Appendix C: Communication

Communicating through Writing
Writing Types

Narrative Writing is a type of composition that tells a story, the elements of which may be fiction or nonfiction. Narration of the story may take various forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer's use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback.

Note: Narrative elements as described above are introduced to students within the grade-appropriate narrative writing standards.
Non-Exhaustive List of Examples: Autobiography/Biography including Memoir; Epic; Folktale; Historical Account; Myth; Novel; Play; Short Story; Speech.

Argumentative Writing is a type of composition in which the author presents a reasoned, logical argument supported by evidence, often with the intention of changing the reader's perspective, or appealing to the reader to accept the writer's belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about.

Note: In grades K-5, the term "opinion" refers to the evolving form of argument.
Non-Exhaustive List of Examples: Appeals; Editorials; Essays; Letters; Literary Analyses; Proposals; Speeches.

Expository Writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader's understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a central idea.

Note: Students' proficient use of organizational structures in expository writing is introduced beginning in Grade 4, in alignment with the progression of Reading Informational Text Standards (R.2.1–2.4).
Non-Exhaustive List of Examples: Comparative Analyses; Historical Reports; Manuals; Magazine and/or Newspaper Articles; Memorandums; Research and/or Scientific Reports.

Narrative Techniques

Narrative techniques refer to the methods writers use to tell a story, deliver content, or convey a message. Narrative techniques are distinguished from literary elements as they are not *all* specific to literary text.

Technique	*Descriptor*	*Note*
Description	The details a writer uses to convey a message or develop literary elements	Description includes (but is not limited to) sensory details, literal and figurative language.
Dialogue	A conversation between two or more characters	Dialogue can be used for multiple purposes including the advancement a plot or development a character.
Flashback	A writing technique used to alter time in order to convey a past event or significant occurrence	While many instances of flashback are incorporated overtly, some uses are more subtle, requiring inferential readership.
Foreshadowing	A writing technique used to subtly suggest or indicate something ahead of time in a text	Foreshadowing is commonly used to create suspense and/or advance the plot of a story.
Juxtaposition	A writer's side by side placement of two descriptions, ideas, characters, actions, or events in a text	Authors use juxtaposition to compare and/or contrast elements within a text.
Narration	The method(s) used to tell a story	The provided descriptor is only one function of narration. Narration can serve multiple purposes, including the advancement of a plot or development of a character.
Pacing	The methods or strategies a writer uses to advance a plot or create tension, mood, and/or tone in a text	Pacing techniques cut across genres and therefore serve varying purposes, for example: a speech writer may utilize pacing by incorporating intentional breaks and emphatic phrasing.
Perspective	The view of a text and/or its elements, as created by a writer	Perspective is to be distinguished from narrator point of view.
Stream of Consciousness	A method of narration in which writing is organized around the internal thoughts of the narrator	Stream of consciousness is less structured than interior monologue. Stream of consciousness can be written from various points of view (first person, third person, etc.).

Elaborative Techniques
Sample detail: Pythons are an invasive species causing many problems.

Type of Elaboration	Example
Example - provide more specific information about the detail to illustrate the detail	For instance, pythons have reduced several populations of small mammals like the raccoon and eradicated animals like the marsh rabbit.
Definition – provide meaning of an unfamiliar word or concept	An **invasive species** is an organism that causes ecological or economic harm in a new environment where it is not native.
Statistic & Data – the numbers or data that support the detail	According to "How Have Invasive Pythons Impacted Florida's Ecosystem," a study in 2012 showed an 87.5% drop in the population of bobcats since 1997 as a result of pythons inhabiting Everglades National Park.
Quote or Citation – using the exact words of a text	In the text "How Have Invasive Pythons Impacted Florida's Ecosystem," "Non-native Burmese pythons have established a breeding population in South Florida and are one of the most concerning invasive species in Everglades National Park."
Paraphrase – use your own words to summarize a portion of a text	The USGS presented a study in 2012 showing an 87.5% drop in the population of bobcats since 1997 as a result of pythons inhabiting the Everglades National Park.
Facts - give specific information that can be proven	As an invasive species in the United States, Burmese pythons are widely distributed in Everglades National Park.
Description – a way to create vivid images for the reader	An apex predator, Burmese pythons are wreaking havoc on the ecosystem with their ability to consume prey larger than themselves due to their unhinged jaw.
Explanation - explain the detail by thinking about who, what, where, how, why	Pythons have shown the ability to adapt to cooler climates, causing some scientists to fear that they might spread to regions north of the Everglades even making it as far as Georgia.
Personal Anecdote – a short story that makes a point	When visiting Everglades National Park last summer, I viewed a film showing a python eating even an alligator. The park ranger said that the python is an eating machine leaving few animals off its menu, including bobcat, deer, and alligator.

