DesCartes
(Combined)

Subject: Language Usage

Goal: Sen, Paragraph Forms; Parts of Speech; Conventions

Subject: Language Usage
Goal Strand: Sen, Paragraph Forms; Parts of Speech; Conventions
RIT Score Range: Below 171

Skills and Concepts to Develop Below 171	Skills and Concepts to Introduce 171 - 180
Understand the Function of Various Forms	**Understand the Function of Various Forms**
• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence • Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?)	• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence • Identifies complete sentences • Identifies the correct question form of a statement* • Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?) • Selects the mark that will punctuate an interrogative sentence containing an interrogative pronoun (terms not used; e.g., Who is she?) • Chooses the interrogative (term not used) form of a sentence as the most appropriate for a particular context • Classifies sentences as questions based on word order • Classifies sentences as questions when ending punctuation is present • Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content • Recognizes that topic sentences often begin paragraphs* • Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
Understand and Use Parts of Speech	**Understand and Use Parts of Speech**
• Recognizes regular plurals (term not used) of nouns in written compositions* • Uses the comparative form of an adjective to complete a sentence (terms not used) • Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence* • Uses the future tense of regular verbs (terms not used) • Uses linking verbs to form the future tense (term not used; e.g., Soon it will be lunchtime.)* • Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling	• Recognizes regular plurals (term not used) of nouns in written compositions* • Chooses a singular or plural noun (term not used), depending on the context of the sentence* • Chooses the appropriate pronoun to replace a noun in a written composition • Restates a sentence using pronouns (term not used) of appropriate case, gender, and number • Uses the objective case of a pronoun (term not used) in written compositions (her, him, them) • Uses subjective pronoun (nominative, term not used) I correctly in compound subjects

WI 3.2.1
* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
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houses is now.)*	• Identifies words in a sentence that tell about a specific noun (term not used)
• Uses irregular verbs (term not used) in written compositions (e.g., wake, woke, woken)*	• Selects an adjective to modify a given noun (terms not used) in a written sentence*
• Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)	• Uses the positive form of an adjective to complete a sentence (terms not used)
• Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept)	• Uses the comparative form of an adjective to complete a sentence (terms not used)
• Chooses the correct action verb to complete a sentence	• Uses the superlative form of an adjective to complete a sentence (terms not used)
• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)*	• Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?)*
• Identifies the correct verb phrase for the content of the sentence*	• Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence*
	• Uses possessive adjectives (term not used) in written compositions
	• Identifies verbs in written compositions
	• Uses the past tense of regular verbs (terms not used)
	• Uses the future tense of regular verbs (terms not used)
	• Uses the present perfect tense of regular verbs (terms not used)
	• Uses the past tense of irregular verbs (term not used)*
	• Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)*
	• Uses helping verbs to form the past tense (term not used) in written compositions (e.g., I was listening to the radio.)
	• Uses irregular verbs (term not used) in written compositions (e.g., break, broke, broken)
	• Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)
	• Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)
	• Uses irregular verbs (term not used) in written compositions (e.g., get, got, gotten)
	• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew. flew, knew)*
	• Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)*

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	• Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept) • Identifies phrases that answer who, what, when, where, how, why • Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)* • Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent* • Uses coordinating conjunctions (term not used) in writing to connect ideas*
Employ the Conventions of Capitalization	**Employ the Conventions of Capitalization**
• Explains that a sentence begins with a capital letter* • Recognizes correct/incorrect capitalization of the pronoun "I" • Recognizes that the pronoun "I" should be capitalized* • Recognizes that the names of the months of the year require capitalization • Capitalizes the names of the days of the week*	• Recognizes that the first word of a sentence should be capitalized • Recognizes correct/incorrect capitalization of the first word of a sentence • Recognizes correct/incorrect capitalization of the pronoun "I" • Recognizes that the pronoun "I" should be capitalized* • Recognizes that the given names of people, things, and animals require capitalization • Recognizes that titles of people should be capitalized • Recognizes that the names of the days of the week require capitalization • Recognizes that the names of the months of the year require capitalization • Capitalizes initials correctly • Capitalizes names of streets* • Capitalizes names of towns, cities, counties, and states • Capitalizes titles of stories correctly*
Use Punctuation Marks	**Use Punctuation Marks**
• Distinguishes among punctuation marks that can be used to end a sentence and those that cannot	• Identifies declarative sentence (term not used) in need of a period • Identifies declarative sentences (term not used) that are punctuated correctly* • Identifies the period as the correct punctuation for declarative sentences (term not used) • Uses periods to punctuate personal titles* • Recognizes questions that have been punctuated correctly • Uses a question mark to end interrogative sentences (term not used)

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	- Uses an exclamation mark to end exclamatory sentences (term not used) - Distinguishes among punctuation marks that can be used to end a sentence and those that cannot - Recognizes correct placement of the comma in a written date - Recognizes that apostrophes are used to show possession
New Vocabulary: capital letter, capitalize, comma, exclamation mark, exclamation point, mark, period, pronoun, question mark	*New Vocabulary:* action verb, adverb, command, date, exclamation, main verb, noun, object, possessive, run-on sentence, sentence fragment, subject, subordinate clause, supporting detail, topic sentence, when, where, word order
New Signs and Symbols: ' apostrophe, : colon, , comma, – dash, ! exclamation point, . period, ? question mark, " quotation mark (left), " quotation mark (right), ; semicolon	*New Signs and Symbols:* … ellipsis

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Subject: Language Usage
Goal Strand: Sen, Paragraph Forms; Parts of Speech; Conventions
RIT Score Range: 171 - 180

Skills and Concepts to Enhance Below 171	Skills and Concepts to Develop 171 - 180	Skills and Concepts to Introduce 181 - 190
Understand the Function of Various Forms	Understand the Function of Various Forms	Understand the Function of Various Forms
• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence • Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?)	• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence • Identifies complete sentences • Identifies the correct question form of a statement* • Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?) • Selects the mark that will punctuate an interrogative sentence containing an interrogative pronoun (terms not used; e.g., Who is she?) • Chooses the interrogative (term not used) form of a sentence as the most appropriate for a particular context • Classifies sentences as questions based on word order • Classifies sentences as questions when ending punctuation is present • Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content • Recognizes that topic sentences often begin paragraphs* • Determines which details do not belong in a paragraph after inferring the main idea of the paragraph	• Identifies sentences showing the subject and predicate correctly divided* • Identifies complete sentences • Identifies incomplete sentences • Completes incomplete sentences • Classifies sentences as statements or sentences that make a statement • Classifies sentences as those that tell something that happened (declarative, term not used) • Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?) • Selects the mark that will punctuate an interrogative sentence containing a relative pronoun (terms not used; e.g., Did you get the groceries that we need?) • Punctuates an interrogative sentence that contains a restrictive phrase (term not used; e.g., Is this the school that won the tournament?)* • Classifies sentences as questions based on word order • Completes an exclamatory sentence (term not used) using proper word order and appropriate content • Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content • Classifies sentences as telling about more than one idea (compound sentence, term not used)* • Uses the conjunction "and" to create a compound sentence* • Uses the conjunction "but" to create a compound sentence • Recognizes that sentences in a paragraph all relate to one central idea • Recognizes that topic sentences often begin paragraphs* • Determines which details do not belong in a paragraph after inferring the main idea of the paragraph

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		• Determines which details will not support a given topic • Identifies sentence order to form a paragraph* • Orders sentences sequentially to form clear paragraphs • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences*
Understand and Use Parts of Speech	**Understand and Use Parts of Speech**	**Understand and Use Parts of Speech**
• Recognizes regular plurals (term not used) of nouns in written compositions* • Uses the comparative form of an adjective to complete a sentence (terms not used) • Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence* • Uses the future tense of regular verbs (terms not used) • Uses linking verbs to form the future tense (term not used; e.g., Soon it will be lunchtime.)* • Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)* • Uses irregular verbs (term not used) in written compositions (e.g., wake, woke, woken)* • Uses irregular verbs (term not used) in written compositions (e.g., come, came, come) • Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept) • Chooses the correct action verb to complete a sentence • Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)* • Identifies the correct verb phrase for the content of the sentence*	• Recognizes regular plurals (term not used) of nouns in written compositions* • Chooses a singular or plural noun (term not used), depending on the context of the sentence* • Chooses the appropriate pronoun to replace a noun in a written composition • Restates a sentence using pronouns (term not used) of appropriate case, gender, and number • Uses the objective case of a pronoun (term not used) in written compositions (her, him, them) • Uses subjective pronoun (nominative, term not used) I correctly in compound subjects • Identifies words in a sentence that tell about a specific noun (term not used) • Selects an adjective to modify a given noun (terms not used) in a written sentence* • Uses the positive form of an adjective to complete a sentence (terms not used) • Uses the comparative form of an adjective to complete a sentence (terms not used) • Uses the superlative form of an adjective to complete a sentence (terms not used) • Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?)* • Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence* • Uses possessive adjectives (term not used) in written compositions • Identifies verbs in written compositions • Uses the past tense of regular verbs (terms not used) • Uses the future tense of regular verbs (terms not used) • Uses the present perfect tense of regular verbs (terms not used)	• Identifies collective nouns (term not used) in written compositions* • Recognizes regular plurals of nouns in written compositions • Chooses the appropriate pronoun (term not used) to replace a noun in a written composition* • Restates a sentence using pronouns (term not used) of appropriate case, gender, and number • Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?) • Uses the objective case of a pronoun (term not used) in written compositions (her, him, them) • Uses subjective pronoun (nominative, term not used) I correctly in compound subjects • Recognizes correct usage of indefinite pronouns (term not used)* • Uses reflexive pronouns (term not used) correctly in written compositions • Uses reflexive pronouns (term not used) that agree in number and gender with their antecedent • Identifies words in a sentence that tell about a specific noun (term not used) • Uses well and good correctly in written compositions* • Uses the positive form of an adjective to complete a sentence (terms not used) • Identifies verbs in written compositions • Identifies past tense verbs (term not used) • Uses the past tense of regular verbs (terms not used) • Identifies the correct linking verb for the content of the sentence* • Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.) • Uses helping verbs to form the future tense (term not used) in written compositions (e.g., I will see you

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	• Uses the past tense of irregular verbs (term not used)* • Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)* • Uses helping verbs to form the past tense (term not used) in written compositions (e.g., I was listening to the radio.) • Uses irregular verbs (term not used) in written compositions (e.g., break, broke, broken) • Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught) • Uses irregular verbs (term not used) in written compositions (e.g., come, came, come) • Uses irregular verbs (term not used) in written compositions (e.g., get, got, gotten) • Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew. flew, knew)* • Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)* • Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept) • Identifies phrases that answer who, what, when, where, how, why • Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)* • Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent* • Uses coordinating conjunctions (term not used) in writing to connect ideas*	tomorrow.) • Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum) • Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught) • Uses irregular verbs (term not used) in written compositions (e.g., wear, worn, worn)* • Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)* • Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew. flew, knew)* • Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)* • Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)* • Uses the irregular verb (term not used) see in written compositions • Identifies the past tense of irregular verbs (term not used) • Identifies phrases that answer who, what, when, where, how, why • Uses words that answer how, when, where, why, how often and how much questions (adverbs) in written compositions • Recognizes correct subject-verb agreement (term not used) • Recognizes correct subject-verb agreement for linking verbs in written compositions* • Uses correct subject-verb agreement (term not used) • Uses correct subject-verb agreement for linking verbs in written compositions (terms not used) • Identifies the antecedent of a subjective pronoun (nominative, term not used; e.g., We saw the rocket. It came from outer space. What word means the same as "it"? • Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent*
Employ the Conventions of Capitalization	**Employ the Conventions of Capitalization**	**Employ the Conventions of Capitalization**
• Explains that a sentence begins with a capital letter* • Recognizes correct/incorrect capitalization of the pronoun "I"	• Recognizes that the first word of a sentence should be capitalized • Recognizes correct/incorrect capitalization of the first	• Recognizes that the first word of a sentence should be capitalized • Recognizes correct/incorrect capitalization of the first

