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English Language Arts Content Standards Speaking, Listening, and Viewing

Grade 4

Grade 4 - E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

- E3a.1** initiates new topics in addition to responding to adult-initiated topics;
- E3a.2** asks relevant questions;
- E3a.3** responds to questions with appropriate elaboration;
- E3a.4** uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;
- E3a.5** confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- Book Talks with a teacher or parent.*
- Analytical discussions of a movie or television program with a teacher or parent.*
- Conferences regarding a draft of an essay, the student’s progress on a mathematical assignment or the status of a science project.*
- Discussion with an adult of a collection of the student’s work.*

E3b The student participates in group meetings, in which the student:

- E3b.1** displays appropriate turn-taking behaviors;
- E3b.2** actively solicits another person’s comment or opinion;
- E3b.3** offers own opinion forcefully without dominating;

E3b.4 responds appropriately to comments and questions;

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6 gives reasons in support of opinions expressed;

E3b.7 clarifies, illustrates, or expands on a response when asked to do so, asks group for similar expansions.

Examples of activities involving group meetings include:

- Create a plan for a group project (e.g., sketching out a multiple-authored picture book; organizing a presentation to be made to the class).*
- Develop and discuss class rubrics.*
- Engage in classroom town meetings.*
- Participate in book talks with other students.*
- Work as part of a group to solve a complex mathematical task.*
- Role-play to better understand a certain historical event.*
- Participate in peer writing response groups.*

E3c The student prepares and delivers an individual presentation in which the student:

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2 shapes content and organization according to criteria for importance and impact rather than

according to availability of information in resource materials;

E3c.3 uses notes or other memory aids to structure the presentation;

E3c.4 engages the audience with appropriate verbal cues and eye contact;

E3c.5 projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Examples of presentation include:

- ❑ *A report of research on a topic of general interest to the class.*
- ❑ *A presentation of project plans or a report for an Applied Learning project.*
- ❑ *A recounting of various anecdotes in an attempt to persuade the class to change a class policy.*
- ❑ *A presentation to parents about a project created for a science fair.*

E3d The student makes informed judgments about television, radio, and film productions; that is the student:

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2 evaluates the role of the media in focusing attention in forming an opinion;

E3d.3 judges the extent to which media provide a source of entertainment as well as a source of information;

E3d.4 defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:

- ❑ *Present a paper or report on reasons for selecting one media choice over another.*
- ❑ *Prepare a report on the benefits obtained (including information learned) from media exposure.*
- ❑ *Maintain a week's log to document personal viewing habits and analyze the information collected in the log.*
- ❑ *Summarize patterns of media exposure in writing or in an oral report.*
- ❑ *Analyze the appeal of particularly memorable commercials.*

Grade 5 - E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

E3a.1: initiates new topics in addition to responding to adult-initiated topics;

E3a.2: asks relevant questions;

E3a.3: responds to questions with appropriate elaboration;

E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- ❑ *Book Talks with a teacher or parent.,*
- ❑ *Analytical discussions of a movie or television program with a teacher or parent.*
- ❑ *Interviews with teachers or other adults with discussion.*
- ❑ *Interviews with multiple teachers or adults about their opinions of a major international news event.*
- ❑ *Dialogue with a teacher, parent or adult about a reflection on a collection of the student’s work.*

E3b: The student participates in group meetings, in which the student:

E3b.1: displays appropriate turn-taking behaviors;

E3b.2: actively solicits another person’s comment or opinion;

E3b.3: offers own opinion forcefully without dominating;

E3b.4: responds appropriately to comments and questions;

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6: gives reasons in support of opinions expressed;

E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;

E3b.8: employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

Examples of activities involving group meetings include:

