Content Code Quality of Wri	Eligible Content	English Composition K 1 2 3 4 5 6 7 8 Module 1 Informative/ Explanatory Module 2 Argumentation	Content Code	Eligible Content ions: r and Sentence Formation	K 1 2 3 4 5 6 7 8 Module 1 Informative/ Explanatory Module 2 Argumentative
CC.1.4.K.H Form a CC.1.4.1.H Form a CC.1.4.2.H Identif E03.C.1.1.1 Introduce reason	an opinion by choosing between two given topics. an opinion by choosing among given topics. ify the topic and state an opinion. duce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists ns to support the writer's purpose. duce a topic or text for the intended audience, state an opinion, and create an organizational structure in which		associated w	r the conventions standards for Kindergarten through Grade 2 have been subdivided into categories a ar ith spelling, capitalization, and punctuation. These additional categories allow conventions to continue t about student strengths and areas of need regarding conventions. Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage.	
Felated E05.C.1.11 Introdu ideas a Introdu E06.C.1.11 Introdu E07.C.1.11 Introdu E08.C.1.11 Introdu E08.C.1.11 Introdu C.A.1.11 Write a write b Write b	Ad ideas are grouped to support the writer's purpose. Have a topic or text for the intended audience, state an opinion, and create an organizational structure in which are logically grouped to support the writer's purpose. Have claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence. Have claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's by logically organizing the reasons and evidence. Have claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing s, and support the writer's purpose by logically organizing reasons and evidence. argumentative pieces that include a clearly stated position made convincing through the use of appropriate ods. with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task,		CC.1.4.2.F.a CC.1.4.2.F.a CC.1.4.2.R.a E03.D.1.1.1 E05.D.1.1.1 E07.D.1.1.1	Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particula sentences. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Explain the function of phrases and clauses in general and their function in specific sentences.	• ·
C.A.1.1.3 Write metho Organi CC.1.4.1.J Create CC.1.4.2.J Create E03.C.1.1.4 Provid	 nize the argument using effective strategies to develop a strong, well-supported position. e an organizational structure that includes reasons and provides some sense of closure. e an organizational structure that includes reasons and includes a concluding statement. de a concluding statement or section. 	Image: Constraint of the sector of the se	E08.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.6 E04.D.1.1.8	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentence Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Ensure subject-verb and pronoun-antecedent agreement. Ensure subject-verb and pronoun-antecedent agreement.	ies. i
E05.C.1.1.5 Provid E06.C.1.1.5 Provid E07.C.1.1.5 Provid E08.C.1.1.5 Provid Quality of Write Provid			E05.D.1.1.8 E06.D.1.1.8 C.IE.3.1.4 E03.D.1.1.4 E03.D.1.1.5 E04.D.1.1.2	Ensure subject-verb and pronoun-antecedent agreement. Ensure subject-verb and pronoun-antecedent agreement. Use conventions of standard written language. Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, order and syntax). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Image:
CC.1.4.1.BIdentifCC.1.4.2.BIdentifE03.C.1.2.1IntroductionE04.C.1.2.1IntroductionE05.C.1.2.1IntroductionIntroductionIntroductionE05.C.1.2.1IntroductionIntroductionIntroductionE05.C.1.2.1Introduction	Focus & Organization Ify and write about one specific topic. ify and introduce the topic. duce a topic for the intended audience and group related information together to support the writer's purpose. duce a topic for the intended audience and group related information in paragraphs and/or sections to support riter's purpose. duce a topic for the intended audience, provide a general observation and focus, and group related information lly to support the writer's purpose. duce a topic for the intended audience, provide a general observation and focus, and group related information lly to support the writer's purpose. duce a topic for the intended audience; organize ideas, concepts, and information using strategies such as		E05.D.1.1.2 E08.D.1.1.2 E08.D.1.1.2 E08.D.1.1.3 E05.D.1.1.3 E05.D.1.1.4 E06.D.1.1.5	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Recognize and correct inappropriate shifts in verb tense.	
E07.C.1.2.1 Introduusing s E08.C.1.2.1 Introduusing s E08.C.1.2.1 Introduusing s C.IE.1.1.1 Write w C.IE.1.1.3 Write i	tion, classification, comparison/contrast, and cause/effect to support the writer's purpose. duce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's use. duce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's		E007.D.1.1.6 E008.D.1.1.4 E008.D.2.1.1 E04.D.1.1.1	Recognize and correct inappropriate shifts in verb tense. Recognize and correct inappropriate shifts in verb voice and mood. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (where, when, why).	
