| Content Code | Eligible Content | Grades | | | | | | | | | English Composition | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 Informative/ Explanatory | Module 2 Argumentative |

## Quality of Writing: Opinion/Argumentative: Focus & Organization

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CC.1.4.K.H | Form an opinion by choosing between two given topics. | ■ | | | | | | | | | | |
| CC.1.4.1.H | Form an opinion by choosing among given topics. | ▒ | ■ | | | | | | | | | |
| CC.1.4.2.H | Identify the topic and state an opinion. | | ▒ | ■ | | | | | | | | |
| E03.C.1.1.1 | Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. | | | ▒ | ■ | | | | | | | |
| E04.C.1.1.1 | Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | | | | ▒ | ■ | | | | | | |
| E05.C.1.1.1 | Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. | | | | ▒ | | ● | | | | | |
| E06.C.1.1.1 | Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence. | | | | | | ▒ | ■ | | | | |
| E07.C.1.1.1 | Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence. | | | | | | | ▒ | ● | | | |
| E08.C.1.1.1 | Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence. | | | | | | | | ▒ | ■ | | |
| C.A.1.1.1 | Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.<br>Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. | | | | | | | | | ▒ | | ● |
| C.A.1.1.3 | **Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.**<br>Organize the argument using effective strategies to develop a strong, well-supported position. | | | | | | | | | ▒ | | ● |
| CC.1.4.1.J | Create an organizational structure that includes reasons and provides some sense of closure. | | ▒ | ■ | | | | | | | | |
| CC.1.4.2.J | Create an organizational structure that includes reasons and includes a concluding statement. | | ▒ | ■ | | | | | | | | |
| E03.C.1.1.4 | Provide a concluding statement or section. | | ▒ | | ■ | | | | | | | |
| E03.C.1.2.4 | Provide a concluding statement or section. | | ▒ | | ■ | | | | | | | |
| E04.C.1.1.4 | Provide a concluding statement or section related to the opinion presented. | | | ▒ | | ■ | | | | | | |
| E05.C.1.1.5 | Provide a concluding section related to the opinion presented. | | | ▒ | | | ● | | | | | |
| E06.C.1.1.5 | Provide a concluding section that reinforces the claims and reasons presented. | | | | | | ▒ | ■ | | | | |
| E07.C.1.1.5 | Provide a concluding section that reinforces the claims and reasons presented. | | | | | | ▒ | | ● | | | |
| E08.C.1.1.5 | Provide a concluding section that reinforces the claims and reasons presented. | | | | | | ▒ | | | ■ | | |

## Quality of Writing: Informative: Focus & Organization

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CC.1.4.1.B | Identify and write about one specific topic. | ▒ | ■ | | | | | | | | | |
| CC.1.4.2.B | Identify and introduce the topic. | | ▒ | ■ | | | | | | | | |
| E03.C.1.2.1 | Introduce a topic for the intended audience and group related information together to support the writer's purpose. | | | ▒ | ● | | | | | | | |
| E04.C.1.2.1 | Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose. | | | | ▒ | ■ | | | | | | |
| E05.C.1.2.1 | Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. | | | | ▒ | | ■ | | | | | |
| E06.C.1.2.1 | Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose. | | | | | ▒ | | ● | | | | |
| E07.C.1.2.1 | Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose. | | | | | | ▒ | | ■ | | | |
| E08.C.1.2.1 | Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose. | | | | | | ▒ | | | ● | | |
| C.IE.1.1.1 | **Write informative and explanatory pieces that describe, explain, or summarize information or ideas.**<br>With a sharp controlling point and an awareness of the audience and task. | | | | | | | ▒ | | | ● | |
| C.IE.1.1.3 | Write informative and explanatory pieces that describe, explain, or summarize information or ideas.<br>Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). | | | | | | | ▒ | | | ● | |
| CC.1.4.1.D | Group information and provide some sense of closure. | ▒ | ■ | | | | | | | | | |
| CC.1.4.2.D | Group information and provide a concluding statement or section. | | ▒ | ■ | | | | | | | | |
| E04.C.1.2.5 | Provide a concluding statement or section related to the information or explanation presented. | | ▒ | | | ■ | | | | | | |
| E05.C.1.2.6 | Provide a concluding section related to the information or explanation presented. | | ▒ | | | | ■ | | | | | |
| E06.C.1.2.6 | Provide a concluding section that follows from the information or explanation presented. | | ▒ | | | | | ● | | | | |
| E07.C.1.2.6 | Provide a concluding section that follows from and supports the information or explanation presented. | | ▒ | | | | | | ■ | | | |
| E08.C.1.2.6 | Provide a concluding section that follows from and supports the information or explanation presented. | | ▒ | | | | | | | ● | | |

