

Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p><b>Context</b>  <b>CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, community, and social responsibility through personal experiences and inquiry.</b></p> <p>(a) Creates oral texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• a specific message</li> <li>• a coherent organization of ideas</li> <li>• ideas and information which are clear and complete</li> <li>• appropriate use of language and conventions.</li> </ul>	<p>Creates <b>original</b> and <b>insightful</b> oral texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• an <b>original</b> message</li> <li>• a <b>thoughtful</b> organization of ideas</li> <li>• ideas and information which are <b>richly developed</b></li> <li>• <b>confident</b> control and use of language and conventions.</li> </ul>	<p>Creates oral texts that that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• a specific message</li> <li>• a <b>coherent</b> organization of ideas</li> <li>• ideas and information which are clear and complete</li> <li>• appropriate use of language and conventions.</li> </ul>	<p>Creates <b>basic</b> oral texts that that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• a <b>general</b> message</li> <li>• a <b>rudimentary</b> organization of ideas</li> <li>• <b>some</b> of the ideas and information are <b>clear and complete</b></li> <li>• <b>some</b> control over and a basic use of language and conventions.</li> </ul>	<p>Creates <b>limited and/or unfocused</b> oral texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• a <b>vague or unrelated</b> message</li> <li>• <b>little</b> organization of ideas</li> <li>• ideas and information are <b>limited, unclear or unfocused</b></li> <li>• <b>inconsistent and/or inappropriate</b> use of language and conventions.</li> </ul>
<p><b>Message</b>  <b>CC4.3 Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.</b></p> <p>(d) Present effective introductions and conclusions that guide the listener’s understanding of important ideas and evidence, use appropriate structure for conveying key information (e.g., cause and effect, similarity and difference), and use details, examples, anecdotes, or experiences to explain or clarify information.</p> <p>(e) Make narrative presentations that relate ideas, observations, or recollections about an event or experience, provide a context that enables the listener to imagine the circumstances of the event or experience, and provide insight into why the selected event or experience is memorable.</p> <p>(g) Make informational presentations that frame a key question, include facts and details that help listeners to focus, and incorporate more than one source of information (e.g., interviews, books, newspaper articles, and television or radio reports).</p> <p>(h) Deliver oral summaries that contain the main ideas and the</p>	<p>Present <b>engaging</b> introductions and conclusions that:</p> <ul style="list-style-type: none"> <li>• guide the listener’s understanding of important ideas and evidence,</li> <li>• use appropriate structure for conveying key information, and</li> <li>• use details, examples, anecdotes, or experiences to explain or clarify information.</li> </ul> <p>Make narrative presentations that:</p> <ul style="list-style-type: none"> <li>• <b>thoughtfully</b> relates ideas, observations, or recollections about an event or experience,</li> <li>• <b>creatively</b> provides a context that enables the listener to imagine the circumstances of the event or experience, and</li> <li>• <b>effectively</b> provides insight into why the selected event or experience is memorable.</li> </ul> <p>Make informational presentations that <b>effectively</b>:</p> <ul style="list-style-type: none"> <li>• frame a key question,</li> <li>• include facts and details that help listeners to focus, and</li> <li>• incorporate more than one source of information .</li> </ul>	<p>Present effective introductions and conclusions that:</p> <ul style="list-style-type: none"> <li>• guide the listener’s understanding of important ideas and evidence,</li> <li>• use appropriate structure for conveying key information, and</li> <li>• use details, examples, anecdotes, or experiences to explain or clarify information.