

## Grade K-1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul>	<p><b>Capitalize</b></p> <ul style="list-style-type: none"> <li>first word in sentence</li> <li>the pronoun I</li> <li>names of people</li> <li>days of the week</li> <li>months of the year</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>end punctuation</b> for sentences.</li> </ul> <p>Use <b>commas</b> -</p> <ul style="list-style-type: none"> <li>in dates</li> <li>to separate <b>single</b> words in a series.</li> </ul>	<p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>Correctly use singular and plural <b>nouns</b> with <b>matching verbs</b> in <b>basic</b> sentences (e.g., He hops; We hop).</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Correctly use <b>verbs</b> to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Correctly use common personal, possessive, and indefinite <b>pronouns</b> (e.g., I, me, my; they, them, their; anyone, everything).</li> </ul> <p><b>Determiners:</b></p> <ul style="list-style-type: none"> <li>Correctly use <b>determiners</b> (e.g., articles, demonstratives).</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>Correctly use frequently occurring conjunctions (e.g., and, so, but, so, because)</li> </ul>	NA

## Grade 2

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<p><b>Capitalize</b></p> <ul style="list-style-type: none"> <li>holidays</li> <li>product names</li> <li>geographic names</li> <li>greetings and closings</li> </ul>	<p>Use <b>commas</b></p> <ul style="list-style-type: none"> <li>in greetings and closings of letters.</li> </ul> <p>Use an <b>apostrophe</b></p> <ul style="list-style-type: none"> <li>to form contractions</li> <li>in [frequently occurring] possessives.</li> </ul>	<p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>Correctly use <b>collective nouns</b> (e.g., group).</li> <li>Correctly use frequently occurring irregular <b>plural nouns</b> (e.g., feet, children, teeth, mice, fish).</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Correctly use the <b>past tense</b> of frequently occurring irregular <b>verbs</b> (e.g., sat, hid, told).</li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Correctly use <b>reflexive pronouns</b> (e.g., myself, ourselves).</li> </ul>	NA

## Grade 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<p>Correctly <b>spell</b> -</p> <ul style="list-style-type: none"> <li>• <b>plurals</b> (e.g., cat to cats, glass to glasses, carry to carries).</li> <li>• words at grade level and below (adding suffixes to bases; using spelling patterns and generalizations)</li> </ul>	<p><b>Capitalize</b> -</p> <ul style="list-style-type: none"> <li>• person's title (e.g., President Smith vs. the president)</li> <li>• titles of books</li> </ul>	<p><b>Commas:</b></p> <ul style="list-style-type: none"> <li>• in complete address (e.g., 12345 67th Ave., Spokane, WA).</li> <li>• Use <b>commas</b> and <b>quotation marks</b> in dialogue</li> </ul> <p><b>Apostrophe:</b></p> <ul style="list-style-type: none"> <li>• in <b>possessive nouns</b> (e.g., the dog's house, the dogs' houses).</li> </ul>	<p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• Correctly use <b>regular and irregular plural nouns</b>.</li> <li>• Correctly use <b>abstract nouns</b> (e.g., childhood)</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• Correctly use <b>regular and irregular verbs</b></li> <li>• Correctly use <b>simple verb tenses</b> (e.g., <i>I walked; I walk; I will walk</i>)</li> </ul> <p><b>Adjectives/Adverbs:</b></p> <ul style="list-style-type: none"> <li>• Correctly use <b>comparative and superlative adjectives and adverbs</b></li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>• Correctly use <b>pronouns</b> that match a [close] <b>antecedent*</b> (<i>The <u>boy</u> walked <u>his</u> dog</i>)</li> <li>• Correctly use <b>subject verb agreement*</b> (<i>He has...; They have....</i>)</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>• Correctly use coordinate (e.g., and, but) and subordinate conjunctions (e.g., because)</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid <b>"fused"</b> (e.g., run together, comma splices) <b>sentences</b> (e.g., They went to the store they bought groceries.)*</li> </ul>