## Quality of Writing: Narrative: Focus & Organization

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CC.1.4.K.N | Establish "who" and "what" the narrative will be about. | ■ | | | | | | | | | | |
| CC.1.4.1.N | Establish "who" and "what" the narrative will be about. | ▒ | ● | | | | | | | | | |
| CC.1.4.2.N | Establish a situation and introduce a narrator and/or characters. | | ▒ | ■ | | | | | | | | |
| E03.C.1.3.1 | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. | | | ▒ | ■ | | | | | | | |
| E04.C.1.3.1 | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; establish a controlling point. | | | | ▒ | ■ | | | | | | |
| E05.C.1.3.1 | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; maintain a controlling point. | | | | ▒ | | ■ | | | | | |
| E06.C.1.3.1 | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain a controlling point. | | | | ▒ | | | ● | | | | |
| E07.C.1.3.1 | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain a controlling point. | | | | ▒ | | | | ● | | | |
| E08.C.1.3.1 | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain a controlling point. | | | | ▒ | | | | | ■ | | |
| CC.1.4.K.P | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | ■ | | | | | | | | | | |
| CC.1.4.1.P | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. | ▒ | ● | | | | | | | | | |
| CC.1.4.2.P | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. | | ▒ | ■ | | | | | | | | |
| E03.C.1.3.4 | Provide a sense of closure. | | ▒ | | ■ | | | | | | | |
| E04.C.1.3.5 | Provide a conclusion that follows from the narrated experiences or events. | | ▒ | | | ● | | | | | | |
| E05.C.1.3.5 | Provide a conclusion that follows from the narrated experiences or events. | | ▒ | | | | ■ | | | | | |
| E06.C.1.3.5 | Provide a conclusion that follows from the narrated experiences or events. | | ▒ | | | | | ● | | | | |
| E07.C.1.3.5 | Provide a conclusion that follows from and reflects on the narrated experiences or events. | | | | | | | ▒ | ● | | | |
| E08.C.1.3.5 | Provide a conclusion that follows from and reflects on the narrated experiences or events. | | | | | | | ▒ | | ■ | | |

## Quality of Writing: Opinion/Argumentative: Content & Style

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CC.1.4.K.I | Support the opinion with reasons. | ■ | | | | | | | | | | |
| CC.1.4.1.I | Support the opinion with reasons related to the opinion. | ▒ | ■ | | | | | | | | | |
| CC.1.4.2.I | Support the opinion with reasons that include details connected to the opinion. | | ▒ | ■ | | | | | | | | |
| E03.C.1.1.2 | Provide reasons that support the opinion. | | ▒ | | ■ | | | | | | | |
| E04.C.1.1.2 | Provide reasons that are supported by facts and details. | | | ▒ | | ■ | | | | | | |
| E05.C.1.1.2 | Provide logically ordered reasons that are supported by facts and details. | | | | ▒ | | ● | | | | | |
| E06.C.1.1.2 | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | | | | | | ▒ | ■ | | | | |
| E07.C.1.1.2 | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | | | | | | | ▒ | ● | | | |
| E08.C.1.1.2 | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | | | | | | | ▒ | | ■ | | |
| C.A.1.1.2 | Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.<br>Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. | | | | | | | | | | | ● |
| E05.C.1.1.4 | Establish and maintain a formal style. | | | | | ▒ | ■ | | | | | |
| E06.C.1.1.4 | Establish and maintain a formal style. | | | | | ▒ | | ■ | | | | |
| E07.C.1.1.4 | Establish and maintain a formal style. | | | | | ▒ | | | ● | | | |
| E08.C.1.1.4 | Establish and maintain a formal style. | | | | | ▒ | | | | ■ | | |
| C.A.1.1.4 | **Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.**<br>Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. | | | | | | | | ▒ | | | ■ |