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• Recognizes that the pronoun "I" should be capitalized* • Recognizes that the names of the months of the year require capitalization • Capitalizes the names of the days of the week*	word of a sentence • Recognizes correct/incorrect capitalization of the pronoun "I" • Recognizes that the pronoun "I" should be capitalized* • Recognizes that the given names of people, things, and animals require capitalization • Recognizes that titles of people should be capitalized • Recognizes that the names of the days of the week require capitalization • Recognizes that the names of the months of the year require capitalization • Capitalizes initials correctly • Capitalizes names of streets* • Capitalizes names of towns, cities, counties, and states • Capitalizes titles of stories correctly*	word of a sentence • Capitalizes the pronoun "I" • Recognizes that the given names of people, things, and animals require capitalization • Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences • Recognizes correct/incorrect capitalization of people's titles • Recognizes that names of holidays should be capitalized* • Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states • Capitalizes the given names of people, things, and animals found in sentences • Capitalizes names of streets* • Capitalizes names of school subjects, when appropriate* • Recognizes correct capitalization of the greeting (salutation, term not used) of friendly letters*
Use Punctuation Marks	**Use Punctuation Marks**	**Use Punctuation Marks**
• Distinguishes among punctuation marks that can be used to end a sentence and those that cannot	• Identifies declarative sentence (term not used) in need of a period • Identifies declarative sentences (term not used) that are punctuated correctly* • Identifies the period as the correct punctuation for declarative sentences (term not used) • Uses periods to punctuate personal titles* • Recognizes questions that have been punctuated correctly • Uses a question mark to end interrogative sentences (term not used) • Uses an exclamation mark to end exclamatory sentences (term not used) • Distinguishes among punctuation marks that can be used to end a sentence and those that cannot • Recognizes correct placement of the comma in a written date • Recognizes that apostrophes are used to show possession	• Identifies declarative sentence (term not used) in need of a period • Identifies the period as the correct punctuation for declarative sentences (term not used) • Uses periods to punctuate initials • Recognizes questions that have been punctuated correctly • Recognizes sentences that need a question mark to be punctuated correctly • Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)* • Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not* • Uses an exclamation mark to end exclamatory sentences (term not used) • Recognizes the correct punctuation for the greeting (term not used) of a personal letter • Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry) • Recognizes correct placement of the comma in a written date • Recognizes the correct punctuation for the greeting of a personal letter

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		• Recognizes that commas are used to delimit items in a series • Recognizes the correct placement of commas to delimit items in a series • Uses commas to correctly punctuate locations (e.g., Columbus, Ohio) • Recognizes appropriate placement of apostrophes in contractions (terms not used)* • Recognizes correct use of apostrophes used to show singular ownership* • Analyzes the use of apostrophes (term not used) in written compositions*
New Vocabulary: capital letter, capitalize, comma, exclamation mark, exclamation point, mark, period, pronoun, question mark	*New Vocabulary:* action verb, adverb, command, date, exclamation, main verb, noun, object, possessive, run-on sentence, sentence fragment, subject, subordinate clause, supporting detail, topic sentence, when, where, word order	*New Vocabulary:* apostrophe, compound sentence, description, explanation, friendly letter, greeting, hyphen, predicate, quotation, quotation mark, salutation, semicolon, singular, singular noun
New Signs and Symbols: ' apostrophe, : colon, , comma, – dash, ! exclamation point, . period, ? question mark, " quotation mark (left), " quotation mark (right), ; semicolon	*New Signs and Symbols:* … ellipsis	*New Signs and Symbols:* none

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Subject: Language Usage
Goal Strand: Sen, Paragraph Forms; Parts of Speech; Conventions
RIT Score Range: 181 - 190

Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
Understand the Function of Various Forms	**Understand the Function of Various Forms**	**Understand the Function of Various Forms**
• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence • Identifies complete sentences • Identifies the correct question form of a statement* • Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?) • Selects the mark that will punctuate an interrogative sentence containing an interrogative pronoun (terms not used; e.g., Who is she?) • Chooses the interrogative (term not used) form of a sentence as the most appropriate for a particular context • Classifies sentences as questions based on word order • Classifies sentences as questions when ending punctuation is present • Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content • Recognizes that topic sentences often begin paragraphs* • Determines which details do not belong in a paragraph after inferring the main idea of the paragraph	• Identifies sentences showing the subject and predicate correctly divided* • Identifies complete sentences • Identifies incomplete sentences • Completes incomplete sentences • Classifies sentences as statements or sentences that make a statement • Classifies sentences as those that tell something that happened (declarative, term not used) • Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?) • Selects the mark that will punctuate an interrogative sentence containing a relative pronoun (terms not used; e.g., Did you get the groceries that we need?) • Punctuates an interrogative sentence that contains a restrictive phrase (term not used; e.g., Is this the school that won the tournament?)* • Classifies sentences as questions based on word order • Completes an exclamatory sentence (term not used) using proper word order and appropriate content • Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content • Classifies sentences as telling about more than one idea (compound sentence, term not used)* • Uses the conjunction "and" to create a compound sentence* • Uses the conjunction "but" to create a compound sentence • Recognizes that sentences in a paragraph all relate to one central idea • Recognizes that topic sentences often begin paragraphs* • Determines which details do not belong in a paragraph after inferring the main idea of the paragraph	• Identifies the subject of a sentence • Identifies sentences showing the subject and predicate correctly divided* • Completes an inverted sentence by selecting a phrase that fits the content and meaning of the sentence* • Identifies complete sentences • Identifies incomplete sentences • Completes incomplete sentences • Converts clauses/phrases/sentence fragments (terms not used) into complete sentences • Classifies sentences as statements or sentences that make a statement • Selects the mark that will punctuate an interrogative sentence that starts with a proper noun (terms not used; e.g., Mary, are you ready?) • Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?) • Completes an exclamatory sentence (term not used) using proper word order and appropriate content • Classifies sentences as exclamations/exclamatory (term not used) based on word order and content • Recognizes that commands can show strong feeling* • Classifies sentences as directions based on punctuation, word order, and content • Classifies sentences as commands based on punctuation, word order, and content • Uses the conjunction "and" to create a compound sentence* • Uses the conjunction "but" to create a compound sentence • Identifies the topic sentence in a passage of content area writing* • Identifies the topic sentence of a paragraph • Identifies supporting details*

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	• Determines which details will not support a given topic • Identifies sentence order to form a paragraph* • Orders sentences sequentially to form clear paragraphs • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences*	• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph • Determines which details will not support a given topic • Evaluates the best way to develop a given topic with supporting details • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences*
Understand and Use Parts of Speech	**Understand and Use Parts of Speech**	**Understand and Use Parts of Speech**
• Recognizes regular plurals (term not used) of nouns in written compositions* • Chooses a singular or plural noun (term not used), depending on the context of the sentence* • Chooses the appropriate pronoun to replace a noun in a written composition • Restates a sentence using pronouns (term not used) of appropriate case, gender, and number • Uses the objective case of a pronoun (term not used) in written compositions (her, him, them) • Uses subjective pronoun (nominative, term not used) I correctly in compound subjects • Identifies words in a sentence that tell about a specific noun (term not used) • Selects an adjective to modify a given noun (terms not used) in a written sentence* • Uses the positive form of an adjective to complete a sentence (terms not used) • Uses the comparative form of an adjective to complete a sentence (terms not used) • Uses the superlative form of an adjective to complete a sentence (terms not used) • Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?)* • Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence* • Uses possessive adjectives (term not used) in written compositions • Identifies verbs in written compositions	• Identifies collective nouns (term not used) in written compositions* • Recognizes regular plurals of nouns in written compositions • Chooses the appropriate pronoun (term not used) to replace a noun in a written composition* • Restates a sentence using pronouns (term not used) of appropriate case, gender, and number • Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?) • Uses the objective case of a pronoun (term not used) in written compositions (her, him, them) • Uses subjective pronoun (nominative, term not used) I correctly in compound subjects • Recognizes correct usage of indefinite pronouns (term not used)* • Uses reflexive pronouns (term not used) correctly in written compositions • Uses reflexive pronouns (term not used) that agree in number and gender with their antecedent • Identifies words in a sentence that tell about a specific noun (term not used) • Uses well and good correctly in written compositions* • Uses the positive form of an adjective to complete a sentence (terms not used) • Identifies verbs in written compositions • Identifies past tense verbs (term not used) • Uses the past tense of regular verbs (terms not used) • Identifies the correct linking verb for the content of the sentence* • Uses helping verbs to form the present perfect tense	• Identifies proper nouns in written compositions* • Identifies nouns in written compositions • Identifies words that tell "who" did an action* • Classifies words as nouns* • Recognizes irregular plurals (term not used) of nouns in written compositions • Recognizes regular plurals of nouns in written compositions • Recognizes irregular plurals of nouns in written compositions • Uses appropriate form of irregular nouns (term not used)* • Defines pronoun* • Uses I and me correctly* • Uses the simple possessive (term not used) "their" correctly in written compositions • Recognizes correct usage of indefinite pronouns (term not used)* • Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)* • Distinguishes between words that describe nouns (term not used) and other words* • Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences* • Uses comparative form of an adjective (terms not used) ending in -y to complete a sentence • Uses the irregular comparative and superlative forms of the adjective bad (e.g., worse, worst) to complete a sentence (terms not used) • Uses comparative form of adjectives correctly*

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- Uses the past tense of regular verbs (terms not used)
- Uses the future tense of regular verbs (terms not used)
- Uses the present perfect tense of regular verbs (terms not used)
- Uses the past tense of irregular verbs (term not used)*
- Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)*
- Uses helping verbs to form the past tense (term not used) in written compositions (e.g., I was listening to the radio.)
- Uses irregular verbs (term not used) in written compositions (e.g., break, broke, broken)
- Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)
- Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)
- Uses irregular verbs (term not used) in written compositions (e.g., get, got, gotten)
- Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew. flew, knew)*
- Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)*
- Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept)
- Identifies phrases that answer who, what, when, where, how, why
- Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)*
- Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent*
- Uses coordinating conjunctions (term not used) in writing to connect ideas*

- (term not used) in written compositions (e.g., I have lived here for seven years.)
- Uses helping verbs to form the future tense (term not used) in written compositions (e.g., I will see you tomorrow.)
- Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)
- Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)
- Uses irregular verbs (term not used) in written compositions (e.g., wear, worn, worn)*
- Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)*
- Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew. flew, knew)*
- Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)*
- Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)*
- Uses the irregular verb (term not used) see in written compositions
- Identifies the past tense of irregular verbs (term not used)
- Identifies phrases that answer who, what, when, where, how, why
- Uses words that answer how, when, where, why, how often and how much questions (adverbs) in written compositions
- Recognizes correct subject-verb agreement (term not used)
- Recognizes correct subject-verb agreement for linking verbs in written compositions*
- Uses correct subject-verb agreement (term not used)
- Uses correct subject-verb agreement for linking verbs in written compositions (terms not used)
- Identifies the antecedent of a subjective pronoun (nominative, term not used; e.g., We saw the rocket. It came from outer space. What word means the same as "it"?
- Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent*

- Uses predicate adjectives (term not used) in written compositions*
- Defines past tense of verbs*
- Identifies past tense verbs (term not used)
- Identifies the future tense of regular verbs (terms not used)
- Identifies past tense verbs
- Identifies the future tense of regular verbs
- Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)*
- Understands the meaning of future tense verbs (term not used)*
- Classifies text as written in the past tense*
- Uses the past tense of regular verbs (terms not used)
- Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)*
- Uses the present tense of regular verbs (term not used)*
- Forms the past participle of regular verbs (term not used)
- Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)
- Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)
- Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)*
- Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)*
- Uses the irregular verb (term not used) see in written compositions
- Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)
- Identifies the past tense of irregular verbs (term not used)
- Identifies adverbs in written compositions*
- Uses well and good correctly in written compositions
- Recognizes incorrect forms of adverbs in written compositions*
- Uses adverbs (term not used) to make comparisons in written compositions*
- Uses most or least to create the superlative form of an

