

Current Standard:

Write and Speak

Writing and Speaking - Primary

The student shall demonstrate the ability to write and speak for a variety of academic and technical purposes through:

- 1) teaching another how to perform an action or create a product by:
 - a) writing directions with multiple steps;
 - b) sequencing steps accurately;
 - c) using task-specific vocabulary;
 - d) writing a list of necessary materials; and
 - e) using illustrations or visuals as a teaching aid;
- 2) writing a story by:
 - a) describing ideas or events from personal experience, observation, or imagination;
 - b) sequencing ideas or events; and
 - c) using details or examples to create images;
- 3) writing a report to describe and give information about a person, an object, or a situation; and
- 4) giving an informal oral presentation by:
 - a) presenting an opinion or idea;
 - b) using reasons or examples to explain it;
 - c) responding to related questions from the audience.

Writing and Speaking

Writing - Primary

Purpose: Write effectively for a variety of purposes and audiences

- A. A student shall demonstrate an understanding of the writing process and characteristics of effective writing by:
1. using prewriting strategies, for example, retelling ideas; drawing pictures and webs to generate ideas; or discussing ideas with peers;
 2. drafting and revising written work using strategies that include rereading, rearranging words and sentences; varying beginnings of sentences and sentence types; adding descriptive words and details; and organizing for a beginning, middle and end sequence;
 3. editing and publishing written work using strategies that include editing and proofreading for spelling, capitalization, punctuation, grammar, and sentence formation at a developmentally appropriate level; and sharing or presenting finished products;
 4. adapting writing for a variety of audiences and purposes by creating, for example, picture books; letters; poems; or responses to literature; and
 5. evaluating own and others' writing by, for example, asking questions and commenting about writings; recognizing conventions and other characteristics of effective writing in own and others' work at a developmentally appropriate level; or helping others apply conventions and other characteristics of effective writing.

- B. A student shall demonstrate the ability to write for a variety of purposes in a selection of forms employing developmentally appropriate conventions by:
1. composing a how-to piece that includes directions with accurately sequenced multiple steps; task-specific vocabulary; illustrations or other visuals; and an incorporated listing of necessary materials;
 2. composing a narrative based on personal experience, observation, or imagination that includes details, descriptions, and examples to create images; and accurately sequenced ideas or events; and
 3. composing a report describing and giving information about a person, object, or a situation that includes a main idea; supporting facts or details; and a conclusion.

Writing and Speaking

Speaking - Primary

Purpose: Speak effectively for a variety of purposes

- A. A student shall demonstrate an understanding of strategies for effective speaking and interpersonal communication in developmentally appropriate ways by:
1. recognizing and following rules of respectful conversation;
 2. making contributions in class and in group discussions;
 3. adapting voice level, phrasing, intonation, and vocabulary for different speaking situations and audiences, for example, peers; small groups; or large groups;
 4. asking and responding to questions; and
 5. reciting and responding to stories and poems.
- B. A student shall demonstrate the ability to speak in a variety of situations by:
1. giving an informative presentation that includes examples to explain the main idea; and responses to questions from the audience; and
 2. giving a brief narrative presentation based on experience or imagination that includes a context for the narrative; and details and appropriately sequenced events.

Current Standard

Write and Speak

Writing - Intermediate

A student shall demonstrate the ability to write for a variety of academic and technical purposes and audiences by:

- 1) writing a story based on direct experience or observation including:
 - a) a problem solved, a conflict resolved, or lesson learned;
 - b) a description of setting using vivid details;
 - c) a flow of action leading to a logical ending;
 - d) an image of at least one character; and
 - e) dialogue that captures authentic oral expression;
- 2) writing to request an action or a product with a final edit suitable for a real world audience including:
 - a) necessary information and detail using appropriate vocabulary; and
 - b) use of formal structures and courteous conventions; and
- 3) editing the finished product for correct mechanics and spelling.