## Quality of Writing: Informative: Content & Style

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CC.1.4.1.C | Develop the topic with two or more facts. | ▒ | ■ | | | | | | | | | |
| CC.1.4.2.C | Develop the topic with facts and/or definitions. | | ▒ | ■ | | | | | | | | |
| E03.C.1.2.2 | Develop the topic with facts, definitions, and/or details. | | ▒ | | ● | | | | | | | |
| E04.C.1.2.2 | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | | | ▒ | ■ | | | | | | |
| E05.C.1.2.2 | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | | | ▒ | | ■ | | | | | |
| E06.C.1.2.2 | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | | | | | ▒ | ● | | | | |
| E07.C.1.2.2 | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | | | | | ▒ | | ■ | | | |
| E08.C.1.2.2 | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | | | | | | ▒ | | | ● | | |
| C.IE.1.1.2 | **Write informative and explanatory pieces that describe, explain, or summarize information or ideas.**<br>Demonstrate an understanding of the purpose with relevant information, content, and details. | | | | | | | | | | ● | |
| E05.C.1.2.5 | Establish and maintain a formal style. | | | | | ▒ | ■ | | | | | |
| E06.C.1.2.5 | Establish and maintain a formal style. | | | | | ▒ | | ● | | | | |
| E07.C.1.2.5 | Establish and maintain a formal style. | | | | | ▒ | | | ■ | | | |
| E08.C.1.2.5 | Establish and maintain a formal style. | | | | | ▒ | | | | ■ | | |
| C.IE.1.1.4 | **Write informative and explanatory pieces that describe, explain, or summarize information or ideas.**<br>Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. | | | | | | | ▒ | | | ● | |

## Quality of Writing: Narrative: Content & Style

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CC.1.4.K.O | Describe experiences and events. | ■ | | | | | | | | | | |
| CC.1.4.1.O | Include thoughts and feelings to describe experiences and events. | ▒ | ■ | | | | | | | | | |
| CC.1.4.2.O | Include thoughts and feelings to describe experiences and events to show the response of characters to situations. | | ▒ | ■ | | | | | | | | |
| E03.C.1.3.2 | Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations. | | | ▒ | ■ | | | | | | | |
| E04.C.1.3.2 | Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations. | | | ▒ | | ■ | | | | | | |
| E05.C.1.3.2 | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. | | | | | ▒ | ■ | | | | | |
| E06.C.1.3.2 | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | | | | ▒ | | ● | | | | |
| E07.C.1.3.2 | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | | | | ▒ | | | ● | | | |
| E08.C.1.3.2 | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | | | | | ▒ | | | | ■ | | |

