



3.W.7: Demonstrate command of English grammar and usage, focusing on:

- Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).
- Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
- Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in a sentence.
- Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)

Reporting Category: Writing

Subdomain: Writing

Assessed On:

☐ Checkpoint 1

☐ Checkpoint 2

☒ Checkpoint 3

☒ Summative

[3.W.7 Instructional Framework](#)

[ILEARN Stimulus and Item Difficulty Matrix](#)

Content Limits:

- Avoid using stimuli for these items; items should stand alone.
- Include no more than two errors in items that require students to revise incorrect grammar.
- Specify the category of error(s) to be corrected (e.g., grammar, usage) in items that require students to identify or correct errors.
- Include inappropriate shifts in verb tense that are clearly incorrect, inconsistent, or confusing.
- Avoid asking students to define parts of speech. Students should apply their knowledge of grammar and usage appropriate to the grade level/standard.

Clarifications:

- Individual items may assess multiple skills at the “At Proficiency” level.
- Application of English grammar/usage knowledge and skills for this standard is also assessed in Part 2 of the Summative ILEARN Performance Task (essay writing), as defined by the Conventions domains within the [ILEARN writing rubrics](#).
- “Grammar” refers to the parts of speech indicated in Parts A-C of this standard.
 - Abstract nouns denote an idea, quality, or state rather than a concrete object (e.g., fear, hope).
 - Irregular verbs include those where simple past and past participles do not follow specific conjugation rules (e.g., bring-brought, do-did-done)
 - Regular verbs include those where simple past and past participles are formed by adding *-ed* to the end of the verb (e.g., “talk” becomes “talked”).
 - Adjectives tell what kind, how many, how much and which one, and adverbs tell when, where, how, how often, how much, or to what extent.
 - A “comparative” adjective or adverb is used to compare two things, often using “than” in a sentence (e.g. This apple is bigger than that one.)
 - A “superlative” adjective or adverb is used to compare one thing to a group of things, indicating the highest or lowest degree of a quality. A superlative often uses “the”



before the adjective (e.g. This apple is the biggest in the basket.)

- “Usage” refers to elements of syntax as indicated in Part D of this standard.
 - A coordinating conjunction joins elements of equal grammatical weight, like two independent clauses (e.g. and, but, or, nor, for, yet, so).
 - A subordinating conjunction connects a dependent clause to an independent clause, essentially creating a hierarchy where one clause is subordinate to the other (e.g. as, after, although, before, because, even if, even though, how, however, if, so that, since, than, though, unless, until, when, whenever, where, wherever, while).

Items Tagged as Reading Comprehension Items for Text-to-Speech: No

Expected Academic Vocabulary: noun, pronoun, verb, irregular verb, verb tense, adjective, comparative, superlative, adverb, modify, abstract noun, simple sentence, compound sentence, complex sentence, declarative sentence, interrogative sentence, imperative sentence, exclamatory sentence, coordinating conjunction, subordinating conjunction

Proficiency Level Descriptors and Example Items

Below Proficiency:

- Identify simple or abstract nouns, pronouns, verbs, adjectives, or adverbs in context.

Key and Distractor Analysis: Direct Match. The keys are clear and the distractors are easily eliminated. The context provided is familiar.

Read the sentence below and answer the question.

I would love chocolate cake for dessert.

Choose the adjective in the sentence.

- A. would
- B. love
- C. chocolate**
- D. dessert

[Multiple Choice]

Choose the underlined word in the sentence that is a verb.

The children **clap** their hands loudly.

[Hot Text Selectable or Multiple Choice]

Select the sentence that contains an abstract noun.

Springtime brings joy to my family. My mom gets excited when the flowers start to bloom in her garden. My friends love to play outside and enjoy the warm sunshine. I like the gentle breezes that blow through the trees.



[Multiple Choice or Hot Text Selectable]

Approaching Proficiency:

- Identify the correct or incorrect use of simple verb tenses, in context, to convey various times, sequences, states, and conditions.
- Explain what is being modified by a specific comparative or superlative adjective or adverb, in context.

The items below require students to identify the correct or incorrect use of simple verb tenses, in context, to convey various times, sequences, states and conditions.

Key and Distractor Analysis: Direct Match. Answer options may include similar sentences or a variety of sentence types. Verbs may or may not be identified. The keys are clear and the distractors are easily eliminated. The context provided is familiar.

Choose the sentence with the **error** in verb tense.

- A. I am walking to school when I saw a squirrel.
- B. I walked to school yesterday and saw a squirrel.
- C. I will walk to school tomorrow and see a squirrel.
- D. I was walking to school when I saw a squirrel.

[Multiple Choice]

Read the sentence and answer the question.

Yesterday, my mom and I _____ laundry.

Which word should be used to complete the sentence?

- A. wash
- B. washed
- C. washing
- D. washes

[Multiple Choice]

Choose **two** underlined verbs in the paragraph that are **incorrect**.

Judy knew she had a test on Monday. She plan to study Friday and Saturday to prepare. Instead, she spent time at the movies and at the park with her friends. By Sunday, she did not feel ready. Judy knowed she was in trouble. If she had studied harder, she could have passed the test.