Writing and Speaking

Writing - Intermediate

Purpose: Write effectively for a variety of purposes and audiences

- A. A student shall demonstrate an understanding of the writing process and characteristics of effective writing by:
 1. using prewriting strategies, for example, graphic organizers; informal interviews; notes; or organizing material according to type and purpose of writing;
 2. drafting and revising of written work using strategies that include elaborating on a central idea by using specific facts and details; developing multiple paragraphs connected by transitional words and devices; employing dialogue, description, exposition, and reflection when appropriate; and varying sentence type and length;
 3. editing and publishing written work using strategies that include editing and proofreading for spelling, capitalization, punctuation, grammar, and paragraphing at a developmentally appropriate level; incorporating photos, illustrations, charts, or graphs when needed; using appropriate available technology to edit and publish work;
 4. adapting writing for a variety of audiences and purposes by creating, for example, biographies; stories; writing to demonstrate learning in various content areas; or learning logs or journals; and
 5. evaluating own and others' writing by, for example, determining best features of a piece of writing; asking for feedback during writing process; responding to others' writing; or using pre-set criteria to judge quality of pieces of writing.

- B. A student shall demonstrate the ability to write for a variety of purposes in a selection of forms employing developmentally appropriate conventions by:
1. composing a piece using a problem-solution organization that includes explaining a problem or conflict using details and evidence; and presenting a possible solution or resolution to the problem or conflict using details and evidence;
 2. composing a description of a real or imagined person, place, object, incident, or process that includes a clear organizational structure; and details and descriptive words that create images;
 3. composing a narrative based on direct experience, observation, or imagination that includes a flow of action with a beginning, middle, and end; a description of setting and character using details; and dialogue when appropriate; and
 4. composing an expository piece that includes an explanation of or an assertion about a topic starting with a main idea; facts, details, and examples to develop the topic; and a conclusion.

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Current Standard

Write and Speak

Speaking - Intermediate

A student shall demonstrate the ability to speak to an audience or interact with a group by:

- 1) planning and carrying out an event in a small group including:
 - a) constructing a flow chart of work to be done
 - b) implementing a group work plan
 - c) demonstrating a variety of cooperative group roles in discussion situations
 - d) taking responsibility for obtaining, organizing, and using materials; and
- 2) preparing and giving a demonstration to an audience including:
 - a) describing a step-by-step procedure to complete an action;
 - b) using visuals or manipulative to illustrate ideas;
 - c) demonstrating effective delivery techniques; and
 - d) answering questions from the audience concerning the demonstration.

Writing and Speaking

Speaking - Intermediate

Purpose: Speak effectively for a variety of purposes

- A. A student shall demonstrate an understanding of strategies of effective speaking and interpersonal communication in developmentally appropriate ways by:
 1. respecting individual differences;
 2. using a variety of verbal and nonverbal communication skills in formal and informal speaking situations;
 3. contributing to class and group discussions;
 4. conveying a clear main point when speaking formally;
 5. asking and responding to questions and comments;
 6. responding to fiction and nonfiction selections; and
 7. adapting voice level, phrasing, intonation, and vocabulary for different speaking situations and audiences.
- B. A student shall demonstrate the ability to speak in a variety of situations by:
 1. planning and carrying out an event in a small group that includes constructing and implementing a group work plan; showing respect and empathy in a variety of cooperative group roles; and obtaining, organizing, and sharing materials; and
 2. preparing and presenting a demonstration that includes a description of a step-by-step procedure; use of visuals to illustrate ideas; use of effective delivery techniques; and responses to questions from the audience.

**Current Standard:
Write and Speak
Writing - Middle**

A student shall demonstrate for a variety of academic and technical purposes, situations, and audiences the ability to write:

- 1) a technical procedure or set of directions that uses:
 - a) technical terminology, use of tools to perform an action, or both;
 - b) original visual representations to support text, including for example, illustrations, diagrams, charts or technical drawings;
 - c) sequenced steps using a numbered, bulleted, or outlined format;
 - d) precise wording and objective style; and
 - e) a glossary of technical terms used in the text;
- 2) a narrative including:
 - a) a description of events from direct experience or observation;
 - b) use of relevant detail and figurative language to create an image of setting, characters, and events;
 - c) a dialogue between characters; and
 - d) a sequence of events or ideas leading to a logical ending; and
- 3) an idea or opinion that:
 - a) gives a rationale including reasons to support or oppose the opinion;
 - b) uses evidence to support the idea; and
 - c) has correct spelling and mechanics.