## Quality of Writing: Opinion/Argumentative: Editing

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E03.C.1.1.3 | Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. | | | ▒ | ■ | | | | | | | |
| E04.C.1.1.3 | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | | | | ▒ | ■ | | | | | | |
| E05.C.1.1.3 | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | | | | | ▒ | ■ | | | | | |
| E06.C.1.1.3 | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | | | | | | ▒ | ■ | | | | |
| E07.C.1.1.3 | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | | | | | | | ▒ | ● | | | |
| E08.C.1.1.3 | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | | | | | | | | ▒ | ■ | | |
| C.A.2.1.5 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Use logical transitions. | | | | | | | | ▒ | | | ■ |
| C.IE.3.1.4 | **Use conventions of standard written language.**<br>Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). | | | | | | | ▒ | | | ● | |
| E04.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | ■ | | | | | | |
| E05.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | | ■ | | | | | |
| E06.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | | | ● | | | | |
| C.A.2.1.5 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Use the correct form of commonly confused words. | | | | ▒ | | | | | | | ■ |
| CC.1.4.1.K | Use a variety of words and phrases. | ▒ | ■ | | | | | | | | | |
| CC.1.4.2.K | Use a variety of words and phrases to appeal to the audience. | | ▒ | ■ | | | | | | | | |
| E03.D.2.1.1 | Choose words and phrases for effect. | | | ▒ | ● | | | | | | | |
| E04.D.2.1.2 | Choose punctuation for effect. | | | | ▒ | ■ | | | | | | |
| E04.D.2.1.3 | Choose words and phrases for effect. | | | ▒ | | ■ | | | | | | |
| E04.D.2.1.1 | Choose words and phrases to convey ideas precisely. | | | | ▒ | ■ | | | | | | |
| E05.D.2.1.3 | Choose punctuation for effect. | | | | ▒ | | ■ | | | | | |
| E05.D.2.1.4 | Choose words and phrases for effect. | | | ▒ | | | ■ | | | | | |
| E05.D.2.1.2 | Choose words and phrases to convey ideas precisely. | | | | ▒ | | ■ | | | | | |
| E07.D.2.1.1 | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | ▒ | ● | | | |
| C.A.2.1.2 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Use precise language to create clarity, voice, and tone. | | | | | | | ▒ | | | | ■ |
| E05.D.2.1.1 | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | | | | ▒ | ■ | | | | | |
| E06.D.2.1.1 | Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | ▒ | | ■ | | | | |
| E07.D.2.1.2 | Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | ▒ | | | ● | | | |
| E04.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | ■ | | | | | | |
| E05.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | ■ | | | | | |
| E06.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | | ■ | | | | |
| E07.D.1.1.7 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | | | ■ | | | |
| C.A.3.1.5 | **Use conventions of standard written language.**<br>Demonstrate correct sentence formation. | | | | ▒ | | | | | | | ■ |
| E05.D.1.1.4 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | ■ | | | | | |
| E06.D.1.1.5 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | | ■ | | | | |
| E07.D.1.1.6 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | | | ■ | | | |
| E08.D.1.1.4 | Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | | | ▒ | ■ | | |
| E06.D.1.1.3 | Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | ▒ | ● | | | | |
| E06.D.1.1.4 | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | ▒ | ● | | | | |
| E07.D.1.1.3 | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | | ▒ | ● | | | |
| C.A.2.1.7 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Revise sentences for clarity. | | | | | | | ▒ | | | | ■ |
| C.A.2.1.4 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Revise to delete irrelevant details. | | | | | | | ▒ | | | | ■ |