- ❑ *Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.*
- ❑ *Develop and negotiate meaningful class rubrics for group and self-assessment purposes with opportunities to revise and refine the rubric.*
- ❑ *Engage in a meaningful classroom town meeting where students articulate concerns, problems, etc., concerning their constituency in the school environment.*
- ❑ *Take part in book talks with other students.*
- ❑ *Work as part of a group to solve a complex mathematical task as related to something meaningful in their lives.*
- ❑ *Role-play to better understand a certain historical event.*
- ❑ *Participate in peer writing response groups.*
- ❑ *Read aloud in turn, then explain why they like or dislike a work and offer sufficient support for their reasons.*
- ❑ *Read favorite pieces of writing to their partners, and tell the writers what elements work and what questions they have about the piece of writing.*
- ❑ *Dramatize a story, including characters, dialogue, and simple stage directions; perform assigned roles for the class.*
- ❑ *Retell a familiar story that everyone knows. Take turns telling parts of the story. One person tells the first sentence, then the next person tells the next sentence, etc. One person tells the entire story. Tell how it changed when it was retold.*
- ❑ *Listen to introductory pages of literary pieces and make predictions.*

E3c: The student prepares and delivers an individual presentation in which the student:

E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3: uses notes or other memory aids to structure the presentation;

E3c.4: develops several main points relating to a single thesis;

E3c.5: engages the audience with appropriate verbal cues and eye contact;

E3c.6: projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Examples of presentations include:

- ❑ *A presentation of project plans or a report for an Applied Learning project.*
- ❑ *A recounting of various anecdotes in an attempt to persuade the class to change a class policy by exemplifying the impact of such a change.*
- ❑ *A report to adults and students about a meaningful project that would enhance the quality of life or learning in the school environment.*
- ❑ *A role-play of mythological figures who debate a current issue.*
- ❑ *A multimedia presentation exhibiting visual and performing artists and how they communicate with their audiences.*
- ❑ *A presentation that compares and contrasts characters in literature with people actually known by the student.*
- ❑ *A summary of a piece of significant non-fiction writing in order to orally communicate the essential points to classmates.*

- ❑ *An event recounted in a student's life to tell his/her grandchildren, presented to the class with details and props.*

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2: evaluates the role of the media in focusing attention and in forming opinion;

E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4: defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:

- ❑ *Present a paper or report on reasons for selecting one media choice over another.*
- ❑ *Prepare a multimedia report on the benefits obtained (including information learned) from media exposure.*
- ❑ *Summarize patterns of media exposure in writing or in oral reports.,*
- ❑ *Analyze the appeal of particularly memorable commercials.*
- ❑ *Evaluate a television program/video format or style; compare and contrast different styles.*
- ❑ *Prepare a presentation that expresses the student's position about a major news event and contrast this presentation to one done via the public broadcasting venue.*
- ❑ *Create a multimedia presentation that compares television news and commentaries and incorporates sound, photos or video, and animation.*

Grade 6 - E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

E3a.1: initiates new topics in addition to responding to adult-initiated topics;

E3a.2: asks relevant questions;

E3a.3: responds to questions with appropriate elaboration;

E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- ❑ *Book Talks with a teacher or parent.*
- ❑ *Analytical discussions of a movie or television program with a teacher or parent.*
- ❑ *Interviews with teachers or other adults with discussion.*
- ❑ *Interviews with multiple teachers or adults about their opinions of a major international news event.*
- ❑ *Dialogue with a teacher, parent or adult about a reflection on a collection of the student’s work.*
- ❑ *Discussion with a teacher or parent about a portfolio of work.*

E3b: The student participates in group meetings, in which the student:

E3b.1: displays appropriate turn-taking behaviors;

E3b.2: actively solicits another person’s comment or opinion;

E3b.3: offers own opinion forcefully without dominating;

E3b.4: responds appropriately to comments and questions;

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6: gives reasons in support of opinions expressed;

E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;

E3b.8: employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

Examples of activities involving group meetings include:

