

# Core Content Connectors: Writing

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This document focuses on the Core Content Connectors (CCCs) and their alignment with the Common Core State Standards (CCSS) Anchor Standards.

## **Grade K**

**K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

### **Production and Distribution of Writing**

W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.**

### **Presentation of Knowledge and Ideas**

SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

**K.WA.3 Print many upper- and lowercase letters.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

**K.WA.4 Use high frequency nouns in dictating or writing.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

**K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**K.WA.6 Complete sentences in a shared language activity.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce and expand complete sentences in shared language activities.

**K.WA.7 Capitalize the first word in a sentence and the pronoun *I*.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun *I*.

**K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**K.WA.9 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.**

**Vocabulary Acquisition and Use**

L6. 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 encountering an unknown term important to comprehension or expression.

K.L.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

## **Grade 1**

**1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.**

### **Research to Build and Present Knowledge**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.**

### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.**

### **Presentation of Knowledge and Ideas**

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.SL.6 Produce complete sentences when appropriate to task and situation.

**1.WA.4 Print upper- and lowercase letters.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

**1.WA.5 Use frequently occurring nouns in dictating or writing.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use common, proper, and possessive nouns.

**1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*) within writing.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use common, proper, and possessive nouns.

**1.WA.7 Use frequently occurring adjectives in dictating or writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Use frequently occurring adjectives.

**1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

**1.WA.9 Use verbs to convey a sense of past, present, or future in writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

**1.WA.10 Use frequently occurring prepositions (e.g., *on, in*) in dictating or writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

**1.WA.11 Use frequently occurring conjunctions (e.g., *and, but, or, so, because*) in writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

**1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**1.WA.13 Write a letter or letters for consonant and short-vowel sounds (phonemes).**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**1.WA.14 Use capitalization of first word in sentence, pronoun “I”, dates, and names of people.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

**1.WA.15 Use end punctuation for sentences.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use end punctuation for sentences.

**1.WA.16 Use conventional spelling for words with common spelling patterns**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**1.WA.17 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).**

**Vocabulary Acquisition and Use**

L4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

1.L.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

## **Grade 2**

### **2.WA.1 Use end punctuation for sentences.**

#### **Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use end punctuation for sentences.

### **2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaboration with peers.**

#### **Research to Build and Present Knowledge**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **2.WA.3 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.**

#### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### **2.WA.4 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.**

#### **Presentation of Knowledge and Ideas**

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **2.WA.5 Use collective and irregular plural nouns within writing.**

#### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

a. Use collective nouns (e.g., *group*).

b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

### **2.WA.6 Use past tense irregular verbs within writing.**

#### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

## **2.WA.7 Use adjectives and adverbs within writing.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

e. Use adjectives and adverbs and choose between them depending on what is to be modified.

## **2.WA.8 Use reflexive pronouns (e.g., myself, ourselves) within writing.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

c. Use reflexive pronouns (e.g., *myself*, *ourselves*).

## **2.WA.9 Produce and expand upon simple or compound sentences.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).

## **2.WA.10 Write a letter or letters for consonant and short-vowel sounds (phonemes).**

### **Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

## **2.WA.11 Use end punctuation for sentences.**

### **Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use end punctuation for sentences.

## **2.WA.12 Use conventional spelling for words with common spelling patterns.**

### **Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**2.WA.13 Capitalize dates, names of people, holidays, product names, and geographic names.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

**2.WA.14 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**

**Vocabulary Acquisition and Use**

L6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

2.L.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## **Grade 3**

### **3.WA1. Develop keyboarding skills.**

#### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### **3.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).**

#### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### **3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.**

#### **Presentation of Knowledge and Ideas**

SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace.

### **3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.**

#### **Presentation of Knowledge and Ideas**

SL5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### **3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.**

#### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use regular and irregular plural nouns.

c. Use abstract nouns (e.g., *childhood*).

d. Form and use regular and irregular verbs.

g. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

**3.WA.6 Use simple and compound sentences in informative/explanatory writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

i. Produce simple, compound, and complex sentences.

**3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use regular and irregular plural nouns.

c. Use abstract nouns (e.g., *childhood*).

d. Form and use regular and irregular verbs.

g. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

**3.WA.8 Use correct subject-verb and pronoun-antecedent agreement within writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**3.WA.9 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

**3.WA.10 Use quotation marks within writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use commas and quotations marks in dialogue

**3.WA.11 Use conventional spelling (e.g., *sitting, smiled, cries*) and spelling patterns (e.g., *word families, syllable patterns, ending rules*) in writing words.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**3.WA.12 Use commas accurately in addresses or dialogue within writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use commas and quotations marks in dialogue.

**3.WA.13 Choose words and phrases for appropriate effect (e.g., to inform) within writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

**3.WA.14 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.**

**Vocabulary Acquisition and Use**

L6. 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 encountering an unknown term important to comprehension or expression.

3.L.6 Acquire and use accurately grade-appropriate conversation, general academic, and domain-specific words, and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

## **Grade 4**

### **4.WA.1 Develop keyboarding skills.**

#### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

4.W.6 With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.

### **4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).**

#### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

4.W.6 With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.

### **4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details**

#### **Presentation of Knowledge and Ideas**

SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**

#### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### **4.WA.5 Use relative pronouns and relative adverbs in writing.**

#### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

### **4.WA.6 Use prepositional phrases in writing.**

#### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Form and use prepositional phrases.

