

**Texas English Language Arts and Reading Grades 6-8 and English I & II
Standards Mapping**

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WRITING: Writing Process & ORAL AND WRITTEN CONVENTIONS: Conventions	Boardworks English: Grammar and Skills Presentations
Middle School: Grade 6	
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) <i>plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</i>	-
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	Editing and Proofreading Writing an Essay Paragraphs Unit One Paragraphs Unit Two
(D) edit drafts for grammar, mechanics, and spelling; and	Editing and Proofreading Using Dictionaries and Spellcheckers
(E) <i>revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</i>	-
(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (irregular verbs and active and passive voice);	Verbs The Active and Passive Voice
(ii) non-count nouns (e.g., rice, paper);	Nouns
(iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);	Adjectives
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	Conjunctions
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	Prepositions Phrases

(vi) indefinite pronouns (e.g., all, both, nothing, anything);	Pronouns
(vii) subordinating conjunctions (e.g., while, because, although, if); and	Clauses and Sentences Unit Two
(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);	Paragraphs Unit Two Conjunctions
(B) differentiate between the active and passive voice and know how to use them both; and	The Active and Passive Voice
(C) use complete simple and compound sentences with correct subject-verb agreement.	Clauses and Sentences Unit One Clauses and Sentences Unit Two
(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use capitalization for:	
(i) <i>abbreviations</i> ;	-
(ii) <i>initials and acronyms</i> ; and	-
(iii) <i>organizations</i> ;	-
(B) recognize and use punctuation marks including:	
(i) commas in compound sentences;	Commas
(ii) proper punctuation and spacing for quotations; and	Speech Punctuation
(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and	Parentheses and Dashes Ellipsis
(C) use <i>proper mechanics including italics and underlining for titles of books</i> .	-
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	Homophones Apostrophes
	Spelling Strategies Unit One Spelling Strategies Unit Two Word Families and Patterns Prefixes Suffixes Using Dictionaries and Spellcheckers
(B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and	Using a Thesaurus
(C) know how to use the spell-check function in word processing while understanding its limitations.	Using Dictionaries and Spellcheckers
Middle School: Grade 7	
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) <i>plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</i>	-

(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	Editing and Proofreading Synonyms and Antonyms Using a Thesaurus Ellipsis Adjectives First, Second and Third Person Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Paragraphs Unit One Paragraphs Unit Two Giving a Speech
(D) edit drafts for grammar, mechanics, and spelling; and	Editing and Proofreading Using Dictionaries and Spellcheckers
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	-
(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (perfect and progressive tenses) and participles;	Verbs
(ii) appositive phrases;	Phrases
(iii) adverbial and adjectival phrases and clauses;	Phrases Clauses and Sentences Unit Three
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	Conjunctions
(v) prepositions and prepositional phrases and their influence on subject-verb agreement;	Prepositions Phrases
(vi) relative pronouns (e.g., whose, that, which);	Pronouns
(vii) subordinating conjunctions (e.g., because, since); and	Clauses and Sentences Unit Two
(viii) transitions for sentence to sentence or paragraph to paragraph coherence;	Paragraphs Unit Two
(B) write complex sentences and differentiate between main versus subordinate clauses; and	Clauses and Sentences Unit Three

	<p>Clauses and Sentences Unit One</p> <p>Clauses and Sentences Unit Two</p> <p>Clauses and Sentences Unit Three</p> <p>Phrases</p> <p>Adjectives</p> <p>Adverbs</p> <p>Verbs</p>
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	
(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use conventions of capitalization; and	Basic Punctuation
(B) recognize and use punctuation marks including:	
(i) commas after introductory words, phrases, and clauses; and	Commas Clauses and Sentences Unit Three
(ii) semicolons, colons, and hyphens.	Colons and Semicolons
	<p>Spelling Strategies Unit One</p> <p>Spelling Strategies Unit Two</p> <p>Word Families and Patterns</p> <p>Prefixes</p> <p>Suffixes</p> <p>Using Dictionaries and Spellcheckers</p> <p>Using a Thesaurus</p>
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	
Middle School: Grade 8	
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) <i>plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</i>	-
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	<p>Writing an Essay</p> <p>Paragraphs Unit One</p> <p>Paragraphs Unit Two</p>

