

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.*