

Grade 9 - E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

E4a.1 grammar;

E4a.2 paragraph structure;

E4a.3 punctuation;

E4a.4 sentence construction;

E4a.5 spelling;

E4a.6 usage.

- ❑ *Examples of activities through which students might demonstrate an understanding of the rules of the English language include:*
- ❑ *Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading,*
- ❑ *Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate.*
- ❑ *Apply the conventions of language during formal oral presentations.*
- ❑ *Demonstrate use of a variety of sentence patterns.*

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The

student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

E4b.1 adding or deleting details;

E4b.2 adding or deleting explanations;

E4b.3 clarifying difficult passages;

E4b.4 rearranging words, sentences, and paragraphs

to improve or clarify meaning;

E4b.5 sharpening the focus;

E4b.6 reconsidering the organizational structure;

E4b.7 rethinking and/or rewriting the piece in light of different audiences and purposes.

Examples of activities through which students might provide evidence of analyzing and revising written work include:

- ❑ *Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.*
- ❑ *Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.*
- ❑ *Critique the writing or presentation of a peer.*
- ❑ *Describe the reasons for stylistic choices made as a writer or presenter.*
- ❑ *Produce a series of papers on the same topic, each serving a different purpose.*
- ❑ *Manage a writing portfolio and/or electronic portfolio.*