**CCSS ELA Language (Part 1)**

**Conventions of Standard English & Knowledge of Language Continuum (5-7)**

Coding: **Boldface** = New learning *Italics* = Same learning from previous grade level(s)Highlighted = Power Standard

CAPS = Visual aid to locate similar learning in multiple grades

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| **Code** | **5** | **6** | | **7** | |
| **Key Ideas and Details** | | | | | |
| **L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**. | | | | | |
| **L.1** | L.5.1. *Demonstrate command of the*  *conventions of standard English grammar and usage when writing or speaking.*  CONJUNCTIONS, PREPOSITIONS,  INTERJECTIONS   1. **Explain the function of** *conjunctions***,** *prepositions***, and interjections in general and their function in particular sentences.**   VERBS   1. *Form and use* **the perfect (e.g., I had walked; I have walked; I will have walked)** *verb tenses.* 2. *Use verb tense* **to convey various times, sequences, states, and conditions**. 3. **Recognize and correct inappropriate shifts in** *verb tense*.\*   CONJUNCTIONS   1. *Use* **correlative** *conjunctions* **(e.g., either/or, neither/nor).** | | L.6.1*. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*  PRONOUNS   1. **Ensure that** *pronoun*s **are in the proper case** (**subjective, objective**, *possessive*). 2. *Use* **intensive** *pronouns* **(e.g., myself, ourselves).** 3. **Recognize and correct inappropriate shifts in** *pronoun* **number and person.\*** 4. **Recognize and correct vague** *pronouns* **(i.e., ones with unclear or ambiguous antecedents).\***   STANDARD ENGLISH VARIATIONS   1. **Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\*** | | L.7.1. *Demonstrate command of the*  *conventions of standard English grammar and usage when writing or speaking.*  PHRASES, CLAUSES   1. **Explain the function of phrases and clauses in general and their function in specific sentences.**   SENTENCES   1. **Choose among** *simple, compound, complex*, **and compound-complex** *sentences* **to signal differing relationships among ideas.** 2. **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*** |
| **Key Ideas and Details** | | | | | |
| **L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | | | |
| **L.2** | L.5.2. *Demonstrate command of the*  *conventions of standard English capitalization, punctuation, and spelling when writing.*  PUNCTUATION   1. **Use punctuation to separate items in a series.\*** 2. *Use a comma to separate* **an introductory element from the rest of the sentence.** 3. *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?).** 4. *Use* **underlining,** *quotation marks***, or italics to indicate titles of works**.   SPELLING / REFERENCE MATERIALS   1. *Spell grade-appropriate words correctly, consulting references as needed.*   **(\*See notation on page 12 regarding**  **standards with asterisks.)** | | L.6.2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*  PUNCTUATION   1. *Use punctuation* **(***commas***, parentheses, dashes)** *to set off* **nonrestrictive/parenthetical elements.\***   SPELLING   1. *Spell correctly.* | | L.7.2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*  PUNCTUATION   1. *Use a comma to separate* **coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).**   SPELLING   1. *Spell correctly.* |

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| **Knowledge of Language** | | | |
| **L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** | | | |
| **L.3** | L.5.3. *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*  SENTENCES   1. *Expand***, combine, and reduce** *sentences* **for meaning, reader/listener interest, and style.**   ENGLISH VARIATIONS   1. **Compare and contrast the varieties of** *English* **(e.g., dialects, registers) used in stories, dramas, or poems.** | L.6.3*. Use knowledge of language and its*  *conventions when writing, speaking, reading, or listening.*  SENTENCES   1. **Vary** *sentence* **patterns for meaning, reader/listener interest, and style.\***   STYLE/TONE   1. **Maintain consistency in style and tone.\*** | L.7.3. *Use knowledge of language and its*  *conventions when writing, speaking, reading, or listening.*  IDEAS EXPRESSION   1. **Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*** |