</li> </ul> <p>Make narrative presentations that:</p> <ul style="list-style-type: none"> <li>• relates ideas, observations, or recollections about an event or experience,</li> <li>• provides a context that enables the listener to imagine the circumstances of the event or experience, and</li> <li>• provides insight into why the selected event or experience is memorable.</li> </ul> <p>Make informational presentations that:</p> <ul style="list-style-type: none"> <li>• frame a key question,</li> <li>• include facts and details that help listeners to focus, and</li> <li>• incorporate more than one source of information .</li> </ul>	<p>Present <b>simple</b> introductions and conclusions that attempt to:</p> <ul style="list-style-type: none"> <li>• guide the listener’s understanding of important ideas and evidence,</li> <li>• use appropriate structure for conveying key information, and</li> <li>• use details, examples, anecdotes, or experiences to explain or clarify information.</li> </ul> <p>Make narrative presentations that:</p> <ul style="list-style-type: none"> <li>• <b>generally</b> relate ideas, observations, or recollections about an event or experience,</li> <li>• provide <b>some</b> context that enables the listener to imagine the circumstances of the event or experience, and</li> <li>• provides <b>a reason</b> into why the selected event or experience is memorable.</li> </ul> <p>Make informational presentations that <b>generally</b>:</p> <ul style="list-style-type: none"> <li>• frame a key question,</li> <li>• include facts and details that help listeners to focus, and</li> <li>• incorporate more than one source of information .</li> </ul>	<p>Present <b>vague or limited</b> introductions and conclusions that may attempt to:</p> <ul style="list-style-type: none"> <li>• guide the listener’s understanding of important ideas and evidence,</li> <li>• use appropriate structure for conveying key information, and</li> <li>• use details, examples, anecdotes, or experiences to explain or clarify information.</li> </ul> <p>Make narrative presentations that:</p> <ul style="list-style-type: none"> <li>• <b>vaguely</b> relates ideas, observations, or recollections about an event or experience,</li> <li>• provides <b>unclear or unrelated</b> context that <b>may</b> enables the listener to imagine the circumstances of the event or experience, and</li> <li>• provides <b>unrelated or unclear reason</b> as to why the selected event or experience is memorable.</li> </ul> <p>Make informational presentations that <b>inconsistently</b>:</p> <ul style="list-style-type: none"> <li>• frame a key question,</li> <li>• include facts and details that help listeners to focus, and</li> <li>• incorporate more than one source of information .</li> </ul>

<p>most significant details of articles and books</p>	<p><b>Effectively</b> delivers oral summaries that contain the main ideas and the most significant details of articles and books.</p>	<p>Delivers oral summaries that contain the main ideas and the most significant details of articles and books.</p>	<p>Delivers oral summaries that contain <b>some</b> ideas and details of articles and books.</p>	<p>Delivers oral summaries that contain <b>vague</b> main ideas and details of articles and books.</p>
<p><b>Use of Strategies</b> CC4.3 (a) Adapt language and presentation style to the purpose and needs of the audience, and guide the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p> <p>(b) Selects and uses pertinent before, during and after speaking strategies to construct meaning when speaking.</p>	<ul style="list-style-type: none"> <li>• <b>insightfully</b> adapts language and presentation style to the: purpose and needs of the audience,</li> <li>• <b>confidently</b> guides the listener to understand important ideas by using proper phrasing, pitch, and modulation</li> </ul> <p><b>Insightfully</b> selects and uses and pertinent Before, During and After speaking strategies to construct meaning when speaking.