

# Checklist for Fifth Grade Writing

**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.
  - technology: word processing, Internet, current technology.

## **Content**

### **53.0 Advance writing vocabulary with recreational reading and study in all subjects.**

- .1 Choose vocabulary that expresses and conveys the intended meaning.
- .2 Pronounce, use, and spell new vocabulary.

**Content (cont.)****54.0 Skim, scan and read for meaning to enhance writing.**

- .1 Locate and choose reading selections for a particular writing purpose.
- .2 Write and/or respond to poetry, fiction, and nonfiction relating them to your personal life.
- .3 Explain and summarize setting, plot, characters, problem, main event and resolution of problem.
- .4 Summarize and use reading as a basis for writing.
- .5 In writing respond to information by applying critical thinking skills to details from the source in order to draw conclusions, form opinions and/or analyze information.

**55.0 Use different writing forms (persuasive, expository, narrative, descriptive, research, creative)**

- .1 Select a topic and set goals appropriate to a given audience and purpose.
- .2 Write a topic sentence and fully develop the idea in a logical sequence for a paragraph.
- .3 Use cause/effect and comparison/contrast as organizational patterns.
- .4 Use introduction and conclusion paragraphs in multi-paragraph writing.
- .5 Use correct grammar, spelling, capitalization, punctuation, format, sentences, and word choice in the final draft.
- .6 Identify the parts of business and personal letters, and demonstrate their use in writing business and personal letters.
- .7 Write to communicate ideas and feelings in poems with sensory or imaginative details and poetic form.
- .8 Write structured, multi-paragraph narratives with descriptive elements (biographies, original stories).
- .9 Develop and use literary elements and voice in original writings.
- .11 Write a teacher directed outline to become familiar with the format.
- .12 Demonstrate note-taking strategies to organize information in a variety of situations.
- .13 Identify/define different characteristics of different forms of writing (persuasive, expository, narrative, descriptive, research, creative).

**56.0 Use revision to enhance writing.**

- .1 Use reference tools throughout the writing process (text, current technology, and primary sources).
- .2 Collaborate to develop ideas, word choice, organization, voice and sentence fluency.
- .3 Critique your own writing for strengths and weaknesses (rubrics, conference, etc.).

 **57.0 Share/publish final product.**

# Checklist for Sixth Grade Writing

**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 enjoy literature (novels, fiction, nonfiction).
- 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, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, and announcement.
  - technology: word processing, Internet, current technology.

## **Content**

### **63.0 Advance writing vocabulary with recreational reading, multiple reading techniques, and study skills.**

- .1 Choose vocabulary that expresses and conveys the intended meaning.
- .2 Pronounce, use, and spell vocabulary from all subject areas.

**Content (cont.)****64.0 Skim, scan and read for meaning and to enhance writing.**

- .1 Locate and choose reading selections for a particular writing purpose.
- .2 Write and/or respond to literature, and relate it to personal life.
- .3 Take notes, summarize, and use readings as a basis for writing
- .4 In writing respond to information by applying critical thinking skills to details from the source in order to draw conclusions, form opinions and/or analyze information.

**65.0 Use different writing forms (persuasive, expository, narrative, descriptive, research, creative).**

- .1 Select a topic and set goals appropriate to a given audience and purpose.
- .2 Write a paragraph, of at least 5 sentences, using a topic sentence, supporting detail sentences and a concluding sentence.
- .3 Write structured multi-paragraph compositions with introduction, body and conclusion.
- .4 Develop the main idea with appropriate and accurate examples and other supports.
- .5 Use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice in the final draft.
- .6 Develop and use literary elements, imagery, and voice in original writing.
- .7 Write a variety of personal and business communication (memos, letters, thank you notes).
- .8 Respond in a variety of ways to presentations (notes, evaluating, summarizing).
- .9 Demonstrate knowledge of basic, simple outline form, with guidance and assistance.
- .11 Demonstrate knowledge of note taking strategies with guidance and assistance.
- .12 Identify/define different characteristics of different forms of writing (persuasive, expository, narrative, descriptive, research, creative)

**66.0 Use revision to enhance writing.**

- .1 Use reference tools throughout the writing process (text, current technology, and primary sources).
- .2 Collaborate to develop ideas, word choice, organization, voice, and sentence fluency.
- .3 Critique your own writing for strengths and weaknesses (rubrics, conference, etc.).

