

Outcome (indicator)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Context CC7.1 Create various oral texts that explore identity, social responsibility, and efficacy</p> <p>(a) Create with clarity and correctness, and appropriate to a particular audience and purpose a variety of oral compositions that represent ideas and information about identity, social responsibility and efficacy.</p>	<p>With originality and sophistication, create oral texts that include:</p> <ul style="list-style-type: none"> • insightful message, content or idea (meaning) that creates a strong impact. • sophisticated organization and coherence (form) • complex use of language conventions (style and language choices) 	<p>With clarity and correctness, create oral texts that include a:</p> <ul style="list-style-type: none"> • well-developed message content or idea (meaning) • competent organization and coherence (form) • effective use of language conventions (style and language choices) 	<p>Create basic oral texts that include:</p> <ul style="list-style-type: none"> • simple message content or ideas(meaning) • uncomplicated organization and coherence (form) • inconsistent use of language conventions (style and language choices) 	<p>Create limited oral texts that include:</p> <ul style="list-style-type: none"> • undeveloped and/or incomplete message content or ideas (meaning) • limited organization and coherence (form) • narrow use of language conventions (style and language choices)
<p>Message CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (eg contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).</p> <p>CC7.7 Use oral language to express effectively information and ideas of some complexity in formal and informal situations (eg a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization.)</p>	<p>Uses oral language in an engaging, insightful and purposeful manner to express effectively information and ideas of some complexity in formal and informal situations, and 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"> • share ideas/knowledge clearly and logically, add to others’ ideas, repeat points already made for emphasis and reconsideration • maintain conversations with classmates, guests, and adults • demonstrate the ability to participate responsibly in discussion and team projects • facilitate small group activities and short, whole-class session to share information on a topic • contribute to group efforts to reach consensus or conclusions • assume different roles in group work (leader, recorder, contributor) • recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere • support key points with evidence and examples • defend or support opinion with evidence in group work • summarize personal viewpoint in clear and meaningful ways • summarize ideas discussed and state own view in light of discussion • present group conclusions and findings to classmates • respond to questions concisely, clearly, and appropriately • speak to share and to entertain 	<p>Uses oral language to express effectively information and ideas of some complexity in formal and informal situations, and interacts appropriately with others in a variety of situations and for a variety of purposes:</p> <ul style="list-style-type: none"> • share ideas/knowledge clearly and logically, add to others’ ideas, repeat points already made for emphasis and reconsideration • maintain conversations with classmates, guests, and adults • demonstrate the ability to participate responsibly in discussion and team projects • facilitate small group activities and short, whole-class session to share information on a topic • contribute to group efforts to reach consensus or conclusions • assume different roles in group work (leader, recorder, contributor) • recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere • support key points with evidence and examples • defend or support opinion with evidence in group work • summarize personal viewpoint in clear and meaningful ways • summarize ideas discussed and state own view in light of discussion • present group conclusions and findings to classmates • respond to questions concisely, clearly, and appropriately • speak to share and to entertain 	<p>Uses oral language in an adequate, generally coherent manner to express information and ideas of some complexity in formal and informal situations, and 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"> • share ideas/knowledge clearly and logically, add to others’ ideas, repeat points already made for emphasis and reconsideration • maintain conversations with classmates, guests, and adults • demonstrate the ability to participate responsibly in discussion and team projects • facilitate small group activities and short, whole-class session to share information on a topic • contribute to group efforts to reach consensus or conclusions • assume different roles in group work (leader, recorder, contributor) • recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere • support key points with evidence and examples • defend or support opinion with evidence in group work • summarize personal viewpoint in clear and meaningful ways • summarize ideas discussed and state own view in light of discussion • present group conclusions and findings to classmates • respond to questions concisely, clearly, and appropriately • speak to share and to entertain 	<p>Uses oral language in an ineffective or confusing manner to express