

Speaks Clearly and Concisely - Foundation Skills Framework and CCR Standards Alignment

| FSF Skill Competency W 4.1: Demonstrates knowledge of basic concepts about effective speech | | |
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| Competency Benchmark | CCR Strand and Anchors Standards | Level |
| Identifies audience and purpose for communicating | <p><i>Speaking and Listening Standards</i></p> <ul style="list-style-type: none"> CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | E |
| Organizes and paces presentation to facilitate audience understanding of message | <p><i>Speaking and Language Standards:</i></p> <ul style="list-style-type: none"> CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | B-E E |
| Demonstrates effective speech conventions (grammatically correct, audible, clear enunciation, pace) | <p><i>Speaking and Listening Standards</i></p> <ul style="list-style-type: none"> CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p><i>Language Standards</i></p> <ul style="list-style-type: none"> CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <p><i>Language Standards</i></p> <ul style="list-style-type: none"> CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | B-E A-D A-E B-D |
| Employs appropriate nonverbal behaviors (e.g., eye contact, gestures, distance) | <p><i>Speaking and Listening Standards</i></p> <ul style="list-style-type: none"> CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | D |
| Determines listener's understanding by observing verbal and nonverbal cues | N/A | |

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| FSF Skill Competency W 4.1: Demonstrates knowledge of basic concepts about effective speech | | |
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| Monitors and adjusts language to the level of formality required | Listening and Speaking Standards <ul style="list-style-type: none"> CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | C-D |
| | <i>Language Standards</i> <ul style="list-style-type: none"> CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | D |
| Responds appropriately to listener feedback | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | D-E |

| FSF Skill Competency W 4.2: Participates in basic conversation, discussion, or interview | | |
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| Competency Benchmark | CCR Strand and Anchors Standards | Level |
| Uses appropriate conversational techniques and behaviors (asking and answering questions, including others in conversation, volunteering information) | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | A-E |
| Participates in discussion, asking and answering questions and volunteering information as appropriate and allows enough time for others to answer | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | A-E A |

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| FSF Skill Competency W 4.2 : Participates in basic conversation, discussion, or interview | | |
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| Responds appropriately to others' requests, questions, criticisms, or praise | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively | B-D |

| FSF Skill Competency 4.3: Uses questioning strategies effectively to obtain or clarify information | | |
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| Competency Benchmark | CCR Strand and Anchors Standards | Level |
| Asks for basic assistance or information | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Level A: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | A |
| | | A |
| | | A |
| | | A |
| | | A |
| Asks clarification questions | <i>Speaking and Listening</i> <ul style="list-style-type: none"> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | A-B |
| | | A |
| | | A |
| Repeats information for clarification | N/A | |
| Uses questioning strategies to monitor comprehension | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | B |

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| FSF Skill Competency 4.3: Uses questioning strategies effectively to obtain or clarify information | | |
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| | <ul style="list-style-type: none"> CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | A |
| Asks probing questions to obtain more information | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | E |

| FSF Skill Competency W 4.4: Uses explanatory language and basic persuasive language effectively to communicate information | | |
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| Competency Benchmark | CCR Strand and Anchors Standards | Level |
| Selects and uses appropriate language structures to convey messages (description, narration, comparison, explanation, justification, prediction) | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | C-E |
| | <i>Language Standards</i> <ul style="list-style-type: none"> CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | B-E |
| | | |
| Reports activities and factual information accurately, logically and concisely (reports an emergency) | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | A-E |
| States a personal opinion or particular point of view clearly and effectively, including supporting argument | <i>Speaking and Listening Standards</i> <ul style="list-style-type: none"> CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience | A-E A-E |
| Teaches others how to perform a task | <i>Speaking and Listening Standards</i> | |

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| FSF Skill Competency W 4.4: Uses explanatory language and basic persuasive language effectively to communicate information | | |
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| (explains steps or gives directions) | <ul style="list-style-type: none"> CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | A-E |
| | <p><i>Language Standards</i></p> <ul style="list-style-type: none"> CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | C-D |