

Overview of Content and Performance Standard 1 for Writing

10.54.3410 - Content Standard 1: Students write clearly and effectively.

LEARNING EXPECTATIONS IN CURRICULUM BENCHMARK - 10.54.3412

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
55.2 55.3 55.4	64.4 65.2 65.3 65.4 68.0	74.4 75.3 75.4 75.7	84.4 85.4 85.6 87.5	1. Organize text in paragraphs with clear beginning, middle and end, using transitions and logical sequence.
54.5 55.2 55.3	64.4 65.2 65.3 65.4 68.0	74.4 75.4 75.6 75.7	84.4 85.4 85.6 85.7	2. Develop a main idea through relevant supporting details.
53.0 55.5 55.6 55.9 56.0	63.0 65.5 65.6 65.7 66.0 68.0	73.0 75.6 75.7 75.8 76.0	83.0 85.6 85.7 85.8 86.0	3. Demonstrate some control of personal voice, sentence structure, and word choice.
53.2 55.5 56.1	63.2 65.5 66.1 68.0	73.2 75.11 76.1 76.3	83.2 83.3 85.11 86.1	4. Apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

Overview of Content and Performance Standard 2 for Writing

10.54.3420 - Content Standard 2: Students apply a range of skills and strategies in the writing process.

LEARNING EXPECTATIONS IN CURRICULUM BENCHMARK - 10.54.3422

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
54.0 55.1 55.3 55.4 55.11 55.12	64.0 65.1 65.8 65.9 65.11	74.0 75.1 75.2 75.9	84.0 85.1 85.2 85.9	1. Plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience.
54.5 55.2 55.3 55.4 55.7 55.8	64.4 65.2 65.3 65.4 65.7 65.8	74.4 75.3 75.4 75.6 75.7	84.4 85.4 85.6 85.7	2. Write one or more drafts that capture and organize ideas.
53.0 56.2	63.0 66.2	73.0 76.2	83.0 86.2	3. Revise writing at the word, sentence, and paragraph levels using feedback from others.
53.2 55.5 56.0	63.2 65.5 66.0 68.4	73.2 75.11 76.0	83.2 85.11 86.0	4. Edit, with some assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).
57.0	67.0	77.0	87.0	5. Share/publish a legible final product.

Overview of Content and Performance Standard 3 for Writing

10.54.3430 - Content Standard 3: Students evaluate and reflect on their growth as writers.

LEARNING EXPECTATIONS IN CURRICULUM BENCHMARK - 10.54.3432

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
55.1	65.1	75.1	85.1	1. Set goals and analyze successes in their own and others' writing.
56.0	66.0	76.0	86.0	
56.0	66.0	76.0	86.0	2. Share and discuss their own and others' writing for improvement and growth as writers.
57.0	67.0	77.0	87.0	
56.0	66.0	76.0	86.0	3. Identify and describe strengths and weaknesses as writers.

Overview of Content and Performance Standard 4 for Writing

10.54.3440 - Content Standard 4: Students write for a variety of purposes and audiences.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3442

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
54.1	64.1	74.1	84.1	1. Identify and articulate the purpose for their writing, and write appropriately.
55.1	65.1	75.1	85.1	
55.1	65.1	75.1	85.1	2. Choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.
55.0	65.0 68.6	75.0	85.0	3. Experience writing in different genres (e.g., narrative writing).

Overview of Content and Performance Standard 5 for Writing

10.54.3450 - Content Standard 5: Students recognize the structures of various forms and apply these characteristics to their own writing.

LEARNING EXPECTATIONS IN CURRICULUM BENCHMARK - 10.54.3452

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
55.13	65.12	75.12	85.12	1. Identify and analyze characteristics of different forms (e.g., narrative, journal, technical).
55.0	65.0	75.0	85.0	2. Write using characteristics of different forms.

Overview of Content and Performance Standard 6 for Writing

10.54.3460 - Content Standard 6: Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3462

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
56.0	66.0	76.0	86.0	1. Pose questions or identify problems.
53.0 54.1 54.4 56.1	63.0 64.1 64.3 66.1	73.0 74.1 74.3 76.1	83.0 84.1 84.3 86.1	2. Find and use a variety of technologies and information sources.
54.5 55.3	64.4	74.4	84.4	3. Identify several explanations or solutions, and draw conclusions based on their analysis of the information.
57.0	67.0	77.0	87.0	4. Share information in appropriate ways for intended audiences.

Content and Performance Standards for Writing

Fifth Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **FIFTH GRADE** Course Content. When .0 follows the code, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

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.

Fifth Grade Course 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.

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.

Content and Performance Standards for Writing

Sixth Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **SIXTH GRADE** Course Content. When .0 follows the code, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

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.

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Sixth Grade Course 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.

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.)**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.

Content and Performance Standards for Writing Seventh Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **SEVENTH GRADE** Course Content. When .0 follows the code, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

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.

Seventh Grade Course 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.

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.

Content and Performance Standards for Writing Eighth Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **EIGHTH GRADE** Course Content. When .0 follows the code, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

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.

Eighth Grade Course 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.

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.