information and ideas of some complexity in formal and informal situations, and 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"> • share ideas/knowledge clearly and logically, add to others’ ideas, repeat points already made for emphasis and reconsideration • maintain conversations with classmates, guests, and adults • demonstrate the ability to participate responsibly in discussion and team projects • facilitate small group activities and short, whole-class session to share information on a topic • contribute to group efforts to reach consensus or conclusions • assume different roles in group work (leader, recorder, contributor) • recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere • support key points with evidence and examples • defend or support opinion with evidence in group work • summarize personal viewpoint in clear and meaningful ways • summarize ideas discussed and state own view in light of discussion • present group conclusions and findings to classmates • respond to questions concisely, clearly, and appropriately • speak to share and to entertain

<p>Use of Strategies CC7.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking.</p>	<p>BEFORE</p> <ul style="list-style-type: none"> • Insightful use of prior knowledge and experience when considering the purpose and audience. • Thoughtfully considers and generates specific ideas and information that might enhance topic • Thoughtfully and independently plans and organizes ideas in an appropriate manner selecting a graphic organizer from a variety of organizers • Thoughtfully and purposefully considers qualities of effective communication and language <p>DURING</p> <ul style="list-style-type: none"> • Consistently creates draft and experiments with a variety of possible products • Main idea supported by significant and insightful detail which adds to the product • Purposefully reflect, clarify, self-monitor, self-correct, and use a variety of ‘fix-up’ strategies to enhance product • Accurate collecting and organizing of citation information <p>AFTER</p> <ul style="list-style-type: none"> • Skillfully revises for content and meaning, organization, and flow • Purposefully uses conferring to improve product • Revisions demonstrate meaningful changes in response to feedback • Skillfully shares final products using a range of vocal effects to effectively enhance meaning 	<p>BEFORE</p> <ul style="list-style-type: none"> • Activates prior knowledge and experience when considering purpose and audience • Considers and generates specific ideas and information that might be included in topic • Plans and organizes ideas using a web or graphic organizer • Considers qualities of effective communication and language <p>DURING</p> <ul style="list-style-type: none"> • Creates draft and experiments with possible product • Main idea supported by significant detail • Reflect, clarify, self-monitor, self-correct, and use a variety of ‘fix-up’ strategies • Collects and organizes citation information <p>AFTER</p> <ul style="list-style-type: none"> • Revises for content and meaning, organization, and flow • Confers with others to improve product • Revisions demonstrate changes in response to feedback • Shares final products using a range of vocal effects to enhance meaning 	<p>BEFORE</p> <ul style="list-style-type: none"> • Adequate use of prior knowledge and experience when considering purpose and audience • Attempts to consider and generate specific ideas and information that might be included in topic • Attempts to plan and organize ideas using a web or graphic organizer • Attempts to considers qualities of effective communication and language • <p>DURING</p> <ul style="list-style-type: none"> • Creates draft and attempts to experiment with possible product • Main idea includes some attention to detail • Attempts to reflect, clarify, self-monitor, self-correct, and use a variety of ‘fix-up’ strategies • Attempts to collect and organize citation information <p>AFTER</p> <ul style="list-style-type: none"> • Attempts to revise for content and meaning, organization, and flow • Attempts to confer with others to improve product • Revisions demonstrate some changes in response to feedback • Shares final products while attempting to use a range of vocal effects to enhance meaning • 	<p>BEFORE</p> <ul style="list-style-type: none"> • Unfocused use of prior knowledge and experience when considering purpose and audience • With support, may consider and generate specific ideas and information that might be included in topic • Attempts to plan and organize ideas using a web or graphic organizer when supplied by the teacher and supported in use • With support may consider qualities of effective communication and language <p>DURING</p> <ul style="list-style-type: none"> • Creates draft and attempts to experiment with possible product with teacher support • Main idea includes little supporting detail • With support, may reflect, clarify, self-monitor, self-correct, and use a variety of ‘fix-up’ strategies • Limited or no collection and organization of citation information <p>AFTER</p> <ul style="list-style-type: none"> • Attempts to revise for content and meaning, organization, and flow with adult support • Conferring with others does not improve product • Revisions no meaningful changes in response to feedback • May not share final products or use a range of vocal effects to enhance meaning •
