

Ohio English Language Arts Grades 6-10 Standards Mapping

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Writing Process, Writing Conventions, Research	Boardworks English: Grammar and Skills Presentations
Grade Level Indicators: Grade 6	
Writing Process	
Prewriting	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	-
2. Conduct background reading, interviews or surveys when appropriate.	-
3. Establish a thesis statement for informational writing or a plan for narrative writing.	-
4. Determine a purpose and audience.	-
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	Taking Notes Writing an Essay
Drafting, Revising and Editing	
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.	Paragraphs Unit One Paragraphs Unit Two Writing an Essay
7. Vary simple, compound and complex sentence structures.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	Paragraphs Unit One Paragraphs Unit Two
9. Vary language and style as appropriate to audience and purpose.	Giving a Speech Writing an Essay
10. Use available technology to compose text.	Using Dictionaries and Spellcheckers Using a Thesaurus
11. Reread and analyze clarity of writing.	Editing and Proofreading Paragraphs Unit Two
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	-
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	Editing and Proofreading Paragraphs Unit Two
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	Using Dictionaries and Spellcheckers Using a Thesaurus

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Editing and Proofreading
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	-
Publishing	
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	-
Writing Conventions	
Spelling	
1. Spell frequently misspelled and high-frequency words correctly.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Prefixes Suffixes Word Families and Patterns Using Dictionaries and Spellcheckers
Punctuation and Capitalization	
2. Use commas, end marks, apostrophes and quotation marks correctly.	Commas Basic Punctuation Apostrophes Speech Punctuation
3. Use semicolons, colons, hyphens, dashes and brackets.	Colons and Semicolons Parentheses and Dashes
4. Use correct capitalization.	Basic Punctuation
Grammar and Usage	
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Parts of Speech Adverbs Adjectives Nouns Pronouns Conjunctions Verbs Prepositions

6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.	Verbs The Conditional Tense
7. Use nominative, objective, possessive, indefinite and relative pronouns.	Pronouns
8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	Verbs Nouns Phrases
Research	
1. <i>Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.</i>	-
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Doing Research
3. <i>Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.</i>	-
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	Taking Notes
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	Writing an Essay
6. Use quotations to support ideas.	Speech Punctuation Writing an Essay
7. <i>Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).</i>	-
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.	Giving a Speech Writing an Essay
Grade Level Indicators: Grade 7	
Writing Process	
Prewriting	
1. <i>Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</i>	-
2. <i>Conduct background reading, interviews or surveys when appropriate.</i>	-
3. <i>Establish a thesis statement for informational writing or a plan for narrative writing.</i>	-
4. <i>Determine a purpose and audience.</i>	-
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	Taking Notes Writing an Essay
Drafting, Revising and Editing	

6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	Paragraphs Unit One Paragraphs Unit Two Writing an Essay
7. Vary simple, compound and complex sentence structures.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	Paragraphs Unit One Paragraphs Unit Two
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	Verbs Adverbs Adjectives Articles and Quantifiers First, Second and Third Person The Active and Passive Voice The Conditional Tense Synonyms and Antonyms Using a Thesaurus
10. Use available technology to compose text.	Using Dictionaries and Spellcheckers Using a Thesaurus
11. Reread and analyze clarity of writing.	Editing and Proofreading Paragraphs Unit Two
12. <i>Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</i>	-
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	Editing and Proofreading Paragraphs Unit Two
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	Using Dictionaries and Spellcheckers Using a Thesaurus
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Editing and Proofreading
16. <i>Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</i>	-
Publishing	
17. <i>Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</i>	-

Writing Conventions	
Spelling	
1. Spell high-frequency words correctly.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Prefixes Suffixes Word Families and Patterns Using Dictionaries and Spellcheckers
Punctuation and Capitalization	
2. Use commas, end marks, apostrophes and quotation marks correctly.	Commas Basic Punctuation Apostrophes Speech Punctuation
3. Use semicolons, colons, hyphens, dashes and brackets correctly.	Colons and Semicolons Parentheses and Dashes
4. Use correct capitalization.	Basic Punctuation
Grammar and Usage	
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Parts of Speech Adverbs Adjectives Nouns Pronouns Conjunctions Verbs Prepositions
6. Use dependent and independent clauses.	Clauses and Sentences Unit One Clauses and Sentences Unit Two
7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	Verbs Nouns Phrases
8. Conjugate regular and irregular verbs in all tenses correctly.	Verbs

Research	
1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.	-
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Doing Research
3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.	-
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	Taking Notes
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.	Doing Research Writing an Essay
6. Integrate quotations and citations into written text to maintain a flow of ideas.	Speech Punctuation Writing an Essay
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	-
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.	Giving a Speech Writing an Essay
Grade Level Indicators: Grade 8	
Writing Process	
Prewriting	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	-
2. Conduct background reading, interviews or surveys when appropriate.	-
3. Establish a thesis statement for informational writing or a plan for narrative writing.	-
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	-
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	Taking Notes Writing an Essay
Drafting, Revising and Editing	
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	Paragraphs Unit One Paragraphs Unit Two Writing an Essay
7. Vary simple, compound and complex sentence structures.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three