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		adjective (terms not used) to complete a sentence
		• Uses most plus an adverb (term not used) to make comparisons in written compositions*
		• Recognizes correct subject-verb agreement (term not used)
		• Recognizes correct subject-verb agreement*
		• Uses correct subject-verb agreement (term not used)
		• Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)
		• Identifies the antecedent of a subjective pronoun (nominative, term not used; e.g., We saw the rocket. It came from outer space. What word means the same as "it"?
		• Uses adverb clauses (term not used) in written compositions
		• Uses negatives (term not used) correctly in written compositions
		• Uses negatives correctly in written compositions*
Employ the Conventions of Capitalization	**Employ the Conventions of Capitalization**	**Employ the Conventions of Capitalization**
• Recognizes that the first word of a sentence should be capitalized • Recognizes correct/incorrect capitalization of the first word of a sentence • Recognizes correct/incorrect capitalization of the pronoun "I" • Recognizes that the pronoun "I" should be capitalized* • Recognizes that the given names of people, things, and animals require capitalization • Recognizes that titles of people should be capitalized • Recognizes that the names of the days of the week require capitalization • Recognizes that the names of the months of the year require capitalization • Capitalizes initials correctly • Capitalizes names of streets* • Capitalizes names of towns, cities, counties, and states • Capitalizes titles of stories correctly*	• Recognizes that the first word of a sentence should be capitalized • Recognizes correct/incorrect capitalization of the first word of a sentence • Capitalizes the pronoun "I" • Recognizes that the given names of people, things, and animals require capitalization • Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences • Recognizes correct/incorrect capitalization of people's titles • Recognizes that names of holidays should be capitalized* • Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states • Capitalizes the given names of people, things, and animals found in sentences • Capitalizes names of streets* • Capitalizes names of school subjects, when appropriate* • Recognizes correct capitalization of the greeting (salutation, term not used) of friendly letters*	• Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences • Recognizes correct/incorrect capitalization of people's titles • Recognizes correct/incorrect capitalization of the names of the days of the week • Recognizes correct/incorrect capitalization of names of holidays • Recognizes correct capitalization of names of organizations and groups • Recognizes that names of schools and institutions should be capitalized • Recognizes correct capitalization of nationalities and languages • Recognizes correct capitalization of addresses • Recognizes correct/incorrect capitalization of names of countries • Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states • Recognizes correct/incorrect capitalization of names of geographic locations • Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately

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		• Describes rules for capitalizing nouns* • Capitalizes the names of the months of the year • Capitalizes names of schools and institutions* • Capitalizes names of school subjects, when appropriate* • Capitalizes titles of television shows and movies correctly • Recognizes that the first word of a direct quotation (term not used) should be capitalized* • Describes how direct quotations are capitalized*
Use Punctuation Marks	**Use Punctuation Marks**	**Use Punctuation Marks**
• Identifies declarative sentence (term not used) in need of a period • Identifies declarative sentences (term not used) that are punctuated correctly* • Identifies the period as the correct punctuation for declarative sentences (term not used) • Uses periods to punctuate personal titles* • Recognizes questions that have been punctuated correctly • Uses a question mark to end interrogative sentences (term not used) • Uses an exclamation mark to end exclamatory sentences (term not used) • Distinguishes among punctuation marks that can be used to end a sentence and those that cannot • Recognizes correct placement of the comma in a written date • Recognizes that apostrophes are used to show possession	• Identifies declarative sentence (term not used) in need of a period • Identifies the period as the correct punctuation for declarative sentences (term not used) • Uses periods to punctuate initials • Recognizes questions that have been punctuated correctly • Recognizes sentences that need a question mark to be punctuated correctly • Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)* • Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not* • Uses an exclamation mark to end exclamatory sentences (term not used) • Recognizes the correct punctuation for the greeting (term not used) of a personal letter • Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry) • Recognizes correct placement of the comma in a written date • Recognizes the correct punctuation for the greeting of a personal letter • Recognizes that commas are used to delimit items in a series • Recognizes the correct placement of commas to delimit items in a series • Uses commas to correctly punctuate locations (e.g., Columbus, Ohio) • Recognizes appropriate placement of apostrophes in contractions (terms not used)* • Recognizes correct use of apostrophes used to show	• Recognizes appropriate placement of periods in declarative sentences (term not used) • Identifies the period as the correct punctuation for declarative sentences (term not used) • Identifies the period as the correct punctuation for an imperative sentence (term not used)* • Recognizes sentences that need a question mark to be punctuated correctly • Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)* • Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not* • Uses an exclamation mark to end exclamatory sentences* • Recognizes the correct punctuation for the greeting (term not used) of a personal letter • Recognizes the correct punctuation for the closing of a letter (term not used) • Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry) • Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used) • Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence • Recognizes the correct punctuation for the closing of a letter* • Recognizes the correct placement of commas to delimit items in a series • Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio) • Uses commas to punctuate dates

WI 3.2.1

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	singular ownership* • Analyzes the use of apostrophes (term not used) in written compositions*	• Uses commas to show items in a series* • Uses commas with introductory words (term not used, e.g., well, no, sorry) • Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used) • Uses commas in a direct quotation (term not used)* • Uses commas to correctly punctuate locations (e.g., Columbus, Ohio) • Uses commas to set off appositives (term not used)* • Analyzes the placement of commas in sentences listing items in a series • Uses commas after introductory phrases and clauses • Recognizes correct usage of quotation marks to delimit dialogue • Uses quotation marks to punctuate dialogue • Recognizes appropriate forms of contractions (term not used)* • Recognizes appropriate placement of apostrophes in contractions (terms not used)* • Recognizes correct use of apostrophes used to show singular ownership* • Recognizes that alternate forms of punctuation (e.g., period or exclamation mark) may end the same sentence • Recognizes or selects the sentence using multiple commas correctly (e.g. dates, separate city and state, separate clauses)*
New Vocabulary: action verb, adverb, command, date, exclamation, main verb, noun, object, possessive, run-on sentence, sentence fragment, subject, subordinate clause, supporting detail, topic sentence, when, where, word order	*New Vocabulary:* apostrophe, compound sentence, description, explanation, friendly letter, greeting, hyphen, predicate, quotation, quotation mark, salutation, semicolon, singular, singular noun	*New Vocabulary:* address, clause, ending, future tense, grammar, introduction, letter closing, proper noun, subject-verb agreement, tense
New Signs and Symbols: … ellipsis	*New Signs and Symbols:* none	*New Signs and Symbols:* (parenthesis (left),) parenthesis (right)

Subject: Language Usage
Goal Strand: Sen, Paragraph Forms; Parts of Speech; Conventions
RIT Score Range: 191 - 200

Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
Understand the Function of Various Forms	**Understand the Function of Various Forms**	**Understand the Function of Various Forms**
• Identifies sentences showing the subject and predicate correctly divided* • Identifies complete sentences • Identifies incomplete sentences • Completes incomplete sentences • Classifies sentences as statements or sentences that make a statement • Classifies sentences as those that tell something that happened (declarative, term not used) • Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?) • Selects the mark that will punctuate an interrogative sentence containing a relative pronoun (terms not used; e.g., Did you get the groceries that we need?) • Punctuates an interrogative sentence that contains a restrictive phrase (term not used; e.g., Is this the school that won the tournament?)* • Classifies sentences as questions based on word order • Completes an exclamatory sentence (term not used) using proper word order and appropriate content • Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content • Classifies sentences as telling about more than one idea (compound sentence, term not used)* • Uses the conjunction "and" to create a compound sentence* • Uses the conjunction "but" to create a compound sentence • Recognizes that sentences in a paragraph all relate to one central idea • Recognizes that topic sentences often begin paragraphs* • Determines which details do not belong in a paragraph after inferring the main idea of the paragraph	• Identifies the subject of a sentence • Identifies sentences showing the subject and predicate correctly divided* • Completes an inverted sentence by selecting a phrase that fits the content and meaning of the sentence* • Identifies complete sentences • Identifies incomplete sentences • Completes incomplete sentences • Converts clauses/phrases/sentence fragments (terms not used) into complete sentences • Classifies sentences as statements or sentences that make a statement • Selects the mark that will punctuate an interrogative sentence that starts with a proper noun (terms not used; e.g., Mary, are you ready?) • Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?) • Completes an exclamatory sentence (term not used) using proper word order and appropriate content • Classifies sentences as exclamations/exclamatory (term not used) based on word order and content • Recognizes that commands can show strong feeling* • Classifies sentences as directions based on punctuation, word order, and content • Classifies sentences as commands based on punctuation, word order, and content • Uses the conjunction "and" to create a compound sentence* • Uses the conjunction "but" to create a compound sentence • Identifies the topic sentence in a passage of content area writing* • Identifies the topic sentence of a paragraph • Identifies supporting details*	• Identifies the subject of a sentence • Identifies incomplete sentences • Identifies run-on sentences • Completes sentences by adding the missing parts of speech • Converts clauses/phrases/sentence fragments (terms not used) into complete sentences • Differentiates between examples of statements and other sentence types • Identifies statements/declarative sentences (term not used)* • Recognizes that an interrogative sentence asks a question* • Classifies sentences as interrogative (term not used) • Defines exclamatory sentence • Classifies sentences as exclamations/exclamatory based on word order and content • Classifies sentences as directions based on punctuation, word order, and content • Classifies sentences as commands based on punctuation, word order, and content • Identifies command/imperative statements* • Selects the conjunctive adverb "therefore" to create a compound sentence* • Classifies sentences as compound • Identifies the main idea for a given passage (not thesis statement)* • Identifies the topic sentence in a passage of content area writing* • Identifies the topic sentence of a paragraph • Identifies supporting details* • Determines which details do not support the topic after determining the topic of a paragraph • Determines which details will not support a given topic • Evaluates the best way to develop a given topic with

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• Determines which details will not support a given topic • Identifies sentence order to form a paragraph* • Orders sentences sequentially to form clear paragraphs • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences*	• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph • Determines which details will not support a given topic • Evaluates the best way to develop a given topic with supporting details • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences*	supporting details • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs • Identifies how to develop a paragraph with a main idea and supporting details • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Describes the characteristics of paragraphs*
Understand and Use Parts of Speech	**Understand and Use Parts of Speech**	**Understand and Use Parts of Speech**
• Identifies collective nouns (term not used) in written compositions* • Recognizes regular plurals of nouns in written compositions • Chooses the appropriate pronoun (term not used) to replace a noun in a written composition* • Restates a sentence using pronouns (term not used) of appropriate case, gender, and number • Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?) • Uses the objective case of a pronoun (term not used) in written compositions (her, him, them) • Uses subjective pronoun (nominative, term not used) I correctly in compound subjects • Recognizes correct usage of indefinite pronouns (term not used)* • Uses reflexive pronouns (term not used) correctly in written compositions • Uses reflexive pronouns (term not used) that agree in number and gender with their antecedent • Identifies words in a sentence that tell about a specific noun (term not used) • Uses well and good correctly in written compositions* • Uses the positive form of an adjective to complete a sentence (terms not used) • Identifies verbs in written compositions • Identifies past tense verbs (term not used) • Uses the past tense of regular verbs (terms not used) • Identifies the correct linking verb for the content of the sentence* • Uses helping verbs to form the present perfect tense	• Identifies proper nouns in written compositions* • Identifies nouns in written compositions • Identifies words that tell "who" did an action* • Classifies words as nouns* • Recognizes irregular plurals (term not used) of nouns in written compositions • Recognizes regular plurals of nouns in written compositions • Recognizes irregular plurals of nouns in written compositions • Uses appropriate form of irregular nouns (term not used)* • Defines pronoun* • Uses I and me correctly* • Uses the simple possessive (term not used) "their" correctly in written compositions • Recognizes correct usage of indefinite pronouns (term not used)* • Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)* • Distinguishes between words that describe nouns (term not used) and other words* • Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences* • Uses comparative form of an adjective (terms not used) ending in -y to complete a sentence • Uses the irregular comparative and superlative forms of the adjective bad (e.g., worse, worst) to complete a sentence (terms not used) • Uses comparative form of adjectives correctly*	• Identifies proper nouns in written compositions* • Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions* • Recognizes irregular plurals (term not used) of nouns in written compositions • Recognizes irregular plurals of nouns in written compositions • Differentiates between possessive singular and plural forms of nouns (terms not used) • Differentiates between possessive singular and plural forms of nouns* • Uses the simple possessive (term not used) "their" correctly in written compositions • Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions • Recognizes plural forms of objective pronouns (term not used) • Recognizes correct usage of reflexive pronouns (term not used) • Identifies numerical adjectives (term not used) in written compositions* • Classifies words as adjectives • Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences* • Uses more or less to create the comparative form of an adjective (terms not used) to complete a sentence • Identifies superlative adjectives (term not used) (e.g., -est, most, least) in written compositions* • Identifies present tense verbs (term not used) • Determines correct verb form for sentences containing

