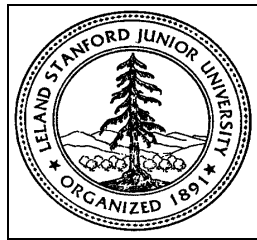


Education Program for Gifted Youth EPGY

Language Arts and Writing Course Teacher and Parent Guide 2008



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Introduction

EPGY's Language Arts and Writing (LAW) is a web-based course that develops and reviews specific concepts and skills used in English grammar, written-language conventions, and sentence composition. The course is intended for students who are reading at 2nd through 6th grade levels.

Course developers reviewed curriculum frameworks and standards in the area of language arts, widely used textbooks, and standardized achievement tests as part of the development process of the course content (see Appendix A). The content of this course reflects the vocabulary, concepts, and skills included in a comprehensive curriculum focusing on language arts. Lists of the concepts covered in this course are presented by grade level in Appendix B, C, D, E, and F.

Section 1 of the guide describes the system requirements and information about how to get started using the course. Section 2 provides an overview of the lectures, strands, and exercise sets included in 2nd through 5th grades. Section 3 contains an overview of the lectures, strands, and exercise sets included in 6th grade. Section 4 explains how students progress through the course. Section 5 describes the student experience in this course and the various exercise types that students will encounter. Section 6 includes a detailed description of the various reports available with the course. Section 7 provides suggestions about how to communicate with the EPGY tutor. Section 8 includes important information about technical support.

We hope that you will enjoy this exciting grammar course.

Section 1. Getting Started

Review this section before the student begins using the course. You will learn what the system requirements are and how to access the course.

System Requirements

The minimum system requirements to run Language Arts and Writing are included below.

Windows

- Windows NT, XP, or Vista multimedia system
- Internet Explorer 6.0+ or Mozilla 2.0+
- Flash MX Player
- Java 1.4.2 or better

Macintosh

- Mac OSX or better
- Safari
- Flash MX Player
- Java 1.4.2 or better

Linux

- Mozilla 2.0
- Flash MX Player
- Java 1.4.2 or better

Certifying Your System

To test if your system is configured to run the course, please go to the following link:

<http://epgycourses.stanford.edu/certify>

The site provides information about the software plug-ins required and instructions to install them. Please note that your browser preferences must be set to allow pop-up windows because the course and lectures within it appear in separate windows.

Accessing the Course

To access Language Arts and Writing, log in to the EPGY student page on the EPGY website. Enter your student number and password in the appropriate fields shown on the next page in Figure 1.

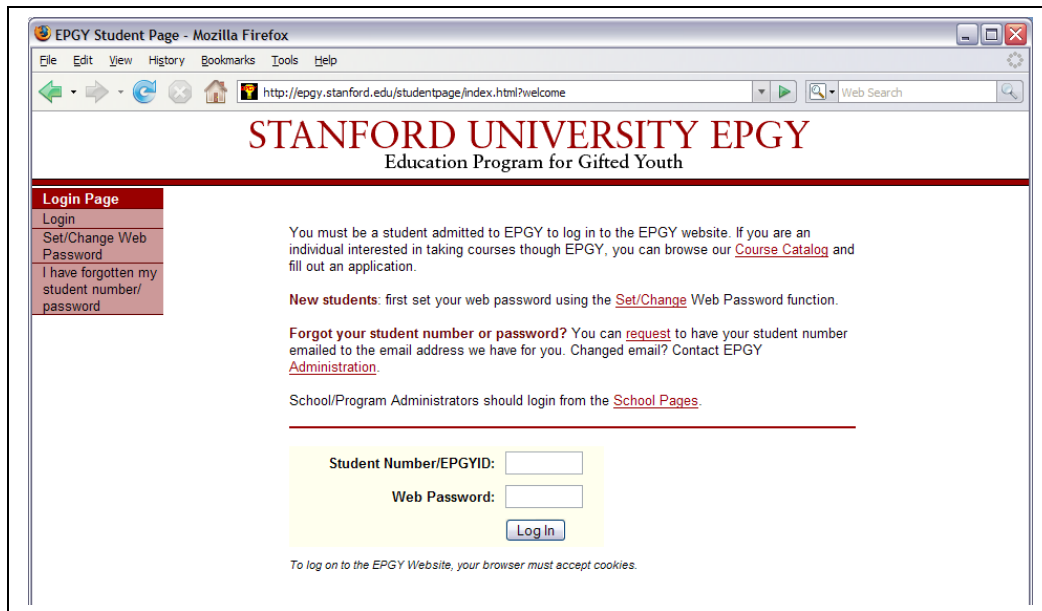


Figure 1. EPGY login page.

When the EPGY Student Pages come up, select the LAW course link from the menu at the left of the page, as shown below in Figure 2.

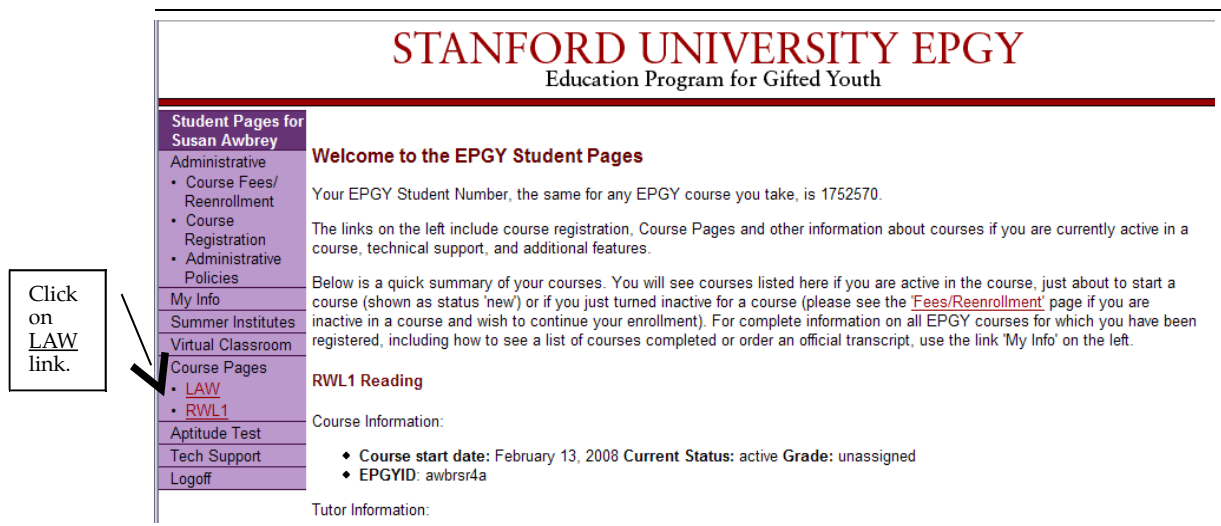


Figure 2. EPGY Student Pages.

After clicking on the LAW course link, the LAW Student Course Page, shown on the next page in Figure 3, will appear on the screen. From the LAW Student Course Page, you can view and download the Teacher and Parent Guide and the Course Policies. Also, you can check to find out if your computer meets the course requirements by clicking, Go to the Certify page. To run the course, click on the link labeled, Your LAW course page. Students who participate in the virtual classroom must install

Centra Symposium, which is also linked to this page. When you click on Your LAW course page, shown in Figure 3, a window will open up the individual student's course page, which is shown below in Figure 4. On the individual student's course page, the course is launched by clicking on the link labeled, Run Course.

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[My Student Page](#) | [My Info](#) | [Technical Support](#) | [Log Out](#)

Language Arts and Writing

Welcome to the LAW Student Course Page! Your course's essential materials are found in the initial section.

Essential Course Materials

The materials below are required for your course. Most course documents are in .pdf format. You will need to print or download these materials. To download a PDF file to your computer, right click on the link and choose 'Save Link As...'; saving it to a location on your computer that you can remember.

- ◆ [Teacher and Parent Guide](#) (PDF file)
- ◆ [Course Policies](#)

The LAW Course

If this is your first time running the LAW course, check that your computer meets the course requirements. [Go to the Certify page.](#)

To run your course, use the link below. It will take you to your summary start page. Click on the circle after 'Run Course' to run the course. Click on the circle after View Reports to view progress and other course summary reports.
[Your LAW course page.](#)

EPGY Virtual Classroom

To participate in virtual classroom sessions, you will need to install [Centra Symposium](#).

Figure 3. The LAW Student Course Page.

To take sessions in LAW, click on the link, Run Course.

Welcome, Law Tester9!

Run Course
● |
 View Reports
● |
 View Messages
●

Teacher	Class	Course
Not assigned	SawbreyLAW2Testing	LAW1

Last Session Stats

Date: 09/19/2008 (2 days ago)

Duration: 20 minutes

Exercises: 35

Percent Correct: 91 % (32 / 35)

Current Grade Placement

Strand 1: Parts of Speech	2.07	98 % (67 / 68)
Strand 2: Sentence Structure	2.05	92 % (39 / 42)
Strand 3: Sentence Composition	2.02	97 % (42 / 43)
Strand 4: Paragraphs	2.00	97 % (37 / 38)
Strand 5: Mechanics	2.00	N/A (0 / 0)
Strand 6: Word Usage & Literary Devices	2.00	N/A (0 / 0)

Grade Placement Trajectory

Grade Placement Trajectory Data:

Session	Strand 1: Parts of Speech	Strand 2: Sentence Structure	Strand 3: Sentence Composition	Strand 4: Paragraphs	Strand 5: Mechanics	Strand 6: Word Usage & Literary Devices
0	3.0	3.0	3.0	3.0	3.0	3.0
1	3.1	3.1	3.1	3.1	3.1	3.1
2	2.0	2.0	2.0	2.0	2.0	2.0
3	2.0	2.0	2.0	2.0	2.0	2.0
4	2.0	2.0	2.0	2.0	2.0	2.0
5	2.0	2.0	2.0	2.0	2.0	2.0
6	2.0	2.0	2.0	2.0	2.0	2.0

Figure 4. An individual student's course page.

EPGY's Language Arts and Writing Course

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Section 2. Overview of 2ND through 5TH Grades

This section describes the content and structure of the course from the 2nd through the 5th grades. Content for these grades is distributed among four strands. Three of the strands consist of a series of lectures and sets of exercises covering various concepts. The strand on sentence composition does not include lectures.