- ❑ *Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)*
- ❑ *Develop and negotiate meaningful class rubrics for group and self-assessment purposes with opportunities to revise and refine the rubric.*
- ❑ *Engage in a meaningful class town meeting where students articulate concerns, problems, etc., concerning their constituency in the school environment. Students, co-plan, co-construct, form coalitions and orchestrate follow-up for problem-solving or enactment of the results of the town meeting.*
- ❑ *Take part in book talks with other students. Students co-plan, co-construct, and strategize for the book talks.*
- ❑ *Work as part of a group to solve a complex mathematical task as related to something meaningful in their lives. Presentation of this solution in a public format other than just for classmates.*
- ❑ *Role-play to better understand a certain historical event.*
- ❑ *Participate in peer writing response groups.*
- ❑ *Read favorite pieces of writing to their partners, and tell the writers what elements have an effective impact upon the audience and dialogue about the impact this feedback has upon the writer for revision purposes.*
- ❑ *Dramatize a story, including characters, dialogue, and simple stage directions; perform assigned roles for the class.*
- ❑ *Listen to introductory pages of literary pieces and make predictions.*

- ❑ *Work in pairs to prepare a presentation that focuses on aesthetic elements in a piece of literature.*
- ❑ *Have students take turns reading a poem aloud and finding rhyming words. Ask how the poet manages to deliver so much information and feeling in so few words.*
- ❑ *Meet in groups to dialogue interpretations of literary elements in a piece of literature.*

E3c: The student prepares and delivers an individual presentation in which the student:

E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3: uses notes or other memory aids to structure the presentation;

E3c.4: develops several main points relating to a single thesis;

E3c.5: engages the audience with appropriate verbal cues and eye contact;

E3c.6: projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Examples of presentations include:

- ❑ *A presentation of project plans or a report for an Applied Learning project.*
- ❑ *A report that analyzes several policies in effect throughout the school environment about the same issue with the student proposing a new policy based upon this analysis.*
- ❑ *A report to adults and students about a meaningful project that would enhance the quality of life or learning in the school environment.*
- ❑ *A role play of mythological figures who debate a current issue.*
- ❑ *A multimedia presentation exhibiting visual and performing artists and how they communicate with their audiences.*
- ❑ *A presentation that compares and contrasts characters in literature with people actually known by the student.*

- ❑ *A summary of a piece of significant non-fiction writing in order to orally communicate the essential points to classmates.*
- ❑ *A synopsis of a piece of non-fiction writing presented orally.*

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2: evaluates the role of the media in focusing attention and in forming opinion;

E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4: defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:

- ❑ *Present a paper or report on reasons for selecting one media choice over another.*
- ❑ *Prepare a multimedia report on the benefits obtained (including information learned) from media exposure.*
- ❑ *Summarize patterns of media exposure in writing or in oral reports.*
- ❑ *Analyze the appeal of particularly memorable commercials with an analysis on how the media manipulates the audience through the appeal.*
- ❑ *Evaluate a television program/video format or style; compare and contrast different styles.*
- ❑ *Prepare a presentation that expresses a position about a major news event and contrast this presentation to one done via the public broadcasting venue.*
- ❑ *Create a multimedia presentation that compares television news and commentaries and incorporates sound, photos or video, and animation.*
- ❑ *Analyze how different forms of media address the same topic.*

Grade 7 - E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

E3a.1: initiates new topics in addition to responding to adult-initiated topics;

E3a.2: asks relevant questions;

E3a.3: responds to questions with appropriate elaboration;

E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- Book Talks with a teacher or parent;*
- Analytical discussions of a movie or television program with a teacher or parent.*
- Interviews with teachers or other adults with discussion.*
- Interviews with multiple teachers or adults about their opinions of a major international news event.*
- Interviews with adults from at least two community service agencies to determine the kinds of support they provide to others.*
- Interviews conducted with a journalist.*
- Interviews with other adults to gather their thoughts as to what makes videos entertaining.*
- Interviews with a variety of people to determine concepts and messages they remember from a well-known piece of literature.*
- Dialogue with a teacher, parent or adult about a reflection on a collection of the student’s work.*
- Discussion with a teacher or parent about portfolio work.*

