

Maryland Reading/English Language Arts Grades 6-12 Standards Mapping

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Controlling Language	Boardworks English: Grammar and Skills Presentations
Grade 6	
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.	
A. Grammar	
1. <i>Recognize elements of grammar in personal and academic reading</i>	-
2. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language	
a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions	Conjunctions Pronouns Verbs Adverbs Parts of Speech
b. Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas	Adverbs Adjectives Conjunctions Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Paragraphs Unit One Paragraphs Unit Two Writing an Essay
c. Differentiate grammatically complete sentences from nonsentences, including fused sentences	Clauses and Sentences Unit One

	<p>Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Conjunctions Speech Punctuation Basic Punctuation Commas Colons and Semicolons Apostrophes Parentheses and Dashes Paragraphs Unit Two</p>
d. Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas	
B. Usage	
<i>1. Recognize examples of conventional usage in personal and academic reading</i>	-
2. Comprehend and apply standard English usage in oral and written language	
a. Apply appropriate subject/verb agreement such as with collective nouns, indefinite pronouns, and inverted word order	Verbs
b. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers	Verbs Pronouns Adjectives Adverbs
c. Recognize and correct common usage errors such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words such as accept – except	Editing and Proofreading Homophones
d. Use available resources to correct or confirm editorial choices	Using Dictionaries and Spellcheckers Using a Thesaurus
<i>e. Explain editorial choices</i>	-
C. Mechanics	
<i>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</i>	-
2. Apply standard English punctuation and capitalization in written language	
a. Use commas and semicolons correctly such as in a compound sentence	Commas Colons and Semicolons Clauses and Sentences Unit Three
b. Use parentheses and dashes correctly	Parentheses and Dashes
c. Use appropriate punctuation for special formats such as e-mail, bulleted lists, letters, memos, citations, and outlines	Colons and Semicolons Speech Punctuation
d. Use a colon to introduce a list	Colons and Semicolons

3. <i>Explain editorial choices</i>	-
D. Spelling	
1. <i>Recognize conventional spelling in and through personal and academic reading</i>	-
2. Apply conventional spelling in written language	
a. Use conventional spelling in personal writing	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Prefixes Suffixes Word Families and Patterns
b. Develop self-monitoring strategies for frequently misspelled words	Spelling Strategies Unit One Spelling Strategies Unit Two
c. Use suitable traditional and electronic resources as a spelling aid	Using Dictionaries and Spellcheckers Using a Thesaurus
3. Maintain a personal list of words to use in editing original writing	Spelling Strategies Unit Two
E. Handwriting	
1. Produce writing that is legible to the audience	
a. Write fluidly and legibly in manuscript and cursive	Improving Your Handwriting
b. Use word processing technology when appropriate	Using Dictionaries and Spellcheckers Using a Thesaurus
Grade 7	
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.	
A. Grammar	
1. <i>Recognize elements of grammar in personal and academic reading</i>	-
2. Apply knowledge of grammar concepts and skills to control oral and written language	
a. Consider the meaning, position, form, and function of words when identifying and using grammatical concepts such as verbal and verbal phrases (gerunds, participles, and infinitives), reflexive and intensive pronouns, progressive forms of verbs, and active and passive voice	The Active and Passive Voice Pronouns Phrases Parts of Speech

b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas	Adverbs Adjectives Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Paragraphs Unit One Paragraphs Unit Two
c. Differentiate grammatically complete sentences from nonsentences, including comma splices	Clauses and Sentences Unit One
d. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Conjunctions Speech Punctuation Basic Punctuation Commas Colons and Semicolons Apostrophes Parentheses and Dashes Paragraphs Unit Two
B. Usage	
<i>1. Recognize examples of conventional usage in personal and academic reading</i>	-
2. Comprehend and apply standard English usage in oral and written language	
a. Apply appropriate subject/verb agreement such as agreement involving words of amount, time, and money	Verbs
b. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who – whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases	Pronouns Verbs Phrases The Active and Passive Voice
c. Recognize and correct common usage errors such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words such as accept – except	Editing and Proofreading Homophones
d. Use available resources to correct or confirm editorial choices	Using Dictionaries and Spellcheckers Using a Thesaurus
<i>e. Explain editorial choices</i>	-
C. Mechanics	