8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.	Paragraphs Unit One Paragraphs Unit Two
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	Verbs Adverbs Adjectives First, Second and Third Person The Active and Passive Voice The Conditional Tense Synonyms and Antonyms Using a Thesaurus
10. Use available technology to compose text.	Using Dictionaries and Spellcheckers Using a Thesaurus
11. Reread and analyze clarity of writing and consistency of point of view.	Editing and Proofreading Paragraphs Unit Two
12. <i>Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</i>	-
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	Editing and Proofreading Paragraphs Unit Two
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	Using Dictionaries and Spellcheckers Using a Thesaurus
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Editing and Proofreading
16. <i>Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</i>	-
Publishing	
17. <i>Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</i>	-

Writing Conventions	
Spelling	
1. Use correct spelling conventions.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Prefixes Suffixes Word Families and Patterns Using Dictionaries and Spellcheckers
Punctuation and Capitalization	
2. Use correct punctuation and capitalization.	Commas Colons and semicolons Parentheses and Dashes Apostrophes Speech Punctuation Ellipsis
Grammar and Usage	
3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Parts of Speech Adverbs Adjectives Nouns Pronouns Conjunctions Verbs Prepositions
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
5. Use <i>parallel structure to present items in a series and items juxtaposed for emphasis.</i>	-
6. Use proper placement of modifiers.	Adverbs Adjectives Phrases
7. Maintain the use of appropriate verb tenses.	Verbs
8. Conjugate regular and irregular verbs in all tenses correctly.	Verbs

Research	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.	-
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Doing Research
3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.	-
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	Taking Notes
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	-
6. Integrate quotations and citations into written text to maintain a flow of ideas.	Writing an Essay Speech Punctuation
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	-
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	Giving a Speech Writing an Essay
Grade Level Indicators: Grade 9	
Writing Process	
Prewriting	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	-
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	-
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	-
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	-
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	Taking Notes Writing an Essay
Drafting, Revising and Editing	
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Paragraphs Unit One Paragraphs Unit Two Writing an Essay

7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Paragraphs Unit One Paragraphs Unit Two
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.	Verbs Adverbs Adjectives First, Second and Third Person The Active and Passive Voice The Conditional Tense Synonyms and Antonyms Using a Thesaurus
10. Use available technology to compose text.	Using Dictionaries and Spellcheckers Using a Thesaurus
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	Editing and Proofreading Paragraphs Unit Two
12. <i>Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.</i>	-
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	Editing and Proofreading Paragraphs Unit Two
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	Using Dictionaries and Spellcheckers Using a Thesaurus
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Editing and Proofreading
16. <i>Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</i>	-
Publishing	
17. <i>Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</i>	-

Writing Conventions	
Spelling	
1. Use correct spelling conventions.	Homophones Plurals Prefixes Suffixes Word Families and Patterns Using Dictionaries and Spellcheckers
Punctuation and Capitalization	
2. Use correct capitalization and punctuation.	Commas Colons and semicolons Parentheses and Dashes Apostrophes Speech Punctuation Ellipsis
Grammar and Usage	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	-
5. Use proper placement of modifiers.	Adverbs Adjectives Phrases
6. Maintain the use of appropriate verb tenses.	Verbs
Research	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	-
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Doing Research
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	-
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.	Taking Notes Doing Research
5. Integrate quotations and citations into written text to maintain a flow of ideas.	Writing an Essay Speech Punctuation

6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	-
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	-
Grade Level Indicators: Grade 10	
Writing Process	
Prewriting	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	-
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	-
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	-
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.	-
5. Use organizational strategies (e.g., notes, outlines) to plan writing.	Taking Notes Writing an Essay
Drafting, Revising and Editing	
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Paragraphs Unit One Paragraphs Unit Two Writing an Essay
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Paragraphs Unit One Paragraphs Unit Two

<p>9. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.</p>	<p>Verbs Adverbs Adjectives First, Second and Third Person The Active and Passive Voice The Conditional Tense Synonyms and Antonyms Using a Thesaurus</p>
<p>10. Use available technology to compose text.</p>	<p>Using Dictionaries and Spellcheckers Using a Thesaurus</p>
<p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</p>	<p>Editing and Proofreading Paragraphs Unit Two</p>
<p>12. <i>Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.</i></p>	<p>-</p>
<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.</p>	<p>Editing and Proofreading Paragraphs Unit Two</p>
<p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.</p>	<p>Using Dictionaries and Spellcheckers Using a Thesaurus</p>
<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p>	<p>Editing and Proofreading</p>
<p>16. <i>Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</i></p>	<p>-</p>
<p>Publishing</p>	<p style="background-color: #cccccc;"></p>
<p>17. <i>Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</i></p>	<p>-</p>
<p>Writing Conventions</p>	<p style="background-color: #cccccc;"></p>
<p>Spelling</p>	<p style="background-color: #cccccc;"></p>
<p>1. Use correct spelling conventions.</p>	<p>Homophones Plurals Word Families and Patterns Prefixes Suffixes Using Dictionaries and Spellcheckers</p>
<p>Punctuation and Capitalization</p>	<p style="background-color: #cccccc;"></p>

	Commas Colons and Semicolons Parentheses and Dashes Apostrophes Speech Punctuation Ellipsis
2. Use correct capitalization and punctuation.	
Grammar and Usage	
	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	-
	Adverbs Adjectives Phrases
5. Use proper placement of modifiers.	
Research	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	-
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Doing Research
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	-
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.	Taking Notes Doing Research
5. Integrate quotations and citations into written text to maintain a flow of ideas.	Writing an Essay Speech Punctuation
6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.	-
7. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	-