(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	Editing and Proofreading Synonyms and Antonyms Using a Thesaurus Ellipsis First, Second and Third Person Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Paragraphs Unit One Paragraphs Unit Two Giving a Speech
(D) edit drafts for grammar, mechanics, and spelling; and	Editing and Proofreading Using Dictionaries and Spellcheckers
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	-
(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (perfect and progressive tenses) and participles;	Verbs
(ii) appositive phrases;	Phrases
(iii) adverbial and adjectival phrases and clauses;	Phrases Clauses and Sentences Unit Three
(iv) relative pronouns (e.g., whose, that, which); and	Pronouns
(v) subordinating conjunctions (e.g., because, since);	Clauses and Sentences Unit Two
(B) write complex sentences and differentiate between main versus subordinate clauses; and	Clauses and Sentences Unit Three Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases Adjectives Adverbs Verbs
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	

(20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) <i>use conventions of capitalization; and</i>	-
(B) use correct punctuation marks, including:	
(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and	Commas Clauses and Sentences Unit Three
(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.	Colons and Semicolons Parentheses and Dashes Ellipsis
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Spelling Strategies Unit One Spelling Strategies Unit Two Word Families and Patterns Prefixes Suffixes Using Dictionaries and Spellcheckers Using a Thesaurus
High School: English I	
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) <i>plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</i>	-
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	Writing an Essay Taking Notes Paragraphs Unit One Paragraphs Unit Two
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	Editing and Proofreading Synonyms and Antonyms Using a Thesaurus Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Paragraphs Unit One Paragraphs Unit Two

(D) edit drafts for grammar, mechanics, and spelling; and	Editing and Proofreading Using Dictionaries and Spellcheckers Parts of Speech
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	-
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) more complex active and passive tenses and verbals (<i>gerunds, infinitives, participles</i>);	-
(ii) restrictive and nonrestrictive relative clauses; and	-
(iii) reciprocal pronouns (<i>e.g., each other, one another</i>);	-
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	The Conditional Tense
(C) use a variety of correctly structured sentences (<i>e.g., compound, complex, compound-complex</i>).	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use conventions of capitalization; and	-
(B) use correct punctuation marks including:	
(i) quotation marks to indicate sarcasm or irony;	-
(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and	Commas Clauses and Sentences Unit Two Clauses and Sentences Unit Three
(iii) dashes to emphasize parenthetical information.	Parentheses and Dashes
(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Plurals Prefixes Suffixes Word Families and Patterns Homophones Editing and Proofreading Using Dictionaries and Spellcheckers Using a Thesaurus

High School: English II	
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
<i>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</i>	-
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	Writing an Essay Taking Notes Paragraphs Unit One Paragraphs Unit Two
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	Editing and Proofreading Synonyms and Antonyms Using a Thesaurus Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Paragraphs Unit One Paragraphs Unit Two
(D) edit drafts for grammar, mechanics, and spelling; and	Editing and Proofreading Using Dictionaries and Spellcheckers Parts of Speech
<i>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</i>	-
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
<i>(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);</i>	-
<i>(ii) restrictive and nonrestrictive relative clauses; and</i>	-
<i>(iii) reciprocal pronouns (e.g., each other, one another);</i>	-
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	The Conditional Tense Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	Phrases

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use conventions of capitalization; and	-
(B) use correct punctuation marks including:	
(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and	Commas Clauses and Sentences Unit Two Clauses and Sentences Unit Three
(ii) quotation marks to indicate sarcasm or irony;	-
(iii) dashes to emphasize parenthetical information.	Parentheses and Dashes
(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Plurals Prefixes Suffixes Word Families and Patterns Homophones Editing and Proofreading Using Dictionaries and Spellcheckers Using a Thesaurus