**Grammar Scope and Sequence 30B**

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| **Language Cues and Conventions** | **Must Do** | **Suggested Outcome Connection** |
| **Pragmatic** | Teach an understanding and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. Avoid abusage and establish a distinctive voice to suit the audience and purpose. |  |
| **Textual** | Teach effective organization of visual, oral, print, and multi-media texts, so work is coherent and purposeful. |  |
| **Syntactical** | Teach sentence structure to communicate purpose and style (rhetorical effects) while avoiding sentence fragments, run-on sentences, misplaced qualifiers, misused pronouns, unnecessary verb tense shifts or point of view shifts, subject-verb disagreement, double negatives, and non-parallelism in formal communication. |  |
| **Semantic/ Lexical/ Morphological** | Teach emotional appeal and intended tone to achieve the effect of cultural language. Teach the meanings of the common Greek and Latin prefixes, suffixes, and roots in the English language; recognize the colourful and varied history of English words; comprehend analogies. |  |
| **Graphophonic** | Teach the difference between English pronunciations dependent on geographical regions. Teach “proper words” in “proper places” and frequently mis-spelled words (e.g., affect/effect, allusion/illusion, canvas/canvass, cast/ caste, abhor, all right, arctic, census, coherence, discernible) to achieve the intended tone and style for both subject matter and audience. |  |
| **Other Cues and Conventions** | Teach the appropriate form, language, and presentation techniques (including audio-visual aids) to communicate a message for a specific purpose and audience. |  |
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