

Louisiana English Language Arts Grades 6-10 Standards Mapping

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WRITING & WRITING/PROOFREADING	Boardworks English: Grammar and Skills Presentations
Sixth Grade	
WRITING	
Standard 2:	
17. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:	
• an established central idea	Writing an Essay
• organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic	Writing an Essay Paragraphs Unit Two
• elaboration (e.g., fact, examples, and/or specific details)	-
• transitional words and phrases that unify ideas and points	Paragraphs Unit Two Conjunctions Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two
• an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1)	Writing an Essay Paragraphs Unit Two
18. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)	Paragraphs Unit One Paragraphs Unit Two
19. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:	
• word choices (diction) appropriate to the identified audience and/or purpose	Using a Thesaurus The Active and Passive Voice
• vocabulary selected to clarify meaning, create images, and set a tone	Adjectives Adverbs Using a Thesaurus Synonyms and Antonyms
• information/ideas selected to engage the interest of the reader	-
• clear voice (individual personality)	First, Second and Third Person The Active and Passive Voice
• variety in sentence structure (ELA-2-M2)	Clauses and Sentences Unit One Clauses and Sentences Unit Two Phrases

20. Develop grade-appropriate compositions applying writing processes such as the following:	
• selecting topic and form	-
• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)	Writing an Essay
• drafting	-
• conferencing (e.g., peer, teacher)	-
• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)	-
• proofreading/editing	Editing and Proofreading
• publishing using technology (ELA-2-M3)	Using Dictionaries and Spellcheckers Using a Thesaurus
21. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)	Writing an Essay
22. Use the various modes to write compositions, including:	
• comparison/contrast	-
• essays based on a stated opinion (ELA-2-M4)	-
23. Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5)	-
24. Write for various purposes, including:	
• business letters that include a heading, inside address, salutation, body, and signature	-
• evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons	-
• text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6)	Writing an Essay
WRITING/PROOFREADING	
Standard 3:	
25. Use standard English punctuation, including:	
• hyphens to separate syllables of words and compound adjectives	-
• commas and coordinating conjunctions to separate independent clauses in compound sentences	Commas Conjunctions
• colons after salutation in business letters (ELA-3-M2)	-
26. Capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2)	-
27. Write paragraphs and compositions following standard English structure and usage, including:	
• possessive forms of singular and plural nouns and pronouns	Nouns Pronouns Plurals
• regular and irregular verb tenses	Verbs The Conditional Tense
• homophones (ELA-3-M3)	Homophones

28. Apply knowledge of parts of speech in writing, including:	
• prepositional phrases	Phrases
• interjections for emphasis	Parts of Speech
• conjunctions and transitions to connect ideas (ELA-3-M4)	Conjunctions Paragraphs Unit Two
29. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)	Spelling Strategies Unit One Spelling Strategies Unit Two Word Families and Patterns Homophones Prefixes Suffixes
30. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)	Using Dictionaries and Spellcheckers Using a Thesaurus
Seventh Grade	
WRITING	
Standard 2:	
15. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:	
• established central idea	Writing an Essay
• organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic	Writing an Essay Paragraphs Unit Two
• elaboration (e.g., fact, examples, and/or specific details)	-
• transitional words and phrases that unify ideas and points	Paragraphs Unit Two Conjunctions Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two
• overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1)	Writing an Essay Paragraphs Unit Two
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)	Paragraphs Unit One Paragraphs Unit Two
17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:	
• word choices (diction) appropriate to the identified audience and/or purpose	Using a Thesaurus The Active and Passive Voice