Table 1 provides an overview of the distribution of strands, lectures, and exercise sets in 2nd through 5th grades. A list of the concepts covered in the lectures at each of the grade levels is included in Appendices B, C, D, and E.

Table 1
Strands, Lectures, and Exercise Sets in 2nd Through 5th Grades

STRANDS	LECTURES	EXERCISE SETS
Parts of Speech		
2 nd Grade	29	43
3 rd Grade	27	55
4 th Grade	27	59
5 th Grade	36	76
<i>Subtotal</i>	119	233
Sentence Structure		
2 nd Grade	12	21
3 rd Grade	13	22
4 th Grade	15	29
5 th Grade	16	25
<i>Subtotal</i>	56	97
Sentence Composition		
2 nd Grade	n/a	50
3 rd Grade	n/a	26
4 th Grade	n/a	30
5 th Grade	n/a	32
<i>Subtotal</i>	n/a	138
Paragraphs		
2 nd Grade	12	21
3 rd Grade	13	26
4 th Grade	12	30
5 th Grade	12	32
<i>Subtotal</i>	49	109
Totals	224	562

Lectures

The lectures in the course focus on particular concepts within all of the strands except Sentence Composition. Each lecture provides an audio-visual presentation on a specific concept. Visual effects are used to highlight information as it is being explained by the lecturer. An example of a screen from a lecture on beginning sentences with capital letters, from 2nd grade, is shown below in Figure 5. The title of the lecture appears at the top of the screen. As the lecture is playing, a circle on the slide bar at the bottom of the screen will move to the right. When the lecture is over, the student will click on the “Continue” button located in the lower-right corner of the screen, in order to continue with the exercises. At that time, the lecture window will close and an exercise will be presented.

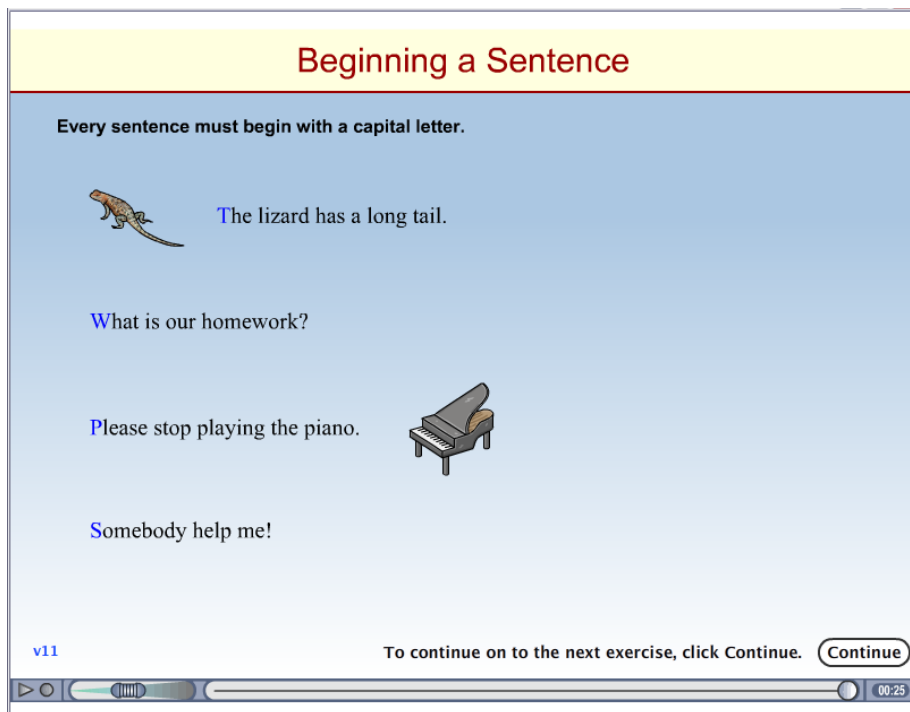


Figure 5. Screen from a lecture in 2nd grade.

Exercise Sets from Strands

Each set of exercises focuses on a specific concept. The number of exercises included in each set will vary, depending on the concept being addressed. Also, the actual number of exercises a student will see in a particular set will vary according to the student performance demonstrated within that set. Students who demonstrate proficiency of the concepts will move through the sets at a faster pace than students who demonstrate a need for additional practice. This means that students will see fewer exercises when they answer exercises correctly on either of the first two attempts. When students answer exercises incorrectly, the program will present them again at a later time. This repetition is intentional.

An example of an exercise from a set is shown below in Figure 6. The exercise identification number is displayed on the screen in the upper-left corner, and the title of the set is centered at the top. **IMPORTANT: In the lower-right corner of the screen are a series of buttons. The two boxes that show lines represent the same function, which is to replay a lecture. The box containing the red X is used for ending a session early. Please ignore the green arrow and the comment balloon buttons that are also located in this area, unless your tutor or a technical support person directs you to do otherwise. The green arrow will cause an exercise to be skipped. The comment balloon is not in effect at this time.**

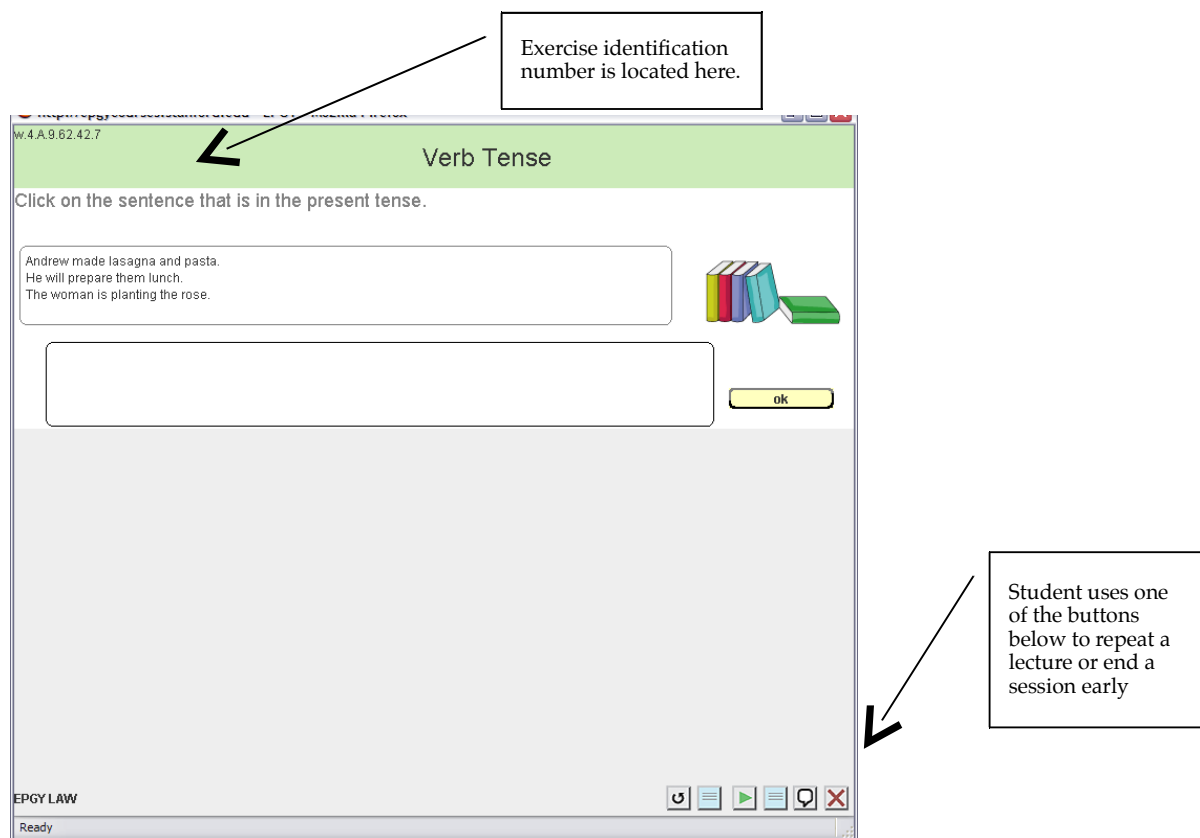


Figure 6. Screen from an exercise.

Parts of Speech Strand

The Parts of Speech strand provides practice identifying and using the grammatical categories of English words in context. There are 223 exercise sets included in this strand as shown in Table 1.

Sentence Structure Strand

The Sentence Structure strand provides practice analyzing and identifying properties of English sentence structure and style. It also provides practice identifying and applying the rules of English punctuation and capitalization. There are 97 exercise sets included in this strand.

Sentence Composition Strand

The Sentence Composition strand provides guided sentence-writing practice using the parts of speech and concepts covered in the other two strands. Instead of a lecture, students may be provided with short, occasional audio hints. Within this composition environment, the student is presented with a sentence followed by a question about the sentence. The student is prompted to construct a complete sentence that will correctly answer the question. The student is given lists of words, which are labeled according to the parts of speech such as verbs, nouns, adverbs, adjectives, prepositions, articles, etc. After the student composes a sentence in response to the question, the system evaluates it for grammatical and semantic correctness. If the response contains an error, the system provides feedback on why it is incorrect. Please note the course does not evaluate for capitalization at the beginning of the sentence or for punctuation. There are 138 exercise sets in this strand, as shown in Table 1. A sample exercise from the strand is shown in Figure 7.

T403 Sentence Composition

Lillian puts her textbook in a big bag that she keeps underneath her desk.

Where is Lillian's book?

OK

PREPOSITION	CONTRACTION	ARTICLE	NOUN	PRONOUN
in	it's	a	bag	her
on			desk	his
under			closet	she
				they
				it

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Student drags words to form a sentence that answers the question.

Figure 7. Sample exercise in Sentence Composition strand.

Paragraphs Strand

The Paragraphs strand introduces students to various types of paragraphs such as narrative paragraphs, paragraphs of information, and opinion paragraphs. In this strand, students learn about the different types of paragraphs, appropriate main ideas contained in each paragraph type, how the paragraphs are structured and organized, and the various writing styles used in composing the paragraphs. There are 109 exercise sets included in the strand.