Writing and Speaking

Writing - Middle

Purpose: Write effectively for a variety of purposes and audiences

- A. A student shall demonstrate an understanding of the writing process and characteristics of effective writing by:
1. using prewriting strategies, for example, making plans or outlines that consider audience and purpose; building background knowledge; using writing models; freewriting; or generating criteria for quality writing;
 2. drafting and revising written work using strategies that include using an organizational scheme; using transitional devices between ideas and paragraphs; including sensory details and figurative language when needed; elaborating on a main idea by using specific facts and details; and revising for word choice, sentence fluency, and voice;
 3. editing and publishing written work using strategies that include editing and proofreading for spelling, punctuation, grammar, and paragraphing at a developmentally appropriate level; and using appropriate available technology to edit and publish written work;
 4. adapting writing for a variety of audiences and purposes by creating, for example, autobiographies; dramas; on-demand writing for tests and other projects; and investigative reports; and

5. evaluating own and others' writing by, for example, applying criteria generated by self and others; self-reflecting on strengths and weaknesses as a writer; or responding to others' writing.

- B. A student shall demonstrate the ability to write for a variety of purposes in a selection of forms employing developmentally appropriate conventions by:
1. composing technical writing or directions that include formatting to support the text using, for example, illustrations, diagrams, charts, technical drawings, bullets, numbers, or outlines; a glossary of technical terms used in the text; and word choice and voice appropriate for intended audience;
 2. composing a narrative that includes a description of events from direct experience, observation, research, or imagination; relevant detail and figurative language to create an image of setting, character, events, and ideas; dialogue when appropriate; and a logical sequence of events or ideas;
 3. composing an expository piece that gives an explanation of or makes an assertion about a topic starting with a main idea; develops the topic with facts, details, and examples; and provides a conclusion;
 4. composing an idea or opinion piece that summarizes the central facts and opinions surrounding an issue with examples from more than one source; describes the impact of the issue on events or situations; and selects and defends a position based on information and reasoning.

Current Standard:

Write and Speak

Interpersonal Communication - Middle

A student shall demonstrate the ability to communicate effectively in a small group by:

- A. solving a problem or settling a dispute, and giving a demonstration or presenting new information in a small group;
- B. interacting and communicating appropriately with individuals of different gender, age, culture, and points of view;
- C. adjusting communication on the basis of verbal and nonverbal feedback; and
- D. expressing tone, mood, and vocabulary appropriate for a given situation.

Writing and Speaking

Speaking - Middle

Purpose: Speak effectively for a variety of purposes

- A. A student shall demonstrate an understanding of strategies for effective speaking by:
 1. participating in a variety of roles in group discussions and activities;
 2. using appropriate verbal and nonverbal skills for oral presentations;
 3. conveying and maintaining a clear main point in presentations and discussions;
 4. asking relevant questions to seek elaboration and clarification of ideas; and
 5. adapting speaking style, format, and vocabulary to effectively communicate for a variety of situations and audiences.
- B. A student shall demonstrate the ability to speak in a variety of situations by:
 1. working with a small group of people to respond to a problem, settle a dispute, or create and carry out a plan of action for a selected issue that includes interacting and communicating appropriately with individuals of different genders, cultures, and points of view; adjusting communication on the basis of verbal and nonverbal feedback; and expressing tone and using vocabulary appropriate for a given situation or audience; and
 2. presenting an idea, opinion, or narrative that includes selected information and supporting materials and visuals to support the message when appropriate; appropriate verbal and nonverbal strategies to communicate the message; reasons and examples to support the main point of the presentation; and adjusting communication on the basis of verbal and nonverbal feedback.