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- (term not used) in written compositions (e.g., I have lived here for seven years.)
- Uses helping verbs to form the future tense (term not used) in written compositions (e.g., I will see you tomorrow.)
- Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)
- Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)
- Uses irregular verbs (term not used) in written compositions (e.g., wear, worn, worn)*
- Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)*
- Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew. flew, knew)*
- Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)*
- Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)*
- Uses the irregular verb (term not used) see in written compositions
- Identifies the past tense of irregular verbs (term not used)
- Identifies phrases that answer who, what, when, where, how, why
- Uses words that answer how, when, where, why, how often and how much questions (adverbs) in written compositions
- Recognizes correct subject-verb agreement (term not used)
- Recognizes correct subject-verb agreement for linking verbs in written compositions*
- Uses correct subject-verb agreement (term not used)
- Uses correct subject-verb agreement for linking verbs in written compositions (terms not used)
- Identifies the antecedent of a subjective pronoun (nominative, term not used; e.g., We saw the rocket. It came from outer space. What word means the same as "it"?
- Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent*

- Uses predicate adjectives (term not used) in written compositions*
- Defines past tense of verbs*
- Identifies past tense verbs (term not used)
- Identifies the future tense of regular verbs (terms not used)
- Identifies past tense verbs
- Identifies the future tense of regular verbs
- Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)*
- Understands the meaning of future tense verbs (term not used)*
- Classifies text as written in the past tense*
- Uses the past tense of regular verbs (terms not used)
- Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)*
- Uses the present tense of regular verbs (term not used)*
- Forms the past participle of regular verbs (term not used)
- Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)
- Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)
- Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)*
- Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)*
- Uses the irregular verb (term not used) see in written compositions
- Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)
- Identifies the past tense of irregular verbs (term not used)
- Identifies adverbs in written compositions*
- Uses well and good correctly in written compositions
- Recognizes incorrect forms of adverbs in written compositions*
- Uses adverbs (term not used) to make comparisons in written compositions*
- Uses most or least to create the superlative form of an

- the pronoun "there" (term not used; e.g., There are several new houses on my street.)
- Uses future perfect tense verbs (term not used) in written compositions*
- Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)*
- Uses a consistent tense form in writing with irregular verbs (terms not used)*
- Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)*
- Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)
- Uses adverbs (term not used) to make comparisons in written compositions*
- Recognizes correct subject-verb agreement for linking verbs in written compositions (terms not used)
- Recognizes correct subject-verb agreement*
- Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)
- Identifies correct usage of pronouns and antecedents*
- Uses adverb clauses (term not used) in written compositions
- Identifies words (prepositions, term not used) that tell how, where, or which
- Recognizes the incorrect usage of double negatives in written compositions
- Uses negatives (term not used) correctly in written compositions
- Labels the parts of speech found in simple sentences (term not used)
- Selects modifiers that complete a sentence*

	adjective (terms not used) to complete a sentence • Uses most plus an adverb (term not used) to make comparisons in written compositions* • Recognizes correct subject-verb agreement (term not used) • Recognizes correct subject-verb agreement* • Uses correct subject-verb agreement (term not used) • Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used) • Identifies the antecedent of a subjective pronoun (nominative, term not used; e.g., We saw the rocket. It came from outer space. What word means the same as "it"? • Uses adverb clauses (term not used) in written compositions • Uses negatives (term not used) correctly in written compositions • Uses negatives correctly in written compositions*	
Employ the Conventions of Capitalization	**Employ the Conventions of Capitalization**	**Employ the Conventions of Capitalization**
• Recognizes that the first word of a sentence should be capitalized • Recognizes correct/incorrect capitalization of the first word of a sentence • Capitalizes the pronoun "I" • Recognizes that the given names of people, things, and animals require capitalization • Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences • Recognizes correct/incorrect capitalization of people's titles • Recognizes that names of holidays should be capitalized* • Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states • Capitalizes the given names of people, things, and animals found in sentences • Capitalizes names of streets* • Capitalizes names of school subjects, when appropriate* • Recognizes correct capitalization of the greeting (salutation, term not used) of friendly letters*	• Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences • Recognizes correct/incorrect capitalization of people's titles • Recognizes correct/incorrect capitalization of the names of the days of the week • Recognizes correct/incorrect capitalization of names of holidays • Recognizes correct capitalization of names of organizations and groups • Recognizes that names of schools and institutions should be capitalized • Recognizes correct capitalization of nationalities and languages • Recognizes correct capitalization of addresses • Recognizes correct/incorrect capitalization of names of countries • Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states • Recognizes correct/incorrect capitalization of names of geographic locations • Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately	• Recognizes correct/incorrect capitalization of animals, animal breeds, and plant varieties • Recognizes that words that are not proper names or titles (terms not used) are not capitalized • Recognizes correct/incorrect capitalization of the names of the days of the week • Recognizes correct capitalization of the months of the year • Recognizes correct/incorrect capitalization of names of holidays • Recognizes correct/incorrect capitalization of names of companies* • Recognizes that names of companies should be capitalized • Recognizes correct capitalization of names of organizations and groups • Recognizes correct/incorrect capitalization of names of schools and institutions* • Recognizes that names of schools and institutions should be capitalized • Recognizes that names of departments of government should be capitalized* • Recognizes that names of nationalities and languages should be capitalized

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	• Describes rules for capitalizing nouns* • Capitalizes the names of the months of the year • Capitalizes names of schools and institutions* • Capitalizes names of school subjects, when appropriate* • Capitalizes titles of television shows and movies correctly • Recognizes that the first word of a direct quotation (term not used) should be capitalized* • Describes how direct quotations are capitalized*	• Recognizes correct capitalization of nationalities and languages • Recognizes correct/incorrect capitalization of names of streets • Recognizes correct/incorrect capitalization of names of countries • Recognizes correct/incorrect capitalization of names of geographic locations • Recognizes correct capitalization of titles of newspapers* • Recognizes correct capitalization of titles of books* • Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately • Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately • Capitalizes names of geographic locations • Capitalizes titles of books correctly • Capitalizes titles of magazines correctly • Recognizes correct capitalization of the closing of letters (term not used) • Recognizes correct/incorrect capitalization of direct quotations (term not used) • Recognizes that the first word of a direct quotation (term not used) should be capitalized* • Recognizes correct capitalization of divided quotations (term not used) when two or more complete sentences are separated • Capitalizes historical periods and events • Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)
Use Punctuation Marks	**Use Punctuation Marks**	**Use Punctuation Marks**
• Identifies declarative sentence (term not used) in need of a period • Identifies the period as the correct punctuation for declarative sentences (term not used) • Uses periods to punctuate initials • Recognizes questions that have been punctuated correctly • Recognizes sentences that need a question mark to be punctuated correctly • Recognizes correct usage of exclamation marks to end	• Recognizes appropriate placement of periods in declarative sentences (term not used) • Identifies the period as the correct punctuation for declarative sentences (term not used) • Identifies the period as the correct punctuation for an imperative sentence (term not used)* • Recognizes sentences that need a question mark to be punctuated correctly • Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)*	• Recognizes that declarative sentences end with a period • Identifies the period as the correct punctuation for an imperative sentence • Uses periods to punctuate sentences containing subordinating conjunctions (term not used) • Recognizes sentences that need a question mark to be punctuated correctly • Uses an exclamation mark to end exclamatory sentences* • Uses exclamation marks to punctuate exclamations

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- exclamatory sentences (term not used)*
- Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not*
- Uses an exclamation mark to end exclamatory sentences (term not used)
- Recognizes the correct punctuation for the greeting (term not used) of a personal letter
- Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)
- Recognizes correct placement of the comma in a written date
- Recognizes the correct punctuation for the greeting of a personal letter
- Recognizes that commas are used to delimit items in a series
- Recognizes the correct placement of commas to delimit items in a series
- Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)
- Recognizes appropriate placement of apostrophes in contractions (terms not used)*
- Recognizes correct use of apostrophes used to show singular ownership*
- Analyzes the use of apostrophes (term not used) in written compositions*

- Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not*
- Uses an exclamation mark to end exclamatory sentences*
- Recognizes the correct punctuation for the greeting (term not used) of a personal letter
- Recognizes the correct punctuation for the closing of a letter (term not used)
- Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)
- Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)
- Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence
- Recognizes the correct punctuation for the closing of a letter*
- Recognizes the correct placement of commas to delimit items in a series
- Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)
- Uses commas to punctuate dates
- Uses commas to show items in a series*
- Uses commas with introductory words (term not used, e.g., well, no, sorry)
- Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)
- Uses commas in a direct quotation (term not used)*
- Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)
- Uses commas to set off appositives (term not used)*
- Analyzes the placement of commas in sentences listing items in a series
- Uses commas after introductory phrases and clauses
- Recognizes correct usage of quotation marks to delimit dialogue
- Uses quotation marks to punctuate dialogue
- Recognizes appropriate forms of contractions (term not used)*
- Recognizes appropriate placement of apostrophes in contractions (terms not used)*
- Recognizes correct use of apostrophes used to show singular ownership*

- beginning with what and how
- Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)
- Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)
- Recognizes correct placement of commas to set off unnecessary (nonrestrictive, term not used) clauses*
- Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence
- Recognizes incorrect placement of commas to separate nouns of direct address (term not used) from the rest of the sentence
- Recognizes correct placement of commas to delimit appositives (term not used)
- Recognizes the correct punctuation for the closing of a letter*
- Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)
- Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)
- Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)*
- Uses commas to punctuate dates
- Uses commas to show items in a series*
- Uses commas with introductory words (term not used, e.g., well, no, sorry)
- Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)
- Uses commas to separate nouns of direct address (term not used) from the rest of the sentence
- Uses commas to enclose explanatory words or phrases (term not used)
- Uses commas to set off appositives (term not used)*
- Analyzes the placement of commas in sentences listing items in a series
- Uses commas after introductory phrases and clauses
- Recognizes correct usage of quotation marks to delimit dialogue
- Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)

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	• Recognizes that alternate forms of punctuation (e.g., period or exclamation mark) may end the same sentence • Recognizes or selects the sentence using multiple commas correctly (e.g. dates, separate city and state, separate clauses)*	• Explains how quotation marks are used in compositions to show a person's exact words* • Uses quotation marks to punctuate dialogue • Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters* • Recognizes appropriate forms of contractions (term not used)* • Recognizes appropriate forms of contractions* • Recognizes correct use of apostrophes used to show singular ownership* • Recognizes correct use of apostrophes in contractions and apostrophes to show possession • Analyzes the use of apostrophes in written compositions* • Recognizes that all words in a film's title are underlined* • Uses underlining (italics) in titles of books • Identifies correct use of parentheses in a sentence* • Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)*
New Vocabulary: apostrophe, compound sentence, description, explanation, friendly letter, greeting, hyphen, predicate, quotation, quotation mark, salutation, semicolon, singular, singular noun	*New Vocabulary:* address, clause, ending, future tense, grammar, introduction, letter closing, proper noun, subject-verb agreement, tense	*New Vocabulary:* antecedent, book title, comma splice, complex sentence, compound-complex sentence, declarative sentence, dependent clause, direct object, exclamatory sentence, fragment, imperative sentence, interrogative sentence, linking verb, parentheses, prepositional phrase, simple sentence, thesis statement, verb phrase
New Signs and Symbols: none	*New Signs and Symbols:* (parenthesis (left),) parenthesis (right)	*New Signs and Symbols:* , comma, _ underline

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Subject: Language Usage
Goal Strand: Sen, Paragraph Forms; Parts of Speech; Conventions
RIT Score Range: 201 - 210

