

The Carey School: Standards for Writing Instruction 2008-2009

A. Students will write with a clear focus, coherent organization, and sufficient detail.			
PK	K	Students will be able to draw pictures and/or use letters or phonetically spelled words to tell a story or give others information (MA) (Science) (Foreign Language PK, K)	
PK	K	Students will be able to dictate sentences for a story (MA) (Library) (Foreign Language 4, 5)	
PK	K	Students will be able to write by moving from left to right and from top to bottom (CA) (Technology)	
K		Students will be able to dictate sentences for a story and collaborate to put the sentences in chronological sequence (MA)	
K	1	Students will be able to use letters and phonetically spelled words to write about experiences, stories, people, objects, or events (CA) (Science)	
K	1	Students will be able to write words and brief sentences that are legible (CA) (Science) (Technology)	
K	1	Students will be able to write in complete sentences (CA)	
K	1	Students will be able to write or dictate letters or short accounts of personal experiences (MA) (Science) (Foreign Language 4, 5)	
K	1	2	Students will be able to write or dictate stories that have a beginning, middle, and end; Kindergarten primarily dictates stories (MA)
K	1	2	Students will be able to write or dictate short poems (MA) (Technology)
K	1	2	Students will be able to print legibly and space letters, words, and sentences appropriately (CA) (Technology) (Foreign Language 1, 2)
1		2	Students will be able to select a focus when writing (CA) (Technology)
1		2	Students will be able to use descriptive words when writing (CA) (Science) (Technology) (Foreign Language 1, 2 -orally)
1		2	Students will be able to write or dictate letters, directions, or short accounts of personal experiences that follow a logical order (MA) (Science) (Foreign Language 2)
2 nd			Students will be able to write or dictate research questions (MA) (Foreign Language 2- not necessarily research based)
2		3	Students will be able to develop a paragraph with a topic sentence and include supporting facts and details (CA) (Technology)
3 rd			Students will be able to select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements (CA) (Technology) (Foreign Language 5)
3	4		Students will be able to write stories that contain details of a setting and character descriptions.
3	4	5	Students will be able to write stories that have a beginning, middle, and end and contain details of setting (MA). Third graders will primarily focus on the

				development of a beginning, middle and end. (Science)
3	4	5		Students will be able to write brief summaries of information gathered through research (MA) (Science) (Technology)
3	4	5		Students will be able to write a brief interpretation or explanation of a literary or informational text using evidence from the text as support (MA) (Science) (Technology)
3	4	5		Students will be able to write an account based on a personal experience that has a clear focus and sufficient supporting details (MA) (Technology) (Foreign Language 5)
3	4	5		Students will be able to write brief research reports with clear focus and supporting detail (MA) (Science) (Technology)
4		5		Students will be able to write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution) (MA)
4		5		Students will be able to write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length) (MA)
4		5		Students will be able to write a short explanation of a process that includes a topic statement, supporting details, and a conclusion (MA) (Science)
4		5		Students will be able to write formal letters to correspondents such as authors, newspapers, businesses, or government officials (MA) (Foreign Language 5)
	5 th			Students will be able to clarify an understanding of texts by creating outlines, logical notes, summaries, or reports (CA) (Science) (Technology)
	5 th			Students will be able to use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories, and arrangement by spatial order, order of importance, or climactic order (CA) (Science)
2	3	4	5	Students will be able to write short poems that contain simple sense details (MA) (Library- Grades 3, 4) (Technology)
B. Students will write for different audiences and purposes.				
PK		K		Students will be able to use a variety of basic forms or genres when writing (MA)
K	1	2		Students will be able to use a variety of forms or genres when writing including but not limited to lists, sentences, interview questions, letters, etc. (MA) (Technology) (Foreign Language 1, 2)
K	1	2		Students will be able to write brief narratives (e.g. fictional, autobiographical) describing an experience (CA)
1		2		Students will be able to write brief expository descriptions of a real object, person, place, or event, using sensory details (CA) (Science) (Technology) (Foreign Language 1, 2)
1		2		Students will be able to generate alternative endings to plots and identify the reason or reason for, and the impact of, the alternatives (CA)
1		2		Students will be able to identify the use of rhythm, rhyme, and alliteration in poetry (CA) (Technology)
1		2		Students will be able to write different forms of poetry including different

