

## NoRedInk aligned with Common Core Standards

The Standards Covered (I included one unit of grade 8 because the students definitely were behind on these this year.)

**English 8** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.\* (Common Core NoRedInk lessons [HERE](#).)

**English 9-10** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.\* 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. c. Spell Correctly. (Common Core NoRedInk lessons [HERE](#).) 3.1.f Ensure subject-verb and pronoun-antecedent agreement.

Below is a possible path for Grade 9. Most of the numbered assignments/lessons are 5-10 minutes long, so it's not as rigorous as it seems. The top students will complete a unit in a day or two. The students who are taking longer to understand the concepts can go back through the lessons until they understand and can also come during office hours for me to explain. And of course, the pacing can be adjusted.

Premium will definitely be necessary to complete this program. I had started marking "Premium" activities, but it's most of the activities listed below.

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| <p><b>Unit 1</b> (Covering some English 8 concepts and with spelling L.9-10)<br/>CCSS.ELA-LITERACY.L.8.1.A</p> <p>*Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>NoRedInk correlated activities (all linked <a href="#">HERE</a>)</p> <ol style="list-style-type: none"><li>1. Is It a Verb or Not a Verb?</li><li>2. Identifying Verbals as Subjects (gerunds, infinitives, etc.) **Premium**</li><li>3. Identifying Direct Objects **Premium**</li><li>4. Checkpoint: Identifying the Function of Verbals</li></ol> <p>CCSS.ELA-LITERACY.L.9-10.2.C</p> <ol style="list-style-type: none"><li>1. Commonly Confused Words 1</li></ol> | <p><b>Unit 2</b> (Moving on to Grade 9 standards; also the beginning of SAT grammar.)<br/>CCSS.ELA-LITERACY.L.9-10.1.A</p> <p>*a. Use parallel structure. b. Use various types of phrases and clauses</p> <p>NoRedInk correlated activities</p> <ol style="list-style-type: none"><li>1. Identifying Parallel Elements 1</li><li>2. Identifying Parallel Elements 2 (**Premium)</li><li>3. Identifying Parallel Elements 3 (**Premium)</li><li>4. Checkpoint: Identifying Parallel Elements</li></ol> <p><b>Coordinating Conjunctions</b></p> <ol style="list-style-type: none"><li>1. Identifying CC (FANBOYS)</li><li>2. Evaluating CC (FANBOYS)</li><li>3. Punctuating Compounds</li></ol> <p>CCSS.ELA-LITERACY.L.9-10.2.C</p> <ol style="list-style-type: none"><li>1. Commonly Confused Words 2</li></ol> |
| <p><b>Unit 3</b> (Continuing Grade 9 standards; also touches on SAT grammar)<br/>CCSS.ELA-LITERACY.L.9-10.1.B. Use various types of phrases and clauses</p> <p>Conjunctive Adverbs<br/>{ "Therefore," "However," "Also," "Meanwhile," and "Otherwise." }</p> <ol style="list-style-type: none"><li>1. Identifying THAMOs (Conjunctive Adverbs)</li><li>2. Identifying the Function of THAMOs</li><li>3. Evaluating Commas with THAMOs</li><li>4. Checkpoint: Recognizing THAMOs</li></ol> <p>Subordinating Conjunctions<br/>{ "Since," "When," "After," "Because," and "If." }</p> <ol style="list-style-type: none"><li>1. Identifying Subordinating Conjunctions (SWABIs)</li></ol>                                      | <p><b>Unit 4</b> (Review of and enriching on conjunctions; especially useful for SAT grammar.)<br/>CCSS.ELA-LITERACY.L.9-10.1.B.</p> <ol style="list-style-type: none"><li>1. Identifying Complete and Incomplete Thoughts</li><li>2. Connecting Clauses with Colons and Semicolons</li><li>3. Connecting Clauses with THAMOs 1</li><li>4. Connecting Clauses with THAMOs 2</li></ol> <p>Enriching:</p> <ol style="list-style-type: none"><li>1. Punctuating THAMOs at the Beginning of a Sentence</li><li>2. Punctuating THAMOs at the End of a Sentence</li><li>3. Punctuating THAMOs in the Middle of a Sentence</li><li>4. Checkpoint: Punctuating THAMOs</li></ol>                                                                                                                                        |

