

# ELA/ESL 12<sup>th</sup> Grade Curriculum Map Template

Semester 1: Units 1, 2, 3, and 4

Semester 2: Units 5, 6, 7, and 8

Essential Question	Content/Skills (with suggested days instruction for each unit)	Performance Indicators (Appendix B)	Common Core Standards (Appendix C)	Resources (Appendix D)	Assessments (Appendix A)	Modifications to instruction (*see footnote)
<b><i>Unit 1: Title OR Essential Question</i></b>						
<b><i>Overarching Question</i></b>					<b>Diagnostic Assessment(s)</b>	<b><u>Struggling Learners</u></b>
<b><i>Sub-questions</i></b>						<b><u>Advanced Learners</u></b>
						<b><u>ELL's</u></b>
					<b>End of Unit Assessment</b>	



Essential Question	Content/Skills (with suggested days instruction for each unit)	Performance Indicators (Appendix B)	Common Core Standards (Appendix C)	Resources (Appendix D)	Assessments (Appendix A)	Modifications to instruction (*see footnote)
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***Unit 3: Title OR Essential Question***

<b><i>Overarching Question</i></b>						<b><u>Struggling Learners</u></b>
<b><i>Sub-questions</i></b>						<b><u>Advanced Learners</u></b>
						<b><u>ELL's</u></b>
						<b>End of Unit Assessment</b>









Essential Question	Content/Skills (with suggested days instruction for each unit)	Performance Indicators (Appendix B)	Common Core Standards (Appendix C)	Resources (Appendix D)	Assessments (Appendix A)	Modifications to instruction (*see footnote)	
<b>Unit 8: Title OR Essential Question</b>							
<b>Overarching Question</b>						<b><u>Struggling Learners</u></b>	
<b>Sub-questions</b>						<b><u>Advanced Learners</u></b>	
							<b><u>ELL's</u></b>
					<b>End of Unit Assessment</b>		

*\*The modifications shown here are examples of the modifications that can be used to differentiate instruction. Individual lesson plans will provide more detailed differentiation.*



## Appendix A: Assessments

<b>Unit</b>	<b>Summative Assessments</b>	<b>Formative Assessments</b>
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		
Unit 7		
Unit 8		

## **Appendix B: Performance Indicators (NYS ELA, 2005)**

### ***Reading Strand***

#### **Grades 9-12 Reading Performance Indicators**

- Identify the purpose for reading
- Adjust the reading rate according to the purpose for reading
- Determine the meaning of unfamiliar words by using classroom and other resources
- Distinguish between dictionary meaning and implied meaning of the writer's words
- Follow the logic of compound/complex sentence structure
- Use knowledge of punctuation to assist in comprehension
- Identify transitional words or phrases that make text cohesive (e.g., *finally*, *in addition*, and *in contrast*)
- Recognize the organizational format, such as hierarchical, chronological, and cause/effect
- Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension
- Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles
- Maintain a personal reading list to reflect reading accomplishments

#### **Grade 12 Reading Performance Indicators**

##### **Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Locate and use school, public, academic, and special library resources for information and research
  - use primary and secondary sources, such as dictionaries and abstracts
  - set purpose for reading by asking questions about what they need to know for their research
- Check consistency of hypothesis with given information and assumption
- Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large
  - employ a range of post-reading practices to think about new learning and to plan future learning

##### **Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Recognize and analyze the relevance of literature to contemporary and/or personal events and situations from short stories, novels, plays, film and video productions, poems, and essays
  - read and discuss literary criticism
  - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
- Compare a film, video, or stage version of a literary work with the written version
- Read literary texts aloud to convey an interpretation of the work
- Read and interpret literary texts from a range of authors, genres, and subjects, including literary criticism
- Interpret multiple levels of meaning and subtleties in text

##### **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer's perspectives, purposes, and intended audience
  - identify text structure, using supports such as graphic organizers
  - preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings
  - focus on key word/phrases that signal that the text is heading in a particular direction
  - identify the particular kinds of language used in particular texts
- Analyze and evaluate poetry in order to recognize the use and effect of
  - sensory imagery

