

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.*