**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.*  VERBS   1. *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 STRUCTURE   1. **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.*  USAGE   1. **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.** |
| **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.*  PUNCTUATION   1. *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.*  PUNCTUATION   1. *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.*  PUNCTUATION   1. **Observe hyphenation conventions**. 2. *Spell correctly.* |
| **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/MOOD   1. *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 GUIDELINES   1. **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.*  SYNTAX   1. **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.** |

**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.***