Online supplement to
**HEL and the K-12 Curriculum: The Common Core State Standards**

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Below are lists of Required and Recommended Skills from the fall 2016 iteration of my course LITS 3301, The English Language, at Fairleigh Dickinson University. This is a course for prospective teachers, and anyone else who is curious about the English language and language in general. It focuses on two questions: (i) How does English work? (ii) How did English get to be the way it is? The listed skills are designed to prepare preservice teachers to meet the demands of the Common Core State Standards for K-12 education. They are an integral part of the course, as described in the book chapter, but not the entire course content.

**REQUIRED SKILLS**

These are required to pass the course. Each one is evaluated Pass/Fail with a separate test or take-home assignment that can be retaken in new versions until passed. The skills are usually presented in the order listed here.

| Have you shown that you can reliably do the following things? | |
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| 1. Identify nouns, pronouns, verbs, adjectives, and adverbs in a sentence.<br><br>  Related Common Core State Standards:<br>    CCSS.ELA-Literacy.L.3.1.a<br>    Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | |
| 2. Identify nouns out of context as singular, plural, collective (or potentially collective), count, non-count, common, proper, abstract, concrete, gendered, and/or "compound" (true compounds are covered under Skill 25). (Taught with Skill 1.)<br><br>  Related Common Core State Standards: same as Skill 1. | |
| 3. Identify the subject and, if there is one, the direct and indirect objects of a given verb in a sentence.<br><br>  Related Common Core State Standards: same as Skill 1. | |
| 4. Identify verbs out of context as normally transitive, intransitive, ambitransitive (either transitive or intransitive) and/or ergative. (Taught with Skill 3.) | |

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| Related Common Core State Standards: same as Skill 1. | |
| 5. State the tense of finite verbs according to traditional grammar (past/present/future, perfect or not, progressive or not: a total of 12 options).<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.5.1.c<br>Use verb tense to convey various times, sequences, states, and conditions. | |
| 6. Identify and fix mistakes in the sequence of tenses. (Taught with Skill 7.)<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.5.1.d<br>Recognize and correct inappropriate shifts in verb tense. | |
| 7. Distinguish between auxiliary verbs and lexical verbs, or "main" and "helping" verbs.<br><br>Related Common Core State Standards: same as Skill 1. | |
| 8. Understand the term "finite verb" (as distinct from an infinitive) and distinguish between infinitives, gerunds, and participles. (Taught with Skill 5.)<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.8.1.a<br>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | |
| 9. Identify the mood of finite verbs according to traditional grammar (imperative, indicative, conditional, subjunctive).<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.8.1.c<br>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | |
| 10. Recognize and fix mistakes in the mood of *if* clauses. (Taught with Skill 9.)<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.8.1.d<br>Recognize and correct inappropriate shifts in verb voice and mood. | |
| 11. Recognize active clauses and, if possible, rewrite as passive. | |

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| Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.8.1.b<br>Form and use verbs in the active and passive voice. | |
| 12. Recognize passive clauses and rewrite as active. (Taught with Skill 11.)<br><br>Related Common Core State Standards: same as Skill 11. | |
| 13. Identify prepositions, conjunctions, and interjections in a sentence.<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.5.1.a<br>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | |
| 14. Distinguish between main and subordinate clauses, and evaluate sentences to determine whether they are really sentences or only fragments, labeling them simple, compound, complex, or compound-complex. (Taught with Skill 13.)<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.4.1.f<br>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | |
| 15. Identify prepositional phrases and subordinate clauses as adjectival or adverbial and say what they modify (this includes identifying the antecedent of a relative clause). (Taught with Skill 13.)<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.7.1.a<br>Explain the function of phrases and clauses in general and their function in specific sentences. | |
| 16. Distinguish between prepositional phrases and subordinate clauses ("a clause has a verb in it"). (Taught with Skill 13.)<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.7.1.a<br>Explain the function of phrases and clauses in general and their function in specific sentences. | |
| 17. Distinguish between restrictive/integrated and nonrestrictive/nonintegrated relative clauses, and punctuate accordingly.<br><br>Related Common Core State Standards:<br>CCSS.ELA-Literacy.L.6.2.a<br>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | |

18. Identify subject and object complements and distinguish these from the objects of verbs (hence, understand the difference between "You make me happy" and "You make me cookies").

> Related Common Core State Standards:
> CCSS.ELA-Literacy.L.3.1.a
> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

19. Recognize, explain, and fix mistakes in pronoun reference.

> Related Common Core State Standards:
> CCSS.ELA-Literacy.L.6.1.c
> Recognize and correct inappropriate shifts in pronoun number and person.
> CCSS.ELA-Literacy.L.6.1.d
> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

20. Recognize, explain, and fix mistakes in pronoun case. (Taught with Skill 13.)

> Related Common Core State Standards:
> CCSS.ELA-Literacy.L.6.1.a
> Ensure that pronouns are in the proper case (subjective, objective, possessive).