E3b: The student participates in group meetings, in which the student:

E3b.1: displays appropriate turn-taking behaviors;

E3b.2: solicits another person’s comment or opinion;

E3b.3: offers own opinion forcefully without dominating;

E3b.4: responds appropriately to comments and questions;

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6: gives reasons in support of opinions expressed;

E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;

E3b.8: employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

Examples of activities involving group meetings include:

- Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)*
- Develop and negotiate meaningful class rubrics for group and self-assessment purposes with opportunities to revise and refine the rubric.*
- Engage in a meaningful class town meeting where students articulate concerns, problems, etc., concerning their constituency in the school environment. Students, plan, conduct, and orchestrate follow-up for problem solving or enactment of the results of the town meeting.*
- Take part in book talks with other students. Students plan, conduct, and strategize for the book talks.*
- Work as part of a group to solve a complex mathematical task as related to something meaningful in their lives. Presentation of this solution in a public format to adults, community and peers.*

- ❑ *Role-play to better understand a certain historical event.*
- ❑ *Participate in peer writing response groups.*
- ❑ *Read favorite pieces of writing to their partners, and tell the writers what elements have an effective impact upon the audience and dialogue about the impact this feedback has upon the writer for revision purposes.*
- ❑ *Choose a story to dramatize, including characters, dialogue, and simple stage directions; perform assigned roles for the class.*

E3c: The student prepares and delivers an individual presentation in which the student:

E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3: uses notes or other memory aids to structure the presentation;

E3c.4: develops several main points relating to a single thesis;

E3c.5: engages the audience with appropriate verbal cues and eye contact;

E3c.6: projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Examples of presentations include:

- ❑ *A presentation of project plans or a report for an Applied Learning project.*
- ❑ *A report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*
- ❑ *A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*
- ❑ *A role play of mythological figures who debate a current issue.*
- ❑ *A multimedia presentation exhibiting visual and performing artists and how they communicate with their audiences.*
- ❑ *A presentation that compares and contrasts characters in literature with people you actually know.*
- ❑ *A summary of a piece of significant non-fiction writing that communicates the essential points to classmates.*
- ❑ *Produce a radio play with sound effects, background music, etc., and tape that program for your class.*
- ❑ *A videotape designed to persuade and capture the interest of the class.*
- ❑ *A production of an orientation video for new students.*

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2: evaluates the role of the media in focusing attention and in forming opinion;

E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4: defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:

- ❑ *Present a paper or report on reasons for selecting one media choice over another.*
- ❑ *Prepare a multimedia report on the benefits obtained (including information learned) from media exposure.*
- ❑ *Summarize patterns of media exposure in writing or in oral reports.,*
- ❑ *Analyze the appeal of popular television shows and films for particular audiences while providing an analysis on how the show or film could have been changed for greater or lesser impact.*
- ❑ *Describe the appeal of particularly memorable commercials.*
- ❑ *Explain the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity) in television commercials.*
- ❑ *Create a multimedia presentation that compares television news and commentaries and incorporates sound, photos or video, and animation.*
- ❑ *Analyze how different forms of media address the same topic and evaluate each for their effectiveness.*

Grade 8 - E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

E3a.1 initiates new topics in addition to responding to adult-initiated topics;

E3a.2: asks relevant questions;

E3a.3: responds to questions with appropriate elaboration;

E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- ❑ *Book Talks with a teacher or parent.,*
- ❑ *Analytical discussions of a movie or television program with a teacher or parent.*
- ❑ *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment or the status of a science project.*
- ❑ *Interviews with teachers or adults.*
- ❑ *Discussion with a teacher or parent about a portfolio of work.*

E3b: The student participates in group meetings, in which the student:

E3b.1: displays appropriate turn-taking behaviors;

E3b.2: actively solicits another person’s comment or opinion;