- figurative language
- verse form
- Engage in oral reading activities, such as choral readings, and a variety of written responses, such as double entry journals, to identify and distinguish examples of verse form
- Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective
- Select, reject, and reconcile ideas and information in light of beliefs
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism
- Analyze and evaluate the intellectual and/or emotional impact of specific texts on the reader

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Share reading experiences with a peer or adult; for example, read together silently or aloud, and discuss reactions to texts
- Consider the age, gender, social position, and cultural traditions of the writer
- Understand and anticipate the author's use of tone, diction, and language appropriate to social communication, in a variety of texts and conventions
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

## ***Writing Strand***

### **9-12 Writing Performance Indicators**

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings Identify the intended audience
- Use tone and language appropriate to the audience and purpose Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) Write clear, concise sentences Observe the rules of punctuation, capitalization, and spelling
  - punctuation of simple and compound sentences, dialogue, titles of articles
  - capitalization of words such as proper adjectives, titles of persons, and words in quotes
  - spelling of commonly misspelled words, homonyms, content-area vocabulary
- Use correct grammatical construction - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas
  - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents
- Use dictionaries, thesauruses, and style manuals
- Use an organizational format that provides direction, coherence, and/or unity
- Use computer technology to create, manipulate, and edit text

### **Grade 12 Writing Performance Indicators**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Use and integrate a wide range of organizational strategies to present information
- Define the meaning of and understand the consequences of plagiarism; investigate college and university policies
- Maintain a portfolio that includes informational writing

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Write interpretive and responsive essays of approximately five pages to
  - express judgments and support them through references to the text, using direct quotations and paraphrase
  - explain how the author's use of literary devices, such as allegory, stream of consciousness, and irony affects meaning
  - engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights

- Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive text
- Maintain a portfolio that includes literary, interpretive, and responsive writing

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Develop critiques from more than one perspective, such as historical, cultural, social, and psychological
- Use telecommunication to participate in Listserv discussion groups
- Maintain a writing portfolio that includes writing for critical analysis and evaluation

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)
- Respect the age, gender, and cultural traditions of the recipient

## *Listening Strand*

### **Grades 9-12 Listening Performance Indicators**

- Listen respectfully and responsively
- Recognize the use and impact of effective language
- Demonstrate appropriate body language as a listener
- Identify own purpose for listening
- Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people

### **Grade 12 Listening Performance Indicators**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Interpret and analyze information from media presentations, such as documentary films, news broad- casts, taped interviews, and debates
- Recognize the speaker's use of voice, tone, diction, and syntax in school and public forums, debates, and panel discussions

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Interpret and respond to texts from a variety of genres, authors, and subjects
- Respond to author's reading and discussing their works
- Identify how format and language are used in presentations to communicate the author's message and evoke a response
- Recognize how presentation styles affect the emotional responses of listeners

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Determine points of view to clarify positions, make judgments, and form opinions
- Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion
- Evaluate the expertise and possible bias of the speaker in order to judge the validity of the content
- Recognize the use of protocols and traditional practices in debating, public speaking, interviewing, reviewing literary works, and other forms of speaking
- Evaluate the impact of the medium on the message

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
- Respect the age, gender, social position, and cultural traditions of the speaker
- Listen for multiple levels of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures
- Withhold judgment
- Appreciate the speaker's uniqueness

## ***Speaking Strand***

### **Grades 9-12 Speaking Performance Indicators**

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Use a presentational format appropriate for the audience and purpose
- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection and demonstrate physical poise
- Use nonverbal communication techniques to help disclose message
- Use visual aids and props effectively
- Respond to the audience's reaction and adapt presentation
- Establish and maintain eye contact with audience

### **Grade 12 Speaking Performance Indicators**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Prepare and give presentations to a variety of audiences on a range of informational topics, using a variety of techniques, such as multimedia, group presentations, and dramatic approaches
- Give directions and explain complex processes

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Present interpretations and responses to literary texts and performances in presentations to school and public audiences

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Express opinions and make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, in public documents, and in advertisements
- Present reasons, examples, and details from sources such as films to defend opinions or judgments
- Respond to constructive criticism
- Use visuals and technology to enhance presentation