## Quality of Writing: Informative: Editing

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E03.C.1.2.3 | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | | | ▒ | ■ | | | | | | | |
| E04.C.1.2.3 | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). | | | | ▒ | ■ | | | | | | |
| E05.C.1.2.3 | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). | | | | | ▒ | ■ | | | | | |
| E06.C.1.2.3 | Use appropriate transitions to clarify the relationships among ideas and concepts. | | | | | ▒ | | ● | | | | |
| E07.C.1.2.3 | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | | | | | ▒ | | | ■ | | | |
| E08.C.1.2.3 | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | | | | | ▒ | | | | ● | | |
| C.IE.2.1.5 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Use logical transitions. | | | | | ▒ | | | | | ● | |
| C.IE.3.1.4 | **Use conventions of standard written language.**<br>Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). | | | | | ▒ | | | | | ● | |
| CC.1.4.1.E | Choose words and phrases for effect. | ▒ | ■ | | | | | | | | | |
| CC.1.4.2.E | Choose words and phrases for effect. | ▒ | | ■ | | | | | | | | |
| E03.D.2.1.1 | Choose words and phrases for effect. | ▒ | | | ● | | | | | | | |
| E04.D.2.1.2 | Choose punctuation for effect. | | | | ▒ | ■ | | | | | | |
| E04.D.2.1.3 | Choose words and phrases for effect. | ▒ | | | | ■ | | | | | | |
| E04.C.1.2.4 | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | ▒ | ■ | | | | | | |
| E04.D.2.1.1 | Choose words and phrases to convey ideas precisely. | | | | ▒ | ■ | | | | | | |
| E05.D.2.1.2 | Choose words and phrases to convey ideas precisely. | | | | ▒ | | ■ | | | | | |
| E05.D.2.1.3 | Choose punctuation for effect. | | | | ▒ | | ■ | | | | | |
| E05.D.2.1.4 | Choose words and phrases for effect. | ▒ | | | | | ■ | | | | | |
| E05.C.1.2.4 | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | ▒ | | ■ | | | | | |
| E06.C.1.2.4 | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | ▒ | | | ■ | | | | |
| E07.C.1.2.4 | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | ▒ | | | | ■ | | | |
| E07.D.2.1.1 | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | ▒ | ● | | | |
| E08.C.1.2.4 | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | ▒ | | | | | ● | | |
| C.IE.2.1.2 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Use precise language to create clarity, voice, and tone. | | | | | | ▒ | | | | ● | |
| C.IE.2.1.3 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Revise to eliminate wordiness and redundancy. | | | | | | | ▒ | | | ● | |
| C.IE.2.1.7 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Revise sentences for clarity. | | | | | | ▒ | | | | ● | |
| E04.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | ■ | | | | | | |
| E05.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | | ■ | | | | | |
| E06.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | | | ● | | | | |
| C.IE.2.1.5 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Use the correct form of commonly confused words. | | | | ▒ | | | | | | ● | |
| E04.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | ■ | | | | | | |
| E05.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | ■ | | | | | |
| E06.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | | ■ | | | | |
| E07.D.1.1.7 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | | | ■ | | | |
| C.A.3.1.5 | **Use conventions of standard written language.**<br>Demonstrate correct sentence formation. | | | | ▒ | | | | | | | ■ |
| E05.D.2.1.1 | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | | | | ▒ | ■ | | | | | |
| E06.D.2.1.1 | Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | | ▒ | ■ | | | | |
| E07.D.2.1.2 | Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | | ▒ | | ● | | | |
| C.IE.2.1.1 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Use a variety of sentence structures. | | | | | | ▒ | | | | ● | |
| C.IE.2.1.6 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Combine sentences for cohesiveness and unity. | | | | | | ▒ | | | | ● | |
| C.IE.2.1.4 | **Revise writing to improve style, meaning, word choice, and sentence variety.**<br>Revise to delete irrelevant details. | | | | | | | ▒ | | | ● | |
