions	Yes/No questions with "to be" Present progressive Yes/No questions "to be" + "there" + subject + preposition + noun questions Simple present Yes/No questions Simple past Yes/No questions Simple future Yes/No questions Interrogative questions with "to be" Simple present with interrogative Modal auxiliaries in questions	Questions with "to be" + "there" + subject + preposition + noun ("Is there a ball in the room?") Interrogative questions in past tense with "to be" ("Where were you?") Present perfect questions (have/has + subject + past participle: "Have you asked her?")	Questions using indefinite pronouns (Did Jill buy anything?) Simple past with interrogative ("Where did they live?") Present perfect progressive questions (has/have + subject + "been" + present participle: "Has Jill been studying?")	Tag questions ("You know Jill, don't you?" "Jack isn't home, is he?") Interrogative questions with contractions ("When's he arriving?" "What're those?")
Phonology Link		• Alphabet • Cardinal Numbers (1 - 100) • Vowel Sounds • Complex Commands • Minimal Phrases	• Tricky Sounds (j, y, w, d, r) • Repeat After Me Phrases and Sentences • Tongue Twisters	• Tricky Sounds (j, y, w, d, r) • Repeat After Me Phrases and Sentences • Tongue Twisters

Standards Link	By developing this repertoire of grammar skills:
Conventions of Standard English	Students will speak and write in both simple and complex sentences using regular and irregular subjects and verbs while incorporating a variety of sentence structures that reflect their understanding of tense, subject-verb agreement, and parts of speech.
Writing & Oral Expression	Students can express themselves in colloquial and written forms that reflect their growing familiarity with different writing genres (expository, narrative, and research) as well as nuances in social interactions (asking directions, making invitations, offering suggestions) and by asking and responding to instructional questions, presenting narratives, and preparing and giving oral reports **Note: The Grades 3-5 DSI is used in conjunction with ELL III of the English Language Proficiency Standards for Listening and Speaking and Writing.**

Grades 6-8 & 9-12 DSI (ELL IV & V)

Parts of Speech	Review	Skill Progression		
		ELL IV		**ELL V**
Nouns	Count nouns Non-count/mass nouns Collective nouns Irregular plurals nouns Irregular plural possessive nouns Article usage with singular/plural count nouns/non-count nouns	Compound nouns (mother-in-law, half-moon)	Gerunds (present participle form of verb: "I like running." "Running is fun.")	Past gerund (past tense of have/be + past participle: "liked being invited")
				Past passive gerund ("having been" + past participle: "…having been hired")
Verbs	Irregular past tense Regular past participles Irregular past participles Present perfect Negative present perfect Irregular present perfect Future progressive Present perfect progressive Negative present perfect progressive Non-action/stative verbs without a present progressive form Action verbs Non-action/stative verbs Auxiliary verbs Negative modal auxiliaries Linking verbs of change Transitive verbs Intransitive verbs Transitive & Intransitive verbs	Irregular past tense (see attached chart for level-appropriate list)	Present progressive modals (modal + "be" + present participle: "may be talking")	Past progressive modals (modal + "have been" + present participle: "may have been shopping")
		Past perfect (past tense of has/have + past participle: "had eaten")	Negative past perfect (past tense of has/have + "not" + past participle: "had not eaten")	Past perfect progressive (past tense has/have + "been" + present participle: "had been swimming")
		Future perfect (future tense of has/have + past participle: "will have studied")	Future perfect progressive (future tense of has/have + "been" + present participle: "will have been sleeping"	Negative future perfect (future tense of has/have + "not" + past participle: "will not have studied")
		Two-part inseparable phrasal verbs (verb + particle: "ran into" "get over")	Intransitive two-part phrasal verbs ("move out," "start over")	

	Passive voice Passive progressive voice	Two-part separable phrasal verbs (verb + noun/pronoun + particle: "put my book down" "throw the garbage out")	Three-part phrasal verbs ("sign up for," "grow up in," "hang out with")	Passive modal auxiliaries (modal auxiliary + "be" + past participle: "will be sent")
		Two-part modals ("ought to," "used to")	Three-part phrasal modals ("is supposed to," "have got to")	Past tense of modal auxiliaries (could/could have, must/had to, should/should have)
Pronouns	Reflexive pronouns Intensive pronouns Indefinite pronouns	Relative pronouns (who, that, which)	Indefinite relative pronouns (whoever, whomever, whatever)	Reciprocal pronouns (each other, one another: "…gave presents to each other")
Adjectives	Proper adjectives Conceptual adjectives Indefinite adjectives Adjectival verbals Present participles Past participles Regular comparatives/superlatives Complex (two-syllable) comparisons Irregular comparatives/ superlatives			
Adverbs	Intensifier adverbs Conjunctive adverbs Comparative/superlative Irregular comparative/superlative	Cause and effect adverbs (because, since, so that)	Contrast adverbs (although, whereas, while)	
			Conditional adverbs (if, unless)	
Prepositions	Compound prepositions Prepositions of exception	Cause and effect prepositions (because of, due to)	Contrasting prepositions (despite, in spite of)	Prepositions + gerunds ("about going"; "for being")
Conjunctions	Co-relative conjunctions	Subordinating cause and effect conjunctions	Subordinating contrasting conjunctions	

			(although, whereas, while)	
		(because, as, since)	Subordinating sequence conjunctions (therefore, so, consequently)	
Interjections	Ouch! Run! Oh! Stop! Ugh! Hey! No Way!	**6-8** Terrific! Cool! Sweet!	**9-12** Fudge! Shoot! Darn! Whew!	

