EMC Publishing
Language Essentials, Grades 6-8 Correlation

Strand: Writing
Standard *4: Process*
Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

	Grade 6	Grade 7	Grade 8
Prewriting	W.4.6.1 Generate ideas using such strategies as reading, discussing, *focused free-writing,* observing, brainstorming, and reading logs **- pages 442-443 free-writing, brainstorming 441, journal 442; pages 435-449** W.4.6.2 Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, and formal outlining with main topics and sub-topics **- pages 473, 480, 492, 497 graphic, 448-449 outlining, 406-409 main topics, 436-437 sub-topics** W.4.6.3 Demonstrate an awareness of purpose and audience for all modes of written *discourse* **- pages 12-13, 438-439 purpose, 464-495 modes** W.4.6.4 Use available technology to access information by using a card catalog and the Internet **- pages 360-376; 365-366, 369-370 Internet**	W.4.7.1 Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming*, focused and unfocused free-writing*, and reading/learning logs **- pages 469-475; 469 brainstorming, 470 free-writing** W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics **- pages 475-476 organize, 472 Venn, 475-476 outlining, 463-466 topics** W.4.7.3 Determine a focus and an *organizational structure* based on purpose, audience, length, and required format for *expository*, narrative, and descriptive writing **- pages 451-456, 475-476; 449-451 narrative, 513-518 expository, 449-451, 497-503 descriptive** W.4.7.4 Use available technology to access	W.4.8.1 Self select and apply an appropriate prewriting strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data **- pages 483-496; 484-495 interviewing, 489-495 data** W.4.8.2 Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details **- pages 492-493 sensory details chart, 494 story map, 494 pro & con chart, 495-496 outline, 485, 491 clustering** W.4.8.3 Select a focus and an *organizational structure* based on purpose, audience, length, and required format for *expository*, narrative, descriptive, and persuasive writing **- pages 495-496; 12-13, 486-487 purpose, 12-13, 487 audience, 532 expository, 526 narrative, 519-520 descriptive, 537-538 persuasive**

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	Grade 6	Grade 7	Grade 8
		information by using a card catalog and multiple Internet sources **- pages 395-412**	W.4.8.4 Use available technology to access information and to document interviews **- pages 416-432**
Drafting	W.4.6.5 Use prewriting to draft *expository* paragraphs with emphasis on the following: • Central idea **– 435-436** • Explanation **– 485** • Elaboration **– 486-487** • Unity **– 414-417** • Purpose and audience **– 438-437** W.4.6.6 Organize *expository* paragraphs that include a topic sentence, supporting details, and a concluding sentence **- pages 409-4147 topic sentence, 406 details, 448-449 concluding sentence** W.4.6.7 Create an effective lead sentence for each paragraph by using such features as a factual statement or an unusual statement about the topic **- pages 409-411**	W.4.7.5 Create a draft for *expository* writing with emphasis on organization by paragraphs -- introduction, main points with elaboration, and conclusion— **- pages 513-518, 451-456** W.4.7.6 Create a draft for *narrative* writing that includes dialogue **- pages 449-451, 504-512** W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting **- pages 442-445, 449-451**	W.4.8.5 Create a draft with emphasis on persuasive and *expository* organization **- pages 533 expository, 538-539 persuasive** W.4.8.6 Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement **- pages 466, 528-529 quotes, 469-471 description, 494-495 questions, 546 thesis statement**
Revising	W.4.6.8 Revise content for • Central Idea **– 406-409** • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of	W.4.7.8 Revise content for • Central Idea **– 438-441** • Organization **– 451-456** • Unity **– 446-449** • Elaboration (e.g., explanation,	W.4.8.7 Revise content for • Central Idea **– 458-461** • Organization **- 471-476** • Unity **– 466-469** • Elaboration **- 502**