		pattern poems. (Technology)
1	2	Students will be able to write about main ideas and predictions regarding guided reading stories read in class. (Science)
1	2	Students will be able to write about the point of a view from a story.
1	2	Students will be able to write about and recount the sequence of events from a story.
1	2	Students will be able to write a friendly letter complete with the date, salutation, body, closing, and signature (CA) (Foreign Language 1, 2)
2		Students will be able to write two paragraph descriptions complete with topic sentences and supporting details. (Foreign Language 2- one paragraph)
2		Students will be able to write directions that someone else can follow. (Science) (Technology)
2		Students will be able to write brief narratives based on their experiences by moving through a logical sequence of events and describing the setting, characters, objects, and events in detail (CA)
3		Students will be able to write personal and formal letters, thank-you notes, and invitations demonstrating awareness of the knowledge and interests of the audience and establishing a purpose and context (CA) (Technology) (Foreign Language 4, 5)
3		Students will be able to write a narrative providing context within which an action takes place, including well-chosen details to develop the plot and providing insight into why the selected incident is memorable (CA)
3		Students will be able to write four paragraph compare and contrast essays.
3		Students will be able to recognize the organization of a book report.
3		Students will be able to write basic persuasive essays.
3		Students will be able to write narratives that: <ul style="list-style-type: none"> a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable (CA) (Science)
3		Students will be able to write information reports: <ul style="list-style-type: none"> a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources) (CA) (Science) (Technology)
3		Students will be able to create multiple-paragraph narrative compositions that: <ul style="list-style-type: none"> a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending (CA)
3		Students will be able to create multiple-paragraph expository compositions that: <ul style="list-style-type: none"> a. Establish a topic, important ideas, or events in sequence or chronological order b. Provide details and transitional expressions that link one paragraph to

		<p>another in a clear line of thought</p> <p>c. Offer a concluding paragraph that summarizes important ideas and details (CA)</p>
3	4	Students will be able to write summaries that contain the main ideas of the reading selection and the most significant details (CA)
4	5	Students will be able to create multiple-paragraph narrative compositions by establishing and developing a situation or plot, describing the setting and presenting an ending (CA)
4	5	<p>Students will be able to create multiple-paragraph expository compositions. Students will be able to:</p> <ol style="list-style-type: none"> Establish a topic, important ideas, or events in sequence or chronological order. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. Offer a concluding paragraph that summarizes important ideas and details. Engage the interest of the reader and state a clear purpose. Offer persuasive evidence to validate arguments and conclusions as needed. Conclude with a detailed summary linked to the purpose of the composition. <p>(Science)</p>
4	5	<p>Students will be able to write narratives that:</p> <ol style="list-style-type: none"> Establish a plot, point of view, setting and conflict. Show, rather than tell, the events of a story Include sensory details and concrete language to develop plot and character. Use a range of narrative devices (e.g., dialogue, suspense) (CA) <p>(Foreign Language 5- one paragraph descriptions)</p>
4	5	<p>Students will be able to write responses to literature that:</p> <ol style="list-style-type: none"> Demonstrate an understanding of a literary work. Support judgments through references to the text and to prior knowledge. Develop interpretations that exhibit careful reading and understanding Develop and justify the interpretations through sustained use of examples and textual evidence (CA)
4	5	<p>Students will be able to write research reports about important ideas, issues, or events by using the following guidelines:</p> <ol style="list-style-type: none"> Frame questions that direct the investigation. Establish a controlling idea or topic. Develop the topic with facts, details, examples, and explanations Include a bibliography (5th only) (CA) (Science) <p>(Foreign Language 5- reports about important ideas and events including facts and examples)</p>
4	5	<p>Students will be able to write persuasive letters or compositions that:</p> <ol style="list-style-type: none"> State a clear position in support of a proposal.