Section 3. Overview of 6TH Grade

This section describes the content and structure of the 6th grade. Content in this grade is distributed among six strands. Five of the strands consist of a series of lectures and sets covering various concepts. As in earlier grades, the strand on sentence composition does not include lectures.

There is significantly more material included in 6th grade than in the 5th grade of the course. It is expected that students will take longer to complete the 6th grade due to the increased amount of material and the complexity of the concepts included for this level.

An overview of the distribution of strands, lectures and exercise sets for 6th grade is shown below in Table 2. The Mechanics and Word Usage & Literary Devices strands do not become active until the middle and later part of the 6th grade. A list of the concepts covered in the lectures in 6th grade is included in Appendix F.

Table 2
Strands, Lectures, and Exercise Sets by Strand for 6th Grade

STRANDS	LECTURES	EXERCISE SETS
<i>Parts of Speech</i>		
6 TH Grade	58	82
<i>Sentences, Clauses, & Phrases</i>		
6 th Grade	64	75
<i>Mechanics</i>		
6 th Grade	30	31
<i>Word Usage & Literary Devices</i>		
6 th Grade	33	41
<i>Sentence Composition</i>		
6 th Grade	n/a	36
<i>Paragraphs</i>		
6 th Grade	19	41
TOTAL	204	306

Lectures

The lectures in the 6th grade focus on particular concepts within all of the strands except Sentence Composition. Each lecture provides an audio-visual presentation on a specific concept. Visual effects are used to highlight information as it is being explained by the lecturer. The lectures in the 6th grade function in a similar way to those appearing in 2nd through 5th grades in the course. An example of a screen from a lecture in 6th grade is shown in Figure 8. Please see Section 2 for

additional details about lecture screens.

The screenshot shows a presentation slide with a yellow header containing the title "Indefinite Pronouns" in red. Below the header, the text reads: "Indefinite pronouns are words that tell how many. They can be used as pronouns or as adjectives to modify nouns." The slide is divided into three columns: "Singular:", "Plural:", and "Either:". Each column lists several words. Below the lists, there are two example sentences. The first sentence is "Many birds fly south for the winter." with "Many" circled in blue and an arrow pointing to the label "indefinite adj.". The second sentence is "Many will attend the conference tonight." with "Many" circled in blue and an arrow pointing to the label "indefinite pronoun". At the bottom of the slide, there is a version number "v11", a navigation instruction "To continue on to the next exercise, click Continue.", and a "Continue" button. A progress bar is visible at the very bottom of the window.

Singular:	Plural:	Either:
• each	• several	• some
• someone	• both	• none
• everyone	• few	• all
• everybody	• many	• most
• somebody		

indefinite adj.
"Many" birds fly south for the winter.

indefinite pronoun
"Many" will attend the conference tonight.

v11 To continue on to the next exercise, click Continue. Continue

Figure 8. Screen from a lecture in 6th grade.

Exercise Sets from Strands

Each set of exercises focuses on a specific concept. As in earlier grades, the number of exercise included in each set will vary, depending on the concept being addressed. In addition, the actual number of exercises a student will see in a particular set will vary according to the performance demonstrated within that set. Students who demonstrate proficiency of the concepts will move through the sets at a faster pace than students who demonstrate a need for additional practice. This means that students will see fewer exercises when they answer exercises correctly on either of the first two attempts. When students answer exercises incorrectly, the program will present them again at a later time.

An example of an exercise from a set in 6th grade is shown in Figure 9, on the next page. For all exercises, the exercise identification number is displayed on the screen in the upper-left corner, and the title of the set is centered at the top. In the lower-right corner of the screen are a series of buttons. Please refer to Section 2 for additional information about the buttons.

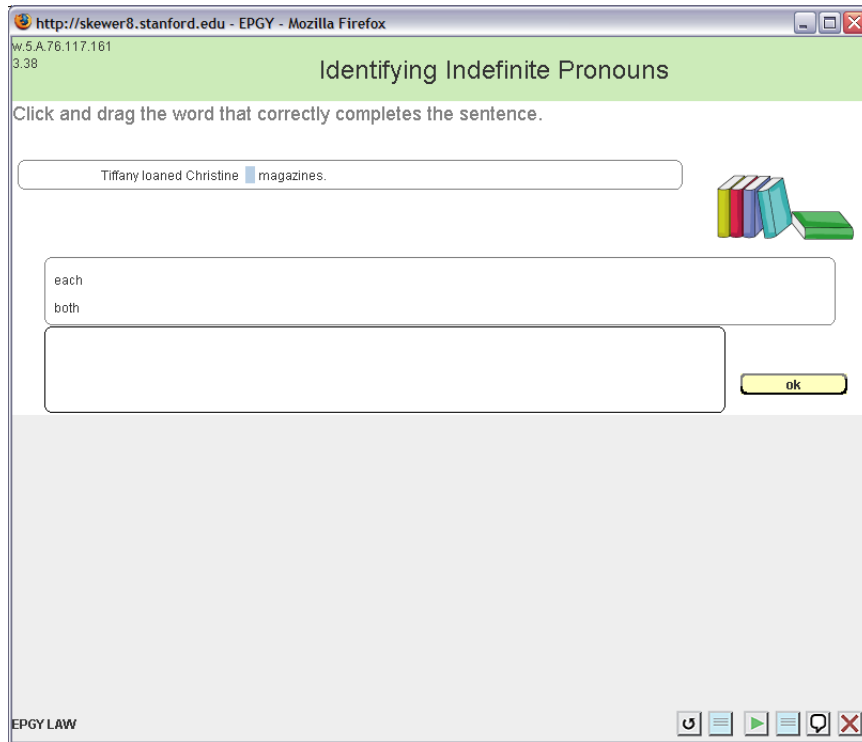


Figure 9. Screen from an exercise in 6th grade.

Parts of Speech Strand

The Parts of Speech strand provides practice identifying and using the grammatical categories of English words in context. There are 82 exercise sets included in this strand as shown in Table 2.

Sentences, Clauses, and Phrases Strand

The Sentences, Clauses, and Phrases strand provides practice analyzing and identifying properties of English sentence structure and style, with an emphasis on sentences, clauses, and phrases. There are 75 exercise sets included in this strand.

Mechanics Strand

The Mechanics strand provides practice in applying the correct rules of capitalization, hyphens, commas, quotation marks, colons, semicolons, dashes, and parentheses. There are 31 exercise sets included in this strand. The strand becomes active when the student has reached 6.5.

Word Usage and Literary Devices Strand

The Word Usage and Literary Devices strand provides practice in using correct word forms within context. The strand includes guided practice with literary devices, such as alliteration, onomatopoeia, simile and metaphor, personification, mood, and setting. Concepts addressed also include word parts (prefixes, suffixes, and roots), synonyms and antonyms, homophones and homographs, contractions, and commonly

misused words (such as “its” and “it’s”, “your” and “you’re”, etc.). There are 41 exercise sets in this strand. The strand becomes active when the student reaches 6.75.

Sentence Composition Strand

The Sentence Composition strand provides guided sentence-writing practice using the parts of speech and concepts covered in other strands. Within this composition environment, the student is presented with a sentence, appropriate for a sixth-grade level, followed by a question about the sentence. The student is prompted to construct a complete sentence that will correctly answer the question. The student is given lists of words, which are labeled according to the parts of speech such as verbs, nouns, adverbs, adjectives, prepositions, articles, etc. After the student composes a sentence in response to the question, the environment evaluates the grammatical and semantic correctness of that constructed sentence. There are 36 exercise sets in this strand.

Paragraphs Strand

The Paragraphs strand uses advanced content to continue to instruct students about various types of paragraphs such as narrative paragraphs, paragraphs of information, opinion paragraphs, and cause-and-effect paragraphs. In this strand, students learn about the different types of paragraphs, appropriate main ideas contained in each paragraph type, how the paragraphs are structured and organized, and the various writing styles used in composing the paragraphs. There are 41 exercise sets included in this strand.

Section 4. Individualization and Progress

This section describes individualization and progress in Language Arts and Writing. The amount of time required to complete the course will depend on how quickly a student advances through the exercise sets in each of the grades. Factors such as a student's initial placement, length of sessions, and number of sessions taken each week will also help determine how long it will take a student to complete the course. The amount of time used for reviewing concepts and the student's ability to demonstrate success on exams will also impact the rate at which a student progresses through the course.

Course Length

The program individualizes the presentation of course content depending on how well a student is doing. Individual differences among students and their study habits make it difficult to determine in advance the amount of time needed to complete the course. Students also differ in how quickly they read and respond to lectures and exercises.

For 2nd through 5th grades, the minimum amount of time it would take to move through sets with a correct answer on a first try, without any review or repetition, is estimated at over 40 hours. It is expected that most students will spend at least two to three times longer, or 80 to 120 hours.

For 6th grade, it is more difficult to predict the amount of time a student will need to complete the grade level. As an example, the amount of material covered in 6th grade is about two times the amount of material included in 5th grade. Although there will be variations depending on the student's skills, it can be expected that it will take approximately twice as much time to complete the material for 6th grade. Students should contact their tutor immediately if they experience difficulty with 6th grade material, because mastering the concepts presented at the beginning of the grade will be especially important for successfully completing concepts presented later.

Course Settings

Initial Grade Placement

The initial placement for students enrolled in the course is the beginning of the 2nd grade, indicated by 2.0 in all of the strands. There will be situations in which students may need to be initially placed at a level higher than 2.0. Please contact the EPGY tutor if you feel a student should be placed in a higher level. Your tutor can change the grade placements after reviewing the student's progress and through discussion with the parent.

Session Length

Sessions are set to last 20 minutes. If you want the student to have the session length increased, please contact the EPGY tutor. The student can end a session early by clicking the box in the lower-right corner of any exercise screen containing a red X. When the student clicks on the red X, a window will appear and ask the student to confirm that it was an intended action by clicking on the Quit button. The program will then bookmark where the session ended. Figure 10 illustrates the correct way to end a session.

