

CROSS GRADE COMPARISON CHART

Oral

Overall Expectation 2

ORAL COMMUNICATION OVERALL EXPECTATION # 2: *use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;*

Speaking to Communicate

2.1 Purpose

Grade 1	Grade 2	Grade 3	Grade 4
identify a few purposes for speaking (<i>e.g., to express needs to peers and the teacher; to establish positive personal and learning relationships with peers; to activate prior knowledge and make connections before listening; to retell stories and recount personal experiences to the class; to ask questions or explore solutions to problems in small-group and paired activities; to share ideas and information that contribute to understanding in large and small groups; to manipulate the sounds of language in songs, chants, and poems</i>)	identify a variety of purposes for speaking (<i>e.g., to entertain the class; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to give directions to a partner in a shared activity; to explain to a small group the method used to solve a problem; to share ideas or information in large and small groups</i>)	identify a variety of purposes for speaking (<i>e.g., to entertain an audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small group and paired activities; to explain to a small group how to play a new game; to present to the class an item or event of personal interest; to share ideas or information in order to contribute to understanding in large or small groups</i>)	identify a variety of purposes for speaking (<i>e.g., to entertain a wider school audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to solicit opinions and react to information and ideas in a discussion or dialogue group; to explain to another person how something works; to summarize and comment on an event or oral text for the class; to clarify and organize thinking in order to contribute to understanding in large and small groups</i>)
Grade 5	Grade 6	Grade 7	Grade 8
identify a variety of purposes for speaking (<i>e.g., to justify opinions and thinking in discussion and dialogue groups; to ask questions or explore solutions to problems in small groups; to share information or ideas about a topic with a group; to share data; to entertain; to interact in social situations; to contribute meaningfully and work constructively in groups</i>)	identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form (<i>e.g., to clarify thinking through dialogue; to explore different points of view through drama and role playing; to present information to a group</i>)	identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies (<i>e.g., to present conclusions about a research project through dramatization, a role play, or a monologue; to interest classmates in a social issue through a debate; to solve problems or investigate issues and ideas through a group brainstorming session</i>)	identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies (<i>e.g., to introduce a speaker; to support the resolution in a debate; to dramatize a favourite poem; to explain a complex procedure to an individual or group; to work towards the solution to a problem with a partner</i>)

2.2 Interactive Strategies

Grade 1	Grade 2	Grade 3	Grade 4
demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large- group discussions (<i>e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point</i>)	demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (<i>e.g., make connections to what other group members have said; demonstrate an understanding of when to speak, when to listen, and how much to say</i>)	demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (<i>e.g., paraphrase or restate other group members' contributions; acknowledge another person's point of view; link their responses to the topic of conversation and/or what was said by the previous speaker</i>)	demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (<i>e.g., acknowledge and extend other group members' contributions; make relevant and constructive comments on the contributions of other group members</i>)

Grade 5	Grade 6	Grade 7	Grade 8
demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions (<i>e.g., ask questions to clarify understanding before responding; respond to a group member’s comment by making a personal connection to their own experience; show awareness of and sensitivity towards the background and experiences of other group members when expressing their own views</i>)	demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (<i>e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking</i>)	demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience (<i>e.g., ask questions and paraphrase to confirm understanding; request repetition or an explanation from other group members when meaning is unclear; use language and forms of address that are appropriate to the formality or informality of the situation</i>)	demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience (<i>e.g., paraphrase different points of view on an issue to clarify alternative perspectives; affirm the contributions of others before responding; avoid making highly personal remarks in public or in formal situations</i>)
2.3 Clarity and Coherence			
Grade 1	Grade 2	Grade 3	Grade 4
communicate ideas and information orally in a clear, coherent manner (<i>e.g., use a logical framework such as a beginning, middle, and end sequence to retell a story read aloud by the teacher</i>)	communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns (<i>e.g., give an oral account of a current event using the five W’s to organize the information; restate the main facts from a simple informational text in correct sequence</i>)	communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence (<i>e.g., use an organizational pattern such as comparison or chronological order in presenting a short oral report</i>)	communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (<i>e.g., respond in an appropriate order to multi-part, higher-level questions in a student-teacher conference or a group discussion; explain the results of research in an oral presentation, including a statement of the research focus, the procedures followed, and the conclusions reached; use an organizational pattern such as chronological order or cause and effect to present ideas in a dialogue or discussion</i>)
Grade 5	Grade 6	Grade 7	Grade 8
communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (<i>e.g., present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details</i>)	communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (<i>e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion</i>)	communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience (<i>e.g., use a formal structure of opening statement, enumeration of points, and summary/conclusion, and a straightforward, impersonal style, to present a position statement on an issue</i>)	communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience (<i>e.g., combine logic with an appeal to emotion in a charity fund-raising speech; use a cause-and-effect structure in a report on the rise of a political movement or the emergence of a contentious Aboriginal issue</i>)