		b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.	
4	5	Students will be able to write a formal letter. (Science) (Foreign Language 5-friendly letter)	
4	5	Students will be able to explain a process in chronological order using transitional words. (Technology)	
4	5	Students will be able to recognize the elements of a play including dialogue, setting, characters, scenes, and acts. Students will be able to write their own original play.	
4	5	Students will be able to choose the form of writing that best suits the intended purpose (CA)	
4	5	Students will be able to make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes (MA) (Science) (Library)	
5		Students will be able to use an MLA style sheet. (Library)	
5		Students will be able to identify the five elements of a journalism story.	
5		Students will be able to write a narrative to a wordless picture book choosing an appropriate point of view. (Library)	
3	4	5	Students will be able to use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation) (MA)

C. Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

P	K	Students will be able to dictate descriptions of real objects, people and places and add more detail during dictation.	
K	1	Students will be able to write brief expository descriptions of a real object, person, place, or event, using sensory details (CA) (Science) (Foreign Language 3)	
K	1	Students will be able to rewrite simple sentences to make them more complete. (Foreign Language 3,4)	
1		Students will be able to write and edit dictated sentences. (Foreign Language 3, 4, 5)	
K	1	2	Students will be able to identify words and phrases that could be added to make a thought clearer, more logical, or more expressive after writing or dictating a composition (MA) (Science)
1	2	Students will be able to use editing marks to identify areas in need of revision.	
1	2	Students will be able to develop a paragraph including a topic sentence, three details, and a closing statement. (Foreign Language 1, 2- simple paragraph)	
1	2	Students will be able to demonstrate understanding of cause and effect statements and be able to write statements in the form of “If, then...” (Science-5 th Grade)	
1	2	Students will be able to use adjectives to set a feeling, tone and mood in a piece	

		of writing. (Foreign Language 2, 3, 4 – use adjectives in writing)		
2		Students will be able to group related ideas and maintain a consistent focus (CA)		
2		Students will be able to revise original drafts to improve sequence and provide more descriptive detail (CA) (Foreign Language 4, 5- to improve grammar)		
2	3	Students will be able to use traditional structures for conveying information (e.g. chronological order, cause and effect, similarity and difference, and posing and answering a question) (CA)		
2	3	Students will be able to revise drafts to improve the coherence and logical progression of ideas (CA)		
2	3	Students will be able to write topic sentences.		
3		Students will be able to create multiple-paragraph compositions: a. Provide an introductory paragraph b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph c. Include supporting paragraphs with simple facts, details, and explanations d. Conclude with a paragraph that summarizes the points e. Use correct indentation		
3		Students will be able to write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences (CA) (Foreign Language 5)		
3		Students will be able to edit and revise selected drafts to improve coherence and progression by adding, deleting, and consolidating, and rearranging text (CA) (Foreign Language 4, 5- simple editing and revising)		
3		Students will be able to focus on word choice when revising their writing. (Technology)		
3		Students will be able to incorporate the five senses in their writing. (Science)		
3		Students will be able to identify appropriate transition words to use in paragraph writing.		
3	4	Students will be able to incorporate dialogue in their writing. (Foreign Language 5)		
4	5	Students will be able to provide an introductory paragraph, establish and support a central idea with a topic sentence at or near the beginning or the first paragraph, include supporting paragraphs with simple facts, details and explanations and conclude with a paragraph that summarizes the points.		
4	5	Students will be able to write summaries that contain the main ideas of the reading selection and the most significant details.		
4	5	Students will be able to revise writing to improve the organization and consistency of ideas within and between paragraphs (CA)		
4	5	Students will be able to revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text (MA) (Technology)		
2	3	4	Students will be able to revise writing to improve level of detail after determining what could be added or deleted (MA) (Technology)	
2	3	4	5	Students will be able to improve word choice by using dictionaries and thesaurus (MA) (Library 3,4,5) (Technology)
D. Students will use knowledge of standard English conventions in their				