Oral Communication

Elementary Oral Communication Rubric

Standard	Emergent	Approaching	Proficient	Mastery
ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	Student presents information orally without appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation lacks clear enunciation. A student's speech impediment should not be considered as impeding clear pronunciation. Student presents without use of appropriate pacing; without pausing for punctuation and speaking at a rate that inhibits comprehension by the audience.	Student presents information orally with occasional attempts at appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is inconsistent. A student's speech impediment should not be considered as impeding clear pronunciation. Student presents with occasional use of appropriate pacing; pausing occasionally for punctuation and speaking at an inconsistent rate that best facilitates comprehension by the audience.	Student presents information orally with inconsistent posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation. Student presents with inconsistent use of appropriate pacing; pausing inconsistently for punctuation and speaking at a consistent rate that best facilitates comprehension by the audience.	Student presents information orally employing appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation. Student presents with appropriate pacing; pausing for punctuation and speaking at a rate that best facilitates comprehension by the audience.

Standard	Emergent	Approaching	Proficient	Mastery
ELA.4.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	Student presents information without appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation lacks clear enunciation. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with occasional attempts at appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is inconsistent. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with inconsistent posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is inconsistently enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally employing appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	Student presents information without appropriate posture, tone and expressions. Student's pronunciation lacks clear enunciation. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information with occasional attempts at appropriate posture, tone and expressions. Student's pronunciation is unclear or inconsistent. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with inconsistent posture, tone and expressions appropriate to the content. Student's pronunciation is inconsistently enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally employing appropriate posture, tone and expressions. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.

Standard	Emergent	Approaching	Proficient	Mastery
ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	Student presents information orally without complete sentences and a volume inappropriate to content and audience. Student's pronunciation lacks clear enunciation. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with occasional attempts at complete sentences and a volume appropriate to content and audience. Student's pronunciation is inconsistent. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with inconsistent use of complete sentences and a volume appropriate to content and audience. Student's pronunciation is inconsistently enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally using complete sentences and a volume appropriate to content and audience. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.
ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	Student presents information orally without complete sentences and a volume appropriate to content and audience.	Student presents information orally with occasional attempts at complete sentences and a volume appropriate to content and audience.	Student presents information orally with inconsistent use of complete sentences and a volume appropriate to content and audience.	Student presents information orally using complete sentences and a volume appropriate to content and audience.
ELA.K.C.2.1 Present information orally using complete sentences.	Student presents information orally without complete sentences.	Student presents information orally with occasional attempts at complete sentences.	Student presents information orally with inconsistent use of complete sentences.	Student presents information orally using complete sentences.

