Outcome (Indicators)	4-Mastery	3-Proficient	2-Approaching	1-Beginning
Context **CC2.1** **Creates spoken texts that explore: identity, community, social responsibility and make connections to own life.** CC2.1(b) Compositions include: • a specific message • several related ideas which are logically organized and developed • ideas and information which are clear and complete • appropriate use of language and conventions including conventional print. CC2.1(e) Tell stories about self, family, community, and family/community traditions to express ideas and understanding.	Creates **insightful** and original **spoken** texts that explore: identity, community, social responsibility and make connections to own life. Spoken representations include: • a **richly detailed** message • several related ideas which are **deliberately** organized and developed • ideas and information which are **richly developed** • **deliberate** use of language and conventions including conventional print. Tells **original** stories about self, family, community, and family/community traditions to **clearly and comprehensively** express ideas and **depth** of understanding. Use personal knowledge and experiences to **enrich** oral communications. Share own stories and creations with peers and respond **elaborately** to questions or comments.	Creates spoken texts that explore: identity, community, social responsibility and make connections to own life. Spoken representations include: • a specific message • several related ideas which are logically organized and developed • ideas and information which are clear and complete • appropriate use of language and conventions including conventional print. Tells stories about self, family, community, and family/community traditions to express ideas and understanding. Use personal knowledge and experiences in oral communications. Share own stories and creations with peers and respond to questions or comments.	Creates **basic** spoken texts that explore: identity, community, social responsibility and make connections to own life. Spoken representations include: • a **predictable general** message • **few** related ideas which are **simply** organized and developed • **some** of the ideas and information are clear and complete • **basic** use of language and conventions including conventional print. Tells stories about self, family, community, and family/community traditions to express **basic** ideas and **some** understanding. **Attempts** to use personal knowledge and experiences in oral communications. Share own stories and creations with peers and respond to questions or comments with **some** detail.	Creates **limited and/or unfocused** spoken texts that explore: identity, community, social responsibility and make connections to own life. Spoken representations include: • a **vague** message • **minimal** ideas which are **unorganized** • the ideas and information are **unclear and/or unrelated** • **uncertain** use of language and conventions including conventional print. Tells stories about self, family, community, and family/community traditions to express **minimal** ideas and **limited** understanding. **Uncertain** use of personal knowledge and experiences in oral communications. Share own stories and creations with peers and respond to questions or comments with **little or no** detail.
Message **CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.**	Recount stories and experiences, give directions, offer an opinion and provide reasons, and explain information and directions: • **consistently** speaks clearly and audibly • **elaborate** sequence • a **variety** of audiences • a **variety** of purposes Uses **rich** oral language to • initiate and sustain conversation with a number of exchanges, • interact with others, • exchange ideas on a topic • engage in play • make relevant contributions to class discussions • take turns • explain how new ideas and information have added to understanding Recount experiences, stories, or current events: • **elaborate** sequence • **rich** detail	Recount stories and experiences, give directions, offer an opinion and provide reasons, and explain information and directions: • speaks clearly and audibly • appropriate sequence • a familiar audience • a specific purpose Uses oral language to • initiate and sustain conversation with a number of exchanges, • interact with others, • exchange ideas on a topic • engage in play • make relevant contributions to class discussions • take turns • explain how new ideas and information have added to understanding Recount experiences, stories, or current events: • logical sequence • necessary detail	Recount stories and experiences, give directions, offer an opinion and provide reasons, and explain information and directions: • **inconsistently** speaks clearly and audibly • **simple** sequence • a **limited** audience • a **general** purpose Uses simple oral language to • initiate and sustain conversation with a number of exchanges, • interact with others, • exchange ideas on a topic • engage in play • make relevant contributions to class discussions • take turns • explain how new ideas and information have added to understanding Recount experiences, stories, or current events: • **simple** sequence • **basic** detail	Recount stories and experiences, give directions, offer an opinion and provide reasons, and explain information and directions: • **difficulty** speaking clearly and audibly • **illogical** sequence • **limited** audience • a **vague** purpose Use **limited** oral language to • initiate and sustain conversation with a number of exchanges, • interact with others, • exchange ideas on a topic • engage in play • make relevant contributions to class discussions • take turns • explain how new ideas and information have added to understanding Recount experiences, stories, or current events: • **illogical** sequence • **lacking** detail

	Effectively reports on a topic with: • **comprehensive** facts and details • drawing from a **variety** of source types of information	Reports on a topic with: • facts and details • drawing from several sources of information	Reports on a topic with: • **some** facts and details • drawing from **limited** sources of information	Incompletely reports on a topic with: • **lacking** facts and details • drawing from **one** source of information
