

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

1.1 Reading, Analyzing, and Interpreting Literature and Informational Text

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>A. Identify appropriate texts for a specific purpose (e.g. for enjoyment, information, or to perform a task.)</p>	<p>A. Identify appropriate texts for a specific purpose (e.g. for enjoyment, information, or to perform a task.)</p>	<p>A. Locate appropriate texts (e.g. for enjoyment, information, or to perform a task) for an assigned purpose.</p>		
<p>B. Identify the characteristics of various genre.</p> <ul style="list-style-type: none"> • Realistic fiction • Historical fiction • Science fiction • Fantasy • Mystery • Drama • Non-fiction • Fable • Fairy tale • Folklore • Poetry 	<p>B. Identify the characteristics of various genre.</p> <ul style="list-style-type: none"> • Realistic fiction • Historical fiction • Science Fiction/Fantasy • Mystery • Drama • Comedy/Satire • Non-fiction • Biography and Memoir • Poetry 	<p>B. Identify the characteristics of various genre.</p> <ul style="list-style-type: none"> • Realistic fiction • Historical fiction • Science Fiction/Fantasy • Mystery • Drama • Comedy/Satire • Non-fiction • Biography and Memoir • Poetry 		
<p>C. Demonstrate fluency and comprehension in oral reading.</p> <ul style="list-style-type: none"> • Read materials with accuracy reflecting tone and mood of the piece. • Apply self-correcting strategies. • Demonstrate comprehension. 	<p>C. Demonstrate fluency and comprehension in oral reading.</p> <ul style="list-style-type: none"> • Read materials with accuracy reflecting tone and mood of the piece. • Apply self-correcting strategies. • Demonstrate comprehension. 	<p>C. Demonstrate fluency and comprehension in oral reading.</p> <ul style="list-style-type: none"> • Read materials with accuracy reflecting tone and mood of the piece. • Apply self-correcting strategies. • Demonstrate comprehension. 		
<p>D. Identify the main ideas and supporting facts in text using strategies such as previous knowledge, illustrations, headings, graphs, tables, and charts to make predictions, and clarify understanding.</p>	<p>D. Identify basic facts and ideas in text using specific strategies (e.g. previous knowledge of genre characteristics, set purpose for reading, and use rereading and discussion) to aid understanding.</p>	<p>D. Identify the main ideas and supporting facts in the text using specific strategies (e.g. previous knowledge and format) to make predictions and generate essential questions as aids to comprehension.</p>		

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

**1.1 Reading, Analyzing, and Interpreting Literature and Informational Text
(continued)**

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
E. Read and understand essential content of informational texts and documents in all academic areas.	E. Read and understand essential content of informational texts and documents in all academic areas.	E. Read and understand essential content of informational texts and documents in all academic areas.		
F. Analyze literary elements including characters, setting, plot, theme, and point of view.	F. Analyze literary elements including characterization, setting, plot, theme, tone, mood, and point of view.	F. Analyze literary elements including characterization, setting, plot, theme, tone, mood, and point of view.		
G. Analyze the effect of literary devices. <ul style="list-style-type: none"> • Sound techniques (e.g. rhythm, meter, alliteration, onomatopoeia). • Figurative Language and Imagery (e.g., simile, metaphor, hyperbole, irony). 	G. Analyze the effect of literary devices. <ul style="list-style-type: none"> • Sound techniques (e.g. rhythm, meter, alliteration, onomatopoeia). • Figurative Language and Imagery (e.g., simile, metaphor, hyperbole, irony, allusion). 	G. Analyze the effect of literary devices. <ul style="list-style-type: none"> • Sound techniques (e.g. rhythm, meter, alliteration, onomatopoeia). • Figurative Language and Imagery (e.g., simile, metaphor, hyperbole, irony, allusion). 		
H. Identify and respond to the effects of sound, structure, and form in poetry (e.g., alliteration, rhyme, verse form, figurative language).	H. Identify the characteristics of poetic form.	H. Identify the characteristics of poetic form.		
I. Analyze drama as an information source, entertainment, persuasion or transmitter of culture. <ul style="list-style-type: none"> • Identify the conflict and resolution (internal and external conflict). 	I. Analyze drama as an information source, entertainment, persuasion or transmitter of culture. <ul style="list-style-type: none"> • Identify the characters' actions and motives, and various types of conflict. 	I. Analyze drama as an information source, entertainment, persuasion or transmitter of culture. <ul style="list-style-type: none"> • Identify the characters' actions and motives, and various types of conflict. 		