| E05.D.1.1.4 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | ■ | | | | | |
| E06.D.1.1.5 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | | ■ | | | | |
| E07.D.1.1.6 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | | | ■ | | | |
| E08.D.1.1.4 | Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | | | ▒ | ■ | | |
| E06.D.1.1.3 | Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | ▒ | ● | | | | |
| E06.D.1.1.4 | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | ▒ | ● | | | | |
| E07.D.1.1.3 | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | | ▒ | ● | | | |

## Quality of Writing: Narrative: Editing

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E03.C.1.3.3 | Use temporal words and phrases to signal event order. | | | ▒ | ■ | | | | | | | |
| E04.C.1.3.3 | Use a variety of transitional words and phrases to manage the sequence of events. | | | ▒ | | ■ | | | | | | |
| E05.C.1.3.3 | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | | | ▒ | | | ■ | | | | | |
| E06.C.1.3.3 | Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. | | | ▒ | | | | ● | | | | |
| E07.C.1.3.3 | Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. | | | ▒ | | | | | ● | | | |
| E08.C.1.3.3 | Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events. | | | ▒ | | | | | | ■ | | |
| CC.1.4.1.Q | Use a variety of words and phrases. | ▒ | ● | | | | | | | | | |
| CC.1.4.2.Q | Choose words and phrases for effect. | ▒ | | ■ | | | | | | | | |
| E03.D.2.1.1 | Choose words and phrases for effect. | ▒ | | | ● | | | | | | | |
| E04.D.2.1.2 | Choose punctuation for effect. | | | | ▒ | ■ | | | | | | |
| E04.D.2.1.3 | Choose words and phrases for effect. | ▒ | | | | ■ | | | | | | |
| E04.D.2.1.1 | Choose words and phrases to convey ideas precisely. | | | | ▒ | ■ | | | | | | |
| E04.C.1.3.4 | Use concrete words and phrases and sensory details to convey experiences and events precisely. | | | | ▒ | ■ | | | | | | |
| E05.D.2.1.3 | Choose punctuation for effect. | | | | ▒ | | ■ | | | | | |
| E05.D.2.1.4 | Choose words and phrases for effect. | ▒ | | | | | ■ | | | | | |
| E05.D.2.1.2 | Choose words and phrases to convey ideas precisely. | | | | ▒ | | ■ | | | | | |
| E05.C.1.3.4 | Use concrete words and phrases and sensory details to convey experiences and events precisely. | | | | ▒ | | ■ | | | | | |
| E06.C.1.3.4 | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | | | | ▒ | | | ● | | | | |
| E07.D.2.1.1 | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | ▒ | ● | | | |
| E07.C.1.3.4 | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | | | | | | | ▒ | ● | | | |
| E08.C.1.3.4 | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | | | | | | | ▒ | | ■ | | |
| E04.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | ■ | | | | | | |
| E05.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | | ■ | | | | | |
| E06.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | | | ● | | | | |
| E05.D.2.1.1 | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | | | | ▒ | ■ | | | | | |
| E06.D.2.1.1 | Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | | ▒ | ■ | | | | |
| E07.D.2.1.2 | Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | | ▒ | | ● | | | |
| E04.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | ■ | | | | | | |
| E05.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | ■ | | | | | |
| E06.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | | ■ | | | | |
| E07.D.1.1.7 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | | | ■ | | | |
| C.A.3.1.5 | **Use conventions of standard written language.**<br>Demonstrate correct sentence formation. | | | | ▒ | | | | | | | ■ |
| E05.D.1.1.4 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | ■ | | | | | |
| E06.D.1.1.5 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | | ■ | | | | |
| E07.D.1.1.6 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | | | ■ | | | |
| E08.D.1.1.4 | Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | | | ▒ | ■ | | |
| E06.D.1.1.3 | Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | ▒ | ● | | | | |
| E06.D.1.1.4 | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | ▒ | ● | | | | |
| E07.D.1.1.3 | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | | ▒ | ● | | | |

