

Language Usage

Contents

Goal Strand: Writing as a Process.....	1
RIT Score Range: Below 171	1
RIT Score Range: 171 - 180	2
RIT Score Range: 181 - 190	4
RIT Score Range: 191 - 200	7
RIT Score Range: 201 - 210	11
RIT Score Range: 211 - 220	15
RIT Score Range: 221 - 230	18
RIT Score Range: Above 230.....	21
Goal Strand: Writing as a Product	22
RIT Score Range: Below 171	22
RIT Score Range: 171 - 180	23
RIT Score Range: 181 - 190	25
RIT Score Range: 191 - 200	27
RIT Score Range: 201 - 210	29
RIT Score Range: 211 - 220	31
RIT Score Range: 221 - 230	33
RIT Score Range: 231 - 240	35
RIT Score Range: Above 240.....	36
Goal Strand: Mechanics, Spelling.....	37
RIT Score Range: Below 171	37
RIT Score Range: 171 - 180	40
RIT Score Range: 181 - 190	44
RIT Score Range: 191 - 200	50
RIT Score Range: 201 - 210	56
RIT Score Range: 211 - 220	63
RIT Score Range: 221 - 230	69
RIT Score Range: 231 - 240	73
RIT Score Range: Above 240.....	76
Goal Strand: Writing Forms, Audiences, and Purposes.....	78
RIT Score Range: Below 181	78
RIT Score Range: 181 - 190	79
RIT Score Range: 191 - 200	80
RIT Score Range: 201 - 210	82
RIT Score Range: 211 - 220	84
RIT Score Range: 221 - 230	85
RIT Score Range: 231 - 240	86
RIT Score Range: Above 240.....	87

Subject: Language Usage
Goal Strand: Writing as a Process
RIT Score Range: Below 171

Skills and Concepts to Develop Below 171	Skills and Concepts to Introduce 171 - 180
Prewriting and Drafting Strategies	Prewriting and Drafting Strategies
	<ul style="list-style-type: none"> • Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Brainstorms topics described by a given set of supporting details
Revise and Edit Drafts	Revise and Edit Drafts
<ul style="list-style-type: none"> • Selects appropriate adjectives to add simple details when revising and editing* • Arranges words into sentences 	<ul style="list-style-type: none"> • Chooses the appropriate word choice to convey a particular mood or tone • Revises word order for fluency* • Arranges words into sentences • Identifies ending sentences for paragraphs appropriate to topic • Identifies beginning sentences for paragraphs appropriate to topic • Recognizes errors in punctuation* • Edits for ending punctuation (question mark) • Recognizes errors in spelling, capitalization, and punctuation*
Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions
	<ul style="list-style-type: none"> • Uses descriptive words to convey ideas in written compositions • 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 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* • Identifies phrases that answer who, what, when, where, how, why
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> draft, edit, sequence, supporting detail, to describe, topic sentence, when, where, word order
<i>New Signs and Symbols:</i> ? question mark	<i>New Signs and Symbols:</i> . period, " quotation mark (left), " quotation mark (right)

Subject: Language Usage
Goal Strand: Writing as a Process
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
Prewriting and Drafting Strategies	Prewriting and Drafting Strategies	Prewriting and Drafting Strategies
<ul style="list-style-type: none"> • Selects appropriate adjectives to add simple details when revising and editing* • Arranges words into sentences 	<ul style="list-style-type: none"> • Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Brainstorms topics described by a given set of supporting details <ul style="list-style-type: none"> • Chooses the appropriate word choice to convey a particular mood or tone • Revises word order for fluency* • Arranges words into sentences • Identifies ending sentences for paragraphs appropriate to topic • Identifies beginning sentences for paragraphs appropriate to topic • Recognizes errors in punctuation* • Edits for ending punctuation (question mark) • Recognizes errors in spelling, capitalization, and punctuation* 	<ul style="list-style-type: none"> • Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Uses webs as a prewriting strategy • Evaluates notes used to plan a story* <ul style="list-style-type: none"> • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies which sentence is appropriate for a given purpose* • Evaluates writing samples for clarity and completeness of information • Revises sentences to improve more word choice* • Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)* • Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)* • Combines sentences to improve clarity using a compound subject (term not used) • Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)* • Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)* • Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)* • Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was

©2006 NWEA. *DesCartes: A Continuum of Learning* is the exclusive copyrighted property of NWEA. Unauthorized use, reproduction, or distribution is prohibited.

NJ 3.3.1

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

		<ul style="list-style-type: none"> raining.)* • Combines sentences to improve clarity using a compound predicate (term not used) • Orders sentences in directions for clarity* • Revises and combines sentences for clarity* • Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used) • Uses indentations at the beginning of paragraphs • Recognizes a sentence that uses plurals correctly* • Edits for grade appropriate conventional spelling • Edits for proper spelling, punctuation, and sentence structure*
Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions
	<ul style="list-style-type: none"> • Uses descriptive words to convey ideas in written compositions • 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 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* • Identifies phrases that answer who, what, when, where, how, why 	<ul style="list-style-type: none"> • Gives examples of details in written descriptions* • Uses descriptive words to convey ideas in written compositions • 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 • Determines which details will not support a given topic • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences* • Identifies words in a sentence that tell about a specific noun (term not used) • Uses well and good correctly in written compositions* • 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
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> draft, edit, sequence, supporting detail, to describe, topic sentence, when, where, word order	<i>New Vocabulary:</i> brainstorm, classified ad, description, indent, margin, persona, persuasive writing, publish, quotation mark, revise, revision, stanza, tone, voice, writing process
<i>New Signs and Symbols:</i> ? question mark	<i>New Signs and Symbols:</i> . period, “ quotation mark (left), ” quotation mark (right)	<i>New Signs and Symbols:</i> ' apostrophe

Subject: Language Usage

Goal Strand: Writing as a Process

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
<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> • Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Brainstorms topics described by a given set of supporting details 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> • Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Uses webs as a prewriting strategy • Evaluates notes used to plan a story* 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> • Identifies the appropriate audience for use of slang words* • Selects appropriate vocabulary for a given audience • Considers audience when selecting topic* • Uses form appropriate to audience • Chooses expository text as the appropriate form of writing for a particular purpose • Recognizes that the writing process begins with the step of brainstorming • Brainstorms supporting details for a given topic • Brainstorms and evaluates topics described by a given set of supporting details* • Uses webs as a prewriting strategy • Records key thoughts as a prewriting strategy • Uses note taking as a prewriting strategy • Identifies the main topic for an outline • Interprets outlines
<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> • Chooses the appropriate word choice to convey a particular mood or tone • Revises word order for fluency* • Arranges words into sentences • Identifies ending sentences for paragraphs appropriate to topic • Identifies beginning sentences for paragraphs appropriate to topic • Recognizes errors in punctuation* • Edits for ending punctuation (question mark) • Recognizes errors in spelling, capitalization, and punctuation* 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies which sentence is appropriate for a given purpose* • Evaluates writing samples for clarity and completeness of information • Revises sentences to improve more word choice* • Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)* • Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)* • Combines sentences to improve clarity using a compound subject (term not used) • Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies writing sample that is most appropriate for a given purpose • Identifies which sentence is appropriate for a given purpose* • Uses appropriate word choice relative to purpose* • Revises by adding detail* • Revises by deleting information that does not relate to topic* • Evaluates writing samples for clarity and completeness of information • Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday,

	<p>Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)*</p> <ul style="list-style-type: none"> • Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.) • Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)* • Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)* • Combines sentences to improve clarity using a compound predicate (term not used) • Orders sentences in directions for clarity* • Revises and combines sentences for clarity* • Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used) • Uses indentations at the beginning of paragraphs • Recognizes a sentence that uses plurals correctly* • Edits for grade appropriate conventional spelling • Edits for proper spelling, punctuation, and sentence structure* 	<p>went to the river to swim.)</p> <ul style="list-style-type: none"> • Combines sentences to improve clarity using a compound subject (term not used) • Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.) • Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)* • Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)* • Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.) • Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)* • Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.) • Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)* • Revises sentence for grammar* • Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used) • Identifies run-on sentences that need revision* • Changes word order of sentences from present to past tense* • Arranges word order of a sentence into an alternate form by changing verb placement (term not used)* • Arranges word order of sentences into alternate forms, adding dependent clauses (term not used) • Arranges word order of sentences by altering the placement of adverb clauses (term not used)
--	---	--

		<ul style="list-style-type: none"> • Arranges word order of sentences by reversing the subject and verb (terms not used)* • Evaluates the syntax (term not used) of sentences (word order, form) • Recognizes complete sentences • Edits for complete and correct sentences* • Edits paragraphs to show the start of new paragraphs with indentations • Edits for proper capitalization* • Edits for ending punctuation (period) • Recognizes that a dictionary is a useful tool for the editing process* • Identifies multiple proofreading symbols*
Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions
<ul style="list-style-type: none"> • Uses descriptive words to convey ideas in written compositions • 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 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* • Identifies phrases that answer who, what, when, where, how, why 	<ul style="list-style-type: none"> • Gives examples of details in written descriptions* • Uses descriptive words to convey ideas in written compositions • 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 • Determines which details will not support a given topic • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences* • Identifies words in a sentence that tell about a specific noun (term not used) • Uses well and good correctly in written compositions* • 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 	<ul style="list-style-type: none"> • Identifies descriptive writing as the appropriate form for a given writing purpose* • Classifies writing as descriptive • Evaluates written passages for phrases that best describe a given situation or event • 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 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 • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences* • Distinguishes between words that describe nouns (term not used) and other words* • Identifies adverbs in written compositions* • Uses well and good correctly in written compositions • Recognizes incorrect forms of adverbs in written compositions*
<i>New Vocabulary:</i> draft, edit, sequence, supporting detail, to describe, topic sentence, when, where, word order	<i>New Vocabulary:</i> brainstorm, classified ad, description, indent, margin, persona, persuasive writing, publish, quotation mark, revise, revision, stanza, tone, voice, writing process	<i>New Vocabulary:</i> abbreviation, argument, book report, comparison, descriptive writing, ending, introduction, main heading, memo, narrative writing, pamphlet, resumé, review, slang
<i>New Signs and Symbols:</i> . period, ` quotation mark (left), " quotation mark (right)	<i>New Signs and Symbols:</i> ' apostrophe	<i>New Signs and Symbols:</i> none

