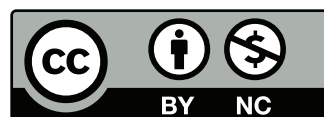
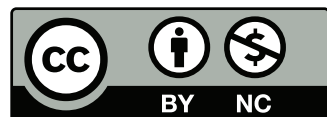


GRADE 10 Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context CC A/B10.1 Compose and create a range of oral texts that explore identity, social responsibility and social action.</p>	<p>Creates insightful, original and thought-provoking oral texts that explore identity, social responsibility, and social action. These texts will include:</p> <ul style="list-style-type: none"> • an insightful thesis and logical points to support messages and arguments • thoughtful and appropriate details to support thesis • a compelling style and voice appropriate to audience and purpose • coherence, logical progression, and insightful support for ideas • clear and strategic patterns of organization • logical, convincing, and insightful conclusions 	<p>Creates oral texts that explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> • a clear thesis and logical points to support messages and arguments • appropriate details to support thesis • a style and voice appropriate to audience and purpose • coherence, logical progression, and support for ideas • clear patterns of organization • convincing conclusions 	<p>Creates predictable oral texts that explore identity, social responsibility and social action. These texts will include:</p> <ul style="list-style-type: none"> • a general thesis and points to support messages and arguments • adequate details to support thesis • a style and voice connected to audience and purpose • basic coherence, progression, and support for ideas • inconsistent patterns of organization • general conclusions 	<p>Creates basic, limited and/or unfocused oral texts that explore identity, social responsibility and social action. These texts will include:</p> <ul style="list-style-type: none"> • a vague thesis and limited points to support messages and arguments • limited details related to thesis • style and voice inconsistent or inappropriate for audience and purpose • limited coherence, and unclear ideas • limited organization • vague conclusions
<p>Message Content and Ideas CC A10.3 Use oral language to express a range of information and ideas in formal situations including</p> <ul style="list-style-type: none"> • a prepared talk on a familiar topic • retelling a narrative • recounting an experience or event • an oral presentation of a passage of prose or poetry <p>informal situations including</p> <ul style="list-style-type: none"> • discussion work • group work <p>CC B10.3 Use oral language to express a range of information and ideas in formal situations including</p> <ul style="list-style-type: none"> • a prepared talk on a researched issue • an interview • an oral reading of prose or poetry • explanation and defence of a personal point of view <p>and informal situations including</p> <ul style="list-style-type: none"> • discussion work • group work 	<p>Prepare, rehearse, and deliver an oral presentation that includes:</p> <ul style="list-style-type: none"> • an innovative introduction that sets the direction for speech by: <ul style="list-style-type: none"> • getting attention of audience • introducing the topic • stating the central idea or purpose identifying the main point • making audience eager to hear what else you have to say. • a body strategically, logically and coherently organized so audience can follow. • a thoughtful conclusion that helps audience understand what they listened to and why it was important. <p>Participate in small- and large-group discussions, and demonstrate effective group interaction skills and strategies by consistently</p> <ul style="list-style-type: none"> • being respectful but also critical • building upon and extending the thoughts of others • working co-operatively and collaboratively 	<p>Prepare, rehearse, and deliver an oral presentation that includes:</p> <ul style="list-style-type: none"> • an effective introduction that sets the direction for speech by: <ul style="list-style-type: none"> • getting attention of audience • introducing the topic • stating the central idea or purpose identifying the main point • making audience eager to hear what else you have to say. • a body logically and coherently organized so audience can follow. • a conclusion that helps audience understand what they listened to and why it was important. <p>Participate in small- and large-group discussions, and demonstrate effective group interaction skills and strategies by competently</p> <ul style="list-style-type: none"> • being respectful but also critical • building upon and extending the thoughts of others • working co-operatively and collaboratively 	<p>Prepare, rehearse, and deliver an oral presentation that includes:</p> <ul style="list-style-type: none"> • a basic introduction that sets the direction for speech by: <ul style="list-style-type: none"> • getting attention of audience • introducing the topic • stating the central idea or purpose identifying the main point • making audience eager to hear what else you have to say. • a body simplicistically organized so audience can follow. • a basic conclusion that helps audience understand what