



Kindergarten Conventions of Standard English

Skill	Unit Taught	Completed
Print many upper- and lowercase letters		
Use frequently occurring nouns and verbs		
Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>)		
Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>)		
Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>)		
Produce and expand complete sentences in shared language activities		
Capitalize the first word in a sentence and the pronoun <i>I</i>		
Recognize and name end punctuation		
Write a letter or letters for most consonant and short-vowel sounds (phonemes)		
Spell simple words phonetically, drawing on knowledge of sound-letter relationships		

First Grade Conventions of Standard English

Skill	Unit Taught	Completed
Print all upper- and lowercase letters		
Use common, proper, and possessive nouns		
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)		
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)		
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)		
Use frequently occurring adjectives.		
Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>)		
Use determiners (e.g., articles, demonstratives)		
Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>)		
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts		
Capitalize dates and names of people		
Use end punctuation for sentences		
Use commas in dates and to separate single words in a series		
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words		
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions		



Second Grade Conventions of Standard English

Skill	Unit Taught	Completed
Use collective nouns (e.g., <i>group</i>)		
Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>)		
Use reflexive pronouns (e.g., <i>myself, ourselves</i>)		
Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>)		
Use adjectives and adverbs, and choose between them depending on what is to be modified		
Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>)		
Capitalize holidays, product names, and geographic names		
Use commas in greetings and closings of letters		
Use an apostrophe to form contractions and frequently occurring possessives		
Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>)		
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings		



Third Grade Conventions of Standard English

Skill	Unit Taught	Completed
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences		
Form and use regular and irregular plural nouns		
Use abstract nouns (e.g., <i>childhood</i>)		
Form and use regular and irregular verbs		
Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses		
Ensure subject-verb and pronoun-antecedent agreement		
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified		
Use coordinating and subordinating conjunctions		
Produce simple, compound, and complex sentences		
Capitalize appropriate words in titles		
Use commas in addresses		
Use commas and quotation marks in dialogue		
Form and use possessives		
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)		
Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words		
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings		



Fourth Grade Conventions of Standard English

Skill	Unit Taught	Completed
Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>)		
Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses		
Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions		
Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)		
Form and use prepositional phrases		
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons		
Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)		
Use correct capitalization		
Use commas and quotation marks to mark direct speech and quotations from a text		
Use a comma before a coordinating conjunction in a compound sentence		
Spell grade-appropriate words correctly, consulting references as needed		



Fifth Grade Conventions of Standard English

Skill	Unit Taught	Completed
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences		
Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses		
Use verb tense to convey various times, sequences, states, and conditions		
Recognize and correct inappropriate shifts in verb tense		
Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>)		
Use punctuation to separate items in a series		
Use a comma to separate an introductory element from the rest of the sentence		
Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>)		
Use underlining, quotation marks, or italics to indicate titles of works		
Spell grade-appropriate words correctly, consulting references as needed		



Sixth Grade Conventions of Standard English

Skill	Unit Taught	Completed
Ensure that pronouns are in the proper case (subjective, objective, possessive)		
Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>)		
Recognize and correct inappropriate shifts in pronoun number and person		
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)		
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language		
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements		
Spell correctly		



Seventh Grade Conventions of Standard English

Skill	Unit Taught	Completed
Explain the function of phrases and clauses in general and their function in specific sentences		
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas		
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers		
Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an olive[,] green shirt</i>)		
Spell correctly		



Eighth Grade Conventions of Standard English

Skill	Unit Taught	Completed
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences		
Form and use verbs in the active and passive voice		
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood		
Recognize and correct inappropriate shifts in verb voice and mood		
Use punctuation (comma, ellipsis, dash) to indicate a pause or break		
Use an ellipsis to indicate an omission		
Spell correctly		