<p>Cues and Conventions CC7.4 Use cues and conventions to construct and to communicate meaning</p> <ul style="list-style-type: none"> • pragmatic • textual • syntactical • semantic/lexical/morphological • graphophonic • other cues 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Insightful use of language for audience and purpose • Skillfully uses language that demonstrates respect for others • Tone and voice are imaginative and engaging • Function and purpose of the text (ie. informing, persuading, narrating and describing) is skillfully recognized and explained • Uses, in a sophisticated manner, standard Canadian English • Skillfully uses appropriate register and tone <p>TEXTUAL</p>	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is appropriate for audience and purpose • Uses language that demonstrates respect for others • Tone and voice are appropriate • Function and purpose of the text (ie. informing, persuading, narrating and describing) is recognized and explained • Uses standard Canadian English • Uses appropriate register and tone <p>TEXTUAL</p>	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is inconsistent for audience and purpose • Inconsistently uses language that demonstrates respect for others • Tone and voice are sometimes evident and/or appropriate • Function and purpose of the text (ie. informing, persuading, narrating and describing) is not easily recognized and/or explained • Inconsistently uses standard Canadian English • Inconsistently uses appropriate register and tone <p>TEXTUAL</p>	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is inappropriate for audience and purpose • Language does not demonstrate respect for others • Tone and voice are not evident and/or are inappropriate • The function and purpose of the text are not evident (ie. informing, persuading, narrating and describing) • May not use standard Canadian English that follows accepted rules of usage • May not use appropriate register and tone <p>TEXTUAL</p>

	<ul style="list-style-type: none"> Point of view (including third person) is established, purposeful and used with insight. Purposefully uses and applies text organizational features Crafts sophisticated leads and effective conclusions Skillfully maintains focus throughout <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Sentences are consistently complete, interesting, on topic and skillfully varied Skillfully varies sentence lengths for special effect Purposefully uses verb tense correctly and appropriately (subject verb agreement) Demonstrates a large vocabulary <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC /OTHER</p> <ul style="list-style-type: none"> Uses words in a sophisticated and strategic way to enhance meaning Consistently uses words correctly and appropriately Consistently and strategically enunciates and pronounces clearly and carefully Consistently and strategically uses appropriate gestures, physical movements, facial expressions to enhance presentations 	<ul style="list-style-type: none"> Point of view (including third person) is established Uses and applies text organizational features Crafts strong leads and effective conclusions Maintains focus throughout <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Sentences are complete, interesting, on topic and varied Contains a variety of sentence lengths Uses verb tense correctly and appropriately (subject verb agreement) Varies vocabulary <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/ OTHER</p> <ul style="list-style-type: none"> Uses words appropriately and for their intended meaning (ie. homonyms) Uses precise words clearly and correctly Enunciates and pronounces clearly and carefully Uses appropriate gestures, physical movements, facial expressions to enhance presentations 	<ul style="list-style-type: none"> Point of view (including third person) is varied and/or inconsistent Inconsistently uses and applies text organizational features: Crafts basic leads and conclusions Attempts to maintain focus throughout <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Some sentences are complete, interesting, on topic and varied Contains a basic variety of sentence lengths Inconsistently uses correct verb tense (subject verb agreement) Demonstrates a basic vocabulary <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/ OTHER</p> <ul style="list-style-type: none"> Inconsistent use of words correctly for their intended meaning (ie. homonyms) Sometimes uses precise words Attempts to enunciate and pronounce clearly and carefully Attempts to use appropriate gestures, physical movements, facial expressions to enhance presentations 	<ul style="list-style-type: none"> Point of view (including third person) is not evident or is confusing Partially or ineffectively uses and applies text organizational features Crafts weak leads and conclusions Lacks consistent focus <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Sentences are repetitive Repetitive sentence lengths Verb tense is confused (subject verb agreement) Vocabulary is limited <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/ OTHER</p> <ul style="list-style-type: none"> Does not use words appropriately and for their intended meaning (ie. homonyms) Uses vague words Does not enunciate or pronounce clearly and carefully Does not uses appropriate gestures, physical movements, facial expressions to enhance presentations
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