Grammar Skills	**Review**	**Skill Progression**		
		ELL IV		**ELL V**
Spelling	Irregular plural verbs Regular past participles Irregular past participles Irregular plural nouns Contractions with "to be" Negative contractions			
Phrase and Clause Construction	Participial phrase Absolute phrase/ nominative absolute Special adverbs + adjectives Linking verbs + Noun/Adjective compliment Verb phrases Independent clause Noun clause Noun clause markers	Gerund phrase ("Cramming for tests…")	Subordinating conjunctions in introductory clauses ("While…" "However, …")	Appositive phrase ("My teacher, a delightful person, …")
		Interjections ("Hey!" "Ouch!")		
		Restrictive clauses using that ("The dog that has spots is…" "The play that I acted in was…")	Non-restrictive clauses using who/which ("Jack, who is tall, is…" "The book, which had been sold, was…")	
		Adjective clauses (dependent: "…who is a writer," "…whom I saw")	Adverb clause (subordinating conjunction + clause: "…because he is tired.")	

Sentence Construction	Habitual past "repeated action" Habitual past "state of being" Present real conditional Intransitive sentences Transitive sentences Subject + verb + direct object + indirect object Sentences using reflexive pronouns Active sentences Passive sentences Simple sentences Compound sentences Independent clause + semicolon + conjunctive adverb + independent clause	Present unreal conditional (If + simple past, … would + verb…: "If I had a car, I would drive to work."	Present unreal conditional with modal auxiliaries (If + simple past, … would/ could modal auxiliary "If I went to the store, I could bring home dinner." "If I left now, I might get home sooner."	Past unreal conditional ("If I had asked you, I would have known.")
		Present habitual (If it rains, I have my umbrella."	Present future conditional ("If it snows, I will go skiing.")	Present progressive real conditional ("If Jill was not so tired, she would watch the film." "If it had not been raining, Jack would have gone skiing.")
		Sentences with interjections ("Ouch, that hurt!")	Subjunctive sentences ("Jack recommended that Jill stop.")	Adverbial phrases + independent clause "Since joining the army, Jack has learned many things.")
		Compound sentence (Independent clause + conjunction + Independent clause: "I tried to speak English, so my friend tried to speak English.")	Complex sentences (Independent clause + relative pronoun + dependent clause: "Juan and Maria went to the movies after they finished studying.")	Compound-complex sentences (two independent clauses and one or more dependent clauses: "The dog lived in the backyard, but the cat, who thought she was superior, lived inside the house.")
			Subordinate clause + comma + main clause ("After Jill asks a question, Jack answers it.")	
			Main clause + Subordinate clause ("Jack answers because Jill	

		asked him.")	
Agreement	Verb agreement with irregular nouns Verb agreement with collective nouns Verb agreement with indefinite pronouns	Pronoun agreement with generic nouns ("A student always does her work.")	Relative pronoun agreement (who, which, that: "The chef who won the competition studied in Paris.")	Indefinite pronoun agreement ("Jack bought something, but Jill didn't buy anything.")
		Pronoun agreement with indefinite pronouns ("Everyone needs his or her textbook." "Someone is missing her textbook.")	Who versus whom (who for subject/whom for direct object: "Who is it?" "The girl whom I met is here.")	Word order of adjectives (opinion, size, age, color, proper, material: "spicy Mexican food," "tall plastic cup")
Questions	Questions with "to be" + "there" + subject + preposition + noun Questions using indefinite pronouns Tag questions Interrogative questions in past tense with "to be" Simple past with interrogative Interrogative questions with contractions Present perfect questions Present perfect progressive questions	Yes/No question turned into noun clause ("Did he come?" "I wonder if he will come?")	Noun clauses with question words ("What did she say?")	
		Questions using present unreal conditional (would + verb + "if" + simple past: "Would you drive to work if you had a car?")	Questions using past unreal conditional ("Would you have known if you had asked?")	
		Questions using present future conditional ("Will you go skiing if it snows?")	Questions using present progressive real conditional ("Would Jack have gone skiing if it had not been raining?")	
Phonology Link		• Opposites • Idioms • Select Vowel Sounds • Minimal Sentences	• All of the Above + • Count the Words • Repeat After Me Phrases and Sentences • Tongue Twisters	• All of the Above + • Count the Words • Repeat After Me Phrases and Sentences • Tongue Twisters

