

Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context</p> <p>CC6.1 Create oral texts that explore identity, social responsibility, and efficacy</p>	<p>Creates with originality and sophistication, a variety of oral texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • Thoughtful message content or idea (meaning) • Sophisticated organization and coherence (form) • Complex use of language conventions (style and language choices) 	<p>Creates a variety of oral texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • Straight-forward message content or ideas(meaning) • Organization and coherence (form) • Clear use of language conventions (style and language choices) 	<p>Creates basic oral texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • Basic message content or ideas(meaning) • Basic organization and coherence (form) • Inconsistent use of language conventions (style and language choices) 	<p>Creates limited oral texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • Limited message content or ideas (meaning) • Limited organization and coherence (form) • Limited use of language conventions (style and language choices)
<p>Message</p> <p>CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others’ ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).</p> <p>CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.</p>	<p>Interacts with others in an engaging, insightful and purposeful manner in a variety of situations and for a variety of purposes:</p> <ul style="list-style-type: none"> • Accomplish a task through partner, small group and whole class discussions. • Understand when to speak and when to listen in a conversation (small and whole group discussions) • Explore perspectives, ideas through structured discussion and dialogues • Maintain conversations with classmates and adults and consistently follow guidelines for interacting • Exchange ideas and concepts with teacher, peers, and adults • Explore perspectives, ideas through structured discussion and dialogues • Use questioning to sustain and extend interactions. <p>Uses oral language in an engaging, insightful and purposeful manner to express a range of information and ideas in formal and informal situations:</p> <ul style="list-style-type: none"> • Prepare and give oral presentations • Include appropriate beginning, middle, and ending in presentations (e.g., opening with a formal introduction, concluding with a summation). • Adjusting voice, tone, and language choices to a range of situations. • Speak clearly and expressively in classroom presentations. • Use body language and gestures, modification of voice, or facial expressions to respond to the audience. • Present ideas effectively demonstrating an awareness of audience (e.g., attempt to make the material interesting and appropriate to audience and purpose). • Share ideas/knowledge in a clear manner, encourage the contributions of others, disagree courteously/sensitively, answer others’ questions clearly and politely, and give reasons for opinions. • Perform role plays and dramatizations. • Read aloud short poetry or process passages with expression and fluency. 	<p>Interacts appropriately with others in a variety of situations and for a variety of purposes:</p> <ul style="list-style-type: none"> • Accomplish a task through partner, small group and whole class discussions. • Understand when to speak and when to listen in a conversation (small and whole group discussions) • Explore perspectives, ideas through structured discussion and dialogues • Maintain conversations with classmates and adults and consistently follow guidelines for interacting • Exchange ideas and concepts with teacher, peers, and adults • Explore perspectives, ideas through structured discussion and dialogues • Use questioning to sustain and extend interactions <p>Uses oral language in appropriately to express a range of information and ideas in formal and informal situations:</p> <ul style="list-style-type: none"> • Prepare and give oral presentations • Include appropriate beginning, middle, and ending in presentations (e.g., opening with a formal introduction, concluding with a summation). • Adjusting voice, tone, and language choices to a range of situations. • Speak clearly and expressively in classroom presentations. • Use body language and gestures, modification of voice, or facial expressions to respond to the audience. • Present ideas effectively demonstrating an awareness of audience (e.g., attempt to make the material interesting and appropriate to audience and purpose). • Share ideas/knowledge in a clear manner, encourage the contributions of others, disagree courteously/sensitively, answer others’ questions clearly and politely, and give reasons for opinions. • Perform role plays and dramatizations. • Read aloud short poetry or process passages with expression and fluency. 	<p>Interacts with others in an adequate, generally coherent manner in a variety of situations and for a variety of purposes:</p> <ul style="list-style-type: none"> • Accomplish a task through partner, small group and whole class discussions. • Understand when to speak and when to listen in a conversation (small and whole group discussions) • Explore perspectives, ideas through structured discussion and dialogues • Maintain conversations with classmates and adults and consistently follow guidelines for interacting • Exchange ideas and concepts with teacher, peers, and adults • Explore perspectives, ideas through structured discussion and dialogues • Use questioning to sustain and extend interactions <p>Uses oral language in an adequate, generally coherent manner to express a range of information and ideas in formal and informal situations:</p> <ul style="list-style-type: none"> • Prepare and give oral presentations • Include appropriate beginning, middle, and ending in presentations (e.g., opening with a formal introduction, concluding with a summation). • Adjusting voice, tone, and language choices to a range of situations. • Speak clearly and expressively in classroom presentations. • Use body language and gestures, modification of voice, or facial expressions to respond to the audience. • Present ideas effectively demonstrating an awareness of audience (e.g., attempt to make the material interesting and appropriate to audience and purpose). • Share ideas/knowledge in a clear manner, encourage the contributions of others, disagree courteously/sensitively, answer others’ questions clearly and politely, and give reasons for opinions. • Perform role plays and dramatizations. • Read aloud short poetry or process passages with expression and fluency. 	<p>Interacts with others in an ineffective, confusing manner in a variety of situations and for a variety of purposes:</p> <ul style="list-style-type: none"> • Accomplish a task through partner, small group and whole class discussions. • Understand when to speak and when to listen in a conversation (small and whole group discussions) • Explore perspectives, ideas through structured discussion and dialogues • Maintain conversations with classmates and adults and consistently follow guidelines for interacting • Exchange ideas and concepts with teacher, peers, and adults • Explore perspectives, ideas through structured discussion and dialogues • Use questioning to sustain and extend interactions <p>Uses oral language in an ineffective, confusing manner to express a range of information and ideas in formal and informal situations:</p> <ul style="list-style-type: none"> • Prepare and give oral presentations • Include appropriate beginning, middle, and ending in presentations (e.g., opening with a formal introduction, concluding with a summation). • Adjusting voice, tone, and language choices to a range of situations. • Speak clearly and expressively in classroom presentations. • Use body language and gestures, modification of voice, or facial expressions to respond to the audience. • Present ideas effectively demonstrating an awareness of audience (e.g., attempt to make the material interesting and appropriate to audience and purpose). • Share ideas/knowledge in a clear manner, encourage the contributions of others, disagree courteously/sensitively, answer others’ questions clearly and politely, and give reasons for opinions. • Perform role plays and dramatizations. • Read aloud short poetry or process passages with expression and fluency.