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

1.2 Types of Qualities of Writing

A. Narrative Writing

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>A. Write narrative pieces such as poems, plays, and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Introduce a conflict. • Follow plot structure (exposition, rising action, climax, resolution). • Generate fully-developed characters. • Employ dialogue to effectively develop character traits and conflict. • Include literary elements. • Use literary devices. • Demonstrate logical sequencing. 	<p>A. Write narrative pieces such as poems, plays, and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Introduce a conflict. • Follow plot structure (exposition, rising action, climax, resolution). • Generate fully-developed characters. • Employ dialogue to effectively develop character traits and conflict. • Include literary elements. • Use literary devices. • Demonstrate logical sequencing. • Implement tone. 	<p>A. Write narrative pieces such as poems, plays, and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Introduce a conflict. • Follow plot structure (exposition, rising action, climax, resolution). • Generate fully-developed characters. • Employ dialogue to effectively develop character traits and conflict. • Include literary elements. • Use literary devices. • Demonstrate logical sequencing. • Implement tone. 		

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

1.2 Types of Qualities of Writing

B. Expository Writing

Upon the completion of 6th grade each student should be able to:	Upon the completion of 7th grade each student should be able to:	Upon the completion of 8th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>B. Write a 5-paragraph expository essay (e.g., description, sequence, comparison, cause and effect, problem and solution, letter/email, report).</p> <ul style="list-style-type: none"> • Develop a topic with facts, definitions, and details. • Include cause and effect. • Include a problem and solution when appropriate to the topic. • Use and label relevant graphics such as maps, charts, graphs, illustrations, photographs and tables. • Provide strong introductory and concluding sentences. • Include vocabulary relevant to the topic. 	<p>B. Write a 5-paragraph expository essay (e.g., description, sequence, comparison, cause and effect, problem and solution, letter/email, report).</p> <ul style="list-style-type: none"> • Develop a topic with facts, definitions, and details. • Include cause and effect. • Include a problem and solution when appropriate to the topic. • Use and label relevant graphics such as maps, charts, graphs, illustrations, photographs and tables. • Provide strong introductory and concluding sentences. • Include vocabulary relevant to the topic. 	<p>B. Write a 5-paragraph expository essay (e.g., description, sequence, comparison, cause and effect, problem and solution, letter/email, report).</p> <ul style="list-style-type: none"> • Develop a topic with facts, definitions, and details. • Include cause and effect. • Include a problem and solution when appropriate to the topic. • Use and label relevant graphics such as maps, charts, graphs, illustrations, photographs and tables. • Provide strong introductory and concluding sentences. • Include vocabulary relevant to the topic. 		

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

1.2 Types of Qualities of Writing

C. Persuasive Writing

Upon the completion of 6th grade each student should be able to:	Upon the completion of 7th grade each student should be able to:	Upon the completion of 8th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>C. Write persuasive pieces with a clearly stated position or opinion and supporting details, citing sources correctly, when appropriate.</p> <ul style="list-style-type: none"> • Provide strong introductory and concluding sentences. • Connect opinion and reasons to writer’s purpose using transitional words and phrases. 	<p>C. Write persuasive pieces with a clearly stated position or opinion and supporting details, citing sources correctly, when appropriate.</p> <ul style="list-style-type: none"> • Provide strong introductory and concluding sentences. • Connect opinion and reasons to writer’s purpose using transitional words and phrases. 	<p>C. Write persuasive pieces with a clearly stated position or opinion and supporting details, citing sources correctly, when appropriate.</p> <ul style="list-style-type: none"> • Provide strong introductory and concluding sentences. • Connect opinion and reasons to writer’s purpose using transitional words and phrases. 		

DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM
1.2 Types of Qualities of Writing

D. Research

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>D. Write a 5 paragraph research essay on a factual topic.</p> <ul style="list-style-type: none"> • Develop a thesis. • Identify facts and details relevant to the thesis. • Develop an introductory paragraph. • Choose a minimum of 4 sub-topics to develop thesis. • Use various types of sources. • Cite sources using correct MLA format (Introduce, Cite, Explain). 	<p>D. Write a 5 paragraph research report on a factual topic.</p> <ul style="list-style-type: none"> • Develop a thesis. • Identify facts and details relevant to the thesis. • Develop an introductory paragraph ending with a thesis statement. • Choose a minimum of 4-5 sub-topics to develop thesis. • Use various types of sources. • Cite sources using MLA format (Introduce, Cite, Explain). 	<p>D. Write a 5 paragraph research report on a factual topic.</p> <ul style="list-style-type: none"> • Develop a thesis. • Identify facts and details relevant to the thesis. • Develop an introductory paragraph ending with a thesis statement. • Choose a minimum of 5 sub-topics to develop thesis. • Use various types of sources (dictionary, thesaurus, encyclopedia, online-sources). • Cite sources using MLA format (Introduce, Cite, Explain). 		