[Hot Text Selectable or Multiple Select]

Complete the table to show which sentences use the correct or incorrect verb tense.



	Correct	Incorrect
Josh is driving to his basketball game.	☒	☐
Andrew bringed his pet cat to the vet.	☐	☒
Lucas is taking two friends to the park tomorrow.	☐	☒

[Table Match]

Which **two** sentences have **errors** in verb tense?

- ☒ She plan to study Friday and Saturday to prepare.
- ☐ Instead, she spent time at the movies and at the park with her friends.
- ☐ By Sunday, she did not feel ready.
- ☒ Judy knowed she was in trouble.
- ☐ If she had studied harder, she could have passed the test.

[Multiple Select]

The items below require students to explain what is being modified by a specific comparative or superlative adjective or adverb, in context.

Key Distractor and Analysis: Direct Match. A specific adjective or adverb is provided in the item stem. The key is clear although some logic may be required to eliminate one or more distractors. The context provided is familiar.

Read the sentence and answer the question.

My backpack is heavier than yours because I have more books inside.

Choose the word that the comparative adjective heavier is describing.

- A. backpack**
- B. books
- C. yours
- D. inside

[Multiple Choice or Hot Text Selectable]

Choose the word that the superlative adjective tallest is describing.

The tree in the park that stands near the gate is the tallest.

[Hot Text Selectable]



Read the sentences and answer the question.

During their jog around the track, Leo ran longer than his brother.

What is the adverb longer comparing?

- A. the distance ran by Leo and his brother
- B. the distance ran by Leo and the length of the track
- C. the distance ran by the brothers and the length of the track
- D. the distance ran by Leo's brother and the length of the track

[Multiple Choice]

At Proficiency:

- Evaluate the incorrect use of one or more parts of speech, in context, from parts A, B, or C of this standard, and make revisions to correct the error.
- Examine comparative or superlative adjectives or adverbs, in context, and explain their function in the sentence.
- Determine the correct or incorrect use of coordinating (i.e., and, for, but, or) or subordinating conjunctions, in context.

The items below require students to evaluate the incorrect use of one or more parts of speech, in context, from parts A, B, or C of this standard, and make revisions to correct the error.

Key and Distractor Analysis: Inferential. The key requires making a reasoned connection. For example, students identify the correction for one or more errors, where the parts of speech may or may not be identified. Distractors may rely on similar concepts, requiring interpretation to eliminate.

Read the sentence and answer the question.

Yesterday, Andrew bringed his cat to the vet.

Which sentence corrects the underlined verb in the sentence?

- A. Yesterday, Andrew brought his cat to the vet.
- B. Yesterday, Andrew brings his cat to the vet.
- C. Yesterday, Andrew broughted his cat to the vet.
- D. Yesterday, Andrew bring his cat to the vet.

[Multiple Choice]

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Choose the sentence with the **error** in verb tense.

I went to the park yesterday and decided to bring a picnic for myself. **While I was eating, I notice a**



group of kids playing soccer and they were having a great time. One of the kids kicked the ball too hard, and it rolled right toward me. I quickly dodged it and laughed at myself for not noticing sooner.

[Hot Text Selectable]

Part B

Choose the paragraph that corrects the error in Part A.

- A. I goed to the park yesterday and decided to bring a picnic for myself. While I was eating, I notice a group of kids playing soccer and they were having a great time. One of the kids kicked the ball too hard, and it rolled right toward me. I quickly dodged it and laughed at myself for not noticing sooner.
- B. I went to the park yesterday and decided to bring a picnic for myself. While I was eating, I noticed a group of kids playing soccer and they were having a great time. One of the kids kicked the ball too hard, and it rolled right toward me. I quickly dodged it and laughed at myself for not noticing sooner.**
- C. I went to the park yesterday and decided to bring a picnic for myself. While I was eating, I notice a group of kids playing soccer and they was having a great time. One of the kids kicked the ball too hard, and it rolled right toward me. I quickly dodged it and laughed at myself for not noticing sooner.
- D. I went to the park yesterday and decided to bring a picnic for myself. While I was eating, I notice a group of kids playing soccer and they were having a great time. One of the kids kicked the ball too hard, and it rolled right toward me. I quickly dodge it and laughed at myself for not noticing sooner.

[Multiple Choice]

The items below require students to examine comparative or superlative adjectives or adverbs, in context, and explain their function in the sentence.

Key and Distractor Analysis: Inferential. Items may have one or two parts. The key requires making a reasoned connection. For example, students have to identify specific types of adjectives or adverbs in longer context and identify the word they modify or explain their function. Distractors rely on similar concepts, requiring interpretation to eliminate.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentences and answer the question.

Liam practiced his long jump every afternoon. On Wednesday, he leaped farther than he had on Monday. His coach clapped and said she could see him improving each day. Liam hoped he would jump well in the next track meet.



Choose the comparative adverb in the sentences.

- A. long
- B. **farther**
- C. improving
- D. well

[Multiple Choice or Hot Text Selectable]

Part B

What does the comparative adverb in Part A describe?