Current Standard:

Write and Speak

(Student chooses Academic Writing or Technical Writing to fulfill high school writing standard requirement.)

Academic Writing - High School

A student shall demonstrate the ability to write using grammar, language mechanics, and other conventions of standard written English for a variety of academic purposes and situations by writing original compositions that:

- A) describe, narrate, or explain observations of human events or situations;
- B) analyze patterns and relationships of ideas, topics, or themes;
- C) construct support for a position, argument, plan, or idea; and
- D) evaluate an idea, topic, or theme based on expressed criteria.

(Student chooses Writing or Technical Writing to fulfill high school writing standard requirement)

Writing and Speaking

Writing - High School

Purpose: Write effectively for a variety of purposes and audiences

- A. A student shall demonstrate an understanding of the writing process and characteristics of effective writing by:
 - 1. using prewriting strategies, for example, making writing plans or outlines that consider audience and purpose; employing a variety of techniques to generate ideas; or generating criteria for quality writing;
 - 2. drafting and revising written work using strategies that include rethinking content and organization; checking accuracy and idea development; analyzing and revising for voice that is engaging and appropriate for audience and purpose;
 - 3. editing and publishing written work using strategies that include editing and proofreading for accuracy of conventions of language and usage; refining selected pieces to share with general or specific audiences; and using appropriate available technology to compose, edit, present, or publish written work;
 - 4. adapting writing for a variety of audiences and purposes by creating, for example, expositions that analyze, synthesize, and organize information from primary and secondary sources; reflective compositions; personal and business correspondence; or writing for various media--print, internet, television, radio; and
 - 5. evaluating own and others' writing by, for example, determining strengths and weaknesses as a writer based on a body of written work; using formal and self-designed sets of criteria to evaluate own and others' writing; responding productively to reviews of own work; or using self-assessment techniques to set and achieve goals as a writer.

- B. A student shall demonstrate the ability to write for a variety of purposes in a selection of forms employing appropriate conventions of language and usage by:

1. composing a piece that describes, narrates, or explains observations of human events or situations;
2. composing a piece that analyzes patterns or relationships of ideas, topics, or themes;
3. composing a piece that constructs support for a position, argument, plan, or idea; and
4. composing a piece that evaluates an idea, topic, or theme based on expressed criteria.

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Current Standard

Write and Speak

(Student chooses Academic Writing or Technical Writing to fulfill high school writing standard requirement.)

Technical Writing - High School

A student shall demonstrate the ability to write in the English language for a variety of technical purposes, situations, and audiences by writing original technical compositions including a set of procedures or directions, a report or proposal, and informational correspondence that describe a complex process, procedure, or device for a particular audience by:

- A) evaluating the amount of technical knowledge the audience has;
- B) determining where and how the information will be used;
- C) using style and format and conventions appropriate for the audience;
- D) using technical vocabulary appropriate for the audience;
- E) incorporating detailed examples or illustrations; and
- F) including warnings or cautions to help the reader prevent errors.

(student chooses Writing or Technical Writing to fulfill high school writing standard requirement)

Writing and Speaking

Technical Writing - High School

Purpose: Write effectively for a variety of technical purposes and audiences

- A. A student shall demonstrate an understanding of the writing process and characteristics of effective technical writing by:
 - 1. using prewriting strategies, for example, making writing plans or outlines that consider audience, purpose, and options for format; employing a variety of techniques to generate ideas; or identifying criteria for quality technical writing;
 - 2. drafting and revising written work using strategies that include drafting and revising for clarity and accuracy of content; incorporating detailed examples or illustrations when needed; organizing text and selecting vocabulary appropriate to topic and audience; and writing and reworking for precise language that meets the reader's needs, including warnings or cautions as necessary to help the reader prevent errors;
 - 3. editing and publishing written work using strategies that include editing and proofreading for accuracy of conventions of language and usage; and using appropriate available technology to compose, edit, present, or publish written work;
 - 4. adapting writing for a variety of audiences and purposes by creating, for example, expositions that analyze, synthesize, and organize information from primary and secondary sources; and
 - 5. evaluating own and others' writing by, for example, using formal and self-designed sets of criteria to evaluate own and others' writing; checking accuracy of technical writings with expert readers or sample documents; or using self-assessment techniques to set and achieve goals as a writer.