Subject: Language Usage
Goal Strand: Writing as a Process
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
<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> • Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Uses webs as a prewriting strategy • Evaluates notes used to plan a story* 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> • Identifies the appropriate audience for use of slang words* • Selects appropriate vocabulary for a given audience • Considers audience when selecting topic* • Uses form appropriate to audience • Chooses expository text as the appropriate form of writing for a particular purpose • Recognizes that the writing process begins with the step of brainstorming • Brainstorms supporting details for a given topic • Brainstorms and evaluates topics described by a given set of supporting details* • Uses webs as a prewriting strategy • Records key thoughts as a prewriting strategy • Uses note taking as a prewriting strategy • Identifies the main topic for an outline • Interprets outlines 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> • Selects appropriate vocabulary for a given audience • Explains which voice is most appropriate for writing intended for a specific audience • Selects the appropriate tone for a given purpose* • Chooses expository text as the appropriate form of writing for a particular purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose • Recognizes that the writing process begins with the step of brainstorming • Describes the process of brainstorming • Brainstorms and evaluates topics described by a given set of supporting details* • Identifies an appropriate, relevant source for research information • Collects information from print resources • Evaluates which graphic organizer would be most useful for a given writing task* • Uses note taking as a prewriting strategy • Identifies the main topic in an outline • Interprets outlines
<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies which sentence is appropriate for a given purpose* • Evaluates writing samples for clarity and completeness of information • Revises sentences to improve more word choice* • Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)* • Combines sentences to improve clarity by using 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies writing sample that is most appropriate for a given purpose • Identifies which sentence is appropriate for a given purpose* • Uses appropriate word choice relative to purpose* • Revises by adding detail* • Revises by deleting information that does not relate to topic* 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> • Understands that the process of revision includes revising for audience understanding* • Revises by adding detail* • Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)* • Revises and combines sentences by changing point of view from first person to third person (terms not used;

<p>multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)*</p> <ul style="list-style-type: none"> • Combines sentences to improve clarity using a compound subject (term not used) • Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)* • Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.) • Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)* • Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)* • Combines sentences to improve clarity using a compound predicate (term not used) • Orders sentences in directions for clarity* • Revises and combines sentences for clarity* • Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used) • Uses indentations at the beginning of paragraphs • Recognizes a sentence that uses plurals correctly* • Edits for grade appropriate conventional spelling • Edits for proper spelling, punctuation, and sentence structure* 	<ul style="list-style-type: none"> • Evaluates writing samples for clarity and completeness of information • Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.) • Combines sentences to improve clarity using a compound subject (term not used) • Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.) • Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)* • Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)* • Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.) • Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)* • Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.) • Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)* • Revises sentence for grammar* • Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used) • Identifies run-on sentences that need revision* • Changes word order of sentences from present to past tense* 	<p>e.g., We heard the jazz musician. He was playing music. The musician was playing music.)*</p> <ul style="list-style-type: none"> • Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)* • Explains how syntax (term not used) affects meaning of a sentence • Arranges word order of sentences into alternate forms, adding dependent clauses (term not used) • Arranges word order of sentences by rephrasing adjective clauses (term not used)* • Arranges word order of sentences by altering the placement of adjective clauses (term not used) • Arranges word order of sentences by changing the placement of a direct quote within a sentence* • Arranges sentences into alternate forms with correct syntax (term not used)* • Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both) • Evaluates the syntax (term not used) of sentences (word order, form) • Evaluates the syntax (word order, form) of sentences • Determines the most appropriate thesis statement for a given scenario • Uses multi-paragraph organization to develop ideas* • Recognizes complete sentences • Identifies run-on sentences (term not used) while editing work • Uses editing symbols (caret)*
---	---	---

	<ul style="list-style-type: none"> • Arranges word order of a sentence into an alternate form by changing verb placement (term not used)* • Arranges word order of sentences into alternate forms, adding dependent clauses (term not used) • Arranges word order of sentences by altering the placement of adverb clauses (term not used) • Arranges word order of sentences by reversing the subject and verb (terms not used)* • Evaluates the syntax (term not used) of sentences (word order, form) • Recognizes complete sentences • Edits for complete and correct sentences* • Edits paragraphs to show the start of new paragraphs with indentations • Edits for proper capitalization* • Edits for ending punctuation (period) • Recognizes that a dictionary is a useful tool for the editing process* • Identifies multiple proofreading symbols* 	
Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions
<ul style="list-style-type: none"> • Gives examples of details in written descriptions* • Uses descriptive words to convey ideas in written compositions • 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 • Determines which details will not support a given topic • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences* • Identifies words in a sentence that tell about a specific noun (term not used) • Uses well and good correctly in written compositions* • 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 	<ul style="list-style-type: none"> • Identifies descriptive writing as the appropriate form for a given writing purpose* • Classifies writing as descriptive • Evaluates written passages for phrases that best describe a given situation or event • 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 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 • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences* • Distinguishes between words that describe nouns (term not used) and other words* • Identifies adverbs in written compositions* • Uses well and good correctly in written compositions • Recognizes incorrect forms of adverbs in written 	<ul style="list-style-type: none"> • Identifies descriptive writing as the appropriate form for a given writing purpose* • Classifies writing as descriptive • Evaluates written passages for phrases that best describe a given situation or event • 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 supporting details • 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* • Identifies numerical adjectives (term not used) in written compositions*

	compositions*	• Classifies words as adjectives
<i>New Vocabulary:</i> brainstorm, classified ad, description, indent, margin, persona, persuasive writing, publish, quotation mark, revise, revision, stanza, tone, voice, writing process	<i>New Vocabulary:</i> abbreviation, argument, book report, comparison, descriptive writing, ending, introduction, main heading, memo, narrative writing, pamphlet, resumé, review, slang	<i>New Vocabulary:</i> caret, cluster, freewrite, language, parallelism, rough draft, syntax, thesis statement
<i>New Signs and Symbols:</i> ' apostrophe	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage
Goal Strand: Writing as a Process
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
<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> Identifies the appropriate audience for use of slang words* Selects appropriate vocabulary for a given audience Considers audience when selecting topic* Uses form appropriate to audience Chooses expository text as the appropriate form of writing for a particular purpose Recognizes that the writing process begins with the step of brainstorming Brainstorms supporting details for a given topic Brainstorms and evaluates topics described by a given set of supporting details* Uses webs as a prewriting strategy Records key thoughts as a prewriting strategy Uses note taking as a prewriting strategy Identifies the main topic for an outline Interprets outlines 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> Selects appropriate vocabulary for a given audience Explains which voice is most appropriate for writing intended for a specific audience Selects the appropriate tone for a given purpose* Chooses expository text as the appropriate form of writing for a particular purpose Chooses persuasive writing as the most effective form for the given purpose Evaluates to determine what type of language is most appropriate for a given purpose Recognizes that the writing process begins with the step of brainstorming Describes the process of brainstorming Brainstorms and evaluates topics described by a given set of supporting details* Identifies an appropriate, relevant source for research information Collects information from print resources Evaluates which graphic organizer would be most useful for a given writing task* Uses note taking as a prewriting strategy Identifies the main topic in an outline Interprets outlines 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> Identifies the form of writing that is most appropriate for a given purpose* Selects writing form appropriate to topic and purpose Chooses persuasive writing as the most effective form for the given purpose Evaluates to determine what type of language is most appropriate for a given purpose Identifies suitable research questions Gathers research information from analyzing original documents* Describes the writing tasks organized by a particular graphic organizer Identifies the appropriate style for a summary* Explains how and why outlines are used
<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* Identifies writing sample that is most appropriate for a given purpose Identifies which sentence is appropriate for a given purpose* Uses appropriate word choice relative to purpose* Revises by adding detail* Revises by deleting information that does not relate to topic* 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> Understands that the process of revision includes revising for audience understanding* Revises by adding detail* Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)* Revises and combines sentences by changing point of view from first person to third person (terms not used); 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> Revises compositions for clarity in purpose* Evaluates writing samples for descriptive word choice* Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)* Identifies combining sentences as a revision technique* Combines sentences to improve clarity by using a compound sentence (term not used)* Rewrites sentences in question form* Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue

<ul style="list-style-type: none"> • Evaluates writing samples for clarity and completeness of information • Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.) • Combines sentences to improve clarity using a compound subject (term not used) • Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.) • Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)* • Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)* • Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.) • Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)* • Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.) • Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)* • Revises sentence for grammar* • Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used) • Identifies run-on sentences that need revision* • Changes word order of sentences from present to past tense* 	<p>e.g., We heard the jazz musician. He was playing music. The musician was playing music.)*</p> <ul style="list-style-type: none"> • Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)* • Explains how syntax (term not used) affects meaning of a sentence • Arranges word order of sentences into alternate forms, adding dependent clauses (term not used) • Arranges word order of sentences by rephrasing adjective clauses (term not used)* • Arranges word order of sentences by altering the placement of adjective clauses (term not used) • Arranges word order of sentences by changing the placement of a direct quote within a sentence* • Arranges sentences into alternate forms with correct syntax (term not used)* • Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both) • Evaluates the syntax (term not used) of sentences (word order, form) • Evaluates the syntax (word order, form) of sentences • Determines the most appropriate thesis statement for a given scenario • Uses multi-paragraph organization to develop ideas* • Recognizes complete sentences • Identifies run-on sentences (term not used) while editing work • Uses editing symbols (caret)* 	<p>plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*</p> <ul style="list-style-type: none"> • Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.) • Revises sentence to further character development (e.g., How could you revise the sentence to provide clues about John's appearance?)* • Changes word order of sentences from first person to third person point of view* • Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)* • Evaluates the syntax (word order, form) of sentences • Determines the most appropriate thesis statement for a given scenario • Analyzes writing to revise multiple-paragraph compositions • Evaluates which sentence will best serve as a topic sentence for a given subject • Identifies run-on sentences (term not used) while editing work • Edits for proper punctuation • Edits a paragraph for spelling • Edits a sentence for spelling*
---	---	---

<ul style="list-style-type: none"> • Arranges word order of a sentence into an alternate form by changing verb placement (term not used)* • Arranges word order of sentences into alternate forms, adding dependent clauses (term not used) • Arranges word order of sentences by altering the placement of adverb clauses (term not used) • Arranges word order of sentences by reversing the subject and verb (terms not used)* • Evaluates the syntax (term not used) of sentences (word order, form) • Recognizes complete sentences • Edits for complete and correct sentences* • Edits paragraphs to show the start of new paragraphs with indentations • Edits for proper capitalization* • Edits for ending punctuation (period) • Recognizes that a dictionary is a useful tool for the editing process* • Identifies multiple proofreading symbols* 		
<p>Write Multi-Paragraph Compositions</p>	<p>Write Multi-Paragraph Compositions</p>	<p>Write Multi-Paragraph Compositions</p>
<ul style="list-style-type: none"> • Identifies descriptive writing as the appropriate form for a given writing purpose* • Classifies writing as descriptive • Evaluates written passages for phrases that best describe a given situation or event • 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 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 • Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) • Uses strong concluding sentences* • Distinguishes between words that describe nouns (term not used) and other words* • Identifies adverbs in written compositions* • Uses well and good correctly in written compositions • Recognizes incorrect forms of adverbs in written 	<ul style="list-style-type: none"> • Identifies descriptive writing as the appropriate form for a given writing purpose* • Classifies writing as descriptive • Evaluates written passages for phrases that best describe a given situation or event • 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 supporting details • 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* • Identifies numerical adjectives (term not used) in written compositions* 	<ul style="list-style-type: none"> • Describes characteristics of descriptive writing* • Evaluates written passages for the use of descriptive words to clarify ideas* • 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 determining the topic of a paragraph • Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph • Identifies the pattern of organization used in a writing sample (deductive) • Identifies the pattern of organization used in a writing sample (inductive) • Recognizes examples of verbs used as adjectives* • Defines adjective* • Classifies words as adjectives (term not used) • Classifies words as adjectives • Recognizes examples of misplaced modifiers*

compositions*	• Classifies words as adjectives	
<i>New Vocabulary:</i> abbreviation, argument, book report, comparison, descriptive writing, ending, introduction, main heading, memo, narrative writing, pamphlet, resumé, review, slang	<i>New Vocabulary:</i> caret, cluster, freewrite, language, parallelism, rough draft, syntax, thesis statement	<i>New Vocabulary:</i> alphabetical order, compose, contrast, documentation, expository writing, modifier, organization
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage