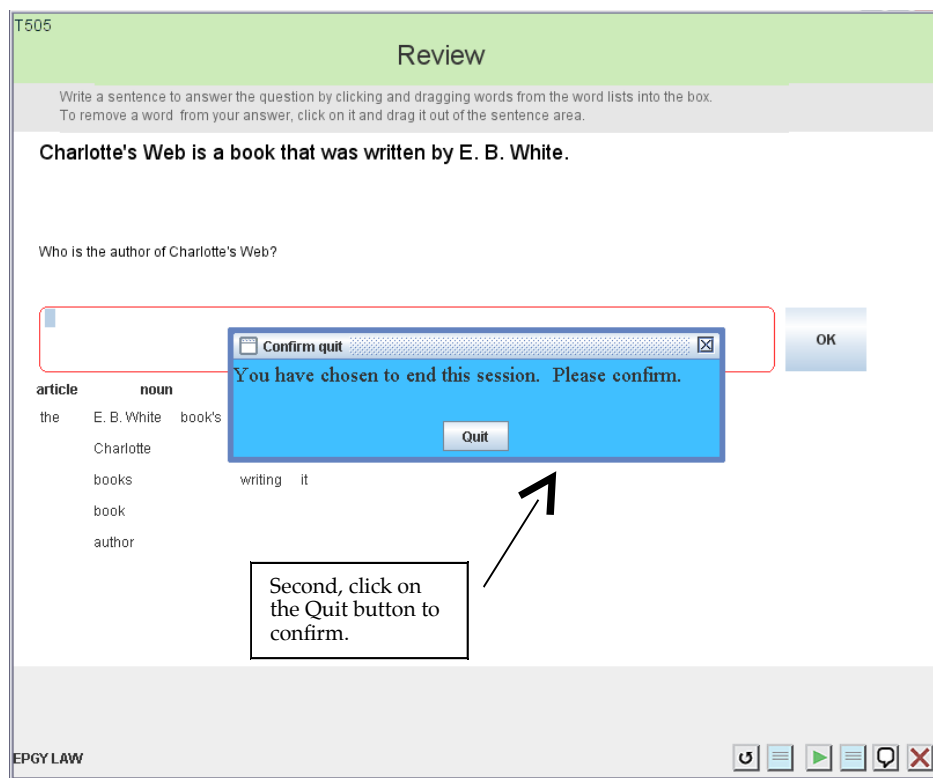


Figure 10. Screen shows correct way to end a session.

Number of Sessions per Week

We recommend that students take one to two 20-minute sessions a day, at least three days a week. However, this is a self-paced course, and students quickly find their own pace. Your tutor will also advise you if it is felt that the student needs to work for longer time periods.

Individualization

There are several ways in the course in which each student's experience is individualized. For all grade levels, depending on how well a student does on a given set of exercises, the program will assess whether the student has mastered the set of exercises before presenting the next lecture or exercise set. Students who encounter difficulty with a set of exercises will take more exercises than those students who do not experience difficulty. All students make progress in EPGY courses by mastering the material; the sooner a student meets the course's mastery criteria for any given concept or exercise set, the fewer the number of exercises presented. The actual algorithms governing this motion are technical and a detailed description of them would be too lengthy for this guide. For information on these technical documents, go to <http://epgy.stanford.edu/research/>. Briefly, the program responds to individual differences by modifying the number and order of problems presented. When the student falls below a certain threshold for a certain concept, the lecture and exercises for that concept will be repeated.

Students may be tempted to ask for help from others. Whether sessions are supervised or not, parents should be aware that the progress of students in Language Arts and Writing is determined by patterns of accuracy in exercise sets. Therefore, while it is natural and useful for parents to discuss new concepts with their children, it is counterproductive for parents to work on exercises with the student. If the student answers a sequence of questions correctly with the help of someone, the program will move on to a new concept even though the student may not fully understand how the answers were derived.

Many students find it helpful to take notes, such as jotting down exercise numbers of problems they have questions about, for more effective correspondence with tutors. The exercise identification numbers are in the upper left-hand corner of the course window. You might want to keep pencil and paper within easy reach. The technical support staff also find this exercise identification useful when technical issues need to be reported to them.

Review

At the beginning of each session, the program determines whether or not the student needs review. The Review segment, which always occurs at the beginning of the session, consists of exercises the student previously missed in the exercise sets. The purpose of repeating missed exercises is to allow additional practice on concepts that have created difficulty.

Exams

An exam is presented at the end of each grade level. The exam will always be presented at the beginning of a session. Please note that it is not unusual for the student to move into the next grade level and take a few sessions at the new level before an exam is given. The exam will test the

student's knowledge about the various concepts addressed in that grade level. The types of exercises included on an exam are similar to those presented in the exercise sets. The number of exercises included on an exam ranges from 38 to 49 exercises, depending on the grade level.

Students who demonstrate a sufficient degree of success on an exam will advance to the next grade level in the course. At that point, all strands on a report will show the new grade placements in the strands. A student who has a test score below the minimum expectancy will back up in grade placement by two-tenths of a grade year in each of the strands. Thus, a student failing the test for 4th grade will be moved back to 3.80 in each of the strands. The exam score can be seen in the Concepts Summary report.

The exam at the end of the 6th grade will be considered the final exam for the entire course. A passing grade on the sixth grade exam will indicate that the student has successfully completed the course. A student who does not produce a passing grade on the first try will be moved back to 6.80 in all strands, and will then retake the exam on reaching 7.0.

Section 5. The Student Experience

This section describes what a student does during a typical session and a few of the more common types of exercise included in the course.

A Typical Session

The first session a student takes in the course will begin with a lecture and a set of exercises on the lecture, or a set of sentence composition exercises. The first session will continue by presenting lectures and their related exercises, and sets of sentence composition exercises.

After the first session of the course, subsequent sessions begin with a Review segment, which includes any missed exercises from previous sessions. Then the program will pick up where the last session ended by presenting lectures with their related exercises, and sets of sentence composition exercises.

Whenever the student is working on an exercise, it is possible to replay a lecture that has been viewed thus far. To do this, the student will click on either box containing lines, which is located next to the green arrow, at the bottom of the exercise screen, as shown in Figure 11 below. A window will appear, and the student can select a lecture to load and appear in the lecture window. Students may replay lectures whenever they are working on exercises.

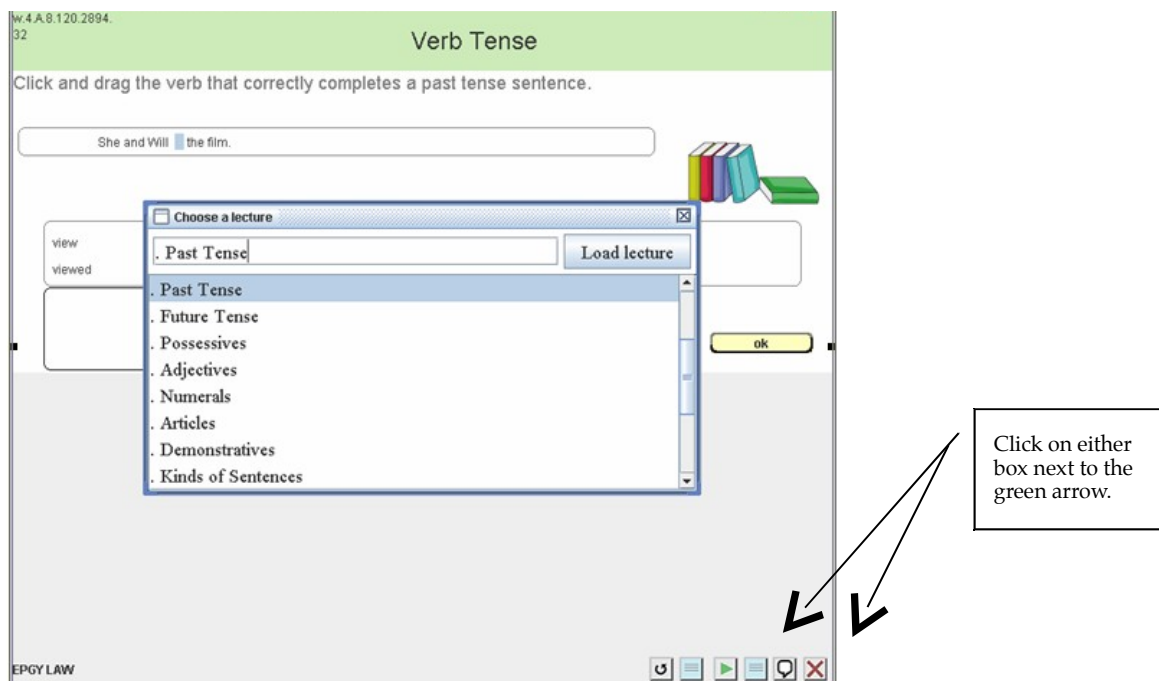


Figure 11. Screen shows how to replay a lecture.

Common Types of Exercises

There are several types of exercises used in the Language Arts and Writing course. A few of the more common interactions contained within exercises are included in this section.

Number of Attempts Allowed in Exercises

A student has two tries to answer most exercises. Exercises with only two answer choices allow only one try. A correct response on the first try prompts the student to go on to the next exercise or lecture. After a second try, the student must go on to the next exercise whether the response is correct or not. With the exception of Sentence Composition exercises, the correct answer will be shown to the student if he or she is unable to answer correctly within the allotted number of tries. Remember that exercises answered incorrectly will be presented again later in the program.

Identification Exercises

Students are often asked to identify the correct answer by clicking on a piece of text such as a word, several different words, a group of words, or a complete sentence. An example of an identification exercise is shown below.

