**Conventions**

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| **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 STRUCTURE   1. **Use parallel structure**   PHRASES/CLAUSES   1. **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** |
| Repeated Standards from Previous Years  SUBJECT-VERB, PRONOUN-ANTECEDENT: Ensure subject-verb and pronoun-antecedent agreement  SENTENCES: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers  CONFUSING 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 mood  PRONOUNS: 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 language  PARALLEL STRUCTURE: Use parallel structure | |

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| **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 writing  PUNCTUATION   1. 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 writing  PUNCTUATION   1. **Observe hyphenation conventions** 2. Spell correctly |
| Repeated Standards from Previous Years  PUNCTUATION  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements | |

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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.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) 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 with reading** |
| Repeated Standards from Previous Years  EFFECT: Choose words and phrases for effect; choose punctuation for effect  SENTENCES: Vary sentence patterns for meaning, reader/listener interest  11-12 only: STYLE/TONE: Maintain consistency in style and tone | |

**Research to Build and Present Knowledge**

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| **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 |