

Massachusetts English Language Arts Grades 6-10 Standards Mapping

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LANGUAGE: General Standards 4 and 5 and COMPOSITION: General Standards 22 and 23	Boardworks English: Grammar and Skills Presentations
Grades 5-8	
Language: GENERAL STANDARD 4: Vocabulary and Concept Development	
Students will understand and acquire new vocabulary and use it correctly in reading and writing.	
GRADES 5-6	
(Continue to address earlier standards as needed and as they apply to more difficult text.)	
4.17 Determine the meaning of unfamiliar words using context clues (definition, example). For example, students choose vocabulary words and write them in sentences that use definition or example context clues, such as, "Residents were aghast–shocked–at the destruction."	-
4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.	Word Families and Patterns Prefixes Suffixes
4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	Synonyms and Antonyms Using Dictionaries and Spellcheckers Using a Thesaurus
GRADES 7-8	
(Continue to address earlier standards as needed and as they apply to more difficult text.)	
4.2 Determine the meaning of unfamiliar words using context clues (contrast, cause and effect). For example, students collect examples of sentences that contain contrast or cause-and-effect clues, such as "Most organisms need oxygen to survive, but many types of bacteria are anaerobic," (contrast); or, "Because so much of the town was destroyed, rebuilding it will be an arduous task," (cause and effect). Students compile a list of words and phrases that cue contrast clues (but, however, on the other hand, except) and cause-and-effect clues (because, since, as a result, or therefore).	-
4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes. For example, while reading about men and women who pioneered in space and under the sea, students come across such words as astronaut and nautical and use their knowledge of Greek and Latin roots and the context to work out the meaning of these words. They then compile a list of words they find in their science materials that are based on other common Greek and Latin roots.	Word Families and Patterns Prefixes Suffixes
4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.	Synonyms and Antonyms Using Dictionaries and Spellcheckers Using a Thesaurus

Language: GENERAL STANDARD 5: Structure and Origins of Modern English	
Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.	
GRADES 5-6	
(Continue to address earlier standards as needed.)	
5.9 Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Nouns Pronouns Verbs Adverbs Adjectives Conjunctions Prepositions Parts of Speech
5.1 Expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences).	Adjectives Adverbs Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
5.11 Identify verb phrases and verb tenses.	Verbs Phrases
5.12 Recognize that a word performs different functions according to its position in the sentence. For example, students identify light as a verb in the sentence, The children light the candles. Then they write using the word light in other places in sentences and discuss the meaning and function of light in each.	Parts of Speech
5.13 Identify simple and compound sentences.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
5.14 Identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).	Basic Punctuation Apostrophes Speech Punctuation Commas Paragraphs Unit One Clauses and Sentences Unit One
GRADES 7-8	
(Continue to address earlier standards as needed.)	

5.15 Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).	-
5.16 Distinguish phrases from clauses.	Phrases Clauses and Sentences Unit One
5.17 Recognize the makeup and function of prepositional phrases.	Phrases
5.18 Identify simple, compound, and complex sentences.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
5.19 Recognize appropriate use of pronoun reference.	Pronouns
5.2 Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).	Commas Pronouns Adjectives Adverbs Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
5.21 Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.	Conjunctions
5.22 Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English. For example, students research the origins of common nouns (popcorn, denim, bus), as well as the meanings and origin of erudite foreign phrases (sub rosa, caveat emptor, carte blanche), and popularly used foreign phrases (bon appetit, au revoir, numero uno), for the purpose of creating their own etymological dictionary.	-
Composition: GENERAL STANDARD 22: Standard English Conventions	
Students will use knowledge of standard English conventions in their writing, revising, and editing.	
GRADES 5–6	
(Continue to address earlier standards as needed.)	

<p>22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.</p>	<p>Apostrophes Speech Punctuation Commas Paragraphs Unit One Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Homophones Spelling Strategies Unit One Spelling Strategies Unit Two Editing and Proofreading</p>
<p>GRADES 7-8</p>	
<p>(Continue to address earlier standards as needed.)</p>	
<p>22.8 Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p>	<p>Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Commas Pronouns Adjectives Adverbs Using Dictionaries and Spellcheckers Editing and Proofreading</p>
<p>Composition: GENERAL STANDARD 23: Organizing Ideas in Writing</p>	
<p>Students will organize ideas in writing in a way that makes sense for their purpose.</p>	
<p>GRADES 5-6</p>	
<p>(Continue to address earlier standards as needed.)</p>	
<p>23.6 <i>Decide on the placement of descriptive details about setting, characters, and events in stories. For example, when writing their own mystery stories, students plan in advance where clues will be located, what red herrings will complicate the search, and what special talents the detective will employ to solve the mystery.</i></p>	<p>-</p>
<p>23.7 Group related ideas and place them in logical order when writing summaries or reports. For example, students write a summary of a biography of George Washington, grouping their ideas in categories that make sense for the biography (early life, education, battle strategies, actions as president) and placing the categories in a logical order as they compose a multi-paragraph report.</p>	<p>Writing an Essay Paragraphs Unit One Paragraphs Unit Two</p>
<p>23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p>	<p>Paragraphs Unit One Paragraphs Unit Two</p>

GRADES 7-8	
(Continue to address earlier standards as needed.)	
23.9 <i>Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks). For example, after reading the short story, "The Bet," by Anton Chekhov, students use a flashback in their own stories and discuss the effect of this technique.</i>	-
23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
23.11 <i>Organize ideas for writing comparison-and-contrast essays. For example, in writing a comparison between two characters, students consider two forms for organizing their ideas. In the opposing form they describe all the similarities together, write a transition, and then describe all the differences. In the alternating form, they create categories for their information (appearance, character traits, relationships with other characters) and describe both similarities and differences within each category.</i>	-
Grades 9-10	
Language: GENERAL STANDARD 4: Vocabulary and Concept Development	
Students will understand and acquire new vocabulary and use it correctly in reading and writing.	
(Continue to address earlier standards as needed and as they apply to more difficult text.)	
4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	Word Families and Patterns Prefixes Suffixes
4.24 Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words. For example, students come across the word narcissistic in a literary work and reread the myth of Narcissus and Echo to understand the meaning of narcissistic. After they encounter the words genetic or mercury in their readings for science, they read a portion of Genesis to understand genetic, or the myth about the god Mercury to understand the meaning of mercury or mercurial.	Word Families and Patterns Prefixes Suffixes
4.25 Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.	Using Dictionaries and Spellcheckers Using a Thesaurus
Language: GENERAL STANDARD 5: Structure and Origins of Modern English	
Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.	
(Continue to address earlier standards as needed.)	
5.23 Identify simple, compound, complex, and compound-complex sentences.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three

5.24 Identify nominalized, adjectival, and adverbial clauses.	Phrases Clauses and Sentences Unit Three
5.25 Recognize the functions of verbals: participles, gerunds, and infinitives.	Verbs
5.26 Analyze the structure of a sentence (traditional diagram, transformational model). For example, students analyze the clauses and phrases in the first two lines of Robert Louis Stevenson's poem, "My Shadow": "I have a little shadow that goes in and out with me, And what can be the use of him is more than I can see."	Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Conjunctions
5.27 Identify rhetorically functional sentence structure (<i>parallelism, properly placed modifiers</i>).	-
5.28 Identify correct mechanics (semicolons, colons, hyphens), correct usage (tense consistency), and correct sentence structure (parallel structure).	Commas Colons and Semicolons Parentheses and Dashes Apostrophes Speech Punctuation Ellipsis The Conditional Tense Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
5.29 Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments (<i>glasnost, coup d'état</i>).	-
Composition: GENERAL STANDARD 22: Standard English Conventions	
Students will use knowledge of standard English conventions in their writing, revising, and editing.	
(Continue to address earlier standards as needed.)	
22.9 Use knowledge of types of clauses (main and subordinate), verbals (gerunds, infinitives, participles), mechanics (semicolons, colons, hyphens), usage (tense consistency), sentence structure (parallel structure), and standard English spelling when writing and editing.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Verbs Colons and Semicolons Using Dictionaries and Spellcheckers Homophones Word Families and Patterns Prefixes Suffixes Editing and Proofreading
Composition: GENERAL STANDARD 23: Organizing Ideas in Writing	

Students will organize ideas in writing in a way that makes sense for their purpose.	
(Continue to address earlier standards as needed.)	
23.12 <i>Integrate all elements of fiction to emphasize the theme and tone of the story.</i>	-
23.13 Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion. For example, students write an essay on the causes for the murder of Lenny in <i>Of Mice and Men</i> , by John Steinbeck. They choose the deductive approach, describing the murder and then explaining the causes, or the inductive approach, explaining the causes and then describing the murder.	<p>Writing an Essay Paragraphs Unit One Paragraphs Unit Two</p>