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

1.2 Types of Qualities of Writing

E. Quality of Writing

Upon the completion of 6th grade each student should be able to:	Upon the completion of 7th grade each student should be able to:	Upon the completion of 8th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>E.1. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Vary sentence structure. • Use a variety of precise language including descriptive adjectives, adverbs, and action verbs. • Develop and maintain a consistent voice. • Use details to convey meanings. 	<p>E.1. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Vary sentence structure. • Use a variety of precise language including descriptive adjectives, adverbs, and action verbs. • Develop and maintain a consistent voice. • Use details to convey meanings. 	<p>E.1. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Vary sentence structure. • Use a variety of precise language including descriptive adjectives, adverbs, and action verbs. • Develop and maintain a consistent voice. • Use details to convey meanings. 		
<p>E.2. Revise writing to improve paragraph development, expand word choice, adjust content, confirm logical order, and add supportive details if needed.</p>	<p>E.2. Revise writing to improve paragraph development, expand word choice, adjust content, confirm logical order, and add supportive details if needed.</p>	<p>E.2. Revise writing to improve paragraph development, expand word choice, adjust content, confirm logical order, and add supportive details if needed.</p>		
<p>E.3 Edit writing using the conventions of standard English. Use correct spelling, grammar, capitalization, and punctuation.</p>	<p>E.3. Edit writing using the conventions of standard English. Use correct spelling, grammar, capitalization, and punctuation.</p>	<p>E.3 Edit writing using the conventions of standard English. Use correct spelling, grammar, capitalization, and punctuation.</p>		
<p>E.4 Present and/or defend written work for publication when appropriate.</p>	<p>E.4 Present and/or defend written work for publication when appropriate.</p>	<p>E.4 Present and/or defend written work for publication when appropriate.</p>		

DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM
1.3 Speaking and Listening

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>A. Listen critically to others.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Distinguish between relevant facts and opinions. • Take notes as directed. • Generate responses making connections to topic, theme, and class material. 	<p>A. Listen critically to others.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Distinguish between relevant facts and opinions. • Take notes as directed. • Generate responses making connections to topic, theme, and class material. 	<p>A. Listen critically to others.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Distinguish between relevant facts and opinions. • Take notes as directed. • Generate responses making connections to topic, theme, and class material. 		
<p>B. Respond to variety of literary genre.</p> <ul style="list-style-type: none"> • Demonstrate ability to distinguish between a summary and a retelling of a story. • Paraphrase a story. • Make connections to various media. 	<p>B. Respond to variety of literary genre.</p> <ul style="list-style-type: none"> • Demonstrate ability to distinguish between a summary and a retelling of a story. • Paraphrase a story. • Make connections to various media. 	<p>B. Respond to variety of literary genre.</p> <ul style="list-style-type: none"> • Demonstrate ability to distinguish between a summary and a retelling of a story. • Paraphrase a story. • Make connections to various media. 		
<p>C. Develop an oral presentation using appropriate qualities of speech (cadence, volume, posture, eye contact).</p> <ul style="list-style-type: none"> • Demonstrate an ability to present a topic based on awareness of purpose and audience. 	<p>C. Develop an oral presentation using appropriate qualities of speech (cadence, volume, posture, eye contact).</p> <ul style="list-style-type: none"> • Demonstrate an ability to present a topic based on awareness of purpose and audience. 	<p>C. Develop an oral presentation using appropriate qualities of speech (cadence, volume, posture, eye contact).</p> <ul style="list-style-type: none"> • Develop various presentations based on varying purposes and audiences (formal, informal, group, spontaneous). 		

DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM
1.3 Speaking and Listening
(continued)

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>D. Engage effectively in small and large group discussions.</p> <ul style="list-style-type: none"> • Pose relevant questions. • Actively respond to group discussions with relevant information or questions. • Listen to and acknowledge the contributions of others. • Support opinions with facts and details. • Conduct an interview. • Contribute to a formal or informal debate. 	<p>D. Engage effectively in small and large group discussions.</p> <ul style="list-style-type: none"> • Pose relevant questions. • Actively respond to group discussions with relevant information or questions. • Listen to and acknowledge the contributions of others. • Support opinions with facts and details. • Conduct an interview. • Contribute to a formal or informal debate. 	<p>D. Engage effectively in small and large group discussions.</p> <ul style="list-style-type: none"> • Pose relevant questions. • Actively respond to group discussions with relevant information or questions. • Listen to and acknowledge the contributions of others. • Support opinions with facts and details. • Conduct an interview. • Contribute to a formal or informal debate. 		
<p>E. Develop a multimedia presentation.</p>	<p>E. Develop a multimedia presentation.</p>	<p>E. Develop a multimedia presentation.</p>		

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

1.4 Characteristics, Foundations, and Functions of the English Language

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
A. N/A/	A. N/A	A. N/A		
B. N/A	B. N/A	B. N/A		
C. N/A	C. N/A	C. N/A		
D. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade level and content level texts with accuracy, fluency, expression, purpose, and understanding. 	D. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade level and content level texts with accuracy, fluency, expression, purpose, and understanding. 	D. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade level and content level texts with accuracy, fluency, expression, purpose, and understanding. 		
E. Use supportive texts and context clues to decode and understand new words and phrases.	E. Use supportive texts and context clues to decode and understand new words and phrases.	E. Use supportive texts and context clues to decode and understand new words and phrases.		
F. Understand the purpose and use of various forms of language (e.g. dialect, slang, jargon, local color).	F. Understand the purpose and use of various forms of language (e.g. dialect, slang, jargon, local color).	F. Understand the purpose and use of various forms of language (e.g. dialect, slang, jargon, local color).		
G. Recognize and correctly use content area vocabulary.	G. Recognize and correctly use content area vocabulary.	G. Recognize and correctly use content area vocabulary.		
H. Spell grade appropriate words correctly.	H. Spell grade appropriate words correctly.	H. Spell grade appropriate words correctly.		
I. Delineate between connotation and denotation.	I. Delineate between connotation and denotation and use correctly in writing.	I. Delineate between connotation and denotation and use correctly in writing.		
J. Correctly review and master the grammar outlined in the Scope and Sequence. <p style="text-align: center;">J.1 Capitalization:</p> <ul style="list-style-type: none"> • Review capitalization within quotation marks. • Master the capitalization of proper adjectives. 	J. Correctly use grammar outlined in the Scope and Sequence. <p style="text-align: center;">J.1 Capitalization:</p> <ul style="list-style-type: none"> • Review capitalization within quotation marks. 	J. Correctly use grammar outlined in the Scope and Sequence. <p style="text-align: center;">J.1 Capitalization:</p> <ul style="list-style-type: none"> • Master capitalization within quotation marks. 		

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

1.4 Characteristics, Foundations, and Functions of the English Language
(continued)

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>J.2. Punctuation:</p> <ul style="list-style-type: none"> • Use commas to punctuate introductory words and phrases, direct address, non-restrictive appositives, compound and complex sentences, direct and divided quotes. • Correctly write using semicolons, colons, italics (underlining), hyphens, parentheses, brackets, dashes. 	<p>J.2. Punctuation:</p> <ul style="list-style-type: none"> • Use commas to punctuate introductory words and phrases, non-restrictive appositives, compound and complex sentences, direct and divided quotes. • Correctly write using semicolons, colons, italics (underlining), hyphens, parentheses, brackets, dashes, and ellipses. 	<p>J.2. Punctuation:</p> <ul style="list-style-type: none"> • Master the use of commas to punctuate: introductory words and phrases, non-restrictive appositives, compound and complex sentences, direct and divided quotes. • Correctly write using semicolons, colons, italics (underlining), hyphens, parentheses, brackets, dashes, and ellipses. 		
<p>J.3. Types of sentences:</p> <ul style="list-style-type: none"> • Write various types of sentences (simple, compound) and recognize errors in sentence structure (run-on, fragment). 	<p>J.3. Types of sentences:</p> <ul style="list-style-type: none"> • Write various types of sentences (simple, compound, complex) and recognize errors in sentence structure (run-on, fragment). 	<p>J.3. Types of sentences:</p> <ul style="list-style-type: none"> • Write various types of sentences (simple, compound, complex) and master the recognition of errors in sentence structure. 		
<p>J.4. Parts of Speech Nouns</p> <ul style="list-style-type: none"> • Recognize and use possessive, collective, abstract, and concrete nouns. • Recognize and use nouns in nominative case (subject, subject complement, direct address, and appositive), objective case (direct object, indirect object, objective of the preposition, appositive); and possessive case (singular and plural possessive). 	<p>J.4. Parts of Speech Nouns</p> <ul style="list-style-type: none"> • Recognize and use possessive, collective, abstract, and concrete nouns • Recognize and use nouns in nominative case (subject, subject complement, direct address, and appositive); objective case (direct object, indirect object, objective of the preposition, appositive, object complement), and possessive case 	<p>J.4. Parts of Speech Nouns</p> <ul style="list-style-type: none"> • Recognize and use possessive, collective, abstract, and concrete nouns. • Recognize and use nouns in nominative case (subject, subject complement, direct address, and appositive); objective case (direct object, indirect object, objective of the preposition, appositive, object complement); and possessive case. 		

