

**Colorado Reading, Writing and Communication Grades 6-10
Standards Mapping**

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Standard: 3. Writing and Composition	Boardworks English: Grammar and Skills Presentations
Grade 6	
Content Area: Reading, Writing, and Communicating	
Standard: 3. Writing and Composition	
Prepared Graduates: Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes	
<i>Concepts and skills students master: 1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice</i>	
Students can:	
a. Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers)	Writing an Essay
b. Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts	-
c. Organize literary and narrative texts using conventional organizational patterns of the chosen genre	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
d. Use literary elements of a text (well developed characters, setting, dialogue, conflict) to present ideas in a text	-

	<p>Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three First, Second and Third Person Phrases Synonyms and Antonyms Using a Thesaurus The Active and Passive Voice Parts of Speech Nouns Adjectives Adverbs Pronouns Prepositions Conjunctions Verbs</p>
e. Use word choice, sentence structure, and sentence length to create voice and tone in writing	
<i>Concepts and skills students master: 2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop</i>	
Students can:	
a. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure	<p>Writing an Essay Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases</p>
b. Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs	<p>Writing an Essay Paragraphs Unit One Paragraphs Unit Two</p>
c. <i>Write to pursue a personal interest, to explain, or to persuade</i>	-
d. <i>Write to analyze informational texts (explains the steps in a scientific investigation)</i>	-
e. Analyze and improve clarity of paragraphs and transitions	<p>Paragraphs Unit One Paragraphs Unit Two</p>
f. Select vocabulary and information to enhance the central idea	<p>Synonyms and Antonyms Using a Thesaurus</p>
g. <i>Identify persuasive elements in a peer's writing and critique the effectiveness</i>	-

<i>Concepts and skills students master: 3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy</i>	
Students can:	
a. Use punctuation correctly (apostrophes, commas after introductory words, phrases, and clauses; and commas to punctuate a compound sentence)	Apostrophes Commas Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
<i>b. Identify fragments and run-ons and revise sentences to eliminate them</i>	-
c. Use coordinating conjunctions in compound sentences	Conjunctions Clauses and Sentences Unit One
d. Maintain consistent verb tense within paragraphs	Verbs
e. Choose adverbs to describe verbs, adjectives, and other adverbs	Adverbs
f. Use correct spelling for frequently used words	Spelling Strategies Unit One Spelling Strategies Unit Two Using Dictionaries and Spellcheckers Homophones Plurals Word Families and Patterns
g. Use resources (print and electronic) and feedback to edit and enhance writing for purpose and audience	Using Dictionaries and Spellcheckers Using a Thesaurus
Grade 7	
Content Area: Reading, Writing, and Communicating	
Standard: 3. Writing and Composition	
Prepared Graduates: Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes	
<i>Concepts and skills students master: 1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features</i>	
Students can:	
a. Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers)	Writing an Essay
<i>b. Write using poetic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) typical of the chosen genre</i>	-

c. Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop and organize texts	-
d. Establish a central idea, define a clear focus for each section of the text (paragraphs, verses), and use transitional words and phrases to link ideas and sections	Paragraphs Unit One Paragraphs Unit Two
e. Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose	-
f. Revise writing to strengthen the clarity and vividness of voice, tone, and ideas	Editing and Proofreading Using a Thesaurus Synonyms and Antonyms
<i>Concepts and skills students master: 2. Organization is used when composing informational and persuasive texts</i>	
Students can:	
a. Develop texts that explain a process; define a problem and offer a solution; or support an opinion	-
b. Generate support from a variety of primary or secondary sources, such as interviews, electronic resources, periodicals, and literary texts	Doing Research Writing an Essay
c. Revise writing for a central idea, coherent supporting paragraphs, transitions, and an effective conclusion	Editing and Proofreading Paragraphs Unit One Paragraphs Unit Two
d. Reach an authentic audience with a piece of informational or persuasive writing	-
e. Explain and imitate emotional appeals used by writers who are trying to persuade an audience	-
<i>Concepts and skills students master: 3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work</i>	
Students can:	
a. Use punctuation correctly (commas and parentheses to offset parenthetical elements; colons to introduce a list; and hyphens)	Commas Parentheses and Dashes Colons and Semicolons Basic Punctuation Apostrophes
b. Write and punctuate compound and complex sentences correctly	Commas Clauses and Sentences Unit Three
c. Vary sentences using prepositional phrases, ensuring that subjects and verbs agree in the presence of intervening phrases	Phrases
d. Use pronoun-antecedent agreement including indefinite pronouns	Pronouns
e. Write with consistent verb tense across paragraphs	Verbs
f. Use adjectives and adverbs correctly in sentences to describe verbs, adjectives, and other adverbs	Adjectives Adverbs

g. Combine sentences with coordinate conjunctions	Clauses and Sentences Unit One Conjunctions
h. Improve word choice by using a variety of references, such as a thesaurus	Using a Thesaurus Synonyms and Antonyms
Grade 8	
Content Area: Reading, Writing, and Communicating	
Standard: 3. Writing and Composition	
Prepared Graduates: Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes	
<i>Concepts and skills students master: 1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality</i>	
Students can:	
a. <i>Produce literary and narrative texts using stylistic devices and descriptive details</i>	-
b. Organize ideas consistent with text structure (chronology, rising action, problem/resolution)	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
c. <i>Establish and maintain a controlling idea appropriate to audience and purpose</i>	-
d. <i>Integrate the use of organizing techniques that break up sequential presentation of chronology in a story (use of foreshadowing; starting in the middle of the action, then filling in background information using flashbacks)</i>	-
e. <i>Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) for intended effect</i>	-