	Adjectives Adverbs Using a Thesaurus Synonyms and Antonyms
• vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader	-
• clear voice (individual personality)	First, Second and Third Person The Active and Passive Voice
• variety in sentence structure (ELA-2-M2)	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
18. Develop grade-appropriate compositions by identifying and applying writing processes, such as the following:	
• selecting topic and form	-
• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)	Writing an Essay
• drafting	-
• conferencing (e.g., peer and teacher)	-
• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)	-
• proofreading/editing	Editing and Proofreading
• publishing using technology (ELA-2-M3)	Using Dictionaries and Spellcheckers Using a Thesaurus
19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)	Writing an Essay
20. Use the various modes to write compositions, including:	
• essays based on a stated opinion	-
• fictional narratives (ELA-2-M4)	-
21. Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5)	-
22. Write for various purposes, including:	
• letters of complaint supported with complete and accurate information and reasons	-
• evaluations of media, such as television, radio, and the arts	-
• text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels	Writing an Essay
• applications, such as memberships and library cards (ELA-2-M6)	-
WRITING/PROOFREADING	
Standard 3:	

23. Use standard English punctuation, including:	
• commas to set off direct quotations, nouns of direct address, and after introductory words or phrases	Speech Punctuation Commas
• semicolons or colons to separate independent clauses (ELA-3-M2)	Colons and Semicolons
24. Write paragraphs and compositions following standard English structure and usage, including:	
• varied sentence structures, including complex sentences	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
• antecedents that agree with pronouns in number, person, and gender	Pronouns
• sentences without double negatives (ELA-3-M3)	-
25. Apply knowledge of parts of speech in writing, including:	
• infinitives and participles	Verbs
• superlative and comparative degrees of adjectives	Adjectives
• adverbs (ELA-3-M4)	Adverbs
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5)	Spelling Strategies Unit One Spelling Strategies Unit Two Word Families and Patterns Homophones Prefixes Suffixes
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)	Using Dictionaries and Spellcheckers Using a Thesaurus
Eighth Grade	
WRITING	
Standard 2:	
15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following:	
• a clearly stated focus or central idea	Writing an Essay
• important ideas or events stated in a selected order	Writing an Essay Paragraphs Unit Two
• organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic	Writing an Essay Paragraphs Unit Two
• elaboration (anecdotes, relevant facts, examples, and/or specific details)	-

<ul style="list-style-type: none"> transitional words and phrases that unify ideas and points 	Paragraphs Unit Two Conjunctions Phrases Clauses and Sentences Unit Two Clauses and Sentences Unit Three
<ul style="list-style-type: none"> an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1) 	Writing an Essay Paragraphs Unit Two
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)	Paragraphs Unit One Paragraphs Unit Two
17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:	
<ul style="list-style-type: none"> word choices (diction) appropriate to the identified audience and/or purpose 	Using a Thesaurus The Active and Passive Voice
<ul style="list-style-type: none"> vocabulary selected to clarify meaning, create images, and set a tone information/ideas selected to engage the interest of the reader 	Adjectives Adverbs Using a Thesaurus Synonyms and Antonyms
<ul style="list-style-type: none"> clear voice (individual personality) 	First, Second and Third Person The Active and Passive Voice
<ul style="list-style-type: none"> variety in sentence structure (ELA-2-M2) 	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following:	
<ul style="list-style-type: none"> selecting topic and form 	-
<ul style="list-style-type: none"> prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) 	Writing an Essay
<ul style="list-style-type: none"> drafting 	-
<ul style="list-style-type: none"> conferencing (e.g., peer and teacher) 	-
<ul style="list-style-type: none"> revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) 	-
<ul style="list-style-type: none"> proofreading/editing 	Editing and Proofreading
<ul style="list-style-type: none"> publishing using technology (ELA-2-M3) 	Using Dictionaries and Spellcheckers Using a Thesaurus

