Strand: Writing (Grammar)

Key for Progression Chart

| **Standard Introduction Level** | **Symbol** |
| --- | --- |
| The skill has not been introduced. | - |
| The skill is introduced and appears in the grade-level reading standards. | I |
| The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. | P |

Progression Chart

| **Standard** | **Kindergarten**  | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Begin each sentence with a capital letter and use ending punctuation. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Use complete sentences. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Capitalize all proper nouns and the word I. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Use singular and plural nouns and pronouns.  | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Use apostrophes in contractions and possessives. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Use contractions and singular possessives. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Use past and present verb tense. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Use commas in a series. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Use subject-verb agreement. | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Use noun-pronoun agreement. | - | - | - | I | P | P | P | P | P | P | P | P | P |
| Eliminate double negatives. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Use quotation marks with dialogue. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Use plural possessives. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use adjective and adverb comparisons. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use interjections. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use prepositional phrases. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use commas to indicate interrupters, items in a series, and to indicate direct address. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Edit for fragments and run-ons. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use coordinating conjunctions.  | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use subject-verb agreement with intervening clauses and phrases. | - | - | - | - | - | - | I | I | P | P | P | P | P |
| Use pronoun-antecedent agreement to include indefinite pronouns. | - | - | - | - | - | - | I | I | P | P | P | P | P |
| Maintain consistent verb tense across paragraphs. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Edit for verb tense consistency and point of view.  | - | - | - | - | - | - | - | I | P | P | P | P | P |
| Use quotation marks with dialogue and direct quotations. | - | - | - | - | - | - | - | I | P | P | P | P | P |
| Use and punctuate correctly varied sentence structures to include conjunctions and transition words. | - | - | - | - | - | - | - | - | I | P | P | P | P |
| Correctly use pronouns in prepositional phrases with compound objects. | - | - | - | - | - | - | - | - | I | P | P | P | P |
| Use comparative and superlative degrees in adverbs and adjectives. | - | - | - | - | - | - | - | - | I | P | P | P | P |
| Use parallel structures across sentences and paragraphs. | - | - | - | - | - | - | - | - | - | I | P | P | P |
| Use appositives, main clauses, and subordinate clauses. | - | - | - | - | - | - | - | - | - | - | I | P | P |
| Use commas and semicolons to distinguish and divide main and subordinate clauses. | - | - | - | - | - | - | - | - | - | - | I | P | P |
| Distinguish between active and passive voice. | - | - | - | - | - | - | - | - | - | - | I | P | P |
| Use colons correctly. | - | - | - | - | - | - | - | - | - | - | - | I | P |
| Use verbals and verbal phrases to achieve sentence conciseness and variety. | - | - | - | - | - | - | - | - | - | - | - | - | I |