Standards Link	By developing this repertoire of grammar skills:
Conventions of Standard English	Students will express themselves in oral and written form using subordinate sentence structures that incorporate a range of idiomatic English speech patterns like interjections, verbals, and advanced verb tenses.
Writing & Oral Expression	Students can begin, develop, and conclude both oral conversations and written investigations that reveal their understanding of interpersonal discourse and English idioms as well as display their ability to draw inferences and problem solve when delivering information. **Note: The Grades 6-8 and 9-12 DSI is used in conjunction with ELL IV and ELL V of the English Language Proficiency Standards for Listening and Speaking and Writing.**

Irregular Nouns	
Shading Key to	ELLII/Grades 1-2
Level Correlation	ELL III/Grades 3-5
	ELL IV/Grades 6-8
	ELL V/Grades 9-12
Singular	**Plural**
-s/-z/-x/-sh/-ch: add –es	
Glass	Glasses
Box	Boxes
Bush	Bushes
Watch	Watches
Switch	Switches
Variations on add –en	
Woman	Women
Man	Men
Child	Children
Ox	Oxen
-oo to –ee	
Foot	Feet
Tooth	Teeth
Goose	Geese
-ouse to –ice	
Mouse	Mice
Louse	Lice
Die*	Dice
Some –o: add –es	
Potato	Potatoes
Tomato	Tomatoes
Hero	Heroes
Echo	Echoes
Volcano	Volcanoes
Veto	Vetoes

Torpedo	Torpedoes
-oo: add –s	
Zoo	Zoos
Kangaroo	Kangaroos
Tattoo	Tattoos
Consonant + y: -y to -i and add –es	
Baby	Babies
Penny	Pennies
Spy	Spies
Poppy	Poppies
-f/-fe: -f to –v and add –es	
Life	Lives
Wolf	Wolves
Shelf	Shelves
Wife	Wives
Calf	Calves
Half	Halves
Dwarf	Dwarves
Knife	Knives
Thief	Thieves
Scarf	Scarves
Loaf	Loaves
Hoof	Hooves
Leaf	Leaves
Elf	Elves
Self	Selves
-us to –i	
Cactus	Cacti
Fungus	Fungi
Octopus	Octopi
Focus	Foci
Stimulus	Stimuli
Alumnus	Alumni
Nucleus	Nuclei
Syllabus	Syllabi
-is to –es	
Oasis	Oases
Crisis	Crises

Basis	Bases
Synopsis	Synopses
Synthesis	Syntheses
Parenthesis	Parentheses
Ellipsis	Ellipses
Thesis	Theses
Axis	Axes
Analysis	Analyses
Diagnosis	Diagnoses
Hypothesis	Hypotheses

-on to –a

Phenomenon	Phenomena
Criterion	Criteria

-um to –a

Bacterium	Bacteria
Medium	Media
Memorandum	Memoranda
Datum	Data
Curriculum	Curricula
Addendum	Addenda

-a: add –e

Larva	Larvae
Antenna	Antennae
Formula	Formulae
Alga	Algae
Vertebra	Vertebrae

No change

Sheep	Sheep
Deer	Deer
Fish	Fish
Moose	Moose
Trout	Trout
Cod	Cod
Offspring	Offspring
Series	Series
Species	Species

Nouns that have no singular

	Glasses
	Shorts

	Scissors
	Pants
	Jeans
	Tweezers
	Binoculars

Irregular Verbs

Color Key to	ELL I/Kindergarten	ELL III/Grades 3-5
Level Correlation	ELLII/Grades 1-2	ELL IV/Grades 6-8
Present	Past	Past Participle

Key Irregular Verbs for Forming Tenses

Present	Past	Past Participle
Be	Was	Been
Have	Had	Had
Go	Went	Gone
Do	Did	Done

"a" vowel progression

Present	Past	Past Participle
Run	Ran	Run
Come	Came	Come

"o – en" progression

Present	Past	Past Participle
Write	Wrote	Written
Ride	Rode	Ridden
Get	Got	Gotten/Got

Long vowel to short vowel to -en" progression

Present	Past	Past Participle
Hide	Hid	Hidden
Bite	Bit	Bitten

"ear – ore – orn" progression

Present	Past	Past Participle
Tear	Tore	Torn
Wear	Wore	Worn
Swear	Swore	Sworn

"—en/n" progression

Present	Past	Past Participle
Eat	Ate	Eaten
Give	Gave	Given
See	Saw	Seen
Take	Took	Taken
Fall	Fell	Fallen
Shake	Shook	Shaken
Choose	Chose	Chosen
Freeze	Froze	Frozen
Drive	Drove	Driven
Rise	Rose	Risen

		"ew – own" progression
Know	Knew	Known
Grow	Grew	Grown
Throw	Threw	Thrown
Fly	Flew	Flown
Blow	Blew	Blown
Draw	Drew	Drawn
		"long vowel to short vowel" progression
Feed	Fed	Fed
Meet	Met	Met
Shoot	Shot	Shot
Lead	Led	Led
Slide	Slid	Slid
Plead	Pled	Pled
Bleed	Bled	Bled
		"ai" vowel progression
Say	Said	Said
Pay	Paid	Paid
Lay	Laid	Laid
Lie	Lay	Lain
Slay	Slew	Slain
		single vowel progression
Sit	Sat	Sat
Sell	Sold	Sold
Hold	Held	Held
Stick	Stuck	Stuck
Dig	Dug	Dug
Spin	Spun	Spun
Shine	Shone	Shone
Win	Won	Won
		"oo" vowel progression
Stand	Stood	Stood
		"i – a – u" vowel progression
Sing	Sang	Sung
Begin	Began	Begun
Swim	Swam	Swum
Ring	Rang	Rung
Spring	Sprang	Sprung
Shrink	Shrank	Shrunk
Sink	Sank	Sunk
Drink	Drank	Drunk
		"t" consonant progression

