

## Common Core State Standards

“The language standards include the ‘rules’ of SAE but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.”

1. Conventions of Standard English (command of the conventions of SE grammar, usage, punctuation and spelling.)
2. Knowledge of language: 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.
3. Vocabulary acquisition and use (determine or clarify the meaning of words and phrases by using context clues, analyzing meaningful word parts and consulting reference materials; acquire and use a range of academic and domain-specific words and phrases)

(In the chart below, I separated word/phrase-level standards from clause/sentence-level standards for easier reading; no such separation exists in the standards)

Grade	Conventions	Word Level	Clause/Sentence Level	Knowledge of Language	Relevant Writing Stand/Text types and purposes (1-3)
K	Recognize and name end punctuation.	Use plural nouns, question words, common N and V, common prepositions	Produce and expand complete sentences		-State opinion about a book they're reading. -Supply information about the topic they're writing. -Tell events in order they occurred
1	Use end punctuation for sentences Comma in dates Comma to separate words in a series	Use common, proper, possessive N; personal, possessive, indefinite pronouns; verbs to convey tense; determiners; adjectives conjunctions;	S-V agreement; Expand simple and compound sentences; produce above sentences in response to prompts		-Introduce a topic, state an opinion and supply reasons; provide closure. -Name topic, supply facts; provide closure. -Recount sequenced events and use temporal words to signal event order
2	Commas in greetings and closings of letters Apostrophes for contractions/possessives	Use collective nouns; irregular plurals; reflexive pronouns; adj., adv.; irregular past	Rearrange S and CD sentences		Use linking words;. -Name topic, supply facts and definitions to develop points; provide closure. -Recount an event; provide details to describe actions, thoughts, feelings

3	<p>Commas in addresses                  Commas and quotation marks in dialogue</p>	<p>Abstract nouns; explain function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences; regular and irregular plural nouns and verbs; coordinating and subordinating conjunctions</p>	<p>S, CD, CX; Pronoun-Antecedent agreement</p>	<p>Choose words and phrases for effect. Recognize differences between speech and writing</p>	<p>Create organizational structure that lists reasons; use linking words and phrases to connect opinion and reasons; provide concluding statement                  -Use linking words and phrases to connect ideas within categories of information; provide closing statement.                  -Introduce a narrator and characters; organize an event sequence; use temporal words and phrases to signal event order; provide a sense of closure.</p>
4	<p>Commas and quotation marks for direct speech                  Comma before a coordinating conjunction in a compound sentence</p>	<p>Relative pronouns; progressive; modals; order of adjectives; prepositional phrases</p>	<p>Recognize and correct fragments and run ons</p>	<p>Use punctuation for effect. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate</p>	<p>-create a structure in which related ideas are grouped to support the writer's purpose.                  -group related information in paragraphs and sections; develop topic with concrete detail, quotations; use domain specific vocabulary.                  -use dialogue and description; use a variety of transitional words and phrases to manage the sequence of events</p>
5	<p>Comma for items in series.                  Comma to separate introductory elements                  Comma to set off tag questions                  Comma to set off 'yes/no'</p>	<p>Explain the function of conjunctions, prepositions, interjections in general and in specific sentences. Perfect verb forms ; use tense for time sequence; correlatives (either...or, etc.)</p>		<p>Explore, combine and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast varieties of English used in stories, dramas or poems.</p>	<p>-use narrative techniques such as dialogue, description and pacing;                  -use a variety of transitional words, phrases and clauses to manage the sequence of events; use concrete words, phrases and sensory detail</p>

6	Commas, parentheses, dashes for non-restrictive elements	Intensive pronouns; pronoun case	Recognize inappropriate person/number shifts in pronouns; variations from SWE; vary sentence patterns for meaning and style	Vary sentence patterns for meaning. Maintain consistency in style and tone.	-Write arguments and informative/explanatory texts: - Use words, phrases and clauses to clarify relationships among claims and reasons or ideas and concepts; -establish and maintain a formal style -use precise language and domain-specific vocabulary;
7	Comma for coordinate adjectives		Function of phrases and clauses in general and specific sentences; misplaced modifiers; CDCX sentences Choose among S, CD, CX, CDCX sentences to signal differing relationships among ideas	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	-Use transitions and/or words, phrases, clauses to create cohesion and clarify relationships among claims, reasons and evidence;
8	Ellipsis for omission Comma, ellipsis, dash to indicate pause/break	Active/passive; verb moods; function of verbals in general and in specific sentences	Voice and mood shifts	Use verbs in the active voice to achieve particular effect	No change from grade 7
9-10	Semicolon (and, possibly, conjunctive adverb) for joining independent clauses Colon for list Colon for quotation	Use all phrases (incl. absolutes), and clauses for variety and interest	Use parallel structure	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type	-use words, phrases, clauses to link the major sections of the text, create cohesion and clarify relationships; -attend to the norms and conventions of the discipline in which they are writing
11-12	Command of the conventions of English punctuation		Vary syntax for effect	Vary syntax for effect; apply an understanding of syntax to the study of complex texts	