Goal Strand: Writing as a Process

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
<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> • Selects appropriate vocabulary for a given audience • Explains which voice is most appropriate for writing intended for a specific audience • Selects the appropriate tone for a given purpose* • Chooses expository text as the appropriate form of writing for a particular purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose • Recognizes that the writing process begins with the step of brainstorming • Describes the process of brainstorming • Brainstorms and evaluates topics described by a given set of supporting details* • Identifies an appropriate, relevant source for research information • Collects information from print resources • Evaluates which graphic organizer would be most useful for a given writing task* • Uses note taking as a prewriting strategy • Identifies the main topic in an outline • Interprets outlines 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> • Identifies the form of writing that is most appropriate for a given purpose* • Selects writing form appropriate to topic and purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose • Identifies suitable research questions • Gathers research information from analyzing original documents* • Describes the writing tasks organized by a particular graphic organizer • Identifies the appropriate style for a summary* • Explains how and why outlines are used 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> • Evaluates the level of detail and information appropriate for a given audience* • Uses clustering as a prewriting strategy*
<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> • Understands that the process of revision includes revising for audience understanding* • Revises by adding detail* • Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)* • Revises and combines sentences by changing point of view from first person to third person (terms not used; 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> • Revises compositions for clarity in purpose* • Evaluates writing samples for descriptive word choice* • Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)* • Identifies combining sentences as a revision technique* • Combines sentences to improve clarity by using a compound sentence (term not used)* • Rewrites sentences in question form* • Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> • Understands that the process of revision includes revising for audience interest* • Uses the writing process to align content with purpose • Distinguishes examples of thesis statements from other written text* • Recognizes examples of proofreading for grammar* • Uses editing symbols (spelling)* • Evaluates for pronoun and sentence revision*

<p>e.g., We heard the jazz musician. He was playing music. The musician was playing music.)*</p> <ul style="list-style-type: none"> Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)* Explains how syntax (term not used) affects meaning of a sentence Arranges word order of sentences into alternate forms, adding dependent clauses (term not used) Arranges word order of sentences by rephrasing adjective clauses (term not used)* Arranges word order of sentences by altering the placement of adjective clauses (term not used) Arranges word order of sentences by changing the placement of a direct quote within a sentence* Arranges sentences into alternate forms with correct syntax (term not used)* Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both) Evaluates the syntax (term not used) of sentences (word order, form) Evaluates the syntax (word order, form) of sentences Determines the most appropriate thesis statement for a given scenario Uses multi-paragraph organization to develop ideas* Recognizes complete sentences Identifies run-on sentences (term not used) while editing work Uses editing symbols (caret)* 	<p>plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*</p> <ul style="list-style-type: none"> Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.) Revises sentence to further character development (e.g., How could you revise the sentence to provide clues about John's appearance?)* Changes word order of sentences from first person to third person point of view* Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)* Evaluates the syntax (word order, form) of sentences Determines the most appropriate thesis statement for a given scenario Analyzes writing to revise multiple-paragraph compositions Evaluates which sentence will best serve as a topic sentence for a given subject Identifies run-on sentences (term not used) while editing work Edits for proper punctuation Edits a paragraph for spelling Edits a sentence for spelling* 	
<p>Write Multi-Paragraph Compositions</p>	<p>Write Multi-Paragraph Compositions</p>	<p>Write Multi-Paragraph Compositions</p>
<ul style="list-style-type: none"> Identifies descriptive writing as the appropriate form for a given writing purpose* Classifies writing as descriptive Evaluates written passages for phrases that best describe a given situation or event 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* 	<ul style="list-style-type: none"> Describes characteristics of descriptive writing* Evaluates written passages for the use of descriptive words to clarify ideas* 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 determining the topic of a paragraph 	<ul style="list-style-type: none"> Evaluates passages for characteristics of descriptive writing Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph Recognizes that good is usually used as an adjective, not as an adverb* Defines adjective* Defines adverb*

<ul style="list-style-type: none"> • 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 supporting details • 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* • Identifies numerical adjectives (term not used) in written compositions* • Classifies words as adjectives 	<ul style="list-style-type: none"> • Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph • Identifies the pattern of organization used in a writing sample (deductive) • Identifies the pattern of organization used in a writing sample (inductive) • Recognizes examples of verbs used as adjectives* • Defines adjective* • Classifies words as adjectives (term not used) • Classifies words as adjectives • Recognizes examples of misplaced modifiers* 	
<i>New Vocabulary:</i> caret, cluster, freewrite, language, parallelism, rough draft, syntax, thesis statement	<i>New Vocabulary:</i> alphabetical order, compose, contrast, documentation, expository writing, modifier, organization	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage

Goal Strand: Writing as a Process

RIT Score Range: 221 - 230

Skills and Concepts to Enhance 211 - 220	Skills and Concepts to Develop 221 - 230	Skills and Concepts to Introduce Above 230
<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> Identifies the form of writing that is most appropriate for a given purpose* Selects writing form appropriate to topic and purpose Chooses persuasive writing as the most effective form for the given purpose Evaluates to determine what type of language is most appropriate for a given purpose Identifies suitable research questions Gathers research information from analyzing original documents* Describes the writing tasks organized by a particular graphic organizer Identifies the appropriate style for a summary* Explains how and why outlines are used 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> Evaluates the level of detail and information appropriate for a given audience* Uses clustering as a prewriting strategy* 	<p>Prewriting and Drafting Strategies</p> <ul style="list-style-type: none"> Evaluates the relevance of potential research questions* Describes the structure of formal outlines* Evaluates the format of outlines*
<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> Revises compositions for clarity in purpose* Evaluates writing samples for descriptive word choice* Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)* Identifies combining sentences as a revision technique* Combines sentences to improve clarity by using a compound sentence (term not used)* Rewrites sentences in question form* Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)* Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.) Revises sentence to further character development (e.g., How could you revise the sentence to provide 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> Understands that the process of revision includes revising for audience interest* Uses the writing process to align content with purpose Distinguishes examples of thesis statements from other written text* Recognizes examples of proofreading for grammar* Uses editing symbols (spelling)* Evaluates for pronoun and sentence revision* 	<p>Revise and Edit Drafts</p> <ul style="list-style-type: none"> Revises sentences for fluency Uses evidence in support of a thesis statement Edits for errors in usage* Uses editing symbols (run-on)*

<ul style="list-style-type: none"> clues about John's appearance?)* • Changes word order of sentences from first person to third person point of view* • Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)* • Evaluates the syntax (word order, form) of sentences • Determines the most appropriate thesis statement for a given scenario • Analyzes writing to revise multiple-paragraph compositions • Evaluates which sentence will best serve as a topic sentence for a given subject • Identifies run-on sentences (term not used) while editing work • Edits for proper punctuation • Edits a paragraph for spelling • Edits a sentence for spelling* 		
Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions
<ul style="list-style-type: none"> • Describes characteristics of descriptive writing* • Evaluates written passages for the use of descriptive words to clarify ideas* • 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 determining the topic of a paragraph • Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph • Identifies the pattern of organization used in a writing sample (deductive) • Identifies the pattern of organization used in a writing sample (inductive) • Recognizes examples of verbs used as adjectives* • Defines adjective* • Classifies words as adjectives (term not used) • Classifies words as adjectives • Recognizes examples of misplaced modifiers* 	<ul style="list-style-type: none"> • Evaluates passages for characteristics of descriptive writing • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Recognizes that good is usually used as an adjective, not as an adverb* • Defines adjective* • Defines adverb* 	<ul style="list-style-type: none"> • Defines adverb*
<p><i>New Vocabulary:</i> alphabetical order, compose, contrast, documentation, expository writing, modifier, organization</p>	<p><i>New Vocabulary:</i> none</p>	<p><i>New Vocabulary:</i> dash, formal outline, supporting evidence, works cited</p>

New Signs and Symbols: none

New Signs and Symbols: none

New Signs and Symbols: ¶ paragraph

Subject: Language Usage
Goal Strand: Writing as a Process
RIT Score Range: Above 230

Skills and Concepts to Enhance 221 - 230	Skills and Concepts to Develop Above 230
Prewriting and Drafting Strategies	Prewriting and Drafting Strategies
<ul style="list-style-type: none"> • Evaluates the level of detail and information appropriate for a given audience* • Uses clustering as a prewriting strategy* 	<ul style="list-style-type: none"> • Evaluates the relevance of potential research questions* • Describes the structure of formal outlines* • Evaluates the format of outlines*
Revise and Edit Drafts	Revise and Edit Drafts
<ul style="list-style-type: none"> • Understands that the process of revision includes revising for audience interest* • Uses the writing process to align content with purpose • Distinguishes examples of thesis statements from other written text* • Recognizes examples of proofreading for grammar* • Uses editing symbols (spelling)* • Evaluates for pronoun and sentence revision* 	<ul style="list-style-type: none"> • Revises sentences for fluency • Uses evidence in support of a thesis statement • Edits for errors in usage* • Uses editing symbols (run-on)*
Write Multi-Paragraph Compositions	Write Multi-Paragraph Compositions
<ul style="list-style-type: none"> • Evaluates passages for characteristics of descriptive writing • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Recognizes that good is usually used as an adjective, not as an adverb* • Defines adjective* • Defines adverb* 	<ul style="list-style-type: none"> • Defines adverb*
<i>New Vocabulary: none</i>	<i>New Vocabulary: dash, formal outline, supporting evidence, works cited</i>
<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: ¶ paragraph</i>

Subject: Language Usage
 Goal Strand: Writing as a Product
 RIT Score Range: Below 171

Skills and Concepts to Develop Below 171	Skills and Concepts to Introduce 171 - 180
Write Prose, Reports, and Nonfiction	Write Prose, Reports, and Nonfiction
	<ul style="list-style-type: none"> Identifies the audience of personal writing*
Sentences, Sequence, and Transitions	Sentences, Sequence, and Transitions
<ul style="list-style-type: none"> 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?) 	<ul style="list-style-type: none"> 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
<i>New Vocabulary:</i> capital letter, comma, exclamation mark, mark, period, question mark	<i>New Vocabulary:</i> audience, command, exclamation, main verb, object, run-on sentence, sentence fragment, subject, subordinate clause, word order
<i>New Signs and Symbols:</i> ' apostrophe, : colon, ! exclamation point, . period, ? question mark, " quotation mark (left), " quotation mark (right), ; semicolon	<i>New Signs and Symbols:</i> – dash

