

SPEAKING Conventions

K	1	2	3	4	5	6	7	8
<p>S.CN.00.04 Be aware that language differs from playground and classroom.</p>	<p>S.CN.01.09 Be aware that language differs from playground and classroom.</p>	<p>S.CN.02.05 Be aware that language differs from playground and classroom.</p> <p>S.CN.02.07 Students will be aware that language differs from school and home as a function of linguistic and cultural group membership. (They can provide examples of language differences in the community).</p>	<p>S.CN.03.05 Be aware that language differs from playground and classroom.</p>	<p>S.CN.04.04 Be aware that language differs from region to region of the country.</p>	<p>S.CN.05.05 Be aware that language differs from early American history to the current day.</p>			
<p>S.CN.00.01 Use language to communicate with a variety of audiences: - problem solve - explain - look for solutions - construct relationships - courtesies</p>	<p>S.CN.01.06 Explore and use language to communicate with a variety of audiences for different purposes: - requests - problem solve - find solutions - relationships - courtesies</p>	<p>S.CN.02.04 Explore and use language to communicate with a variety of audiences for different purposes: - questions/ answers - discussions - social interactions</p>	<p>S.CN.03.02 Adjust use of language to communicate with a variety of audiences for different purposes: - information - requests - discussion - presentations - playground - class interactions</p>	<p>S.CN.04.02 Adjust use of language to communicate with a variety of audiences for different purposes: - community building - appreciation /invitation - cross-curricular discussions</p>	<p>S.CN.05.02 Adjust use of language to communicate with a variety of audiences for different purposes: - research - explanation - persuasion</p>			

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<p>S.CN.00.02 In spoken informational and narrative presentations: - speak clearly and audibly in complete sentences - use sound effects - use illustrations</p>	<p>S.CN.01.07 In spoken informational and narrative presentations: -use props (photos and illustrations) - use appropriate - posture - eye contact - position</p>		<p>S.CN.03.03 In spoken informational and narrative presentations: - emphasize key words</p>		<p>S.CN.05.03 In spoken informational and narrative presentations use: -varying modulation - volume - pace to indicate emotions, create excitement, emphasize meaning</p>	<p>S.CN.06.02 Use rhyme, rhythm, cadence, and word play for effect when presenting.</p>	<p>S.CN.07.02 Use slang, dialect and colloquial language to create interest and drama.</p>	<p>S.CN.08.02 Use body language, tone, pace to enhance meaning and influence interpretation.</p>
<p>S.CN.00.03 Make presentations in standard American English.</p>	<p>S.CN.01.08 Make presentations in standard American English.</p>	<p>S.CN.02.06 Make presentations in standard American English.</p>	<p>S.CN.03.04 Make presentations in standard American English.</p>	<p>S.CN.04.03 Make presentations in standard American English.</p>	<p>S.CN.05.04 Make presentations in standard American English.</p>	<p>S.CN.06.03 Make presentations in standard American English.</p>	<p>S.CN.07.03 Make presentations in standard American English.</p>	<p>S.CN.08.03 Make presentations in standard American English.</p>

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	<p>S.CN.01.01 Use singular and plural nouns.</p> <p>S.CN.01.02 Use contractions (isn't, aren't, can't, won't).</p> <p>S.CN.01.03 Use singular possessive pronouns (my/mine, his/her, hers/yours).</p> <p>S.CN.01.04 Use conjunctions to express relationships (because, if, after).</p> <p>S.CN.01.05 Use inflected endings (-s, -es, -ed, -ing, -est).</p>	<p>S.CN.02.01 Use more complex conjunctions (although, instead of, so that).</p> <p>S.CN.02.02 Use nominative and objective case pronouns.</p> <p>S.CN.02.03 Use common grammatical structures – subject/verb agreement, pronoun/noun agreement</p>	<p>S.CN.03.01 Express time relationships using correct verb tenses.</p>	<p>S.CN.04.01 Express time relationships using more complex ideas.</p>	<p>S.CN.05.01 Use irregular verbs correctly: - lie/lay - sit/ sat - rise/raise</p>			