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	information, etc.) **- 423** • Unity **– 409-411** • Elaboration **– 454-455** • Clarity **- 489** **W.4.6.9** Revise *style* for • Sentence variety **– 474-475** • *Tone* **– 479** • *Voice* **– 112-115, 466** • Selected vocabulary **– 395-397** • Selected information **– 448-449** **W.4.6.10** Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.) **- pages 453-454, 489 peer, 456 checklist, 447 reference**	examples, description, etc.) • Clarity **– 482-484** **W.4.7.9** Revise *style* for • Sentence variety – 431-432 • *Tone* • *Voice* **– 118-120, 494** • Selected vocabulary **– 482-484** • Selected information **W.4.7.10** Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.) **- pages 480 peer, 475 reference**	• Clarity **– 502, 503, 535** **W.4.8.8** Revise *style* for • Sentence variety **– 443-453** • *Tone* (e.g., sense of audience, etc.) **– 13, 15-16, 504** • *Voice* (e.g., specificity, vividness, rhythm of piece, writer's attitude and presence, etc.) • Selected vocabulary **– 449-452** • Selected information **– 483-494** **W.4.8.9** Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.) **- pages 500, 501 peer, 503 checklist, 495 reference**
Editing *Note to teacher:* Align with Conventions Standard.	**W.4.6.11** Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* **– 30-40, 228-230, 388-399** • Completeness **– 28, 30** • Absence of fused sentences	**W.4.7.11** Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* • Completeness **– 29, 30, 495-496** • Absence of fused sentences **– 417-420**	**W.4.8.10** Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* • Completeness **– 31, 32** • Absence of fused sentences **– 443-445** • Expansion through standard coordination and

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	• Expansion through standard coordination and modifiers **– 156-180, 388-391**
	• *Embedding* through standard subordination and modifiers **– 224-236, 156-180**
	• Standard word order **– 147-148**
	• *Usage* **- 259-284**
	  • Standard inflections
	  • Agreement **– 140-154**
	  • Word meaning
	  • Conventions
	• *Mechanics*
	  • Capitalization **– 318-331, 481-483**
	  • Punctuation **– 288-316**
	  • Formatting **– 440-441**
	  • Spelling **– 340-359**
		• Expansion through standard coordination and modifiers **– 482**
		
		• *Embedding* through standard subordination and modifiers - **245-257**
		• Standard word order
		• *Usage* **– 284-307**
		  • Standard inflections
		  • Agreement **– 144-154**
		  • Word meaning
		  • Conventions
		• *Mechanics*
		  • Capitalization **– 348-370**
		  • Punctuation **– 318-346**
		  • Formatting **– 468-469**
		  • Spelling **– 372-394**
			modifiers **– 443-445**
			
			• *Embedding* through standard subordination and modifiers **– 214-217, 259-264**
			• Standard word order **- 8**
			• *Usage*
			  • Standard inflections
			  • Agreement **– 148-162, 301-303**
			  • Word meaning
			  • Conventions
			• *Mechanics*
			  • Capitalization **– 366-390**
			  • Punctuation **– 336-364**
			  • Formatting **– 485-489**
			  • Spelling **– 392-414**

Publishing	W.4.6.12 Use available technology for sharing and/or publication **- pages 360-376** W.4.6.13 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations **– page 442** W.4.6.14 Publish/share according to purpose and audience **- pages 12-13, 438, 485 purpose, 12-13 audience**	W.4.7.12 Use available technology to experiment with various formats for a final written product **- pages 395-412** W.4.7.13 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations **- page 470** W.4.7.14 Publish/share according to purpose and audience **- pages 12-13 purpose, 12-13 audience; 487, 497, 503, 511, 518, 524 publish**	W.4.8.11 Use available technology to create a product and communicate knowledge **- pages 416-432** W.4.8.12 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations **- 490-491** W.4.8.13 Publish/share according to purpose and audience **- pages 12-13 purpose, 12-13 audience, 506-507, 517, 522-523, 530, 535 publish**

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Strand: Writing
Standard *5: Purpose, Topics, Forms and Audiences*
Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

	Grade 6	Grade 7	Grade 8
Purposes and Audiences	W.5.6.1 Write to describe, to inform, to entertain, to explain, and to persuade **- pages 417-421, 471-476 describe/entertain, 485-489 inform, 490-495 persuade** W.5.6.2 Select the form of writing that addresses the intended audience **- pages 440-441**	W.5.7.1 Write to develop narrative, *expository*, descriptive, and persuasive pieces **- pages 449-451 narrative, 513-518 expository, 519-525 persuasive, 449-451 descriptive** W.5.7.2 Select the form of writing that addresses the intended audience **- pages 468-469**	W.5.8.1 Develop multiple works in a variety of modes of *discourse* **- pages 512-517 personal/expression, 518-523 imaginative/descriptive, 531-535 informative/expository, 536-541 persuasive/argumentative** W.5.8.2 Select the form of writing that addresses the intended audience **- pages 12-13, 488-489**
Topics and Forms	W.5.6.3 Create *expository*, narrative, descriptive, and persuasive writings **- pages 417-421, 471-476 describe/entertain, 485-489 inform, 490-495 persuade** W.5.6.4 Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads W.5.6.5 Write research reports using a variety of sources, summarizing, and paraphrasing **- pages 496-500 sources, 496-508 reports, 500 summarizing/ paraphrasing** W.5.6.6	W.5.7.3 Create *expository*, narrative, descriptive, and persuasive writings **- pages 449-451 narrative, 513-518 expository, 519-525 persuasive, 449-451 descriptive** W.5.7.4 Write poems using a variety of techniques/devices, with emphasis on lyric poetry **- pages 497-503** W.5.7.5 Write research reports and document sources, summarizing, and paraphrasing **- pages 526-538 reports, 527-528 sources, 430 summarizing/ paraphrasing** W.5.7.6	W.5.8.3 Create *expository*, narrative, descriptive, and persuasive writings **- pages 512-517 personal/expression, 518-523 imaginative/descriptive, 531-535 informative/expository, 536-541 persuasive/argumentative** W.5.8.4 Write poems using a variety of techniques/devices, with emphasis on *free verse* W.5.8.5 Write research reports that include a thesis and use a variety of sources **- pages 542-544, 546** W.5.8.6