Subject: Language Usage
Goal Strand: Writing as a Product
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
Write Prose, Reports, and Nonfiction	Write Prose, Reports, and Nonfiction	Write Prose, Reports, and Nonfiction
	<ul style="list-style-type: none"> • Identifies the audience of personal writing* 	<ul style="list-style-type: none"> • Selects an introductory sentence for a report on a given subject • Identifies the audience of personal writing*
Sentences, Sequence, and Transitions	Sentences, Sequence, and Transitions	Sentences, Sequence, and Transitions
<ul style="list-style-type: none"> • 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?) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Identifies sentence order to form a paragraph*

		• Orders sentences sequentially to form clear paragraphs
<i>New Vocabulary:</i> capital letter, comma, exclamation mark, mark, period, question mark	<i>New Vocabulary:</i> audience, command, exclamation, main verb, object, run-on sentence, sentence fragment, subject, subordinate clause, word order	<i>New Vocabulary:</i> compound sentence, explanation, predicate, quotation
<i>New Signs and Symbols:</i> ' apostrophe, : colon, ! exclamation point, . period, ? question mark, " quotation mark (left), " quotation mark (right), ; semicolon	<i>New Signs and Symbols:</i> – dash	<i>New Signs and Symbols:</i> none

Subject: Language Usage
Goal Strand: Writing as a Product
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
<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> Identifies the audience of personal writing* 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> Selects an introductory sentence for a report on a given subject Identifies the audience of personal writing* 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> Analyzes characteristics of fictional writing* Describes the characteristics of short stories* Evaluates which topic would best be described using expository text* Evaluates titles for expository writing* Identifies content appropriate for reviews (e.g., book, movie, theater review)* Identifies what type of information is appropriate for reports Classifies examples of personal writing Identifies the appropriate voice for personal accounts
<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> 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 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> 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 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> 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*

	<p>order and content</p> <ul style="list-style-type: none"> • 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 • Identifies sentence order to form a paragraph* • Orders sentences sequentially to form clear paragraphs 	<ul style="list-style-type: none"> • 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 • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs
<i>New Vocabulary:</i> audience, command, exclamation, main verb, object, run-on sentence, sentence fragment, subject, subordinate clause, word order	<i>New Vocabulary:</i> compound sentence, explanation, predicate, quotation	<i>New Vocabulary:</i> clause, drama, expository, review
<i>New Signs and Symbols:</i> – dash	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage

Goal Strand: Writing as a Product

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
<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Selects an introductory sentence for a report on a given subject • Identifies the audience of personal writing* 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Analyzes characteristics of fictional writing* • Describes the characteristics of short stories* • Evaluates which topic would best be described using expository text* • Evaluates titles for expository writing* • Identifies content appropriate for reviews (e.g., book, movie, theater review)* • Identifies what type of information is appropriate for reports • Classifies examples of personal writing • Identifies the appropriate voice for personal accounts 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Chooses the appropriate format for creative writing* • Defines personal narrative* • Analyzes characteristics of fictional writing* • Identifies the appropriate language used in expository writing* • Describes the purpose of research papers* • Chooses the most effective format for personal writing* • Describes the purposes of different personal writing formats (e.g., diaries, journals, learning logs) • Classifies examples of personal writing • Identifies the appropriate point of view for personal accounts • Identifies research writing* • Recognizes ways to represent data* • Describes the elements that are typically included in informational writing*
<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • 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?)* 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • 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?) 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • 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,

<ul style="list-style-type: none"> • 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 • Identifies sentence order to form a paragraph* • Orders sentences sequentially to form clear paragraphs 	<ul style="list-style-type: none"> • 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 • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs 	<p>word order, and content</p> <ul style="list-style-type: none"> • 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 • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs
<p><i>New Vocabulary:</i> compound sentence, explanation, predicate, quotation</p>	<p><i>New Vocabulary:</i> clause, drama, expository, review</p>	<p><i>New Vocabulary:</i> autobiography, book review, comma splice, complex sentence, compound-complex sentence, declarative sentence, dependent clause, exclamatory sentence, figurative language, formal language, fragment, imperative sentence, interrogative sentence, prepositional phrase, simple sentence</p>
<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>

Subject: Language Usage
Goal Strand: Writing as a Product
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
<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> Analyzes characteristics of fictional writing* Describes the characteristics of short stories* Evaluates which topic would best be described using expository text* Evaluates titles for expository writing* Identifies content appropriate for reviews (e.g., book, movie, theater review)* Identifies what type of information is appropriate for reports Classifies examples of personal writing Identifies the appropriate voice for personal accounts 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> Chooses the appropriate format for creative writing* Defines personal narrative* Analyzes characteristics of fictional writing* Identifies the appropriate language used in expository writing* Describes the purpose of research papers* Chooses the most effective format for personal writing* Describes the purposes of different personal writing formats (e.g., diaries, journals, learning logs) Classifies examples of personal writing Identifies the appropriate point of view for personal accounts Identifies research writing* Recognizes ways to represent data* Describes the elements that are typically included in informational writing* 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> Gives examples of narrative writing* Chooses the most effective format for expository writing* Describes the characteristics of expository text Describes the purpose of expository writing* Classifies writing samples as examples of expository text* Describes the purposes of formal essays* Defines a "how to" essay* Defines summary* Identifies appropriate content for a research paper* Defines plagiarism* Describes the contents of a bibliography* Describes the appropriate format for citing sources
<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> 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?) 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> 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, 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> Describes the characteristics of effective multiple-paragraph compositions Writes an introductory paragraph to introduce the main topic* 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) Identifies declarative sentences* Defines a statement (declarative sentence, term not used)* Classifies examples of declarative complex sentences (terms not used)*

<ul style="list-style-type: none"> • 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 • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs 	<p>word order, and content</p> <ul style="list-style-type: none"> • 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 • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs 	<ul style="list-style-type: none"> • 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)* • Recognizes transitional words and phrases • Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing*
<p><i>New Vocabulary:</i> clause, drama, expository, review</p>	<p><i>New Vocabulary:</i> autobiography, book review, comma splice, complex sentence, compound-complex sentence, declarative sentence, dependent clause, exclamatory sentence, figurative language, formal language, fragment, imperative sentence, interrogative sentence, prepositional phrase, simple sentence</p>	<p><i>New Vocabulary:</i> analysis, contrast, expository paragraph, expository writing, format, how-to essay, independent clause, to explain, transition</p>
<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>

Subject: Language Usage
Goal Strand: Writing as a Product
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
<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Chooses the appropriate format for creative writing* • Defines personal narrative* • Analyzes characteristics of fictional writing* • Identifies the appropriate language used in expository writing* • Describes the purpose of research papers* • Chooses the most effective format for personal writing* • Describes the purposes of different personal writing formats (e.g., diaries, journals, learning logs) • Classifies examples of personal writing • Identifies the appropriate point of view for personal accounts • Identifies research writing* • Recognizes ways to represent data* • Describes the elements that are typically included in informational writing* 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Gives examples of narrative writing* • Chooses the most effective format for expository writing* • Describes the characteristics of expository text • Describes the purpose of expository writing* • Classifies writing samples as examples of expository text* • Describes the purposes of formal essays* • Defines a "how to" essay* • Defines summary* • Identifies appropriate content for a research paper* • Defines plagiarism* • Describes the contents of a bibliography* • Describes the appropriate format for citing sources 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Defines anecdote* • Classifies text as narrative writing* • Describes the purpose of expository writing* • Describes the format of reports* • Describes the purpose of thesis statements in reports • Describes characteristics of research papers* • Describes the contents of a bibliography in a research paper* • Recognizes MLA format for citing sources* • Defines citing sources*
<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • 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, 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • Describes the characteristics of effective multiple-paragraph compositions • Writes an introductory paragraph to introduce the main topic* • 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) • Identifies declarative sentences* • Defines a statement (declarative sentence, term not used)* • Classifies examples of declarative complex sentences (terms not used)* 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • Identifies the thesis statement for a given passage* • 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* • Recognizes transitional words and phrases • Uses clear transitional words and phrases in writing

<p>word order, and content</p> <ul style="list-style-type: none"> • 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 • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs 	<ul style="list-style-type: none"> • 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)* • Recognizes transitional words and phrases • Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing* 	
<p><i>New Vocabulary:</i> autobiography, book review, comma splice, complex sentence, compound-complex sentence, declarative sentence, dependent clause, exclamatory sentence, figurative language, formal language, fragment, imperative sentence, interrogative sentence, prepositional phrase, simple sentence</p>	<p><i>New Vocabulary:</i> analysis, contrast, expository paragraph, expository writing, format, how-to essay, independent clause, to explain, transition</p>	<p><i>New Vocabulary:</i> allegory, plagiarize</p>
<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>

Subject: Language Usage
Goal Strand: Writing as a Product
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
<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Gives examples of narrative writing* • Chooses the most effective format for expository writing* • Describes the characteristics of expository text • Describes the purpose of expository writing* • Classifies writing samples as examples of expository text* • Describes the purposes of formal essays* • Defines a "how to" essay* • Defines summary* • Identifies appropriate content for a research paper* • Defines plagiarism* • Describes the contents of a bibliography* • Describes the appropriate format for citing sources 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Defines anecdote* • Classifies text as narrative writing* • Describes the purpose of expository writing* • Describes the format of reports* • Describes the purpose of thesis statements in reports • Describes characteristics of research papers* • Describes the contents of a bibliography in a research paper* • Recognizes MLA format for citing sources* • Defines citing sources* 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Defines anecdote* • Identifies circumstances in which sources may be used without citation*
<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • Describes the characteristics of effective multiple-paragraph compositions • Writes an introductory paragraph to introduce the main topic* • 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) • 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 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • Identifies the thesis statement for a given passage* • 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* • Recognizes transitional words and phrases • Uses clear transitional words and phrases in writing 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • Defines thesis statement* • Describes the characteristics of inverted sentences* • Defines interrogative sentence* • Defines complex sentence* • Classifies sentences as complex*

<ul style="list-style-type: none"> • 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)* • Recognizes transitional words and phrases • Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing* 		
<i>New Vocabulary:</i> analysis, contrast, expository paragraph, expository writing, format, how-to essay, independent clause, to explain, transition	<i>New Vocabulary:</i> allegory, plagiarize	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage
Goal Strand: Writing as a Product
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
<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Defines anecdote* • Classifies text as narrative writing* • Describes the purpose of expository writing* • Describes the format of reports* • Describes the purpose of thesis statements in reports • Describes characteristics of research papers* • Describes the contents of a bibliography in a research paper* • Recognizes MLA format for citing sources* • Defines citing sources* 	<p>Write Prose, Reports, and Nonfiction</p> <ul style="list-style-type: none"> • Defines anecdote* • Identifies circumstances in which sources may be used without citation* 	<p>Write Prose, Reports, and Nonfiction</p>
<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • Identifies the thesis statement for a given passage* • 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* • Recognizes transitional words and phrases • Uses clear transitional words and phrases in writing 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • Defines thesis statement* • Describes the characteristics of inverted sentences* • Defines interrogative sentence* • Defines complex sentence* • Classifies sentences as complex* 	<p>Sentences, Sequence, and Transitions</p> <ul style="list-style-type: none"> • Defines predicate nominative and explains its relationship to the subject of a sentence*
<p><i>New Vocabulary: allegory, plagiarize</i></p>	<p><i>New Vocabulary: none</i></p>	<p><i>New Vocabulary: none</i></p>
<p><i>New Signs and Symbols: none</i></p>	<p><i>New Signs and Symbols: none</i></p>	<p><i>New Signs and Symbols: none</i></p>