CC.1.4.2.D Group E04.C.1.2.5 Provid E05.C.1.2.6 Provid E06.C.1.2.6 Provid	b information and provide some sense of closure. D information and provide a concluding statement or section. D de a concluding statement or section related to the information or explanation presented. D de a concluding section related to the information or explanation presented. D de a concluding section that follows from the information or explanation presented. D de a concluding section that follows from and supports the information or explanation presented.		E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E03.D.1.1.7 E04.D.1.1.4	Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what be modified. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red smale set).	
Quality of WriteNarrative: FocCC.1.4.K.NEstabliCC.1.4.1.NEstabliCC.1.4.2.NEstabli	de a concluding section that follows from and supports the information or explanation presented.		E04.D.1.1.5 E03.D.1.1.8 E03.D.1.1.9 E04.D.1.1.6 E05.D.1.1.6 E06.D.1.1.6	Form and use prepositional phrases. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	Image:
that urE04.C.1.3.1Orient that urE05.C.1.3.1Orient that urE06.C.1.3.1Engage organi point.E07.C.1.3.1Engage organi point.E08.C.1.3.1Engage organi point.	Infolds naturally to support the writer's purpose. It the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence Infolds naturally to support the writer's purpose; establish a controlling point. It the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence Infolds naturally to support the writer's purpose; maintain a controlling point. It eader by establishing a situation and introducing a narrator and/or characters; organize an event sequence Infolds naturally to support the writer's purpose; maintain a controlling point. It eader by establishing a context and point of view and introducing a narrator and/or characters; ize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain a controlling		E07.D.1.1.2 E07.D.1.1.7 E05.D.2.1.1 E06.D.2.1.1 E07.D.2.1.2	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships and ideas. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Vary sentence patterns for meaning, reader/listener interest, and style. Vary sentence patterns for meaning, reader/listener interest, and style.	mong Image:
provid <u>CC.1.4.1.P</u> Recourse <u>CC.1.4.2.P</u> Organi <u>E03.C.1.3.4</u> Provid <u>E04.C.1.3.5</u> Provid	Int a single event or several loosely linked events, tell about the events in the order in which they occurred, and de a reaction to what happened. Int two or more appropriately sequenced events using temporal words to signal event order and provide some of closure. Inize a short sequence of events, using temporal words to signal event order; provide a sense of closure. Inize a sense of closure. Inize a sense of closure. Inize a conclusion that follows from the narrated experiences or events.	Image:	C.A.3.1.5 E04.D.1.1.3 E04.D.1.1.7 E04.D.2.1.1 E05.D.1.1.5 E05.D.1.1.7	Use conventions of standard written language. Demonstrate correct sentence formation. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Correctly use frequently confused words (e.g., to, too, two; there, their, they're). Choose words and phrases to convey ideas precisely. Use correlative conjunctions (e.g., either/or, neither/nor). Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	
E07.C.1.3.5ProvidE08.C.1.3.5ProvidQuality of WriteOpinion/ArguCC.1.4.K.ISupport	Imentative: Content & Style Ort the opinion with reasons.		E06.D.1.1.7 E07.D.1.1.3 E07.D.2.1.1 E03.D.2.1.1 E04.D.2.1.1	Correctly use frequently confused words (e.g., to, too, two; there, their, they're). Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redund Choose words and phrases for effect. Choose words and phrases for effect.	Image:
<u>CC.1.4.2.1</u> Support	ort the opinion with reasons related to the opinion. Ort the opinion with reasons that include details connected to the opinion. de reasons that support the opinion.		The codes for associated w	Use conventions of standard written language. Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, order and syntax). ions: Capitalization, and Punctuation r the conventions standards for Kindergarten through Grade 2 have been subdivided into categories a ar ith spelling, capitalization, and punctuation. These additional categories allow conventions to continue to about student strengths and areas of need regarding conventions. Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling.	nd b: a) for items associated with grammar and sentence formation and b) for items