writing, revising, and editing.			
PK	K	Students will be able to print upper and lower case letters of the alphabet (MA) (Science) (Technology)	
PK	K	Students will be able to write by moving from left to right and from top to bottom (CA). (Science) (Technology)	
K		Students will be able to write consonant-vowel-consonant words (CA) (Technology)	
K	1	Students will be able to spell independently by using prephonetic knowledge, sounds of the alphabet, and knowledge of letter names (CA) (Science) (Foreign Language 4, 5)	
K	1	Students will be able to identify and correctly use singular and plural nouns (CA) (Foreign Language 1, 2)	
K	1	Students will be able to use a period, exclamation point, or question mark at the end of sentences (CA) (Science) (Technology)	
K	1	Students will be able to write and speak in complete, coherent sentences (CA) (Technology)	
K	1	Students will be able to identify and correctly use singular and plural nouns (CA) (Technology)	
K	1	2	Students will be able to write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters (CA)
K	1	2	Students will be able to capitalize the first word of a sentence, names of people, and the pronoun I (CA) (Technology) (Foreign Language 3)
K	1	2	Students will be able to spell three and four letter short vowel words and grade level appropriate sight words correctly (CA) (Science) (Technology) (Foreign Language 3,4)
K	1	2	Students will be able to separate words with spaces (MA) (Science) (Technology)
1		2	Students will be able to identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing (CA)
1		2	Students will be able to distinguish between declarative, exclamatory, and interrogative sentences (CA) (Foreign Language 3,4)
1		2	Students will be able to use knowledge of the basic rules of punctuation and capitalization when writing (CA) (Science) (Technology) (Foreign Language 1, 2 – when rules differ from English)
1		2	Students will be able to identify nouns, verbs, and adjectives and use them correctly in a sentence. (Technology) (Foreign Language 4)
1		2	Students will be able to understand subject-verb agreement and apply their understanding in everyday writing. (Technology) (Foreign Language 2, 3, 4, 5)
1		2	Students will be able to identify antonyms and synonyms (Foreign Language 3)
1		2	Students will be able to use capitals and proper punctuation when writing. (Science) (Technology) (Foreign Language 1, 2- when rules differ from English)
1		2	Students will be able to use commas in the greeting and closure of a letter and with dates and items in a series (CA)

1	2	Students will be able to spell frequently used irregular words correctly (CA)
1	2	Students will be able to spell basic short-vowel, long-vowel, r-controlled, and consonant blend patterns correctly (CA)
1	2	Students will be able to distinguish between complete and incomplete sentences (CA) (Science)
1	2	Students will be able to recognize and use the correct word order in written sentences (CA) (Technology)
1	2	Students will be able to create readable documents with legible handwriting (CA) (Science) (Foreign Language 2)
1	2	Students will be able to identify and use past, present, and future verb tenses properly in writing (CA) (Foreign Language 5- beginning level)
1	2	Students will be able to capitalize geographical names, holidays, historical periods, and special events correctly (CA) (Technology) (Foreign Language 2)
1	2	Students will be able to arrange words in alphabetic order (CA) (Foreign Language 2)
2		Students will be able to understand and attempt to use quotation marks in writing.
2		Students will be able to practice writing the letters of the alphabet in cursive form.
2		Students will be able to identify common homophones and homonyms.
2		Students will be able to spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns and common homophones (CA)
3		Students will be able to identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing (CA) (Foreign Language 4, 5)
3		Students will be able to identify and use past, present, and future verb tenses properly in writing and speaking (CA) (Technology)
3		Students will be able to identify and use subjects and verbs correctly in writing simple sentences (CA) (Technology)
3		Students will be able to punctuate dates, city and state, and titles of books correctly (CA)
3		Students will be able to use commas in dates, locations, and addresses and for items in a series (CA)
3		Students will be able to capitalize geographic names, holidays, historical periods, and special events correctly (CA) (Technology)
3		Students will be able to spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g. qui, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare) (CA)
3		Students will be able to write fluidly and legibly in cursive (CA)
3		Students will be able to arrange words in alphabetic order (CA)
3	4	Students will be able to use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling (MA) (Science)
3	4	Students will be able to spell most commonly used homophones correctly in their writing (there, they're, their, two, too, to) (MA) (Technology)
3	4	Students will be able to understand and be able to use complete and correct

