

## Overview of IEP Grammar Assignments by Skill

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<b>Grammar</b>	N/A	verb tense: <ul style="list-style-type: none"> <li>• simple present &amp; past</li> <li>• present progressive</li> <li>• future</li> </ul> question formation modals nouns determiners	verb tense: <ul style="list-style-type: none"> <li>• present perfect</li> <li>• past progressive</li> <li>• action &amp; stative verbs</li> <li>• past habit (<i>used to &amp; would</i>)</li> </ul> adjectives (comparisons )	verb tense: <ul style="list-style-type: none"> <li>• perfect vs. progressive</li> <li>• action &amp; stative verbs</li> </ul> clauses & connectors <ul style="list-style-type: none"> <li>• adjective clauses</li> </ul> conditionals <ul style="list-style-type: none"> <li>• real (pres. &amp; future)</li> <li>• unreal (pres. &amp; future)</li> </ul>	verb tense <ul style="list-style-type: none"> <li>• all tenses</li> <li>• discourse-level system</li> </ul> clauses & connectors <ul style="list-style-type: none"> <li>• clause structure</li> <li>• noun clauses</li> <li>• adjective clauses (incl. reduced)</li> </ul> passive ( <i>be &amp; get</i> , all tenses)
<b>Writing</b>	SVO verb tense: <ul style="list-style-type: none"> <li>• simple present &amp; past</li> </ul> clauses & connectors: <ul style="list-style-type: none"> <li>• simple sentences</li> </ul> question formation nouns determiners adjectives adverbs	SVO clauses & connectors <ul style="list-style-type: none"> <li>• simple sentences</li> <li>• compound sentences</li> </ul> there is/there are adjectives adverbs prepositions	SVO clauses & connectors <ul style="list-style-type: none"> <li>• compound sentences</li> <li>• complex sentences</li> <li>• adverb clauses</li> <li>• adjective clauses</li> <li>• fragments</li> </ul> gerunds & infinitives	clauses & connectors <ul style="list-style-type: none"> <li>• compound sentences</li> <li>• complex sentences</li> <li>• adverb clauses</li> <li>• fragments &amp; run-ons</li> </ul> determiners gerunds & infinitives	clauses & connectors <ul style="list-style-type: none"> <li>• complex sentences</li> <li>• adverb clauses</li> </ul> gerunds & infinitives
<b>S/L</b>	there is/there are imperatives modals prepositions	imperatives	modals	modals <ul style="list-style-type: none"> <li>• probability (past)</li> <li>• necessity</li> </ul>	conditionals <ul style="list-style-type: none"> <li>• unreal (past)</li> <li>• wishes</li> </ul>
<b>Content</b>	N/A	N/A	passive (introduction) adverbs ( <i>too, very</i> )	passive (present, past & modal)	

**NOTE:** Instructors MUST consult the full Objectives/SLOs/MOAs in the IEP Curriculum Documents to see which specific aspects of each grammar feature should be taught and assessed.

**MSU IEP Grammar Objectives** (*Approved Spring 2016*)

	<b>090</b>	<b>091</b>	<b>092</b>	<b>093</b>	<b>094</b>
<b>SVO</b>	1. Use SVO word order.	1. Use SVO word order.	1. Understand and use direct and indirect objects.		
<b>verb tense</b>	<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 progressive 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 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 progressive</i>) based on context.</p> <p>5. Understand and use basic expressions of the future (<i>will &amp; be going to</i>).</p>	<p>1. Understand and use present perfect verbs in affirmative and negative statements, yes-no questions, and wh-questions.</p> <p>2. Understand and use past progressive verbs in affirmative and negative statements and questions.</p> <p>3. Understand the difference between action and stative verbs.</p> <p>4. Understand and use expressions of past habit (<i>used to + base &amp; would + base</i>).</p>	<p>1. Understand the difference between action and stative verbs.</p> <p>2. Understand and use perfect, progressive, and perfect-progressive in present and past time.</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>
<b>clauses &amp; connectors</b>	<p>1. Produce simple sentences.</p> <p>2. Produce compound sentences with <i>and &amp; but</i>.</p>	<p>1. Produce simple sentences.</p> <p>2. Produce compound sentences with <i>and &amp; 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>1. Differentiate between phrases and clauses.</p> <p>2. Identify simple, compound, and complex sentences.</p>	<p>1. Differentiate between phrases and clauses.</p> <p>2. Identify sentences as simple, compound, complex, or compound-complex.</p>

