

# Literacy Learning Progressions—Writing and I

Content Code	Standards and Eligible Content	Grades									English Composition	
		K	1	2	3	4	5	6	7	8	Module 1 Informative/ Explanatory	Module 2 Argumentative
<b>Quality of Writing: Opinion/Argumentative: Focus &amp; Organization</b>												
<a href="#">E03.C.1.1.1</a>	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.				●							
<a href="#">E04.C.1.1.1</a>	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.					●						
<a href="#">E05.C.1.1.1</a>	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.						●					
<a href="#">E06.C.1.1.1</a>	Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.							●				
<a href="#">E07.C.1.1.1</a>	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.								●			
<a href="#">E08.C.1.1.1</a>	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.									●		
<a href="#">C.A.1.1.1</a>	Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.											●
<a href="#">C.A.1.1.3</a>	<b>Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.</b> Organize the argument using effective strategies to develop a strong, well-supported position.											●
<a href="#">E03.C.1.1.4</a>	Provide a concluding statement or section.				●							
<a href="#">E03.C.1.2.4</a>	Provide a concluding statement or section.				●							



<a href="#">C.IE.1.1.3</a>	Write informative and explanatory pieces that describe, explain, or summarize information or ideas. Use appropriate organizational strategies for informational and explanatory writing (e.g., <del>main/central idea, effect, problem/solution, compare/contrast</del> ).													
<a href="#">E04.C.1.2.5</a>	Provide a concluding statement or section related to the information or explanation presented.													
<a href="#">E05.C.1.2.6</a>	Provide a concluding section related to the information or explanation presented.													
<a href="#">E06.C.1.2.6</a>	Provide a concluding section that follows from the information or explanation presented.													
<a href="#">E07.C.1.2.6</a>	Provide a concluding section that follows from and supports the information or explanation presented.													
<a href="#">E08.C.1.2.6</a>	Provide a concluding section that follows from and supports the information or explanation presented.													

**Quality of Writing:  
Narrative: Focus & Organization**

<a href="#">E03.C.1.3.1</a>	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.													
<a href="#">E04.C.1.3.1</a>	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.													
<a href="#">E05.C.1.3.1</a>	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.													
<a href="#">E06.C.1.3.1</a>	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.													
<a href="#">E07.C.1.3.1</a>	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.													
<a href="#">E08.C.1.3.1</a>	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.													

<a href="#">E03.C.1.3.4</a>	Provide a sense of closure.												
<a href="#">E04.C.1.3.5</a>	Provide a conclusion that follows from the narrated experiences or events.						●						
<a href="#">E05.C.1.3.5</a>	Provide a conclusion that follows from the narrated experiences or events.												
<a href="#">E06.C.1.3.5</a>	Provide a conclusion that follows from the narrated experiences or events.								●				
<a href="#">E07.C.1.3.5</a>	Provide a conclusion that follows from and reflects on the narrated experiences or events.									●			
<a href="#">E08.C.1.3.5</a>	Provide a conclusion that follows from and reflects on the narrated experiences or events.												

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

<a href="#">E03.C.1.1.2</a>	Provide reasons that support the opinion.												
<a href="#">E04.C.1.1.2</a>	Provide reasons that are supported by facts and details.												
<a href="#">E05.C.1.1.2</a>	Provide logically ordered reasons that are supported by facts and details.							●					
<a href="#">E06.C.1.1.2</a>	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.												
<a href="#">E07.C.1.1.2</a>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.									●			
<a href="#">E08.C.1.1.2</a>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.												
<a href="#">C.A.1.1.2</a>	Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.												●
<a href="#">E05.C.1.1.4</a>	Establish and maintain a formal style.												