Subject: Language Usage
Goal Strand: Writing as a Product
RIT Score Range: Above 240

Skills and Concepts to Enhance 231 - 240	Skills and Concepts to Develop Above 240
Write Prose, Reports, and Nonfiction <ul style="list-style-type: none"> • Defines anecdote* • Identifies circumstances in which sources may be used without citation* 	Write Prose, Reports, and Nonfiction
Sentences, Sequence, and Transitions <ul style="list-style-type: none"> • Defines thesis statement* • Describes the characteristics of inverted sentences* • Defines interrogative sentence* • Defines complex sentence* • Classifies sentences as complex* 	Sentences, Sequence, and Transitions <ul style="list-style-type: none"> • Defines predicate nominative and explains its relationship to the subject of a sentence*
<i>New Vocabulary: none</i>	<i>New Vocabulary: none</i>
<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>

Subject: Language Usage
Goal Strand: Mechanics, Spelling
RIT Score Range: Below 171

Skills and Concepts to Develop Below 171	Skills and Concepts to Introduce 171 - 180
<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • 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* 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • 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 • 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) • 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.)*

	<ul style="list-style-type: none"> • 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) • 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*
<p>Use Standard English Conventions--Capitalization</p> <ul style="list-style-type: none"> • 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* 	<p>Use Standard English Conventions--Capitalization</p> <ul style="list-style-type: none"> • 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*

	<ul style="list-style-type: none"> • Capitalizes names of towns, cities, counties, and states • Capitalizes titles of stories correctly*
Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation
<ul style="list-style-type: none"> • Distinguishes among punctuation marks that can be used to end a sentence and those that cannot 	<ul style="list-style-type: none"> • 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
Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling
<ul style="list-style-type: none"> • Identifies correct spelling of commonly misspelled words in written compositions • Correctly spells contractions 	<ul style="list-style-type: none"> • Identifies commonly misspelled words in written passages • Identifies correct spelling of commonly misspelled words in written compositions • Identifies words that are plural (term not used) • Identifies correctly spelled words that are made plural by adding -s* • Forms the plural (term not used) of nouns ending in ey (such as donkey) • Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly) • Forms the possessive singular for irregular nouns* • Selects the appropriate contraction (term not used) for a given word* • Selects the appropriate contraction for a given word
<i>New Vocabulary:</i> capital letter, capitalize, comma, exclamation point, period, pronoun, question mark	<i>New Vocabulary:</i> action verb, adverb, date, noun, plural, possessive
<i>New Signs and Symbols:</i> : colon, – dash, ! exclamation point, . period, ? question mark, ; semicolon	<i>New Signs and Symbols:</i> ' apostrophe, … ellipsis, “ quotation mark (left), ” quotation mark (right)

Subject: Language Usage
Goal Strand: Mechanics, Spelling
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
<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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* 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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 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) 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.)* 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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 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 tomorrow.) Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)

©2006 NWEA. *DesCartes: A Continuum of Learning* is the exclusive copyrighted property of NWEA. Unauthorized use, reproduction, or distribution is prohibited.

NJ 3.3.1

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

	<ul style="list-style-type: none"> • 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) • 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* 	<ul style="list-style-type: none"> • 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) • 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*
Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization
<ul style="list-style-type: none"> • 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* 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<p>require capitalization</p> <ul style="list-style-type: none"> 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* 	<ul style="list-style-type: none"> 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 Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation
<ul style="list-style-type: none"> Distinguishes among punctuation marks that can be used to end a sentence and those that cannot 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)
Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling
<ul style="list-style-type: none"> Identifies correct spelling of commonly misspelled 	<ul style="list-style-type: none"> Identifies commonly misspelled words in written 	<ul style="list-style-type: none"> Recognizes mistakes in spelling for words containing

<p>words in written compositions</p> <ul style="list-style-type: none"> • Correctly spells contractions 	<p>passages</p> <ul style="list-style-type: none"> • Identifies correct spelling of commonly misspelled words in written compositions • Identifies words that are plural (term not used) • Identifies correctly spelled words that are made plural by adding -s* • Forms the plural (term not used) of nouns ending in ey (such as donkey) • Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly) • Forms the possessive singular for irregular nouns* • Selects the appropriate contraction (term not used) for a given word* • Selects the appropriate contraction for a given word 	<p>basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)*</p> <ul style="list-style-type: none"> • Correctly spells words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word) • Identifies correct spelling of commonly misspelled words from list of alternate spellings* • Identifies commonly misspelled words in written passages • Identifies the correct use of its versus it's* • Forms the (regular) plural for nouns (term not used) ending in e or in a consonant* • Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly) • Forms the possessive singular for irregular nouns* • Correctly spells the plural of words ending in -ox or -ax • Identifies correctly spelled words in which the silent e is dropped before -ed or -ing* • Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing* • Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions* • Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list • Correctly spells words containing the prefix (term not used) mis-*
<p><i>New Vocabulary:</i> capital letter, capitalize, comma, exclamation point, period, pronoun, question mark</p>	<p><i>New Vocabulary:</i> action verb, adverb, date, noun, plural, possessive</p>	<p><i>New Vocabulary:</i> apostrophe, friendly letter, greeting, hyphen, salutation, semicolon, singular</p>
<p><i>New Signs and Symbols:</i> : colon, – dash, ! exclamation point, . period, ? question mark, ; semicolon</p>	<p><i>New Signs and Symbols:</i> ' apostrophe, … ellipsis, “ quotation mark (left), ” quotation mark (right)</p>	<p><i>New Signs and Symbols:</i> none</p>

Subject: Language Usage
Goal Strand: Mechanics, Spelling
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
<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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 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) 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.)* 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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 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 tomorrow.) Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum) 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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)* 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* 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)

©2006 NWEA. *DesCartes: A Continuum of Learning* is the exclusive copyrighted property of NWEA. Unauthorized use, reproduction, or distribution is prohibited.

NJ 3.3.1

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

<ul style="list-style-type: none"> • 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) • 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* 	<ul style="list-style-type: none"> • 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) • 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* 	<ul style="list-style-type: none"> 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) • Uses adverbs (term not used) to make comparisons in written compositions* • 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
---	---	--

		<p>(terms not used)</p> <ul style="list-style-type: none"> 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
Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization
<ul style="list-style-type: none"> 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* 	<ul style="list-style-type: none"> 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* 	<ul style="list-style-type: none"> 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 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 Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation
<ul style="list-style-type: none"> Identifies declarative sentence (term not used) in need 	<ul style="list-style-type: none"> Identifies declarative sentence (term not used) in need 	<ul style="list-style-type: none"> Recognizes appropriate placement of periods in

<p>of a period</p> <ul style="list-style-type: none"> • 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 	<p>of a period</p> <ul style="list-style-type: none"> • 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) 	<p>declarative sentences (term not used)</p> <ul style="list-style-type: none"> • 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 • 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
---	--	---

		<ul style="list-style-type: none"> • Recognizes correct usage of quotation marks to delimit dialogue • Uses quotation marks to punctuate dialogue • 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)*
Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling
<ul style="list-style-type: none"> • Identifies commonly misspelled words in written passages • Identifies correct spelling of commonly misspelled words in written compositions • Identifies words that are plural (term not used) • Identifies correctly spelled words that are made plural by adding -s* • Forms the plural (term not used) of nouns ending in ey (such as donkey) • Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly) • Forms the possessive singular for irregular nouns* • Selects the appropriate contraction (term not used) for a given word* • Selects the appropriate contraction for a given word 	<ul style="list-style-type: none"> • Recognizes mistakes in spelling for words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)* • Correctly spells words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word) • Identifies correct spelling of commonly misspelled words from list of alternate spellings* • Identifies commonly misspelled words in written passages • Identifies the correct use of its versus it's* • Forms the (regular) plural for nouns (term not used) ending in e or in a consonant* • Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly) • Forms the possessive singular for irregular nouns* • Correctly spells the plural of words ending in -ox or -ax • Identifies correctly spelled words in which the silent e is dropped before -ed or -ing* • Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing* • Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions* • Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list • Correctly spells words containing the prefix (term not used) mis-* 	<ul style="list-style-type: none"> • Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)* • Identifies sentences in which words are spelled correctly • Identifies correct spelling of commonly misspelled words from list of alternate spellings* • Identifies a commonly misspelled word on a word list • Identifies correct spelling of commonly misspelled compound words (term not used) • Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings • Identifies commonly misspelled words containing Latin roots in written passages* • Forms the plural (term not used) for nouns ending in x, s, ch, or sh* • Forms the plural (term not used) for word ending in an o or an a plus -y (e.g., toy, ray)* • Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth) • Forms the possessive singular for a noun (terms not used)* • Identifies correctly spelled words in which the final consonant is doubled before adding -ed or -ing* • Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing* • Identifies incorrectly spelled words in which the silent e should be dropped before adding -ed or -ing • Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions* • Applies the spelling rules for words containing roots

		(term not used) ending with -y to identify the correctly spelled word in a word list <ul style="list-style-type: none"> • Applies the spelling rules for words containing roots (term not used) ending with -y to identify misspelled words in lists and written compositions • Correctly spells words containing the prefix (term not used) bi-*
<i>New Vocabulary:</i> action verb, adverb, date, noun, plural, possessive	<i>New Vocabulary:</i> apostrophe, friendly letter, greeting, hyphen, salutation, semicolon, singular	<i>New Vocabulary:</i> address, future tense, grammar, letter closing, proper noun, subject-verb agreement, tense
<i>New Signs and Symbols:</i> ' apostrophe, ... ellipsis, “ quotation mark (left), ” quotation mark (right)	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> (parenthesis (left),) parenthesis (right)

Subject: Language Usage
Goal Strand: Mechanics, Spelling
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
<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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 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 tomorrow.) Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum) 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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)* 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* 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) 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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) 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 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

©2006 NWEA. *DesCartes: A Continuum of Learning* is the exclusive copyrighted property of NWEA. Unauthorized use, reproduction, or distribution is prohibited.

