

Overview of IEP Grammar Assignments by Skill (Revised 2024)

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Grammar	N/A	verb tense: <ul style="list-style-type: none"> • present simple • present continuous • past simple • future question formation modals nouns determiners	verb tense: <ul style="list-style-type: none"> • past simple • past continuous • action & stative verbs • past habit (<i>used to & would</i>) • present perfect modals <ul style="list-style-type: none"> • basic form & function • ability/necessity nouns & pronouns <ul style="list-style-type: none"> • subj./obj./poss./refl. • direct & indirect obj. • count & noncount determiners <ul style="list-style-type: none"> • articles (count/nonc) • quantifiers 	verb tense: <ul style="list-style-type: none"> • present-perf. continuous • future clauses & connectors <ul style="list-style-type: none"> • adjective clauses modals <ul style="list-style-type: none"> • necessity • permission/prohibition • advice/expectation • possibility Determiners <ul style="list-style-type: none"> • articles (new/old info) • articles (def/ indef) 	verb tense <ul style="list-style-type: none"> • discourse-level system • all tenses clauses & connectors <ul style="list-style-type: none"> • clause structure (I/D, simp/comp/compl) • noun clauses • adjective clauses (reduced) passive <ul style="list-style-type: none"> • <i>be</i> passive, all tenses • <i>get</i> passive, all tenses modals <ul style="list-style-type: none"> • past forms • deduction/conclusion
S/L	there is/there are imperatives modals prepositions	imperatives	passive <ul style="list-style-type: none"> • <i>be</i> +3rd verb form • agents 	conditionals <ul style="list-style-type: none"> • real (pres. & fut.) • unreal (pres. & fut.) modals <ul style="list-style-type: none"> • politeness 	conditionals <ul style="list-style-type: none"> • unreal (past) • Wishes
Writing	SVO verb tense: <ul style="list-style-type: none"> • present simple • past simple clauses/connectors <ul style="list-style-type: none"> • simple sentences questions nouns determiners modifiers	SVO clauses/connectors <ul style="list-style-type: none"> • simple • compound adjectives adverbs prepositions	clauses & connectors <ul style="list-style-type: none"> • phrases vs. clauses • dep. vs ind.clauses • coord. conjunctions • compound sentences • complex sentences • adverb clauses • fragments 	clauses & connectors <ul style="list-style-type: none"> • dep. vs. ind. clauses • compound sentences • complex sentences • adverb clauses • fragments & run-ons gerunds & infinitives	clauses & connectors <ul style="list-style-type: none"> • adverb clauses gerunds & infinitives
Content	N/A	N/A	modifiers <ul style="list-style-type: none"> • comparative/superlative • <i>too/very</i> 	passive <ul style="list-style-type: none"> • present & past tenses • with modals 	

MSU IEP Grammar Objectives (Revised 2024)

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SVO	1. Use SVO word order.	1. Use SVO word order.			
question formation	1. Ask and answer yes/no and wh-questions in present and past tenses of simple aspect.	1. Ask and answer yes/no and wh-questions in the present simple, present continuous, and past simple tenses.			
imperatives	1. Understand common imperatives (instructions).	1. Understand and use common imperatives (instructions).			
verb tense	<p>1. Understand and use present simple in affirmative and negative statements with common verbs and <i>be</i>.</p> <p>2. Understand and use past simple in affirmative and negative statements with common verbs and <i>be</i>.</p>	<p>1. Understand and use present simple tense in affirmative and negative sentences with common regular and irregular verbs and <i>be</i>.</p> <p>2. Understand and use present continuous tense in affirmative and negative sentences with common regular and irregular verbs and <i>be</i>.</p> <p>3. Understand and use past simple tense in</p>	<p>1. Understand and use past simple tense with common regular and irregular verbs in affirmative and negative statements, yes-no questions, and wh-questions.</p> <p>2. Understand and use past continuous tense in affirmative and negative statements and questions.</p> <p>3. Understand the difference between action and stative</p>	<p>1. Understand and use present perfect continuous tense.</p> <p>2. Understand and use expressions of the future (<i>will, be going to, present simple, modals</i>).</p>	<p>1. Identify complete verbs in authentic texts and name the tense (time + aspect).</p> <p>2. Produce accurate verb forms in all tenses in controlled exercises.</p> <p>3. Understand verb tense as a system that operates at the discourse level.</p>