		declarative, interrogative, imperative, and exclamatory sentences in writing and speaking (CA) (Foreign Language 5)	
3	4	Students will be able to use simple and compound sentences in writing (CA) (Technology)	
3	4	Students will be able to combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases (CA)	
3	4	Students will be able to use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions (CA)	
3	4	Students will be able to write legibly in cursive, leaving space between letters in a word and between words in a sentence (MA)	
3	4	5	Students will be able to use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing (MA)
4		Students will be able to identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking (CA)	
4	5	Students will be able to use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing (MA)	
5		Students will be able to identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas (CA)	
5		Students will be able to identify and correctly use verbs that are often misused, modifiers, and pronouns (CA)	
5		Students will be able to use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth (CA) (Science)	
5		Students will be able to spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (CA)	
5		Students will be able to use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts (CA)	
5		Students will identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects (CA)	
5		Students will use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences (CA)	
E. Students will organize ideas in writing in a way that makes sense for their purpose.			
K	1	2	Students will be able to arrange events in order when writing or dictating (MA) (Science) (Foreign Language 2, 3, 4, 5)
K	1	2	Students will be able to arrange ideas as a group in a way that makes sense (MA)

			(Science) (Foreign Language 2)
K	1	2	Students will be able to compare and contrast stories using paragraphs and Venn Diagrams in First Grade and Venn Diagrams in Kindergarten.
1		2	Students will be able to exhibit knowledge of characters, setting, problem, and solution when writing. (Foreign Language 2)
3			Students will be able to develop awareness of sentence fluency.
3	4	5	Students will be able to organize plot events of a story in an order that leads to a climax (MA)
3	4	5	Students will be able to organize ideas for a brief response to a reading (MA)
3	4	5	Students will be able to organize ideas for an account of personal experience in a way that makes sense (MA) (Technology)
4			Students will be able to select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements (CA)
4			Students will be able to create multiple-paragraph compositions: <ul style="list-style-type: none"> a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.
4			Students will be able to quote or paraphrase information sources, citing them appropriately.
4			Students will be able to locate information in reference texts by using organizational features (e.g. prefaces, appendixes).
4			Students will be able to use various reference materials (e.g. dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
4			Students will be able to provide a context that enables the listener to imagine the circumstances of an event or experience. (CA/MA)
4			Students will be able to provide insight into why a selected event or experience is memorable (CA/MA)
4	5		Students will be able to decide on the placement of descriptive details about setting, characters, and events in stories (MA) (Foreign Language 3, 4- primarily adjectives)
4	5		Students will be able to group related ideas and place them in logical order when writing summaries or reports (MA) (Technology)
4	5		Students will be able to organize information about a topic into a coherent paragraph with a topic sentence, sufficient detail, and a concluding sentence (MA) (Science) (Technology)
4	5		Students will be able to create an outline before writing a five paragraph essay.
F. Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.			
P K	K	1	Students will be able to generate questions and gather information from several sources in a classroom, school, or public library through guidance by teachers

			(MA) (Science) (Foreign Language 1, 2)
1	2		Students will be able to understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas) (CA) (Foreign Language 1, 2)
2			Students will be able to initiate a plan for searching for information (CA) (Foreign Language 2)
2			Students will be able to demonstrate introductory skills to interpret, use, and communicate information located in sources (CA)
1	2	3	Students will be able to understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia) (CA) (Science) (Foreign Language 3,4)
3			Students will locate information in reference texts by using organizational features (e.g., prefaces, appendixes) (CA) (Science)
3			Students will be able to use various reference materials (e.g., dictionary, thesaurus, encyclopedia, online information) as an aid to writing (CA) (Science) (Library) (Technology)
3			Students will be able to develop note-taking skills while researching. (Technology)
3	4	5	Students will be able to identify and apply steps in conducting and reporting research. Students will be able to define the need for information and formulate open-ended research questions, initiate a plan for searching for information, locate resources, evaluate the relevance of the information, interpret, use and communicate the information and evaluate the research project as a whole (MA) (Science)
4	5		Students will be able to understand the organization of almanacs, newspapers, periodicals, and other print materials to help with locating information. (Library)
5			Students will be able to use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information (CA) (Library)
5			Students will be able to create documents by using electronic media and employing organizational features (e.g., word searches, thesauri, spell checks, etc.) (CA) (Library) (Technology)
5			Students will be able to use a thesaurus to identify alternative word choices and meanings (CA) (Library) (Technology)
5			Students will be able to edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences (CA)
5			Students will be able to use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources, etc.) (MA) (Science) (Library) (Technology)
G. Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.			