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	Grade 6	Grade 7	Grade 8
	Write to reflect ideas/ interpretations of multicultural and universal themes and concepts **- pages 441-447** W.5.6.7 Write with and without prompts for a sustained period of time W.5.6.8 Write responses to literature that demonstrate understanding or interpretation **- pages 442-443, 450-452** W.5.6.9 Write on demand with or without prompt within a given time frame W.5.6.10 Write across the curriculum	Write to reflect ideas/ interpretations of multicultural and universal themes and concepts **- pages 438-460** W.5.7.7 Write with and without prompts for a sustained period of time W.5.7.8 Write responses to literature that demonstrate understanding or interpretation **- pages 470-473** W.5.7.9 Write on demand with or without prompt within a given time frame W.5.7.10 Write across the curriculum	Write to reflect ideas/ interpretations of multicultural and universal themes and concepts **- pages 537-541** W.5.8.7 Write with and without prompts for a sustained period of time W.5.8.8 Write responses to literature that demonstrate understanding or interpretation W.5.8.9 Write on demand with or without prompt within a given time frame W.5.8.10 Write across the curriculum

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Strand: Writing
Standard *6: Conventions*
Students shall apply knowledge of Standard English conventions in written work.

	Grade 6	Grade 7	Grade 8
Sentence Formation	W.6.6.1 Use a variety of simple and compound sentences of varied lengths **- pages 397-399, 227-230, 38-40** W.6.6.2 Use different *kinds of sentences* • Declarative **– 30-32** • Interrogative **– 30-32, 148** • Imperative **– 30-32** • Exclamatory **– 31-32** W.6.6.3 Use compound sentence elements (e.g., subjects, predicates, complements, and complete sentences, etc.) to combine sentences for more effective writing *style* **- pages 38-40, 228-230** W.6.6.4 Define, identify, and use natural and inverted sentence order for emphasis and variety **- pages 147-149** W.6.6.5 Identify and correct fragments and run-ons **- pages 28-29, 380-381, 468 fragments, 382-384 run-ons**	W.6.7.1 Vary sentence structure by using simple, compound, and complex sentences and different *kinds of sentences* • Declarative **– 30-33** • Interrogative **– 30-33** • Imperative **– 31-33** • Exclamatory **– 31-33** W.6.7.2 Write effective sentences by *embedding* clauses, prepositional and appositive phrases, and all compound elements **- pages 233-235 prepositional, 242-244 appositive, 38-40, 253-255, 509 compound** W.6.7.3 Use phrases and clauses to invert sentence order for emphasis and variety **- pages 151-154** W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences **- 417-420 run-ons, 423-425, 41-44, 258, 261-262**	W.6.8.1 Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different *kinds of sentences* • Declarative **– 32-35** • Interrogative **– 32-35** • Imperative **– 33-35** • Exclamatory **– 33-35** W.6.8.2 Write more effective sentences by using all compound elements and by *embedding* clauses and prepositional, appositive, and verbal phrases W.6.8.3 Use clauses and phrases, including verbal, to invert sentence order for emphasis and variety **- pages 250-256 verbal, 259-261 clauses, 451-453** W.6.8.4 Correct fragments, run-ons, comma splices, and fused sentences W.6.8.5 Evaluate personal, peer, or literature-based *sentence formation* for effective use of the parts of speech • Precise nouns **- 51, 60, 62-64** • Pronouns to avoid repetition **– 48-51, 83-85, 90**