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SPEAKING Discourse

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<p>S.DS.00.01 Engage in substantive conversation: - focused on subject matter - built on prior response - in the context of book discussions /paired conversations</p>	<p>S.DS.01.01 Engage in substantive conversation: - focused on subject matter - built on prior response - in the context of book discussions /paired conversations</p>	<p>S.DS.02.01 Engage in substantive conversation: - focused on subject matter - built on prior response - context of book discussions, peer conferencing, other interactions</p>	<p>S.DS.03.01 Engage in interactive discourse to socially construct meaning: - book clubs - literature circles - partnerships - other protocols</p>	<p>S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning: - book clubs - literature circles - partnerships - other protocols</p>	<p>S.DS.05.01 Engage in interactive, extended discourse to socially construct meaning: - book clubs - literature circles - partnerships - other protocols</p>	<p>S.DS.06.01 Engage in interactive, extended discourse to socially construct meaning: - book clubs - literature circles - partnerships - other protocols</p>	<p>S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning: - book clubs - literature circles - partnerships - other protocols</p>	<p>S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning: - book clubs - literature circles - partnerships - other protocols</p>
<p>S.DS.00.02 Tell/ retell about: - familiar experiences - interests</p>	<p>S.DS.01.02 Tell/retell familiar stories (realistic fiction, fantasy, folktale) using: - problem/ solution pattern - story grammar - proper sequence - a prop while maintaining - posture - eye contact</p>	<p>S.DS.02.02 Tell/retell stories (poetry, folk literature, drama) using: -story grammar - information - character action - setting - plot - setting as related to plot while maintaining - intonation - tone of voice</p>						
			<p>S.DS.03.02 Discuss narratives (folktales, fables, realistic fiction) conveying story grammar: -character’s motivation - setting -plot -story theme and explain why story is worthwhile/relevant</p>	<p>S.DS.04.02 Discuss narratives (mystery, myths and legends, tall tales, poetry) conveying story grammar (e.g., roles, plot, story themes) emphasize: - facial expressions - hand gestures - body language</p>	<p>S.DS.05.02 Discuss narratives (mystery, fantasy, historical fiction) conveying story grammar (e.g., character traits, relationships between setting, climax, anticlimax) while: - varying voice - volume - pace</p>	<p>S.DS.06.02 Discuss multiple text types in order to compare/contrast ideas, form, style: - to evaluate quality - to identify personally with a universal theme</p>	<p>S.DS.07.02 Discuss multiple text types in order to: - anticipate and answer questions - offer opinions and solutions - identify personally with a universal theme</p>	<p>S.DS.08.02 Discuss multiple text types in order to: - explore problems and pose solutions - take a stand on an issue/support it - identify personally with a universal theme</p>

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<p>S.DS.00.03 Respond to multiple text types</p> <ul style="list-style-type: none"> - reflecting - making meaning - connections 	<p>S.DS.01.03 Respond to multiple text types</p> <ul style="list-style-type: none"> - reflecting - making meaning - connections 	<p>S.DS.02.03 Respond to multiple text types by:</p> <ul style="list-style-type: none"> - reflecting - making meaning - taking a position - sharing understanding 	<p>S.DS.03.03 Respond to multiple text types by:</p> <ul style="list-style-type: none"> - reflecting - making meaning - taking a position - sharing understanding 	<p>S.DS.04.03 Respond to multiple text type by:</p> <ul style="list-style-type: none"> - reflecting - making meaning - taking a position - sharing understanding 	<p>S.DS.05.03 Respond to multiple text types by:</p> <ul style="list-style-type: none"> - analyzing content - interpreting message - evaluating purpose 			
<p>S.DS.00.04 Plan and deliver presentations</p> <ul style="list-style-type: none"> - organizational pattern - appropriate text features - facts/details 	<p>S.DS.01.04 Plan and deliver presentations</p> <ul style="list-style-type: none"> - organizational pattern - appropriate text features - facts/details while making - posture - eye contact 	<p>S.DS.02.04 Plan and deliver presentations:</p> <ul style="list-style-type: none"> - organizational pattern - text features - facts/details - using props - maintaining intonation/tone 	<p>S.DS.03.04 Plan and deliver presentations using an organizational pattern (descriptive, problem/solution, cause/effect):</p> <ul style="list-style-type: none"> - supportive facts 	<p>S.DS.04.04 Plan and deliver presentations focusing on a key question and using an organizational pattern (descriptive, problem/solution, cause/effect):</p> <ul style="list-style-type: none"> - supportive facts details: - facial expressions - hand gestures - body language 	<p>S.DS.05.04 Plan and deliver persuasive presentations using an organizational pattern for a specific purpose:</p> <ul style="list-style-type: none"> - persuade - describe - inform and conveys/support points while: - varying voice - volume - pace 	<p>S.DS.06.04 Plan a focused and coherent presentations using an organizational pattern (problem /solution, sequence)</p> <ul style="list-style-type: none"> - select a focus question - organize the message to ensure that it matches the intent an audience 	<p>S.DS.07.04 Plan and deliver a focused, coherent, informational presentation that:</p> <ul style="list-style-type: none"> - incorporates persuasive, non-verbal techniques - is organized by a pattern (theory/evidence persuasion, sequence) - provides supporting details, explanations, descriptions 	<p>S.DS.08.04 Plan/outline with introduction points, a summary, conclusion and deliver a presentation that:</p> <ul style="list-style-type: none"> - uses precise language in active voice - is organized logically - includes persuasive non verbal techniques (voice, tone, pace) - rhetorical strategies (narratives, key info, vivid descriptions) to support presentation and impact audience

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						<p style="text-align: center;">S.DS.06.03</p> <p>Discuss their written narratives that include a variety of literary/plot devices:</p> <ul style="list-style-type: none"> - context plot - point of view - sensory details - dialogue - suspense 	<p style="text-align: center;">S.DS.07.02</p> <p>Discuss their written narratives that include a variety of literary/plot devices:</p> <ul style="list-style-type: none"> - described setting - sequenced events - complex characters - dialogue - suspense - specific actions, gestures, movements, expressions 	<p style="text-align: center;">S.DS.08.03</p> <p>Discuss their written narratives (biographies autobiographies with a variety of literary/plot devices:</p> <ul style="list-style-type: none"> - descriptions of relevant situations, - well chosen details - relevant dialogue - specific action - physical description of characters

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