

# Checklist for Fifth Grade Literature

**ACE Course Abilities for FIFTH GRADE defined below applies to each of the Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

## **ACE Course Abilities for Fifth Grade to be applied to Content Standards:**

### **51.0 Develop abilities in Communication Arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify).
- B. Communications (present, persuade, collaborate, explain, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

### **52.0 Read, write, speak, and listen for a variety of purposes.**

- A. Read and discuss literature (poetry, narratives).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary.
  - current technology i.e.: word processing, database, desktop publishing, Internet.

## **Content**

### **53.0 Advance your vocabulary and reading rate with recreational reading and study of all subjects.**

- .1 Use visual clues, word form and context to determine word meaning.
- .2 Identify the meaning that applies to the context when a word has multiple meanings.
- .3 Alphabetize quickly and readily and use the dictionary with ease for a variety of purposes.
- .4 Pronounce, use and spell vocabulary from all subject areas.

**Content (cont.)****54.0 Skim, scan and read for meaning and for inference.**

- .1 Locate and choose reading selections for a particular purpose (pleasure, information, research).
- .2 Distinguish, talk, and write about poetry and fiction and nonfiction narratives, and relate them to your life.
- .3 Explain and summarize setting, plot, characters, problem, main event and resolution of problem.
- .4 Identify topic, events in sequence and specific details.
- .5 Draw and justify inferences.
- .6 Take notes on nonfiction reading, summarize reading and use reading as a basis for speaking and writing.
- .7 Make predictions and connections between literary works.

**55.0 Write a variety of letters, poetry, and multiple paragraph themes about a single topic.**

- .1 State the main idea of the paragraph in one sentence and fully develop the idea in a logical sequence using supporting facts and details.
- .2 Use cause/effect and comparison/contrast as organizational patterns.
- .3 Use introduction and conclusion paragraphs in multi-paragraph writing.
- .4 In the final draft use correct usage, spelling, capitalization, punctuation, format, sentences and word choice.
- .5 Identify the parts of business and personal letters, and write letters in proper form.
- .6 Write to communicate ideas and feelings in poems with sensory or imaginative details and poetic form.
- .7 Write structured multi-paragraph narratives with descriptive elements (biographies, original stories).
- .8 Write meaningful responses to poetry and narratives.
- .9 use vocabulary words from all subjects in your writing and to talk about your writing.

**56.0 Deliver complete and structured presentations spoken only from notes.**

- .1 Use correct voice (volume, pace, clarity), body language (eye contact, erect and still stance, gesture, and handling of notes and visual aids), and correct usage, vocabulary and sentence structure.
- .2 Present using appropriate sequence and a basic three-part format (introduction, body, review).
- .3 Select or develop and use visual aids of different types (charts, maps, multi media, graphs, photos).
- .4 Answer questions from peers and ask questions of peers (polite, clear, brief, focused).
- .5 Present or read, summarize and respond to poems and narratives.
- .6 Add good ideas in small and large group discussion when it is your turn.

**Content (cont.)****57.0 Listen and view to summarize, to ask clarifying questions, and to learn.**

- .1 Demonstrate audience behavior (eye contact, quiet and still, attentive, supportive).
- .2 Paraphrase accurately and ask meaningful questions in a variety of listening situations.
- .3 Practice listening as the basis for writing, speaking and learning by taking brief notes.

**58.0 Respond to works representing diverse perspectives, cultures and issues (include Crow, Cheyenne).**

- .1 Discuss how a perspective presented in a writing might be different if it were written through the eyes of a different culture.
- .2 Discuss various issues impacting a culture, which might come to light through a literary reading.
- .3 Replace a character/setting in a literary work with a different character/setting from another culture and tell how this would alter the literary work (plot, problem, solution, interaction).

# Checklist for Sixth Grade Literature

**ACE Course Abilities for SIXTH GRADE defined below applies to each of the Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

## **ACE Course Abilities for Sixth Grade to be applied to Content Standards:**

### **61.0 Develop abilities in Communication Arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

### **62.0 Read, write, speak, and listen for a variety of purposes.**

- A. Read and discuss literature (poetry, narratives).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary.
  - current technology i.e.: word processing, database, desktop publishing, Internet.