</p> <p>BEFORE</p> <ul style="list-style-type: none"> <li>• <b>insightful</b> use of prior knowledge &amp; experience</li> <li>• <b>consistently</b> considers purpose &amp; audience</li> <li>• gathers information from a <b>variety</b> of sources, <b>consistently</b> focusing on topic</li> <li>• <b>thoughtfully</b> organizes ideas in an appropriate manner by independently selecting from a variety of organizers</li> <li>• discussion with others adds breadth and depth to ideas before and throughout the writing process</li> <li>• plan is <b>comprehensive and complete</b></li> </ul> <p>DURING</p> <ul style="list-style-type: none"> <li>• draft includes <b>thoughtful</b> attention to <b>enriching</b> detail</li> <li>• when appropriate, includes examples from personal experience to <b>insightfully</b> illustrate main ideas</li> <li>• transitions <b>support and strengthen</b> the flow of ideas</li> <li>• <b>thoughtful</b> sequence and development of ideas</li> </ul> <p>AFTER</p> <ul style="list-style-type: none"> <li>• <b>strategically</b> self-monitors, identifying strengths and needed changes</li> <li>• <b>independently</b> edits</li> <li>• revisions demonstrate <b>meaningful</b> changes in response to feedback</li> <li>• revisions include corrections to mechanics <b>when necessary</b></li> </ul>	<ul style="list-style-type: none"> <li>• adapts language and presentation style to the: purpose and needs of the audience,</li> <li>• guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</li> </ul> <p>Selects and uses and pertinent Before, During and After speaking strategies to construct meaning when speaking.</p> <p>BEFORE</p> <ul style="list-style-type: none"> <li>• use of prior knowledge &amp; experience</li> <li>• considers purpose &amp; audience</li> <li>• gathers information from several similar sources, focusing on topic</li> <li>• organizes ideas using a web or graphic organizer</li> <li>• explores and expands topic through discussion with others before and throughout the writing process</li> <li>• plan is complete and clear</li> </ul> <p>DURING</p> <ul style="list-style-type: none"> <li>• draft includes several details</li> <li>• when appropriate, includes examples from personal experience to illustrate main ideas</li> <li>• transitions support the flow of ideas</li> <li>• straightforward sequence and development of ideas</li> </ul> <p>AFTER</p> <ul style="list-style-type: none"> <li>• self-monitors, identifying strengths and needed changes</li> <li>• edits using a checklist</li> <li>• revisions <b>appropriately</b> respond to feedback</li> <li>• revisions include most corrections to mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>generally</b> adapts language and presentation style to the: purpose and needs of the audience,</li> <li>• <b>generally</b> guides the listener to understand important ideas by using proper phrasing, pitch, and modulation</li> </ul> <p>Selects and uses <b>limited</b> Before, During and After speaking strategies to construct meaning when speaking.</p> <p>BEFORE</p> <ul style="list-style-type: none"> <li>• <b>basic</b> use of prior knowledge &amp; experience</li> <li>• <b>inconsistently</b> considers purpose &amp; audience</li> <li>• gathers information from a couple of sources; generally focusing on topic</li> <li>• <b>generally</b> organizes ideas using a web or graphic organizer with teacher support</li> <li>• discusses ideas with others in a structured format before and throughout the writing process</li> <li>• plan is <b>rudimentary and basic</b></li> </ul> <p>DURING</p> <ul style="list-style-type: none"> <li>• draft includes <b>some</b> attention to detail</li> <li>• <b>may</b> include examples from personal experience</li> <li>• transitions <b>usually</b> support the flow of ideas</li> <li>• <b>rudimentary</b> sequence or development of ideas</li> </ul> <p>AFTER</p> <ul style="list-style-type: none"> <li>• using a <b>framework</b>, identifies strengths and needed changes</li> <li>• edits with <b>some support</b> (e.g. limited items on a checklist)</li> <li>• revisions shows <b>some evidence</b> of responding to feedback</li> <li>• revisions include <b>some</b> corrections to mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>rarely</b> adapts language and presentation style to the: purpose and/or needs of the audience,</li> <li>• <b>inconsistently</b> guides the listener to understand important ideas by using proper phrasing, pitch, and/or modulation</li> </ul> <p><b>Difficulty</b> selecting and use Before, During and After speaking strategies to construct meaning when speaking.