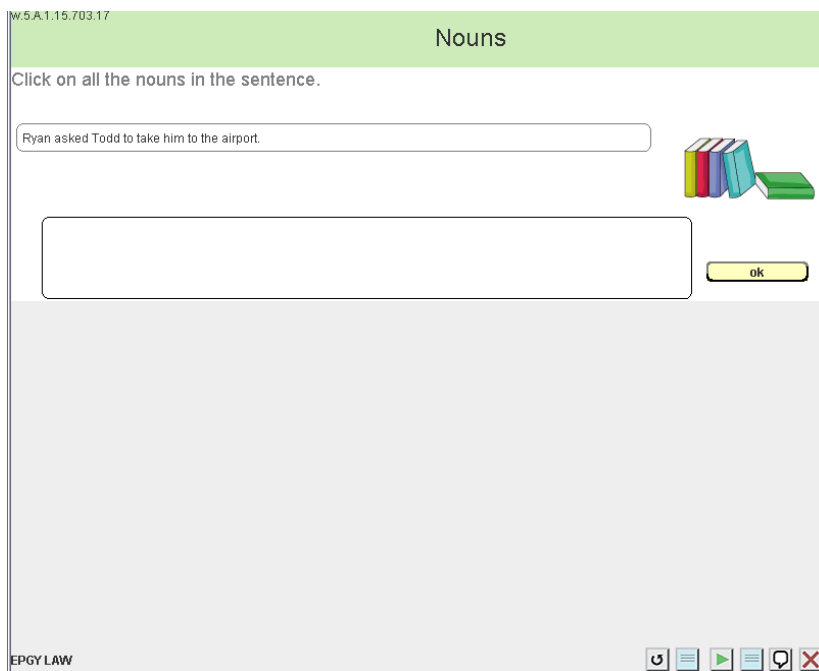


Figure 12. An example of an identification exercise.

Multiple-Choice Exercises

In multiple-choice exercises, the student selects the correct answer from a list of choices, as shown below.

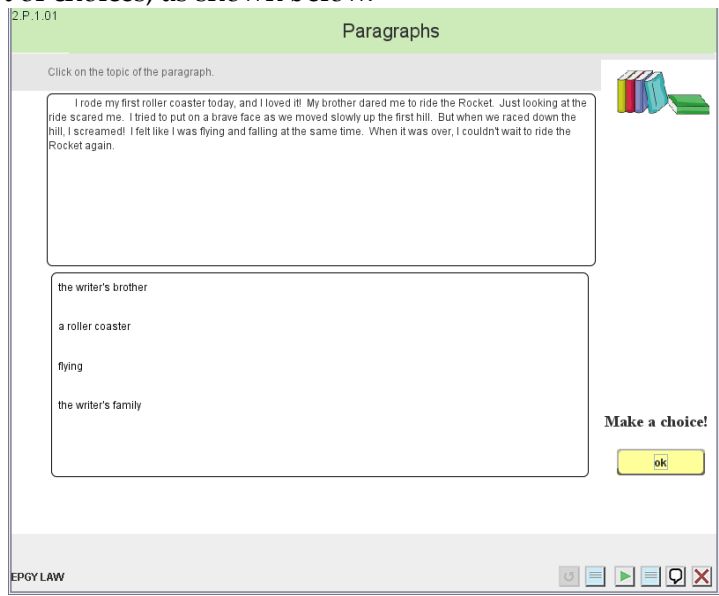


Figure 13. Example of a multiple-choice exercise.

Simple Fill-in Exercises

In this type of exercise, the student is asked to click and drag text, such as a letter, group of letters, word, phrase, or sentence into a blank. An example is shown below.

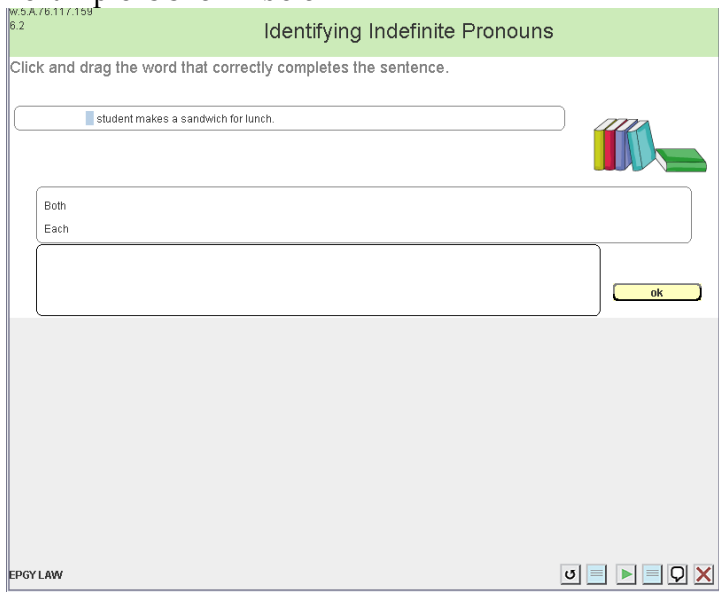
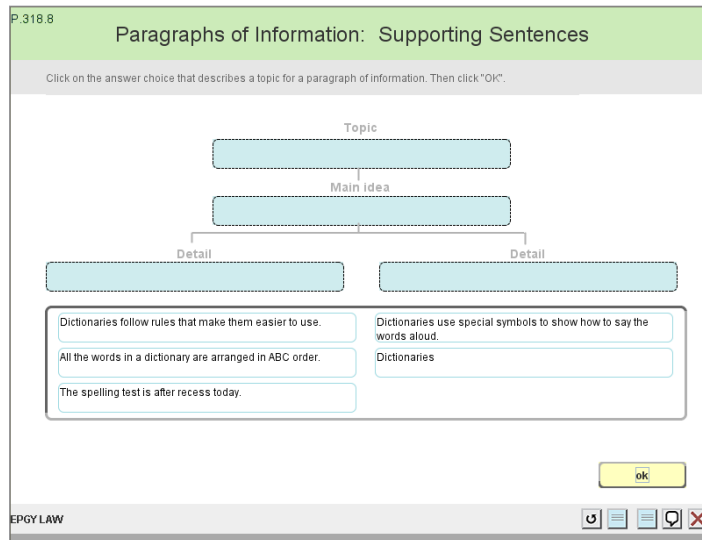


Figure 14. Example of a simple fill-in exercise.

Complex Fill-in Exercises

In these exercises, the student will click and drag each piece of text into the correct place on the screen.



The student clicks and drags the text to correct areas on the outline.

Figure 15. Example of a complex fill-in exercise.

Spelling Exercises

In this type of exercise, the student will click and drag each letter or group of letters into the blank. An example of dragging a series of letters to form a word is shown below in Figure 16. It is important that the arrow is placed directly over the space where the word or letter is to be placed, in order for a successful drag and drop to be completed.

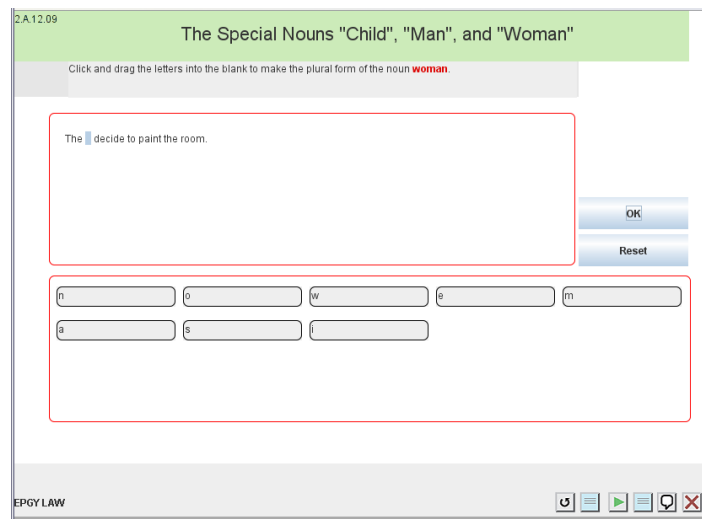


Figure 16. Example of a spelling exercise.

Sequence-of-Events Exercises

In a sequence-of-events exercise, the student clicks and moves each event into the correct place on the screen. This exercise is completed in a step-by-step process. All parts of the exercise must be answered correctly in order for the exercise to be scored as a correct answer.

P.356.8

Narrative Paragraphs: Supporting Sentences

Click on the sentence that describes the first event in a story. Then click "OK".

Topic: The dog park

Event 1:

Event 2:

Event 3:

Event 4:

Events

Finally, I took Maraca home even though she didn't want to leave. Next, we walked to the dog park.

Once we got to the park, I let her go play with all the other dogs. First, I got Maraca's leash out.

OK

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The student clicks and drags text to the correct positions within the list of events.

Figure 17. Sample of a sequence-of-events exercise.

Sentence Composition Exercises

The Sentence Composition strand consists entirely of exercises in which students write a grammatically correct sentence in response to a question. Some of the exercises include audio hints.

B.406

Sentence Composition

Emilio is excited because he gets to go to the circus this weekend.

Why is Emilio excited?

He going to the circus

Try again!

OK

VERB	NOUN	ARTICLE	PREPOSITION	PRONOUN	ADJECTIVE
is	circus	the	to	he	this
are	zoo			she	
went	weekend			we	
going				they	

You need a form-of-"be" helping verb before the -ing verb.

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The student clicks and drags words to the blank to make a sentence.

Figure 18. Sample of a sentence composition exercise.

Section 6. Reports

A variety of reports on your student's progress and performance in Language Arts and Writing is available online from the student's course page. A description of each of the reports is presented in this section. The strands listed on the reports are numbered as shown below in Figure 19.

Strand
Strand 1: Parts of Speech
Strand 2: Sentence Structure
Strand 3: Sentence Composition
Strand 4: Paragraphs
Strand 5: Mechanics
Strand 6: Word Usage & Literary Devices

Figure 19. Numbered strands presented on reports.

Progress Summary Report

The Progress Summary Report provides information about the student's usage of the course, such as the total number of sessions taken in the course, the total time spent in the course, the total number of exercises answered, and overall percentage of exercises answered correctly. This report also indicates the student's current grade placement in the course by strand and a trajectory, as shown in Figure 20. Please note that inactive strands will show a base line of the beginning of the current grade.