■ When students are expected to demonstrate the knowledge, skills, and abilities described by an eligible content—**No VMC is currently available**.

● When students are expected to demonstrate the knowledge, skills, and abilities described by an eligible content—**VMC is currently available**.

▒ When grade appropriate instruction pertaining to an eligible content or standard should begin.

## Conventions: Grammar and Sentence Formation

**The codes for the conventions standards for Kindergarten through Grade 2 have been subdivided into categories a and b: a) for items associated with grammar and sentence formation and b) for items associated with spelling, capitalization, and punctuation. These additional categories allow conventions to continue to be reflected across two diagnostic categories in the CDT, which provides additional information about student strengths and areas of need regarding conventions.**

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CC.1.4.K.F.a | Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. | ■ | | | | | | | | | | |
| CC.1.4.K.R.a | Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. | ■ | | | | | | | | | | |
| CC.1.4.1.F.a | Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. | ▒ | ■ | | | | | | | | | |
| CC.1.4.1.L.a | Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. | ▒ | ■ | | | | | | | | | |
| CC.1.4.1.R.a | Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. | ▒ | ● | | | | | | | | | |
| CC.1.4.2.F.a | Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. | ▒ | | ■ | | | | | | | | |
| CC.1.4.2.R.a | Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. | ▒ | | ■ | | | | | | | | |
| E03.D.1.1.1 | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | | ▒ | ■ | | | | | | | |
| E05.D.1.1.1 | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | | | ▒ | | ● | | | | | |
| E07.D.1.1.1 | Explain the function of phrases and clauses in general and their function in specific sentences. | | | | | | ▒ | | ● | | | |
| E08.D.1.1.1 | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | | | | | | | | ▒ | ■ | | |
| E03.D.1.1.2 | Form and use regular and irregular plural nouns. | | | ▒ | ■ | | | | | | | |
| E03.D.1.1.3 | Use abstract nouns (e.g., childhood). | | | ▒ | ● | | | | | | | |
| E03.D.1.1.6 | Ensure subject-verb and pronoun-antecedent agreement. | | | ▒ | ■ | | | | | | | |
| E04.D.1.1.8 | Ensure subject-verb and pronoun-antecedent agreement. | | | ▒ | | ● | | | | | | |
| E05.D.1.1.8 | Ensure subject-verb and pronoun-antecedent agreement. | | | ▒ | | | ■ | | | | | |
| E06.D.1.1.8 | Ensure subject-verb and pronoun-antecedent agreement. | | | ▒ | | | | ■ | | | | |
| C.IE.3.1.4 | **Use conventions of standard written language.**<br>Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). | | | ▒ | | | | | | | ● | |
| E03.D.1.1.4 | Form and use regular and irregular verbs. | | | ▒ | ■ | | | | | | | |
| E03.D.1.1.5 | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | | | ▒ | ■ | | | | | | | |
| E04.D.1.1.2 | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | | | | ▒ | ■ | | | | | | |
| E05.D.1.1.2 | Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | | | | | ▒ | ■ | | | | | |
| E08.D.1.1.2 | Form and use verbs in the active and passive voice. | | | | | | | ▒ | | ■ | | |
| E08.D.1.1.3 | Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | | | | | | | | ▒ | ■ | | |
| E05.D.1.1.3 | Use verb tense to convey various times, sequences, states, and conditions. | | | | | ▒ | ■ | | | | | |
| E05.D.1.1.4 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | ■ | | | | | |
| E06.D.1.1.5 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | | ■ | | | | |
| E07.D.1.1.6 | Recognize and correct inappropriate shifts in verb tense. | | | | | ▒ | | | ■ | | | |
| E08.D.1.1.4 | Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | | | ▒ | ■ | | |
| E08.D.2.1.1 | Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. | | | | | | | | ▒ | ● | | |
| E04.D.1.1.1 | Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (where, when, why). | | | | ▒ | ■ | | | | | | |
| E06.D.1.1.1 | Ensure that pronouns are in the proper case (subjective, objective, possessive). | | | | | | ▒ | ● | | | | |
| E06.D.1.1.2 | Use intensive pronouns (e.g., myself, ourselves). | | | | | | ▒ | ● | | | | |
| E06.D.1.1.3 | Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | ▒ | ● | | | | |
| E06.D.1.1.4 | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | ▒ | ● | | | | |
| E03.D.1.1.7 | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | | | ▒ | ● | | | | | | | |
| E04.D.1.1.4 | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | | | | ▒ | ■ | | | | | | |
| E04.D.1.1.5 | Form and use prepositional phrases. | | | | ▒ | ■ | | | | | | |
| E03.D.1.1.8 | Use coordinating and subordinating conjunctions. | | | ▒ | ■ | | | | | | | |
| E03.D.1.1.9 | Produce simple, compound, and complex sentences. | | | ▒ | ■ | | | | | | | |
| E04.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | ■ | | | | | | |
| E05.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | ■ | | | | | |
| E06.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | | ■ | | | | |
| E07.D.1.1.2 | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | | | | | | | ▒ | ● | | | |
| E07.D.1.1.7 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | | | | ▒ | | | | ■ | | | |
| E05.D.2.1.1 | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | | | | ▒ | ■ | | | | | |
| E06.D.2.1.1 | Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | ▒ | | ■ | | | | |
| E07.D.2.1.2 | Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | ▒ | | | ● | | | |
| C.A.3.1.5 | **Use conventions of standard written language.**<br>Demonstrate correct sentence formation. | | | ▒ | | | | | | | | ■ |
| E04.D.1.1.3 | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | | | | ▒ | ■ | | | | | | |
| E04.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | ■ | | | | | | |
| E04.D.2.1.1 | Choose words and phrases to convey ideas precisely. | | | | ▒ | ■ | | | | | | |
| E05.D.1.1.5 | Use correlative conjunctions (e.g., either/or, neither/nor). | | | | ▒ | | ■ | | | | | |
| E05.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | | ■ | | | | | |
| E06.D.1.1.7 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're). | | | | ▒ | | | ● | | | | |
| E07.D.1.1.3 | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | | ▒ | ● | | | |
| E07.D.2.1.1 | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | ▒ | ● | | | |
| E03.D.2.1.1 | Choose words and phrases for effect. | | | ▒ | ● | | | | | | | |
| E04.D.2.1.1 | Choose words and phrases for effect. | | | ▒ | | ■ | | | | | | |
| C.IE.3.1.4 | **Use conventions of standard written language.**<br>Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). | | | ▒ | | | | | | | ● | |