19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)	Writing an Essay
20. Use the various modes to write compositions, including:	
• short stories developed with literary devices	-
• problem/solution essays	-
• essays defending a stated position (ELA-2-M4)	-
21. Develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5)	-
22. Write for a wide variety of purposes, including:	
• persuasive letters that include appropriate wording and tone and that state an opinion	-
• evaluations of advertisements, political cartoons, and speeches	-
• text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)	Writing an Essay
WRITING/PROOFREADING	
Standard 3:	
	Basic Punctuation Commas Colons and Semicolons Parentheses and Dashes Apostrophes Speech Punctuation Ellipsis
23. Use standard English capitalization and punctuation consistently (ELA-3-M2)	
24. Write paragraphs and compositions following standard English structure and usage, including:	
• varied sentence structures and patterns, including complex sentences	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
• phrases and clauses used correctly as modifiers (ELA-3-M3)	Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
25. Apply knowledge of parts of speech in writing, including:	
• infinitives, participles, and gerunds	Verbs
• superlative and comparative degrees of adjectives	Adjectives
• adverbs (ELA-3-M4)	Adverbs

26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)	Spelling Strategies Unit One Spelling Strategies Unit Two Word Families and Patterns Homophones Prefixes Suffixes
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)	Using Dictionaries and Spellcheckers Using a Thesaurus
Ninth Grade	
WRITING	
Standard 2:	
15. Develop organized, coherent paragraphs that include the following:	
• topic sentences	Paragraphs Unit One
• logical sequence	Paragraphs Unit Two
• transitional words and phrases	Paragraphs Unit Two
• appropriate closing sentences	Paragraphs Unit Two Writing an Essay
• parallel construction where appropriate (ELA-2-H1)	-
16. Develop multiparagraph compositions organized with the following:	
• a clearly stated central idea or thesis statement	Writing an Essay
• a clear, overall structure that includes an introduction, a body, and an appropriate conclusion	Writing an Essay
• supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)	Paragraphs Unit Two
• transitional words and phrases that unify throughout (ELA-2-H1)	Paragraphs Unit Two
17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:	
• word choices appropriate to the identified audience and/or purpose	Using a Thesaurus The Active and Passive Voice
• vocabulary selected to clarify meaning, create images, and set a tone	Adjectives Adverbs Using a Thesaurus Synonyms and Antonyms
• information/ideas selected to engage the interest of the reader	-
• clear voice (individual personality) (ELA-2-H2)	First, Second and Third Person The Active and Passive Voice
18. Develop complex compositions using writing processes, including:	

• selecting topic and form (e.g., determining a purpose and audience)	-
• prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	Writing an Essay
• drafting	-
• conferencing (e.g., peer and teacher)	-
• revising for content and structure based on feedback	-
• proofreading/editing to improve conventions of language	Editing and Proofreading
• publishing using technology (ELA-2-H3)	Using Dictionaries and Spellcheckers Using a Thesaurus
19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4)	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit Three Writing an Essay
20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:	
• literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony	-
• vocabulary and phrasing that reflect an individual character (voice)	-
• a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
21. Write for various purposes, including:	
• formal and business letters, such as letters of complaint and requests for information	-
• letters to the editor	-
• job applications	-
• text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)	-
WRITING/PROOFREADING	
Standard 3:	
22. Apply standard rules of sentence formation, avoiding common errors, such as:	
• fragments	-
• run-on sentences	-
• syntax problems (ELA-3-H2)	-
23. Apply standard rules of usage, including:	
• making subjects and verbs agree	Verbs
• using verbs in appropriate tenses	Verbs
• making pronouns agree with antecedents	Pronouns
• using pronouns appropriately in nominative, objective, and possessive cases	-

