

9-12 College and Career Readiness Anchor Standard	Ninth-Tenth		Eleventh-Twelfth	
	STANDARD	UNPACKED	STANDARD	UNPACKED

Conventions of Standard English

<p>CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>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>To succeed academically and professionally, students must have a strong command of the grammar and usage of spoken and written standard English. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers.</p> <p>The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.</p> <p>* Parallel structure requires continual attention in higher grades as it is applied to increasingly sophisticated writing and speaking.</p> <p>Also at this grade level, specific attention is given to phrases and clauses.</p> <p>9th and 10th grade students should become more adept at using semicolons and colons.</p>	<p>L.9-10.6 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. 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>An understanding of language is essential for effective communication. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.</p> <p>To be college and career ready in language, students must have a strong command of the grammar and usage of spoken and written standard English.</p> <p>Beginning in grade 11, students should be able to apply the understanding that language is ever-changing. Students need to investigate choices in language and usage by using reliable references.</p> <p>Students at this level should be aware of how to properly use a hyphen.</p>
<p>CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>Beginning in grade 11, students should be able to apply the understanding that language is ever-changing. Students need to investigate choices in language and usage by using reliable references.</p> <p>Students at this level should be aware of how to properly use a hyphen.</p>

Knowledge of Language

<p>CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend</p>	<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style</p>	<p>Students in the 9th and 10th grades will apply what they know about language to understand HOW language will function in various forms—how a student comprehends when reading and listening and how a student uses style when speaking.</p>	<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences)</p>	<p>Students in 11th and 12th grades will continue to apply what they know about language to understand HOW language will function in various forms—how a student comprehends when reading and listening and how a student uses style when speaking. Students at this level will also vary the combination of words in a sentence</p>
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more fully when reading or listening.	manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	As well, students at this level should be able to use style manuals appropriate for the writing context.	for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	for effect as well as apply an understanding of this syntax to study complex texts when reading.
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Vocabulary Acquisition and Use

CCRA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. 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. d. 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).	CCSS expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. Students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases. This will be accomplished through use of the following: • context clues • patterns of word changes • dictionaries and thesauruses Students at this level should also be able to explain their understanding of figurative language, word relationships and subtle differences in word meanings. As well, students should be able to explore words that have similar literal meanings. Students at this level should be comfortable incorporating appropriate vocabulary into their modes of communication. They should take the initiative to accumulate vocabulary that is necessary to understand while reading, writing, speaking, and listening.	L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). b. 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. c. 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).	CCSS expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. Students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases—preparing them for both college and 21st-century careers. This will be accomplished through use of the following: • context clues • patterns of word changes • dictionaries and thesauruses Students at this level should also be able to explain figurative language, word relationships and subtle differences in word meanings. As well, students should be able to explore the subtle differences in words that have similar literal meanings. Students at this level should be comfortable incorporating appropriate vocabulary into their modes of communication while showing the ability to take the initiative to gather vocabulary that is necessary to understand while reading, writing, speaking, and listening.
	CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	General academic words are more likely to appear in written text rather than in speech they often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable. Domain-specific words are specific to a	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

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<p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p>L.9-10.6 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.</p>	<p>domain or field of study. Because of their specificity and close ties to content knowledge, they are more common in informational texts. (CCSS, Appendix A, p.33)</p>	<p>L.9-10.6 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.</p>	<p>General academic words are more likely to appear in written text rather than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable.</p> <p>Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge, they are more common in informational texts. (CCSS, Appendix A, p.33)</p>
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