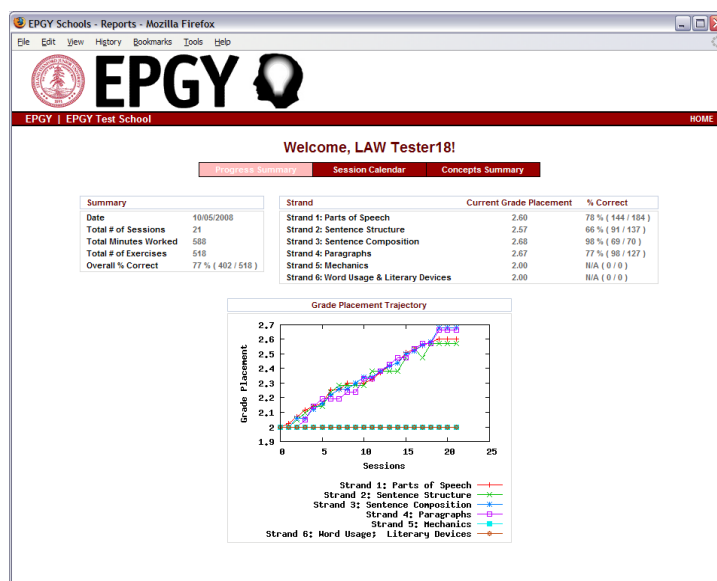


Figure 20. Sample of a Progress Summary Report.

Session Calendar Report

The Session Calendar Report is a monthly view of the days a student has taken a session, how many sessions were taken on a particular date, and the student's cumulative performance on the exercises taken on a particular date. Parents can specify the month and year of sessions to view by selecting the date in the pull-down menus above the calendar as shown in Figure 21.

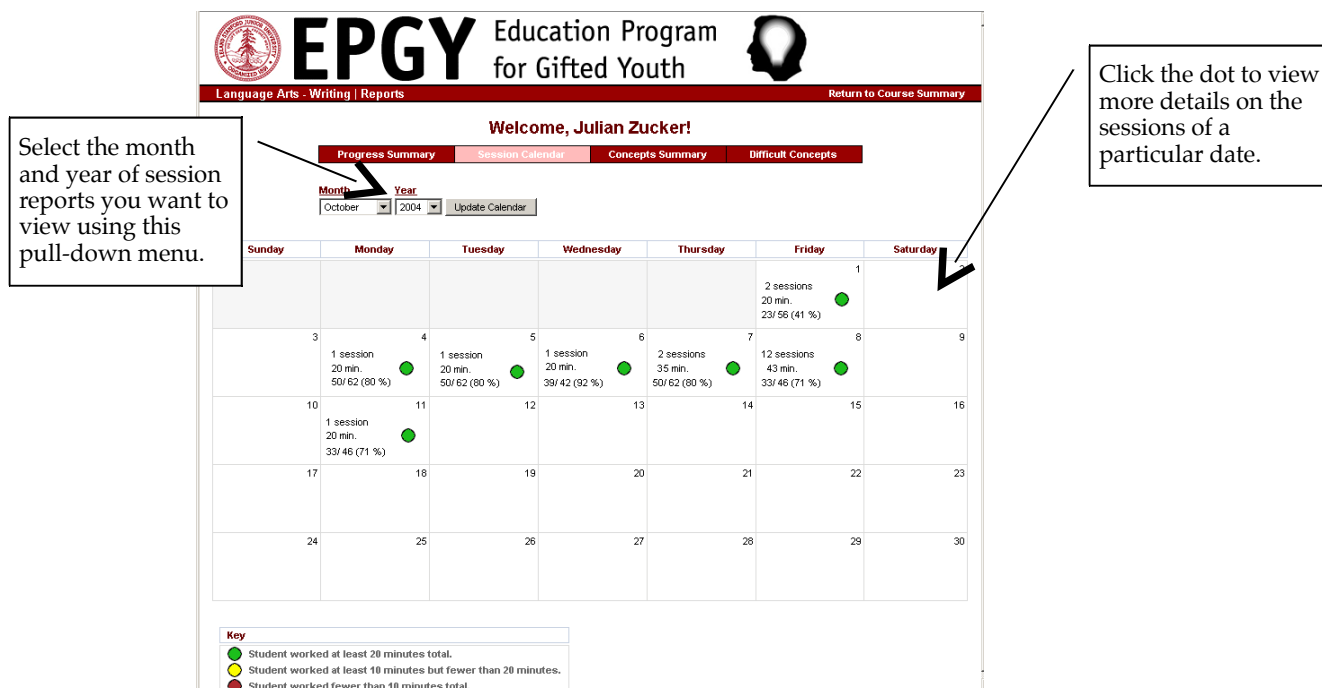


Figure 21. Sample of a Session Calendar Report.

A green, yellow or red dot will be displayed on each day of the month that a student logs on to the course. The color of the dot denotes the student's total session time. A green dot indicates that the student worked at least 20 minutes that day, yellow indicates the student worked more than 10 but less than 20 minutes, and red indicates the student worked less than 10 minutes.

To view details of each session on a given date, click on the colored dot in the Session Calendar Report for the date for which you want more information. The Cumulative Session Summary and Individual Summary Reports will be displayed in another window as shown in Figure 22.

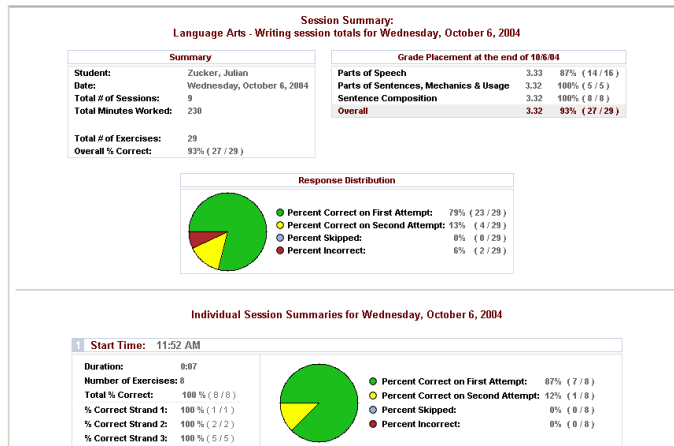


Figure 22. Sample of Cumulative Session and Individual Session Summary.

This sample report shows course usage and performance data cumulatively across all sessions on a given date as well as an individual session's data. A pie graph of the distribution of correct, incorrect and skipped exercise responses is also given.

Concepts Summary Report

Student performance on specific concepts taken in the course is provided in the Concepts Summary report shown in Figure 23. The name of the concept studied, number of exercises taken, percentage correct, and whether the student passed the course's mastery criteria for that concept are indicated on the report.

EPGY Education Program for Gifted Youth	
Language Arts - Writing Reports	Return to Course Summary
Welcome, Julian Zucker!	
Progress Summary	Session Calendar
Concepts Summary	Difficult Concepts
Parts of Speech	
Concept	# of Exercises % Correct Mastered
Nouns	4 100% (4 / 4) <input checked="" type="checkbox"/>
Personal Pronouns	4 100% (4 / 4) <input checked="" type="checkbox"/>
Possessives	9 55% (5 / 9) <input checked="" type="checkbox"/>
Possessives 2	14 78% (11 / 14) <input checked="" type="checkbox"/>
Irregular Nouns	55 36% (20 / 55) <input checked="" type="checkbox"/>
Irregular Nouns 2	43 48% (21 / 43) <input checked="" type="checkbox"/>
Irregular Nouns 3	3 100% (3 / 3) <input checked="" type="checkbox"/>
Irregular Nouns 4	3 100% (3 / 3) <input checked="" type="checkbox"/>
Irregular Nouns 5	4 100% (4 / 4) <input checked="" type="checkbox"/>
Articles	4 100% (4 / 4) <input checked="" type="checkbox"/>
Articles 2	6 83% (5 / 6) <input checked="" type="checkbox"/>
Proper and Common Nouns	4 100% (4 / 4) <input checked="" type="checkbox"/>
Adjectives	4 100% (4 / 4) <input checked="" type="checkbox"/>
Singular and Plural Nouns	4 100% (4 / 4) <input checked="" type="checkbox"/>
Singular and Plural Nouns 2	5 80% (4 / 5) <input checked="" type="checkbox"/>
Action Verbs	4 100% (4 / 4) <input checked="" type="checkbox"/>
Personal Pronouns 2	25 56% (14 / 25) <input checked="" type="checkbox"/>
Personal Pronouns 3	41 58% (24 / 41) <input checked="" type="checkbox"/>
Personal Pronouns 4	8 75% (6 / 8) <input checked="" type="checkbox"/>
Personal Pronouns 5	4 100% (4 / 4) <input checked="" type="checkbox"/>
Sentence Structure	
Concept	# of Exercises % Correct Mastered
Kinds of Sentences	48 42% (24 / 48) <input checked="" type="checkbox"/>

Figure 23. Sample of a Concepts Summary Report

Section 7. Communicating with EPGY

This section explains how you can contact your tutor when you have questions about the course and reports.

Communicating with the EPGY Tutor

Your tutor will send you a personal welcome email that will provide you with all of her contact information when you start the course. You will communicate with your tutor primarily via email and through an environment called the virtual classroom. Both modes of communication are described in this section.

Tutor Assignment

Information about your tutor may be found on the web pages for this course.

Email

When you email a question or comment about the course content to your tutor, please include the course acronym LAW in the subject line. If you have a question about lecture content, please include the title of the lecture in your email along with a description of the problem. If you have a question about an exercise, please include the exercise identification number shown in the upper left-hand corner of the screen along with the description of your question. When there is technical problem with any of the exercises or lectures, please provide detailed information to the tutor or technical support staff so that your problem can be attended to as efficiently as possible.

Virtual Classroom

EPGY uses Centra Symposium software for virtual classes. This software allows live discussion with real-time voice and graphics. The virtual classroom is an optional part of the LAW program and each tutor manages his or her class differently. Tutors may give formal lectures, discuss challenging sections of the course, introduce extra-curricular grammar lessons, or play games. Instructions are available from the course page. Attendance in the virtual classroom is not mandatory, and there is a playback feature for each class session to allow students to replay the current lecture. If possible, please have the student wear a headset with microphone attached during the virtual classroom. Without a headset the student will only be able to communicate using the text chat feature.