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			<p>3. Differentiate between independent and dependent clauses by recognizing subordinating connectors.</p> <p>4. Recognize complex sentences.</p> <p>5. Produce complex sentences following common adverb clause patterns to express time, condition, and reasons.</p> <p>6. Understand and use adjective clauses with <i>who</i>, <i>which</i>, and <i>that</i>.</p> <p>7. Begin to recognize fragments as errors.</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 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</i>, <i>which</i>, and <i>that</i> as both subject and object.</p> <p>9. Identify and fix fragments and run-ons.</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 connectors <i>who</i>, <i>which</i>, <i>that</i>, <i>whom</i>, <i>whose</i>, and <math>\emptyset</math>.</p> <p>6. Recognize and use reduced adjective clauses.</p> <p>7. Understand and use noun clauses, including quotations and reported speech.</p>
<b>question formation</b>	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 progressive, and past simple tenses.			
<b>There is/are</b>	1. Understand and use <i>there is/ there are</i> in present tense.	1. Understand and use <i>there is/ there are</i> in present, past, and future tenses.			
<b>imperatives</b>	1. Understand common imperatives (instructions).	1. Understand and use common imperatives (instructions).			

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<b>passive</b>			<p>1. Recognize and understand passive constructions (<i>be</i> + 3<sup>rd</sup>) in simple present and simple past.</p> <p>2. Produce passive sentences in simple present and simple past.</p>	<p>1. Recognize and understand passive constructions (<i>be</i> + 3<sup>rd</sup>) in present and past (simple, perfect, &amp; progressive) 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, &amp; progressive) 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>
<b>modals</b>	<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. Understand and use modals of advice and expectation (<i>should, had better, be supposed to</i>).</p> <p>2. Understand and use modals of probability in present and future (<i>may, might, could, will, should</i>).</p> <p>3. Understand and use modals of ability (<i>can, could, may, be able to</i>).</p>	<p>1. Understand and use modals of necessity (<i>have to, must, be supposed to, need to, be required to</i>) in <b>past</b>, present, and future.</p> <p>2. Understand and use modals of probability (<i>can, may, must, should, have to, must, might, will, could, ought to</i>) in <b>past</b>, present, and future)</p>	
<b>conditionals</b>			(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>
<b>nouns</b>	<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>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>			(noun clauses)

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		<p>4. Recognize and understand count and non-count nouns.</p> <p>5. Form and understand possessive nouns.</p> <p>6. Understand and use subject, object, and possessive pronouns.</p>			
<b>determiners</b>	1. Understand and use the demonstratives <i>this, that, these, &amp; those</i> .	<p>1. Recognize the correct determiners to use with count and noncount nouns (<i>a/an, some, any</i>).</p> <p>2. Use <i>many /much /a lot of</i> correctly with count and non-count nouns.</p>		1. Understand indefinite and definite articles as markers of new or old information in a text.	
<b>adjectives</b>	1. Recognize and understand adjectives in noun phrases and after <i>be</i> .	1. Understand and use adjectives in noun phrases and after <i>be</i> .	<p>1. Make comparisons using adjectives ( <i>-er, more/ less + than</i>).</p> <p>2. Make comparisons with adjectives using <i>as...as</i> and not <i>as...as</i>.</p> <p>3. Use superlative forms of adjectives (<i>the -est</i> and <i>the most ____</i>.)</p>	(adjective clauses)	(adjective clauses)
<b>adverbs</b>	<p>1. Recognize and form common adverbs.</p> <p>2. Understand and use adverbs of frequency with present simple.</p>	<p>1. Recognize and form common adverbs.</p> <p>2. Understand and use adverbs of frequency with present simple.</p>	1. Understand and use <i>too</i> and <i>very</i> .	(adverb clauses)	(adverb clauses)

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<b>prepositions</b>	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.			
<b>gerunds &amp; infinitives</b>			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 like subjects, objects, or objects of a preposition.  3. Understand and use infinitives to express purpose.  4. Use infinitives after adjectives and adverbs.	1. Understand and use gerunds and infinitives with appropriate collocations.	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.