

## 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).*