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| <p>(Unit 3 continued)</p> <p>2. Evaluating Commas with SWABIs 1<br/>3. Evaluating Commas with SWABIs 2<br/>4. Checkpoint: Recognizing SWABIs</p> <hr/> <p>CCSS.ELA-LITERACY.L.9-10.2.C<br/>1. Commonly Confused Words 3</p>        | <p>(Unit 4 continued)</p> <p>CCSS.ELA-LITERACY.L.9-10.2.C<br/>1. Commonly Confused Words 4</p>                                                                                                                                                                                                                                                     |
| <p><b>Unit 5</b> (Especially useful for SAT grammar.)</p> <p>CCSS.ELA-LITERACY.L.9-10.1.B<br/>1. Subject/Verb Agreement 1<br/>2. Subject/Verb Agreement 2</p> <p>CCSS.ELA-LITERACY.L.9-10.2.C<br/>1. Commonly Confused Words 5</p> | <p><b>Unit 6</b> (Review through NoRedInk writing exercises.)</p> <p>CCSS.ELA-LITERACY.L.9-10.1.B<br/>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Review<br/>1. Building Compound and Complex Sentences<br/>2. Identifying Sentences and Fragments<br/>3. Phrases and Dependent Clauses</p> |

| Unit 1 (4-6 weeks)<br>6. 1. a-e, 7.1.a-e                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Unit 2 (4-6 weeks)<br>6. 1. a-e, 7.1.a-e                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Unit 3 (4-6 weeks)<br>6. 1. a-e, 7.1.a-e                                                                                                                                                                                                                                                                                                    |
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| <b>Year Diagnostic*</b><br><br><b>Unit Diagnostic</b><br>Commonly Confused Words I<br>Components of a Sentence I<br>Pronoun Case<br>Pronoun Antecedent<br><br><b>Lessons:</b><br><br><b>Practice #1: Pronoun-Antecedent Agreement</b><br><br>Part 1: Identify Pronouns and Antecedents<br>(Specific lessons)<br>a. Identifying Antecedents<br>b. Identifying Pronouns<br>c. Checkpoint: Identifying Pronouns and Antecedents<br><br><b>Practice #2: Pronoun-Antecedent Agreement</b><br><br>Part 2: Pronoun-Antecedent Agreement<br>a. Choosing Pronouns that Agree (singular vs. plural)<br><br><b>Practice #3: Commonly Confused Words I</b> | <b>Unit Diagnostic</b><br><br><b>Pronoun Case</b><br>Subject and Object Pronouns<br>Reflexive Pronouns<br>Possessive Pronouns<br>*Possessive pronouns with gerunds<br>Commonly Confused Words II<br><br><b>Lessons:</b><br><b>Practice #1: Subject and Object Pronouns</b><br><br>Practice #2: Components of a Sentence<br>Part I: Identifying Pronouns as Subjects<br><br>Practice #3: Pronoun Case: Subject and Object of a Pronoun<br><br><b>Practice #2: Commonly Confused Words II</b> | <b>Unit Diagnostic</b><br><br><b>Commas</b><br>...with dates, locations and addresses, professional titles, items in a series<br>Commonly Confused Words III<br><br><b>Lessons:</b><br><br><b>Practice #1: Commas with dates, locations and addresses, professional titles, items in a series</b><br><br><b>Commonly Confused Words III</b> |
| <b>Unit 4</b><br>L7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Unit 5</b><br><a href="#">CCSS.ELA-LITERACY.L.7.1.B</a><br>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                                                                                                                                                                                                                         | <b>Unit 6</b><br><a href="#">CCSS.ELA-LITERACY.L.7.1.B</a><br>Choose among simple, compound, complex, and compound-complex sentences to signal differing                                                                                                                                                                                    |
| <b>Unit Diagnostic</b><br><br><b>Lessons</b><br><br><b>Practice #1</b><br><b>Identifying Components of a Sentence I:</b><br>Identifying different types of subjects<br>Identifying different kinds of verbs<br><br><b>Practice #2</b><br>Identifying direct and indirect objects<br><br><b>Practice #3</b><br><b>Identify Components of a Sentence II</b><br>Identifying different types of verbs (action, linking, progressive, perfect)                                                                                                                                                                                                      | <b>Unit Diagnostic</b><br><br><b>Lessons</b><br><br><b>Identifying Components of a Sentence II (part 4)</b><br>Identifying Prep Phrases<br>What does the Prep Phrase Modify?<br>Identifying Conjunctions<br>Identifying Dependent and Independent Clauses                                                                                                                                                                                                                                   | <b>Unit Diagnostic</b><br><br><b>Lessons</b><br><b>Identifying Sentences and Fragments</b><br><br><b>Identifying Complex Sentences</b><br><br><b>Identifying Misplaced and Dangling Modifiers</b>                                                                                                                                           |

## 7th Grade

Conventions of Standard English:

[CCSS.ELA-LITERACY.L.7.1](#)

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

[CCSS.ELA-LITERACY.L.7.1.A](#)

Explain the function of phrases and clauses in general and their function in specific sentences.

[CCSS.ELA-LITERACY.L.7.1.B](#)

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

[CCSS.ELA-LITERACY.L.7.1.C](#)

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

[CCSS.ELA-LITERACY.L.7.2](#)

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

[CCSS.ELA-LITERACY.L.7.2.A](#)

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

[CCSS.ELA-LITERACY.L.7.2.B](#)

Spell correctly.

