Napa/Solano/Contra Costa Educational Support Team

**Common Core – Grade Span Comparison**

**Language Standards** (Gr. 6-12)

|  | **Sixth Grade** | **Seventh Grade** | **Eighth Grade** | **Grades 9/10** | **Grades 11/12** |
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| **Conventions of Standard English** | 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).  b. Use *all pronouns, including*intensive **pronouns** (e.g., *myself, ourselves*), *correctly***.**  c. Recognize and correct inappropriate shifts in **pronoun** number and person.\*  d. Recognize and correct vague **pronouns** (i.e., ones with unclear or ambiguous antecedents).\*  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.\* | 1. Demonstrate command of the conventions of standard English **grammar** and **usage** when writing or speaking.  a. Explain the function of **phrases and clauses** in general and their function in specific sentences.  b. Choose among **simple**, **compound**, **complex**, **and compound-complex sentences** to signal differing relationships among ideas.  c. Place **phrases** and **clauses** within a sentence, recognizing and correcting misplaced and dangling modifiers.\* | 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**.\* | 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. | 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. Use **punctuation** (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.\*  b. Spell correctly. | 2. Demonstrate command of the conventions of standard English **capitalization**, **punctuation**, and **spelling** when writing.  a. Use a **comma** to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).  b. Spell correctly. | 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. | 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. | 2. Demonstrate command of the conventions of standard English **capitalization**, **punctuation**, and **spelling** when writing.  a. Observe **hyphenation** conventions.  b. Spell correctly. |
| **Knowledge of Language** | 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**.\* | 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**.\* | 3. Use **knowledge of language** and its **conventions** when writing, speaking, reading, or listening.  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). | 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., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. | 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. 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. |

|  | **Sixth Grade** | **Seventh Grade** | **Eighth Grade** | **Grades 9/10** | **Grades 11/12** |
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| **Vocabulary Acquisition and Use** | 4. Determine or clarify the **meaning of** **unknown and multiple-meaning words** and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.  a. 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.  b. Use common, grade-appropriate **Greek or Latin affixes** and **roots** as clues to the meaning of a word (e.g., *audience, auditory, audible*).  c. 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.  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). | 4. Determine or clarify the **meaning** of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.  a. 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.  b. Use common, grade-appropriate **Greek or Latin affixes** and **roots** as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).  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 or its part of speech *or trace the etymology of words*.  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). | 4. Determine or clarify the **meaning** of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.  a. 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.  b. Use common, grade-appropriate **Greek or Latin affixes** and **roots** as clues to the meaning of a word (e.g., *precede, recede, secede*).  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 or its part of speech *or trace the etymology of words*.  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). | 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.  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., *analyze, analysis, analytical; advocate,* *advocacy*) *and continue to apply knowledge of Greek and Latin roots and affixes.*  c. Consult general and specialized **reference** **materials** (e.g., *college-level*dictionaries, *rhyming dictionaries,**bilingual dictionaries,*glossaries,thesauruses), both print and digital, to find the pronunciation of a word ordetermine or clarify its precise meaning, its part of speech, or its etymology.  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). | 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*).  *Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.*  c. Consult general and specialized **reference** **materials** (e.g., *college-level*dictionaries, *rhyming dictionaries,**bilingual dictionaries,*glossaries,thesauruses), both print and digital, to find the pronunciation of a word ordetermine or clarify its precise meaning, its part of speech, its etymology, or itsstandard 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). |
| **Vocabulary Acquisition and Use** | 5. Demonstrate understanding of **figurative** **language**, **word relationships**, and **nuances in word meanings**.  a. Interpret **figures of speech** (e.g., personification) in context.  b. Use the **relationship** between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  c. Distinguish among the **connotations** (associations) of words with similar **denotations** (definitions) (e.g., *stingy,* *scrimping, economical, unwasteful, thrifty*). | 5. Demonstrate understanding of **figurative language**, word relationships, and nuances in word meanings.  a. Interpret **figures of speech** (e.g., literary, biblical, and mythological allusions) in context.  b. Use the **relationship** between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. Distinguish among the **connotations** (associations) of words with similar **denotations** (definitions) (e.g., *refined, respectful, polite,* *diplomatic, condescending*). | 5. Demonstrate understanding of **figurative**  **language**, word relationships, and nuances in word meanings.  a. Interpret **figures of speech** (e.g. verbal irony, puns) in context.  b. Use the **relationship** between particular words to better understand each of the words.  c. Distinguish among the **connotations** (associations) of words with similar **denotations** (definitions) (e.g., *bullheaded,* *willful, firm, persistent, resolute*). | 5. Demonstrate understanding of **figurative language**, word relationships, and nuances in word meanings.  a. Interpret **figures of speech** (e.g., euphemism, oxymoron) in context and analyze their role in the text.  b. Analyze **nuances** in the meaning of words with similar **denotations**. | 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 grade-appropriate general **academic and domain-specific words** and **phrases**; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 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. | 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. | 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. | 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. |

Note: 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 (\*). Text in ***blue*** is specific to the California State Common Core standards.