Virtual classroom sessions are held periodically throughout the course. In the virtual classroom, students connect via the internet, using voice and shared whiteboard conferencing software to create a real-time interactive version of the EPGY lecture environment. The virtual classroom gives students an electronic forum in which they can interact with their tutor and other students. Students who want to work more intensively with an

instructor, one-on-one, or in a small group are encouraged to attend virtual classroom sessions. To install Centra Symposium, go to your LAW student page and click the link. Here are a few quick tips to help ensure that you correctly access the virtual classroom:

Steps for Accessing the Virtual Classroom

1. Log in to your LAW course page.
2. Click on the LAW1 tab to the left of your screen.
3. Click on the Centra Symposium link at the bottom of the next screen.
4. This message will appear: New to CentraOne? Start here:
5. Click on the following and follow the steps for installing Centra:
How to test your system for compatibility and download/install CentraOne
6. Please remember that you **MUST** complete a system check. If you have not performed a system check, you will run into problems, such as a frozen screen. If this happens, then you will need to run the system check again and make sure you pass all **THREE** system check steps, **AND** you can hear your own voice in the audio playback. It is recommended that the student wear a headset, so that messages can be spoken, in addition to using the feature of text chatting.

NOTE:

This process should be followed well before the actual class begins so that if you need technical support, there will be time to get help. Your tutor and the technical support team will be busy preparing for the class too, so it is important not to contact them just before the class begins. Also, when logging in, please ignore the date that appears on the screen.

Section 8. Technical Support

Before contacting EPGY technical support, please review the system requirements listed in Section 1 to verify that your computer system meets them. You should also certify your computer system to test if your system is configured to run the course. To do this, go to:

<http://epgycourses.stanford.edu/certify>

Preparing for Technical Support

Technical support is provided on the web pages for this course. Be sure to include the following information whenever you are requesting technical support:

- 1) Provide a detailed description of your computer system (i.e. operating system, computer hardware maker, and internet browser).
- 2) Explain conditions when the problem occurred so that we can attempt to replicate it.
- 3) Include the date and time of the session in question.
- 4) Provide the exercise identification number, which is located in the upper left-hand corner of the screen, if the problem occurred during the exercise.
- 5) Provide the title of the lecture, which is located at the top of the screen, if the problem occurred during a lecture.

Frequently Asked Questions

Question:

I have tried running the course from the EPGY website and get as far as the opening screen of the course. It shows a light bulb pulsing. In red, there is a message that says "Computing next activity". Nothing else happens. Why won't the course start?

Answer:

You may have a pop-up blocking program installed on your computer that is preventing the course from operating as it should. If you do, please turn it off. To check whether you do, one of the procedures listed below should help solve the problem.

1. Are you using either Internet Explorer or Mozilla's Firefox browser? If not, then please download either of those browsers from Microsoft or Mozilla.

2. Check to see if pop-ups are disabled by searching for and using an available online “pop-up tester” or visiting a website that you know has pop-up windows. As you know, the location of various web sites often changes, however, one pop-up tester that is available as of the date of this version of the parent guide that you may want to try is as follows:

http://edit.companion.yahoo.com/config/slv4_page?.p=pubtry

You should see a small pop-up window that says, “This is a test popup >window” at the above page.

3. **Yahoo Toolbar with Pop-Up Blocker**

The latest version of the Yahoo Toolbar comes with a pop-up blocker that is installed and enabled by default. This also seems to come with Yahoo Messenger. Look at your Yahoo toolbar. Located two or three buttons to the right of “Search the Web” is a button for the Yahoo Pop-up blocker. Click the button and choose to disable it.

4. **Microsoft Internet Explorer 6.0 with Service Pack 2**

Windows XP Service pack 2 installs a pop-up. Disable it as follows:
Open Internet Explorer
Go to “tools” menu, then “Pop-up Blocker”
Click “Turn off Pop-up Blocker”

5. **Firefox Browser with Built-in, Pop-up Blocking**

If you're using the Firefox browser, click on the bar at the top of the window that says "Firefox prevented this site from opening a popup window. Click here for options..." and choose "edit popup blocker options" from the menu that opens up. Then add the following sites to the list of allowed sites:

- a) epgy.stanford.edu,
- b) epgyschools.stanford.edu
- c) epgycourses.stanford.edu

Be sure to click the "Allow" button after you type in each web site address.

6. **Other Pop-up Blockers**

If you are using any third-party pop-up blocking software, then you may need to follow the list of instructions provided directly from the software developer.

Another suggestion for you to try is to press and hold the CTRL key to let the pop-up through. (Hold the CTRL key down when you click “login”, “attend” or “run the course”.) Note that pressing the CTRL key down to temporarily disable a pop-up blocker only works on some products.

You can also use Google and search the web for the terms “disabling pop-up blocking software” and other variations of this term. You should be able to locate a site that will provide access to lists of pop-up blockers and instructions for disabling them.

If you still can't see the pop-up window, be sure that you have closed any security programs (at least for now, they will restart when you reboot your computer), such as Norton System Security, Zonealarm Pro, or other programs. You will see small icons in the lower right corner of your computer screen. Hold your mouse arrow over each icon to see what it is and right click to choose to close, disable, or exit.

Question:

Can my child use this course from any computer at any time or does he have to work from the same computer in order for start up from where he left off in the previous session because you use cookies?

Answer:

We store the progress of the students taking this course in an online EPGY database, so there won't be any trouble at all if your son uses multiple computers to access the program. You'll just have to make sure that each of the browsers he uses is set up to allow pop-up windows on the EPGY site and that each computer contains the Java plug-in. The configuration page is as follows:

<http://epgyschools.stanford.edu/certify>

Question:

The EPGY program froze after the lecture “Common Nouns and Proper Nouns” was presented. After explaining the difference between the two types of nouns, the EPGY light bulb appears and begins to glow without advancing to the next activity. My daughter is stuck in the first part of this lesson.

Answer:

To move past the lecture, you need to close the lecture pop-up window. If you are using a version of Windows, simply click the X-box at the top-right corner of the window to close it. This will take you back to the main exercise window in which the EPGY light bulb has been blinking. At this point, the EPGY light bulb should fade away and an exercise on common and proper nouns will appear.

If this doesn't work, then direct your browser to our certification page:

<http://epgyschools.stanford.edu/certify>

This will ensure that your computer is running the updated version of Java and that your browser is allowing pop-up windows on the EPGY site.

Appendix A: Selected References

The following list includes selected state curriculum frameworks, textbooks, and standardized tests used to develop the course.

California Standardized Testing and Reporting (STAR/CAT6) Blueprints (Fall 2002). (www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf)

English-Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve. (1998). Sacramento: California Department of Education.

Grade Level Expectations for the Sunshine State Standards: Reading/Language Arts. (1996- 2002). Florida Department of Education. (www.firn.edu/doe/curriculum/home0001.htm).

Harcourt Language, K-6. (2007). Orlando: Harcourt, Inc.

Houghton Mifflin English, K-8. (2003). Boston: Houghton Mifflin Company.

Learning Standards for English Reading/Language Arts (1996). New York State Department of Education. (www.emsc.nysed.gov/ciai/ela/elarg.html).

Reading/Language Arts Framework for California Public Schools Kindergarten through Grade 12. (1999). Sacramento: California Dept. of Education. (www.cde.ca.gov/cdepress/lang_arts.pdf)

Texas Essential Knowledge and Skills for English Language Arts and Reading (1997– 2002). Austin: Texas Education Agency, www.tea.state.tx.us/rules/tac/chapter110/index.html).

Appendix B: Course Content in 2nd Grade

The chart lists the concepts covered in lectures for the exercises sets in three of the four strands. The Sentence Composition strand, which is not included in this chart, consists of sets of exercises without lectures.

2nd Grade

PARTS OF SPEECH	SENTENCE STRUCTURE	PARAGRAPHS
Nouns	Sentences	Paragraphs
Proper Nouns	Word Order in Sentences	Topic Sentences in Paragraphs
Names of Days, Months, and Holidays	Beginning a Sentence	Detail Sentences in Paragraphs
Names of Animals and Places	The Naming Part in a Sentence	Personal Narratives
Making Nouns Plural	The Telling Part in a Sentence	Friendly Letters
The Special Nouns “Child”, “Man”, and “Woman”	Statements Are Sentences	Invitations
Nouns That Show Ownership	Questions Are Sentences	Thank-You Notes
Abbreviations	Commands Are Sentences	Envelopes
Pronouns	Exclamations Are Sentences	Paragraphs That Inform
The Pronouns “I” and “Me”	Ending a Sentence	Paragraphs That Explain
Adjectives	Joining Naming Parts in a Sentence	How-To Paragraphs
Adjectives That Compare	Joining Telling Parts in a Sentence	
Using “A” and “An”		
Verbs		
Present-Tense Verbs		
Past-Tense Verb		
Verb Agreement		
The Special Verbs “Go”, “Do”, and “See”		
The Special Verbs “Give” and “Come”		
The Verb “Be” in the Present Tense		
The Verb “Be” in the Past Tense		
The Verb “Have” in the Present Tense		
The Helping Verbs “Has” and “Have”		
The Helping Verb “Had”		
Adverbs		
Contractions with “Not”		
Contractions with Pronouns		
Using “To”, “Too”, and “Two”		
Using “There”, “Their”, and “They’re”		

Appendix C: Course Content in 3rd Grade

The chart lists the concepts covered in lectures for the exercises sets in three of the four strands. The Sentence Composition strand, which is not included in this chart, consists of sets of exercises without lectures.

3RD Grade

PARTS OF SPEECH	SENTENCE STRUCTURE	PARAGRAPHS
Nouns	Kinds of Sentences	Topics and Main Ideas
Proper and Common Nouns	End Punctuation	Narrative Paragraphs
Singular and Plural Nouns	Capitalization	Narrative Paragraphs: Lead Sentences
Action Verbs	Commas	Narrative Paragraphs: Supporting Sentences
Personal Pronouns	Conjunctions and Run-On Sentences	Narrative Paragraphs: Closing Sentences
Ordering “I” and “Me”	Simple Subjects	Paragraphs of Information
Possessives	Complete Subjects	Paragraphs of Information: Topic Sentences
Irregular Nouns	Compound Subjects	Paragraphs of Information: Supporting Sentences
Articles	Simple and Complete Predicates	Paragraphs of Information: Closing Sentences
Adjectives	Compound Predicates	Opinion Paragraphs
Number Words	Compound Verbs	Opinion Paragraphs: Opinion Statements
Adverbs	Quoting and Underlining Literary Titles	Opinion Paragraphs: Supporting Sentences
Present Tense	Compound Words	Opinion Paragraphs: Closing Sentences
Past Tense	Spoken and Written Quotation	
Future Tense		
Pronoun Contractions		
Possessive Pronouns		
Tricky Homophones		
Comparative Adjectives		
Confusing Adverbs		
Forms of “Be”		
Helping Verbs		
Contractions with “Not”		
Spelling Irregular Verbs		
Prepositions		

Appendix D: Course Content in 4th Grade

The chart lists the concepts covered in lectures for the exercises sets in three of the four strands. The Sentence Composition strand, which is not included in this chart, consists of sets of exercises without lectures.