Feel	Felt	Felt
Keep	Kept	Kept
Sweep	Swept	Swept
Sleep	Slept	Slept
Lose	Lost	Lost
Build	Built	Built
Lend	Lent	Lent
Spend	Spent	Spent
Mean	Meant	Meant
Send	Sent	Sent
Spend	Spent	Spent
Bend	Bent	Bent
Kneel	Knelt	Knelt
Creep	Crept	Crept
Burn	Burnt/Burned	Burnt/Burned
Leap	Leapt	Leapt
Deal	Dealt	Dealt
Leave	Left	Left
Weep	Wept	Wept

"d" consonant progression

Hear	Heard	Heard
Make	Made	Made
Tell	Told	Told
Sell	Sold	Sold

"au/ou-ght" vowel progression

Teach	Taught	Taught
Catch	Caught	Caught
Bring	Brought	Brought
Buy	Bought	Bought
Fight	Fought	Fought
Think	Thought	Thought
Seek	Sought	Sought

"ou" vowel progression

Find	Found	Found
Bind	Bound	Bound
Grind	Ground	Ground
Wind	Wound	Wound

"oke/ole - en" progression

Speak	Spoke	Spoken

Break	Broke	Broken
Awake	Awoke	Awoken
Steal	Stole	Stolen
		"mixed" progression
Dream	Dreamed	Dreamt
Prove	Proved	Proven
Mow	Mowed	Mowed
Tread	Trod	Trodden
		"no change" progression
Cut	Cut	Cut
Shut	Shut	Shut
Put	Put	Put
Hit	Hit	Hit
Read	Read (pronounced "red")	Read (pronounced "red")
Bet	Bet	Bet
Burst	Burst	Burst
Cost	Cost	Cost
Beat	Beat	Beat
Cast	Cast	Cast
Spread	Spread	Spread
Knit	Knit	Knit
Thrust	Thrust	Thrust
Slit	Slit	Slit
Wed	Wed	Wed
		"u" progression
Hang	Hung	Hung
Cling	Clung	Clung
Sting	Stung	Stung
Sling	Slung	Slung
Wring	Wrung	Wrung
Swing	Swung	Swung

ELP GLOSSARY

ACTIVE VOICE. Active voice is the use of a verb that expresses an action performed by its subject; the subject itself is acting, e.g., *Terry caught the ball* (active voice) vs. *The ball was caught by Terry* (passive voice).

ADJECTIVES. Adjectives modify a noun or pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun that it modifies.
- **ADJECTIVAL VERBALS**: Adjective verbals are adjectives that are derived from a verb and that in some constructions, participial phrases for example, preserve the verb's syntactic features.
- **DEMONSTRATIVE:** Demonstrative adjectives are adjectives such as *this, that, those, these* which point out particular persons or things and tell which one(s).
- **INDEFINITE ADJECTIVE:** Indefinite adjectives are non-descriptive adjectives such as *some, a, few, any*.
- **POSSESSIVE:** A possessive adjective (*my, your, his, her, its, our, their*) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun.
- **PROPER:** A proper adjective is a word, derived from a proper noun, that describes a noun or pronoun and is always capitalized (e.g., *Canadian* bacon, *Irish* setter).

ADVERBS. Adverbs modify a verb, adjective, or another adverb.
- **COMPARATIVE:** A comparative adverb is an adverb that compares two actions and is formed by adding *–er* to the end or *more/less* to the beginning of a regular adverb.
- **CONJUNCTIVE:** A conjunctive adverb is an adverb that connects two clauses. Conjunctive adverbs show cause and effect, sequence, contrast, comparison, or other relationships.
- **INTENSIFIER**: An intensifier adverb is adverb that has little meaning in itself but provides force, intensity, or emphasis to another word.
- **SUPERLATIVE:** A superlative adverb is an adverb that compares three or more actions and is formed by adding *–est* to the end or *most/least* to the beginning of a regular adverb.

AFFIXES. Affixes are word forms added to the beginning, middle, or end of another word that creates a derivative word or inflection, e.g., *un-* in *unhappy* or *-ness* in *sadness*.

ALLITERATION. Alliteration is the repetition of the same letter or sound at the beginning of two or more consecutive words or of words near each other, e.g., *A bee is buzzing behind the bush*.

ALLUSION. An allusion is a reference in a literary work to a person, place, or thing in history or another work of literature. Allusions are often indirect or brief references to well-known characters or events.

ANALOGY. An analogy is a comparison between two things, often sharing similar structures or some feature, and usually for the purpose of explanation or clarification.