E05.C.1.1.2ProvidE06.C.1.1.2Suppor of theE07.C.1.1.2Suppor undersE08.C.1.1.2Suppor undersC.A.1.1.2Write a metho Constr strateg	de logically ordered reasons that are supported by facts and details. ort claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding e topic or text. ort claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an standing of the topic or text. ort claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an rstanding of the topic or text. ort claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an rstanding of the topic or text. argumentative pieces that include a clearly stated position made convincing through the use of appropriate ods. ruct a thorough argument with consistent, relevant support through the use of argumentative/persuasive rgies; address opposing viewpoints.		CC.1.4.1.F.b CC.1.4.1.L.b CC.1.4.1.R.b CC.1.4.2.F.b CC.1.4.2.F.b CC.1.4.2.R.b E03.D.1.2.5	Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. Demonstrate a grade-appropriate command of the conventions of capitalization, punctuation, and spelling. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	
E05.C.1.1.4EstabliE06.C.1.1.4EstabliE07.C.1.1.4EstabliE08.C.1.1.4EstabliC.A.1.1.4Write : metho MaintaQuality of Write	lish and maintain a formal style. lish and maintain a formal style. lish and maintain a formal style. lish and maintain a formal style. argumentative pieces that include a clearly stated position made convincing through the use of appropriate ods. tain an effective and consistent tone through precise control of language and a variety of sentence structures. riting:		E03.D.1.2.6 E04.D.1.2.4 E05.D.1.2.5 E06.D.1.2.2 E07.D.1.2.2 E08.D.1.2.3	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending meaningful word parts) in writing words. Spell grade-appropriate words correctly. Spell grade-appropriate words correctly. Spell correctly. Spell correctly. Spell correctly. Spell correctly.	
Informative: CCC.1.4.1.CDeveloCC.1.4.2.CDeveloE03.C.1.2.2DeveloE04.C.1.2.2DeveloE05.C.1.2.2Develotopic.Develo	Content & Style op the topic with two or more facts. op the topic with facts and/or definitions. op the topic with facts, definitions, and/or details. op the topic with facts, definitions, concrete details, quotations, or other information and examples related to the op the topic with facts, definitions, concrete details, quotations, or other information and examples related to the		C.A.3.1.1 C.IE.3.1.1 E03.D.1.2.1 E04.D.1.2.1 C.IE.3.1.2 C.IE.3.1.2	Use conventions of standard written language. Spell all words correctly. Use conventions of standard written language. Spell all words correctly. Capitalize appropriate words in titles. Use conventions of standard written language. Use correct capitalization. Use conventions of standard written language. Use conventions in addresses	
E07.C.1.2.2DevelopE08.C.1.2.2DevelopE08.C.1.2.2DevelopC.IE.1.1.2WriteDemorDemorE05.C.1.2.5EstabliE06.C.1.2.5Establi	informative and explanatory pieces that describe, explain, or summarize information or ideas. Instrate an understanding of the purpose with relevant information, content, and details. Iish and maintain a formal style. Iish and maintain a formal style.		E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E04.D.1.2.2 E04.D.1.2.3 E05.D.1.2.1	Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. 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. Use punctuation to separate items in a series.	
E08.C.1.2.5EstabliC.IE.1.1.4WriteUse pr objectiQuality of WriteNarrative: CorCC.1.4.K.0Descril	-		E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E06.D.1.2.1 E06.D.1.2.1 E06.D.1.2.3 E07.D.1.2.1	Use a comma to separate an introductory element from the rest of the sentence. 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?). Use underlining, quotation marks, or italics to indicate titles of works. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Use punctuation to separate items in a series. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old	
E03.C.1.3.2 Use de experior E04.C.1.3.2 Use na of chai E05.C.1.3.2 Use na response E06.C.1.3.2 Use na response	de thoughts and feelings to describe experiences and events to show the response of characters to situations. escriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop iences and events or to show the response of characters to situations. arrative techniques such as dialogue and description to develop experiences and events or to show the responses aracters to situations. arrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the nses of characters to situations. arrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. arrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		E07.D.1.2.3 E08.D.1.2.1 E08.D.1.2.2 C.A.3.1.3 C.IE.3.1.3	green shirt). Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Use conventions of standard written language. Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly). Use conventions of standard written language. Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).	
CharacQuality of WriOpinion/ArguE03.C.1.1.3Use linE04.C.1.1.3Link opE05.C.1.1.3Link op					
E07.C.1.1.3 Use was E08.C.1.1.3 Use was reason reason C.A.2.1.5 Revise Use log Use log C.IE.3.1.4 Use condition E04.D.1.1.7 Correct	vords, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e writing to improve style, meaning, word choice, and sentence variety. bgical transitions. onventions of standard written language. bonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word and syntax). ctly use frequently confused words (e.g., to, too, two; there, their, they're).				
