

Maryland College and Career Ready Standards for Language Clarifications

Maryland State Department of Education  
English Language Arts/Literacy  
Maryland College and Career-Ready Standards Clarifications



The English Language Arts Department at MSDE facilitated the formation teams of educators from all across the state to participate in writing Clarifications for the Common Core Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement the Maryland College and Career-Ready Standards.

Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the Common Core State Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the Maryland College and Career-Ready Standards Curriculum toolkit.

## Standard Two

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

**Prekindergarten: Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.**

To show proficiency of the skills in this standard, students will recognize that their name begins with a capital letter, they will demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).

Students will use letter-like shapes, symbols, letters, and words to convey meaning. Through shared writings students will write invented stories through letter-like shapes and symbols to label objects and illustrations.

Students will use a variety of skills to develop fine motor skills necessary to control and sustain handwriting.

**Kindergarten: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

To show proficiency of the skills in this standard, students will capitalize the first word in a sentence and the pronoun, I. Using shared writing and shared readings, students will recognize and name end punctuation. They will know that a period means stop, a question mark is used to ask a question, and exclamation point is used to show strong feelings. Students will write a letter or letters for most consonant and short-vowel (phonemes), and spell simple words phonetically, building on their knowledge of sound-letter relationships.

**Grade One: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

To show proficiency of the skills in this standard, students will capitalize dates and names of people and use end punctuation for sentences.

Students will use commas in dates and to separate single words in a series. When writing the date students will use a comma between the day and the month (Tuesday, January 2) and between the date and the year (Monday, November 26, 2012). Students will also separate single words in a series. (e.g. I need milk, eggs, and cheese from the store).

First graders will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words through word sorts, making word activities, traditional spelling activities, and writing. First graders will continue to spell untaught words phonetically.

**Grade Two: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

To show proficiency of the skills in this standard, students will capitalize holidays, product names, and geographic names. (e.g. Thanksgiving, Oreos, and Chesapeake Bay). When writing, students will capitalize cities, states, countries, and continents.

Students will use commas in greetings and closings of letters (e.g., Dear Sam,) (e.g., Sincerely,).

Second graders will use an apostrophe to form contractions (e.g., can't, won't, we'll) and frequently occurring possessives (e.g., Jose's, Sarah's, and the dog's).

When writing independently, students will generalize learned spelling patterns for untaught words and consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Grade Three: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

## Maryland College and Career Ready Standards for Language Clarifications

To show proficiency of the skills in this standard a third grader will analyze and edit a title for correct capitalization usage (e.g. *The Miraculous Journey of Edward Tulane*).

A third grader will analyze and edit an address for proper punctuation. A comma should be used to separate the city and state (e.g. *Baltimore, MD*).

A third grader will analyze, edit, and identify the purpose for using dialogue in a text. A comma is used to separate who is speaking and what is being said. Quotation marks are used to identify what is being said. (e.g. The little bear said, "Who has been eating my porridge?").

A third grader should be able to show ownership by forming possessive nouns. To form possessive nouns add 's to most singular nouns and an apostrophe (') to most regularly formed plural nouns. For example, *boy/boy's, students/students, children/children's*. Possessive nouns should not be confused with a contraction. For example, *its/it's*.

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

A third grader should be able to spell on grade level words with accuracy in their writing. Students will use spelling patterns and generalizations (e.g., word families, position-based spellings syllable patterns, ending rules, meaningful word parts) in writing words.

A third grader should be able to use knowledge of word families and spelling pattern rules in order to assist them in the correct spelling of words.

A third grader should be able to make use of print and online reference materials, such as dictionaries, to check, edit, and correct spelling in their writing.

### **Grade Four : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

A fourth grade student is able to use capitalization rules for proper nouns, the first word of a sentence, the first word in a dialog, the word *I*, and titles. For example, "*I will go to Annapolis this January.*"

A fourth grade student is able to place a comma before a quote and offset the direct quote with quotation marks at the beginning and end of the text. For example, *In the story my teacher read to us, the author wrote, "I have a dream."*

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

A fourth grade student is able to use coordinating conjunctions to connect words or clauses. Coordinating conjunctions connect words or word groups. Some coordinating conjunctions are: *and, but, or, so, for, and yet*. For example, "*The calendar was not updated, so we went back and changed the date.*"

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

Maryland College and Career Ready Standards for Language  
Clarifications

A fourth grade student is able to make use of print and online reference materials, such as dictionaries, to check, edit, and correct spelling in their writing.

