

Michigan English Language Arts Grades 6-8 and High School Standards Mapping

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<b>Grades 6-8: READING: Word Recognition &amp; WRITING: Writing Genre, Writing Process, Grammar and Usage, Spelling, Handwriting</b> <b>High School: WRITING, SPEAKING AND VISUAL EXPRESSION &amp; LANGUAGE</b>	<b>Boardworks English: Grammar and Skills Presentations</b>
Grade 6	
<b>READING</b>	
<b>Word Recognition, Word Study, Fluency</b>	
<b>Word Recognition</b>	
R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	-
R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	Word Families and Patterns Homophones Synonyms and Antonyms Prefixes Suffixes
R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.	Word Families and Patterns Homophones Synonyms and Antonyms Prefixes Suffixes
R.WS.06.05 acquire and apply strategies to identify unknown words and construct meaning.	Word Families and Patterns Prefixes Suffixes
R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.	-
<b>WRITING</b>	
<b>Writing Genre</b>	
W.GN.06.01 write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.	-
W.GN.06.02 write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.	Writing an Essay

W.GN.06.03 formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.	Doing Research
<b>Writing Process</b>	
W.PR.06.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	Giving a Speech
W.PR.06.02 apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).	Writing an Essay
W.PR.06.04 draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.	Paragraphs Unit One Clauses and Sentences Unit One Clauses and Sentences Unit Two Writing an Essay
W.PR.06.03 revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.	Editing and Proofreading First, Second and Third Person Writing an Essay
W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.	Editing and Proofreading Using Dictionaries and Spellcheckers Using a Thesaurus
<b>GRAMMAR AND USAGE</b>	
<b>Grammar and Usage</b>	
W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.	Pronouns Verbs Clauses and Sentences Unit One Adverbs Adjectives Conjunctions Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases Basic Punctuation Commas Speech Punctuation

<b>SPELLING</b>	
<b>Spelling</b>	
W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals
<b>HANDWRITING</b>	
<b>Handwriting</b>	
W.HW.06.01 write neat and legible compositions.	Improving Your Handwriting
<b>Grade 7</b>	
<b>READING</b>	
<b>Word Recognition, Word Study, Fluency</b>	
<b>Word Recognition</b>	
R.WS.07.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	-
R.WS.07.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	Word Families and Patterns Homophones Synonyms and Antonyms Prefixes Suffixes
R.WS.07.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.	Word Families and Patterns Homophones Synonyms and Antonyms Prefixes Suffixes
R.WS.07.05 acquire and apply strategies to identify unknown words and construct meaning.	Word Families and Patterns Prefixes Suffixes
R.WS.07.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.	-

<b>WRITING</b>	
<b>Writing Genre</b>	
W.GN.07.01 write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).	-
W.GN.07.02 write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.	Writing an Essay
W.GN.07.03 formulate research questions using multiple resources, perspectives, and arguments/ counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.	Doing Research
<b>Writing Process</b>	
W.PR.07.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	Giving a Speech
W.PR.07.02 apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).	Writing an Essay
W.PR.07.04 draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases Writing an Essay Giving a Speech
W.PR.07.03 revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.	Editing and Proofreading The Active and Passive Voice First, Second and Third Person
W.PR.07.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.	Editing and Proofreading

<b>GRAMMAR AND USAGE</b>	
<i>Grammar and Usage</i>	
W.GR.07.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.	Phrases Adjectives Adverbs Plurals Verbs Parentheses and Dashes Apostrophes Pronouns
<b>SPELLING</b>	
<i>Spelling</i>	
W.SP.07.01 in the context of writing, correctly spell the derivatives of bases and affixes.	Word Families and Patterns Suffixes Prefixes Plurals Spelling Strategies Unit One Spelling Strategies Unit Two
<b>HANDWRITING</b>	
<i>Handwriting</i>	
W.HW.07.01 write neat and legible compositions.	Improving Your Handwriting
<b>Grade 8</b>	
<b>READING</b>	
<b>Word Recognition, Word Study, Fluency</b>	
<i>R.WS.08.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</i>	-
R.WS.08.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	Word Families and Patterns Homophones Synonyms and Antonyms Prefixes Suffixes
R.WS.08.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.	Word Families and Patterns Homophones Synonyms and Antonyms Prefixes Suffixes