E3b.3: offers own opinion forcefully without dominating;

E3b.4: responds appropriately to comments and questions;

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6: gives reasons in support of opinions expressed;

E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

E3b.8: employs a group decision-making technique such as a brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

Examples of activities involving group meetings include:

- ❑ *Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)*
- ❑ *Develop and negotiate a class rubric.*
- ❑ *Engage in classroom town meetings.*
- ❑ *Take part in book talks with other students.*
- ❑ *Work as part of a group to solve a complex mathematical task.*
- ❑ *Role-play to better understand a certain historical event.*
- ❑ *Participate in peer writing response groups.*

E3c: The student prepares and delivers an individual presentation in which the student:

E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3: uses notes or other memory aids to structure the presentation;

E3c.4: develops several main points relating to a single thesis;

E3c.5: engages the audience with appropriate verbal cues and eye contact;

E3c.6: projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Examples of presentations include:

- ❑ *A presentation of project plans or a report for an Applied Learning project.*
- ❑ *A report that analyzes several historical records of a single event and attempts to*

understand the reasons for the similarities and differences.

- ❑ *A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*
- ❑ *A talk that outlines a plan of action for implementing a new school policy and the reasoning supporting the selected plan over other options.*
- ❑ *A report that analyzes a trend running through several literary works.*

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2: evaluates the role of the media in focusing attention and in forming opinion;

E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4: defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:

- ❑ *Present a paper or report on reasons for selecting one media choice over another.*
- ❑ *Prepare a report on the benefits obtained (including information learned) from media exposure.*
- ❑ *Summarize patterns of media exposure in writing or in oral reports.*
- ❑ *Analyze the appeal of popular television shows and films for particular audiences.*
- ❑ *Describe the appeal of particularly memorable commercials.*
- ❑ *Explain the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity) in television commercials.*

Grade 9 - E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

E3a.1 initiates new topics in addition to responding to adult-initiated topics;

E3a.2 asks relevant questions;

E3a.3 responds to questions with appropriate elaboration;

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- Book talks using panels, literature circles, or round tables.*
- Analytical discussion of movies or television program with a teacher or parent.*
- in a one to one situation.*
- Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.*
- Assessment interview by a teacher about an author or book.*
- Discussion of portfolio artifacts.*

E3b: The student participates in group meetings, in which the student:

E3b.1 displays appropriate turn-taking behaviors;

E3b.2 actively solicits another person’s comment or opinion;

E3b.3 offers own opinion forcefully without dominating;

E3b.4 responds appropriately to comments and questions;

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6 gives reasons in support of opinions expressed;

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);

E3b.9 divides labor so as to achieve the overall group goal efficiently.

Examples of activities involving group meetings include:

- Develop and negotiate a classroom rubric.*
- Engage in classroom town meetings.*
- Participate in book talks with other students.*
- Work as part of a group to solve a complex mathematical task.*
- Role-play.*
- Participate in peer writing response groups.*

E3c: The student prepares and delivers an individual presentation, in which the student:

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3 uses notes or other memory aids to structure the presentation;

E3c.4 develops several main points relating to a single thesis;

E3c.5 engages the audience with appropriate verbal cues and eye contact;

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

Examples of presentations include:

- A presentation of project plans or a report for an Applied Learning project.*
- A report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*
- A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*

- ❑ *A talk that outlines a plan of action for implementing a new school policy and the reasoning supporting the selected plan over other options.*
- ❑ *A report that analyzes a trend running through several literary works.*

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4 defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:

- ❑ *Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.*
- ❑ *Summarize patterns of media exposure in writing or in an oral report.*

- ❑ *Identify the appeal of popular television shows and films for particular audiences.*
- ❑ *Explain the use of “propaganda techniques” (e.g. bandwagon, glittering generalities, celebrity, greed, fear, exclusivity) in television commercials.*
- ❑ *Analyze the characteristics of different television genres (e.g., the talk show, the situation comedy, the public affairs show).*
- ❑ *Analyze and evaluate information available on the internet.*

E3e: The student listens to and analyzes a public speaking performance; that is, the student:

E3e.1 takes notes on salient information;

E3e.2 accurately summarizes the essence of each speaker’s response;

E3e.3 formulates a judgment about the issues under discussion.