\* as appropriate for grade level

## Grade 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<ul style="list-style-type: none"> <li>• Correctly spell words at grade level and below</li> </ul>	<ul style="list-style-type: none"> <li>• Uses capitalization rules from the previous grades.</li> </ul>	<p><b>Commas:</b></p> <ul style="list-style-type: none"> <li>• Use <b>commas</b> and quotation marks to mark direct speech and quotations from the text.</li> <li>• Use a <b>comma</b> before a coordinating conjunction (and, but, for, [n]or, yet, so) in a compound sentence</li> </ul>	<p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>• Correctly use <b>relative pronouns</b> (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• Correctly use the <b>progressive</b> (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>• Correctly use <b>modal auxiliaries</b> (<i>can, may, must</i>) to convey various conditions.</li> </ul> <p><b>Adjectives:</b></p> <ul style="list-style-type: none"> <li>• Use <b>conventional patterns to order adjectives</b> within sentences (<i>e.g., a small red bag, not a red small bag</i>).</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>• <b>Pronouns</b> and <b>antecedents</b> agree (<i>He brought his dog to school; He and Gary brought their lunch</i>)</li> <li>• <b>Subjects and verbs</b> agree (<i>My friend and I go to recess together; Sally goes to recess with her friends</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>• Use <b>frequently confused words*</b> correctly (<i>e.g., to, two, too; their, there, they're; it's, its; your, you're</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid <b>"fused"</b> (<i>e.g., run together, comma splices</i>) <b>sentences*</b></li> <li>• Avoids sentence <b>fragments*</b> (<i>e.g., Going into town</i>).</li> <li>• May use purposeful fragments such as "Not us." or in dialogue.</li> </ul>

\* as appropriate for grade level

## Grade 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<ul style="list-style-type: none"> <li>• Correctly spell words at grade level and below</li> </ul>	<ul style="list-style-type: none"> <li>• Uses capitalization rules from the previous grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation to separate items in a series.*</li> <li>• Use comma to separate an introductory element from the rest of a sentence.</li> <li>• Use comma to set off the words yes and no, to set off a tag question, and to indicate direct address.</li> </ul>	<p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• Correctly uses the <b>perfect</b> tense (e.g., <i>I had walked, I have walked; I will have walked</i>)</li> <li>• Uses verb tense to convey various times, sequences, states, and conditions.</li> <li>• Avoids inappropriate shifts in verb tense.*</li> </ul> <p><b>Conjunctions:</b> Use <b>correlative conjunction</b> (e.g., <i>either/or, neither/nor</i>)</p> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>• <b>Pronouns and antecedents</b> agree (<i>He brought <u>his</u> dog to school; He and Gary brought <u>their</u> lunch</i>)</li> <li>• <b>Subjects and verbs</b> agree (<i>My friend and I <u>go</u> to recess together; Sally <u>goes</u> to recess with her friends</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>• Uses <b>frequently confused words*</b> correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid “<b>fused</b>” sentences* (e.g., run together, comma splices)</li> <li>• Avoids sentence <b>fragments*</b> (e.g., <i>Going into town</i>).</li> <li>• May use purposeful fragments such as “Not us.” or in dialogue.</li> </ul>

\* as appropriate for grade level

## Grade 6

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades.</li> </ul>	<p><b>Comma, parenthesis or dash</b></p> <ul style="list-style-type: none"> <li>to set off nonrestrictive/ parenthetical information (e.g., appositives, explanatory phrases/clauses such as <i>Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)*</li> </ul>	<p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Correctly uses pronoun case (<b>subject, object, possessive</b>)</li> <li>Correctly uses intensive pronouns (e.g., myself; ourselves)</li> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense.*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li><b>Pronouns and antecedents</b> agree (<u>Everybody</u> wants <u>his or her</u> own book bag VS <u>They</u> all want <u>their</u> own book bags)</li> <li><b>Subjects and verbs</b> agree (<u>People</u> who forget the words just <u>hum</u> the tune)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses <b>frequently confused words</b>* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids “fused” sentences*</li> <li>Avoids sentence <b>fragments</b>*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level

## Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades</li> </ul>	<p><b>Comma:</b></p> <ul style="list-style-type: none"> <li>Uses a <b>comma</b> to separate <b>coordinate adjectives</b> (<i>e.g., It was a fascinating, enjoyable movie but not He wore an old, green shirt.</i>)</li> <li><b>Comma, parenthesis or dash</b> to set off nonrestrictive/parenthetical information* (<i>e.g., appositives, explanatory phrases/clauses such as Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)</li> </ul>	<p><b>Phrases:</b></p> <ul style="list-style-type: none"> <li>Avoids misplaced or dangling modifiers</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li><b>Pronouns and antecedents</b> agree (<i>Everybody wants <u>his or her</u> own book bag VS They all want <u>their</u> own book bags</i>)</li> <li><b>Subjects and verbs</b> agree (<i>People who forget the words just <u>hum</u> the tune</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses <b>frequently confused words</b>* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids “<b>fused</b>” sentences*</li> <li>Avoids sentence <b>fragments</b>*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level

## Grade 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades</li> </ul>	<p><b>Comma, Ellipsis, Dash:</b></p> <ul style="list-style-type: none"> <li>To indicate a pause or break</li> </ul> <p><b>Ellipsis (...):</b></p> <ul style="list-style-type: none"> <li>To show omitted words)</li> </ul> <p><b>Comma, parenthesis or dash</b> to set off nonrestrictive/parenthetical information*</p>	<p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Correctly uses verbs in the <b>active and passive voice</b>.</li> <li>Correctly uses verbs in the <b>indicative, imperative, interrogative, conditional, and subjunctive mood</b>.</li> <li>Correctly uses consistent and appropriate <b>voice and mood</b> (e.g., passive vs. active voice; conditional and subjunctive)</li> <li>Avoids inappropriate shifts in verb tense*</li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li><b>Pronouns and antecedents</b> agree (<i>Everybody wants <u>his or her</u> own book bag VS <u>They</u> all want <u>their</u> own book bags</i>)</li> <li><b>Subjects and verbs</b> agree (<i><u>People</u> who forget the words just <u>hum</u> the tune</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses <b>frequently confused words</b>* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids “<b>fused</b>” sentences*</li> <li>Avoids sentence <b>fragments</b>*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level

## HIGH SCHOOL

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words that are at or up to two grades below grade level, including frequently misspelled words, correctly</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades</li> </ul>	<p><b>Semicolons:</b></p> <ul style="list-style-type: none"> <li>Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test)</li> <li>Uses semi-colon between two independent clauses</li> </ul> <p><b>Colons:</b></p> <ul style="list-style-type: none"> <li>Uses a colon to introduce a list or quotation.</li> </ul> <p>Hyphens:</p> <ul style="list-style-type: none"> <li>Follows hyphenation conventions.</li> </ul> <p><b>Comma, parenthesis or dash</b> to set off nonrestrictive/parenthetical information*</p>	<p><b>Parallel Construction:</b></p> <ul style="list-style-type: none"> <li>with single words (e.g., <b>verbs</b> particularly in informational and technical writing ( ~ parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> VS ~ not parallel: <i>A scientist observes, hypothesized, and analyzed</i>)</li> <li>with <b>clauses</b> ( ~ parallel: <i>The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises.</i> VS ~ not parallel: <i>The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm up exercises</i>).</li> <li>with <b>phrases</b> (e.g., infinitive) ~parallel: <i>Jamillah likes to hike, swim, and ride a bicycle.</i> ~<b>not parallel:</b> <i>Jamillah likes to hike, to swim, and rides a bicycle</i>).</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense*</li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li><b>Pronouns and antecedents</b> agree* (The teacher told each student to turn in his or her papers; The teacher told the students to turn in their papers)</li> <li><b>Subjects and verbs</b> agree* (<i>Neither the coach nor the player is going to the banquet; <u>None of us</u> wants a second helping of pie; <u>None of the pie is</u> left</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses <b>frequently confused words</b>* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids “fused” sentences*</li> <li>Avoids sentence <b>fragments</b>*</li> <li>May use purposeful fragments.</li> </ul>