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	Grade 6	Grade 7	Grade 8

	W.6.6.6
	Use knowledge of the parts of speech to construct effective sentences
	• Common and proper nouns **– 49, 58-62, 321-324**
	• Pronouns to avoid repetition **– 46-50, 78-96, 137-145**
	• Active and linking verbs **– 51, 101-104, 130-133, 391-392**
	• Adjectives to modify nouns and pronouns **– 158-160**
	• Adverbs to modify verbs, adjectives, and other adverbs **– 160-163**
	• Coordinate conjunctions to join **– 188-189, 192-197**
	• Interjections for excitement **– 47-49, 206-207**
	• Prepositions to indicate relationships **– 188-192**
		W.6.7.5
		Analyze personal and peer *sentence formation* for effective use of the parts of speech
		• Precise nouns **– 58-78**
		• Pronouns
		  • Demonstrative **– 50, 95-96**
		  • Compound personal
		    • Reflexive **– 50, 80, 92-94**
		    • Intensive **– 50, 81, 92-94**
		  • Personal
		    • Interrogative **– 51, 94-96**
		    • Relative **– 51, 97-98**
		    • Indefinite **– 50, 80, 90-92, 147-149**
		• Active and linking verbs **– 425-426**
		• Adjectives **– 161-163**
		  • Possessive **- 88**
		  • Article **– 52, 162**
		  • Interrogative
		  • Numeral
		  • Demonstrative
		  • Indefinite
		  • Descriptive
		• Adverbs **– 47, 160, 164**
		  • Manner
		  • Time
		  • Place **– 160-161**
		  • Degree **– 169-172**
		  • Negative **– 172-174**
		  • Interrogative
		• Conjunctions **– 199-206**
		  • Coordinate **– 38, 52, 199-201**
		    • Correlative **- 52, 201-203**
		    • Subordinate **– 52, 203-206**
		• Interjections for excitement **– 216-218**
			• Verbs
			  • Transitive active **– 445-447**
			  • Transitive passive **– 445-447**
			  • Intransitive linking **– 53, 109-111, 136-13**7
			  • Intransitive complete **– 53, 115-116**
			• Adjectives to modify nouns and pronouns **– 165-167**
			• Adverbs to modify verbs, adjectives, and other adverbs **– 168-170**
			• Conjunctions **- 204-206**
			  • Coordinate **– 40-41, 54, 209-211**
			  • Correlative **– 54, 212-214**
			  • Subordinate **– 54, 214-217**
			• Interjections for excitement **– 49-51, 228-230**
			• Prepositions to indicate relationships **– 49-51, 204-208**

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	Grade 6	**Grade 7**	**Grade 8**
		• Prepositions to indicate relationships	
Usage	W.6.6.7 Apply conventions of grammar with emphasis on the following: • Subject-verb agreement **– 140-154** • Parts of speech **– 46-56, 188-189, 192-197** • Parts of a sentence **– 28-30** • Conjugation in perfect verb tenses **– 109-112, 493-494** • Possessive, nominative, and objective pronouns **– 83-86**	W.6.7.6 Apply conventions of grammar with emphasis on the following: • Agreement • Subject-verb **– 144-154** • Pronoun and antecedent **– 83-85** • Parts of speech – **46-52** • Parts of a sentence and *sentence patterns* **– 28-44** • S-V • S-V-DO • S-V-IO-DO • S-LV-PN • S-LV-PA • Conjugation in progressive verb forms **– 102-124** • Prepositional phrases as modifiers **– 232-235** • Dependent clauses **– 245-246**	W.6.8.6 Apply conventions of grammar with emphasis on the following: • Subject-verb agreement **– 148-162** • Parts of speech **– 48-58** • Pronoun and antecedent agreement **– 83-85, 90** • Parts of a sentence and *sentence patterns* • S-V • S-V-DO • S-V-IO-DO • S-LV-PN • S-LV-PA • Conjugation in regular, progressive, and emphatic verb forms **– 106-130** • Verbals
Spelling	W.6.6.8 Apply correct spelling to commonly misspelled words **– 349-354** W.6.6.9 Spell *homonyms* correctly according to usage **- page 350**	W.6.7.7 Spell words correctly in all writing **- pages 372-394**	W.6.8.7 Spell words correctly in all writing **- pages 392-414**
Capitalization	W.6.6.10 Apply conventional rules of capitalization in writing	W.6.7.8 Apply conventional rules of capitalization in writing	W.6.8.8 Apply conventional rules of capitalization in writing

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	Grade 6	Grade 7	Grade 8
	- pages 318-338	**- pages 345-370**	**- pages 366-390**