Examples of activities through which students might provide evidence of analysis of public speaking include:

- ❑ *Take notes of a meeting of a local governing group.*
- ❑ *Analyze an address by a political leader (e.g., demagoguery, political bias, propaganda techniques, and political correctness).*

Grade 10 - E3 Speaking, Listening and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

E3a.1 initiates new topics in addition to responding to adult-initiated topics;

E3a.2 asks relevant questions;

E3a.3 responds to questions with appropriate elaboration;

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- ❑ *Analytical discussion of movies or television programs in a one to one situation.*
- ❑ *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.*
- ❑ *Assessment interview by a teacher about an author or book.*
- ❑ *Discussion of portfolio artifacts.*

E3b The student participates in group meetings, in which the student:

E3b.1 displays appropriate turn-taking behaviors;

E3b.2 actively solicits another person’s comment or opinion;

E3b.3 offers own opinion forcefully without dominating;

E3b.4 responds appropriately to comments and questions;

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6 gives reasons in support of opinions expressed;

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);

E3b.9 divides labor so as to achieve the overall group goal efficiently.

Examples of activities involving group meetings include:

- ❑ *Develop and negotiate a classroom rubric.*
- ❑ *Engage in classroom town meetings.*
- ❑ *Participate in book talks with other students.*
- ❑ *Work as part of a group to solve a complex mathematical task.*
- ❑ *Role-play to understand better a certain historical event.*
- ❑ *Participate in peer writing response groups.*

E3c The student prepares and delivers an individual presentation, in which the student:

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3 uses notes or other memory aids to structure the presentation;

E3c.4 develops several main points relating to a single thesis;

E3c.5 engages the audience with appropriate verbal cues and eye contact;

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

Examples of presentations include:

- ❑ *An individual talk which develops several main points relating to a single thesis (e.g. describing a problem and evaluating alternative solutions to that problem or explaining several causes leading to a historical event, or constructing different types of argument, all supporting a particular policy).*
- ❑ *A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.*
- ❑ *A forum discussion during which audience members question and respond to panelists during a presentation.*

- ❑ *A simulated congress (e.g., Model United Nations) in which each participant “represents” the interests of a particular constituency.*

E3d The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4 defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:

- ❑ *Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.*
- ❑ *Summarize patterns of media exposure in writing or in an oral report.*

- ❑ *Analyze the appeal of popular television shows and films for particular audiences.*
- ❑ *Explain the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity) in television commercials.*

E3e The student listens to and analyzes a public speaking performance; that is, the student:

E3e.1 takes notes on salient information;

E3e.2 identifies types of arguments (e.g., causation, authority, analogy) and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization);

E3e.3 accurately summarizes the essence of each speaker’s remarks; formulates a judgment about the issues under discussion.

Examples of activities through which students might provide evidence of analysis of public speaking include:

- ❑ *Take notes of a meeting of a local government council or of an institution’s governing body.*
- ❑ *Make a report detailing testimony from a local trial.*
- ❑ *Analyze an address by a political leader.*

Grade 11 - E3 Speaking, Listening and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

E3a.1 initiates new topics in addition to responding to adult-initiated topics;

E3a.2 asks relevant questions;

E3a.3 responds to questions with appropriate elaboration;

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- ❑ *Analytical discussion of movies or television programs in a one to one situation.*
- ❑ *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.*
- ❑ *Assessment interview by a teacher about an author or book.*
- ❑ *Dialogue and discussions on academic, technical, or community subjects.*
- ❑ *Interviews with guest speakers and community members.*
- ❑ *Teacher/pupil writing conference to discuss the student’s writing.*
- ❑ *Electronic teacher/pupil writing conference.*
- ❑ *Interview for a job or college entrance.*
- ❑ *Discussion of portfolios.*

