

# Connecticut Handwriting Standards

(As per Connecticut State Department of Education <http://www.sde.ct.gov/sde/cwp/view.asp?A=2618&Q=320866>)

Updated 2009

## Standard 3: Communicating with Others

Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

*How do we write, speak and present effectively?*

Students will:

3.1 Students	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
<b>use descriptive, narrative, expository, persuasive and poetic modes.</b>	<b>a.</b> use oral language to communicate a message.	use oral language to communicate a message.	use oral language with clarity and voice to communicate a message.	use oral language with clarity and voice to communicate a message.	use oral language with clarity, voice and fluency to communicate a message.	use oral language with clarity, voice and fluency to communicate a message.	use oral language with clarity, voice and fluency to communicate a message.	use oral language with clarity, voice and fluency to communicate a message.	use oral language with clarity, voice and fluency to communicate a message.	use oral language with clarity, voice and fluency to communicate a message.	use oral language with clarity, voice and fluency to communicate a message.
	<b>b.</b> NA	listen to or read a variety of genres to use as models for writing in different modes.	listen to or read a variety of genres to use as models for writing in different modes.	listen to or read a variety of genres to use as models for writing in different modes.	listen to or read a variety of genres to use as models for writing in different modes.	listen to or read a variety of genres to use as models for writing in different modes.	listen to or read a variety of genres to use as models for writing in different modes.	listen to or read a variety of genres to use as models for writing in different modes.	listen to or read a variety of genres to use as models for writing in different modes.	listen to or read a variety of genres to use as models for writing in different modes.	listen to or read a variety of genres to use as models for writing in different modes.
	<b>c.</b> dictate and tell stories beginning to use organizational patterns appropriate to the mode of writing.	write and tell stories using organizational patterns appropriate to the mode of writing.	write and tell stories using organizational patterns appropriate to the mode of writing.	use the appropriate features of narrative, expository or poetic writing.	use the appropriate features of narrative, expository or poetic writing.	use the appropriate features of persuasive, narrative, expository or poetic writing.	use the appropriate features of persuasive, narrative, expository or poetic writing.	use the appropriate features of persuasive, narrative, expository or poetic writing.	use the appropriate features of persuasive, narrative, expository or poetic writing.	use the appropriate features of persuasive, narrative, expository or poetic writing.	use the appropriate features of persuasive, narrative, expository or poetic writing.
	<b>d.</b> use symbols and letter approximations to write to delight in the imagination.	write to delight in the imagination.	write to delight in the imagination.	write to delight in the imagination.	write to delight in the imagination.	write to delight in the imagination.	write to delight in the imagination.	write to delight in the imagination.	write to delight in the imagination.	write to delight in the imagination.	write to delight in the imagination.

**Standard 3: Communicating with Others (continued)**

**Students will:**

3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
	a. identify the difference between drawing and writing and make attempts at writing using scribbling, symbols or letters.	determine purpose and choose an appropriate written, oral or visual format.	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.
	b. use strategies to generate ideas for speaking, writing and visual activities.	use strategies to generate and develop ideas for speaking, writing and visual activities.	use strategies to generate and develop ideas for speaking, writing and visual activities.	use strategies to generate and develop ideas for speaking, writing and visual activities.	use strategies to generate and develop ideas for speaking, writing and visual activities.	use strategies to generate and develop ideas for speaking, writing and visual activities.	choose from a range of strategies to generate and develop ideas for a variety of writing, speaking and visual activities.	choose from a range of strategies to generate and develop ideas for a variety of writing, speaking and visual activities.	apply the most effective processes to create and present a written, oral or visual piece.	apply the most effective processes to create and present a written, oral or visual piece.	apply the most effective processes to create and present a written, oral or visual piece.
	c. NA	begin to revise texts for organization and elaboration.	revise texts for organization and elaboration.	begin to revise texts for organization, elaboration, fluency and clarity.	revise texts for organization, elaboration, fluency and clarity.	revise texts for organization, elaboration, fluency and clarity.	revise texts for organization, elaboration, fluency and clarity.	revise texts for organization, elaboration, fluency and clarity.	revise texts for organization, elaboration, fluency and clarity.	revise texts for organization, elaboration, fluency and clarity.	revise texts for organization, elaboration, fluency and clarity.
	d. select and organize visual and auditory information to answer a specific question.	begin to research information from multiple sources for a specific purpose.	research information from multiple sources for a specific purpose.	research information from multiple sources for a specific purpose.	research information from multiple sources for a specific purpose.	research information from multiple sources for a specific purpose.	research information from multiple sources for a specific purpose.	research information from multiple sources for a specific purpose.	research information from multiple sources for a specific purpose.	research information from multiple sources for a specific purpose.	research information from multiple sources for a specific purpose.
	e. NA	NA	NA	begin to examine sources of information and determine validity.	examine sources of information and determine validity.	examine sources of information and determine validity.	examine sources of information and determine validity.	evaluate the validity and authenticity of sources of information.	evaluate the validity and authenticity of primary and secondary sources of information.	evaluate the validity and authenticity of primary and secondary sources of information.	evaluate the validity of primary and secondary sources of information to authenticate research.