 **67.0 Share/publish final product.****Content (cont.)**

**Content (cont.)****68.0 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.

# Checklist for Seventh Grade Writing

**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 Be able to 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, and announcement.
  - technology: word processing, Internet, current technology.

## **Content**

### **73.0 Advance writing vocabulary with multi-purpose reading techniques and advanced study skills.**

- .1 Choose vocabulary that expresses and conveys the intended meaning.
- .2 Pronounce, spell, and use vocabulary.

**Content (cont.)****74.0 Skim, scan, and read for meaning to enhance writing.**

- .1 Locate and choose reading selections for a particular writing purpose.
- .2 Write and/or respond to literature, and relate it to personal life.
- .3 Take notes, summarize, and use readings as a basis for writing.
- .4 In a written paragraph respond to information by applying critical thinking skills to details from the source in order to draw conclusions, form opinions, and/or analyze information.

**75.0 Use different writing forms (persuasive expository, narrative, descriptive, research, creative).**

- .1 Select a topic and set goals appropriate to a given audience and purpose.
- .2 Demonstrate knowledge of note taking strategies.
- .3 State the main idea in a single sentence in the introduction and restate it in the conclusion.
- .4 Develop the main idea with introduction, supporting details, and conclusion.
- .5 Use and cite statistics, quotations, examples, stories, analogies, and graphics or visual aids as support.
- .6 Write opinions and recommendations in brief and clear form.
- .7 Respond to the speaker's or writer's point of view and bias orally or in written form.
- .8 Develop and use literary elements, imagery, and voice in original writing (poetry, letters, responses).
- .9 Demonstrate knowledge of an outline by being able to create one for a variety of purposes i.e.: study of content material, organization of a writing or speech with assistance and guidance.
- .11 Use correct grammar, spelling, capitalization, punctuation, format, sentences, and word choice in the final draft.
- .12 Identify/define different characteristics of different forms of writing (persuasive, expository, narrative, descriptive, research, creative).

**76.0 Use revision and editing to enhance writing.**

- .1 Use reference tools throughout the writing process (text, current technology, primary sources).
- .2 Collaborate to develop ideas, word choice, organization, voice, and sentence fluency.
- .3 Use correct mechanics, usage, and format in final draft.
- .4 Critique your own writing for strengths and weaknesses (rubrics, conference, etc.).

 **77.0 Share/publish final product.**

# Checklist for Eighth Grade Writing

**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.
  - technology: word processing, Internet, current technology.

## **Content**

### **83.0 Advance writing vocabulary with multi-purpose reading techniques and advanced study skills.**

- .1 Choose vocabulary that expresses and conveys the intended meaning.
- .2 Pronounce, spell, and use vocabulary.

**Content (cont.)****84.0 Skim, scan, and read for meaning to enhance writing.**

- .1 Locate and choose reading selections for a particular writing purpose.
- .2 Write and/or respond to literature, and relate it to personal life.
- .3 Take notes, summarize, and use readings as a basis for writing.
- .4 In a written paragraph respond to information by applying critical thinking skills to details from the source in order to draw conclusions, form opinions, and/or analyze information.

**85.0 Use different writing forms (persuasive, expository, narrative, descriptive, research, creative)**

- .1 Select a topic and set goals appropriate to a given audience and purpose.
- .2 Demonstrate effective note taking strategies.
- .3 Write a clear and concise thesis statement.
- .4 Develop the main idea with introduction, supporting details, and conclusion.
- .5 Use and cite statistics, quotations, examples, stories, analogies, and graphics or visual aids as support.
- .6 Write opinions and recommendations in brief and clear form.
- .7 Respond to the speaker's or writer's point of view and bias orally or in written form.
- .8 Develop and use literary elements, imagery, and voice in original writing (poetry, letters, responses).
- .9 Demonstrate knowledge of an outline by being able to independently create one for a variety of purposes i.e.: study of content material, organization of a writing or speech.
- .11 Demonstrate correct usage, spelling, capitalization, punctuation, format, sentences, and word choice in the final draft.
- .12 Identify/define different characteristics of different forms of writing (persuasive, expository, narrative, descriptive, research, creative).

**86.0 Use revision and editing to enhance writing.**

- .1 Use reference tools throughout the writing process (text, current technology, primary sources).
- .2 Collaborate to develop ideas, word choice, organization, voice, and sentence fluency.
- .3 Use correct mechanics, usage, and format in final draft.
- .4 Critique your own writing for strengths and weaknesses (rubrics, conference, etc.).

 **87.0 Share/publish final product.**