<p>Use of Strategies CC6.2 Select and use the appropriate strategies to communicate meaning with clarity, correctness and variety</p> <ul style="list-style-type: none"> before (e.g. identifying purpose and audience) during (e.g. acknowledging sources) after (e.g. revising to enhance clarity) speaking, writing, and other representing activities 	<p>Thoughtfully and independently selects and uses the appropriate strategies to communicate meaning with clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> Insightful use of prior knowledge & experience Consistently and thoughtfully considers purpose & audience Consistently and thoughtfully considers and generates specific ideas and information for inclusion Consistently and thoughtfully considers and chooses an appropriate form Thoughtfully selects details that will effectively support the topic Consistently and thoughtfully plans and organizes ideas Consistently and thoughtfully considers qualities of effective communication and the language to use <p>DURING</p> <ul style="list-style-type: none"> Create draft and purposefully experiment with possible product Consistently confer with others in order to strengthen message Consistently and effectively use language conventions to construct message Consistently and thoroughly reflect, clarify, self-monitor, self-correct and use a variety of ‘fix up’ strategies to strengthen message Regularly experiment with communication features and techniques to strengthen message <p>AFTER</p> <ul style="list-style-type: none"> Purposefully self-monitors, identifying strengths and needed changes Independently edits to enhance speaking notes Revisions demonstrate meaningful changes in response to feedback 	<p>Selects and uses the appropriate strategies to communicate meaning with clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> Use of prior knowledge & experience are evident Considers purpose & audience Considers and generates specific ideas and information for inclusion Considers and chooses a possible form Selects details that will support the topic Plans and organizes ideas Considers qualities of effective communication and the language to use <p>DURING</p> <ul style="list-style-type: none"> Create draft and experiment with possible product Confer with others Use language conventions to construct message Reflect, clarify, self-monitor, self-correct and use a variety of ‘fix up’ strategies Experiment with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> Self-monitors, identifying strengths and needed changes Independently edits speaking notes Revisions respond to feedback 	<p>Inconsistently selects and uses the appropriate strategies to communicate meaning with some clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> Some use of prior knowledge & experience evident Sometimes considers purpose & audience Sometimes considers and generates specific ideas and information for inclusion Sometimes considers and chooses a possible form Sometimes selects details that will support the topic Attempts to plan and organizes ideas Sometimes considers qualities of effective communication and the language to use <p>DURING</p> <ul style="list-style-type: none"> Create draft and attempts to experiment with possible product Uses teacher support to confer with others to improve speaking skills Sometimes uses language conventions to construct message Sometimes self-monitors, self-corrects and use a variety of ‘fix up’ strategies Inconsistently experiments with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> Identifies strengths and needed changes using a pre-determined framework Edits speaking notes using a checklist. Revisions shows some evidence of responding to feedback 	<p>Rarely selects and uses the appropriate strategies to communicate meaning with little clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> Limited use of prior knowledge & experience Difficulty considering purpose & audience Difficulty considering and generating specific ideas and information for inclusion Difficulty considering and choosing a possible form Difficulty selecting details that will support the topic Difficulty planning and organizes ideas Difficulty considering qualities of effective communication and the language to use <p>DURING</p> <ul style="list-style-type: none"> Attempt to create a draft and with support, may experiment with possible product Conferring with others does not improve speaking skills Difficulty using language conventions to construct message Difficulty self-monitoring, self-correcting and use a variety of ‘fix up’ strategies Rarely experiments with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> Identifies strengths and needed changes with adult support May edit speaking notes using a checklist with adult support Revisions show little evidence of responding to feedback
<p>Cues & Conventions CC6.3 Use cues to construct and communicate meaning with clarity, correctness, and variety</p> <ul style="list-style-type: none"> pragmatic textual syntactical semantic/lexical/morphological 	<p>Thoughtfully and independently uses cues to deliberately construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Skillfully recognizes and explains the function and purpose of the text (e.g. informing, persuading, 	<p>Uses cues to deliberately construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and 	<p>Inconsistently uses cues to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Inconsistently recognizes and explains the function and purpose of the text (e.g. informing, persuading, 	<p>Rarely uses cues to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Rarely recognizes the function and purpose of the text (e.g. Informing, persuading, narrating and

