

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	9-10
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### Standards Relating to Conventions of Standard English

9-10.L.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, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed.

- 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.

### Conventions of Standard English: Relevance and Essential Questions: What's the point?

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
Why is it important to know conventions of standard English grammar and usage?	Having a command of the conventions of standard English helps us effectively communicate when writing or speaking formally or informally.

### Learning Progression: Conventions of Standard English (9-10.L.1 9-10.L.2)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol>	<p><b>9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ol style="list-style-type: none"> <li><b>a. Use parallel structure.</b></li> <li><b>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</b></li> </ol>	<p>11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references as needed.</li> </ol>

<p>8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>	<p><b>9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed.</b></p> <ol style="list-style-type: none"> <li><b>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b></li> <li><b>Use a colon to introduce a list or quotation.</b></li> <li><b>Spell correctly.</b></li> </ol>	<p>11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed.</p> <ol style="list-style-type: none"> <li>Use hyphens and dashes correctly.</li> <li>Spell correctly; consult references as needed.</li> </ol>
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<b>Rigor and Cognitive Complexity</b>		
<b>Know</b>	<b>Understand (Conceptual)</b> <b>The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>9-10.L.1</b></p> <ul style="list-style-type: none"> <li>Conventions of standard English</li> <li>Phrases <ul style="list-style-type: none"> <li>Noun</li> <li>Verb</li> <li>Adjectival</li> <li>Adverbial</li> <li>Participial</li> <li>Gerund</li> <li>Infinitive</li> <li>Prepositional</li> <li>Absolute</li> <li>Appositive</li> </ul> </li> <li>Clauses <ul style="list-style-type: none"> <li>Independent</li> <li>Dependent (subordinate)</li> <li>Noun</li> <li>Relative</li> <li>Adverbial</li> <li>Adjective</li> </ul> </li> <li>Parallelism (parallel structure)</li> <li>Correct punctuation of clauses</li> <li>Grammatical patterns</li> <li>Sentence variety</li> </ul> <p><b>9-10.L.2</b></p> <ul style="list-style-type: none"> <li>Conventions of standard English</li> <li>Independent clause</li> <li>Dependent clause</li> <li>Conjunctive adverb</li> <li>Semicolon</li> <li>Colon</li> <li>Capitalization</li> <li>Punctuation</li> <li>Spelling</li> <li>Quotation</li> <li>Grammar and usage references</li> </ul>	<p><b>9-10.L.1</b></p> <p>There is a difference between a phrase and a clause.</p> <p>There are differences between gerunds, participles, and infinitives.</p> <p>Phrases, clauses, and parallelism are used to enhance writing.</p> <p>Sentence variety is needed to enhance fluency.</p> <p><b>9-10.L.2</b></p> <p>Proper capitalization, punctuation, and spelling are crucial to effective writing.</p> <p>Punctuation, like semicolons and colons, has multiple purposes.</p> <p>References for grammar and usage rules are easily accessible.</p>	<p><b>9-10.L.1</b></p> <p>Use a variety of phrases to embellish writing.</p> <p>Use both independent and dependent clauses in writing.</p> <p>Use parallelism for proper effect when writing.</p> <p>Use sentence variety.</p> <p>Recognize parallelism, phrases, and clauses used for effect by writers.</p> <p>Punctuate correctly.</p> <p><b>9-10.L.2</b></p> <p>Demonstrate proper capitalization, punctuation, and spelling when writing.</p> <p>Link independent clauses with a semicolon (possibly with a conjunctive adverb), etc.</p> <p>Introduce a list or quotation with a colon.</p>

		Consult references for grammar and usage rules.
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<b>Student Friendly Language</b>
<p><b>9-10.L.1</b>  I can determine the difference between a clause and a phrase.  I can create and use prepositional, appositive, gerund, participle, and infinitive phrases correctly to enhance my writing.  I can explain the difference between independent, dependent, adjective, adverb, and noun clauses.  I can use parallel structure in my writing.</p> <p><b>9-10.L.2</b>  I can capitalize, punctuate, and spell correctly when writing.  I can use punctuation, such as semicolons and colons to vary my writing.  I can consult references for rules on grammar and usage.</p>