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		<p>affirmative and negative sentences with common regular and irregular verbs and <i>be</i>.</p> <p>4. Understand when to choose between different tenses (<i>present simple</i> or <i>present continuous</i>) based on context.</p> <p>5. Understand and use basic expressions of the future (<i>will & be going to</i>).</p>	<p>verbs.</p> <p>4. Understand and use expressions of past habit (<i>used to + base & would + base</i>).</p> <p>5. Understand and use present perfect tense in affirmative and negative statements, yes-no questions, and wh-questions.</p>		
clauses & connectors	<p>1. Produce simple sentences.</p> <p>2. Produce compound sentences with <i>and</i> & <i>but</i>.</p>	<p>1. Produce simple sentences.</p> <p>2. Produce compound sentences with <i>and</i> & <i>but</i>.</p>	<p>1. Differentiate between phrases and clauses.</p> <p>2. Recognize and use coordinating conjunctions (FANBOYS) as connectors between grammatically equal pieces.</p> <p>3. Differentiate between independent and dependent clauses by recognizing subordinating connectors.</p> <p>4. Recognize complex sentences.</p>	<p>1. Differentiate between phrases and clauses.</p> <p>2. Identify simple, compound, and complex sentences.</p> <p>3. Identify connectors in compound and complex sentences.</p> <p>4. Punctuate compound and complex sentences.</p> <p>5. Combine simple sentences to make complex sentences.</p> <p>6. Differentiate between independent and dependent clauses by recognizing</p>	<p>1. Differentiate between phrases and clauses.</p> <p>2. Identify sentences as simple, compound, complex, or compound-complex.</p> <p>3. Identify clauses as adverb clauses, adjective clauses, or noun clauses depending on their functions in the sentence.</p> <p>4. Produce accurate adverb clauses.</p> <p>5. Understand and use adjective clauses with the subordinating</p>

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			<p>5. Produce complex sentences following common adverb clause patterns to express time, condition, and reasons.</p> <p>6. Begin to recognize fragments as errors.</p>	<p>subordinating connectors.</p> <p>7. Produce complex sentences following common adverb clause patterns to express contrast, result, and purpose.</p> <p>8. Understand and use adjective clauses with the subordinating connectors <i>who, which,</i> and <i>that</i> as both subject and object.</p> <p>9. Identify and fix fragments and run-ons.</p>	<p>connectors <i>who, which, that, whom, whose,</i> and \emptyset.</p> <p>6. Recognize and use reduced adjective clauses.</p> <p>7. Understand and use noun clauses, including quotations and reported speech.</p>
passive			<p>1. Recognize passive verb forms (<i>be +3rd</i>) in present and past simple tenses.</p> <p>2. Identify agents in passive sentences.</p> <p>3. Understand simple passive constructions.</p> <p>4. Produce accurate passive sentences in simple present and simple past tenses.</p>	<p>1. Recognize and understand passive constructions (<i>be +3rd</i>) in present and past (simple, perfect, & continuous) as well as passive with modals.</p> <p>2. Understand why the agent is often omitted.</p> <p>3. Produce passives in present and past (simple, perfect, & continuous) and with modals.</p>	<p>1. Recognize and form passive constructions (with <i>be</i> or <i>get</i>) in any tense, including with modals.</p> <p>2. Understand passive constructions and use them accurately to convey intended meaning.</p> <p>3. Understand and use participial adjectives (<i>-ed/-ing</i> adjectives).</p>

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modals	<p>1. Understand and use simple modals of permission/ability (<i>can</i>) and requests/desires (<i>would like</i>).</p>	<p>1. Understand and use simple modals of permission and ability (<i>can, could, and may</i>).</p> <p>2. Understand and use simple modals of requests and desires (<i>would like, would, could, can</i>).</p> <p>3. Understand and use modals of necessity (<i>have to, must</i>).</p>	<p>1. Recognize true modals (<i>can, could, will, would, shall, should, may, might, must</i>).</p> <p>2. Form modal verb phrases correctly (<i>MODAL + base form of verb</i>).</p> <p>3. Understand and use modals and modal-like phrases of ability (<i>can, could, be able to</i>).</p> <p>4. Understand and use modals and modal-like phrases of necessity (<i>must, have to, need to</i>).</p>	<p>1. Understand and use modals and modal-like phrases of necessity and expectation (<i>should, must, have to, have got to, be supposed to, need to, be required to</i>) in present and future.</p> <p>2. Understand and use modals and modal-like phrases of permission and prohibition (<i>may, can, could, be allowed to, be permitted to</i>) in present and future.</p> <p>3. Understand and use modals and modal-like phrases of advice and expectation (<i>should, had better, be supposed to</i>) in present and future.</p> <p>4. Understand and use modals and modal-like phrases of possibility (<i>may, might, could, should</i>) in present and future.</p> <p>5. Understand and use modals and modal-like phrases to express politeness.</p>	<p>1. Understand and use modal phrases of deduction and conclusion (<i>must, may, might, could</i>).</p> <p>2. Understand and use modals in the past.</p>

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conditionals			(adverb clauses)	<p>1. Understand and use real conditionals in present and future time.</p> <p>2. Understand and use unreal conditionals in present and future time.</p>	<p>1. Understand and use unreal conditionals in past time.</p> <p>2. Express wishes in the present and past.</p>
nouns & pronouns	<p>1. Understand that a noun can be the subject or the object in a sentence.</p> <p>2. Distinguish between proper and common nouns.</p> <p>3. Form singular and plural nouns.</p> <p>4. Understand and use <i>there is/ there are</i> in present tense.</p>	<p>1. Understand that a noun can be the subject or the object in a sentence.</p> <p>2. Distinguish between proper and common nouns.</p> <p>3. Form singular and plural nouns.</p> <p>4. Recognize and understand count and noncount nouns.</p> <p>5. Form and understand possessive nouns.</p> <p>6. Understand and use subject, object, and possessive pronouns.</p> <p>7. Understand and use <i>there is/ there are</i> in present, past, and future tenses.</p>	<p>1. Understand and use subject, object, possessive, and reflexive pronouns.</p> <p>2. Understand and form sentences and questions with direct and indirect objects.</p> <p>3. Understand and use count and noncount nouns.</p> <p>4. Understand and use <i>there is/ there are</i> in present, past, and future.</p>		(noun clauses)

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determiners	<p>1. Understand and use the demonstratives <i>this, that, these, & those</i>.</p>		<p>1. Use correct indefinite articles with count and noncount nouns (<i>a/an, ∅</i>).</p> <p>2. Use the quantifiers <i>many /much /a lot of</i> correctly with count and noncount nouns.</p> <p>3. Use the quantifiers <i>some/any</i> correctly with count and noncount nouns.</p> <p>4. Use the quantifiers <i>a few/a little</i> correctly with count and noncount nouns.</p>	<p>1. Recognize and use the definite article (<i>the</i>) with specific nouns.</p> <p>2. Recognize and use indefinite articles (<i>a/an, some/any, ∅</i>) with non-specific nouns.</p> <p>3. Recognize and use indefinite and definite articles as markers of new or old information in a text.</p>	
modifiers	<p>1. Recognize and understand adjectives in noun phrases and after <i>be</i>.</p> <p>2. Recognize and form common adverbs.</p> <p>3. Understand and use adverbs of frequency with present simple.</p>	<p>1. Understand and use adjectives in noun phrases and after <i>be</i>.</p> <p>2. Recognize and form common adverbs.</p> <p>3. Understand and use adverbs of frequency with present simple.</p>	<p>1. Make comparisons using adjectives and adverbs (<i>-er, more/ less + than</i>).</p> <p>2. Make comparisons with adjectives and adverbs using <i>as...as</i> and not <i>as...as</i>.</p> <p>3. Use superlative forms of adjectives and adverbs (<i>the -est</i> and <i>the most ____</i>.)</p> <p>4. Understand and use the adverbs <i>too</i> and <i>very</i>.</p>	(adjective clauses) (adverb clauses)	(adjective clauses) (adverb clauses)

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prepositions	1. Understand and use simple prepositions to describe place.	1. Understand and use prepositions to describe place. 1. Understand and use simple prepositions to describe time.			
gerunds & infinitives				1. Recognize gerunds (<i>base + -ing</i>) and infinitives (<i>to + base</i>). 2. Understand that gerunds and infinitives are nouns used in noun positions in a sentence (subject, object, or object of a preposition). 3. Understand and use infinitives to express purpose. 4. Use infinitives after adjectives and adverbs.	1. Understand that in cases where both the infinitive and gerund are possible, the use of the infinitive often implies something future (“hypothetical, future, and unfulfilled”) whereas the gerund implies something done or in progress (“vivid, real, fulfilled”). 2. Effectively use reference materials that show grammatical patterns and collocations in order to produce correct sentences with gerunds and infinitives.