they listened to and why it was important. <p>Participate in small- and large-group discussions, and demonstrate effective group interaction skills and strategies by inconsistently</p> <ul style="list-style-type: none"> • being respectful • building upon and extending the thoughts of others • working co-operatively and collaboratively 	<p>Prepare, rehearse, and deliver an oral presentation that includes:</p> <ul style="list-style-type: none"> • an ineffective introduction that vaguely sets the direction for speech by attempting to: <ul style="list-style-type: none"> • get attention of audience • introduce the topic • state the central idea or purpose identify the main point • make audience eager to hear what else you have to say. • a body partially organized so audience can follow. • little or no conclusion <p>Participate in small- and large-group discussions, and demonstrate effective group interaction skills and strategies by rarely</p> <ul style="list-style-type: none"> • being respectful • building upon and extending the thoughts of others • working co-operatively and collaboratively



<p>Use of Strategies CC A/B10.4 b. Select, use, and evaluate purposefully a variety of before, during, and after strategies to construct and communicate meaning when speaking.</p>	<p>BEFORE</p> <ul style="list-style-type: none"> • Skillfully generates prompts or a topic and activates prior knowledge. • Thoughtfully considers purpose and audience. • Generates and identifies comprehensive ideas and information. • Strategically chooses/adapts a possible form. • Skillfully collects and focuses relevant and compelling ideas and information. • Strategically plans and organizes ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Creates draft(s) and confidently experiments with possible product(s) • Skillfully uses language and its cues and conventions to compose and create a message. • Strategically confers with others to create quality text. • Skillfully reflects, clarifies, self-monitors, self-corrects, and uses a variety of “fix-up” strategies. • Confidently experiments with communication features and techniques (content, organization, purpose, audience, context). <p>AFTER</p> <ul style="list-style-type: none"> • Consistently revises for content, meaning and organization by adding, deleting, substituting, and rethinking. • Strategically confers with peers, teacher, or others to create quality text. 	<p>BEFORE</p> <ul style="list-style-type: none"> • Considers prompts or finds a topic and activates prior knowledge. • Considers purpose and audience. • Considers and generates specific ideas and information. • Considers, chooses/adapts a possible form. • Collects and focuses ideas and information. • Plans and organizes ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Creates draft(s) and experiments with possible product(s). • Uses language and its cues and conventions to compose and create a message. • Confers with others to create quality text. • Reflects, clarifies, self-monitors, self-corrects, and uses a variety of “fix-up” strategies. • Experiments with communication features and technique. <p>AFTER</p> <ul style="list-style-type: none"> • Revises for content, meaning and organization by adding, deleting, substituting, and rethinking.. • Confers with peers, teacher, or others to create quality text. 	<p>BEFORE</p> <ul style="list-style-type: none"> • Generally considers or finds a topic and activates prior knowledge. • Generally considers purpose and audience. • Generally considers and generates ideas and information. • Generally considers or chooses a possible form. • Collects general ideas and information. • Some planning and organizing of ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Creates some draft(s) and may experiment with possible product(s) • Inconsistent use of language and its cues and conventions to compose and create a message • Inconsistently confers with others to improve text. • Inconsistent use of “fix-up” strategies • Basic use of communication features and techniques. <p>AFTER</p> <ul style="list-style-type: none"> • Inconsistent revision of content, meaning and organization. • Inconsistently confers with peers, teacher, or others to improve text. 	<p>BEFORE</p> <ul style="list-style-type: none"> • Rarely considers prompts or finds a topic and activates prior knowledge. • Rarely considers purpose and audience. • Rarely considers ideas and information. • Rarely considers form. • Rarely collects ideas and information. • Little evidence of planning and organizing ideas for drafting. <p>DURING</p> <ul style="list-style-type: none"> • Partially creates draft(s) and ineffectively experiments with possible product(s) • Uses language and its cues and conventions inaccurately or ineffectively to compose and create a message. • Limited evidence of conferring with others. • Limited or inaccurate use of “fix-up” strategies. • Limited or inaccurate use of communication features and techniques. <p>AFTER</p> <ul style="list-style-type: none"> • Limited revision of content, meaning and organization. • Rarely confers with peers, teacher, or others to improve text.