	First, Second and Third Person The Active and Passive Voice Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases Parts of Speech Nouns Adjectives Adverbs Pronouns Prepositions Conjunctions Verbs
f. Express voice and tone and influence readers' perceptions by varying vocabulary, sentence structure, and descriptive details	
<i>g. Use mentor text/authors to help craft appropriate technique</i>	-
<i>Concepts and skills students master: 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality</i>	
Students can:	
<i>a. Develop texts that offer a comparison, show cause and effect, or support a point</i>	-
b. Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusion	Writing an Essay
<i>c. Select and use appropriate rhetorical techniques (such as asking questions, using humor, etc.) for a variety of purposes</i>	-
d. Use specific details and references to text or relevant citations to support focus or judgment	Writing an Essay
e. Use planning strategies to select and narrow topic	Writing an Essay
f. Elaborate to give detail, add depth, and continue the flow of an idea	Paragraphs Unit Two
<i>g. Explain and imitate emotional and logical appeals used by writers who are trying to persuade an audience</i>	-
<i>Concepts and skills students master: 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a wellwritten document</i>	
Students can:	
a. Use punctuation correctly (commas to separate phrases and clauses in a series; commas with nonrestrictive phrases and clauses; and commas to offset appositives)	Commas Clauses and Sentences Unit Three Phrases Basic Punctuation Apostrophes

b. Format and punctuate dialogue correctly	Speech Punctuation
c. Identify main and subordinate clauses and use that knowledge to write varied, strong, correct, complete sentences	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
d. Use comparative and superlative adjectives and adverbs correctly in sentences	Adjectives Adverbs
e. Combine sentences with subordinate conjunctions	Clauses and Sentences Unit One Conjunctions
f. Use subject-verb agreement with intervening phrases and clauses	Verbs
Grade 9	
Content Area: Reading, Writing, and Communicating	
Standard: 3. Writing and Composition	
Prepared Graduates: Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes	
<i>Concepts and skills students master: 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language</i>	
Students can:	
a. Write well-focused texts with an explicit or implicit theme and details that contribute to a definite point of view and tone	-
b. Organize paragraphs or stanzas to present ideas clearly and purposefully for a specific audience	Paragraphs Unit One Paragraphs Unit Two
c. Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience	-

	First, Second and Third Person The Active and Passive Voice Using a Thesaurus Clauses and Sentences Unit Two Clauses and Sentences Unit Three Paragraphs Unit Two Parts of Speech Adjectives Adverbs Pronouns Prepositions Conjunctions Verbs
d. Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization	
<i>e. Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details</i>	-
<i>f. Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides)</i>	-
<i>Concepts and skills students master: 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support</i>	
Students can:	
<i>a. Develop texts that define or classify a topic</i>	-
<i>b. Use appropriate rhetorical appeals and genre to engage and guide the intended audience</i>	-
c. Arrange paragraphs into a logical progression	Paragraphs Unit One Paragraphs Unit Two Writing an Essay
d. Anticipate and address readers' biases and expectations	Giving a Speech
<i>e. Revise ideas and structure to improve depth of information and logic of organization</i>	-
<i>f. Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience</i>	-
<i>3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions</i>	
Students can:	
a. Use punctuation correctly (semicolons with conjunctive adverbs to combine clauses; colons for emphasis and to introduce a list).	Colons and Semicolons Conjunctions
<i>b. Identify comma splices and fused sentences in writing and revise to eliminate them</i>	-
c. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences	Clauses and Sentences Unit One Phrases

d. Use various reference tools to vary word choice and make sure words are spelled correctly	Using a Thesaurus Using Dictionaries and Spellcheckers
Grade 10	
Content Area: Reading, Writing, and Communicating	
Standard: 3. Writing and Composition	
Prepared Graduates: Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes	
<i>Concepts and skills students master: 1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience</i>	
Students can:	
a. Use conventional structures and expectations of literary genres (such as short story, personal narrative, script, poem, or song) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting	-
b. Write literary and narrative texts using a range of stylistic devices (poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit theme	Parentheses and Dashes Colons and Semicolons
	Ellipsis The Active and Passive Voice Phrases Using a Thesaurus Parts of Speech Adjectives Adverbs Pronouns Prepositions Conjunctions Verbs
c. Enhance the expression of voice, tone, and mood in a text by selecting and using vivid and precise diction, syntax, and punctuation	
d. Use a variety of strategies to evaluate whether the writing is presented in a creative and reflective manner (e.g., reading the draft aloud, seeking feedback from a reviewer, scoring guides)	Giving a Speech
e. <i>Revise texts using feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit theme</i>	-
<i>Concepts and skills students master: 2. Organizational writing patterns inform or persuade an audience</i>	
Students can:	
a. <i>Devise and adjust a topic, claim, or thesis</i>	-

b. Select and apply the organizational pattern best suited to purpose and audience	Writing an Essay
c. <i>Choose and develop an effective appeal</i>	-
d. Collect, organize, and evaluate materials to support ideas	Doing Research Writing an Essay
e. Revise writing by evaluating relationship of central idea, evidence, and organizational pattern	Writing an Essay
f. <i>Explain how writers use organization and details to communicate their purposes</i>	-
g. <i>Present writing to an authentic audience and gauge effect on audience for intended purpose</i>	-
<i>Concepts and skills students master: 3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process</i>	
Students can:	
a. Apply dashes, colons, and semi-colons to create varied sentences, to emphasize important ideas, and to show relationships among ideas.	Parentheses and Dashes Colons and Semicolons
b. <i>Identify instances where sentences are not grammatically parallel and revise sentences to establish parallelism</i>	-
c. Identify the various types of clauses and use this knowledge to write varied, strong, correct, complete sentences	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
d. Distinguish between the active and passive voice, and write in the active voice	The Active and Passive Voice