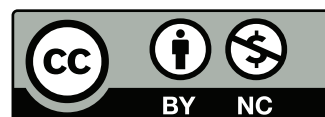
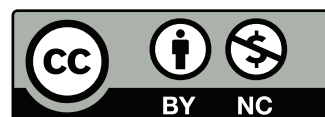


Outcome (Indicators)	4-Mastery	3-Proficient	2-Approaching	1-Beginning
<p>Context CC2.1 Creates spoken texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>CC2.1(b) Compositions include:</p> <ul style="list-style-type: none"> • a specific message • several 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. <p>CC2.1(e) Tell stories about self, family, community, and family/community traditions to express ideas and understanding.</p>	<p>Creates insightful and original spoken texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Spoken representations include:</p> <ul style="list-style-type: none"> • 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. <p>Tells original stories about self, family, community, and family/community traditions to clearly and comprehensively express ideas and depth of understanding.</p> <p>Use personal knowledge and experiences to enrich oral communications.</p> <p>Share own stories and creations with peers and respond elaborately to questions or comments.</p>	<p>Creates spoken texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Spoken representations include:</p> <ul style="list-style-type: none"> • 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. <p>Tells stories about self, family, community, and family/community traditions to express ideas and understanding.</p> <p>Use personal knowledge and experiences in oral communications.</p> <p>Share own stories and creations with peers and respond to questions or comments.</p>	<p>Creates basic spoken texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Spoken representations include:</p> <ul style="list-style-type: none"> • 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. <p>Tells stories about self, family, community, and family/community traditions to express basic ideas and some understanding.</p> <p>Attempts to use personal knowledge and experiences in oral communications.</p> <p>Share own stories and creations with peers and respond to questions or comments with some detail.</p>	<p>Creates limited and/or unfocused spoken texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Spoken representations include:</p> <ul style="list-style-type: none"> • 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. <p>Tells stories about self, family, community, and family/community traditions to express minimal ideas and limited understanding.</p> <p>Uncertain use of personal knowledge and experiences in oral communications.</p> <p>Share own stories and creations with peers and respond to questions or comments with little or no detail.</p>
<p>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.</p>	<p>Recount stories and experiences, give directions, offer an opinion and provide reasons, and explain information and directions:</p> <ul style="list-style-type: none"> • consistently speaks clearly and audibly • elaborate sequence • a variety of audiences • a variety of purposes <p>Uses rich oral language to</p> <ul style="list-style-type: none"> • 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 <p>Recount experiences, stories, or current events:</p> <ul style="list-style-type: none"> • elaborate sequence • rich detail 	<p>Recount stories and experiences, give directions, offer an opinion and provide reasons, and explain information and directions:</p> <ul style="list-style-type: none"> • speaks clearly and audibly • appropriate sequence • a familiar audience • a specific purpose <p>Uses oral language to</p> <ul style="list-style-type: none"> • 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 <p>Recount experiences, stories, or current events:</p> <ul style="list-style-type: none"> • logical sequence • necessary detail 	<p>Recount stories and experiences, give directions, offer an opinion and provide reasons, and explain information and directions:</p> <ul style="list-style-type: none"> • inconsistently speaks clearly and audibly • simple sequence • a limited audience • a general purpose <p>Uses simple oral language to</p> <ul style="list-style-type: none"> • 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 <p>Recount experiences, stories, or current events:</p> <ul style="list-style-type: none"> • simple sequence • basic detail 	<p>Recount stories and experiences, give directions, offer an opinion and provide reasons, and explain information and directions:</p> <ul style="list-style-type: none"> • difficulty speaking clearly and audibly • illogical sequence • limited audience • a vague purpose <p>Use limited oral language to</p> <ul style="list-style-type: none"> • 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 <p>Recount experiences, stories, or current events:</p> <ul style="list-style-type: none"> • illogical sequence • lacking detail



	<p>Effectively reports on a topic with:</p> <ul style="list-style-type: none"> • comprehensive facts and details • drawing from a variety of source types of information <p>Use rich oral language in formal situations to:</p> <ul style="list-style-type: none"> • 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 	<p>Reports on a topic with:</p> <ul style="list-style-type: none"> • facts and details • drawing from several sources of information <p>Use oral language in formal situations to:</p> <ul style="list-style-type: none"> • 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 	<p>Reports on a topic with:</p> <ul style="list-style-type: none"> • some facts and details • drawing from limited sources of information <p>Use basic oral language in formal situations to:</p> <ul style="list-style-type: none"> • 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 	<p>Incompletely reports on a topic with:</p> <ul style="list-style-type: none"> • lacking facts and details • drawing from one source of information <p>Use limited oral language in formal situations to:</p> <ul style="list-style-type: none"> • 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
<p>Use of Strategies CC2.3 (b). Selects and uses task-relevant before, during, and after strategies when speaking to communicate meaning.</p>	<p>Purposefully selects and uses task-relevant before, during and after strategies when speaking to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • 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 <p>DURING</p> <ul style="list-style-type: none"> • using language and its conventions to construct message • experimenting with communication features and techniques • conferring with others • reflecting, clarifying, self-monitoring , self-correcting <p>AFTER</p> <ul style="list-style-type: none"> • 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 	<p>Selects and uses task-relevant before, during and after strategies when speaking to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • 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 <p>DURING</p> <ul style="list-style-type: none"> • using language and its conventions to construct message • experimenting with communication features and techniques • conferring with others • reflecting, clarifying, self-monitoring , self-correcting <p>AFTER</p> <ul style="list-style-type: none"> • 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 	<p>Inconsistently selects and uses task-relevant before, during and after strategies when speaking to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • 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 <p>DURING</p> <ul style="list-style-type: none"> • using language and its conventions to construct message • experimenting with communication features and techniques • conferring with others • reflecting, clarifying, self-monitoring , self-correcting <p>AFTER</p> <ul style="list-style-type: none"> • 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 	<p>Rarely uses task-relevant before, during and after strategies when speaking to communicate.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • 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 <p>DURING</p> <ul style="list-style-type: none"> • using language and its conventions to construct message • experimenting with communication features and techniques • conferring with others • reflecting, clarifying, self-monitoring , self-correcting <p>AFTER</p> <ul style="list-style-type: none"> • 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



<p>Cues and Conventions</p> <p>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.</p>	<p>Intentionally applies the appropriate Cues and Conventions to:</p> <ul style="list-style-type: none"> • 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 	<p>Applies the appropriate Cues and Conventions to:</p> <ul style="list-style-type: none"> • 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 	<p>Inconsistently applies the appropriate Cues and Conventions to:</p> <ul style="list-style-type: none"> • 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 	<p>Attempts to apply the appropriate Cues and Conventions to:</p> <ul style="list-style-type: none"> • 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
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