E3b: The student participates in group meetings, in which the student;

E3b.1 displays appropriate turn-taking behaviors;

E3b.2 actively solicits another person’s comment or opinion;

E3b.3 offers own opinion forcefully without dominating;

E3b.4 responds appropriately to comments and questions;

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6 gives reasons in support of opinions expressed;

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);

E3b.9 divides labor so as to achieve the overall group goal efficiently.

- ❑ *Examples of activities involving group meetings include*
- ❑ *Develop and negotiate a classroom rubric.*
- ❑ *Engage in classroom town meetings.*
- ❑ *Participate in book talks, literature circles, and Socratic seminars with other students.*
- ❑ *Work as part of a group to solve a complex real life task, conundrum, or problem.*
- ❑ *Role play.*
- ❑ *Participate in peer writing response groups.*
- ❑ *Participate in electronic discussion groups.*

E3c: The student prepares and delivers an individual presentation, in which the student:

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3 uses notes or other memory aids to structure the presentation;

E3c.4 develops several main points relating to a single thesis;

E3c.5 engages the audience with appropriate verbal cues and eye contact;

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

Examples of presentations include:

- ❑ *An individual talk which develops several main points relating to a single thesis (e.g. describing a problem and evaluating alternative solutions to that problem, or explaining several causes leading to a historical event, or constructing*

different types of argument all supporting a particular policy).

- ❑ *A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.*
- ❑ *A forum discussion during which audience members question and respond to panelists during the presentation period.*
- ❑ *A simulated congress (e.g., Model United Nations) in which each participant “represents” the interests of a particular constituency.*
- ❑ *A multimedia report employing sound, jpeg or mpg files, graphics and/or animation.*
- ❑ *Video broadcasting of a presentation.*
- ❑ *A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4 defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:

- ❑ *Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.*
- ❑ *Summarize patterns of media exposure in writing or in an oral report.*
- ❑ *Evaluate the appeal of popular television shows and films for particular audiences.*

- ❑ *Explain and evaluate the use of “propaganda techniques” (e.g. bandwagon, glittering generalities, celebrity, greed, fear, exclusivity) in television commercials.*
- ❑ *Evaluate how the media reflects and shapes cultural values and biases and predict the influence on the viewer.*
- ❑ *Interpret ambiguities, subtleties, contradictions, ironies, and nuances in media.*
- ❑ *Analyze and evaluate information available on the Internet.*
- ❑ *Compare and contrast the coverage of a single event by different media sources.*

E3e: The student listens to and analyzes a public speaking performance; that is, the student:

E3e.1 takes notes on salient information;

E3e.2 identifies types of arguments (e.g. causation, authority, analogy, patriotism, emotion, ethics) and identifies types of logical fallacies (e.g. ad hominem, inferring causation from correlation, over-generalization, faulty syllogism, red herring, begging the question);

E3e.3 accurately summarizes and evaluates the essence of each speaker’s response;

E3e.4 formulates and supports a judgment about the issues under discussion.

Examples of activities through which students might provide evidence of analysis of public speaking include:

- ❑ *Take notes of a meeting of a local government council or of an institution’s governing body.*
- ❑ *Produce charts and/or diagrams as part of an analysis of a public address.*
- ❑ *Analyze an argument by a political leader (e.g., demagoguery, political bias, propaganda techniques, and political correctness).*
- ❑ *Summarize the key points of a public speech.*
- ❑ *Analyze the intent and appeal of a public address.*

Grade 12 - E3 Speaking, Listening and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

E3a.1 initiates new topics in addition to responding to adult-initiated topics;

E3a.2 asks relevant questions;

E3a.3 responds to questions with appropriate elaboration;