<p>Cues and Conventions CC A/B10.3 c. Understand and apply the pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonetic and other language cues and conventions to construct and communicate meaning when speaking.</p>	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Strategically selects and uses language register appropriate for the subject, context, audience, and purpose. • Strategically uses voice (e.g., expression, pacing, tone, dialect) for characterization and effect. • Consistently uses conventional “standard” English when required. <p>TEXTUAL</p> <ul style="list-style-type: none"> • Skillfully uses a mode of discourse and text form appropriate for subject, purpose, and audience <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Skillfully selects and uses formal spoken sentences that are meaningful, clear, and devoid of ambiguous expression 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Selects and uses language register appropriate for the subject, context, audience, and purpose. • Uses voice (e.g., expression, pacing, tone, dialect) for characterization and effect. • Uses conventional “standard” English when required. <p>TEXTUAL</p> <ul style="list-style-type: none"> • Uses a mode of discourse and text form appropriate for subject, purpose, and audience <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Selects and uses formal spoken sentences that are meaningful, clear, and devoid of ambiguous expression. 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Inconsistent use of language connected to subject, context, audience, and purpose. • Inconsistently uses voice (e.g., expression, pacing, tone, dialect) for characterization and effect. • Inconsistent use of conventional “standard” English when required. <p>TEXTUAL</p> <ul style="list-style-type: none"> • Attempts to use a mode of discourse and text form appropriate for subject, purpose, and audience <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Attempts to select and use formal spoken sentences that are meaningful, clear, and devoid of ambiguous expression 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Limited or incorrect use of language register for the subject, context, audience, and purpose. • Limited use of voice. • Limited use of conventional “standard” English when required. <p>TEXTUAL</p> <ul style="list-style-type: none"> • Limited use of mode of discourse and text form appropriate for subject, purpose, and audience <p>SYNTACTICAL</p> <ul style="list-style-type: none"> • Limited or no selection and use of formal spoken sentences that are meaningful, clear, and devoid of ambiguous expression



	<p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> Uses vivid words precisely, skillfully (including prepositions, homonyms, plurals and possessives, and meaning) and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> Competently and consistently recognizes and uses Canadian pronunciations. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> Consistently uses appropriate volume and intonation Consistently and skillfully uses appropriate non-verbal cues and body language Consistently and skillfully uses appropriate gestures, facial expression, sound, visual, and multimedia aids to enhance presentation. 	<p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> Uses words precisely, accurately (including prepositions, homonyms, plurals and possessives, and meanings) and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> Accurately recognizes and uses Canadian pronunciations. <p>OTHER CUES AND CONVENTIONS</p> <ul style="list-style-type: none"> Uses appropriate volume and intonation Uses appropriate non-verbal cues and body language Uses appropriate gestures, facial expression, sound, visual, and multimedia aids to enhance presentation. 	<p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> Some use of accurate, precise words (including prepositions, homonyms, plurals and possessives, and meaning) or for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> Inconsistent use of Canadian pronunciations. <p>OTHER CUES AND CONVENTIONS</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 expression, sound, visual, and multimedia aids to enhance presentation. 	<p>SEMANTIC/LEXICAL/MORPHOLOGICAL</p> <ul style="list-style-type: none"> Uses words incorrectly or inaccurately (including prepositions, homonyms, plurals and possessives, and meaning) <p>GRAPHOPHONIC</p> <ul style="list-style-type: none"> Limited use of Canadian pronunciations. <p>OTHER CUES AND CONVENTIONS</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 expression, sound, visual, and multimedia aids to enhance presentation.
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