Punctuation	W.6.6.11
	Apply conventional rules of punctuation in writing with emphasis on
	• End marks **– 288-290**
	• Quotation marks **– 303-305**
	• Comma in a series **– 290-293**
	• Comma in compound sentences **– 290-293**
	• Comma in complex sentence **– 290-293**
	• Comma in direct address **– 290-293**
		W.6.7.9
		Apply conventional rules for all end marks and commas in writing
		- pages 318-320 end marks, 320-323 commas
		
		W.6.7.10
		Use semi-colons and colons in compound and compound-complex sentences
		- 323-325, 509 semi-colons, 325-327 colons; 38-40, 253-255, 509 compound; 509, 320-321 complex
		
		W.6.7.11
		Use colons in compound and compound-complex sentences and to introduce lists
		- pages 325-327, 341-342
		
		W.6.7.12
		Use double and single quotation marks in dialogue
		- pages 333-335
			W.6.8.9
			Apply conventional rules of punctuation in writing
			- pages 336-364
			
			W.6.8.10
			Edit own and peer papers with emphasis on
			• All end marks **– 336-338**
			• **Commas – 338-341**
			• Dash **– 354-355**
			• Hyphen **– 351-353**
			• Quotation marks **– 351-355**
			  • Double
			  • Single
			• Parentheses **– 355-357, 363**
			• Semicolons **– 341-343**
			• Colons **– 344-345**

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Strand: Writing
   Standard *7: Craftsmanship*
 Students shall develop personal style and voice as they approach the craftsmanship of writing.

	Grade 6	Grade 7	Grade 8
Purposefully shaping and controlling language	W.7.6.1 Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers **- pages 13-17** W.7.6.2 Use a variety of *sentence types* and lengths (see Conventions Standard 6) **- pages 474-475, 397-399, 227-230, 391-392** W.7.6.3 Use word or sentence repetition for effect W.7.6.4 Use transition words/ phrases **- pages 51, 119-120, 415** W.7.6.5 Use purposeful vocabulary with emphasis on developing *style* **- pages 118-120, 494** W.7.6.6 Create a strong lead and conclusion **- pages 442-445** W.7.6.7 Narrow the time focus of a piece of writing **- pages 442-445** W.7.6.8	W.7.7.1 Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers **- pages 500-501; 15-18, 21-23 personification** W.7.7.2 Use a variety of *sentence types* and lengths (see Conventions Standard 6) **- pages 509-510** W.7.7.3 Use word or sentence repetition for effect **– pages 427-428 parallelism** W.7.7.4 Use transition words/ phrases **- pages 447-51, 125-126** W.7.7.5 Use purposeful vocabulary with emphasis on developing *voice* **- pages 118-120, 494** W.7.7.6 Create an effective lead and conclusion **- pages 442-445** W.7.7.7 Narrow the time focus of a piece of writing **- pages 447-473** W.7.7.8	W.7.8.1 Use figurative language purposefully, such as *alliteration* and *assonance*, to shape and control language to affect readers **– pages 16-19** W.7.8.2 Use a variety of *sentence types* and lengths (see Conventions Standard 6) **- pages 443-447, 451-453** W.7.8.3 Use repetition for effect **- pages 447-449, 539-540 parallelism** W.7.8.4 Use transition words/ phrases **- pages 533-534** W.7.8.5 Use purposeful vocabulary with emphasis on developing *tone* **- pages 13, 15-16, 514** W.7.8.6 Create an effective lead and conclusion **- pages 461-468** W.7.8.7 Use flashback/time transitions **- pages 467, 493** W.7.8.8

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	Grade 6	Grade 7	Grade 8
	Use writer's checklist or scoring guides/*rubric*s to improve written work **- pages 301-303, 319, 332-333, 456** W.7.6.9 Self-evaluate writing using checklists or scoring guides/*rubric*s **- pages 453, 456**	Vary the placement of topic sentences W.7.7.9 Use dialogue effectively W.7.7.10 Use humor appropriately W.7.7.11 Use writer's checklist or scoring guides/*rubric*s to improve written work **- pages 484 checklist; 332, 334, 363-364 rubrics** W.7.7.12 Self-evaluate writing **- pages 480-481**	Use dialogue effectively **- pages 520, 528-529** W.7.8.9 Use anecdotes and quotes **- pages 466 anecdotes; 528-529 quotes** W.7.8.10 Use scoring guides or *rubric*s to improve all aspects of written projects **- pages 350-351, 382-384** W.7.8.11 Self-evaluate writing **- pages 500-501**

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