Secondary Oral Communication Rubric

Standard	Emergent	Approaching	Proficient	Mastery
ELA.12.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.	Student demonstrates a below basic level of knowledge relative to subject matter. Delivery of content is difficult to follow and/or lacks an organizational structure. Evidence is absent, minimal, or irrelevant to the task. Rhetorical devices are absent or weaken the audience's understanding of the subject matter.	Student demonstrates a basic level of knowledge relative to subject matter. An organizational structure is evident but may not be focused or appropriately suited to the task. Evidence incorporated lacks credibility and/or may not be sufficient in supporting the task. Rhetorical devices are evident but lack effectiveness or are inconsistently incorporated.	Student demonstrates beyond a basic level of knowledge relative to the subject matter, elaborating when necessary. Student employs a logical organization, coherent focus, and adapts content delivery methods to be relevant to the audience. Credible evidence is incorporated adequately to support the task and student employs effective rhetorical devices where appropriate.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Organization of subject matter and content delivery methods are strategically focused, and responsive to address the needs of the audience. Effective selection and thorough integration of credible evidence strongly supports the task. Rhetorical devices are smoothly integrated and enhance the audience's understanding of the subject matter.

Standard	Emergent	Approaching	Proficient	Mastery
ELA.11.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.	Student demonstrates a below basic level of knowledge relative to subject matter. Delivery of content is difficult to follow and/or lacks an organizational structure. Evidence is absent, minimal, or irrelevant to the task. Rhetorical devices are absent or weaken the audience's understanding of the subject matter.	Student demonstrates a basic level of knowledge relative to subject matter. An organizational structure is evident but may not be focused or appropriately suited to the task. Evidence incorporated lacks credibility and/or may not be sufficient in supporting the task. Rhetorical devices are evident but lack effectiveness or are inconsistently incorporated.	Student demonstrates beyond a basic level of knowledge relative to the subject matter, elaborating when necessary. Student employs a logical organization, coherent focus, and adapts content delivery methods to be relevant to the audience. Credible evidence is incorporated adequately to support the task and student employs effective rhetorical devices where appropriate.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Organization of subject matter and content delivery methods are strategically focused and responsive to address the needs of the audience. Effective selection and thorough integration of credible evidence strongly supports the task. Rhetorical devices are smoothly integrated and enhance the audience's understanding of the subject matter.

Standard	Emergent	Approaching	Proficient	Mastery
ELA.10.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.	Student demonstrates a below basic level of knowledge relative to subject matter. Delivery of content is difficult to follow and/or lacks an organizational structure. Evidence is absent, minimal, or irrelevant to the task. Oral presentation techniques are ineffective or weaken the audience's understanding of the content.	Student demonstrates a basic level of knowledge relative to subject matter. An organizational structure is evident but may not be focused or appropriately suited to the task. Evidence incorporated lacks credibility and/or may not be sufficient in supporting the task. Oral presentation techniques offer an incomplete or uneven understanding of the content.	Student demonstrates beyond a basic level of knowledge relative to subject matter, elaborating when necessary. Student employs a logical organization, coherent focus, and adapts content delivery methods to be relevant to the audience. Credible evidence is incorporated adequately to support the task. Oral presentation techniques provide a clear understanding of the content.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Organization of subject matter and content delivery methods are strategically focused and responsive to address the needs of the audience. Effective selection and thorough integration of credible evidence strongly supports the task. Oral presentation techniques provoke insight and provide a clear understanding of the content.

Standard	Emergent	Approaching	Proficient	Mastery
ELA.9.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.	Student demonstrates a below basic level of knowledge relative to subject matter. Delivery of content is difficult to follow and/or lacks an organizational structure. Evidence is absent, minimal, or irrelevant to the task. Oral presentation techniques are ineffective or weaken the audience's understanding of the content.	Student demonstrates a basic level of knowledge relative to subject matter. An organizational structure is evident but may not be focused or appropriately suited to the task. Evidence incorporated lacks credibility and/or may not be sufficient in supporting the task. Oral presentation techniques offer an incomplete or uneven understanding of the content.	Student demonstrates beyond a basic level of knowledge relative to subject matter, elaborating when necessary. Student employs a logical organization, coherent focus, and adapts content delivery methods to be relevant to the audience. Credible evidence is incorporated adequately to support the task. Oral presentation techniques provide a clear understanding of the content.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Organization of subject matter and content delivery methods are strategically focused and responsive to address the needs of the audience. Effective selection and thorough integration of credible evidence strongly supports the task. Oral presentation techniques provoke insight and provide a clear understanding of the content.