APPOSITIVE PHRASE. An appositive is a group of words that identifies or tells more about the noun with which it is paired, e.g., *my friend Bob*, *the teacher Ms. Smith*.

ARTICLES. Articles are words such as *the, a, an*, that are used before a noun to specify whether the noun is definite or indefinite.

    ASSONANCE. Assonance is the repetition of vowel sounds in two or more consecutive words or in words near each other without the repetition of consonants, e.g., *lake* and *fare*.

AUTHENTIC TEXT. Authentic text is natural writing used by native speakers of a language in real-life contexts and often does not reflect standard grammatical structure.

BASE WORD. A base word is a word to which affixes may be added to change its meaning, tense, or part of speech.

CIRCUMLOCUTION. Circumlocution is the use of many words to express an idea that could be expressed by few words or by one word; a round-about way of saying something.

CLAUSE. A clause is an expression that includes a subject and predicate but does not constitute a complete sentence.
- **ADVERB CLAUSE:** An adverb clause provides information about what is going on in the main clause and that explains where, when, or why.
- **ADJECTIVE CLAUSE:** An adjective clause works like a multi-word adjective, e.g., *My brother*, who is a plumber, *figured it out for me*.
- **INDEPENDENT/MAIN CLAUSE:** An independent/main clause is a word group that includes a subject and a verb and can act as a complete sentence, e.g., *I had many appointments last Friday.*
- **NON-RESTRICTIVE CLAUSE:** A non-restrictive clause is a subordinate clause that does not limit or restrict the meaning of the noun phrase it modifies.
- **NOUN CLAUSE MARKERS:** Noun clause markers are subordinate (dependent) clauses that function as nouns. A noun clause can function as (1) subject, (2) object of a verb, (3) subject complement (always a predicate nominative), (4) appositive, (5) object of a preposition, or (6) adjective modifier. In short, a noun clause can fill nearly any noun position.
- **RESTRICTIVE CLAUSE:** A restrictive clause is a subordinate clause that limits or restricts the meaning of the noun phrase it modifies.
- **SUBORDINATE/DEPENDENT CLAUSE:** A subordinate/dependent clause contains both a subject and a predicate yet cannot stand on its own as a sentence. It begins with a subordinating word such as, *if, although,* or *that* which prevents the clause from acting like a sentence.

CLOZE ACTIVITY. A cloze activity for listening or grammar practice is a reading passage containing blanks in which students will identify and fill in the appropriate missing words.

COLLOQUIAL. Colloquial language is use of informal, conversational, and familiar words and phrases in speaking and writing.

CODE-SWITCHING. Code-switching is when a student of a second language switches back and forth between his or her native language and the second language.

COGNATES. Cognates are words that have the same linguistic root or origin.

CONJUNCTION. A conjunction links words, phrases, clauses, and word groups signaling their relationship.

- **COORDINATING CONJUNCTION:** A coordinating conjunction is a conjunction (e.g., *and, but, or, nor, for, so,* or *you*) that joins individual words, phrases, and independent clauses.
- **CO-RELATIVE CONJUNCTION:** A co-relative conjunction is a conjunction that joins sentence elements that are grammatically equal (e.g., *not only, but also, either/or* and similar combinations).

CONNOTATION. Connotation is the suggestive significance of a word apart from its explicit and recognized meaning; it is the attitudes and feelings associated with a word that are negative or positive and that have an important influence on style and meaning.

DECODING. Decoding is a series of strategies used selectively by readers to recognize and read written words. The reader locates cues (e.g., letter-sound correspondences) in a word that reveal enough about the word to help in pronouncing and attaching meaning to it.

DENOTATION. Denotation is the literal or standard definition of a word.

DIGRAPHS. Digraphs are combinations of two successive letters functioning as a unit and representing a single speech sound (e.g., *ph* in *phone*; *ng* in *sing*).

DIPHTHONGS. Diphthongs are two vowel sounds joined in one syllable to form one speak sound (e.g., *oi* in *oil*, *ou* in *out*).

ETYMOLOGY. Etymology is the study of the history of words, i.e., when they entered a language, from what source, and how their form and meaning have changed over time.

EXPOSITORY TEXT. Expository text is writing that explains or informs through the use of facts, reasons, or examples.

FLUENCY. Fluency is reading with ease, expression, and automaticity in a manner that supports comprehension.

FUNCTIONAL TEXT. Functional text is usually instructional and practical, often used for everyday information (e.g., recipe, phone book, test directions).

GENRE. Genre is a category or type, usually relating to art (e.g., music, literature) based on its style, form, and content (e.g., in literature: fiction, nonfiction, poetry, drama).

GRAMMAR. Grammar is the body of rules imposed on a given language for speaking and writing.

GRAPHEME. A grapheme is any of a set of written symbols, letters, or combinations of letters that represent the same sound (e.g., *f* in *fat*, *ph* in *photo*, and *gh* in *tough*).

GRAPHIC ORGANIZER. A graphic organizer is a visual representation of information presented in an organized manner that is intended to enhance understanding (e.g., Venn diagram, T-graph, word web, KWL chart).

