

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.*