E06.D.1.1.7 Correct C.A.2.1.5 Revise Use th Use th CC.1.4.1.K Use a v CC.1.4.2.K Use a v E03.D.2.1.1 Choose	ctly use frequently confused words (e.g., to, too, two; there, their, they're). ctly use frequently confused words (e.g., to, too, two; there, their, they're). e writing to improve style, meaning, word choice, and sentence variety. he correct form of commonly confused words. variety of words and phrases. variety of words and phrases to appeal to the audience. se words and phrases for effect. se punctuation for effect.				
E04.D.2.1.1 Choose E05.D.2.1.3 Choose E05.D.2.1.4 Choose E05.D.2.1.2 Choose	se words and phrases for effect. se words and phrases to convey ideas precisely. se punctuation for effect. se words and phrases for effect. se words and phrases to convey ideas precisely. se language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.				
Use pr E05.D.2.1.1 Expand E06.D.2.1.1 Vary so E07.D.2.1.2 Vary so E04.D.1.1.6 Produce	e writing to improve style, meaning, word choice, and sentence variety. recise language to create clarity, voice, and tone. id, combine, and reduce sentences for meaning, reader/listener interest, and style. sentence patterns for meaning, reader/listener interest, and style. sentence patterns for meaning, reader/listener interest, and style. uce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. uce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.				
E07.D.1.1.7 Product C.A.3.1.5 Use co Demor Demor E05.D.1.1.4 Recogn E06.D.1.1.5 Recogn E07.D.1.1.6 Recogn	Ince complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.				
E06.D.1.1.3 Recogn E06.D.1.1.4 Recogn E07.D.1.1.3 Place p C.A.2.1.7 Revise C.A.2.1.4 Revise	gnize and correct inappropriate shifts in pronoun number and person. gnize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. e writing to improve style, meaning, word choice, and sentence variety. e sentences for clarity. e writing to improve style, meaning, word choice, and sentence variety. e to delete irrelevant details.				
Informative: E E03.C.1.2.3 Use lin E04.C.1.2.3 Link id E05.C.1.2.3 Link id E06.C.1.2.3 Use ap E07.C.1.2.3 Use ap					
C.IE.2.1.5ReviseC.IE.3.1.4Use logC.IE.3.1.4Use conditionC.IE.3.1.4Use conditionCC.1.4.1.EChooseCC.1.4.2.EChooseE03.D.2.1.1Choose	e writing to improve style, meaning, word choice, and sentence variety. ogical transitions. onventions of standard written language. onstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word and syntax). se words and phrases for effect. se words and phrases for effect. se words and phrases for effect. se words and phrases for effect.				
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E06.C.1.2.4 Use pr E07.C.1.2.4 Use pr E07.D.2.1.1 Choose E08.C.1.2.4 Use pr C.IE.2.1.2 Revise	recise language and domain-specific vocabulary to inform about or explain the topic. recise language and domain-specific vocabulary to inform about or explain the topic. recise language and domain-specific vocabulary to inform about or explain the topic. se language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. recise language and domain-specific vocabulary to inform about or explain the topic. e writing to improve style, meaning, word choice, and sentence variety. recise language to create clarity, voice, and tone.				