NJ 3.3.1

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

Page 3–50

<ul style="list-style-type: none"> • 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) • 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* 	<p>used)</p> <ul style="list-style-type: none"> • 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) • Uses adverbs (term not used) to make comparisons in written compositions* • 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 	<p>verbs (terms not used)*</p> <ul style="list-style-type: none"> • 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
---	--	--

	<p>(terms not used)</p> <ul style="list-style-type: none"> 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 	
Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization
<ul style="list-style-type: none"> 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* 	<ul style="list-style-type: none"> 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 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* 	<ul style="list-style-type: none"> 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 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

		<p>in family (mother, uncle) and title and capitalizes appropriately</p> <ul style="list-style-type: none"> • 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 • Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)
Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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

<p>a personal letter</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 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)* 	<p>of the sentence</p> <ul style="list-style-type: none"> • 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) • 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* • Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)*
<p>Use Standard English Conventions--Spelling</p> <ul style="list-style-type: none"> • Recognizes mistakes in spelling for words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)* • Correctly spells words containing basic long vowel 	<p>Use Standard English Conventions--Spelling</p> <ul style="list-style-type: none"> • Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)* • Identifies sentences in which words are spelled correctly 	<p>Use Standard English Conventions--Spelling</p> <ul style="list-style-type: none"> • Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)* • Applies the spelling rules for words containing the vowel combination ie or ei

<p>patterns (consonant-vowel-consonant with e [CVCe] word)</p> <ul style="list-style-type: none"> Identifies correct spelling of commonly misspelled words from list of alternate spellings* Identifies commonly misspelled words in written passages Identifies the correct use of its versus it's* Forms the (regular) plural for nouns (term not used) ending in e or in a consonant* Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly) Forms the possessive singular for irregular nouns* Correctly spells the plural of words ending in -ox or -ax Identifies correctly spelled words in which the silent e is dropped before -ed or -ing* Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing* Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions* Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list Correctly spells words containing the prefix (term not used) mis-* 	<ul style="list-style-type: none"> Identifies correct spelling of commonly misspelled words from list of alternate spellings* Identifies a commonly misspelled word on a word list Identifies correct spelling of commonly misspelled compound words (term not used) Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings Identifies commonly misspelled words containing Latin roots in written passages* Forms the plural (term not used) for nouns ending in x, s, ch, or sh* Forms the plural (term not used) for word ending in an o or an a plus -y (e.g., toy, ray)* Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth) Forms the possessive singular for a noun (terms not used)* Identifies correctly spelled words in which the final consonant is doubled before adding -ed or -ing* Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing* Identifies incorrectly spelled words in which the silent e should be dropped before adding -ed or -ing Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions* Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list Applies the spelling rules for words containing roots (term not used) ending with -y to identify misspelled words in lists and written compositions Correctly spells words containing the prefix (term not used) bi-* 	<ul style="list-style-type: none"> Identifies sentences in which words are spelled correctly Identifies the correct spelling of identified words within written compositions Identifies a commonly misspelled word on a word list Identifies correct spelling of commonly misspelled compound words (term not used) Identifies correct spelling of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear) Identifies incorrect use of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)* Identifies correct spelling of commonly misspelled words (Latin roots, term not used) in written compositions Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings Identifies commonly misspelled words containing Latin roots in written passages* Identifies words in which the plural and singular forms are spelled the same (e.g., deer)* Forms the plural of nouns (term not used)* Forms the plural (term not used) of nouns ending in f (e.g., calf, half, belief) Forms the plural of nouns ending in f (e.g., calf, half, belief) Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth) Correctly spells the plural of words ending in -ch Applies the spelling rules for pluralization (term not used) of words ending with -f or -few Applies the spelling rules for pluralizing compound nouns (e.g., teaspoonful)* Recognizes correct spelling of words containing suffixes (term not used) Correctly spells words containing the prefix (term not used) bi-*
<p><i>New Vocabulary:</i> apostrophe, friendly letter, greeting, hyphen, salutation, semicolon, singular</p>	<p><i>New Vocabulary:</i> address, future tense, grammar, letter closing, proper noun, subject-verb agreement, tense</p>	<p><i>New Vocabulary:</i> antecedent, book title, declarative sentence, direct object, imperative sentence, verb phrase</p>
<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> (parenthesis (left),) parenthesis (right)</p>	<p><i>New Signs and Symbols:</i> none</p>

Subject: Language Usage
Goal Strand: Mechanics, Spelling
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
<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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)* 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* 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) 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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) 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 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 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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 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* 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

©2006 NWEA. *DesCartes: A Continuum of Learning* is the exclusive copyrighted property of NWEA. Unauthorized use, reproduction, or distribution is prohibited.

NJ 3.3.1

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

<p>used)</p> <ul style="list-style-type: none"> • 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) • Uses adverbs (term not used) to make comparisons in written compositions* • 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 	<p>verbs (terms not used)*</p> <ul style="list-style-type: none"> • 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 	<p>compositions</p> <ul style="list-style-type: none"> • Recognizes the correct use of irregular verbs* • 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*
--	--	---

<p>(terms not used)</p> <ul style="list-style-type: none"> 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 		
Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization
<ul style="list-style-type: none"> 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 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* 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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*

	<p>in family (mother, uncle) and title and capitalizes appropriately</p> <ul style="list-style-type: none"> • 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 • Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities) 	
Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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 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)* 	<p>of the sentence</p> <ul style="list-style-type: none"> • 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) • 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* • Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)* 	<p>not used) within a sentence*</p> <ul style="list-style-type: none"> • 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 or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)
<p>Use Standard English Conventions--Spelling</p>	<p>Use Standard English Conventions--Spelling</p>	<p>Use Standard English Conventions--Spelling</p>
<ul style="list-style-type: none"> • Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)* • Identifies sentences in which words are spelled correctly 	<ul style="list-style-type: none"> • Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)* • Applies the spelling rules for words containing the vowel combination ie or ei 	<ul style="list-style-type: none"> • Applies the spelling rules for words containing the vowel combination ie or ei • Identifies the correct spelling of identified words within written compositions

<ul style="list-style-type: none"> Identifies correct spelling of commonly misspelled words from list of alternate spellings* Identifies a commonly misspelled word on a word list Identifies correct spelling of commonly misspelled compound words (term not used) Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings Identifies commonly misspelled words containing Latin roots in written passages* Forms the plural (term not used) for nouns ending in x, s, ch, or sh* Forms the plural (term not used) for word ending in an o or an a plus -y (e.g., toy, ray)* Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth) Forms the possessive singular for a noun (terms not used)* Identifies correctly spelled words in which the final consonant is doubled before adding -ed or -ing* Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing* Identifies incorrectly spelled words in which the silent e should be dropped before adding -ed or -ing Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions* Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list Applies the spelling rules for words containing roots (term not used) ending with -y to identify misspelled words in lists and written compositions Correctly spells words containing the prefix (term not used) bi-* 	<ul style="list-style-type: none"> Identifies sentences in which words are spelled correctly Identifies the correct spelling of identified words within written compositions Identifies a commonly misspelled word on a word list Identifies correct spelling of commonly misspelled compound words (term not used) Identifies correct spelling of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear) Identifies incorrect use of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)* Identifies correct spelling of commonly misspelled words (Latin roots, term not used) in written compositions Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings Identifies commonly misspelled words containing Latin roots in written passages* Identifies words in which the plural and singular forms are spelled the same (e.g., deer)* Forms the plural of nouns (term not used)* Forms the plural (term not used) of nouns ending in f (e.g., calf, half, belief) Forms the plural of nouns ending in f (e.g., calf, half, belief) Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth) Correctly spells the plural of words ending in -ch Applies the spelling rules for pluralization (term not used) of words ending with -f or -few Applies the spelling rules for pluralizing compound nouns (e.g., teaspoonful)* Recognizes correct spelling of words containing suffixes (term not used) Correctly spells words containing the prefix (term not used) bi-* 	<ul style="list-style-type: none"> Identifies the correct spelling of commonly misspelled words of foreign, medical, or scientific origin in written compositions* Identifies the correct use of then/than* Identifies proper use of the words except and accept within sentences* Identifies commonly misspelled word (Latin root, term not used) in a word list Forms the plural of nouns (term not used)* Forms the plural of nouns ending in f (e.g., calf, half, belief) Applies the spelling rules for pluralization (term not used) of words ending with -f or -few Recognizes correct spelling of words containing suffixes (term not used) Recognizes incorrect spelling of words containing suffixes (term not used)
<p><i>New Vocabulary:</i> address, future tense, grammar, letter closing, proper noun, subject-verb agreement, tense</p>	<p><i>New Vocabulary:</i> antecedent, book title, declarative sentence, direct object, imperative sentence, verb phrase</p>	<p><i>New Vocabulary:</i> common noun, infinitive phrase, main clause, modifier, noun clause, noun phrase, participial, participial phrase, participle, present participle, transition</p>
<p><i>New Signs and Symbols:</i> (parenthesis (left),) parenthesis</p>	<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> <u>underline</u></p>

(right)		
---------	--	--

Subject: Language Usage
Goal Strand: Mechanics, Spelling
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
<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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) 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 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 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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 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* 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 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> 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* 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.)* 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*

©2006 NWEA. *DesCartes: A Continuum of Learning* is the exclusive copyrighted property of NWEA. Unauthorized use, reproduction, or distribution is prohibited.

NJ 3.3.1

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

<p>verbs (terms not used)*</p> <ul style="list-style-type: none"> • 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 	<p>compositions</p> <ul style="list-style-type: none"> • Recognizes the correct use of irregular verbs* • 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* 	<ul style="list-style-type: none"> • Identifies conjunctions (term not used) in written compositions*
<p>Use Standard English Conventions--Capitalization</p>	<p>Use Standard English Conventions--Capitalization</p>	<p>Use Standard English Conventions--Capitalization</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Recognizes correct capitalization of the closing of 	<ul style="list-style-type: none"> • Recognizes correct capitalization of titles of songs* • Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided • Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)

<ul style="list-style-type: none"> • 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 • Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities) 	<p>letters (term not used)</p> <ul style="list-style-type: none"> • 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* 	
<p>Use Standard English Conventions--Punctuation</p>	<p>Use Standard English Conventions--Punctuation</p>	<p>Use Standard English Conventions--Punctuation</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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) • Explains how quotation marks are used in 	<p>explanatory words or phrases (term not used)</p> <ul style="list-style-type: none"> • 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 or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks) 	<p>House.)*</p> <ul style="list-style-type: none"> • 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 • Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)
---	--	--

