

Using Language Stage Research** and CCEE ELA Language Domain, Standard 1, to Develop Conventions of Standard English

Supporting Speaking and Writing for Students with Complex Communication Needs

Language Stage CCSS*	Common Core; Conventions of Standard English K – 12 th Grade	Language Stage DLME*	DLM Essential Elements; Conventions of Standard English K – 12 th Grade
(N.A. to language stages) 1 3 3 3 4	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities	(N.A. to language stages) 1 3 2 3 2	EE.L.K.1 Demonstrate emerging understanding of letter and word use. a. With guidance and support, distinguish between letters and other symbols or shapes. b. With guidance and support, use frequently occurring nouns in communication. c. With guidance and support, use frequently occurring plural nouns. d. With guidance and support, identify answers to simple questions (e.g., <i>who, what</i>) from an array of choices. e. With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i> . f. With guidance and support, link two or more words together in communication.
(N.A. to language stages)	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.	(N.A. to language stages) 1	EE.L.1.1 Demonstrate emerging understanding of letter and word use. a. Write letters from own name. b. Use frequently occurring nouns in

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4	b. Use common, proper, and possessive nouns.	3	communication.
6	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	1	c. Use frequently occurring plural nouns in communication.
4	d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	1	d. With guidance and support, use familiar personal pronouns (e.g., <i>I, me, and you</i>).
5	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	e. Use familiar present tense verbs.
3	f. Use frequently occurring adjectives.	2	f. With guidance and support, use familiar frequently occurring adjectives (e.g., <i>big, hot</i>).
4	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	3	g. Not applicable
5	h. Use determiners (e.g., articles, demonstratives).	3	h. Not applicable
5	i. Use frequently occurring prepositions (e.g., during, beyond, toward).	3	i. With guidance and support, use common prepositions (e.g., <i>on, off, in, out</i>).
6	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	3	j. With guidance and support, use simple question words (interrogatives) (e.g., <i>who, what</i>).
+** +	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet,	(N.A. to language stages) 1 4	EE.L.2.1 Demonstrate understanding of letter and word use. a. Produce all upper case letters. b. Use common nouns (e.g., <i>mom, dad, boy, girl</i>) in communication. c. Use frequently occurring pronouns to

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6	children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves).	2	refer to self and others (e.g., <i>we, they, him, her, them</i>).
4	d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	3	d. Use frequently occurring verbs.
+	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	2	e. Use frequently occurring adjectives.
+	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).		f. Combine two or more words together in communication.
+	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	2	EE.L.3.1 Demonstrate standard English grammar and usage when communicating. a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
+	b. Form and use regular and irregular plural nouns.	3	b. Use regular plural nouns in communication.
+	c. Use abstract nouns (e.g., childhood).	5	c. Not applicable
6	d. Form and use regular and irregular verbs.	3	d. Use present and past tense verbs.
6	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	3	e. Not applicable
+	f. Ensure subject-verb and pronoun-	3	f. Not applicable
			g. Use common adjectives.
			h. Not applicable (see EE.L.3.1.a)
			i. Ask simple questions.

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6	antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
6	h. Use coordinating and subordinating conjunctions.		
6	i. Produce simple, compound, and complex sentences.		
+ 6 4 + 5 6 (written language)	L.4.1 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). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	2 2 5 4 4	EE.L.4.1 Demonstrate standard English grammar and usage when communicating. a. Use possessive pronouns. b. Combine common nouns with verbs, nouns, or pronouns in communication. c. Not applicable d. Use comparative and superlative adjectives to describe people or objects. e. Use common prepositions (e.g., to, from, in, out, on, off, by, with). f. Combine three or more words in communication. g. Not applicable

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<p style="text-align: center;">+</p> <p style="text-align: center;">+</p> <p style="text-align: center;">+</p> <p style="text-align: center;">+</p> <p style="text-align: center;">+</p>	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">4</p>	<p>EE.L.5.1 Demonstrate standard English grammar and usage when communicating.</p> <p>a. Not applicable</p> <p>b. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>went, sat, ate, told</i>).</p> <p>c. Not applicable</p> <p>d. Not applicable</p> <p>e. Use frequently occurring conjunctions: <i>and, but, or, for, because</i>.</p>
<p style="text-align: center;">+</p> <p style="text-align: center;">+</p> <p style="text-align: center;">+</p> <p style="text-align: center;">+</p>	<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">6</p>	<p>EE.L.6.1 Demonstrate standard English grammar and usage when communicating.</p> <p>a. Use personal pronouns (e.g., <i>he, she, they</i>) correctly.</p> <p>b. Use indefinite pronouns.</p> <p>c. Not applicable</p> <p>d. Not applicable</p> <p>e. Not applicable</p>

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+	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.*		
+	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	4	<p>EE.L.7.1 Demonstrate standard English grammar and usage when communicating.</p> <p>a. Not applicable</p> <p>b. Produce complete simple sentences when writing or communicating.</p> <p>c. Not applicable</p>
+	<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	5 6	<p>EE.L.8.1 Demonstrate standard English grammar and usage when communicating.</p> <p>a. Not applicable</p> <p>b. Form and use the simple verb tenses (e.g., <i>I walked, I walk, I will walk</i>).</p> <p>c. Use appropriate verbs to match nouns.</p> <p>d. Not applicable</p>

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+	d. Recognize and correct inappropriate shifts in verb voice and mood.*		
+ +	L.9-10.1 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.	4	EE.L.9-10.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.
+ +	L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	6 6	EE.L.11-12.1 Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed.

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