

Common Core Standards – English/Language Arts – LANGUAGE

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Conventions of Standard English					
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Print many upper- and lowercase letters.	a. Print all upper- and lowercase letters.	a. Use collective nouns (e.g., <i>group</i>).	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Use frequently occurring nouns and verbs.	b. Use common, proper, and possessive nouns.	b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	b. Form and use regular and irregular plural nouns.	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	c. Use abstract nouns (e.g., <i>childhood</i>).	c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	c. Use verb tense to convey various times, sequences, states, and conditions.
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	d. Form and use regular and irregular verbs.	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	d. Recognize and correct inappropriate shifts in verb tense.*
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walkhome</i>).	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	e. Form and use prepositional phrases.	e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).

f. Produce and expand complete sentences in shared language activities.	f. Use frequently occurring adjectives.	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	f. Ensure subject-verb and pronoun-antecedent agreement.*	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	
	g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).		g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	
	h. Use determiners (e.g., articles, demonstratives).		h. Use coordinating and subordinating conjunctions.		
	i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).		i. Produce simple, compound, and complex sentences.		
	j. 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.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	a. Capitalize dates and names of people.	a. Capitalize holidays, product names, and geographic names.	a. Capitalize appropriate words in titles.	a. Use correct capitalization.	a. Use punctuation to separate items in a series.*
b. Recognize and name end punctuation.	b. Use end punctuation for sentences.	b. Use commas in greetings and closings of letters.	b. Use commas in addresses.	b. Use commas and quotation marks to mark direct speech and quotations from a text.	b. Use a comma to separate an introductory element from the rest of the sentence.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	c. Use commas in dates and to separate single words in a series.	c. Use an apostrophe to form contractions and frequently occurring possessives.	c. Use commas and quotation marks in dialogue.	c. Use a comma before a coordinating conjunction in a compound sentence.	c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	d. Form and use possessives.	d. Spell grade-appropriate words correctly, consulting references as needed.	d. Use underlining, quotation marks, or italics to indicate titles of works.
	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
Knowledge of Language					
3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		a. Compare formal and informal uses of English.	a. Choose words and phrases for effect.*	a. Choose words and phrases to convey ideas precisely.*	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
			b. Recognize and observe differences between the conventions of spoken and written standard English.	b. Choose punctuation for effect.*	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
				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).	
*Vocabulary Standards follow here. To make it easier, we have listed them separately as CCS Vocabulary.					

Common Core Standards – Language Standards 6-12		
6 th Grade	7 th Grade	8 th Grade
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	a. Explain the function of phrases and clauses in general and their function in specific sentences.	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	b. Form and use verbs in the active and passive voice.
c. Recognize and correct inappropriate shifts in pronoun number and person.*	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		d. Recognize and correct inappropriate shifts in verb voice and mood.*
e. 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.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
b. Spell correctly.	b. Spell correctly.	b. Use an ellipsis to indicate
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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.*	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	a. 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).
b. Maintain consistency in style and tone.*		
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Common Core Standards – Language Standards 6-12	
9 th – 10 th Grade	11 th – 12 th Grade
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use parallel structure.*	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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.	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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.	a. Observe hyphenation conventions.
b. Use a colon to introduce a list or quotation.	b. Spell correctly.
c. Spell correctly.	
Knowledge of Language	
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.	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.
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply
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