<p>compositions to show a person's exact words*</p> <ul style="list-style-type: none"> • Uses quotation marks to punctuate dialogue • Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters* • Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)* 		
Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling
<ul style="list-style-type: none"> • Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)* • Applies the spelling rules for words containing the vowel combination ie or ei • Identifies sentences in which words are spelled correctly • Identifies the correct spelling of identified words within written compositions • Identifies a commonly misspelled word on a word list • Identifies correct spelling of commonly misspelled compound words (term not used) • Identifies correct spelling of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear) • Identifies incorrect use of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)* • Identifies correct spelling of commonly misspelled words (Latin roots, term not used) in written compositions • Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings • Identifies commonly misspelled words containing Latin roots in written passages* • Identifies words in which the plural and singular forms are spelled the same (e.g., deer)* • Forms the plural of nouns (term not used)* • Forms the plural (term not used) of nouns ending in f (e.g., calf, half, belief) • Forms the plural of nouns ending in f (e.g., calf, half, belief) • Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth) • Correctly spells the plural of words ending in -ch 	<ul style="list-style-type: none"> • Applies the spelling rules for words containing the vowel combination ie or ei • Identifies the correct spelling of identified words within written compositions • Identifies the correct spelling of commonly misspelled words of foreign, medical, or scientific origin in written compositions* • Identifies the correct use of then/than* • Identifies proper use of the words except and accept within sentences* • Identifies commonly misspelled word (Latin root, term not used) in a word list • Forms the plural of nouns (term not used)* • Forms the plural of nouns ending in f (e.g., calf, half, belief) • Applies the spelling rules for pluralization (term not used) of words ending with -f or -few • Recognizes correct spelling of words containing suffixes (term not used) • Recognizes incorrect spelling of words containing suffixes (term not used) 	<ul style="list-style-type: none"> • Identifies words that contain double consonants that are misspelled* • Identifies commonly misspelled words (e.g., words of foreign origin) in a word list* • Identifies commonly misspelled word (Latin root, term not used) in a word list • Identifies the correct pluralized form of words of foreign origin (e.g., piano)* • Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)* • Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions*

<ul style="list-style-type: none"> • Applies the spelling rules for pluralization (term not used) of words ending with -f or -few • Applies the spelling rules for pluralizing compound nouns (e.g., teaspoonful)* • Recognizes correct spelling of words containing suffixes (term not used) • Correctly spells words containing the prefix (term not used) bi-* 		
<i>New Vocabulary:</i> antecedent, book title, declarative sentence, direct object, imperative sentence, verb phrase	<i>New Vocabulary:</i> common noun, infinitive phrase, main clause, modifier, noun clause, noun phrase, participial, participial phrase, participle, present participle, transition	<i>New Vocabulary:</i> active voice, allegory, apostrophes, appositive, infinitive, predicate noun, reflexive pronoun, underlining
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> underline	<i>New Signs and Symbols:</i> none

Subject: Language Usage
Goal Strand: Mechanics, Spelling
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
<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • 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 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* • 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 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • 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* • 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.)* • 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* 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • 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.) • 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*

<p>compositions</p> <ul style="list-style-type: none"> Recognizes the correct use of irregular verbs* 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* 	<ul style="list-style-type: none"> Identifies conjunctions (term not used) in written compositions* 	
<p>Use Standard English Conventions--Capitalization</p>	<p>Use Standard English Conventions--Capitalization</p>	<p>Use Standard English Conventions--Capitalization</p>
<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Recognizes correct capitalization of titles of songs* Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities) 	

<ul style="list-style-type: none"> 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 Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks) 	

<p>quotation (terms not used)*</p> <ul style="list-style-type: none"> • Recognizes correct usage of quotation marks to punctuate the titles of poems, short stories, songs, and chapters • Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks) 		
Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling
<ul style="list-style-type: none"> • Applies the spelling rules for words containing the vowel combination ie or ei • Identifies the correct spelling of identified words within written compositions • Identifies the correct spelling of commonly misspelled words of foreign, medical, or scientific origin in written compositions* • Identifies the correct use of then/than* • Identifies proper use of the words except and accept within sentences* • Identifies commonly misspelled word (Latin root, term not used) in a word list • Forms the plural of nouns (term not used)* • Forms the plural of nouns ending in f (e.g., calf, half, belief) • Applies the spelling rules for pluralization (term not used) of words ending with -f or -few • Recognizes correct spelling of words containing suffixes (term not used) • Recognizes incorrect spelling of words containing suffixes (term not used) 	<ul style="list-style-type: none"> • Identifies words that contain double consonants that are misspelled* • Identifies commonly misspelled words (e.g., words of foreign origin) in a word list* • Identifies commonly misspelled word (Latin root, term not used) in a word list • Identifies the correct pluralized form of words of foreign origin (e.g., piano)* • Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)* • Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions* 	<ul style="list-style-type: none"> • Identifies the correctly spelled word in a list containing words of foreign, medical, or scientific origin (e.g. naive, plateau, benign) • Forms the plural of words ending in o (e.g., hero, tomato, radio)* • Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions*
<i>New Vocabulary:</i> common noun, infinitive phrase, main clause, modifier, noun clause, noun phrase, participial, participial phrase, participle, present participle, transition	<i>New Vocabulary:</i> active voice, allegory, apostrophes, appositive, infinitive, predicate noun, reflexive pronoun, underlining	<i>New Vocabulary:</i> appositive, adjective clause, adjective phrase, adverb clause, gerund, nominative pronoun, objective pronoun
<i>New Signs and Symbols:</i> underline	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage
Goal Strand: Mechanics, Spelling
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
<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • 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* • 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.)* • 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* 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • 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.) • 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* 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • Identifies prepositional phrases (term not used) that function as adverbs in written compositions*

<ul style="list-style-type: none"> Identifies conjunctions (term not used) in written compositions* 		
Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization	Use Standard English Conventions--Capitalization
<ul style="list-style-type: none"> Recognizes correct capitalization of titles of songs* Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities) 		
Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation	Use Standard English Conventions--Punctuation
<ul style="list-style-type: none"> 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 Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks) 		
Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling	Use Standard English Conventions--Spelling
<ul style="list-style-type: none"> Identifies words that contain double consonants that are misspelled* Identifies commonly misspelled words (e.g., words of foreign origin) in a word list* Identifies commonly misspelled word (Latin root, term not used) in a word list 	<ul style="list-style-type: none"> Identifies the correctly spelled word in a list containing words of foreign, medical, or scientific origin (e.g. naive, plateau, benign) Forms the plural of words ending in o (e.g., hero, tomato, radio)* Applies the spelling rules for words containing roots 	

<ul style="list-style-type: none"> Identifies the correct pluralized form of words of foreign origin (e.g., piano)* Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)* Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions* 	(term not used) ending with -ey to identify the correct spelling of words in written compositions*	
<i>New Vocabulary:</i> active voice, allegory, apostrophes, appositive, infinitive, predicate noun, reflexive pronoun, underlining	<i>New Vocabulary:</i> appositive, adjective clause, adjective phrase, adverb clause, gerund, nominative pronoun, objective pronoun	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage
Goal Strand: Mechanics, Spelling
RIT Score Range: Above 240

Skills and Concepts to Enhance 231 - 240	Skills and Concepts to Develop Above 240
<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • 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.) • 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* 	<p>Use Standard English Conventions--Grammar</p> <ul style="list-style-type: none"> • Identifies prepositional phrases (term not used) that function as adverbs in written compositions*
<p>Use Standard English Conventions--Capitalization</p>	<p>Use Standard English Conventions--Capitalization</p>
<p>Use Standard English Conventions--Punctuation</p>	<p>Use Standard English Conventions--Punctuation</p>
<p>Use Standard English Conventions--Spelling</p> <ul style="list-style-type: none"> • Identifies the correctly spelled word in a list containing words of foreign, medical, or scientific origin (e.g. naive, plateau, benign) • Forms the plural of words ending in o (e.g., hero, tomato, radio)* • Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct 	<p>Use Standard English Conventions--Spelling</p>

spelling of words in written compositions*	
<i>New Vocabulary:</i> appositive, adjective clause, adjective phrase, adverb clause, gerund, nominative pronoun, objective pronoun	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage

Goal Strand: Writing Forms, Audiences, and Purposes

RIT Score Range: Below 181

Skills and Concepts to Develop Below 181	Skills and Concepts to Introduce 181 - 190
Write for Different Purposes, Organization	Write for Different Purposes, Organization
Write Narratives, Business and Persuasive Writing	Write Narratives, Business and Persuasive Writing
<ul style="list-style-type: none">Identifies the form of poetry*	<ul style="list-style-type: none">Identifies persuasive writing*Identifies advertising as persuasive writing*Selects topics appropriate for business formats*
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> expository essay, form, formal essay, to entertain, to inform, to persuade
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage

Goal Strand: Writing Forms, Audiences, and Purposes

RIT Score Range: 181 - 190

Skills and Concepts to Enhance Below 181	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
Write for Different Purposes, Organization	Write for Different Purposes, Organization	Write for Different Purposes, Organization
		<ul style="list-style-type: none"> • Analyzes writing samples to determine the author's purpose (to express thoughts and ideas)* • Analyzes writing samples to determine the author's purpose (to inform) • Recognizes examples of compare and contrast essays* • Selects cause/effect as the most appropriate organizational form*
Write Narratives, Business and Persuasive Writing	Write Narratives, Business and Persuasive Writing	Write Narratives, Business and Persuasive Writing
<ul style="list-style-type: none"> • Identifies the form of poetry* 	<ul style="list-style-type: none"> • Identifies persuasive writing* • Identifies advertising as persuasive writing* • Selects topics appropriate for business formats* 	<ul style="list-style-type: none"> • Selects the appropriate sentence to describe a specific feeling • Evaluates language to determine which is most appropriate to convey imagery • Describes characteristics of poetry* • Describes the characteristics of poems • Classifies passages as examples of poems • Classifies poetry as a form of creative writing* • Differentiates between poems and stories* • Uses rhyming in a poem* • Contrasts formats of business and friendly letters* • Selects topics appropriate for business formats* • Describes the format of resumés* • Selects an appropriate closing for a business letter • Distinguishes among types of business letters (e.g., letter of complaint, application letter, informative letter)* • Writes business letters with content appropriate to the purpose given*
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> expository essay, form, formal essay, to entertain, to inform, to persuade	<i>New Vocabulary:</i> argumentative essay, composition, creative writing, drama, informative essay, literary analysis, memo, parody, review, visualize
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Subject: Language Usage

Goal Strand: Writing Forms, Audiences, and Purposes

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
<p>Write for Different Purposes, Organization</p>	<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Analyzes writing samples to determine the author's purpose (to express thoughts and ideas)* Analyzes writing samples to determine the author's purpose (to inform) Recognizes examples of compare and contrast essays* Selects cause/effect as the most appropriate organizational form* 	<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Analyzes writing samples to determine the author's purpose (to entertain) Analyzes writing samples to determine the author's purpose (to inform) Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose* Identifies cause/effect organizational patterns* Identifies how details are arranged when using sequential organization Chooses process/sequence essays as the most effective form to achieve the given purpose
<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Identifies persuasive writing* Identifies advertising as persuasive writing* Selects topics appropriate for business formats* 	<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Selects the appropriate sentence to describe a specific feeling Evaluates language to determine which is most appropriate to convey imagery Describes characteristics of poetry* Describes the characteristics of poems Classifies passages as examples of poems Classifies poetry as a form of creative writing* Differentiates between poems and stories* Uses rhyming in a poem* Contrasts formats of business and friendly letters* Selects topics appropriate for business formats* Describes the format of resumés* Selects an appropriate closing for a business letter Distinguishes among types of business letters (e.g., letter of complaint, application letter, informative letter)* Writes business letters with content appropriate to the purpose given* 	<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Explains the use of sensory images in poetry* Evaluates language to determine which is most appropriate to convey imagery Recognizes the use of capitalization of words in sentences to show strong feelings/emotions* Establishes setting in a narrative paragraph Evaluates descriptive passages for the mood conveyed Classifies writing as persuasive* Evaluates titles for persuasive writing* Describes characteristics of interpretive responses* Describes the characteristics of poems Selects an appropriate salutation for a business letter
<p><i>New Vocabulary:</i> expository essay, form, formal essay, to entertain, to inform, to persuade</p>	<p><i>New Vocabulary:</i> argumentative essay, composition, creative writing, drama, informative essay, literary analysis, memo, parody, review, visualize</p>	<p><i>New Vocabulary:</i> direct quotation, introductory sentence, mystery, process essay</p>