Revise C.IE.2.1.7 Revise Revise Revise E04.D.1.1.7 Correct E05.D.1.1.7 Correct E06.D.1.1.7 Correct E06.D.1.1.7 Correct E06.D.1.1.7 Correct E06.D.1.1.7 Correct Use th Use th	e writing to improve style, meaning, word choice, and sentence variety. e to eliminate wordiness and redundancy. e writing to improve style, meaning, word choice, and sentence variety. e sentences for clarity. ctly use frequently confused words (e.g., to, too, two; there, their, they're). ctly use frequently confused words (e.g., to, too, two; there, their, they're). ctly use frequently confused words (e.g., to, too, two; there, their, they're). e writing to improve style, meaning, word choice, and sentence variety. he correct form of commonly confused words.	Image: Sector			
E05.D.1.1.6 Product E06.D.1.1.6 Product E07.D.1.1.7 Product C.A.3.1.5 Use condemon E05.D.2.1.1 Expanded	Ice complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Ice complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Ice complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Ice complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Ice complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Ice complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Ice complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Ice complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Ice complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Ice complete sentences of standard written language. Instrate correct sentence formation. Ice combine, and reduce sentences for meaning, reader/listener interest, and style. Ice combine, and reduce sentences for meaning, reader/listener interest, and style. Ice combine sentences for meaning, reader/listener interest, and style. Ice combine sentences for meaning, reader/listener interest, and style. Ice combine sentences for meaning, reader/listener interest, and style. Ice combine sentences for meaning, reader/listener interest, and style. Ice combine sentences for meaning, reader/listener interest, and style. Ice combine sentences for meaning sentences. Ice combine sentences for meaning sentences for mean				
E07.D.2.1.2Vary setC.IE.2.1.1ReviseUse a VC.IE.2.1.6ReviseC.IE.2.1.4ReviseReviseReviseE05.D.1.1.4Recogn	sentence patterns for meaning, reader/listener interest, and style. e writing to improve style, meaning, word choice, and sentence variety. variety of sentence structures. e writing to improve style, meaning, word choice, and sentence variety. ine sentences for cohesiveness and unity. e writing to improve style, meaning, word choice, and sentence variety. e to delete irrelevant details. gnize and correct inappropriate shifts in verb tense.				
E08.D.1.1.4 Recogn E06.D.1.1.3 Recogn E06.D.1.1.4 Recogn E07.D.1.1.3 Place p Quality of Write	-				
E04.C.1.3.3 Use a v E05.C.1.3.3 Use a v E06.C.1.3.3 Use a v cor sett or sett E07.C.1.3.3 Use a v or sett or sett E08.C.1.3.3 Use a v	iting emporal words and phrases to signal event order. variety of transitional words and phrases to manage the sequence of events. variety of transitional words, phrases, and clauses to manage the sequence of events. variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame ting to another. variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame ting to another. variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame ting to another. variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or g to another, and to show the relationships among experiences and events.				
CC.1.4.1.Q Use a v CC.1.4.2.Q Choose E03.D.2.1.1 Choose E04.D.2.1.2 Choose E04.D.2.1.3 Choose E04.D.2.1.1 Choose	variety of words and phrases. se words and phrases for effect. se words and phrases for effect. se punctuation for effect. se words and phrases for effect. se words and phrases to convey ideas precisely.				
E05.D.2.1.3 Choose E05.D.2.1.4 Choose E05.D.2.1.2 Choose E05.C.1.3.4 Use co E06.C.1.3.4 Use pr	oncrete words and phrases and sensory details to convey experiences and events precisely. se punctuation for effect. se words and phrases for effect. se words and phrases to convey ideas precisely. oncrete words and phrases and sensory details to convey experiences and events precisely. recise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. se language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.				
E07.C.1.3.4 Use prive E08.C.1.3.4 Use prive E08.C.1.3.4 Use prive E04.D.1.1.7 Correct E05.D.1.1.7 Correct E06.D.1.1.7 Correct	se language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. recise words and phrases, relevant descriptive details, and sensory language to capture the action and convey iences and events. recise words and phrases, relevant descriptive details, and sensory language to capture the action and convey iences and events. ctly use frequently confused words (e.g., to, too, two; there, their, they're). ctly use frequently confused words (e.g., to, too, two; there, their, they're). ctly use frequently confused words (e.g., to, too, two; there, their, they're). d, combine, and reduce sentences for meaning, reader/listener interest, and style.				
E06.D.2.1.1 Vary set E07.D.2.1.2 Vary set E04.D.1.1.6 Product E05.D.1.1.6 Product E06.D.1.1.6 Product	a, combine, and reduce sentences for meaning, reader/listener interest, and style. Sentence patterns for meaning, reader/listener interest, and style. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Sentence complete sentenc				
C.A.3.1.5 Use co Demor E05.D.1.1.4 Recogn E06.D.1.1.5 Recogn E07.D.1.1.6 Recogn E08.D.1.1.4 Recogn E06.D.1.1.3 Recogn	onventions of standard written language. onstrate correct sentence formation. gnize and correct inappropriate shifts in verb tense. gnize and correct inappropriate shifts in verb voice and mood. gnize and correct inappropriate shifts in pronoun number and person.				
E07.D.1.1.3 Place p	nize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. en students are expected to demonstrate the knowledge, skills, and abilities de				

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