**CCSS ELA Language (Part 1)**

**Conventions of Standard English & Knowledge of Language Continuum (8-12)**

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** | **8** | **9-10** | **11-12** |
| **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.8.1. *Demonstrate command of the conventions of standard English grammar and usage when**writing or speaking.*VERBS1. *Explain the function of* **verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**
2. *Form and use verbs* **in the active and passive** **voice.**
3. *Form and use verbs* **in the indicative,** **imperative, interrogative, conditional, and subjunctive mood.**
4. *Recognize and correct inappropriate shifts* **in** *verb* **voice and mood.\***
 | L.9-10.1*. Demonstrate command of the**conventions of standard English grammar and usage when writing or speaking.*PARALLEL STRUCTURE1. **Use parallel structure.\*** PHRASES/CLAUSES
2. **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.**
 | L.11-12.1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*USAGE1. **Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.**
2. **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.**
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| **Key Ideas and Details** |
| **L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| **L.2** | L.8.2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*PUNCTUATION1. *Use punctuation (comma***, ellipsis,** *dash) to indicate a pause or break.*
2. *Use an* **ellipsis to indicate an omission***.*
3. *Spell correctly.*
 | L.9-10.2. *Demonstrate command of the**conventions of standard English capitalization, punctuation, and spelling when writing.*PUNCTUATION1. *Use a* **semicolon (and perhaps a conjunctive** *adverb***) to link two or more closely** *independent clauses***.**
2. *Use a* **colon to introduce a list or quotation**.
3. *Spell correctly.*
 | L.11-12.2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*PUNCTUATION1. **Observe hyphenation conventions**.
2. *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.8.3. *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*VOICE/MOOD1. *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).**
 | L.9-10.3*.* **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.*STYLE GUIDELINES1. **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.**
 | L.11-12.3. *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.*SYNTAX1. **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.**
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**Note: Asterisk notation throughout the matrices is based on information included in the Language Progressive Skills, by Grade Matrix (CCSS, pp. 30, 56). This document states: *The following [standards], marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued* *attention in higher grades as they are applied to increasingly sophisticated writing and speaking.***