<a href="#">C.A.2.1.7</a>	<p><b>Revise writing to improve style, meaning, word choice, and sentence variety.</b> Revise sentences for clarity.</p>											
<a href="#">C.A.2.1.4</a>	<p><b>Revise writing to improve style, meaning, word choice, and sentence variety.</b> Revise to delete irrelevant details.</p>											

**Quality of Writing:  
Informative: Editing**

<a href="#">E03.C.1.2.3</a>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.											
<a href="#">E04.C.1.2.3</a>	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).											
<a href="#">E05.C.1.2.3</a>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).											
<a href="#">E06.C.1.2.3</a>	Use appropriate transitions to clarify the relationships among ideas and concepts.											
<a href="#">E07.C.1.2.3</a>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.											
<a href="#">E08.C.1.2.3</a>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.											
<a href="#">C.IE.2.1.5</a>	<p><b>Revise writing to improve style, meaning, word choice, and sentence variety.</b> Use logical transitions.</p>											
<a href="#">C.IE.3.1.4</a>	<p><b>Use conventions of standard written language.</b> Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions and punctuation).</p>											
<a href="#">E03.D.2.1.1</a>	Choose words and phrases for effect.											
<a href="#">E04.D.2.1.3</a>	Choose words and phrases for effect.											
<a href="#">E04.C.1.2.4</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.											
<a href="#">E04.D.2.1.1</a>	Choose words and phrases to convey ideas precisely.											



<a href="#">E07.D.1.1.7</a>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.																
<a href="#">C.A.3.1.5</a>	<b>Use conventions of standard written language.</b> Demonstrate correct sentence formation.																
<a href="#">E05.D.2.1.1</a>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.																
<a href="#">E06.D.2.1.1</a>	Vary sentence patterns for meaning, reader/listener interest, and style.																
<a href="#">E07.D.2.1.2</a>	Vary sentence patterns for meaning, reader/listener interest, and style.									●							
<a href="#">C.IE.2.1.1</a>	<b>Revise writing to improve style, meaning, word choice, and sentence variety.</b> Use a variety of sentence structures.											●					
<a href="#">C.IE.2.1.6</a>	<b>Revise writing to improve style, meaning, word choice, and sentence variety.</b> Combine sentences for cohesiveness and unity.											●					
<a href="#">C.IE.2.1.4</a>	<b>Revise writing to improve style, meaning, word choice, and sentence variety.</b> Revise to delete irrelevant details.											●					
<a href="#">E05.D.1.1.4</a>	Recognize and correct inappropriate shifts in verb tense.																
<a href="#">E06.D.1.1.5</a>	Recognize and correct inappropriate shifts in verb tense.																
<a href="#">E07.D.1.1.6</a>	Recognize and correct inappropriate shifts in verb tense.																
<a href="#">E08.D.1.1.4</a>	Recognize and correct inappropriate shifts in verb voice and mood.																
<a href="#">E06.D.1.1.3</a>	Recognize and correct inappropriate shifts in pronoun number and person.									●							
<a href="#">E06.D.1.1.4</a>	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).									●							
<a href="#">E07.D.1.1.3</a>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.											●					

**Quality of Writing:**  
**Narrative: Editing**

<a href="#">E03.C.1.3.3</a>	Use temporal words and phrases to signal event order.				■															
<a href="#">E04.C.1.3.3</a>	Use a variety of transitional words and phrases to manage the sequence of events.					■														
<a href="#">E05.C.1.3.3</a>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.						■													
<a href="#">E06.C.1.3.3</a>	Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.								●											
<a href="#">E07.C.1.3.3</a>	Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.									●										
<a href="#">E08.C.1.3.3</a>	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.											■								
<a href="#">E03.D.2.1.1</a>	Choose words and phrases for effect.				●															
<a href="#">E04.D.2.1.3</a>	Choose words and phrases for effect.					■														
<a href="#">E04.D.2.1.1</a>	Choose words and phrases to convey ideas precisely.					■														
<a href="#">E04.C.1.3.4</a>	Use concrete words and phrases and sensory details to convey experiences and events precisely.					■														
<a href="#">E05.C.1.3.4</a>	Use concrete words and phrases and sensory details to convey experiences and events precisely.						■													
<a href="#">E06.C.1.3.4</a>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.								●											
<a href="#">E07.D.2.1.1</a>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.									●										
<a href="#">E07.C.1.3.4</a>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.									●										
<a href="#">E08.C.1.3.4</a>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.											■								



<a href="#">E06.D.1.1.4</a>	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							●					
<a href="#">E07.D.1.1.3</a>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								●				