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Speak informally with familiar and unfamiliar people, individually and in group settings
- Respect the age, gender, social position, and cultural traditions of the listener
- Use social communication in workplace settings to foster trust and build goodwill
- Respond respectfully



**Table 2: Details by Curriculum Map Unit of the CCSS – ELA      11-12**

<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 1</b>	<b>Reading Standards for Literature and/or Informational Text (11-12)</b>
	<b>Writing Standards (11-12)</b>
	<b>Speaking and Listening Standards (11-12)</b>
	<b>Language Standards (11-12)</b>

<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 2</b>	<b>Reading Standards for Literature and/or Informational Text (11-12)</b>
	<b>Writing Standards (11-12)</b>
	<b>Speaking and Listening Standards (11-12)</b>
	<b>Language Standards (11-12)</b>



<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 3</b>	<b>Reading Standards for Literature and/or Informational Text (11-12)</b>
	<b>Writing Standards (11-12)</b>
	<b>Speaking and Listening Standards (11-12)</b>
	<b>Language Standards (11-12)</b>

<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 4</b>	<b>Reading Standards for Literature and/or Informational Text (11-12)</b>
	<b>Writing Standards (11-12)</b>
	<b>Speaking and Listening Standards (11-12)</b>
	<b>Language Standards (11-12)</b>



<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 6</b>	<b>Reading Standards for Literature and/or Informational Text (11-12)</b>
	<b>Writing Standards (11-12)</b>
	<b>Speaking and Listening Standards (11-12)</b>
	<b>Language Standards (11-12)</b>



<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 8</b>	<b>Reading Standards for Literature and/or Informational Text (11-12)</b>
	<b>Writing Standards (11-12)</b>
	<b>Speaking and Listening Standards (11-12)</b>
	<b>Language Standards (11-12)</b>

## Table 3: Details of the CCSS ELA K-12 Standards

### Reading Standards for Literature: Grades 11-12

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. (Not applicable to literature)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

#### Range of Reading and Level of Text Complexity

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

### Reading Standards for Informational Text: Grades 11-12

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### Range of Reading and Level of Text Complexity

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## Writing Standards: Grades 11-12

### Text Types and Purposes

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
  - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
  - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Research to Build and Present Knowledge

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.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



## Speaking and Listening Standards: Grades 11-12

### Comprehension and Collaboration

- 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**
- 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

### Presentation of Knowledge and Ideas

- 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**
- 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**
- 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)**

## Language Standards: Grades 11-12

*Grades K-12 standards are referenced where appropriate.*

### Conventions of Standard English

#### Grades 11-12

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
  - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - 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.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
  - a. Observe hyphenation conventions.
  - b. Spell correctly.

#### Grades 9-10

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
  - a. Use parallel structure.\*
  - 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.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.

#### Grade 8

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.\*
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.

## Language Standards: Grades 11-12 (continued)

Grades K-12 standards are referenced where appropriate.

### Grade 7

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- Spell correctly.

### Grade 6

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.\*
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)\*.
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

### Grade 5

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.\*
- Use correlative conjunctions (e.g., either/or, neither/nor).

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation to separate items in a series.\*
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

### Grade 4

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage \_ badge; boy \_ boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Grade 3

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.\*
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## Language Standards: Grades 11-12 (continued)

*Grades K-12 standards are referenced where appropriate.*

### Grade 2

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Grade 1

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### Kindergarten

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

## Knowledge of Language

### Grades 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.

- 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.

### Grades 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.

- 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.

### Grade 8

#### 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 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).

## Language Standards: Grades 11-12 (continued)

*Grades K-12 standards are referenced where appropriate.*

### Grade 7

#### **3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

### Grade 6

#### **3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- a. Vary sentence patterns for meaning, reader/ listener interest, and style.\*
- b. Maintain consistency in style and tone.\*

### Grade 5

#### **3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### Grade 4

#### **3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- a. Choose words and phrases to convey ideas precisely.\*
- b. Choose punctuation for effect.\*
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### Grade 3

#### **3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- a. Compare formal and informal uses of English.

## Vocabulary Acquisition and Use

### Grades 11-12 Only

#### **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.**

- 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., conceive, conception, conceivable).
- 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, its etymology, or its standard usage.
- 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).

#### **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.

#### **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.**