## 8th Grade

Conventions of Standard English:

[CCSS.ELA-LITERACY.L.8.1](#)

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

[CCSS.ELA-LITERACY.L.8.1.A](#)

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

[CCSS.ELA-LITERACY.L.8.1.B](#)

Form and use verbs in the active and passive voice.

[CCSS.ELA-LITERACY.L.8.1.C](#)

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

[CCSS.ELA-LITERACY.L.8.1.D](#)

Recognize and correct inappropriate shifts in verb voice and mood.\*

[CCSS.ELA-LITERACY.L.8.2](#)

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

[CCSS.ELA-LITERACY.L.8.2.A](#)

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

[CCSS.ELA-LITERACY.L.8.2.B](#)

Use an ellipsis to indicate an omission.

[CCSS.ELA-LITERACY.L.8.2.C](#)

Spell correctly.

# My Assignments

Middle School Possible Path

☒ Diagnostics ☒ Practice ☒ Quizzes ☐ Writing

[+ Create new assignment](#)

## ▼ In Progress (3)

|        |                                                                                                                                                                                                                              |  |
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| NOV 13 | Planning Diagnostic<br><b>Initial Diagnostic for Middle School (Parts of Speech, Pronouns, Commonly Confused Words)</b><br>Pronoun-Antecedent Agreement, Components of a Sentence I, Commonly Confused Words I, Pronoun Case |  |
| NOV 13 | Unit Diagnostic<br><b>U1: Pronoun Diagnostic</b><br>Pronoun-Antecedent Agreement                                                                                                                                             |  |
| NOV 13 | <b>Practice</b><br><b>U1: Practice #1 (Identifying Pronouns, Pronoun Agreement)</b><br>Pronoun-Antecedent Agreement                                                                                                          |  |
| NOV 20 | <b>Practice</b><br><b>U1: Practice #2 (Pronouns that Agree, Indefinite Antecedents)</b><br>Pronoun-Antecedent Agreement                                                                                                      |  |
| NOV 27 | <b>Quiz</b><br><b>U1: Growth Quiz: Pronoun Diagnostic</b><br>Pronoun-Antecedent Agreement                                                                                                                                    |  |
|        | <a href="#">Continue unit</a>                                                                                                                                                                                                |  |
| DEC 4  | <b>Practice</b><br><b>U1: Practice #3 (Commonly Confused Words #1)</b><br>Commonly Confused Words I                                                                                                                          |  |

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| Active and Passive Voice<br>Adjectives<br>Adjectives and Adverbs<br>Adjectives vs. Adverbs<br>Appositive Phrases<br>Building Compound and Complex Sentences<br>Building Compound and Complex Sentences<br>Capitalization<br>Capitalizing and Formatting Titles<br>Capitalizing and Formatting Titles<br>Choosing the Appropriate Conjunctions<br>Commas<br>Commas for Clarity<br>Commas for Formatting<br>Commonly Confused Words<br>Commonly Confused Words I<br>Commonly Confused Words II<br>Commonly Confused Words III<br>Commonly Confused Words IV<br>Commonly Confused Words V<br>Comparative vs. Superlative<br>Adjectives and Adverbs | Components of a Sentence I<br>Components of a Sentence II<br>Conjunctions<br>Connecting Clauses with Colons and Semicolons<br>Contractions<br>Embedding Quotations<br>Formatting Dialogue and Quotations<br>Fragments and Run-Ons<br>Hyphens<br>Identifying Parts of Speech I<br>Identifying Parts of Speech I<br>Identifying Parts of Speech II<br>Identifying Parts of Speech II<br>Identifying Parts of Speech III<br>Identifying Sentences and Fragments<br>Identifying Subjects and Verbs<br>Lists<br>MLA Citation I<br>Misplaced and Dangling Modifiers<br>Parallel Structure<br>Phrases and Dependent Clauses<br>Plural vs. Possessive Nouns<br>Prepositional Phrases<br>Pronoun Case<br>Pronoun-Antecedent Agreement<br>Punctuation with Conjunctions: All | Punctuation with Conjunctions: Conjunctive Adv. (THAMOs)<br>Punctuation with Conjunctions: Coordinating (FANBOYS)<br>Punctuation with Conjunctions: Subordinating (SWABIs)<br>Restrictive and Nonrestrictive Clauses<br>Rules of Capitalization I<br>Rules of Capitalization II<br>Showing vs. Telling<br>Singular vs. Plural Possessives<br>Subject-Verb Agreement I<br>Subject-Verb Agreement II<br>Vague Pronouns<br>Verb Tense I: Simple Tenses<br>Verb Tense II: Perfect and Progressive Tenses<br>Verbs I: Simple Tenses<br>Verbs II: Progressive and Perfect Tenses |
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