# English Composition

Content Code	Standards and Eligible Content	Grades								English Composition		
		K	1	2	3	4	5	6	7	8	Module 1 Informative/ Explanatory	Module 2 Argumentative
<b>Conventions: Grammar and Sentence Formation</b>												
<a href="#">E03.D.1.1.1</a>	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.				■							
<a href="#">E05.D.1.1.1</a>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.						●					
<a href="#">E07.D.1.1.1</a>	Explain the function of phrases and clauses in general and their function in specific sentences.								●			
<a href="#">E08.D.1.1.1</a>	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.									■		
<a href="#">E03.D.1.1.2</a>	Form and use regular and irregular plural nouns.				■							
<a href="#">E03.D.1.1.3</a>	Use abstract nouns (e.g., childhood).				●							
<a href="#">E03.D.1.1.6</a>	Ensure subject-verb and pronoun-antecedent agreement.				■							
<a href="#">E04.D.1.1.8</a>	Ensure subject-verb and pronoun-antecedent agreement.					●						
<a href="#">E05.D.1.1.8</a>	Ensure subject-verb and pronoun-antecedent agreement.						■					
<a href="#">E06.D.1.1.8</a>	Ensure subject-verb and pronoun-antecedent agreement.							■				

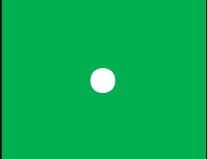


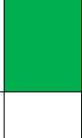









<a href="#">C.IE.3.1.4</a>	<b>Use conventions of standard written language.</b> Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and <small>transitions used as needed</small>										●		
<a href="#">E03.D.1.1.4</a>	Form and use regular and irregular verbs.												
<a href="#">E03.D.1.1.5</a>	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.												
<a href="#">E04.D.1.1.2</a>	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.												
<a href="#">E05.D.1.1.2</a>	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.												
<a href="#">E08.D.1.1.2</a>	Form and use verbs in the active and passive voice.												
<a href="#">E08.D.1.1.3</a>	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.												
<a href="#">E05.D.1.1.3</a>	Use verb tense to convey various times, sequences, states, and conditions.												
<a href="#">E05.D.1.1.4</a>	Recognize and correct inappropriate shifts in verb tense.												
<a href="#">E06.D.1.1.5</a>	Recognize and correct inappropriate shifts in verb tense.												
<a href="#">E07.D.1.1.6</a>	Recognize and correct inappropriate shifts in verb tense.												
<a href="#">E08.D.1.1.4</a>	Recognize and correct inappropriate shifts in verb voice and mood.												
<a href="#">E08.D.2.1.1</a>	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.								●				





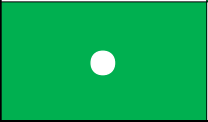










<a href="#">C.IE.3.1.2</a>	<b>Use conventions of standard written language.</b> Use capital letters correctly.												
<a href="#">E03.D.1.2.2</a>	Use commas in addresses.												
<a href="#">E03.D.1.2.3</a>	Use commas and quotation marks in dialogue.												
<a href="#">E03.D.1.2.4</a>	Form and use possessives.												
<a href="#">E04.D.1.2.2</a>	Use commas and quotation marks to mark direct speech and quotations from a text.												
<a href="#">E04.D.1.2.3</a>	Use a comma before a coordinating conjunction in a compound sentence.												
<a href="#">E05.D.1.2.1</a>	Use punctuation to separate items in a series.												
<a href="#">E05.D.1.2.2</a>	Use a comma to separate an introductory element from the rest of the sentence.												
<a href="#">E05.D.1.2.3</a>	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?).												
<a href="#">E05.D.1.2.4</a>	Use underlining, quotation marks, or italics to indicate titles of works.												
<a href="#">E06.D.1.2.1</a>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.												
<a href="#">E06.D.1.2.3</a>	Use punctuation to separate items in a series.												
<a href="#">E07.D.1.2.1</a>	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[, ] green shirt).												

<a href="#">E07.D.1.2.3</a>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.												
<a href="#">E08.D.1.2.1</a>	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.												
<a href="#">E08.D.1.2.2</a>	Use an ellipsis to indicate an omission.												
<a href="#">C.A.3.1.3</a>	<b>Use conventions of standard written language.</b> Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).												
<a href="#">C.IE.3.1.3</a>	<b>Use conventions of standard written language.</b> Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).												

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

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