

K-6 Conventions, Grammar, & Publishing Learning Progression

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Grammar	Demonstrates a grade appropriate command of the conventions of standard English grammar and spelling.	<ul style="list-style-type: none"> Use the simple verb tenses (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>). 	<ul style="list-style-type: none"> Identifies nouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Use the simple verb tenses (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>). 	<ul style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. (lie, lay, rise, raise, etc.) Form and use the simple verb tenses (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>). Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 	<ul style="list-style-type: none"> Use indefinite and relative pronouns (e.g., <i>who</i>, <i>whose</i>, <i>whom</i>, <i>which</i>, <i>that</i>) and relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>). Form and use the progressive verb tenses (e.g., <i>I was walking</i>, <i>I am walking</i>, <i>I will be walking</i>). Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Ensure subject-verb and pronoun-antecedent agreement.* 	<ul style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect verb tenses (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>). Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). Ensure subject-verb and pronoun-antecedent agreement.* 	<ul style="list-style-type: none"> Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize and correct inappropriate shifts in verb tense.* Ensure subject-verb and pronoun-antecedent agreement.* 	<ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize and correct inappropriate shifts in verb tense.* Ensure subject-verb and pronoun-antecedent agreement.*
Punctuation	<ul style="list-style-type: none"> Recognizes and uses end punctuation and spacing between words. 	<ul style="list-style-type: none"> With prompting and support, capitalize names of people. Uses word wall as a spelling resource With prompting and support, use end punctuation; use commas in dates and words in series. 	<ul style="list-style-type: none"> Capitalize proper nouns. Use commas and apostrophes appropriately. Use quotation marks around the speaker’s exact words 	<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. 	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. 	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. 	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* Use punctuation to separate items in a series.* 	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* Use punctuation to separate items in a series.*
Spelling	<ul style="list-style-type: none"> Spells simple words phonetically. Uses sight words 	<ul style="list-style-type: none"> With prompting and support spells words drawing on common spelling patterns, phonemic awareness and spelling conventions appropriate to beginning writers 	<ul style="list-style-type: none"> Spell words drawing on common spelling patterns. Consult reference material as needed. Spell word wall words correctly. 	<ul style="list-style-type: none"> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 	<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>, <i>they’re</i>).* Spell correctly. 	<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>, <i>they’re</i>).* Spell correctly. 	<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>, <i>they’re</i>).* Spell correctly. 	<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>, <i>they’re</i>).* Spell correctly.
Editing/ Revising	<ul style="list-style-type: none"> Child reads back their writing. 	<ul style="list-style-type: none"> With prompting and support, chooses words and phrases for effect. Reads back their writing 	<ul style="list-style-type: none"> Choose words and phrases for effect. 	<ul style="list-style-type: none"> Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Choose words and phrases for effect.* Writes fluently in cursive 	<ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Choose words and phrases for effect.* 	<ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Choose words and phrases for effect.* 	<ul style="list-style-type: none"> Choose words and phrases to convey ideas precisely.* Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.* Choose punctuation for effect.* Choose words and phrases for effect.* 	<ul style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.* Choose punctuation for effect.* Choose words and phrases for effect.*
Production and Distribution of Writing Process		<ul style="list-style-type: none"> Revises and edits with teacher support and guidance 	<ul style="list-style-type: none"> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 	<ul style="list-style-type: none"> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Writes fluently in manuscript and cursive 	<ul style="list-style-type: none"> With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. MLA Format for research, argument, and informational 	<ul style="list-style-type: none"> With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. MLA Format for research, argument, and informational 	<ul style="list-style-type: none"> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or rewriting. MLA Format for research, argument, and informational 	<ul style="list-style-type: none"> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. MLA Format for research, argument, and informational

7-12 Conventions, Grammar, & Publishing Learning Progression

	Grade 6	Grade 7	Grade 8	Grade 9-12
Grammar	<ul style="list-style-type: none">Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).Recognize and correct inappropriate shifts in pronoun number and person.*Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*Recognize and correct inappropriate shifts in verb tense.*Ensure subject-verb and pronoun-antecedent agreement.*	<ul style="list-style-type: none">Explain the function of phrases and clauses in general and their function in specific sentences.Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*Recognize and correct inappropriate shifts in pronoun number and person.*Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*Recognize and correct inappropriate shifts in verb tense.*Ensure subject-verb and pronoun-antecedent agreement.*	<ul style="list-style-type: none">Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.Form and use verbs in the active and passive voice.Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.*Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*Recognize and correct inappropriate shifts in pronoun number and person.*Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*Recognize and correct inappropriate shifts in verb tense.*Ensure subject-verb and pronoun-antecedent agreement.*	Demonstrates command of standard English grammar and usage. <ul style="list-style-type: none">Verb Tense (consistent)Subject-verb/pronoun-antecedent agreementActive voicePronoun useModifiers & TransitionsCorrect word order and syntax
Punctuation	<ul style="list-style-type: none">Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*Use punctuation to separate items in a series.*	<ul style="list-style-type: none">Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*Use punctuation to separate items in a series.*	<ul style="list-style-type: none">Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*Use an ellipsis to indicate omission.Use punctuation to indicate a pause or break.Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements).Use punctuation to separate items in a series.	<ul style="list-style-type: none">Use a variety of sentence structures.Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).Demonstrate correct sentence formation (no run-ons, comma splices, fragments)
Spelling	<ul style="list-style-type: none">Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>, <i>they’re</i>).*Spell correctly.	<ul style="list-style-type: none">Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>, <i>they’re</i>).*Spell correctly.	<ul style="list-style-type: none">Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>, <i>they’re</i>).*Spell correctly.	<ul style="list-style-type: none">Spell all words correctly.Use capital letters correctly.
Editing/ Revising	<ul style="list-style-type: none">Choose words and phrases to convey ideas precisely*Vary sentence patterns for meaning, reader/listener interest, and style.*Maintain consistency in style and tone.*Choose punctuation for effect.*Choose words and phrases for effect.*	<ul style="list-style-type: none">Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*Vary sentence patterns for meaning, reader/listener interest, and style.*Maintain consistency in style and tone.*Choose punctuation for effect.*Choose words and phrases for effect.*	<ul style="list-style-type: none">Uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.Vary sentence patterns for meaning, reader/listener interest, and style.Maintain consistency in style and tone.Choose punctuation for effect.Choose words and phrases for effect.	<ul style="list-style-type: none">Use precise language to create clarity, voice, and tone.Revise to eliminate wordiness and redundancy.Revise to delete irrelevant details.Use the correct form of commonly confused words; use logical transitionsCombine sentences for cohesiveness and unity.Revise sentences for clarity.
Production and Distribution of Writing Process	<ul style="list-style-type: none">With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or rewriting.<i>MLA Format for research, argument, and informational</i>	<ul style="list-style-type: none">With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.<i>MLA Format for research, argument, and informational</i>	<ul style="list-style-type: none">With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.<i>MLA Format for research, argument, and informational</i>	<ul style="list-style-type: none">Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<i>MLA Format for research, argument, and informational</i>