21. Correctly choose *who* vs. *whom*.

> Related Common Core State Standards:
> CCSS.ELA-Literacy.L.4.1.a
> Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

22. Recognize, describe, and fix misplaced, dangling, and squinting modifiers.

> Related Common Core State Standards:
> CCSS.ELA-Literacy.L.7.1.c
> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

23. Recognize and fix faulty parallelism.

> Related Common Core State Standards:
> CCSS.ELA-Literacy.L.9-10.1.a
> Use parallel structure.*

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| 24. Accurately describe the morphemes that make up a word (includes recognizing affixes—prefixes and suffixes—as typical of certain parts of speech, like *-ly* for adverbs).<br><br>    Related Common Core State Standards:<br>      CCSS.ELA-Literacy.L.3.4.b<br>      Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).<br>      CCSS.ELA-Literacy.L.4.4.b<br>      Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).<br>      CCSS.ELA-Literacy.L.5.4.b<br>      Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).<br>      CCSS.ELA-Literacy.L.6.4.b<br>      Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).<br>      CCSS.ELA-Literacy.L.9-10.4.b<br>      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).<br>      CCSS.ELA-Literacy.CCRA.L.4<br>      Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | |
| 25. Classify compounds by type (endocentric, exocentric, copulative/appositional, blended/portmanteau, etc.).<br><br>    Related Common Core State Standards: same as Skills 1 and 27. | |
| 26. Explain what distinguishes the historical phases of English (Old, Middle, Early Modern, Modern) and recognize sample texts as examples of each. | |
| 27. Identify milestone historical events and significant people affecting the development of English and say why they matter. | |
| 28. Choose the correct plural for English words borrowed from foreign languages. | |
| 29. Use the *Oxford English Dictionary Online* to look up the etymology and historical usage of words (take-home assignment).<br><br>    Related Common Core State Standards:<br>      CCSS.ELA-Literacy.L.5.4.c<br>      Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.<br>      CCSS.ELA-Literacy.L.9-10.4.c<br>      Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both | |

print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
CCSS.ELA-Literacy.L.11-12.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
CCSS.ELA-Literacy.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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30. Use *Garner's Modern English Usage* to clarify points of contemporary usage. Take-home assignment.

   Related Common Core State Standards:
   CCSS.ELA-Literacy.L.4.1.g
   Correctly use frequently confused words (e.g., *to, too, two; there, their*).
   CCSS.ELA-Literacy.L.11-12.1.b
   Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
   CCSS.ELA-Literacy.L.11-12.4.c
   Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
   CCSS.ELA-Literacy.CCRA.L.1
   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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31. Recognize and comment on consequential grammar and usage issues in real-world situations—law, business, politics, etc.—and in student writing. Recognize "pet peeve" violations of prescriptive grammar rules (e.g. passives, split infinitives, "sentence adverbs" like *hopefully*, singular *they*) and discuss them according to the standards of descriptive grammar (i.e. offer an evidence-based assessment of these "errors" as real errors or as justified and perhaps even necessary language given the context).

   Related Common Core State Standards:
   CCSS.ELA-Literacy.L.5.3.b
   Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.
   CCSS.ELA-Literacy.L.6.1.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.
   CCSS.ELA-Literacy.L.11-12.1.a
   Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   CCSS.ELA-Literacy.CCRA.L.1
   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   CCSS.ELA-Literacy.CCRA.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.

Students are informed that the the following Common Core State Standards for English Language Arts are not fully covered by the Required Skills and would ideally be served by courses in expository writing, although we will be discussing certain aspects of them.

CCSS.ELA-Literacy.L.8.3.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).

CCSS.ELA-Literacy.L.9-10.1.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.

CCSS.ELA-Literacy.L.11-12.3.a
Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.CCRA.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.


## RECOMMENDED SKILLS

These Recommended Skills are taught in class if the class as a whole is making good progress through the Required Skills. Students always have the option of learning them in office hours. Any skills from this list that are covered will contribute to the course grade but are not required to pass the course.

| Have you shown that you can reliably do the following things? | |
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| 1.  Convert IPA (International Phonetic Alphabet) to English | |
| 2.  Convert English to IPA | |
| 3.  Identify speech sounds from a description in words | |
| 4.  Describe speech sounds in words | |
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| 5. Explain the changes involved in the Great Vowel Shift | |
| 6. Recite lines 1-11 of *Beowulf* with correct pronunciation | |
| 7. Recite lines 1-18 of the General Prologue to the *Canterbury Tales* with correct pronunciation | |
| 8. Memorize a set of Old English declensions | |
| 9. To the extent we cover this, explain how 21st-century linguists (e.g. *The Cambridge Grammar of the English Language*) find traditional grammar lacking, and what changes they propose in the areas covered by the Required Skills (there may be more than one quiz for this) | |