Standard	Emergent	Approaching	Proficient	Mastery
ELA.8.C.2.1 Present information orally, in a logical sequence, supporting the central idea with credible evidence.	Student demonstrates a below basic level of knowledge relative to subject matter. Student employment of nonverbal cues is below grade level. Content is not delivered in an identifiable sequence. The central idea may be evident but supporting evidence is absent, incredible, or integrated arbitrarily.	Student demonstrates a basic level of knowledge relative to subject matter. Student employment of nonverbal cues is approaching grade level. Content is delivered in an identifiable sequence that may not be appropriately suited to the task. The central idea is identifiable and supporting evidence is credible but may be uneven or insufficient in achieving a purpose.	Student demonstrates beyond a basic level of knowledge relative to subject matter, elaborating when necessary. Student demonstrates adequate command of nonverbal cues. Content is delivered in a recognizable sequence that is appropriate to the purpose and task. The central idea is easily identifiable and adequately supported by sufficient evidence from credible source(s).	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Student demonstrates exceptional command of nonverbal cues. Content is delivered in a recognizable sequence that is exceptionally aligned to the purpose and task. The central idea, implicit or explicit, is thoroughly supported by smoothly integrated, sufficient evidence from credible source(s).

Standard	Emergent	Approaching	Proficient	Mastery
ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.	Student demonstrates a below basic level of knowledge relative to subject matter. Student employment of nonverbal cues is below grade level. Content is not delivered in an identifiable sequence. The central idea may be evident but key points are absent or minimally emphasized.	Student demonstrates a basic level of knowledge relative to subject matter. Student employment of nonverbal cues is approaching grade level. Content is delivered in an identifiable sequence that may not be appropriately suited to the task. The central idea is identifiable but key points are uneven or inconsistently emphasized.	Student demonstrates beyond a basic level of knowledge relative to subject matter, elaborating when necessary. Student demonstrates adequate command of nonverbal cues. Content is delivered in a recognizable sequence that is appropriate to the purpose and task. The central idea is identifiable and key points are emphasized to adequately support it.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Student demonstrates exceptional command of nonverbal cues. Content is delivered in a recognizable sequence that is exceptionally aligned to the purpose and task. The central idea, implicit or explicit, is thoroughly supported by the effective selection and consistent emphasis of key points.

Standard	Emergent	Approaching	Proficient	Mastery
ELA.6.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	Content is not delivered in an identifiable sequence. Nonverbal cues employed are below grade level, voice projection is ineffective, pronunciation may indicate a deficiency in the understanding of phonics rules. Pacing, either too fast or too slow, inhibits the audience's attention and/or understanding.	Content is delivered in an identifiable sequence that may not be appropriately suited to the task. Student employment of nonverbal cues is approaching grade level. Voice projection and/or pronunciation may be insufficient in conveying information. Minor adjustments to pacing would improve the audience's attention and/or understanding of content.	Content is delivered in a recognizable sequence that is appropriate to the purpose and task. Student demonstrates adequate command of nonverbal cues. Voice projection and/or pronunciation is sufficient in adequately conveying information. Pacing is appropriate to the task and audience.	Content is delivered in a recognizable sequence that is exceptionally aligned to the purpose and task. Student demonstrates exceptional command of nonverbal cues. Voice projection is effective in conveying information and clear pronunciation reflects a mastery of phonics rules and sight words. Pacing is appropriate to the task and is adjusted when necessary to best facilitate the audience's comprehension.

Conventions Progression by Grade Level

Standard Introduction Level	Symbol
The skill has not been introduced.	
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.		I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Use conjunctions.		-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of a verb.				I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses, and subordinate clauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words and phrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives, and participial phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.							I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-		I	M	R	R	R	R	R
Appropriately use passive and active voice.						-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow in writing and presenting.								-	-	I	I	M	R