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Understand the Function of Various Forms	**Understand the Function of Various Forms**	**Understand the Function of Various Forms**
• Identifies the subject of a sentence • Identifies sentences showing the subject and predicate correctly divided* • Completes an inverted sentence by selecting a phrase that fits the content and meaning of the sentence* • Identifies complete sentences • Identifies incomplete sentences • Completes incomplete sentences • Converts clauses/phrases/sentence fragments (terms not used) into complete sentences • Classifies sentences as statements or sentences that make a statement • Selects the mark that will punctuate an interrogative sentence that starts with a proper noun (terms not used; e.g., Mary, are you ready?) • Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?) • Completes an exclamatory sentence (term not used) using proper word order and appropriate content • Classifies sentences as exclamations/exclamatory (term not used) based on word order and content • Recognizes that commands can show strong feeling* • Classifies sentences as directions based on punctuation, word order, and content • Classifies sentences as commands based on punctuation, word order, and content • Uses the conjunction "and" to create a compound sentence* • Uses the conjunction "but" to create a compound sentence • Identifies the topic sentence in a passage of content area writing* • Identifies the topic sentence of a paragraph • Identifies supporting details*	• Identifies the subject of a sentence • Identifies incomplete sentences • Identifies run-on sentences • Completes sentences by adding the missing parts of speech • Converts clauses/phrases/sentence fragments (terms not used) into complete sentences • Differentiates between examples of statements and other sentence types • Identifies statements/declarative sentences (term not used)* • Recognizes that an interrogative sentence asks a question* • Classifies sentences as interrogative (term not used) • Defines exclamatory sentence • Classifies sentences as exclamations/exclamatory based on word order and content • Classifies sentences as directions based on punctuation, word order, and content • Classifies sentences as commands based on punctuation, word order, and content • Identifies command/imperative statements* • Selects the conjunctive adverb "therefore" to create a compound sentence* • Classifies sentences as compound • Identifies the main idea for a given passage (not thesis statement)* • Identifies the topic sentence in a passage of content area writing* • Identifies the topic sentence of a paragraph • Identifies supporting details* • Determines which details do not support the topic after determining the topic of a paragraph • Determines which details will not support a given topic • Evaluates the best way to develop a given topic with	• Recognizes examples of inverted order in written sentences* • Identifies the two main parts of a sentence as subject and predicate* • Identifies the part of speech needed to complete a sentence* • Identifies run-on sentences • Defines run-on sentence* • Identifies sentence fragments (term used) • Evaluates the use of parallel structure in writing* • Identifies declarative sentences* • Defines a statement (declarative sentence, term not used)* • Classifies examples of declarative complex sentences (terms not used)* • Classifies sentences as declarative • Classifies sentences as interrogative • Classifies sentences as simple • Identifies compound sentences* • Selects the conjunctive adverb "although" to create a compound sentence* • Classifies sentences as compound • Uses the conjunction "for" to create a compound sentence* • Uses the conjunction "so" to create a compound sentence* • Identifies components of complex sentences (independent clause)* • Selects the best topic sentence for a given paragraph • Identifies how to make a topic sentence* • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Identifies the topic sentence of a paragraph • Determines which details do not support the topic after

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• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph • Determines which details will not support a given topic • Evaluates the best way to develop a given topic with supporting details • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences*	supporting details • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs • Identifies how to develop a paragraph with a main idea and supporting details • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Describes the characteristics of paragraphs*	determining the topic of a paragraph • Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph • Recognizes transitional words and phrases • Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing* • Identifies the pattern of organization used in a writing sample (deductive) • Identifies the pattern of organization used in a writing sample (inductive)
Understand and Use Parts of Speech	**Understand and Use Parts of Speech**	**Understand and Use Parts of Speech**
• Identifies proper nouns in written compositions* • Identifies nouns in written compositions • Identifies words that tell "who" did an action* • Classifies words as nouns* • Recognizes irregular plurals (term not used) of nouns in written compositions • Recognizes regular plurals of nouns in written compositions • Recognizes irregular plurals of nouns in written compositions • Uses appropriate form of irregular nouns (term not used)* • Defines pronoun* • Uses I and me correctly* • Uses the simple possessive (term not used) "their" correctly in written compositions • Recognizes correct usage of indefinite pronouns (term not used)* • Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)* • Distinguishes between words that describe nouns (term not used) and other words* • Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences* • Uses comparative form of an adjective (terms not used) ending in -y to complete a sentence • Uses the irregular comparative and superlative forms of the adjective bad (e.g., worse, worst) to complete a sentence (terms not used)	• Identifies proper nouns in written compositions* • Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions* • Recognizes irregular plurals (term not used) of nouns in written compositions • Recognizes irregular plurals of nouns in written compositions • Differentiates between possessive singular and plural forms of nouns (terms not used) • Differentiates between possessive singular and plural forms of nouns* • Uses the simple possessive (term not used) "their" correctly in written compositions • Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions • Recognizes plural forms of objective pronouns (term not used) • Recognizes correct usage of reflexive pronouns (term not used) • Identifies numerical adjectives (term not used) in written compositions* • Classifies words as adjectives • Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences* • Uses more or less to create the comparative form of an adjective (terms not used) to complete a sentence • Identifies superlative adjectives (term not used) (e.g., -est, most, least) in written compositions* • Identifies present tense verbs (term not used)	• Defines proper noun* • Classifies nouns as abstract* • Identifies the possessive nouns in written composition* • Defines direct object* • Recognizes the plural of compound nouns (e.g., passersby) • Determines whether a noun is singular or plural based on subject-verb agreement* • Recognizes when the possessive pronoun "their" needs to be used • Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions* • Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions • Uses the subjective pronouns (nominative, term not used) he, she, and we correctly in written compositions as part of a compound subject • Uses indefinite pronouns (term not used) appropriately in written compositions* • Recognizes correct usage of reflexive pronouns (term not used) • Recognizes examples of verbs used as adjectives* • Defines adjective* • Classifies words as adjectives (term not used) • Classifies words as adjectives • Recognizes that the suffix -er means more when used with an adjective (term not used)* • Uses comparative form of adjectives (terms not used) correctly • Classifies words as verbs in written compositions*

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- Uses comparative form of adjectives correctly*
- Uses predicate adjectives (term not used) in written compositions*
- Defines past tense of verbs*
- Identifies past tense verbs (term not used)
- Identifies the future tense of regular verbs (terms not used)
- Identifies past tense verbs
- Identifies the future tense of regular verbs
- Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)*
- Understands the meaning of future tense verbs (term not used)*
- Classifies text as written in the past tense*
- Uses the past tense of regular verbs (terms not used)
- Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)*
- Uses the present tense of regular verbs (term not used)*
- Forms the past participle of regular verbs (term not used)
- Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)
- Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)
- Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)*
- Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)*
- Uses the irregular verb (term not used) see in written compositions
- Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)
- Identifies the past tense of irregular verbs (term not used)
- Identifies adverbs in written compositions*
- Uses well and good correctly in written compositions
- Recognizes incorrect forms of adverbs in written compositions*
- Uses adverbs (term not used) to make comparisons in written compositions*

- Determines correct verb form for sentences containing the pronoun "there" (term not used; e.g., There are several new houses on my street.)
- Uses future perfect tense verbs (term not used) in written compositions*
- Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)*
- Uses a consistent tense form in writing with irregular verbs (terms not used)*
- Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)*
- Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)
- Uses adverbs (term not used) to make comparisons in written compositions*
- Recognizes correct subject-verb agreement for linking verbs in written compositions (terms not used)
- Recognizes correct subject-verb agreement*
- Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)
- Identifies correct usage of pronouns and antecedents*
- Uses adverb clauses (term not used) in written compositions
- Identifies words (prepositions, term not used) that tell how, where, or which
- Recognizes the incorrect usage of double negatives in written compositions
- Uses negatives (term not used) correctly in written compositions
- Labels the parts of speech found in simple sentences (term not used)
- Selects modifiers that complete a sentence*

- Identifies present participles in written compositions (e.g., is running)*
- Uses a consistent tense form in writing with irregular verbs (terms not used)*
- Uses the irregular verb (term not used) lie in written compositions*
- Uses the past perfect and present perfect tenses of irregular verbs (terms not used) in written compositions
- Recognizes the correct use of irregular verbs*
- Recognizes examples of misplaced modifiers*
- Identifies participial phrase in written compositions (term defined)*
- Identifies prepositional phrases
- Defines verb phrase (predicate)*
- Describes the word modified by a given prepositional phrase in a written composition*
- Describes the function of a prepositional phrase in a written composition*
- Uses verb phrases (predicates, terms not used) in written compositions
- Uses verb phrases in written compositions
- Identifies the main clause in a sentence*
- Identifies prepositions in written phrases*
- Recognizes the incorrect usage of double negatives in written compositions
- Labels the parts of speech found in simple sentences (term not used)

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• Uses most or least to create the superlative form of an adjective (terms not used) to complete a sentence • Uses most plus an adverb (term not used) to make comparisons in written compositions* • Recognizes correct subject-verb agreement (term not used) • Recognizes correct subject-verb agreement* • Uses correct subject-verb agreement (term not used) • Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used) • Identifies the antecedent of a subjective pronoun (nominative, term not used; e.g., We saw the rocket. It came from outer space. What word means the same as "it"? • Uses adverb clauses (term not used) in written compositions • Uses negatives (term not used) correctly in written compositions • Uses negatives correctly in written compositions*		
Employ the Conventions of Capitalization	**Employ the Conventions of Capitalization**	**Employ the Conventions of Capitalization**
• Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences • Recognizes correct/incorrect capitalization of people's titles • Recognizes correct/incorrect capitalization of the names of the days of the week • Recognizes correct/incorrect capitalization of names of holidays • Recognizes correct capitalization of names of organizations and groups • Recognizes that names of schools and institutions should be capitalized • Recognizes correct capitalization of nationalities and languages • Recognizes correct capitalization of addresses • Recognizes correct/incorrect capitalization of names of countries • Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states • Recognizes correct/incorrect capitalization of names of geographic locations • Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes	• Recognizes correct/incorrect capitalization of animals, animal breeds, and plant varieties • Recognizes that words that are not proper names or titles (terms not used) are not capitalized • Recognizes correct/incorrect capitalization of the names of the days of the week • Recognizes correct capitalization of the months of the year • Recognizes correct/incorrect capitalization of names of holidays • Recognizes correct/incorrect capitalization of names of companies* • Recognizes that names of companies should be capitalized • Recognizes correct capitalization of names of organizations and groups • Recognizes correct/incorrect capitalization of names of schools and institutions* • Recognizes that names of schools and institutions should be capitalized • Recognizes that names of departments of government should be capitalized* • Recognizes that names of nationalities and languages	• Recognizes correct/incorrect capitalization of names of companies* • Recognizes correct capitalization of names of organizations and groups • Recognizes correct/incorrect capitalization of names of schools and institutions* • Recognizes that names of schools and institutions should be capitalized • Recognizes correct capitalization of names of departments of government • Recognizes that names of monuments/works of art are capitalized* • Recognizes that names of nationalities and languages should be capitalized • Recognizes that names of counties should be capitalized (e.g., Boone County)* • Recognizes correct capitalization of titles of stories* • Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately • Capitalizes names of companies* • Capitalizes titles of books correctly • Capitalizes titles of works of art correctly

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appropriately • Describes rules for capitalizing nouns* • Capitalizes the names of the months of the year • Capitalizes names of schools and institutions* • Capitalizes names of school subjects, when appropriate* • Capitalizes titles of television shows and movies correctly • Recognizes that the first word of a direct quotation (term not used) should be capitalized* • Describes how direct quotations are capitalized*	should be capitalized • Recognizes correct capitalization of nationalities and languages • Recognizes correct/incorrect capitalization of names of streets • Recognizes correct/incorrect capitalization of names of countries • Recognizes correct/incorrect capitalization of names of geographic locations • Recognizes correct capitalization of titles of newspapers* • Recognizes correct capitalization of titles of books* • Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately • Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately • Capitalizes names of geographic locations • Capitalizes titles of books correctly • Capitalizes titles of magazines correctly • Recognizes correct capitalization of the closing of letters (term not used) • Recognizes correct/incorrect capitalization of direct quotations (term not used) • Recognizes that the first word of a direct quotation (term not used) should be capitalized* • Recognizes correct capitalization of divided quotations (term not used) when two or more complete sentences are separated • Capitalizes historical periods and events • Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)	• Recognizes correct capitalization of the closing of letters (term not used) • Recognizes correct/incorrect capitalization of direct quotations (term not used) • Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities) • Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities) • Recognizes multiple examples of incorrect capitalization*
Use Punctuation Marks	**Use Punctuation Marks**	**Use Punctuation Marks**
• Recognizes appropriate placement of periods in declarative sentences (term not used) • Identifies the period as the correct punctuation for declarative sentences (term not used) • Identifies the period as the correct punctuation for an imperative sentence (term not used)* • Recognizes sentences that need a question mark to be punctuated correctly • Recognizes correct usage of exclamation marks to end	• Recognizes that declarative sentences end with a period • Identifies the period as the correct punctuation for an imperative sentence • Uses periods to punctuate sentences containing subordinating conjunctions (term not used) • Recognizes sentences that need a question mark to be punctuated correctly • Uses an exclamation mark to end exclamatory sentences*	• Recognizes that sentences which make a statement are declarative sentences • Uses periods to punctuate sentences containing subordinating conjunctions (term not used) • Uses periods to punctuate abbreviations* • Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used) • Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating

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- exclamatory sentences (term not used)*
- Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not*
- Uses an exclamation mark to end exclamatory sentences*
- Recognizes the correct punctuation for the greeting (term not used) of a personal letter
- Recognizes the correct punctuation for the closing of a letter (term not used)
- Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)
- Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)
- Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence
- Recognizes the correct punctuation for the closing of a letter*
- Recognizes the correct placement of commas to delimit items in a series
- Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)
- Uses commas to punctuate dates
- Uses commas to show items in a series*
- Uses commas with introductory words (term not used, e.g., well, no, sorry)
- Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)
- Uses commas in a direct quotation (term not used)*
- Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)
- Uses commas to set off appositives (term not used)*
- Analyzes the placement of commas in sentences listing items in a series
- Uses commas after introductory phrases and clauses
- Recognizes correct usage of quotation marks to delimit dialogue
- Uses quotation marks to punctuate dialogue
- Recognizes appropriate forms of contractions (term not used)*
- Recognizes appropriate placement of apostrophes in contractions (terms not used)*
- Recognizes correct use of apostrophes used to show

- Uses exclamation marks to punctuate exclamations beginning with what and how
- Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)
- Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)
- Recognizes correct placement of commas to set off unnecessary (nonrestrictive, term not used) clauses*
- Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence
- Recognizes incorrect placement of commas to separate nouns of direct address (term not used) from the rest of the sentence
- Recognizes correct placement of commas to delimit appositives (term not used)
- Recognizes the correct punctuation for the closing of a letter*
- Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)
- Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)
- Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)*
- Uses commas to punctuate dates
- Uses commas to show items in a series*
- Uses commas with introductory words (term not used, e.g., well, no, sorry)
- Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)
- Uses commas to separate nouns of direct address (term not used) from the rest of the sentence
- Uses commas to enclose explanatory words or phrases (term not used)
- Uses commas to set off appositives (term not used)*
- Analyzes the placement of commas in sentences listing items in a series
- Uses commas after introductory phrases and clauses
- Recognizes correct usage of quotation marks to delimit dialogue
- Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not

- conjunction (terms not used)
- Recognizes the correct placement of commas to delimit explanatory words or phrases (term not used)
- Recognizes the incorrect placement of commas to delimit explanatory words or phrases (term not used)
- Recognizes correct placement of commas to delimit appositives (term not used)
- Recognizes correct usage of commas in direct quotations
- Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)
- Uses commas to enclose explanatory words or phrases (term not used)
- Uses commas to separate contrasted elements (term not used) within a sentence*
- Uses commas to separate dependent clauses in compound, complex sentences (terms not used)
- Uses commas to set off interruptions (term not used)*
- Uses commas to set off unnecessary (nonrestrictive, term not used) phrases
- Recognizes correct usage of quotation marks and ending punctuation within quotations
- Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)
- Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)*
- Recognizes correct usage of quotation marks to punctuate the titles of poems, short stories, songs, and chapters
- Recognizes that apostrophe s is not used to show pluralization
- Discriminates between apostrophes used in contractions and apostrophes used to show possession
- Analyzes the use of apostrophes in written compositions*
- Uses underlining (italics) in titles of books
- Uses underlining (italics) in titles of magazines*
- Uses a colon to introduce a list
- Identifies correct use of a semicolon in a sentence
- Identifies correct use of parentheses in a sentence*
- Recognizes incorrect use of a hyphen in a sentence*
- Recognizes or selects the correctly punctuated sentence

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singular ownership* • Recognizes that alternate forms of punctuation (e.g., period or exclamation mark) may end the same sentence • Recognizes or selects the sentence using multiple commas correctly (e.g. dates, separate city and state, separate clauses)*	used; e.g., he said, she explained) • Explains how quotation marks are used in compositions to show a person's exact words* • Uses quotation marks to punctuate dialogue • Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters* • Recognizes appropriate forms of contractions (term not used)* • Recognizes appropriate forms of contractions* • Recognizes correct use of apostrophes used to show singular ownership* • Recognizes correct use of apostrophes in contractions and apostrophes to show possession • Analyzes the use of apostrophes in written compositions* • Recognizes that all words in a film's title are underlined* • Uses underlining (italics) in titles of books • Identifies correct use of parentheses in a sentence* • Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)*	containing multiple rules of punctuation (e.g., commas, periods, quotation marks)
New Vocabulary: address, clause, ending, future tense, grammar, introduction, letter closing, proper noun, subject-verb agreement, tense	*New Vocabulary:* antecedent, book title, comma splice, complex sentence, compound-complex sentence, declarative sentence, dependent clause, direct object, exclamatory sentence, fragment, imperative sentence, interrogative sentence, linking verb, parentheses, prepositional phrase, simple sentence, thesis statement, verb phrase	*New Vocabulary:* common noun, contrast, independent clause, infinitive phrase, main clause, modifier, noun clause, noun phrase, organization, participial, participial phrase, participle, present participle, transition
New Signs and Symbols: (parenthesis (left),) parenthesis (right)	*New Signs and Symbols:* , comma, _ underline	*New Signs and Symbols:* none

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Subject: Language Usage
Goal Strand: Sen, Paragraph Forms; Parts of Speech; Conventions
RIT Score Range: 211 - 220

Skills and Concepts to Enhance 201 - 210	Skills and Concepts to Develop 211 - 220	Skills and Concepts to Introduce 221 - 230
Understand the Function of Various Forms	**Understand the Function of Various Forms**	**Understand the Function of Various Forms**
• Identifies the subject of a sentence • Identifies incomplete sentences • Identifies run-on sentences • Completes sentences by adding the missing parts of speech • Converts clauses/phrases/sentence fragments (terms not used) into complete sentences • Differentiates between examples of statements and other sentence types • Identifies statements/declarative sentences (term not used)* • Recognizes that an interrogative sentence asks a question* • Classifies sentences as interrogative (term not used) • Defines exclamatory sentence • Classifies sentences as exclamations/exclamatory based on word order and content • Classifies sentences as directions based on punctuation, word order, and content • Classifies sentences as commands based on punctuation, word order, and content • Identifies command/imperative statements* • Selects the conjunctive adverb "therefore" to create a compound sentence* • Classifies sentences as compound • Identifies the main idea for a given passage (not thesis statement)* • Identifies the topic sentence in a passage of content area writing* • Identifies the topic sentence of a paragraph • Identifies supporting details* • Determines which details do not support the topic after determining the topic of a paragraph • Determines which details will not support a given topic • Evaluates the best way to develop a given topic with	• Recognizes examples of inverted order in written sentences* • Identifies the two main parts of a sentence as subject and predicate* • Identifies the part of speech needed to complete a sentence* • Identifies run-on sentences • Defines run-on sentence* • Identifies sentence fragments (term used) • Evaluates the use of parallel structure in writing* • Identifies declarative sentences* • Defines a statement (declarative sentence, term not used)* • Classifies examples of declarative complex sentences (terms not used)* • Classifies sentences as declarative • Classifies sentences as interrogative • Classifies sentences as simple • Identifies compound sentences* • Selects the conjunctive adverb "although" to create a compound sentence* • Classifies sentences as compound • Uses the conjunction "for" to create a compound sentence* • Uses the conjunction "so" to create a compound sentence* • Identifies components of complex sentences (independent clause)* • Selects the best topic sentence for a given paragraph • Identifies how to make a topic sentence* • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Identifies the topic sentence of a paragraph • Determines which details do not support the topic after	• Identifies the predicate of a sentence • Defines rhetorical question* • Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present* • Classifies sentences as imperative based on punctuation, word order, and content* • Defines compound sentences* • Uses complex sentences to expand ideas* • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Recognizes transitional words and phrases • Uses clear transitional words and phrases in writing

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supporting details • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs • Identifies how to develop a paragraph with a main idea and supporting details • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Describes the characteristics of paragraphs*	determining the topic of a paragraph • Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph • Recognizes transitional words and phrases • Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing* • Identifies the pattern of organization used in a writing sample (deductive) • Identifies the pattern of organization used in a writing sample (inductive)	
Understand and Use Parts of Speech	**Understand and Use Parts of Speech**	**Understand and Use Parts of Speech**
• Identifies proper nouns in written compositions* • Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions* • Recognizes irregular plurals (term not used) of nouns in written compositions • Recognizes irregular plurals of nouns in written compositions • Differentiates between possessive singular and plural forms of nouns (terms not used) • Differentiates between possessive singular and plural forms of nouns* • Uses the simple possessive (term not used) "their" correctly in written compositions • Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions • Recognizes plural forms of objective pronouns (term not used) • Recognizes correct usage of reflexive pronouns (term not used) • Identifies numerical adjectives (term not used) in written compositions* • Classifies words as adjectives • Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences* • Uses more or less to create the comparative form of an adjective (terms not used) to complete a sentence • Identifies superlative adjectives (term not used) (e.g., -est, most, least) in written compositions* • Identifies present tense verbs (term not used)	• Defines proper noun* • Classifies nouns as abstract* • Identifies the possessive nouns in written composition* • Defines direct object* • Recognizes the plural of compound nouns (e.g., passersby) • Determines whether a noun is singular or plural based on subject-verb agreement* • Recognizes when the possessive pronoun "their" needs to be used • Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions* • Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions • Uses the subjective pronouns (nominative, term not used) he, she, and we correctly in written compositions as part of a compound subject • Uses indefinite pronouns (term not used) appropriately in written compositions* • Recognizes correct usage of reflexive pronouns (term not used) • Recognizes examples of verbs used as adjectives* • Defines adjective* • Classifies words as adjectives (term not used) • Classifies words as adjectives • Recognizes that the suffix -er means more when used with an adjective (term not used)* • Uses comparative form of adjectives (terms not used) correctly • Classifies words as verbs in written compositions*	• Recognizes plural nouns based on Latin and Greek roots (e.g., alga, hypothesis) • Recognizes the plural of compound nouns (e.g., passersby) • Recognizes the plural form of nouns, including compound nouns • Defines reflexive pronoun* • Recognizes correct usage of third person pronouns (term not used)* • Uses indefinite pronouns (term not used) appropriately in written compositions* • Uses interrogative pronouns (term not used) correctly in written compositions* • Recognizes that good is usually used as an adjective, not as an adverb* • Defines adjective* • Identifies comparative adjectives (e.g., -er, more, less) in written compositions* • Defines comparative adjective* • Defines superlative adjectives* • Recognizes examples of verbs used as nouns* • Recognizes appropriate use of active verbs (term not used) • Identifies participles (verb used as adjective, term not used) as adjectives in written compositions* • Identifies active voice in written compositions • Uses helping verbs to form the past tense using passive voice (terms not used) in written compositions (e.g., It was colored green.)* • Defines adverb* • Uses correct subject-verb agreement*

