# Virginia Department of Education Language Usage Progression by Grade

## Key for Progression Charts

| **Standard Introduction Level**  | **Symbol**  |
| --- | --- |
| The skill has not been introduced.  | -  |
| The skill appears in the grade-level standards.  | **A**  |
| The skill grows in complexity of text and/or application in the grade level standards. Students should be knowledgeable about the skill from previous instruction.    | **G**  |
| The skill is subsumed by another grade level standard.   | **\***  |
| Explicit instruction in this skill is no longer applicable at this grade level.  |  |

Teachers should reference Virginia’s Approach to Text Complexity located in the appendix of the 2024 *English Standards of Learning* for guidance in selecting relevant texts. The 2024 *English Standards of Learning* reflect grade level expectations for instruction.

## Grammar Progression Chart

| Grammar Standards | **Kindergarten**  | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Produce and expand complete sentences in shared language activities  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Produce and expand simple sentences, including a noun, verb, and adjective.  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how).  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Produce and expand complete sentences, both simple and compound.  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Eliminate double negatives when speaking  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Produce, expand, and rearrange simple and compound sentences when speaking and writing.  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Distinguish between complete and incomplete sentences.  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **G**  | **G**  |
| Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  |
| Craft and apply a variety of sentence structures to infuse sentence variety in writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  |
| Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  |
| Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  |
| Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  |
| Use complex sentence structure to infuse sentence variety in writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  |
| Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  |
| Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  |
| Use nouns to identify and name people, places, and things.  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Form regular plural nouns orally by adding ‘s’ or ‘es’ sound.  | **-**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use articles correctly (e.g., a, an, the).  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use common abbreviations.  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth).  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s).  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use personal and possessive pronouns to represent nouns.  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use contractions and singular possessives.  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use standard noun-pronoun agreement when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **G**  | **G**  |
| Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Form and use comparative and superlative adjectives when speaking and writing.  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Use specific adjectives and adverbs to enhance speech and writing  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **G**  | **G**  |
| Use verbs to locate specific actions.  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Form and use simple verb tenses (past, present, and future) for regular verbs.  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use proper verb tense and correct subject-verb agreement.  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use subject-verb agreement in simple sentences.  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Form and use regular and irregular verbs when speaking and writing.  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use modal words (e.g., can, may, must) to convey various conditions when speaking and writing  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use standard subject-verb agreement when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Recognize and correct inappropriate shifts in verb tense and number in writing  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **G**  | **\***  | **\***  |
| Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **G**  | **\***  | **\***  |
| Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **\***  | **\***  |
| Maintain consistent verb tense across paragraphs in writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  | **G**  | **G**  |
| Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  |
| Use and apply the active and passive voice as appropriate when speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  |
| Recognize and use active and passive voice to convey a desired effect in speaking and writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  |
| Differentiate and apply active and passive voice to convey a desired effect in speaking and writing  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  |

## Mechanics Progression Chart

| Mechanics Standards | **Kindergarten**  | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Capitalize the first word in a sentence, proper nouns, and the pronoun I.  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Capitalize holidays, names, and places.  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **G**  | **G**  | **G**  | **G**  |
| Phonetically spell words containing unknown letter-sound correspondences.  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Generalize learned spelling patterns when writing words.  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Recognize and consistently spell frequently used words accurately.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **G**  | **G**  | **G**  | **G**  |
| Consult reference materials, including beginning dictionaries to check and correct spelling.  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Consult reference materials to check and correct spelling.  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  | **A**  | **G**  | **G**  | **G**  | **G**  |
| Spell correctly, consulting reference materials to check as needed.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  |
| Use commas in salutation and closing of a letter.  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use apostrophes to form contractions and frequently occurring possessions in writing.  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use commas in series, dates, addresses, and in greetings and closings of letters.  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use apostrophes to form contractions and to show possession in writing.  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use commas and quotation marks to indicate dialogue in writing  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Use commas correctly in compound sentences  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  |
| Use colons to separate hours and minutes and to introduce a list.  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **G**  | **G**  | **\***  | **\***  |
| Use a hyphen to divide words at the end of a line in writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Use and punctuate dialogue and direct quotations appropriately in writing  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **G**  | **G**  | **G**  | **G**  |
| Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  |
| Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  |
| Use commas, semi-colons, and colons correctly in complex sentences in writing.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  |
| Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  |