

Strand: Conventions of Standard English			
Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can use parallel structure.*Use intensive pronouns (e.g., <i>myself, ourselves</i>). I can 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>Academic Vocabulary</p> <ul style="list-style-type: none"> Parallel Phrases Clauses 	<p>Question Stems</p>	<p>Possible Assessments</p>
Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<p>Learning Targets</p> <ul style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. I can spell correctly. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> Semicolon 	<p>Question Stems</p>	<p>Possible Assessments</p>

Strand: Knowledge of Language			
Standard 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>Learning Targets</p> <ul style="list-style-type: none"> I can write and edit work so that it conforms to the 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> Edit 	<p>Question Stems</p>	<p>Possible Assessments</p>

Strand: Knowledge of Language			
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.	<ul style="list-style-type: none"> • Conform • Guideline 		

Strand: Vocabulary Acquisition and Use			
Standard 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.			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> ○ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). ○ Consult 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 or its part of speech. ○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by 	<p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> • Context • Affixes • Roots • Glossaries • Thesaurus • Preliminary • Inferred 	<p style="text-align: center;">Question Stems</p>	<p style="text-align: center;">Possible Assessments</p>

Strand: Vocabulary Acquisition and Use			
checking the inferred meaning in context or in a dictionary).			
Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ○ I can analyze nuances in the meaning of words with similar denotations. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Interpret ● Euphemism ● Oxymoron ● Context ● Nuances ● Denotations 	<p>Question Stems</p>	<p>Possible Assessments</p>
Standard 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can use general academic words and phrases. ○ I can use domain-specific words and phrases. ○ I can gather/find vocabulary knowledge. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Acquire ● Domain-specific 	<p>Question Stems</p>	<p>Possible Assessments</p>

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk ().