

Wisconsin English Language Arts by Grade 8 and by Grade 10 Standards Mapping

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B. WRITING & D. LANGUAGE	Boardworks English: Grammar and Skills Presentations
Grade 8	
Standard B - Writing	
By the end of grade eight , students will:	
B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.	
<i>Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas</i>	-
<i>Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence</i>	-
Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme	Giving a Speech
<i>Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience</i>	-
<i>Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail</i>	-
Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation	Writing an Essay
Use a variety of writing technologies including pen and paper as well as computers	Using Dictionaries and Spellcheckers Using a Thesaurus
<i>Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation</i>	-
B.8.2 Plan, revise, edit, and publish clear and effective writing.	
Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience	Editing and Proofreading
Identify questions and strategies for improving drafts in writing conferences with a teacher	Writing an Essay Editing and Proofreading Paragraphs Unit One Paragraphs Unit Two

Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice	Writing an Essay Paragraphs Unit One Paragraphs Unit Two
B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.	
Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases Parts of Speech Adverbs Adjectives Nouns Conjunctions Pronouns Prepositions Verbs Articles and Quantifiers
Use correct tenses to indicate the relative order of events	The Conditional Tense Verbs
Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun	Verbs Pronouns Prepositions
Punctuate compound, complex, and compound-complex sentences correctly	Clauses and Sentences Unit Three Commas Colons and Semicolons Parentheses and Dashes Ellipsis
<i>Employ the conventions of capitalization</i>	-

	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Prefixes Suffixes Word Families and Patterns Using Dictionaries and Spellcheckers
Spell frequently used words correctly and use effective strategies for spelling unfamiliar words	
Standard D - Language	
By the end of grade eight , students will:	
D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	Using Dictionaries and Spellcheckers Using a Thesaurus
<i>Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects</i>	-
<i>Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade</i>	-
D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.	
<i>Describe how American English is used in various public and private contexts, such as school, home, and work</i>	-
Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication	Giving a Speech Writing an Essay Ellipsis
Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon	Giving a Speech
Grade 12	
Standard B - Writing	
By the end of grade twelve , students will:	
B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.	
<i>Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence</i>	-
<i>Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience</i>	-

<i>Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience</i>	-
<i>Write creative fiction that includes an authentic setting, discernible tone, coherent plot, distinct characters, effective detail, believable dialogue, and reasonable resolution of conflict</i>	-
Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations	Writing an Essay Speech Punctuation
<i>Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning</i>	-
<i>Prepare and publish technical writing such as memos, applications, letters, reports and resumes for various audiences, attending to details of layout and format as appropriate to purpose</i>	-
Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation	Working in a Group
<i>Use a variety of writing technologies, including pen and paper as well as computers</i>	-
Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation	Giving a Speech
B.12.2 Plan, revise, edit, and publish clear and effective writing.	
<i>Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas</i>	-
Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers	Writing an Essay
Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose	Writing an Essay
B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.	

	<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>Parts of Speech</p> <p>Adverbs</p> <p>Adjectives</p> <p>Nouns</p> <p>Conjunctions</p> <p>Pronouns</p> <p>Prepositions</p> <p>Verbs</p>
Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively	
Use correct tenses, including conditionals, to indicate the relative order and relationship of events,	<p>The Conditional Tense</p> <p>Verbs</p>
Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun	<p>Verbs</p> <p>Pronouns</p> <p>Prepositions</p>
Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics	<p>Clauses and Sentences Unit Three</p> <p>Commas</p> <p>Colons and Semicolons</p> <p>Parentheses and Dashes</p> <p>Ellipsis</p>
<i>Employ the conventions of capitalization</i>	-
Spell frequently used words correctly and use effective strategies for spelling unfamiliar words	<p>Prefixes</p> <p>Suffixes</p> <p>Word Families and Patterns</p>
Recognize common errors in the use of language and know how (and when) to correct them	Editing and Proofreading
Standard D - Language	
By the end of grade twelve , students will:	
D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language	<p>Using Dictionaries and Spellcheckers</p> <p>Using a Thesaurus</p> <p>Word Families and Patterns</p> <p>Prefixes</p> <p>Suffixes</p>

<i>Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain</i>	-
Use language appropriate to the background, knowledge, and age of an audience	Giving a Speech
Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work	Using a Thesaurus Synonyms and Antonyms
D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.	
<i>Evaluate the use of standard American English in public contexts, such as school and work</i>	-
Evaluate the choice of words, expressions, and style considering the purpose and context of a communication	Using a Thesaurus Synonyms and Antonyms Giving a Speech
<i>Analyze and explain how immediate context and broader social, cultural, regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact</i>	-
<i>Draw inferences about values, attitudes, and points of view by analyzing a writer's or speaker's use of English</i>	-
<i>Compare form, meaning, and value of different symbol systems--such as alphabets, signs, symbols--and of expressions commonly used in another language</i>	-