P	K	1	2	Students will be able to support judgments about classroom activities or presentations (MA) (Science)
3	4	5		Students will be able to form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members (MA)
5				Students will be able to use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience (MA)

The Carey School: Standards for Speaking and Listening 2008-2009

PK	K			Students will be able to understand and follow one-and two-step oral directions (CA)
PK	K			Students will be able to share information and ideas, speaking audibly in complete, coherent sentences (CA)
PK	K			Students will be able to describe people, places, things (e.g. size, color, shape), locations, and actions (CA)
PK	K			Students will be able to recite short poems, rhymes, and songs. (CA)
PK	K			Students will be able to relate an experience or creative story in a logical sequence (CA)
K	1			Students will be able to retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why and how questions (CA)
1				Students will be able to listen attentively. (CA)
1				Students will be able to ask questions for clarification and understanding. (CA)
1				Students will be able to give, restate, and follow simple two-step directions. (CA)
1				Students will be able to stay on topic when speaking. (CA)
1				Students will be able to use descriptive words when speaking about people, places, things, and events. (CA)
1				Students will be able to recite songs, rhymes, poems and stories. (CA)
1				Students will be able to relate an important life event or personal experience in a simple sequence. (CA)
1				Students will be able to provide descriptions with careful attention to sensory detail. (CA)
1				Students will be able to use speaking strategies to discuss their knowledge of the author's purpose to comprehend informational text. (CA)
1				Students will be able to ask clarifying questions about essential textual elements of exposition. (CA)
1				Students will be able to restate facts and details in the text to clarify and organize ideas. (CA)
1				Students will be able to use speaking strategies when recognizing cause-and-effect relationships in a text. (CA)

1		Students will be able to use speaking strategies when interpreting information from diagrams, charts and graphs. (CA)
2		Students will be able to ask for clarification and explanation of stories and ideas (CA)
2		Students will be able to paraphrase information that has been shared orally by others (CA)
2		Students will be able to organize presentations to maintain a clear focus (CA)
2		Students will be able to speak clearly and at an appropriate pace for the type of communication (e.g. informal discussion, report to class, etc.) (CA)
2		Students will be able to recount experiences in a logical sequence (CA)
2		Students will be able to retell stories, including characters, setting and plot (CA)
2		Students will be able to report on a topic with supportive facts and details (CA)
2		Students will be able to recount experiences or present stories by describing story elements (e.g. characters, plot, setting) (CA)
2		Students will be able to report on a topic with facts and details, drawing from several sources of information (CA)
2		Students will be able to demonstrate comprehension by identifying answers in text (CA)
2		Students will be able to recall major points in the text and make and modify predictions about forthcoming information (CA)
2		Students will be able to distinguish the main idea and supporting details in an expository text (CA)
2		Students will be able to extract appropriate and significant information from the text, including problems and solutions (CA)
2	3	Students will be able to retell, paraphrase, and explain what has been said by a speaker (CA)
2	3	Students will be able to connect and relate prior experiences, insights, and ideas to those of a speaker (CA)
2	3	Students will be able to organize ideas chronologically or around major points of information (CA)
3		Students will be able to respond to questions with appropriate elaboration (CA)
3		Students will be able to identify the musical elements of literary language (e.g. rhymes, repeated sounds, instances of onomatopoeia) (CA)
3		Students will be able to provide a beginning, a middle, and an end, including concrete details that develop a central idea (CA)
3		Students will be able to use clear and specific vocabulary to communicate ideas and establish the tone (CA)
3		Students will be able to clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (CA)
3		Students will be able to read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read (CA)
3		Students will be able to compare ideas and points of view expressed in broadcast and print media (CA)
3		Students will be able to distinguish between the speaker's opinions and verifiable facts (CA)

