**Conventions**

|  |
| --- |
| **Conventions of Standard English** |
| **9-10** | **11-12** |
| **L.CCR.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking** |
| 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/CLAUSES1. **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**
 |
| Repeated Standards from Previous YearsSUBJECT-VERB, PRONOUN-ANTECEDENT: Ensure subject-verb and pronoun-antecedent agreementSENTENCES: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiersCONFUSING WORDS – SPELLING-MEANING: Correctly use frequently confused words (e.g., to, too, two; there, their, they’re…)VERBS: Recognize and correct inappropriate shifts in verb tense; recognize and correct inappropriate shifts in verb voice and moodPRONOUNS: Recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)STANDARD ENGLISH VARIATIONS: Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional languagePARALLEL STRUCTURE: Use parallel structure |

|  |
| --- |
| **Conventions of Standard English** |
| **L.CCR.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing** |
| L.9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writingPUNCTUATION1. Use a **semicolon (and perhaps a conjunctive adverb) to link two or more closely related** 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 writingPUNCTUATION1. **Observe hyphenation conventions**
2. Spell correctly
 |
| Repeated Standards from Previous YearsPUNCTUATIONUse punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements |

|  |
| --- |
| **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.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) 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 listeningSYNTAX1. **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 with reading**
 |
| Repeated Standards from Previous YearsEFFECT: Choose words and phrases for effect; choose punctuation for effectSENTENCES: Vary sentence patterns for meaning, reader/listener interest11-12 only: STYLE/TONE: Maintain consistency in style and tone |

**Research to Build and Present Knowledge**

|  |
| --- |
| **Research to Build and Present Knowledge** |
| **W.CCR.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation** |
| **9-10** | **11-12** |
| W.9-10.7: Conduct short as well **as more sustained** research projects to answer a question (including a self-generated question) or **solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation** | W.11-12.7: Gather relevant information **from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation** |
| **W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism** |
| **9-10** | **11-12** |
| W.9-10.8: Gather relevant information from multiple **authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas** avoiding plagiarism and following a standard format for citation | W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the **strengths and limitations of each source in terms of the task, purpose, and audience**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and **overreliance on any one source** and following a standard format for citation |