HOMOGRAPH. A homograph is a word with the same spelling, but with different pronunciations, derivations, and meanings (e.g., *wind*, *lead*, and *bow* as verbs and nouns).

HOMOPHONE. A homophone is a word that is spelled different but sounds the same (e.g., *bare, bear*).

HYPERBOLE. A hyperbole is a type of figurative language that is a deliberate and obvious exaggeration.

IDIOM. An idiom is a phrase or expression that means something different than what the words actually say. Idioms are usually understandable to a particular culture, language, or group of people (e.g., *let the cat out of the bag*).

INFLECTIONAL ENDINGS. An inflectional ending is a change in the form of a word to show a grammatical change (e.g., *ed, s, ing*).

INTERJECTION. An interjection is a word, remark or exclamation such as *Ouch, Oh,* or *Wow* that expresses an emotion such as pain, surprise, or admiration.

INTONATION. Intonation is the rise and fall in the pitch of the voice when speaking.

KWL CHART. Recently, an instructional technique known as K-W-L, created by Ogle (1986) was introduced into classrooms. Teachers activate students' prior knowledge by asking them what they already **K**now; then students (collaborating as a classroom unit or within small groups) set goals specifying what they **W**ant to learn; and after reading students discuss what they have **L**earned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals. A worksheet that includes columns for each of these activities is given to every student.

LEXICON. A lexicon is a reader's receptive/listening bank of word meanings.

METAPHOR. A metaphor is a figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words *like* or *as*.

MORPHEME. A morpheme is a linguistic unit of relatively stable meaning that cannot be divided into smaller meaningful parts; it is the smallest meaningful part of a word.

MORPHOLOGY. Morphology is a branch of linguistic studies that deals with the history, function, and structure of words in a language, including word inflections, derivations, and compounds.

NARRATIVE. A narrative is a type of fiction or nonfiction that tells a story or series of events.

NOUNS. Nouns are any of a class of words naming or denoting a person, thing, place, action, quality, etc.
- **COLLECTIVE NOUN:** A collective noun is a noun that denotes a collection of persons or things regarded as a unit.
- **COMPOUND NOUN:** A compound noun is a noun formed by two or more words that may or may not be hyphenated. Grammatically, compound nouns are treated as a single word, e.g., *high school, roller coaster, kidney bean, federal court*.

- **COUNT NOUN:** A count noun is a noun that forms plurals e.g., *book/books*.
- **GERUNDS:** The *–ing* form of a verb (present participle) used as a noun in a subject, object, or subject complement.
- **NON-COUNT/MASS NOUN:** A non-count/mass noun is a noun that does not form plurals, e.g., *water, money*.
- **PROPER NOUN:** A proper noun names a particular person, place, thing, or idea and always begins with a capital letter.

ORTHOGRAPHY (ORTHOGRAPHIC). Orthography is the art or study of correct spelling according to established usage.

PARALLEL STRUCTURE. Parallel structure is a term that refers to the same grammatical structure of parts of speech within a sentence, such as nouns to nouns, adjectives to adjectives, infinitives to infinitives. The following sentence contains parallel infinitive phrases: *He made time to study and to play football.*

PASSIVE VOICE. Passive voice is one of the two *voices* of verbs (*see also* active voice). A verb is in the passive voice when the subject of the sentence is acted on by the verb. For example, in the sentence *The ball was thrown by the pitcher*, *the ball* (the subject) receives the action of the verb, and *was thrown* is in the passive voice. The same sentence cast in the active voice would be *The pitcher threw the ball*.

PERSONIFICATION. Personification is the attribution of human traits (qualities, feelings, action, or characteristics) to non-living objects (things, colors, qualities, or ideas).

PERSUASIVE WRITING. Persuasive writing is one of the four traditional forms of composition in speech and writing. Its purpose is to influence a reader by argument or entreaty to a specific belief, position, or course of action.

PHONEMES. Phonemes are the smallest units of sound within a word that distinguish one word from another (e.g., cat = */c/ /a/ /t/*).

PHONEMIC AWARENESS. Phonemic awareness is the knowledge of and the ability to manipulate sounds in the spoken word.

PHONICS. Phonics is a system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words.

PHONOGRAMS. A phonogram is a character or symbol used to represent a word, syllable, single speech sound, spelling pattern, word family, or rhyme (e.g., *–ame, -ack, -ay, -in*). It is a subfield of linguistics which studies the sound system of a specific language.

PHONOLOGY. The system or pattern of speech sounds in a particular language.

PHRASE. A phrase is a group of related words that does not contain a subject-verb relationship, e.g., *in the morning*.

PREFIX. A prefix is a linguistic unit added to the beginning of a word that changes its meaning (e.g., *re-*, *mis-*, *un-*).

PREPOSITION. A preposition is a word used in close connection with and usually before a noun or pronoun to show the relation to some other part of a clause and give information about things such as time, place, and direction.

PRONOUN-ANTECEDENT AGREEMENT. In sentences, a pronoun needs to agree with its antecedent, the noun or pronoun to which it refers, in number (singular, plural), person (first, second, third), and gender (masculine, feminine, neuter).