	Use **rich** oral language in formal situations to: • deliver brief recitations • participate in choral reading • give oral presentations about familiar experiences or interests, organized around a coherent focus. • give directions to help or explain • dramatize a scene from a folktale or traditional First Nations or Metis narrative	Use oral language in formal situations to: • deliver brief recitations • participate in choral reading • give oral presentations about familiar experiences or interests, organized around a coherent focus. • give directions to help or explain • dramatize a scene from a folktale or traditional First Nations or Metis narrative	Use **basic** oral language in formal situations to: • deliver brief recitations • participate in choral reading • give oral presentations about familiar experiences or interests, organized around a coherent focus. • give directions to help or explain • dramatize a scene from a folktale or traditional First Nations or Metis narrative	Use **limited** oral language in formal situations to: • deliver brief recitations • participate in choral reading • give oral presentations about familiar experiences or interests, organized around a coherent focus. • give directions to help or explain • dramatize a scene from a folktale or traditional First Nations or Metis narrative
Use of Strategies CC2.3 (b). Selects and uses task-relevant before, during, and after strategies when speaking to communicate meaning.	**Purposefully** selects and uses task-relevant before, during and after strategies when speaking to communicate meaning. **BEFORE** • considering task or prompt or topic • uses background knowledge • considers purpose and audience • considers and generate specific ideas and information that might be included • collecting and focusing ideas and information **DURING** • using language and its conventions to construct message • experimenting with communication features and techniques • conferring with others • reflecting, clarifying, self-monitoring , self-correcting **AFTER** • revise for content and meaning (restating and paraphrasing) • revise for structure and flow • revise for word choice • sharing, reflecting and considering feedback • practice to deliver a polished product	**S**elects and uses task-relevant before, during and after strategies when speaking to communicate meaning. **BEFORE** • considering task or prompt or topic • uses background knowledge • considers purpose and audience • considers and generate specific ideas and information that might be included • collecting and focusing ideas and information **DURING** • using language and its conventions to construct message • experimenting with communication features and techniques • conferring with others • reflecting, clarifying, self-monitoring , self-correcting **AFTER** • revise for content and meaning (restating and paraphrasing) • revise for structure and flow • revise for word choice • sharing, reflecting and considering feedback • practice to deliver a polished product	**Inconsistently** selects and uses task-relevant before, during and after strategies when speaking to communicate meaning. **BEFORE** • considering task or prompt or topic • uses background knowledge • considers purpose and audience • considers and generate specific ideas and information that might be included • collecting and focusing ideas and information **DURING** • using language and its conventions to construct message • experimenting with communication features and techniques • conferring with others • reflecting, clarifying, self-monitoring , self-correcting **AFTER** • revise for content and meaning (restating and paraphrasing) • revise for structure and flow • revise for word choice • sharing, reflecting and considering feedback • practice to deliver a polished product	**Rarely** uses task-relevant before, during and after strategies when speaking to communicate. **BEFORE** • considering task or prompt or topic • uses background knowledge • considers purpose and audience • considers and generate specific ideas and information that might be included • collecting and focusing ideas and information **DURING** • using language and its conventions to construct message • experimenting with communication features and techniques • conferring with others • reflecting, clarifying, self-monitoring , self-correcting **AFTER** • revise for content and meaning (restating and paraphrasing) • revise for structure and flow • revise for word choice • sharing, reflecting and considering feedback • practice to deliver a polished product

Cues and Conventions CC2.3 (c) Understands and applies the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/ morphological, graphophonic, and other) to construct and communicate meaning when speaking.	**Intentionally** applies the appropriate Cues and Conventions to: • consider what and why something needs to be communicated • choose appropriate form to present ideas • use complete sentences in speech (7.5 words) • use a variety of sentences • use negative correctly • use words explored in class • choose and use descriptive words to enhance communication • use simple gestures, volume and tone of voice to communicate ideas and needs • speak and read aloud in clear voice with appropriate volume, pace and expression • chooses appropriate language for a particular audience and purpose • stays on topic	Applies the appropriate Cues and Conventions to: • consider what and why something needs to be communicated • choose appropriate form to present ideas • use complete sentences in speech (7.5 words) • use a variety of sentences • use negative correctly • use words explored in class • choose and use descriptive words to enhance communication • use simple gestures, volume and tone of voice to communicate ideas and needs • speak and read aloud in clear voice with appropriate volume, pace and expression • chooses appropriate language for a particular audience and purpose • stays on topic	I**nconsistently** applies the appropriate Cues and Conventions to: • consider what and why something needs to be communicated • choose appropriate form to present ideas • use complete sentences in speech (7.5 words) • use a variety of sentences • use negative correctly • use words explored in class • choose and use descriptive words to enhance communication • use simple gestures, volume and tone of voice to communicate ideas and needs • speak and read aloud in clear voice with appropriate volume, pace and expression • chooses appropriate language for a particular audience and purpose • stays on topic	**Attempts** to apply the appropriate Cues and Conventions to: • consider what and why something needs to be communicated • choose appropriate form to present ideas • use complete sentences in speech (7.5 words) • use a variety of sentences • use negative correctly • use words explored in class • choose and use descriptive words to enhance communication • use simple gestures, volume and tone of voice to communicate ideas and needs • speak and read aloud in clear voice with appropriate volume, pace and expression • chooses appropriate language for a particular audience and purpose • stays on topic