## **Content**

### **63.0 Increase your vocabulary and reading rate with recreational reading, multiple reading techniques, and study skills.**

- .1 Determine meaning of a word by context, and use of a dictionary.
- .2 Identify, understand and use synonyms, antonyms, homonyms and all common suffixes and prefixes.
- .3 Readily use textbooks, dictionary, atlas, encyclopedia and thesaurus to understand unknown words.
- .4 Pronounce, use, and spell vocabulary from all subject areas.
- .5 Skim, scan, study, take notes, and summarize organizational pattern format, graphic elements, and visual keys of all our textbooks, and use reading as a basis for learning and enjoyment.

**64.0 Read for meaning and to evaluate, interpret, and draw conclusions in novels and other fiction and in textbooks, reference material and other nonfiction.**

- .1 Identify, summarize, and evaluate literary elements in novels (character, setting, plot, conflict, theme).
- .2 Define imagery, identify examples of imagery, and explain the impact of examples of imagery.
- .3 Evaluate with justification novels, other fiction, textbooks, reference material and other nonfiction.
- .4 Explain author's attitude, theme and other beliefs incorporated in fiction and nonfiction.
- .5 Draw and justify conclusions and inferences in fiction and nonfiction.
- .6 Compare and contrast new content with existing knowledge to draw conclusions.

**65.0 Write quality stories, descriptions and three-part themes and reports.**

- .1 Write an introduction that includes a statement of the main idea and write a summarizing conclusion.
- .2 Write a body that fully develops the main idea in more than one proper paragraph.
- .3 Develop the main idea with appropriate and accurate examples and other supports.
- .4 In the final draft use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice.
- .5 Write clear, justified and complete evaluations and interpretations of novels, other fiction and nonfiction.
- .6 Write clear, accurate, and entertaining descriptions using a variety of genre.
- .7 Write clear, accurate, entertaining and complete stories using creative imagery and story elements.

**66.0 Present interpretations and evaluations in groups and alone.**

- .1 Use correct voice (volume, pace, clarity), body language (eye contact, stance, gestures, handling of notes and visual aids), and usage, vocabulary and sentence structure.
- .2 Present using appropriate sequence and a basic three-part format (introduction, body, review).
- .3 Select, develop, and use note cards and a variety of visual aids.
- .4 Support the ideas of the speech with proper research and justified conclusions.
- .5 Present justified evaluations and interpretations of novels, other fiction and nonfiction.
- .6 Present jokes, entertaining stories and entertaining descriptions using creative imagery.
- .7 Read imagery with dramatic impact.

**Content (cont.)****67.0 Listen and view to process verbal information and to critically analyze speeches.**

- .1 Demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
- .2 Respond to, evaluate, and analyze speeches and other presentations.
- .3 Summarize, take notes on key points, and ask clarifying questions by listening and viewing.
- .4 Use listening and viewing as a basis for learning and enjoyment.

# Checklist for Seventh Grade Literature

**ACE Course Abilities for SEVENTH GRADE defined below applies to each of the Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

## **ACE Course Abilities for Seventh Grade to be applied to Content Standards:**

### **71.0 Develop abilities in Communication Arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

### **72.0 Read, write, speak, and listen for a variety of purposes.**

- A. Use literature (mythology, genre).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, announcement.
  - current technology i.e.: word processing, Internet, search tools.

## **Content**

### **73.0 Increase your vocabulary and reading rate with multi-purpose reading techniques, and advanced study skills.**

- .1 Determine meaning of a word with context, reference books, and word origins/structure (roots, affixes).
- .2 Develop and explain your system for learning vocabulary in all subject areas.
- .3 Adapt reading techniques to different subjects and for different purposes (enjoyment, study, research, review, reading aloud).
- .4 Outline, summarize, and take precise and concise notes for specific purposes.
- .5 Develop and explain your system for marking written material (underline, highlight, margin notes, stickies).
- .6 Identify sections, organizational pattern, format, graphic elements, and visual keys to skim, scan, and study all your textbooks.

**Content (cont.)****74.0 Read to understand literary genre (poetry, short stories, drama) and literary devices (flashback, foreshadowing, symbolism, imagery, personification, allusion).**

- .1 Identify major traits of mythology, explain purpose of mythology, identify how mythology is used in literature and modern popular culture and compare mythology to the three genres.
- .2 Compare/contrast a variety of genre using the literary elements of characterization, plot, plot line, theme, and point of view.
- .3 Define, locate and evaluate use of the literary devices in mythology and the three genres.
- .4 Relate mythology and literature you read to self and the real world.
- .5 Recommend, based on evaluation of literary elements and devices, specific examples of a variety of genre.