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• Determines correct verb form for sentences containing the pronoun "there" (term not used; e.g., There are several new houses on my street.) • Uses future perfect tense verbs (term not used) in written compositions* • Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)* • Uses a consistent tense form in writing with irregular verbs (terms not used)* • Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)* • Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known) • Uses adverbs (term not used) to make comparisons in written compositions* • Recognizes correct subject-verb agreement for linking verbs in written compositions (terms not used) • Recognizes correct subject-verb agreement* • Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used) • Identifies correct usage of pronouns and antecedents* • Uses adverb clauses (term not used) in written compositions • Identifies words (prepositions, term not used) that tell how, where, or which • Recognizes the incorrect usage of double negatives in written compositions • Uses negatives (term not used) correctly in written compositions • Labels the parts of speech found in simple sentences (term not used) • Selects modifiers that complete a sentence*	• Identifies present participles in written compositions (e.g., is running)* • Uses a consistent tense form in writing with irregular verbs (terms not used)* • Uses the irregular verb (term not used) lie in written compositions* • Uses the past perfect and present perfect tenses of irregular verbs (terms not used) in written compositions • Recognizes the correct use of irregular verbs* • Recognizes examples of misplaced modifiers* • Identifies participial phrase in written compositions (term defined)* • Identifies prepositional phrases • Defines verb phrase (predicate)* • Describes the word modified by a given prepositional phrase in a written composition* • Describes the function of a prepositional phrase in a written composition* • Uses verb phrases (predicates, terms not used) in written compositions • Uses verb phrases in written compositions • Identifies the main clause in a sentence* • Identifies prepositions in written phrases* • Recognizes the incorrect usage of double negatives in written compositions • Labels the parts of speech found in simple sentences (term not used)	• Identifies prepositional phrases • Identifies participial phrase in written compositions* • Identifies appositive phrases in written compositions • Recognizes examples of dependent clauses* • Identifies dependent clauses in written compositions* • Identifies independent clauses • Identifies introductory clauses in written compositions* • Identifies conjunctions (term not used) in written compositions*
Employ the Conventions of Capitalization	**Employ the Conventions of Capitalization**	**Employ the Conventions of Capitalization**
• Recognizes correct/incorrect capitalization of animals, animal breeds, and plant varieties • Recognizes that words that are not proper names or titles (terms not used) are not capitalized • Recognizes correct/incorrect capitalization of the names of the days of the week • Recognizes correct capitalization of the months of the year • Recognizes correct/incorrect capitalization of names of	• Recognizes correct/incorrect capitalization of names of companies* • Recognizes correct capitalization of names of organizations and groups • Recognizes correct/incorrect capitalization of names of schools and institutions* • Recognizes that names of schools and institutions should be capitalized • Recognizes correct capitalization of names of	• Recognizes correct capitalization of titles of songs* • Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided • Capitalizes geological eras* • Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)

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- holidays
- Recognizes correct/incorrect capitalization of names of companies*
- Recognizes that names of companies should be capitalized
- Recognizes correct capitalization of names of organizations and groups
- Recognizes correct/incorrect capitalization of names of schools and institutions*
- Recognizes that names of schools and institutions should be capitalized
- Recognizes that names of departments of government should be capitalized*
- Recognizes that names of nationalities and languages should be capitalized
- Recognizes correct capitalization of nationalities and languages
- Recognizes correct/incorrect capitalization of names of streets
- Recognizes correct/incorrect capitalization of names of countries
- Recognizes correct/incorrect capitalization of names of geographic locations
- Recognizes correct capitalization of titles of newspapers*
- Recognizes correct capitalization of titles of books*
- Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately
- Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately
- Capitalizes names of geographic locations
- Capitalizes titles of books correctly
- Capitalizes titles of magazines correctly
- Recognizes correct capitalization of the closing of letters (term not used)
- Recognizes correct/incorrect capitalization of direct quotations (term not used)
- Recognizes that the first word of a direct quotation (term not used) should be capitalized*
- Recognizes correct capitalization of divided quotations (term not used) when two or more complete sentences are separated

- departments of government
- Recognizes that names of monuments/works of art are capitalized*
- Recognizes that names of nationalities and languages should be capitalized
- Recognizes that names of counties should be capitalized (e.g., Boone County)*
- Recognizes correct capitalization of titles of stories*
- Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately
- Capitalizes names of companies*
- Capitalizes titles of books correctly
- Capitalizes titles of works of art correctly
- Recognizes correct capitalization of the closing of letters (term not used)
- Recognizes correct/incorrect capitalization of direct quotations (term not used)
- Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)
- Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)
- Recognizes multiple examples of incorrect capitalization*

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• Capitalizes historical periods and events • Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)		
Use Punctuation Marks	**Use Punctuation Marks**	**Use Punctuation Marks**
• Recognizes that declarative sentences end with a period • Identifies the period as the correct punctuation for an imperative sentence • Uses periods to punctuate sentences containing subordinating conjunctions (term not used) • Recognizes sentences that need a question mark to be punctuated correctly • Uses an exclamation mark to end exclamatory sentences* • Uses exclamation marks to punctuate exclamations beginning with what and how • Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used) • Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used) • Recognizes correct placement of commas to set off unnecessary (nonrestrictive, term not used) clauses* • Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence • Recognizes incorrect placement of commas to separate nouns of direct address (term not used) from the rest of the sentence • Recognizes correct placement of commas to delimit appositives (term not used) • Recognizes the correct punctuation for the closing of a letter* • Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio) • Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio) • Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)* • Uses commas to punctuate dates • Uses commas to show items in a series* • Uses commas with introductory words (term not used, e.g., well, no, sorry)	• Recognizes that sentences which make a statement are declarative sentences • Uses periods to punctuate sentences containing subordinating conjunctions (term not used) • Uses periods to punctuate abbreviations* • Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used) • Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used) • Recognizes the correct placement of commas to delimit explanatory words or phrases (term not used) • Recognizes the incorrect placement of commas to delimit explanatory words or phrases (term not used) • Recognizes correct placement of commas to delimit appositives (term not used) • Recognizes correct usage of commas in direct quotations • Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio) • Uses commas to enclose explanatory words or phrases (term not used) • Uses commas to separate contrasted elements (term not used) within a sentence* • Uses commas to separate dependent clauses in compound, complex sentences (terms not used) • Uses commas to set off interruptions (term not used)* • Uses commas to set off unnecessary (nonrestrictive, term not used) phrases • Recognizes correct usage of quotation marks and ending punctuation within quotations • Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained) • Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)* • Recognizes correct usage of quotation marks to punctuate the titles of poems, short stories, songs, and	• Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used) • Recognizes incorrect placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used) • Recognizes incorrect placement of commas to delimit appositives (term not used)* • Recognizes correct placement of commas to delimit interruptions (term not used) • Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)* • Uses commas to separate contrasted elements (term not used) within a sentence* • Uses commas to separate coordinate adjectives (term not used)* • Uses commas to separate parenthetical elements (term not used) within a sentence* • Uses commas to set off interruptions (term not used)* • Recognizes correct usage of quotation marks and ending punctuation within quotations • Recognizes that titles of poems, short stories, songs, and chapters are punctuated with quotation marks, not italics or underlining • Uses underlining (italics) in titles of full-length plays* • Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)

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• Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used) • Uses commas to separate nouns of direct address (term not used) from the rest of the sentence • Uses commas to enclose explanatory words or phrases (term not used) • Uses commas to set off appositives (term not used)* • Analyzes the placement of commas in sentences listing items in a series • Uses commas after introductory phrases and clauses • Recognizes correct usage of quotation marks to delimit dialogue • Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained) • Explains how quotation marks are used in compositions to show a person's exact words* • Uses quotation marks to punctuate dialogue • Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters* • Recognizes appropriate forms of contractions (term not used)* • Recognizes appropriate forms of contractions* • Recognizes correct use of apostrophes used to show singular ownership* • Recognizes correct use of apostrophes in contractions and apostrophes to show possession • Analyzes the use of apostrophes in written compositions* • Recognizes that all words in a film's title are underlined* • Uses underlining (italics) in titles of books • Identifies correct use of parentheses in a sentence* • Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)*	chapters • Recognizes that apostrophe s is not used to show pluralization • Discriminates between apostrophes used in contractions and apostrophes used to show possession • Analyzes the use of apostrophes in written compositions* • Uses underlining (italics) in titles of books • Uses underlining (italics) in titles of magazines* • Uses a colon to introduce a list • Identifies correct use of a semicolon in a sentence • Identifies correct use of parentheses in a sentence* • Recognizes incorrect use of a hyphen in a sentence* • Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)	
New Vocabulary: antecedent, book title, comma splice, complex sentence, compound-complex sentence, declarative sentence, dependent clause, direct object, exclamatory sentence, fragment, imperative sentence, interrogative sentence, linking verb, parentheses, prepositional phrase, simple sentence, thesis statement, verb phrase	*New Vocabulary:* common noun, contrast, independent clause, infinitive phrase, main clause, modifier, noun clause, noun phrase, organization, participial, participial phrase, participle, present participle, transition	*New Vocabulary:* active voice, allegory, apostrophes, appositive, infinitive, predicate noun, reflexive pronoun, underlining
New Signs and Symbols: , comma, _ underline	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
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Subject: Language Usage
Goal Strand: Sen, Paragraph Forms; Parts of Speech; Conventions
RIT Score Range: 221 - 230

Skills and Concepts to Enhance 211 - 220	Skills and Concepts to Develop 221 - 230	Skills and Concepts to Introduce 231 - 240
Understand the Function of Various Forms	**Understand the Function of Various Forms**	**Understand the Function of Various Forms**
• Recognizes examples of inverted order in written sentences* • Identifies the two main parts of a sentence as subject and predicate* • Identifies the part of speech needed to complete a sentence* • Identifies run-on sentences • Defines run-on sentence* • Identifies sentence fragments (term used) • Evaluates the use of parallel structure in writing* • Identifies declarative sentences* • Defines a statement (declarative sentence, term not used)* • Classifies examples of declarative complex sentences (terms not used)* • Classifies sentences as declarative • Classifies sentences as interrogative • Classifies sentences as simple • Identifies compound sentences* • Selects the conjunctive adverb "although" to create a compound sentence* • Classifies sentences as compound • Uses the conjunction "for" to create a compound sentence* • Uses the conjunction "so" to create a compound sentence* • Identifies components of complex sentences (independent clause)* • Selects the best topic sentence for a given paragraph • Identifies how to make a topic sentence* • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Identifies the topic sentence of a paragraph • Determines which details do not support the topic after	• Identifies the predicate of a sentence • Defines rhetorical question* • Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present* • Classifies sentences as imperative based on punctuation, word order, and content* • Defines compound sentences* • Uses complex sentences to expand ideas* • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Recognizes transitional words and phrases • Uses clear transitional words and phrases in writing	• Describes the characteristics of inverted sentences* • Identifies parallelism in writing • Defines parallel structure* • Defines interrogative sentence* • Defines complex sentence* • Classifies sentences as complex*

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determining the topic of a paragraph • Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph • Recognizes transitional words and phrases • Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing* • Identifies the pattern of organization used in a writing sample (deductive) • Identifies the pattern of organization used in a writing sample (inductive)		
Understand and Use Parts of Speech	**Understand and Use Parts of Speech**	**Understand and Use Parts of Speech**
• Defines proper noun* • Classifies nouns as abstract* • Identifies the possessive nouns in written composition* • Defines direct object* • Recognizes the plural of compound nouns (e.g., passersby) • Determines whether a noun is singular or plural based on subject-verb agreement* • Recognizes when the possessive pronoun "their" needs to be used • Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions* • Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions • Uses the subjective pronouns (nominative, term not used) he, she, and we correctly in written compositions as part of a compound subject • Uses indefinite pronouns (term not used) appropriately in written compositions* • Recognizes correct usage of reflexive pronouns (term not used) • Recognizes examples of verbs used as adjectives* • Defines adjective* • Classifies words as adjectives (term not used) • Classifies words as adjectives • Recognizes that the suffix -er means more when used with an adjective (term not used)* • Uses comparative form of adjectives (terms not used) correctly • Classifies words as verbs in written compositions*	• Recognizes plural nouns based on Latin and Greek roots (e.g., alga, hypothesis) • Recognizes the plural of compound nouns (e.g., passersby) • Recognizes the plural form of nouns, including compound nouns • Defines reflexive pronoun* • Recognizes correct usage of third person pronouns (term not used)* • Uses indefinite pronouns (term not used) appropriately in written compositions* • Uses interrogative pronouns (term not used) correctly in written compositions* • Recognizes that good is usually used as an adjective, not as an adverb* • Defines adjective* • Identifies comparative adjectives (e.g., -er, more, less) in written compositions* • Defines comparative adjective* • Defines superlative adjectives* • Recognizes examples of verbs used as nouns* • Recognizes appropriate use of active verbs (term not used) • Identifies participles (verb used as adjective, term not used) as adjectives in written compositions* • Identifies active voice in written compositions • Uses helping verbs to form the past tense using passive voice (terms not used) in written compositions (e.g., It was colored green.)* • Defines adverb* • Uses correct subject-verb agreement*	• Explains how nominative and objective pronouns are used • Uses the objective pronoun (term not used) me correctly in written compositions* • Recognizes correct usage of third person pronouns (term not used)* • Identifies past participles in written compositions (e.g., misspelled)* • Identifies infinitives in written compositions* • Identifies gerunds in written compositions* • Defines infinitive* • Defines gerund* • Uses linking verbs to form the past tense (term not used; e.g., We were going to school.) • Uses helping verbs to form the present tense (term not used) in written compositions (e.g., I am leaving now.) • Defines adverb* • Evaluates the clarity of pronoun/antecedent in written compositions* • Identifies participial phrase in written compositions* • Defines participial phrase* • Identifies dependent clauses in written compositions* • Identifies adverb clauses in written compositions • Describes characteristics of clauses*