PRONOUNS.

- **ANTECEDENT:** An antecedent is a word or phrase to which a subsequent word refers. *Mary* is the antecedent of *her* in the sentence, *I'll give this to Mary if I see her*.
- **DEMONSTRATIVE PRONOUNS:** Demonstrative pronouns are pronouns that refer to a particular person or thing (e.g., *this*, *that*, *these*, and *those*).
- **INDEFINITE PRONOUNS:** Indefinite pronouns are pronouns that refer to imprecise numbers of persons or things (e.g., *all*, *any*, *everyone*, *many*, *some*, *several*).
- **INTENSIVE/REFLEXIVE PRONOUNS:** Intensive/reflexive pronouns are pronouns that refer to the same person or thing as another noun or pronoun in the same sentence that emphasizes or re-emphasizes that person or thing. English uses the same forms as for the reflexive pronouns, e.g., *I did it **myself*** (contrast reflexive use: *I did it to myself*).
- **INTERROGATIVE PRONOUNS:** Interrogative pronouns are pronouns that ask which person or thing is meant, e.g., *Who did that?*
- **OBJECTIVE PRONOUNS:** Objective pronouns are pronouns that are the object of a verb (e.g., *me, you, him, her*).
- **PERSONAL POSSESSIVE PRONOUNS:** Personal possessive pronouns are pronouns that indicate grammatical ownership (e.g., *mine*, *yours*, *his*).
- **RELATIVE PRONOUNS:** Relative pronouns are pronouns (e.g., *that, which, who*) that introduce relative clauses referring to some antecedent.
- **SUBJECT PRONOUNS:** Subject pronouns are pronouns that the rest of the sentence asserts something about and that agree with the verb (e.g., *I, you, he, she, it, we, they*).

RHETORICAL SIGNALS/RHETORICAL DEVICES/MARKERS. Rhetorical signals/rhetorical devices or markers are techniques used to make writing more effective or elicit a response from the reader (e.g., hyperbole, alliteration, metaphor, allusion).

SEMANTICS. Semantics is the study of how meaning in language is created by the use and interrelationships of words, phrases, and sentences.

SENTENCE CONSTRUCTION.

- **COMPLEX SENTENCE:** A complex sentence has one main (independent) clause, and one or more subordinate (dependent) clauses, e.g., *When times were bad* (dependent clause), *John e-mailed his father for help* (independent clause).
- **COMPOUND-COMPLEX SENTENCE:** A compound-complex sentence has at least two coordinate independent clauses and one or more dependent clauses, e.g., *When the students came to their English class* (dependent clause), *they gave the teacher their homework* (first independent clause), *and she gave them their new assignment* (second independent clause).
- **COMPOUND SENTENCE:** A compound sentence has two or more main (independent) clauses and no subordinate (dependent) clauses, e.g., *Most people praised the plans* (first independent clause), *yet some found them dull* (second independent clause).
- **IMPERATIVE SENTENCE:** An imperative sentence requests or commands, e.g., *Check it again.*
- **INDICATIVE SENTENCE:** An indicative sentence is intended to express simple fact, with particular reference to the mood of the verb in the sentence, emphasizing certainty, intending to make ordinary factual or objective statements, e.g., *The store is closed at 10.*
- **SUBJUNCTIVE SENTENCE:** A subjunctive sentence is used to emphasize uncertainty or doubt, or to express what is wished or imagined, (e.g., *If I were you, I would ask for a discount. I wish you were more assertive.*).

SIGHT VOCABULARY/SIGHT WORDS. Sight words are written words that are so common that when these words appear in text readers comprehend them without having to decode or use another strategy to read them.

SIMILE. A simile is a figure of speech comparing two things that are unlike. Similes use the words *like* and *as* (e.g., *as strong as an ox*, *flies like an eagle*).

SUFFIX. A suffix is a linguistic unit added to the end of a base word which changes the word's meaning or grammatical function (e.g., *-ed, -ly,   -ness*).

SYMBOLISM. Symbolism is the artistic method of revealing ideas or truths through the use of symbols; it is a method that seeks to evoke, rather than describe, ideas or feelings through the use of symbolic images.

SYNTAX. Syntax is the way in which words are put together to form phrases or sentences.

TRANSITIONAL DEVICES. Transitional devices consist of a word, phrase, sentence, or series of sentences that connect one part of a discourse to another part of a discourse.

VENN DIAGRAMS. Venn diagrams are graphic organizers that contain two overlapping circles that show how the subjects are different and how the subjects are the same.