New Signs and Symbols: none

New Signs and Symbols: none

New Signs and Symbols: none

Subject: Language Usage

Goal Strand: Writing Forms, Audiences, and Purposes

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
<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Analyzes writing samples to determine the author's purpose (to express thoughts and ideas)* Analyzes writing samples to determine the author's purpose (to inform) Recognizes examples of compare and contrast essays* Selects cause/effect as the most appropriate organizational form* 	<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Analyzes writing samples to determine the author's purpose (to entertain) Analyzes writing samples to determine the author's purpose (to inform) Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose* Identifies cause/effect organizational patterns* Identifies how details are arranged when using sequential organization Chooses process/sequence essays as the most effective form to achieve the given purpose 	<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Analyzes writing samples to determine the author's purpose (to persuade) Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose* Identifies cause/effect organizational patterns* Chooses the best transition word for cause/effect paragraphs* Explains how to best organize directions
<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Selects the appropriate sentence to describe a specific feeling Evaluates language to determine which is most appropriate to convey imagery Describes characteristics of poetry* Describes the characteristics of poems Classifies passages as examples of poems Classifies poetry as a form of creative writing* Differentiates between poems and stories* Uses rhyming in a poem* Contrasts formats of business and friendly letters* Selects topics appropriate for business formats* Describes the format of resumés* Selects an appropriate closing for a business letter Distinguishes among types of business letters (e.g., letter of complaint, application letter, informative letter)* Writes business letters with content appropriate to the purpose given* 	<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Explains the use of sensory images in poetry* Evaluates language to determine which is most appropriate to convey imagery Recognizes the use of capitalization of words in sentences to show strong feelings/emotions* Establishes setting in a narrative paragraph Evaluates descriptive passages for the mood conveyed Classifies writing as persuasive* Evaluates titles for persuasive writing* Describes characteristics of interpretive responses* Describes the characteristics of poems Selects an appropriate salutation for a business letter 	<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Defines imagery* Evaluates descriptive passages for the mood conveyed Identifies content appropriate for a variety of persuasive forms (e.g., advertisement, editorials, essay) Selects relevant topics for persuasive writing Classifies examples of persuasive writing Uses rhetorical questions in persuasive writing* Defines poem* Determines the rhyme scheme for a given poem* Describes different forms of poems Identifies content appropriate for memos* Describes the purpose of different forms of workplace writing (e.g., resumé, policy manual, memo)* Classifies examples of workplace writing (e.g., resumé, legal document, policies)
<p><i>New Vocabulary:</i> argumentative essay, composition, creative writing, drama, informative essay, literary analysis, memo, parody, review, visualize</p>	<p><i>New Vocabulary:</i> direct quotation, introductory sentence, mystery, process essay</p>	<p><i>New Vocabulary:</i> analyze, application, expository writing, format, imagery, journalistic, limerick, persuasive argument, rhetorical question, to explain, verse</p>

New Signs and Symbols: none

New Signs and Symbols: none

New Signs and Symbols: none

Subject: Language Usage

Goal Strand: Writing Forms, Audiences, and Purposes

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
<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Analyzes writing samples to determine the author's purpose (to entertain) Analyzes writing samples to determine the author's purpose (to inform) Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose* Identifies cause/effect organizational patterns* Identifies how details are arranged when using sequential organization Chooses process/sequence essays as the most effective form to achieve the given purpose 	<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Analyzes writing samples to determine the author's purpose (to persuade) Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose* Identifies cause/effect organizational patterns* Chooses the best transition word for cause/effect paragraphs* Explains how to best organize directions 	<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Identifies the pattern of organization used in a writing sample (sequence)*
<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Explains the use of sensory images in poetry* Evaluates language to determine which is most appropriate to convey imagery Recognizes the use of capitalization of words in sentences to show strong feelings/emotions* Establishes setting in a narrative paragraph Evaluates descriptive passages for the mood conveyed Classifies writing as persuasive* Evaluates titles for persuasive writing* Describes characteristics of interpretive responses* Describes the characteristics of poems Selects an appropriate salutation for a business letter 	<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Defines imagery* Evaluates descriptive passages for the mood conveyed Identifies content appropriate for a variety of persuasive forms (e.g., advertisement, editorials, essay) Selects relevant topics for persuasive writing Classifies examples of persuasive writing Uses rhetorical questions in persuasive writing* Defines poem* Determines the rhyme scheme for a given poem* Describes different forms of poems Identifies content appropriate for memos* Describes the purpose of different forms of workplace writing (e.g., resumé, policy manual, memo)* Classifies examples of workplace writing (e.g., resumé, legal document, policies) 	<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Examines the use of imagery in poems Uses the appropriate format for a persuasive electronic presentation* Uses writing to respond to literature Uses counterarguments in persuasive essays Evaluates effectiveness of persuasive essays Identifies when poetry is an appropriate format* Describes characteristics of epic poems* Evaluates the characteristics of technical documents* Recognizes the format of memos* Identifies content appropriate for memos* Selects a pamphlet as an appropriate format* Identifies content appropriate for an employee policy manual* Distinguishes between relevant and irrelevant information to include in resumé*
<p><i>New Vocabulary:</i> direct quotation, introductory sentence, mystery, process essay</p>	<p><i>New Vocabulary:</i> analyze, application, expository writing, format, imagery, journalistic, limerick, persuasive argument, rhetorical question, to explain, verse</p>	<p><i>New Vocabulary:</i> epic poem, literary response, tragedy</p>
<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>

Subject: Language Usage

Goal Strand: Writing Forms, Audiences, and Purposes

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
<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Analyzes writing samples to determine the author's purpose (to persuade) Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose* Identifies cause/effect organizational patterns* Chooses the best transition word for cause/effect paragraphs* Explains how to best organize directions 	<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Identifies the pattern of organization used in a writing sample (sequence)* 	<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Identifies the method of organization used in a multi-paragraph composition (chronological)*
<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Defines imagery* Evaluates descriptive passages for the mood conveyed Identifies content appropriate for a variety of persuasive forms (e.g., advertisement, editorials, essay) Selects relevant topics for persuasive writing Classifies examples of persuasive writing Uses rhetorical questions in persuasive writing* Defines poem* Determines the rhyme scheme for a given poem* Describes different forms of poems Identifies content appropriate for memos* Describes the purpose of different forms of workplace writing (e.g., resumé, policy manual, memo)* Classifies examples of workplace writing (e.g., resumé, legal document, policies) 	<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Examines the use of imagery in poems Uses the appropriate format for a persuasive electronic presentation* Uses writing to respond to literature Uses counterarguments in persuasive essays Evaluates effectiveness of persuasive essays Identifies when poetry is an appropriate format* Describes characteristics of epic poems* Evaluates the characteristics of technical documents* Recognizes the format of memos* Identifies content appropriate for memos* Selects a pamphlet as an appropriate format* Identifies content appropriate for an employee policy manual* Distinguishes between relevant and irrelevant information to include in resumé* 	<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Describes how the setting affects a story* Recognizes different forms of rhetoric/persuasion* Determines the purpose of a persuasive writing passage* Evaluates the steps necessary to organize an argument* Describes the purpose of thesis statements in persuasive essays*
<p><i>New Vocabulary:</i> analyze, application, expository writing, format, imagery, journalistic, limerick, persuasive argument, rhetorical question, to explain, verse</p>	<p><i>New Vocabulary:</i> epic poem, literary response, tragedy</p>	<p><i>New Vocabulary:</i> none</p>
<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>

Subject: Language Usage

Goal Strand: Writing Forms, Audiences, and Purposes

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
Write for Different Purposes, Organization	Write for Different Purposes, Organization	Write for Different Purposes, Organization
<ul style="list-style-type: none"> Identifies the pattern of organization used in a writing sample (sequence)* 	<ul style="list-style-type: none"> Identifies the method of organization used in a multi-paragraph composition (chronological)* 	<ul style="list-style-type: none"> Identifies the four main types of forms of writing*
Write Narratives, Business and Persuasive Writing	Write Narratives, Business and Persuasive Writing	Write Narratives, Business and Persuasive Writing
<ul style="list-style-type: none"> Examines the use of imagery in poems Uses the appropriate format for a persuasive electronic presentation* Uses writing to respond to literature Uses counterarguments in persuasive essays Evaluates effectiveness of persuasive essays Identifies when poetry is an appropriate format* Describes characteristics of epic poems* Evaluates the characteristics of technical documents* Recognizes the format of memos* Identifies content appropriate for memos* Selects a pamphlet as an appropriate format* Identifies content appropriate for an employee policy manual* Distinguishes between relevant and irrelevant information to include in resumés* 	<ul style="list-style-type: none"> Describes how the setting affects a story* Recognizes different forms of rhetoric/persuasion* Determines the purpose of a persuasive writing passage* Evaluates the steps necessary to organize an argument* Describes the purpose of thesis statements in persuasive essays* 	
<i>New Vocabulary: epic poem, literary response, tragedy</i>	<i>New Vocabulary: none</i>	<i>New Vocabulary: none</i>
<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>

Subject: Language Usage

Goal Strand: Writing Forms, Audiences, and Purposes

RIT Score Range: Above 240

Skills and Concepts to Enhance 231 - 240	Skills and Concepts to Develop Above 240
<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Identifies the method of organization used in a multi-paragraph composition (chronological)* 	<p>Write for Different Purposes, Organization</p> <ul style="list-style-type: none"> Identifies the four main types of forms of writing*
<p>Write Narratives, Business and Persuasive Writing</p> <ul style="list-style-type: none"> Describes how the setting affects a story* Recognizes different forms of rhetoric/persuasion* Determines the purpose of a persuasive writing passage* Evaluates the steps necessary to organize an argument* Describes the purpose of thesis statements in persuasive essays* 	<p>Write Narratives, Business and Persuasive Writing</p>
<p><i>New Vocabulary: none</i></p>	<p><i>New Vocabulary: none</i></p>
<p><i>New Signs and Symbols: none</i></p>	<p><i>New Signs and Symbols: none</i></p>