- A. how Liam practiced
- B. **how Liam jumped**
- C. how the coach clapped
- D. how Liam hoped

[Multiple Choice]

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Choose the superlative adjective in the paragraph.

Elephants are the **largest** mammals on land. They have long trunks, floppy ears, and a tail. Elephants appear gray or brown with little hair. Elephants often travel for water or food. I would love to see an elephant one day.

[Hot Text Selectable]

Part B

Which word is the superlative adjective describing in Part A?

- A. **mammals**
- B. trunks
- C. land
- D. elephants

[Multiple Choice]

Read the sentences and answer the question.

Elephants are the largest mammals on land. They have longer trunks than giant anteaters.

What does the superlative adjective in the sentences describe?

- A. **mammals**
- B. trunks



- C. anteaters
- D. elephants

[Multiple Choice]

The items below require students to determine the correct or incorrect use of coordinating (i.e., and, for, but, or) or subordinating conjunctions, in context.

Key and Distractor Analysis: Inferential. The key requires making a reasoned connection. For example, comprehension of the item stem may be required in order for students to select the appropriate answer. Distractors may rely on similar concepts, requiring students to understand the difference between different types of conjunctions and distinguish which rules are correct for each context. Items may ask for more than one key and keys may represent errors.

Read the sentence and answer the question.

Mandy slowed down _____ she neared the stop sign.

Which subordinating conjunction **best** completes the sentence?

- A. unless
- B. although
- C. after
- D. as**

[Multiple Choice]

Choose the sentence with an **error** in the use of a coordinating conjunction.

- A. I wanted to go to the park, but it started raining.
- B. I didn't want to stay inside or play a board game.
- C. My brother was tired, for he continued to help me.**
- D. We could watch a movie, or we could play video games instead.

[Multiple Choice or Hot Text Selectable]

Which sentence uses the correct subordinating conjunction?

- A. While it's still light outside, let's take the dogs for a walk.**
- B. After it's still light outside, let's take the dogs for a walk.
- C. Unless it's still light outside, let's take the dogs for a walk.
- D. Until it's still light outside, let's take the dogs for a walk.

[Multiple Choice, Hot Text Selectable, or Multiple Select]

Choose the sentence with an **error** in the use of a subordinating conjunction.

- A. She's grown because I saw her last.**



- B. You can go to the playground after you eat lunch.
- C. It started to rain as we left the house.
- D. The picnic is canceled since it is raining.

[Multiple Choice]

Complete the table to show whether each sentence uses a conjunction correctly or incorrectly.

	Correct	Incorrect
Practice was canceled because of the rain.	☒	☐
You can go to the sleepover, so you need to finish your homework.	☐	☒
You're dressed as though it is the middle of summer.	☐	☒

[Table Match]

Above Proficiency:

- Evaluate the incorrect use of coordinating (i.e., and, for, but, or) or subordinating conjunctions, in context, and make revisions to correct the error.

Key and Distractor Analysis: Analytical. The key requires more complex analysis. For example, students will be required to identify one usage error, in context, and revise the text to correct the error. Comprehension of the item stem is required in order for students to select the appropriate answer, and students may have to determine whether a coordinating or subordinating conjunction is needed. Distractors have subtle distinctions and require a high level of comprehension and evaluation to eliminate.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Select the underlined part of the sentence that uses an **incorrect** coordinating conjunction.

We must feed the pigs some corn, **so replace the straw in the horse's stall.**

[Hot Text Selectable or Multiple Choice]

Part B

Which sentence corrects the error in Part A?

- A. We must feeding the pigs some corn, so replace the straw in the horse's stall.
- B. We must feed the pigs their corn, so replace the straw in the horse's stall.
- C. **We must feed the pigs some corn, and replace the straw in the horse's stall.**
- D. We must feed the pigs some corn, for replace the straw under the horse's stall.



[Multiple Choice]

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Choose the sentence in the paragraph that uses an **incorrect** coordinating conjunction.

I wanted to go to the beach, but it started raining. **I decided to stay home, but I watched a movie instead.** My brother went outside to play, and he had a great time in the rain. We both enjoyed the day, yet we did different things.

[Hot Text Selectable]

Part B

Choose the paragraph that corrects the usage error in Part A.

- A. I wanted to go to the beach, yet it started raining. I decided to stay home, but I watched a movie instead. My brother went outside to play, and he had a great time in the rain. We both enjoyed the day, yet we did different things.
- B. I wanted to go to the beach, but it started raining. I decided to stay home, but I watched a movie instead. My brother went outside to play, and he had a great time in the rain. We both enjoyed the day, or we did different things.
- C. **I wanted to go to the beach, but it started raining. I decided to stay home, so I watched a movie instead. My brother went outside to play, and he had a great time in the rain. We both enjoyed the day, yet we did different things.**
- D. I wanted to go to the beach, but it started raining. I decided to stay home, but I watched a movie instead. My brother went outside to play, or he had a great time in the rain. We both enjoyed the day, and we did different things.

[Multiple Choice]