2.4 Appropriate Language			
Grade 1	Grade 2	Grade 3	Grade 4
choose appropriate words to communicate their meaning accurately and engage the interest of their audience (<i>e.g., choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom; use descriptive adjectives to clarify and add interest to a narrative; use inclusive language that conveys respect for all people</i>)	choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience (<i>e.g., use descriptive adjectives and adverbs to create vivid images for their audience</i>)	choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience (<i>e.g., use alliteration for emphasis; use comparatives such as like, instead of, however, the same as, compared to, unlike to clarify similarities and differences; use appropriate technical terms when explaining a scientific investigation</i>)	use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience (<i>e.g., use evaluative terms to clarify opinions and for emphasis; use descriptive words to give specificity and detail to personal anecdotes; use humour or emotive language to engage the audience's interest or sympathy</i>)
Grade 5	Grade 6	Grade 7	Grade 8
use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience (<i>e.g., use evocative images, personal anecdotes, quotations, vocabulary from curriculum subject areas, and appropriate technical terminology to achieve particular effects</i>)	use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience (<i>e.g., use similes, personification, and comparative adjectives and adverbs to achieve a desired effect</i>)	use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience (<i>e.g., use the technical vocabulary of the subject area during a scientific investigation in a group setting; incorporate literary language and structures into personal anecdotes or imaginative narratives; use emotive language in a persuasive appeal to a large group</i>)	use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience (<i>e.g., use imagery, figurative language such as similes and analogies, and other stylistic elements such as idioms and onomatopoeia to evoke a particular mood in a dramatic monologue or an appeal for support</i>)
2.5 Vocal Skills and Strategies			
Grade 1	Grade 2	Grade 3	Grade 4
begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning (<i>e.g., increase volume to emphasize important points or to communicate to a large audience</i>)	identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (<i>e.g., adjust volume to suit the purpose for speaking and the size and type of audience</i>)	identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (<i>e.g., pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups</i>)	identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (<i>e.g., adjust the pace of speaking for effect and to hold the listener's attention</i>)
Grade 5	Grade 6	Grade 7	Grade 8
identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (<i>e.g., use a formal or informal tone as required by the context</i>)	identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (<i>e.g., create different-sounding "voices" for the characters in a dramatization of a story</i>)	identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (<i>e.g., use pauses and changes of pace to highlight the introduction of each new point in a speech to the student body</i>)	identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (<i>e.g., use changes in pitch to differentiate voices in a storytelling session; use tone and volume to clarify implied messages in a rap poem</i>)
2.6 Non-verbal Cues			
Grade 1	Grade 2	Grade 3	Grade 4

identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning	identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning	identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning	identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (<i>e.g., use body language, such as moving closer, leaning forward, nodding or shaking their head for emphasis, to connect with their audience</i>)
Grade 5	Grade 6	Grade 7	Grade 8
identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (<i>e.g., use facial expression appropriately to indicate agreement or confusion during a discussion</i>)	identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (<i>e.g., count off on their fingers as they present each point in an argument</i>)	identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (<i>e.g., lean into a group to make a point; make eye contact with the person to whom the response/question is directed</i>)	identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (<i>e.g., rehearse and use hand gestures and increased volume to emphasize points during a formal presentation</i>)
2.7 Visual Aids			
Grade 1	Grade 2	Grade 3	Grade 4
use one or more appropriate visual aids (<i>e.g., pictures, photographs, props, puppets, masks</i>) to support or enhance oral presentations (<i>e.g., use a set of plastic animals during an oral recount about a visit to a zoo</i>)	use a few different visual aids, (<i>e.g., photographs, artefacts, a story map</i>) to support or enhance oral presentations (<i>e.g., use a family photograph as part of an oral recount of an event; use a story map to retell a story</i>)	use a variety of appropriate visual aids (<i>e.g., overheads, diagrams, graphic organizers, charts, artefacts</i>) to support or enhance oral presentations (<i>e.g., use a large-size labelled diagram to illustrate an explanation of how soil erodes</i>)	use a variety of appropriate visual aids (<i>e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts</i>) to support or enhance oral presentations (<i>e.g., use pictures or samples of different kites to illustrate a talk on how to build a kite</i>)
Grade 5	Grade 6	Grade 7	Grade 8
use a variety of appropriate visual aids (<i>e.g., posters, charts, maps, globes, computer-generated organizers</i>) to support or enhance oral presentations (<i>e.g., use ministry-licensed software to create a Venn diagram to compare two different biographies</i>)	use a variety of appropriate visual aids, (<i>e.g., video images, maps, posters, charts, costumes</i>) to support or enhance oral presentations (<i>e.g., wear a costume to help portray the speaker in a monologue; create a slide show to accompany a report</i>)	use a variety of appropriate visual aids (<i>e.g., charts, videos, props, multimedia</i>) to support and enhance oral presentations (<i>e.g., use a short video clip to support a formal presentation</i>)	use a variety of appropriate visual aids (<i>e.g., photographs, multimedia, diagrams, graphs, charts, costumes, props, artefacts</i>) to support and enhance oral presentations (<i>e.g., use a chart to clarify the order of events in a report about a scientific breakthrough; use a video clip from an animated cartoon to show how sound is used to complement the image</i>)