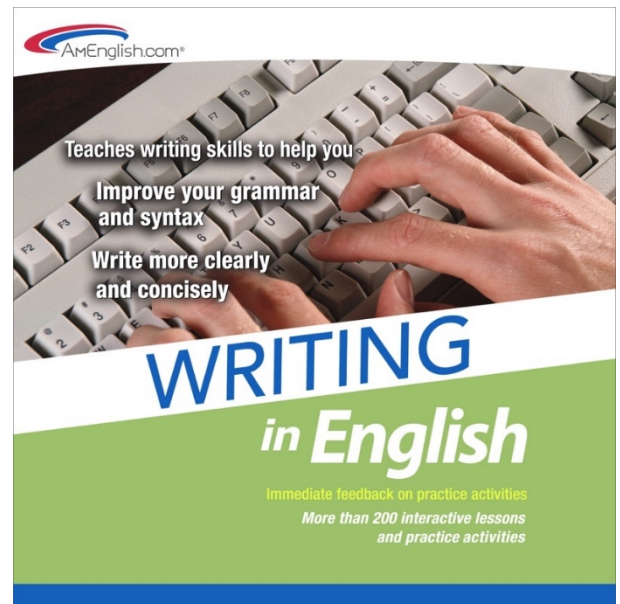


Mapping for Common Core Standards

Writing in English

- Helps students identify & avoid common grammar and syntax mistakes.
- Helps students write clear, concise, and correct English.

Both levels of ***Writing in English*** have been reviewed and approved by ETS®, maker of the TOEFL® and TOEIC® tests.



Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard

Grade(s) 3 4 5 6 7 8 9–10 11–12

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).

L.4.3b. Choose punctuation for effect.

L.5.1d. Recognize and correct inappropriate shifts in verb tense.

L.5.2a. Use punctuation to separate items in a series.†

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

Language Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. 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 (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication. Grade 6 students: Grade 7 students: Grade 8 students: 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 intensive pronouns (e.g., myself, ourselves).
 - 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)
2. 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.*
3. 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.*
4. 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.
5. 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.
6. 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.

Knowledge of Language

6. 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.*
7. 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.*

8. 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).

Language Standards 6–12 The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Grades 9–10 students: Grades 11–12 students:

Conventions of Standard English

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 grammar and usage when writing or speaking.
3. 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.
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.