1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	-
2. Apply standard English punctuation and capitalization in written language	
a. Use commas and semicolons correctly such as in a compound sentence joined by a conjunctive adverb	Commas Colons and Semicolons Clauses and Sentences Unit Three
b. Use an apostrophe to designate possession with indefinite pronouns and adjectives	Apostrophes
c. Use correctly the mechanics of writing	Basic Punctuation Commas Colons and Semicolons Parentheses and Dashes Apostrophes Ellipsis Speech Punctuation
d. Use a colon to introduce a list	Colons and Semicolons
3. Explain editorial choices involving mechanics	-
D. Spelling	
1. Recognize conventional spelling in and through personal and academic reading	-
2. Apply conventional spelling in written language	
a. Use conventional spelling in personal writing	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Prefixes Suffixes Word Families and Patterns
b. Develop self-monitoring strategies for frequently misspelled words	Spelling Strategies Unit One Spelling Strategies Unit Two
c. Use suitable traditional and electronic resources as a spelling aid	Using Dictionaries and Spellcheckers Using a Thesaurus
3. Maintain a personal list of words to use in editing original writing	Spelling Strategies Unit Two
E. Handwriting	
1. Produce writing that is legible to the audience	
a. Write fluidly and legibly in manuscript and cursive	Improving Your Handwriting
b. Use word processing technology when appropriate	Using Dictionaries and Spellcheckers Using a Thesaurus

Grade 8	
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*	
A. Grammar	
1. <i>Recognize elements of grammar in personal and academic reading</i>	-
2. Apply knowledge of grammar concepts and skills to control oral and written language	
a. Consider the meaning, position, form, and function of words when identifying and using all grammatical concepts	Phrases Parts of Speech
b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas	Adverbs Adjectives Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Paragraphs Unit One Paragraphs Unit Two Writing an Essay
c. Differentiate grammatically complete sentences from nonsentences	Clauses and Sentences Unit One
d. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Conjunctions Speech Punctuation Commas Colons and Semicolons Apostrophes Parentheses and Dashes Paragraphs Unit Two
B. Usage	

	Nouns Verbs Adjectives Adverbs Conjunctions Pronouns Prepositions Parts of Speech
1. Recognize examples of conventional usage in personal and academic reading	
2. Comprehend and apply standard English usage in oral and written language	
a. Apply appropriate English usage, involving subject/verb agreement	Verbs
b. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who – whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases	First, Second and Third Person Pronouns The Active and Passive Voice Verbs Phrases
c. Recognize and correct common usage errors such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words such as accept – except	Editing and Proofreading Homophones
d. Use available resources to correct or confirm editorial choices	Using Dictionaries and Spellcheckers Using a Thesaurus
e. <i>Explain editorial choices</i>	-
C. Mechanics	
1. <i>Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</i>	-
2. Apply standard English punctuation and capitalization in written language	
a. <i>Punctuate at the word level</i>	-
• <i>Hyphen</i>	-
• <i>Slash</i>	-
b. Use correctly the mechanics of writing	Commas Colons and Semicolons Parentheses and Dashes Apostrophes Ellipsis Speech Punctuation
c. <i>Use available resources for all mechanics of writing rules that may be in flux</i>	-
3. <i>Explain editorial choices involving mechanics</i>	-
D. Spelling	

1. Recognize conventional spelling in and through personal and academic reading	-
2. Apply conventional spelling in written language	
	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Prefixes Suffixes Word Families and Patterns
a. Use conventional spelling in personal writing	Spelling Strategies Unit One Spelling Strategies Unit Two
b. Develop self-monitoring strategies for frequently misspelled words	Using Dictionaries and Spellcheckers Using a Thesaurus
c. Use suitable traditional and electronic resources as a spelling aid	Spelling Strategies Unit Two
3. Maintain a personal list of words to use in editing original writing	
E. Handwriting	
1. Produce writing that is legible to the audience	
a. Write fluidly and legibly in manuscript and cursive	Improving Your Handwriting
b. Use word processing technology when appropriate	Using Dictionaries and Spellcheckers Using a Thesaurus
Grades 9-12	
Goal 3 - Controlling Language	
1. Expectation: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.	
Indicators of Learning	
(1) The student will demonstrate the advantages and limitations of speech and writing when communicating in various situations for specific audiences and purposes.	Giving a Speech
(2) The student will describe how intonation, pitch, volume, pause, and rate all influence meaning.	-
(3) The student will determine grammatical classification of words by using meaning, position, form, and function.	-
Assessment Limits:	
-- Using the position and form to determine the function or classification of words and phrases:	