**Grade Five: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

To show proficiency in this standard, a fifth grade student will be able to use a comma in a sentence to separate items in a series or a list. Students will use a comma before a word or a group of words at the beginning of a sentence to separate the words from the rest of the sentence. A student will know the correct placement for using a comma in a sentence after the word yes and no (e.g. Yes, I went to the store.), to set off a question from the rest of the sentence, and to indicate a direct address (the use of a comma or commas depending on the placement in the sentence).

Students will use underlining, quotation marks, or italics to indicate titles of works when writing. A fifth grade student is able to use print and online reference materials, such as dictionaries and thesauri to check, edit, and correct spelling in their writing and speech.

**Grade Six: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

To show proficiency of the skills in this standard, a sixth grade student is able to use correct punctuation to close each sentence when writing. Students will use a comma to show a pause or a change that has taken place in their writing. Students will use a dash in their writing to show an abrupt change in their thought or a deliberate pause in their writing (e.g. I do not know where the dog came from-maybe from the neighbor, maybe from the street.)

Students will use parentheses in their writing that is used to show information that is useful or interesting (e.g. Ten cars (red ones) were lined up on the street.)

A sixth grade student will spell words correctly when writing and edit any words that have been misspelled during their writing.

**Grade Seven: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

To show proficiency of the skills in this standard, a seventh grade student is able to identify coordinate adjectives in speech and writing. Coordinate adjectives are adjectives used to equally describe a noun or pronoun. For example, the sentence, *It was a warm, breezy evening*, contains a pair of coordinate adjectives. Both warm and breezy are used to describe the evening. Upon identifying these adjectives, a student will then understand that a comma must be used to separate coordinate adjectives.

To show proficiency of the skills in this standard, a seventh grade student is able to properly spell words within writing. A student will also be able to identify misspelled words and edit in order to correct the spelling.

**Grade Eight: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

To show proficiency of the skills in this standard, an eighth grade student is able to identify (differentiate) the different choices among punctuation (comma, ellipsis, dash) and their function to indicate a pause or break in writing. Determining from context the purpose for a pause or break, a student is able to effectively use appropriate punctuation that enhances meaning. Building upon that knowledge, an eighth grade student understands the role of an ellipsis in their writing to indicate when one or more words have been omitted from quoted material.

To show proficiency of the skills in this standard, a student in grade eight is able to correctly spell general academic and domain-specific words in their writing. A student is able to utilize resources to identify misspelled words and edit to correct them.

**Grades Nine and Ten: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

To show proficiency of the skills in this standard, a student is able to use proper capitalization, punctuation, and spelling. A student is able to determine when to use a semicolon as opposed to a colon. A semi-colon is used to link two or more closely related independent clauses. A colon will introduce a list or quotation.

Example of proper semicolon use: I went to the grocery store today; I bought a ton of fruit.

Example of proper colon use when introducing a list:

Here's how we begin to control this problem: buy picnic products, purchase eggs in paper cartons, and request a paper plate or container for food in your favorite fast-food restaurant.

Example of proper colon use when introducing a quote:

Shakespeare said it best: "To thine own self be true."

**Grades Eleven and Twelve: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

For college and career readiness, a student demonstrates mastery of the skills in this standard by properly using capitalization, hyphenation, punctuation, and spelling.

Hyphen is used:

- To form compound numbers: Numbers between twenty-one to ninety-nine must contain a hyphen.
- Between the numerator and denominator of a fraction, but not when one or both of those elements are already hyphenated.
- To combine words: Great-grandfather
- To join letters and words: T-shirt, X-ray, T-bone
- To create new words with prefixes with the prefixes *self-*, *ex-*, *all-*, *half-*.
- To create new words with suffixes *-elect* and *-free*.

## Maryland College and Career Ready Standards for Language Clarifications

- To prevent confusion: re-create (not recreate), shell-like (not shell-like)
- To form an adjective: voice-recognition software, last-stitch effort, on-screen directions