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing; eg., “what if...”, “very likely...”, “I’m unsure whether...”;

E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- ❑ *Analytical discussion of movies or television programs in a one to one situation.*
- ❑ *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.*
- ❑ *Assessment interview by a teacher about an author or book.*
- ❑ *Dialogue and discussions on academic, technical, or community subjects.*
- ❑ *Interviews with guest speakers and community members.*
- ❑ *Teacher/pupil writing conference to dialogue about the student’s writing.*
- ❑ *Electronic teacher/pupil writing conference.*
- ❑ *Interview for a job or college entrance.*

E3b: The student participates in group meetings, in which the student:

E3b.1 displays appropriate turn-taking behaviors;

E3b.2 actively solicits another person’s comment or opinion;

E3b.3 offers own opinion forcefully without dominating;

E3b.4 responds appropriately to comments and questions;

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6 gives reasons in support of opinions expressed;

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);

E3b.9 divides labor so as to achieve the overall group goal efficiently.

Examples of activities involving group meeting include:

- ❑ *Develop and negotiate a classroom rubric.*
- ❑ *Engage in classroom town meetings.*
- ❑ *Participate in book talks, literature circles, and Socratic seminars with other students.*
- ❑ *Work as part of a group to solve a complex real life task, conundrum, or problem.*
- ❑ *Role play.*
- ❑ *Participate in peer writing response groups.*
- ❑ *Participate in electronic discussion groups.*

E3c: The student prepares and delivers an individual presentation, in which the student:

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3 uses notes or other memory aids to structure the presentation;

E3c.4 develops several main points relating to a single thesis;

E3c.5 engages the audience with appropriate verbal cues and eye contact;

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

Examples of presentation include:

- ❑ *An individual talk that develops several main points relating to a single thesis (e.g., describing a problem and evaluating alternative solutions to that problem or explaining several causes leading to an historical event, or constructing*

different types of argument, all supporting a particular policy).

- ❑ *A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.*
- ❑ *A forum discussion during which audience members question and respond to panelists during a presentation.*
- ❑ *A simulated congress (e.g., Model United Nations) in which each participant “represents” the interests of a particular constituency.*
- ❑ *A multimedia presentation employing sound, jpeg or mpg files, graphics and/or animation.*
- ❑ *Video broadcasting of a presentation.*
- ❑ *A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4 defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:

- ❑ *Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.*
- ❑ *Summarize patterns of media exposure in writing or in an oral report.*
- ❑ *Evaluate the appeal of popular television shows and films for particular audiences.*
- ❑ *Explain and evaluate the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity, greed, fear, exclusivity) in television commercials.*
- ❑ *Create an opinion how the media reflects and shapes cultural values and biases and defend this opinion with supporting documentation.*
- ❑ *Interpret and evaluate ambiguities, subtleties, ironies, and nuances in media on the viewer.*
- ❑ *Analyze and evaluate information on the internet.*
- ❑ *Create a multiple perspective of the coverage of a single event from different media sources.*
- ❑ *Create a multiple perspective of the coverage of a single event from different media sources.*

E3e: The student listens to and analyzes a public speaking performance; that is, the student:

E3e.1 takes notes on salient information;

E3e.2 identifies types of arguments (e.g., causation, authority, analogy, patriotism, emotion, ethics and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization, faulty syllogism, red herring, begging the question);

E3e.3 accurately summarizes and evaluates the essence of each speaker’s response;

E3e.4 formulates and supports a judgment about the issues under discussion.

Examples of activities through which students might provide evidence of analysis of public speaking include:

- ❑ *Take notes of a meeting of a local government council or of an institution’s governing body.*
- ❑ *Produce charts and/or diagrams as part of an analysis of a public address.*
- ❑ *Analyze an argument by a political leader (e.g., demagoguery, political bias, propaganda techniques, political correctness).*
- ❑ *Summarize key points of a public speech.*
- ❑ *Analyze the intent and appeal of public address.*

