

# Conventions of Standard English

## Conventions: Grammar (L.1)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5th	6th	7th	8th	9th-10th	11th-12th
<p><b>Verbs</b> Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. ----- Use verb tense to convey various times, sequences, states, and conditions. ----- Recognize and correct inappropriate shifts in verb tense.*</p>	<p><b>Pronouns</b> 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).*</p>	<p><b>Phrases &amp; Clauses</b> Explain the function of phrases and clauses in general and their function in specific sentences. ----- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p><b>Verbs</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ----- Form and use verbs in the active and passive voice. ----- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ----- Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<p><b>Phrases &amp; Clauses</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. ----- Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>
<p><b>Conjunctions</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ----- Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><b>Variations</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p><b>Sentences</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>		<p>Use parallel structure.*</p>	

## Conventions: Capitalization, Punctuation, and Spelling (L.2)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	5th	6th	7th	8th	9th-10th	11th-12th
<b>Punctuation</b>	<p>Use punctuation to separate items in a series.*</p> <p>-----</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p>-----</p> <p>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?).</p> <p>-----</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	<p>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p>	<p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>-----</p> <p>Use an ellipsis to indicate an omission.</p>	<p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>-----</p> <p>Use a colon to introduce a list or quotation.</p>	<p>Observe hyphenation conventions.</p>
<b>Spelling</b>	<p>Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Spell correctly.</p>	<p>Spell correctly.</p>	<p>Spell correctly.</p>	<p>Spell correctly.</p>	<p>Spell correctly.</p>

# Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **(L.3)**

5th	6th	7th	8th	9th-10th	11th-12th
<p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>-----</p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>-----</p> <p>Maintain consistency in style and tone.*</p>	<p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>	<p>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

# Vocabulary Acquisition and Use

## Word Meaning (L.4)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.

	5th	6th	7th	8th	9th-10th	11th-12th
<b>Word Meanings</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				
<b>Affixes</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word				Identify and correctly use patterns of word changes that indicate different meanings or parts of speech	
	(e.g., photograph, photosynthesis)	(e.g., audience, auditory, audible).	(e.g., belligerent, bellicose, rebel).	(e.g., precede, recede, secede).	(e.g., analyze, analysis, analytical; advocate, advocacy).	(e.g., conceive, conception, conceivable).
<b>Reference Materials</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
			Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			

## Figurative Language, Word Relationships, and Nuances (L.5)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5th	6th	7th	8th	9th-10th	11th-12th
Interpret figurative language, including similes and metaphors, in context.	Interpret figures of speech (e.g., personification) in context	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Interpret figures of speech (e.g. verbal irony, puns) in context.	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
Use the relationship between particular words to better understand each of the words				Analyze nuances in the meaning of words with similar denotations.	
(e.g., synonyms, antonyms, homographs)	(e.g., cause/effect, part/whole, item/category)	(e.g., synonym/antonym, analogy)			
Recognize and explain the meaning of common idioms, adages, and proverbs.	Distinguish among the connotations (associations) of words with similar denotations (definitions)				
	(e.g., stingy, scrimping, economical, unwasteful, thrifty).	(e.g., refined, respectful, polite, diplomatic, condescending).	(e.g., bullheaded, willful, firm, persistent, resolute).		

## Using Words and Phrases (L.6)

5th	6th	7th	8th	9th-10th	11th-12th
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	