R.WS.08.05 acquire and apply strategies to identify unknown words and construct meaning.	Word Families and Patterns Prefixes Suffixes
<i>R.WS.08.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</i>	-
<b>WRITING</b>	
<b><i>Writing Genre</i></b>	
<i>W.GN.08.01 write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).</i>	-
<i>W.GN.08.02 write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.</i>	-
W.GN.08.03 formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.	Writing an Essay Doing Research
<b><i>Writing Process</i></b>	
W.PR.08.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	Giving a Speech
W.PR.08.02 apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).	Writing an Essay
W.PR.08.03 draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.	Paragraphs Unit One Paragraphs Unit Two Writing an Essay
W.PR.08.04 revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.	Editing and Proofreading
<b>GRAMMAR AND USAGE</b>	
<b><i>Grammar and Usage</i></b>	
W.GR.08.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases Ellipses Parentheses and Dashes

<b>SPELLING</b>	
<b>Spelling</b>	
W.SP.08.01 in the context of writing use correct spelling conventions.	Word Families and Patterns Suffixes Prefixes Plurals Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Using Dictionaries and Spellcheckers
<b>HANDWRITING</b>	
<b>Handwriting</b>	
W.HW.08.01 write neat and legible compositions.	Improving Your Handwriting
<b>STRAND 1: WRITING, SPEAKING, AND VISUAL EXPRESSION</b>	
<b>STANDARD 1.1 Understand and practice writing as a recursive process.</b>	
CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Taking Notes Doing Research Working in a Group Editing and Proofreading Writing an Essay
CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	Writing an Essay Taking Notes
CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).	Giving a Speech Writing an Essay
CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	Writing an Essay

CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.	Editing and Proofreading
CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	Paragraphs Unit Two Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	Editing and Proofreading Using a Thesaurus Synonyms and Antonyms Adjectives Adverbs Verbs Prepositions Phrases Conjunctions Pronouns Parts of Speech Commas Colons and Semicolons First, Second and Third Person Parentheses and Dashes Ellipsis Speech Punctuation
CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	Editing and Proofreading Giving a Speech
<i>STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.</i>	
<i>CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.</i>	-
<i>CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).</i>	-
<i>CE 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).</i>	-

<i>CE 1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.</i>	-
<b>STANDARD 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).</b>	
CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).	Writing an Essay Giving a Speech
CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	Writing an Essay Giving a Speech
CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	Writing an Essay Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases Paragraphs Unit Two
<i>CE 1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</i>	-
CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.	Giving a Speech
<i>CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</i>	-

CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.	Working in a Group
CE 1.3.8 Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).	Working in a Group
CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	Writing an Essay Speech Punctuation
<b>STRAND 4: LANGUAGE</b>	
<i>STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.</i>	
CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	Writing an Essay Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases Paragraphs Unit One Paragraphs Unit Two
CE 4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).	Using a Thesaurus Using Dictionaries and Spellcheckers
<i>CE 4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).</i>	-
CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.	Writing an Essay Ellipsis

<p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	<p>Parts of Speech  Verbs  Nouns  Conjunctions  Pronouns  Prepositions  Adverbs  Adjectives  Clauses and Sentences Unit Two  Clauses and Sentences Unit Three  Word Families and Patterns  Prefixes  Suffixes  Commas  Colons and Semicolons  Parentheses and Dashes  Apostrophes  Ellipsis  Speech Punctuation</p>
<p><i>STANDARD 4.2 Understand how language variety reflects and shapes experience.</i></p>	
<p><i>CE 4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).</i></p>	-
<p><i>CE 4.2.2 Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).</i></p>	-
<p><i>CE 4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</i></p>	-
<p>CE 4.2.4 Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).</p>	Giving a Speech
<p><i>CE 4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.</i></p>	-