• using adjectives in comparative and superlative degrees and adverbs correctly	Adjectives
• avoiding double negatives	-
	Parts of Speech Nouns Verbs Adverbs Adjectives Pronouns Conjunctions Prepositions
• using all parts of speech appropriately (ELA-3-H2)	
24. Apply standard rules of mechanics, including:	
	Commas Clauses and Sentences Unit Three
• using commas to set off appositives or parenthetical phrases	
• using quotation marks to set off titles of short works	-
• using colons preceding a list and after a salutation in a business letter	Colons and Semicolons
• using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2)	-
	Spelling Strategies Unit One Spelling Strategies Unit Two Word Families and Patterns Homophones Prefixes Suffixes Editing and Proofreading
25. Use correct spelling conventions when writing and editing (ELA-3-H3)	
26. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	Using Dictionaries and Spellcheckers Using a Thesaurus
Tenth Grade	
WRITING	
Standard 2:	
16. Develop organized, coherent paragraphs that include the following:	
• topic sentences	Paragraphs Unit One
• logical sequence	Paragraphs Unit Two
• transitional words and phrases	Paragraphs Unit Two
	Paragraphs Unit Two Writing an Essay
• appropriate closing sentences	
• parallel construction where appropriate (ELA-2-H1)	-

17. Develop multiparagraph compositions organized with the following:	
• a clearly stated central idea/thesis statement	Writing an Essay
• a clear, overall structure that includes an introduction, a body, and an appropriate conclusion	Writing an Essay
• supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)	Paragraphs Unit Two
• transitional words and phrases that unify throughout (ELA-2-H1)	Paragraphs Unit Two
18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:	
• word choices appropriate to the identified audience and/or purpose	Using a Thesaurus The Active and Passive Voice
• vocabulary selected to clarify meaning, create images, and set a tone	Adjectives Adverbs Using a Thesaurus Synonyms and Antonyms
• information/ideas selected to engage the interest of the reader	-
• clear voice (individual personality) (ELA-2-H2)	First, Second and Third Person The Active and Passive Voice
19. Develop complex compositions using writing processes, including:	
• selecting topic and form	-
• determining purpose and audience	-
• prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	Writing an Essay
• drafting	-
• conferencing (e.g., with peers and teachers)	-
• revising for content and structure based on feedback	-
• proofreading/editing to improve conventions of language	Editing and Proofreading
• publishing using technology (ELA-2-H3)	Using Dictionaries and Spellcheckers Using a Thesaurus
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit Three Writing an Essay
21. Use all modes to write complex compositions, including:	
• comparison/contrast of ideas and information in reading materials or current issues	-
• literary analyses that compare and contrast multiple texts	-
• editorials on current affairs (ELA-2-H4)	-

22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)	-
23. Develop individual writing style that includes the following:	
• a variety of sentence structures (e.g., parallel or repetitive) and lengths	-
• diction selected to create a tone and set a mood	Adjectives Adverbs Using a Thesaurus Synonyms and Antonyms
• selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)	-
24. Write for various purposes, including:	
• formal and business letters, such as letters of complaint and requests for information	-
• letters to the editor	-
• job applications	-
• text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)	-

WRITING/PROOFREADING	
Standard 3:	
25. Apply standard rules of sentence formation, avoiding common errors, such as:	
• fragments	-
• run-on sentences	-
• syntax problems (ELA-3-H2)	-
26. Apply standard rules of usage, including:	
• making subjects and verbs agree	Verbs
• using verbs in appropriate tenses	Verbs
• making pronouns agree with antecedents	Pronouns
• using pronouns in appropriate cases (e.g., nominative and objective)	-
• using adjectives in comparative and superlative degrees	Adjectives
• using adverbs correctly	Adverbs
• avoiding double negatives (ELA-3-H2)	-
27. Apply standard rules of mechanics, including:	
• using commas to set off appositives or parenthetical phrases	Commas Clauses and Sentences Unit Three
• using quotation marks to set off titles of short works	-
• using colons preceding a list and after a salutation in a business letter	Colons and Semicolons
• using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2)	-
	Spelling Strategies Unit One
	Spelling Strategies Unit Two
	Word Families and Patterns
	Homophones
	Prefixes
	Suffixes
	Editing and Proofreading
28. Use correct spelling conventions when writing and editing (ELA-3-H3)	Using Dictionaries and Spellcheckers
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)	Using a Thesaurus