<ul style="list-style-type: none"> • graphophonic • other cues 	<p>narrating and describing)</p> <ul style="list-style-type: none"> • Language skillfully demonstrates a high level of respect for others • Consistently and in a sophisticated manner uses standard Canadian <p>TEXTUAL</p> <ul style="list-style-type: none"> • Thoughtfully and independently uses a logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Thoughtfully and independently uses clear sentence structure containing verb and its subject • Thoughtfully and independently uses conjunctions and adjoining words to develop compound sentences • Thoughtfully and independently uses complete sentences with appropriate subordination and modification • Thoughtfully and independently varies sentence beginnings • Thoughtfully and independently ensures agreement of subject – verb – pronouns <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Thoughtfully and independently uses words that are appropriate for audience, purpose and context • Thoughtfully and independently avoids overused and misused words (e.g. really good) <p>GRAPHOPHONICAL</p> <ul style="list-style-type: none"> • Clearly and consistently enunciates words • Carefully and correctly pronounces words <p>OTHER CUES</p> <ul style="list-style-type: none"> • Clearly and consistently uses appropriate volume and intonation • Clearly and consistently uses appropriate non verbal cues and body language • Clearly and consistently uses appropriate gestures, facial expressions, sounds, visuals, and multimedia aids to enhance presentation 	<p>describing)</p> <ul style="list-style-type: none"> • Language demonstrates respect for others • Uses standard Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • Uses a logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Uses clear sentence structure containing verb and its subject • Uses conjunctions and adjoining words to develop compound sentences • Uses complete sentences with appropriate subordination and modification • Varies sentence beginnings • Ensures agreement of subject – verb – pronouns <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Uses words that are appropriate for audience, purpose and context • Avoids overused and misused words (e.g. really good) <p>GRAPHOPHONICAL</p> <ul style="list-style-type: none"> • Clearly enunciates words • Correctly pronounces words <p>OTHER CUES</p> <ul style="list-style-type: none"> • Uses appropriate volume and intonation • Uses appropriate non-verbal cues and body language • Uses appropriate gestures, facial expressions, sounds, visuals, and multimedia aids to enhance presentation 	<p>narrating and describing)</p> <ul style="list-style-type: none"> • Language inconsistently demonstrates a high level of respect for others • Inconsistently uses standard Canadian English <p>TEXTUAL</p> <ul style="list-style-type: none"> • Basic use of a sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Uses basic sentence structure containing verb and its subject • Inconsistently uses conjunctions and adjoining words to develop compound sentences • Inconsistently uses complete sentences with appropriate subordination and modification • Inconsistently varies sentence beginnings • Inconsistently ensures agreement of subject – verb – pronouns <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/</p> <ul style="list-style-type: none"> • Inconsistently use words that are appropriate for audience, purpose and context • Uses some overused and misused words (e.g. really good) <p>GRAPHOPHONICAL</p> <ul style="list-style-type: none"> • Inconsistently enunciates words • May not pronounce words correctly <p>OTHER CUES</p> <ul style="list-style-type: none"> • Inconsistently uses appropriate volume and intonation • Inconsistently uses appropriate non verbal cues and body language • Inconsistently uses appropriate gestures, facial expressions, sounds, visuals, and multimedia aids to enhance presentation 	<p>describing)</p> <ul style="list-style-type: none"> • Language rarely demonstrates respect for others • Limited use of sentences with standard Canadian English usage <p>TEXTUAL</p> <ul style="list-style-type: none"> • Limited use of sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Limited use of clear sentence structure containing verb and its subject • Limited use of conjunctions and adjoining words to develop compound sentences • Limited use of complete sentences with appropriate subordination and modification • Limited variety of sentence beginnings • Rarely ensures agreement of subject – verb – pronouns <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> • Rarely use words that are appropriate for audience, purpose and context • Often uses overused and misused words (e.g. really good) <p>GRAPHOPHONICAL</p> <ul style="list-style-type: none"> • Rarely enunciates words • Often mispronounces words <p>OTHER CUES</p> <ul style="list-style-type: none"> • Rarely uses appropriate volume and intonation • Rarely uses appropriate non verbal cues and body language • Rarely uses appropriate gestures, facial expressions, sounds, visuals, and multimedia aids to enhance presentation
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