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

**1.4 Characteristics, Foundations, and Functions of the English Language
(continued)**

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p>Pronouns</p> <ul style="list-style-type: none"> Recognize subject and object pronouns. Recognize antecedents, interrogative pronouns, and demonstrative pronouns. 	<p>Pronouns</p> <ul style="list-style-type: none"> Master the use of subject and object pronouns. Recognize antecedents, interrogative, indefinite, relative, intensive, reflexive, and demonstrative pronouns. 	<p>Pronouns</p> <ul style="list-style-type: none"> Master the use of subject and object pronouns. Recognize antecedents, interrogative, indefinite, relative, intensive, reflexive, and demonstrative pronouns. 		
<p>Verbs</p> <ul style="list-style-type: none"> Master the use of linking and helping verbs. Recognize and correctly use verbs in simple and compound tenses. Know the principal parts of both regular and irregular verbs. 	<p>Verbs</p> <ul style="list-style-type: none"> Recognize and correctly use verbs in simple and compound tenses. Know the principal parts of both regular and irregular verbs. Identify the verbs in the active and passive voices. Recognize mood. Introduce the use of verbals (gerunds, participles, and infinitives). 	<p>Verbs</p> <ul style="list-style-type: none"> Recognize and correctly use verbs in simple and compound tenses. Know the principal parts of both regular and irregular verbs. Identify the verbs in the active and passive voices. Recognize mood. Correctly use verbals (gerunds, participles, and infinitives). 		
<p>Adjectives</p> <ul style="list-style-type: none"> Master the use and placement of adjectives. Recognize adjective clauses. 	<p>Adjectives</p> <ul style="list-style-type: none"> Correctly use adjective clauses. 	<p>Adjectives</p> <ul style="list-style-type: none"> Correctly use adjective clauses. 		
<p>Adverbs</p> <ul style="list-style-type: none"> Master the types and use of adverbs. Recognize adverb clauses. 	<p>Adverbs</p> <ul style="list-style-type: none"> Correctly use adverb clauses. 	<p>Adverbs</p> <ul style="list-style-type: none"> Correctly use adverb clauses. 		

DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM
1.4 Characteristics, Foundations, and Functions of the English Language
(continued)

Upon the completion of 6 th grade each student should be able to:	Upon the completion of 7 th grade each student should be able to:	Upon the completion of 8 th grade each student should be able to:	Text pages or supplementary materials:	Date Assessed:
<p style="text-align: center;">Prepositions, Conjunctions, and Interjections</p> <ul style="list-style-type: none"> • Recognize prepositional phrases as adjectival or adverbial. • Master the use of coordinate conjunctions. • Introduce correlative conjunctions. • Master the use and placement of interjections. 	<p style="text-align: center;">Prepositions, Conjunctions, and Interjections</p> <ul style="list-style-type: none"> • Recognize prepositional phrases as adjectival or adverbial. • Master the use of coordinate conjunctions. • Introduce correlative conjunctions. • Master the use and placement of interjections. 	<p style="text-align: center;">Prepositions, Conjunctions, and Interjections</p> <ul style="list-style-type: none"> • Recognize prepositional phrases as adjectival or adverbial. • Master the use of coordinate conjunctions. • Introduce correlative conjunctions. • Master the use and placement of interjections. 		