<b>Key Vocabulary</b>		
<p><b>9-10.L.1</b></p> <ul style="list-style-type: none"> <li>● Phrases <ul style="list-style-type: none"> <li>○ Noun</li> <li>○ Verb</li> <li>○ Adjectival</li> <li>○ Adverbial</li> <li>○ Participial</li> <li>○ Gerund</li> <li>○ Infinitive</li> <li>○ Prepositional</li> <li>○ Absolute</li> <li>○ Appositive</li> </ul> </li> <li>● Clauses <ul style="list-style-type: none"> <li>○ Independent</li> <li>○ Dependent (subordinate)</li> <li>○ Noun</li> <li>○ Relative</li> <li>○ Adverbial</li> <li>○ Adjective</li> </ul> </li> <li>● Parallel structure</li> </ul>	<p><b>9-10.L.2</b></p> <ul style="list-style-type: none"> <li>● References</li> <li>● Conjunctive adverb</li> <li>● Independent clause</li> <li>● Dependent clause</li> <li>● Colon</li> <li>● Semicolon</li> </ul>	

<b>Relevance and Applications:</b> How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?
<p>We use these skills in research, memos, presentations, briefs, magazine or journal articles, and nearly any and all professional communication.</p> <p>We need to be able to use conventions of standard English (punctuation, spelling, capitalization) in order to communicate and articulate effectively in a post-secondary setting and in the workplace.</p> <p>Lack of clear communication could lead to misunderstanding or possibly loss of a job. For example, when applying for a job, misuse of standard English conventions could result in not being hired.</p>

<b>Resources</b>
<p><a href="https://doe.sd.gov/octe/ELA-resources.aspx">https://doe.sd.gov/octe/ELA-resources.aspx</a></p>

## Achievement Level Descriptors

### Conventions of Standard English:

9-10.L.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, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed.

- 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.

Level 1	Level 2	Level 3	Level 4
<p>When writing or speaking, students should be able to</p> <ul style="list-style-type: none"> <li>• Minimally, with significant support, apply or edit with consistent understanding of grade-appropriate, Standard English grammar, usage, including few parallel structure and various types of phrases--noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute; clauses--independent, dependent, noun, relative, adverbial; and mechanics--semicolons to link together independent clauses, colons; to introduce lists or quotations, and correct spelling, to clarify a message, consulting references when needed.</li> </ul>	<p>When writing or speaking, students should be able to</p> <ul style="list-style-type: none"> <li>• Partially, with minimal support, apply or edit with consistent understanding of grade-appropriate, Standard English grammar, usage, including some parallel structure and various types of phrases--noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute; clauses--independent, dependent, noun, relative, adverbial; and mechanics--semicolons to link together independent clauses, colons; to introduce lists or quotations, and correct spelling, to clarify a message, consulting references when needed.</li> </ul>	<p>When writing or speaking, students should be able to</p> <ul style="list-style-type: none"> <li>• Adequately apply or edit with consistent understanding of grade-appropriate, Standard English grammar, usage, including parallel structure and various types of phrases--noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute; clauses--independent, dependent, noun, relative, adverbial; and mechanics--semicolons to link together independent clauses, colons; to introduce lists or quotations, and correct spelling, to clarify a message, consulting references when needed.</li> </ul>	<p>When writing or speaking, students should be able to</p> <ul style="list-style-type: none"> <li>• Thoroughly apply or edit with consistent understanding of grade-appropriate, Standard English grammar, usage, including parallel structure and various types of phrases--noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute; clauses--independent, dependent, noun, relative, adverbial; and mechanics--semicolons to link together independent clauses, colons; to introduce lists or quotations, and correct spelling, to clarify a message, consulting references when needed.</li> </ul>