VERB TENSES.
- **FUTURE:** The future tense or form of a verb is used to refer to events that are going to happen or have not yet happened (e.g., *I will see you next Tuesday for lunch.*).
- **FUTURE PERFECT:** The future perfect form of the verb is used to express a completed action in the future (e.g., *I will have finished my homework by tomorrow.*).
- **FUTURE PERFECT PROGRESSIVE:** The future perfect progressive form of the verb is used to state the duration of an action that will be in progress before another in the future (e.g., *I will have been sleeping for two hours by the time he gets home. This time next month, I'll have been living here for three years.).*
- **FUTURE PROGRESSIVE:** The future progressive form of the verb is used for stating what will be happening at a certain time in the future (e.g., *At 10:30 tomorrow, he will be working.*).
- **IMPERATIVES:** An imperative form of the verb is used to express a command or request (e.g., *Come here! Sit down!*).
- **PAST:** A past verb tense expresses something that happened or was completed in the past (e.g., *I felt very proud of them.*).
- **HABITUAL PAST:** The habitual past form of the verb is used for describing actions that were a regular occurrence in the past; it uses both *used to* and *would* (e.g., *I used to wake up late.*).
- **PAST PERFECT:** A past perfect verb tense is formed with *"had"* and expresses an action that happened before another past action (e.g., *When I arrived, they already had eaten. The fire had burned for an hour before the brigade arrived.*).
- **PAST PERFECT PROGRESSIVE:** A past perfect progressive verb tense shows action in progress and is used to say how long something had been happening before something else (e.g., *They had been playing for 30 minutes when the storm hit.*).
- **PAST PROGRESSIVE:** A past progressive verb form is used for actions that were happening at a certain time (e.g., *I was eating when you called.*).

- **PAST UNREAL CONDITIONALS:** A past unreal conditional verb tense is used to discuss a hypothetical event in the past (e.g., *If it had rained, I would have gone home early.*).
- **PRESENT (**INCLUDING *TO BE***):** The present tense of a verb suggests actions of the situation at the time of speaking or writing, (e.g., *I live in Tucson. I am happy.).*
- **PRESENT PARTICIPLE:** A present participle expresses present action; in English it is formed by adding *–ing*, e.g., *walking*, *writing*, *seeing, listening, speaking*.
- **PRESENT PERFECT PROGRESSIVE:** A present perfect progressive verb form is used to state the duration of an action that began in the past and continues to the present (e.g., *I have been sitting here since 7:00 p.m. I have been thinking of you all day long.*).
- **PRESENT PERFECT:** A present perfect form of a verb is used for the unfinished past or the action that started in the past and continues in the present; it is an action that started in the past and continues until the present by preceding the verb with *have* or *has* (e.g., *I have lived in Sedona since 1964. He has been in class for two months.*).
- **PRESENT PROGRESSIVE:** A present progressive verb tense is used to express continuous or temporary actions that are happening now (e.g., *We are staying at the Waikiki Hilton. I am looking at you.).*
- **PRESENT REAL CONDITIONAL:** A present real conditional verb tense is used to discuss a hypothetical event in the present that is likely (e.g., *If it rains, I will go home early.*).
- **PRESENT SIMPLE.** A present simple verb tense is used to show an action or state of being that happens regularly, i.e., describes habits and or routines (*I eat breakfast every morning at 6:30. I go to work every day.*) and general facts (*The earth revolves around the sun.*).
- **PRESENT UNREAL CONDITIONAL:** A present unreal conditional verb tense is used to discuss a hypothetical event in the present (e.g., *If we finish early, I would be home at 1:00 p.m.*).

VERBS.

- **ACTION:** Action verbs show action or activity.
- **INFINITIVE**: The infinitive is the simple or dictionary form of a verb: *walk*, *think*, *fly*, *exist*. Often the word *to* marks a verb as an infinitive: *to walk, to think, to fly, to exist*.
- **INTRANSITIVE:** An intransitive verb does not need a direct object to complete its meaning. *Run*, *sleep*, *travel*, *wonder*, and *die* are all intransitive verbs.
- **IRREGULAR:** An irregular verb is a verb in which the past tense is not formed by adding the usual *-ed* ending. Examples of irregular verbs are *sing* (past tense *sang*); *feel* (past tense *felt*); and *go* (past tense *went*).
- **MODAL/AUXILIARIES:** A modal/auxiliary verb is used with other verbs to express such ideas as permission, possibility, and necessity (e.g., *can*, *may*, *would like*, *should*, *must*, *ought to*, *had better*, and *have to*).
- **NON-ACTION/STATIVE:** A non-action/stative verb expresses existence or a state rather than an action (e.g., *be* or *own*).
- **PHRASAL:** A phrasal is a verb plus a closely associated word that seems like a preposition but is known as a participle, as in *run down.* Unlike verb-plus-preposition combinations, whose meanings are the sums of their parts (e.g., *run by* means *to run past*), phrasal verbs have meanings that differ from those of separate words, e.g., *run by* means *consult.*
- **TRANSITIVE:** A transitive verb needs a direct object to complete its meaning. *Bring*, *enjoy*, and *prefer* are transitive verbs.
- **TWO- AND THREE-PART PHRASAL VERBS:** A two- or three-part phrasal verb is a verb followed by an adverb, a preposition, or both, used with a meaning that is idiomatic and is quite different from the literal meaning of the individual words (e.g., *drop off*, *get out of*; *look up to*).

VERNACULAR DIALECT. Vernacular dialect is spoken everyday language, and is also used to distinguish dialect from literary language.