</p> <p>BEFORE</p> <ul style="list-style-type: none"> <li>• <b>unfocused and /or limited</b> use of prior knowledge &amp; experience</li> <li>• <b>difficulty</b> considering purpose &amp; audience</li> <li>• gathers information but <b>may not consistently</b> focus on topic</li> <li>• organizes ideas using a web or graphic organizer <b>when supplied</b> by the teacher and <b>supported</b> in use</li> <li>• may not discuss ideas with others</li> <li>• there is <b>little evidence</b> of planning</li> </ul> <p>DURING</p> <ul style="list-style-type: none"> <li>• draft includes <b>little</b> supporting detail</li> <li>• examples from personal experience are <b>not evident</b></li> <li>• transitions <b>interrupt</b> the flow of ideas or are not evident</li> <li>• <b>limited</b> sequence or development of ideas</li> </ul> <p>AFTER</p> <ul style="list-style-type: none"> <li>• <b>little</b> evidence of ability to identify strengths and needed changes</li> <li>• <b>may or may not</b> edit using a <b>limited</b> checklist</li> <li>• revisions shows <b>little evidence</b> of responding to feedback</li> <li>• <b>few</b> noticeable changes have been made to mechanics</li> </ul>

Cues & Conventions				
<p>CC4.4(c) Understands and applies, with control, cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct meaning when speaking.</p> <p>(i) Recite brief poems (e.g., two or three stanzas), monologues, or dramatic dialogues using clear diction, tempo, volume, and phrasing.</p>	<ul style="list-style-type: none"> <li>language is <b>well-crafted &amp; well-chosen</b> to suit purpose &amp; audience</li> <li>point of view is <b>evident and maintained</b></li> <li><b>confident, effective</b> use of sentence length &amp; type.</li> <li><b>confident, effective</b> use of simple &amp; compound sentences</li> <li>vocabulary is <b>rich and varied</b></li> <li>language usage is <b>consistently</b> correct</li> <li>use of connecting words is <b>effective</b> and strengthens the flow of ideas</li> <li><b>consistently</b> uses verb tense correctly &amp; appropriately (past, present, future)</li> <li>word choice <b>strengthens</b> meaning &amp; <b>creates an emotional impact</b></li> <li>use <b>engaging</b> tone of voice and gestures in social activities</li> <li>read aloud in an <b>expressive</b> voice with appropriate volume, pace, and expression</li> </ul>	<ul style="list-style-type: none"> <li>language is appropriate for purpose &amp; audience</li> <li>point of view is established</li> <li>sentences are correct with some variety in length &amp; type</li> <li>uses both simple &amp; compound sentences correctly</li> <li>vocabulary is appropriate</li> <li>language usage is <b>usually</b> correct</li> <li>uses common connecting words to link ideas in a paragraph and support the flow of ideas eg—first, next, finally</li> <li>uses verb tense correctly &amp; appropriately (past, present, future)</li> <li>word choices strengthen meaning</li> <li>use appropriate tone of voice and gestures in social activities</li> <li>read aloud in a clear voice with appropriate, volume, pace, and expression</li> </ul>	<ul style="list-style-type: none"> <li>language is <b>inconsistent</b> for addressing purpose &amp; audience</li> <li>point of view is <b>not consistently</b> maintained</li> <li>sentences are <b>generally</b> correct with <b>little variety</b> in length and type</li> <li><b>limited</b> use of compound sentences</li> <li>vocabulary is somewhat <b>simplistic or vague</b></li> <li>language usage <b>sometimes interferes</b> with meaning</li> <li>use of connecting words <b>may</b> support the flow of ideas</li> <li><b>inconsistent</b> use of verb tense (past, present, future)</li> <li>word choice <b>lacks variety</b></li> <li><b>some</b> use of tone of voice and gestures in social activities</li> <li>read aloud with <b>some</b> appropriate use of volume, pace, and expression.</li> </ul>	<ul style="list-style-type: none"> <li>language is <b>unclear, inappropriate or immature</b> for purpose &amp; audience</li> <li>point of view is <b>not apparent</b></li> <li>sentence errors make the message <b>difficult to understand</b></li> <li>sentences are <b>simple</b> in structure, <b>incomplete or run-on</b></li> <li>vocabulary is often immature, <b>overused or incorrect</b></li> <li><b>some errors</b> in language usage make the message difficult to understand</li> <li>use of connecting words <b>interrupt</b> the flow of ideas or are not evident</li> <li><b>confused</b> use of verb tense (past, present, future)</li> <li>word choice <b>limits</b> understanding of message</li> <li>uses <b>inappropriate</b> tone of voice and gestures in social activities</li> <li>read aloud with <b>inappropriate</b> volume, pace, and expression.</li> </ul>