3		Students will be able to plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone (CA)
3		Students will be able to make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences (CA)
3	4	Students will be able to use details, examples, anecdotes, or experiences to explain or clarify information (CA)
3	4	Students will be able to use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning (CA)
3	4	Students will be able to recite brief poems (i.e. two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume and phrasing (CA)
4		Students will be able to ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings (CA)
4		Students will be able to summarize major ideas and supporting evidence presented in spoken messages and formal presentations (CA)
4		Students will be able to give precise directions and instructions (CA)
4		Students will be able to present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence (CA)
4		Students will be able to use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question.) (CA)
4		Students will be able to emphasize points in a way that help the listener or viewer to follow important ideas and concepts (CA)
4		Students will be able to evaluate the role of the media in focusing attention on events and in forming opinions on issues (CA)
4		Students will be able to make narrative presentations that: <ul style="list-style-type: none"> a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable. (CA)
4		Students will be able to make informational presentations that: <ul style="list-style-type: none"> a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g. speakers, books, newspapers, television or radio reports) (CA)
4		Students will be able to deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details (CA)
4	5	Students will be able to ask questions that seek information not already

		discussed in a presentation (CA)
4	5	Students will be able to make inferences or draw conclusions based on an oral report (CA)
4	5	Students will be able to clarify and support spoken ideas with evidence and examples (CA)
4	5	Students will be able to engage the audience with appropriate verbal cues, facial expressions, and gestures (CA)
4	5	Students will be able to identify, analyze, and critique persuasive techniques; identify logical fallacies use in oral presentations and media messages (CA)
4	5	Students will be able to show, rather than tell, the listener what happens when giving a narrative presentation (CA)
4	5	Students will be able to develop the topic with simple facts, details, examples, and explanations when delivering an informative presentation (CA)
4	5	Students will be able to summarize significant events and details (CA)
4	5	Students will be able to articulate an understanding of several ideas or images communicated by the literary work (CA)
4	5	Students will be able to use examples or textual evidence from the work to support conclusions (CA)
5		Students will be able to interpret a speaker's verbal and nonverbal messages, purposes, and perspectives (CA)
5		Students will be able to select a focus, organizational structure, and point of view for an oral presentation (CA)
5		Students will be able to analyze media as sources for information, entertainment, persuasion, interpretation of events, an transmission of culture (CA)
5		Students will be able to establish a situation, plot, point of view, and setting with descriptive words and phrases when delivering narrative presentations (CA)
5		Students will be able to frame questions to direct an investigation when delivering an informative presentation (CA)
5		Students will be able to establish a controlling idea or topic when delivering an informative presentation (CA)
5		Students will be able to identify the tone, mood, and emotion conveyed in oral communication (CA)
5		Students will be able to restate and execute multi-step oral instructions and directions (CA)
5		Students will be able to relate the speaker's verbal communication (e.g. word choice, pitch, feeling, tone) to the nonverbal message (e.g. posture, gesture) (CA)
5		Students will be able to demonstrate a beginning understanding of how to select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience (CA)
5		Students will be able to emphasize salient points to assist the listener in following the main ideas and concepts (CA)
5		Students will be able to support opinions with detailed evidence and with visual or media displays that use appropriate technology (CA)

5	Students will be able to use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention (CA)
5	Students will be able to demonstrate a beginning understanding of how to analyze the use of rhetorical devices for intent and effect (CA)
5	Students will be able to identify persuasive and propaganda techniques used in television and identify false and misleading information (CA)
5	Students will be able to deliver narrative presentations that: <ul style="list-style-type: none"> a. establish a context, plot, and point of view b. Include sensory details and concrete language to develop the plot and character c. Use a range of narrative devices (e.g. dialogue, tension, or suspense) (CA)
5	Students will be able to deliver informative presentations that: <ul style="list-style-type: none"> a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (CA)
5	Students will be able to deliver oral responses to literature that: <ul style="list-style-type: none"> a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Develop and justify the selected interpretation through sustained use of examples and textual evidence. (CA)
5	Students will be able to deliver persuasive presentations that: <ul style="list-style-type: none"> a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal. (CA)
5	Students will be able to deliver presentations on problems and solutions that: <ul style="list-style-type: none"> a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions. (CA)