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• Identifies present participles in written compositions (e.g., is running)* • Uses a consistent tense form in writing with irregular verbs (terms not used)* • Uses the irregular verb (term not used) lie in written compositions* • Uses the past perfect and present perfect tenses of irregular verbs (terms not used) in written compositions • Recognizes the correct use of irregular verbs* • Recognizes examples of misplaced modifiers* • Identifies participial phrase in written compositions (term defined)* • Identifies prepositional phrases • Defines verb phrase (predicate)* • Describes the word modified by a given prepositional phrase in a written composition* • Describes the function of a prepositional phrase in a written composition* • Uses verb phrases (predicates, terms not used) in written compositions • Uses verb phrases in written compositions • Identifies the main clause in a sentence* • Identifies prepositions in written phrases* • Recognizes the incorrect usage of double negatives in written compositions • Labels the parts of speech found in simple sentences (term not used)	• Identifies prepositional phrases • Identifies participial phrase in written compositions* • Identifies appositive phrases in written compositions • Recognizes examples of dependent clauses* • Identifies dependent clauses in written compositions* • Identifies independent clauses • Identifies introductory clauses in written compositions* • Identifies conjunctions (term not used) in written compositions*	
Employ the Conventions of Capitalization	**Employ the Conventions of Capitalization**	**Employ the Conventions of Capitalization**
• Recognizes correct/incorrect capitalization of names of companies* • Recognizes correct capitalization of names of organizations and groups • Recognizes correct/incorrect capitalization of names of schools and institutions* • Recognizes that names of schools and institutions should be capitalized • Recognizes correct capitalization of names of departments of government • Recognizes that names of monuments/works of art are capitalized* • Recognizes that names of nationalities and languages should be capitalized • Recognizes that names of counties should be	• Recognizes correct capitalization of titles of songs* • Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided • Capitalizes geological eras* • Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)	

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capitalized (e.g., Boone County)* • Recognizes correct capitalization of titles of stories* • Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately • Capitalizes names of companies* • Capitalizes titles of books correctly • Capitalizes titles of works of art correctly • Recognizes correct capitalization of the closing of letters (term not used) • Recognizes correct/incorrect capitalization of direct quotations (term not used) • Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities) • Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities) • Recognizes multiple examples of incorrect capitalization*		
Use Punctuation Marks	**Use Punctuation Marks**	**Use Punctuation Marks**
• Recognizes that sentences which make a statement are declarative sentences • Uses periods to punctuate sentences containing subordinating conjunctions (term not used) • Uses periods to punctuate abbreviations* • Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used) • Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used) • Recognizes the correct placement of commas to delimit explanatory words or phrases (term not used) • Recognizes the incorrect placement of commas to delimit explanatory words or phrases (term not used) • Recognizes correct placement of commas to delimit appositives (term not used) • Recognizes correct usage of commas in direct quotations • Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio) • Uses commas to enclose explanatory words or phrases (term not used) • Uses commas to separate contrasted elements (term	• Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used) • Recognizes incorrect placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used) • Recognizes incorrect placement of commas to delimit appositives (term not used)* • Recognizes correct placement of commas to delimit interruptions (term not used) • Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)* • Uses commas to separate contrasted elements (term not used) within a sentence* • Uses commas to separate coordinate adjectives (term not used)* • Uses commas to separate parenthetical elements (term not used) within a sentence* • Uses commas to set off interruptions (term not used)* • Recognizes correct usage of quotation marks and ending punctuation within quotations • Recognizes that titles of poems, short stories, songs, and chapters are punctuated with quotation marks, not	• Describes which type of titles are punctuated using underlining or italics • Recognizes that a colon is used to introduce a list after an independent clause (term not used) and not a comma* • Explains that colons can be used to introduce a list* • Identifies use of an ellipsis in a sentence*

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not used) within a sentence* • Uses commas to separate dependent clauses in compound, complex sentences (terms not used) • Uses commas to set off interruptions (term not used)* • Uses commas to set off unnecessary (nonrestrictive, term not used) phrases • Recognizes correct usage of quotation marks and ending punctuation within quotations • Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained) • Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)* • Recognizes correct usage of quotation marks to punctuate the titles of poems, short stories, songs, and chapters • Recognizes that apostrophe s is not used to show pluralization • Discriminates between apostrophes used in contractions and apostrophes used to show possession • Analyzes the use of apostrophes in written compositions* • Uses underlining (italics) in titles of books • Uses underlining (italics) in titles of magazines* • Uses a colon to introduce a list • Identifies correct use of a semicolon in a sentence • Identifies correct use of parentheses in a sentence* • Recognizes incorrect use of a hyphen in a sentence* • Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)	italics or underlining • Uses underlining (italics) in titles of full-length plays* • Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)	
New Vocabulary: common noun, contrast, independent clause, infinitive phrase, main clause, modifier, noun clause, noun phrase, organization, participial, participial phrase, participle, present participle, transition	*New Vocabulary:* active voice, allegory, apostrophes, appositive, infinitive, predicate noun, reflexive pronoun, underlining	*New Vocabulary:* appositive, adjective clause, adjective phrase, adverb clause, colloquialism, ellipsis, gerund, italics, nominative pronoun, objective pronoun
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Language Usage
Goal Strand: Sen, Paragraph Forms; Parts of Speech; Conventions
RIT Score Range: 231 - 240

Skills and Concepts to Enhance 221 - 230	Skills and Concepts to Develop 231 - 240	Skills and Concepts to Introduce Above 240
Understand the Function of Various Forms	**Understand the Function of Various Forms**	**Understand the Function of Various Forms**
• Identifies the predicate of a sentence • Defines rhetorical question* • Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present* • Classifies sentences as imperative based on punctuation, word order, and content* • Defines compound sentences* • Uses complex sentences to expand ideas* • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Recognizes transitional words and phrases • Uses clear transitional words and phrases in writing	• Describes the characteristics of inverted sentences* • Identifies parallelism in writing • Defines parallel structure* • Defines interrogative sentence* • Defines complex sentence* • Classifies sentences as complex*	• Defines predicate nominative and explains its relationship to the subject of a sentence* • Uses parallel structure correctly in writing*
Understand and Use Parts of Speech	**Understand and Use Parts of Speech**	**Understand and Use Parts of Speech**
• Recognizes plural nouns based on Latin and Greek roots (e.g., alga, hypothesis) • Recognizes the plural of compound nouns (e.g., passersby) • Recognizes the plural form of nouns, including compound nouns • Defines reflexive pronoun* • Recognizes correct usage of third person pronouns (term not used)* • Uses indefinite pronouns (term not used) appropriately in written compositions* • Uses interrogative pronouns (term not used) correctly in written compositions* • Recognizes that good is usually used as an adjective, not as an adverb* • Defines adjective* • Identifies comparative adjectives (e.g., -er, more, less) in written compositions* • Defines comparative adjective* • Defines superlative adjectives* • Recognizes examples of verbs used as nouns*	• Explains how nominative and objective pronouns are used • Uses the objective pronoun (term not used) me correctly in written compositions* • Recognizes correct usage of third person pronouns (term not used)* • Identifies past participles in written compositions (e.g., misspelled)* • Identifies infinitives in written compositions* • Identifies gerunds in written compositions* • Defines infinitive* • Defines gerund* • Uses linking verbs to form the past tense (term not used; e.g., We were going to school.) • Uses helping verbs to form the present tense (term not used) in written compositions (e.g., I am leaving now.) • Defines adverb* • Evaluates the clarity of pronoun/antecedent in written compositions* • Identifies participial phrase in written compositions* • Defines participial phrase*	• Identifies prepositional phrases (term not used) that function as adverbs in written compositions*

WI 3.2.1
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• Recognizes appropriate use of active verbs (term not used) • Identifies participles (verb used as adjective, term not used) as adjectives in written compositions* • Identifies active voice in written compositions • Uses helping verbs to form the past tense using passive voice (terms not used) in written compositions (e.g., It was colored green.)* • Defines adverb* • Uses correct subject-verb agreement* • Identifies prepositional phrases • Identifies participial phrase in written compositions* • Identifies appositive phrases in written compositions • Recognizes examples of dependent clauses* • Identifies dependent clauses in written compositions* • Identifies independent clauses • Identifies introductory clauses in written compositions* • Identifies conjunctions (term not used) in written compositions*	• Identifies dependent clauses in written compositions* • Identifies adverb clauses in written compositions • Describes characteristics of clauses*	
Employ the Conventions of Capitalization	**Employ the Conventions of Capitalization**	**Employ the Conventions of Capitalization**
• Recognizes correct capitalization of titles of songs* • Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided • Capitalizes geological eras* • Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)		
Use Punctuation Marks	**Use Punctuation Marks**	**Use Punctuation Marks**
• Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used) • Recognizes incorrect placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used) • Recognizes incorrect placement of commas to delimit appositives (term not used)* • Recognizes correct placement of commas to delimit interruptions (term not used) • Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)* • Uses commas to separate contrasted elements (term not used) within a sentence*	• Describes which type of titles are punctuated using underlining or italics • Recognizes that a colon is used to introduce a list after an independent clause (term not used) and not a comma* • Explains that colons can be used to introduce a list* • Identifies use of an ellipsis in a sentence*	

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• Uses commas to separate coordinate adjectives (term not used)* • Uses commas to separate parenthetical elements (term not used) within a sentence* • Uses commas to set off interruptions (term not used)* • Recognizes correct usage of quotation marks and ending punctuation within quotations • Recognizes that titles of poems, short stories, songs, and chapters are punctuated with quotation marks, not italics or underlining • Uses underlining (italics) in titles of full-length plays* • Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)		
New Vocabulary: active voice, allegory, apostrophes, appositive, infinitive, predicate noun, reflexive pronoun, underlining	*New Vocabulary:* appositive, adjective clause, adjective phrase, adverb clause, colloquialism, ellipsis, gerund, italics, nominative pronoun, objective pronoun	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Language Usage
Goal Strand: Sen, Paragraph Forms; Parts of Speech; Conventions
RIT Score Range: Above 240

Skills and Concepts to Enhance 231 - 240	Skills and Concepts to Develop Above 240
Understand the Function of Various Forms	**Understand the Function of Various Forms**
• Describes the characteristics of inverted sentences* • Identifies parallelism in writing • Defines parallel structure* • Defines interrogative sentence* • Defines complex sentence* • Classifies sentences as complex*	• Defines predicate nominative and explains its relationship to the subject of a sentence* • Uses parallel structure correctly in writing*
Understand and Use Parts of Speech	**Understand and Use Parts of Speech**
• Explains how nominative and objective pronouns are used • Uses the objective pronoun (term not used) me correctly in written compositions* • Recognizes correct usage of third person pronouns (term not used)* • Identifies past participles in written compositions (e.g., misspelled)* • Identifies infinitives in written compositions* • Identifies gerunds in written compositions* • Defines infinitive* • Defines gerund* • Uses linking verbs to form the past tense (term not used; e.g., We were going to school.) • Uses helping verbs to form the present tense (term not used) in written compositions (e.g., I am leaving now.) • Defines adverb* • Evaluates the clarity of pronoun/antecedent in written compositions* • Identifies participial phrase in written compositions* • Defines participial phrase* • Identifies dependent clauses in written compositions* • Identifies adverb clauses in written compositions • Describes characteristics of clauses*	• Identifies prepositional phrases (term not used) that function as adverbs in written compositions*
Employ the Conventions of Capitalization	**Employ the Conventions of Capitalization**

WI 3.2.1
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Use Punctuation Marks	Use Punctuation Marks
• Describes which type of titles are punctuated using underlining or italics • Recognizes that a colon is used to introduce a list after an independent clause (term not used) and not a comma* • Explains that colons can be used to introduce a list* • Identifies use of an ellipsis in a sentence*	
New Vocabulary: appositive, adjective clause, adjective phrase, adverb clause, colloquialism, ellipsis, gerund, italics, nominative pronoun, objective pronoun	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none

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