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| **College/Career/Citizen Ready Anchor Standards: Language** | Grades 9-10 students | Grades 11-12 students  [Iowa Core](https://iowacore.gov/iowa-core/subject/literacy)  Page 68 |
| **Conventions of Standard English** |  |  |
| 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | 1. Use parallel structure.\* 2. 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. **(****L.9-10.1.)** | 1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 2. 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. **(L.11-12.1.)** |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 2. Use a colon to introduce a list or quotation. 3. Spell correctly. **(L.9-10.2.)** | 1. Observe hyphenation conventions. 2. 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. | 1. 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. **(L.9-10.3.)** | 1. comprehend more fully when reading or listening. 2. 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. **(L.11-12.3.)** |
| **Vocabulary Acquisition and Use** |  |  |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | 1. 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. 2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). 3. 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, its part of speech, or its etymology. 4. 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). **(L.9-10.4.)** | 1. 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. 2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). 3. 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, its part of speech, its etymology, or its standard usage. 4. 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). **(L.11-12.4.)** |
| 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 2. Analyze nuances in the meaning of words with similar denotations. **(L.9-10.5.)** | 1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. 2. Analyze nuances in the meaning of words with similar denotations. **(L.11-12.5.)** |
| 1. Acquire and use accurately a range of 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. | 1. 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. **(L.9-10.6.)** | 1. 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. **(L.11-12.6.)** |