4th Grade

PARTS OF SPEECH	SENTENCE STRUCTURE	PARAGRAPHS
Proper and Common Nouns	Kinds of Sentences	Narrative Paragraphs
Singular and Plural Nouns	Capitalization	Lead Sentences
Action Verbs	Conjunctions	Narrative Paragraphs: Supporting Sentences
Present Tense	Prefixes and Suffixes	Sentences in the Narrative Paragraph
Past Tense	Simple and Complete Subjects	Narrative Paragraphs: Closing Sentences
Future Tense	Abbreviations	Writing to Inform
Possessive Nouns	Compound Subjects	Topic Sentences
Adjectives	Simple Predicates	Paragraphs of Information: Supporting Sentences
Numerals	Complete Predicates	Paragraphs of Information: Closing Sentences
Articles	Direct Objects and Indirect Objects	Writing about Opinions
Demonstratives	Commas	Opinion Statements
Irregular Nouns	Coordinated Verbs	Opinion Paragraphs: Supporting Sentences
Forms of “Be”	Appositive Constructions	Opinion Paragraphs: Closing Sentences
Helping Verbs and Main Verbs	Quotation Marks	
Personal Pronouns	Punctuating Literary Titles	
Ordering “I” and “Me”	Parentheses	
Possessive Pronouns		
Reflexive Pronouns		
Adverbs		
Adverbs That Modify Other Adverbs		
Identifying and Spelling Comparatives		
Irregular Verbs		
Negatives		
Prepositions		
Negative Contractions		
Pronoun Contractions		
“Good” and “Well”		

Appendix E: Course Content in 5th Grade

The chart lists the concepts covered in lectures for the exercises sets in three of the four strands. The Sentence Composition strand, which is not included in this chart, consists of sets of exercises without lectures.

5th Grade

PARTS OF SPEECH	SENTENCE STRUCTURE	PARAGRAPHS
Singular and Plural Nouns	Kinds of Sentences	Narrative Paragraphs
Proper and Common Nouns	Capitalization	Lead Sentences
Action Verbs	Conjunctions	Narrative Paragraphs: Supporting Sentences
Present Tense	Compound Words	Closing Sentences in the Narrative Paragraph
Past Tense	Prefixes and Suffixes	Narrative Paragraphs: Closing Sentences
Future Tense	Simple and Complete Subjects	Writing to Inform
Transitive and Intransitive Verbs	Subjects in Imperative Sentences	Topic Sentences
Direct and Indirect Objects	Abbreviations	Paragraphs of Information: Supporting Sentences
Possessives	Compound Subjects	Paragraphs of Information: Closing Sentences
Adjectives	Simple and Complete Predicates	Writing about Opinions
Proper Adjectives	Commas	Opinion Statements
Articles	Punctuating Quotations	Opinion Paragraphs: Supporting Sentences
Demonstratives	Homophones and Homographs	Opinion Paragraphs: Closing Sentences
Irregular Nouns	Punctuating Literary Titles	
Linking Verbs	Synonyms and Antonyms	
Helping Verbs	Interjections	
“Have” as a Helping Verb		
Personal Pronouns		
Ordering “I” and “Me”		
Possessive Pronouns		
Adverbs		
Comparative Adjectives		
Comparative Adverbs		
Comparatives of “Good” and “Bad”		
“Good”, “Well”, “Bad”, “Badly”		
Contractions with “Not”		
Prepositions		
Tricky Adjectives, Adverbs, and Prepositions		
Negatives		
Pronoun Contractions		
Irregular Verbs		
Tricky Verb Pairs		
Contractions with “Have”		
Identifying Indefinite Pronouns		

Appendix F: Course Content in 6th Grade

The chart lists the concepts covered in lectures for the exercises sets in five of the six strands. The Sentence Composition strand, which is not included in this chart, consists of sets of exercises without lectures.

6th Grade

PARTS OF SPEECH	SENTENCE STRUCTURE	MECHANICS
Nouns	Kinds of Sentences	Capitalizing Sentences and Parts of Letters
Abstract and Concrete Nouns	Simple and Complete Subjects	Capitalizing Names and Pronouns
Compound Nouns	Noun Phrases	Capitalizing Titles of People
Spelling Regular Nouns	Simple and Complete Predicates	Capitalizing Dates
Spelling Irregular Nouns	Compound Subjects	Capitalizing Places
Possessive Nouns	Compound Predicates	Miscellaneous Capitalization Rules I
Subject, Object, and Possessive Pronouns	Subjects in “Here” and “There” Sentences	Miscellaneous Capitalization Rules II
Using “I” and “Me”	Subjects in Imperative Sentences	Capitalization Review
Pronouns and Antecedents	Appositive Phrases	Capitalizing Titles of Works
Reflexive Pronouns	Coordinating Conjunctions	Punctuating Titles of Works
Intensive Pronouns	Correlative Conjunctions	Hyphenating Numbers
Distinguishing Between Reflexive and Intensive Pronouns	Using Correlative Conjunctions	Hyphenating Lines of Text
Demonstrative Pronouns	Subject-Verb Agreement with Compound Subjects	Hyphenating Prefixes and Suffixes
Indefinite Pronouns	Writing Interrogative Sentences	Hyphenating Compound Nouns and Noun Phrases
Interrogative and Relative Pronouns	Subjects in Interrogative Sentences	Hyphen Review
Distinguishing Between Interrogative and Relative Pronouns	Direct Objects of Verbs	Using Commas in Series
Pronoun Review	Hard-To-Find Direct Objects	Using Commas in Adjectives and Direct Address
Action Verbs	Direct and Indirect Objects	Using Commas to separate Words and Phrases
Present, Past, and Future Tense	Coordinated Verbs	Using Commas in Compound Sentences
Subject-Verb Agreement in Present Tense	Predicate Nouns and Predicate Adjectives	Using Commas in Letters
Forms of “Be”	Distinguishing between Predicate Nouns and Predicate Adjectives	Using Commas in Dates and Places
Transitive and Intransitive Verbs	Predicate Pronouns	Using Commas in Numbers
Ditransitive Verbs	Other Linking Verbs	Using Commas in Appositives

6th Grade

PARTS OF SPEECH	SENTENCE STRUCTURE	MECHANICS
More Helping Verbs	Distinguishing between Linking Verbs and Action Verbs	Comma Review
Verbs with Multiple Uses	Independent and Subordinate Clauses	Punctuating Direct Quotation
Progressive Forms	Subordinating Conjunctions and Relative Pronouns	Punctuation Outside the Quotation Marks
Perfect Tenses	Combining Subordinate Clauses with Main Clauses	Colons
Spelling Irregular Verbs	Simple, Compound, and Complex Sentences	Semicolons
Irregular Verb Review	Adjective Clauses	Dashes and Parentheses
Adjectives	Adverb Clauses	
Proper Adjectives	Distinguishing Between Adjective and Adverb Clauses	
Articles	Prepositional Phrases	
Definite and Indefinite Articles	Subjective-Verb Agreement and Prepositional Phrases	
Mass Nouns and Articles	Adjective Phrases	
Pronouns as Adjectives	Adverb Phrases	
Demonstratives used as Adjectives	Distinguishing between Adjective and Adverb Phrases	
Indefinite Pronouns used as Adjectives	Distinguishing between Phrases and Adjectives	
Nouns used as Adjectives	Sentence Fragments	
Positive, Comparative, and Superlative Adjectives	Fixing Sentence Fragments	
Spelling Comparative and Superlative Adjectives	Avoiding Run-On Sentences	
Adverbs	Avoiding Stringy Sentences	
Positive, Comparative, and Superlative Adverbs	Avoiding Misplaced Modifiers	
Spelling Comparative and Superlative Adverbs	Combining Sentences	
Distinguishing between Adjectives and Adverbs		
Use of “Good”, “Well”, “Bad”, and “Badly”		

6th Grade

word usage & Literary devices	Paragraphs
Prefixes, Suffixes, and Roots	Narratives
Using Prefixes	Lead Sentences for Narrative Paragraphs
Using Suffixes	Supporting Sentences for Narrative Paragraphs
Homophones and Homographs	Concluding Sentences for Narrative Paragraphs
Synonyms and Antonyms	Writing to Inform
Point of View	Topic Sentences for Paragraphs of Information
Abbreviations	Supporting Sentences for Paragraphs of Information
Abbreviating Names of States	Concluding Sentences for Paragraphs of Information
Using “Lie” and “Lay”	Writing about Cause and Effect
Using “Rise” and “Raise”	Determining Cause and Effect
Using “Sit” and “Set”	Topics and Main Ideas of Cause-And-Effect Paragraphs
Using “Learn” and “Teach”	Topic Sentences in Cause-And-Effect Paragraphs
Using “To”, “Too”, and “Two”	Organizing the Cause-And-Effect Paragraph
Using “Its” and “It’s”	Supporting Sentences in Cause-And-Effect Paragraphs
Using “Your” and “You’re”	Concluding Sentences in Cause-And-Effect Paragraphs
Using “Theirs” and “There’s”	Writing about Opinions
Using “There”, “Their”, and “They’re”	Opinion Statements
Using “Whose” and “Who’s”	Supporting Sentences for Opinion Paragraphs
Using “Who” and “Whom”	Concluding Sentences for Opinion Paragraphs
Pronoun Contractions	
Contractions with “Have”	
Negative Contractions	
Avoiding Double Negatives	
Noun Contractions	
Noun Contractions and Possessive Nouns	
Alliteration	
Onomatopoeia	
Simile and Metaphor	
Personification	
Mood and Setting	