**4.WA.7 Produce simple, compound, and complex sentences in writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**4.WA.8 Recognize and correct inappropriate fragments and run-on sentences.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**4.WA.9 Use correct capitalization in writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.

**4.WA.10 Use commas and quotation marks in writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use commas and quotation marks to mark direct speech and quotations from a text.

c. Use a comma before a coordinating conjunction in a compound sentence.

**4.WA.11 Spell words correctly in writing, consulting references as needed.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Spell grade-appropriate words correctly, consulting references as needed.

**4.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.**

**Knowledge of Language**

L3. 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.

4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

**4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.**

**Vocabulary Acquisition and Use**

L6. 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 encountering an unknown term important to comprehension or expression.

4.L.6 Acquire and use accurately grade-appropriate conversation, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

## **Grade 5**

### **5.WA.1 Develop keyboarding skills.**

#### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

### **5.WA.2 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).**

#### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

### **5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.**

#### **Presentation of Knowledge and Ideas**

SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.**

#### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### **5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.**

#### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### **5.WA.6 Recognize and correct inappropriate shifts in verb tense.**

#### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Recognize and correct inappropriate shifts in verb tense.

**5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use verb tense to convey various times, sequences, states, and conditions.

**5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**5.WA.9 Use punctuation to separate items in a series.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.

**5.WA.10 Use commas accurately in writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use a comma to separate an introductory element from the rest of the sentence.

c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

**5.WA.11 Spell words correctly in writing, consulting references as needed.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e. Spell grade-appropriate words correctly, consulting references as needed.

**5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.**

**Knowledge of Language**

L3. 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.

5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**5.WA.13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.**

**Vocabulary Acquisition and Use**

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**5.WA.14 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.**

**Vocabulary Acquisition and Use**

L6. 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.

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

## **Grade 6**

**6.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).**

### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.

**6.WA.2 Develop sufficient keyboarding skills.**

### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.

**6.WA.3 Report on a topic, story, or claim with a logical sequence of ideas, appropriate facts, and relevant, descriptive details**

### **Presentation of Knowledge and Ideas**

SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.

**6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.**

### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.

**6.WA.6 Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

**6.WA.7 Identify and use pronouns accurately in writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6.L.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).

**6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6.L.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.

**6.WA.9 Spell words correctly in writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Spell correctly.

**6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing.**

**Knowledge of Language**

L3. 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.

6.L.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.

**6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.**

**Vocabulary Acquisition and Use**

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.**

**Vocabulary Acquisition and Use**

L6. 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.

6.L.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.

## **Grade 7**

### **7.WA.1 Develop sufficient keyboarding skills.**

#### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.

### **7.WA.3 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).**

#### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well to interact and collaborate with others including linking to and citing sources.

### **7.WA.2 Provide evidence from grade appropriate texts to support analysis, reflection, and research. Research to Build and Present Knowledge**

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims”).

### **7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

#### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

### **7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.**

#### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**7.WA.6 Use phrases and clauses accurately within a sentence.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**7.WA.7 Use commas to separate coordinate adjectives.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

7.L.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.*)

**7.WA.8 Spell words correctly in writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Spell correctly.

**7.W.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.**

**Knowledge of Language**

L3. 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.

7.L.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.

**7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.**

**Vocabulary Acquisition and Use**

L6. 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.

7.L.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.

## **Grade 8**

**8.WA.1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).**

### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**8.WA.2 Provide evidence from grade texts to support analysis, reflection, and research.**

### **Research to Build and Present Knowledge**

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

**8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**8.WA.4 Use active and passive verbs in writing.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use verbs in the active and passive voice.

**8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Form and use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood.

**8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

8.L.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.

**8.WA.7 Spell words correctly in writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Spell correctly.

**8.WA.8 Use active and passive voice in writing to achieve particular effect.**

**Knowledge of Language**

L3. 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.

8.L.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).

**8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.**

**Knowledge of Language**

L3. 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.

8.L.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).

**8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.**

**Vocabulary Acquisition and Use**

L6. 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.

8.L.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.

## **Grades 9-10**

**910.WA.1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).**

### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**910.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.**

### **Research to Build and Present Knowledge**

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. *Apply grade 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

b. *Apply grade 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

**910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.**

### **Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

a. Use parallel structure.

**910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.**

**Conventions of Standard English**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add a variety and interest to writing or presentations.

**910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

9-10.L.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.

**910.WA.7 Spell correctly in writing.**

**Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Spell correctly.

**910.WA.8 Write and edit work to conform to guidelines in a style manual.**

**Knowledge of Language**

L3. 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.

9-10.L.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., *MLS Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

**910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.**

**Vocabulary Acquisition and Use**

L6. 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.

9-10.L.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.

## **Grades 11-12**

**1112.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).**

### **Production and Distribution of Writing**

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**1112.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.**

### **Research to Build and Present Knowledge**

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 11-12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early –twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grade 11-12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**1112.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

### **Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**1112.WA.4 Use hyphenation conventions.**

### **Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**1112.WA.5 Spell correctly in writing.**

### **Conventions of Standard English**

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Spell correctly.

**1112.WA.6 Vary syntax within writing for effect.**

**Knowledge of Language**

L3. 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.

11-12.L.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 reference (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**1112.WA.7 Write and edit work to conform to guidelines in a style manual.**

**Knowledge of Language**

L3. 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.

9-10.L.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., *MLS Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

**1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.**

**Vocabulary Acquisition and Use**

L6. 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.

11-12.L.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.