- B. A student shall demonstrate the ability to write for a variety of technical purposes in a selection of forms employing appropriate conventions of language and usage by:
1. composing a set of directions describing how to complete, engage in, or operate a complex process, procedure, or device;
 2. composing descriptive materials about a product, place, organization, or system;
 3. composing a report, proposal, or application incorporating a body of technical knowledge and suggesting a course of action; and
- composing a series of technical correspondences explaining or analyzing complex processes, situations, or devices.

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Current Standard:

Write and Speak

Public Speaking - High School

A student shall demonstrate the ability to construct and deliver speeches using English language conventions for a variety of purposes, situations, and audiences by constructing and delivering, for specific audiences, speeches in which the student has:

- A. determined the intent of the message
- B. selected appropriate conventions of communication
- C. constructed supporting arguments using selected information
- D. used visuals, technology, or other equipment
- E. used effective delivery techniques; and

adjusted the presentation based on verbal and nonverbal feedback from an audience..

(Student chooses Interpersonal Communication or Public Speaking to fulfill high school speaking standard requirement)

Writing and Speaking

Public Speaking - High School

Purpose: Speak effectively for a variety of purposes

- A. A student shall demonstrate an understanding of strategies for effective public speaking by:
 - 1. determining the intent of the message;
 - 2. using a variety of planning procedures and organizational structures;
 - 3. adjusting style, message, and delivery as appropriate for particular purposes and audiences;
 - 4. using appropriate visuals, technology, or other equipment;
 - 5. using a variety of verbal and nonverbal delivery techniques;
 - 6. adjusting presentation based on verbal and nonverbal feedback; and
 - 7. using criteria to evaluate own and others' effectiveness in presentations.

- B. The student shall demonstrate the ability to speak in a variety of situations, including:
 - 1. constructing and delivering an informative presentation; andconstructing and delivering a persuasive presentation.

Current Standard:

(Student chooses Interpersonal Communication or Public Speaking to fulfill high school standard requirement)

Write and Speak

Interpersonal Communication - High School

A student shall demonstrate understanding of interpersonal communication strategies, the components of the interpersonal communication process, and how various factors affect patterns of communication, interaction, and problem solving in group settings by:

- A. using appropriate English language conventions and communications skills in varied interpersonal situations;
- B. demonstrating effective speaking skills, effective listening skills, appropriate feedback, problem-solving techniques, effective group skills, and communication strategies in a variety of simulated or authentic situations; and
- C. using skills of conciliation, mediation, or negotiation to improve communication.

Writing and Speaking

(Student chooses Interpersonal Communication or Public Speaking to fulfill high school standard requirement)

Interpersonal Communication - High School

Purpose: Communicate effectively in a variety of interpersonal situations

- A. A student shall demonstrate an understanding of strategies for effective interpersonal communication by:
 - 1. showing respect and empathy for individual differences and feelings by adjusting verbal and nonverbal language as needed;
 - 2. using appropriate language conventions in varied interpersonal situations;
 - 3. using problem-solving skills of conciliation, mediation, or negotiation to improve communication;
 - 4. utilizing active listening and feedback in group activities; and
 - 5. using criteria to evaluate own and others' effectiveness in group discussions and other interpersonal contexts.

- B. A student shall demonstrate an ability to communicate in a variety of interpersonal situations, including:
 - 1. playing an active role in a group activity leading to a presentation on a selected topic using available technology when appropriate; and
 - 2. playing an active role in a group planning and implementing an event or an ongoing program using available technology when appropriate.