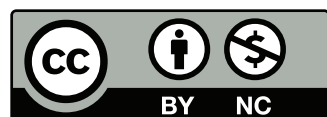


Outcome (indicators)	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Context CC1.1: Compose and create a range of spoken texts that explore and present thoughts on: identity, community, and social responsibility that include: (b) personal feelings, ideas, experiences, opinions, observations, and reactions</p>	<p>Composes and creates a range of insightful and original spoken texts that explore and present thoughts on: identity, community, and social responsibility that include:</p> <ul style="list-style-type: none"> Personal feelings, ideas, experiences, opinions, observations and reactions. 	<p>Composes and creates a range of spoken texts that explore and present thoughts on: identity, community, and social responsibility that include:</p> <ul style="list-style-type: none"> Personal feelings, ideas, experiences, opinions, observations and reactions. 	<p>Composes and creates rudimentary spoken texts that explore and present thoughts on: identity, community, and social responsibility that include:</p> <ul style="list-style-type: none"> Personal feelings, ideas, experiences, opinions, observations and reactions. 	<p>Attempts to compose and create spoken texts that explore and present thoughts on: identity, community, and social responsibility that may include some of:</p> <ul style="list-style-type: none"> Personal feelings, ideas, experiences, opinions, observations and reactions.
<p>Message CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence using expression and dramatization when appropriate</p> <p>Use oral language to bring meaning to what is listened to observed felt viewed and read.</p> <p>Share and talk about what is being learned and stay on topic when speaking.</p> <p>Participate in small group work.</p>	<p>Consistently speaks clearly and audibly about ideas, experiences, preferences, questions, and conclusions with:</p> <ul style="list-style-type: none"> an elaborate sequence rich expression and dramatization <p>Use clear and concise spoken language to:</p> <ul style="list-style-type: none"> bring meaning to what is listened to observed felt viewed and read. talk about what is being learned and stay on topic when speaking. Participate in small group work <p>Use clear and concise spoken language to share:</p> <ul style="list-style-type: none"> answers to questions with complete sentences sequenced directions retelling of stories with a beginning, middle and end with details an important event or personal experience in a simple sequence rehearsed brief short poems, rhymes, songs, stories, (including contemporary and traditional First Nations, metis and Inuit poems and stories) rehearsed lines from a play and oral presentations about familiar presentations or interests. 	<p>Speaks clearly and audibly about ideas, experiences, preferences, questions, and conclusions with:</p> <ul style="list-style-type: none"> a logical sequence expression and dramatization when appropriate <p>Use spoken language to:</p> <ul style="list-style-type: none"> bring meaning to what is listened to observed felt viewed and read. talk about what is being learned and stay on topic when speaking. Participate in small group work <p>Use spoken language to share:</p> <ul style="list-style-type: none"> answers to questions with complete sentences sequenced directions retelling of stories with a beginning, middle and end with details an important event or personal experience in a simple sequence rehearsed brief short poems, rhymes, songs, stories, (including contemporary and traditional First Nations, metis and Inuit poems and stories) rehearsed lines from a play and oral presentations about familiar presentations or interests. 	<p>Inconsistently speaks clearly and audibly about ideas, experiences, preferences, questions, and conclusions with:</p> <ul style="list-style-type: none"> a simple sequence some expression and dramatization when appropriate <p>Inconsistently uses spoken language to:</p> <ul style="list-style-type: none"> bring meaning to what is listened to observed felt viewed and read. talk about what is being learned and stay on topic when speaking. Participate in small group work <p>Inconsistently uses spoken language to share:</p> <ul style="list-style-type: none"> answers to questions with complete sentences sequenced directions retelling of stories with a beginning, middle and end with details an important event or personal experience in a simple sequence rehearsed brief short poems, rhymes, songs, stories, (including contemporary and traditional First Nations, metis and Inuit poems and stories) rehearsed lines from a play and oral presentations about familiar presentations or interests. 	<p>Attempts to speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions with:</p> <ul style="list-style-type: none"> an illogical sequence limited expression and dramatization when appropriate <p>Begins to use spoken language to:</p> <ul style="list-style-type: none"> bring meaning to what is listened to observed felt viewed and read. talk about what is being learned and stay on topic when speaking. Participate in small group work <p>Begins to use spoken language to share:</p> <ul style="list-style-type: none"> answers to questions with complete sentences sequenced directions retelling of stories with a beginning, middle and end with details an important event or personal experience in a simple sequence rehearsed brief short poems, rhymes, songs, stories, (including contemporary and traditional First Nations, metis and Inuit poems and stories) rehearsed lines from a play and oral presentations about familiar presentations or interests.
<p>Use of Strategies CC1.3 (b) Select and use the appropriate before, during, and after strategies when speaking to communicate meaning.</p>	<p>Consistently selects and uses the appropriate before, during and after strategies when speaking to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> uses background knowledge considers task, prompt or topic considers purpose and audience <p>DURING</p> <ul style="list-style-type: none"> adjusting rate or strategy for effect experiment with possible products experiment with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> asks reflective questions revise for structure and flow 	<p>Selects and uses appropriate before, during and after strategies when speaking to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> uses background knowledge considers task, prompt or topic considers purpose and audience <p>DURING</p> <ul style="list-style-type: none"> adjusting rate or strategy for effect experiment with possible products experiment with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> asks reflective questions revise for structure and flow 	<p>Inconsistently uses the appropriate before, during and after strategies when speaking to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> uses background knowledge considers task, prompt or topic considers purpose and audience <p>DURING</p> <ul style="list-style-type: none"> adjusting rate or strategy for effect experiment with possible products experiment with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> asks reflective questions revise for structure and flow 	<p>Attempts to use appropriate before, during and after strategies when speaking to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> uses background knowledge considers task, prompt or topic considers purpose and audience <p>DURING</p> <ul style="list-style-type: none"> adjusting rate or strategy for effect experiment with possible products experiment with communication features and techniques <p>AFTER</p> <ul style="list-style-type: none"> asks reflective questions revise for structure and flow



<p>Cues & Conventions CC1.4 (c) Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when writing.</p>	<ul style="list-style-type: none"> language is clear, concise, and appropriate for purpose and audience use intentional social greetings and expressions consistently chooses and uses words to add interest or to clarify. consistently uses simple complete sentences, often with six or more words clear, concise and appropriate use of simple gestures, volume and tone of voice to communicate ideas and needs 	<ul style="list-style-type: none"> language is clear and appropriate for purpose and audience use common social greetings and expressions choose and use words to add interest or to clarify use simple complete sentences, often with six or more words use simple gestures, volume and tone of voice to communicate ideas and needs 	<ul style="list-style-type: none"> begins to recognize language needed for purpose and audience use basic social greetings and expressions choose and use some words to add interest or to clarify uses some simple complete sentences, sometimes with six or more words <ul style="list-style-type: none"> use some simple gestures, volume and tone of voice to communicate ideas and needs 	<ul style="list-style-type: none"> shows limited awareness of appropriate language for purpose and audience beginning to use social greetings and expressions limited word choice use limited sentences, often phrases limited use of simple gestures, volume and tone of voice to communicate ideas and needs
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