**75.0 Write/deliver three-part research-based informative themes/presentations and write/speak to state opinions.**

- .1 Select a topic appropriate to a given situation (audience, purpose, space/time requirements).
- .2 Independently develop expertise on a subject with interviews, print media, and electronic media.
- .3 Develop and explain your own note-taking and information-organizing system.
- .4 State the main idea in a single sentence in the introduction and restate it in the conclusion.
- .5 Fully and clearly develop the main idea with introduction, supporting details, and summary.
- .6 Use statistics, quotations, examples, stories, analogies, graphics, or visual aids as support.
- .7 Cite information in writing and in presentations.
- .8 In writing use correct mechanics, word choice, formatting, usage, and sentence structure in final draft.
- .9 In speaking use correct voice, body language, note cards, and visual aids.
- .11 Compare and contrast writing and speaking for organization, expectations, and advantages/weaknesses.
- .12 In discussion, answer questions politely and assertively to defend a position and to ask opinion questions.
- .13 Write opinions and recommendations in brief and clear form.

**76.0 Listen/read to analyze others' points of view and to learn.**

- .1 Listen with an open mind (wait until all information has been received to form an opinion).
- .2 Tell fact from opinion and question the validity of facts and the basis of opinions.
- .3 Identify, state, and react to the speaker's or writer's point of view and bias.
- .4 Develop and explain your own method of taking, keeping and reviewing notes.

# Checklist for Eighth Grade Literature

**ACE Course Abilities for EIGHTH GRADE defined below applies to each of the Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

## ACE Course Abilities for Eighth Grade to be applied to Content Standards:

### 81.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

### 82.0 Read, write, speak, and listen for a variety of purposes.

- A. Use literature (genre).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, and announcement.
  - current technology i.e.: word processing, Internet, search tools.

## Content

### 83.0 Increase your vocabulary and reading rate and evaluate the validity of what you read.

- .1 Determine meaning of a word with context, reference books, and word origins/structure (roots and affixes).
- .2 Use basic writing forms and organizational patterns to skim, scan, study, and mark readings (paragraph form, introductions, conclusions, cause/effect, sequences, comparison/contrast, graphic organizers, icons, support materials).
- .3 Outline, summarize, and take precise and concise notes for specific purposes.
- .4 Evaluate specific sources (date, source, biases, suitability to purpose, propaganda, research base).

**Content (cont.)****84.0 Read to understand mood, tone, and literary genre (lyric poetry, novels, satire).**

- .1 Identify literary elements (setting, characterization, plot, plot line, theme, point of view) in the various forms of literature and compare/contrast literature for use of literary elements, purpose, strengths/weaknesses, and personal response.
- .2 Describe, locate, and evaluate use of mood and tone in various forms of literature.
- .3 Relate literature you read to self and the real world.
- .4 Recommend specific examples of literature by evaluating literary elements, mood, and tone.

**85.0 Write quality essays to persuade, inform, and entertain.**

- .1 Select a topic and purpose appropriate to a given situation.
- .2 Independently develop expertise on a subject with interviews, print media, and electronic media.
- .3 Use a sound, three-part format (introduction-including clear and concise thesis, 2-4 main points developed fully in sound paragraphs, summarizing conclusion).
- .4 Use correct usage, mechanics, word choice, formatting, and sentence structure.
- .5 Produce quality examples of persuasive, informative, and entertaining writing.

**86.0 Deliver major research-based presentations to demonstrate and be able to debate.**

- .1 Select a topic appropriate to a given situation.
- .2 State a clear and concise thesis.
- .3 Fully develop a thesis (attention-getting/previewing introduction, clear steps, summary, conclusion).
- .4 Develop and explain your method for making and using speaking note cards.
- .5 Use correct voice, body language, visual aids, and demonstration of process.
- .6 Develop a position, research it, and debate it courteously and assertively.

**Content (cont.)****87.0 Read/listen/view and produce popular media communication (news, advertisements, sitcoms, documentaries, songs, editorials).**

- .1 Analyze for key factors (main idea, significant details, research basis, theme, other literary elements) and for facts, opinions, bias, propaganda, argumentation, support, completeness, and literary devices.
- .2 Identify the purpose of specific communications (entertain, persuade, inform, mixed purposes).
- .3 Produce alone, or in a group, different forms of popular media communications.
- .4 State and defend an evaluation of examples of such communications.