## Conventions: Spelling, Capitalization, and Punctuation

**The codes for the conventions standards for Kindergarten through Grade 2 have been subdivided into categories a and b: a) for items associated with grammar and sentence formation and b) for items associated with spelling, capitalization, and punctuation. These additional categories allow conventions to continue to be reflected across two diagnostic categories in the CDT, which provides additional information about student strengths and areas of need regarding conventions.**

| Content Code | Eligible Content | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Module 1 | Module 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CC.1.4.K.R.b | Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. | ■ | | | | | | | | | | |
| CC.1.4.1.F.b | Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. | ▒ | ■ | | | | | | | | | |
| CC.1.4.1.L.b | Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. | ▒ | ■ | | | | | | | | | |
| CC.1.4.1.R.b | Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. | ▒ | ● | | | | | | | | | |
| CC.1.4.2.F.b | Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. | ▒ | | ■ | | | | | | | | |
| CC.1.4.2.R.b | Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. | ▒ | | ■ | | | | | | | | |
| E03.D.1.2.5 | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). | | | ▒ | ■ | | | | | | | |
| E03.D.1.2.6 | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | | | ▒ | ■ | | | | | | | |
| E04.D.1.2.4 | Spell grade-appropriate words correctly. | | ▒ | | | ■ | | | | | | |
| E05.D.1.2.5 | Spell grade-appropriate words correctly. | | ▒ | | | | ■ | | | | | |
| E06.D.1.2.2 | Spell correctly. | | ▒ | | | | | ■ | | | | |
| E07.D.1.2.2 | Spell correctly. | | ▒ | | | | | | ■ | | | |
| E08.D.1.2.3 | Spell correctly. | | ▒ | | | | | | | ■ | | |
| C.A.3.1.1 | **Use conventions of standard written language.**<br>Spell all words correctly. | | ▒ | | | | | | | | | ■ |
| C.IE.3.1.1 | **Use conventions of standard written language.**<br>Spell all words correctly. | | ▒ | | | | | | | | ● | |
| E03.D.1.2.1 | Capitalize appropriate words in titles. | | | ▒ | ● | | | | | | | |
| E04.D.1.2.1 | Use correct capitalization. | | | ▒ | | ■ | | | | | | |
| C.IE.3.1.2 | **Use conventions of standard written language.**<br>Use capital letters correctly. | | | ▒ | | | | | | | ● | |
| E03.D.1.2.2 | Use commas in addresses. | | | ▒ | ■ | | | | | | | |
| E03.D.1.2.3 | Use commas and quotation marks in dialogue. | | | ▒ | ■ | | | | | | | |
| E03.D.1.2.4 | Form and use possessives. | | | ▒ | ■ | | | | | | | |
| E04.D.1.2.2 | Use commas and quotation marks to mark direct speech and quotations from a text. | | | | ▒ | ■ | | | | | | |
| E04.D.1.2.3 | Use a comma before a coordinating conjunction in a compound sentence. | | | | ▒ | ■ | | | | | | |
| E05.D.1.2.1 | Use punctuation to separate items in a series. | | | | | ▒ | ■ | | | | | |
| E05.D.1.2.2 | Use a comma to separate an introductory element from the rest of the sentence. | | | | | ▒ | ■ | | | | | |
| E05.D.1.2.3 | Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). | | | | | ▒ | ● | | | | | |
| E05.D.1.2.4 | Use underlining, quotation marks, or italics to indicate titles of works. | | | | | ▒ | ● | | | | | |
| E06.D.1.2.1 | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | | | ▒ | ■ | | | | |
| E06.D.1.2.3 | Use punctuation to separate items in a series. | | | | | ▒ | | ● | | | | |
| E07.D.1.2.1 | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). | | | | | | | ▒ | ● | | | |
| E07.D.1.2.3 | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | | | | ▒ | ■ | | | |
| E08.D.1.2.1 | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | | | | | | | | ▒ | ● | | |
| E08.D.1.2.2 | Use an ellipsis to indicate an omission. | | | | | | | | ▒ | ■ | | |
| C.A.3.1.3 | **Use conventions of standard written language.**<br>Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly). | | | | ▒ | | | | | | | ■ |
| C.IE.3.1.3 | **Use conventions of standard written language.**<br>Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly). | | | | ▒ | | | | | | ● | |