- subjects and objects: noun, pronoun, gerund, infinitive, appositive, simple, compound	Nouns Pronouns Verbs Clauses and Sentences Unit One Clauses and Sentences Unit Two Parts of Speech Phrases
- predicates: verb, verb phrase, simple, compound	Verbs Adverbs Parts of Speech Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two
- modifiers: adjective (including pronouns used as adjectives), adverb, prepositional phrase, participle, infinitive, article	Adjectives Adverbs Parts of Speech Commas Conjunctions Phrases Clauses and Sentences Unit Three Verbs
- conjunctions: coordinating, subordinating, correlative, and conjunctive adverbs	Conjunctions Parts of Speech Clauses and Sentences Unit Two Colons and Semicolons
<i>(4) The student will differentiate grammatically complete sentences from nonsentences.</i>	-
Assessment Limits:	
- <i>Identifying sentence fragments</i>	-
- <i>Identifying run-on sentences, including fused sentences and comma splices</i>	-
- Completing inappropriate sentence fragments	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three

	Phrases Clauses and Sentences Unit One Adjectives Clauses and Sentences Unit Two Clauses and Sentences Unit Three
(5) The student will incorporate subjects, predicates, and modifiers when composing original sentences.	
(6) The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.	
<u>Assessment Limits:</u>	
-- Combining sentences through the use of:	
- logical coordination	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
- logical and effective subordination	Conjunctions Clauses and Sentences Unit Three
- logical sequencing of ideas	Paragraphs Unit One Paragraphs Unit Two Writing an Essay
(7) The student will vary sentence types—simple, compound, complex, and compound/complex—to sustain reader or listener interest.	Clauses and Sentences Unit One Adjectives Clauses and Sentences Unit Two Clauses and Sentences Unit Three
(8) The student will expand sentences by positioning phrases and clauses to accomplish a purpose.	
<u>Assessment Limits:</u>	
- Expanding sentences by using correctly placed modifiers, including appositives, verbals, dependent clauses, and restrictive or nonrestrictive clauses	Adjectives Clauses and Sentences Unit Two Clauses and Sentences Unit Three
(9) The student will recognize, combine, and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity.	Adjectives Clauses and Sentences Unit Two Clauses and Sentences Unit Three
2. Expectation: The student will identify how language choices in writing and speaking affect thoughts and feelings.	
Indicators of Learning	
(1) The student will choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose.	Giving a Speech Writing an Essay
(2) The student will differentiate connotative from denotative meanings of words.	
<u>Assessment Limits:</u>	

- Determining implied meaning(s) or image(s) associated with a particular word or phrase	-
- Will not focus on the meaning of above-grade-level words	-
(3) The student will describe how readers or listeners might respond differently to the same words.	-
(4) The student will describe regional and social language differences.	-
(5) The student will describe the impact of regional and social variations of language on listener or reader response.	-
3. Expectation: The student will use capitalization, punctuation, and correct spelling appropriately.	
Indicators of Learning	
(1) The student will edit texts for spelling, capitalization, and punctuation.	
Assessment Limits:	
- Using internalized knowledge to identify and correct errors	Editing and Proofreading
	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals
- spelling of commonly confused words	
- end punctuation	Basic Punctuation
- commas: in a series, after introductory elements, setting off appositives and parenthetical statements, in dates and places, before coordinating conjunctions in compound sentences	Commas
- semicolons between closely-related main clauses	Colons and Semicolons;
- <i>semicolon and comma in compound sentence with a conjunctive adverb</i>	-
- apostrophes	Apostrophes
- <i>capitalization: proper nouns, proper adjectives, geographic places, businesses, organizations and institutions</i>	-
(2) The student will use available resources to correct or confirm revisions and/or editorial choices.	
Assessment Limits:	
- Using a resource for all punctuation or capitalization skills not internalized or for rules that may be in flux	-
-- Using a resource for standard English usage:	-
- agreement of subject and verb	-
- agreement of pronoun and antecedent	-
- clear pronoun reference	Pronouns
	Nouns Pronouns
- appropriate case of nouns and pronouns	
- appropriate and consistent verb tenses	Verbs
- Using a resource to apply other common rules of language usage that are grade appropriate.	-

- Using a resource for standard English in place of nonstandard English and slang

Using Dictionaries and Spellcheckers
Using a Thesaurus