

SUBJECT: ENGLISH Strand: Speaking

Interactions & Collaboration			
<p>Concept Question/s: <i>Which words and phrases help us to share our feelings, thoughts and responses?</i></p>			
<p>Pre K 3 Conceptual Understanding/s: People listen and speak to share thoughts and feelings.</p>	<p>Pre K 4 Conceptual Understanding/s: People listen and speak to share thoughts and feelings.</p>	<p>Kindergarten Conceptual Understanding/s: People listen and speak to share thoughts and feelings. Spoken words connect us with others.</p>	<p>Grade 1 Conceptual Understanding/s: Spoken words connect us with others Spoken language varies according to the purpose and audience.</p>
<p>Communicates to meet own needs</p> <p>Responds to greetings</p>	<p>Uses different ways to communicate to meet own needs</p> <p>Greets familiar people and responds to greetings</p> <p>Asks questions (and demonstrates curiosity)</p> <p>Answers questions with simple phrases</p> <p>Engages in conversations during play</p>	<p>Talks about thinking with others, e.g. I think.</p> <p>Participates in collaborative conversations with diverse partners about topics</p> <p>Answers questions about key details and requests clarification if something is not understood</p>	<p>Responds to spoken language using common school conventions, e.g. takes turns in a conversation</p> <p>Participates in collaborative conversations with diverse partners about topics</p> <p>Asks and answers questions about key details in a text read aloud or information presented orally</p>
Speaking Conventions			
<p>Begins to use a small range of vocabulary</p> <p>Responds to spoken language in ways appropriate to home language or culture</p>	<p>Is understood by familiar adults in supportive or predictable situations</p> <p>Uses a small range of vocabulary and simple phrases</p> <p>Names classmates, teachers and familiar classroom objects</p> <p>Responds to and begins to adjust spoken language in ways appropriate to home language or culture</p>	<p>Structures simple spoken texts appropriately</p> <p>Uses everyday terms related to own experiences and some subject-specific words</p> <p>Uses simple sentences or simple connectives to link ideas</p> <p>Uses simple statements, commands and questions</p> <p>Describes familiar people, places, things and events, with support</p> <p>With support and direction, begins to organize thoughts into words before speaking</p>	<p>Provides some background information and supporting ideas for listener, e.g. facts and personal reasons</p> <p>Chooses appropriate words to communicate meaning accurately and engages the interest of the audience</p> <p>Begins to identify, with support and direction, a few helpful strategies before, during, and after speaking</p> <p>Describes familiar people, places, things and events</p> <p>Speaks in complete sentences and logically connects ideas and sentences together</p>
Oral Presentations			

Begins to rely on personal experience as a stimulus for speaking Begins to use a limited range of processes and strategies when speaking, e.g. uses repetition	Relies on personal experience as a stimulus for speaking Delivers short oral presentations to peers	Makes short presentations using some introduced text structures and language, for example opening statements including paired sharing and small group situations	Rehearses and delivers short presentations on familiar and new topics including paired sharing, and small and large group situations
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Interactions & Collaboration

Concept Question/s:
How do we structure and organize ideas and our opinions, in order to communicate with a clear purpose?

Grade 2 Conceptual Understanding/s: Spoken language varies according to the purpose and audience. Spoken communication is different from written communication – it has its own set of rules.	Grade 3 Conceptual Understanding/s: Spoken language varies according to the purpose and audience. Spoken communication is different from written communication – it has its own set of rules.	Grade 4 Conceptual Understanding/s: Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.	Grade 5 Conceptual Understanding/s: Spoken language can be used to persuade and influence people. The grammatical structures of a language enable members of a language community to communicate with each other.
Experiments with different speaking behaviors in informal settings, e.g. proximity, eye contact, volume Participates in collaborative conversations with diverse partners about topics Recounts or describes key ideas or details from a text read aloud or information presented orally Asks and answers questions about what a speaker says in order to deepen understanding of a topic or issue	Experiments with different speaking behaviors in a variety of situations including small and large group settings Engages effectively in a range of collaborative discussions with diverse partners about topics States main ideas and supporting details of a text read aloud or information presented in diverse media and formats Asks and answers questions about what a speaker says offering appropriate elaboration and detail	Demonstrates an understanding of appropriate speaking behaviors in a variety of situations, including paired sharing and small and large group settings Engages effectively in a range of collaborative discussions with diverse partners about topics Paraphrases portions of a text read aloud or information presented in diverse media and formats Identifies the reasons and evidence a speaker provides to support particular points	Demonstrates an understanding of appropriate speaking behaviors in a variety of situations, including paired sharing, dialogue and small and large group settings Engages effectively in a range of collaborative discussions with diverse partners about topics Summarizes text read aloud or information presented in diverse media and formats Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence

Speaking Conventions

How do we structure and organize ideas and our opinions, in order to communicate with a clear purpose?

Presents simple spoken texts using basic text structures in logical sequence, e.g. description, instruction, recount	Reports on a topic or text, tells a story or recount an experience with appropriate facts and relevant descriptive details, speaking clearly, at an	Reports on a topic or text, tells a story or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly, at an understandable	Reports on a topic or text or presents an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas
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<p>Talks about different audiences and purposes for own talk</p> <p>Tells a story or recounts an experience with basic facts and descriptive details, speaking audibly in coherent sentences</p> <p>Identifies a few strategies that are helpful before, during, and after speaking</p> <p>Chooses a variety of appropriate words and phrases to communicate meaning accurately and engage the audience</p>	<p>understandable pace</p> <p>Chooses a variety of appropriate words and phrases including descriptive words and some technical vocabulary and a few elements of style to communicate meaning accurately and engage the audience</p> <p>Tells a story or recounts an experience and/or event with interesting facts and some descriptive details, speaking audibly in coherent sentences</p> <p>Communicates ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p>	<p>pace</p> <p>Uses appropriate words and phrases from the full range of their vocabulary including descriptive words and appropriate elements of style to communicate meaning accurately and engage the audience</p> <p>Tells a story or recounts an experience and/or event with important facts and descriptive details, adjusting for emphasis and emotion</p> <p>Communicates orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</p>	<p>or themes; speaks clearly, at an understandable pace</p> <p>Uses appropriate words and phrases from the full range of their vocabulary including descriptive words and stylistic devices</p> <p>Tells a story or recounts an experience and/or event with important facts and descriptive details, adjusting for emphasis and emotion, and aiming to engage the audience</p> <p>Communicates in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p>
<p>Oral Presentations</p> <p><i>How do we structure and organize ideas and our opinions, in order to communicate with a clear purpose?</i></p>			
<p>Plans and delivers short presentations, providing some key details in logical sequence</p>	<p>Plans, rehearses and delivers presentations incorporating learned content and taking into account the particular purposes and audiences</p>	<p>Plans, rehearses and delivers presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements</p>	<p>Plans, rehearses and delivers presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</p>