

# Overview of Content and Performance Standard 1 for Speaking and Listening

**10.54.3610 - CONTENT STANDARD 1: Students demonstrate knowledge and understanding of the communication process.**

LEARNING EXPECTATIONS IN CURRICULUM				BENCHMARK - 10.54.3612
Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
Sp/L53.1 Sp/L53.4 Sp/L53.6 Sp/L54.1 Sp/L54.2	Sp/L63.1 Sp/L63.6	Sp/L73.8 Sp/L74.1-.3 Sp/L74.6	Sp/L83.5 Sp/L84.5	1. Observe and describe the importance of speaking and listening in personal relationships.
Sp/L53.1 Sp/L54.1	Sp/L63.1 Sp/L64.1			2. Identify and define the components of the communication process.

# Overview of Content and Performance Standard 2 for Speaking and Listening

**10.54.3620 - CONTENT STANDARD 2: Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**

## LEARNING EXPECTATIONS IN CURRICULUM

## BENCHMARK – 10.54.3622

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
Sp/L54.0	Sp/L64.2 Sp/L64.3	Sp/L74.0	Sp/L84.1 Sp/L84.2	1. Analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).
Sp/L53.1 Sp/L53.4 Sp/L53.6 Sp/L54.1 Sp/L54.2	Sp/L63.1 Sp/L63.6 Sp/L64.1	Sp/L73.7 Sp/L73.8 Sp/L74.0	Sp/L83.0	2. Demonstrate appropriate speaking and listening behaviors in communicating with various audiences.
Sp/L53.1 Sp/L53.3 Sp/L53.4 Sp/L53.6 Sp/L54.0	Sp/L63.1 Sp/L63.5 Sp/L63.6 Sp/L64.0	Sp/L73.0 Sp/L74.0	Sp/L83.0	3. Speak and listen effectively for an expanded range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages).
Sp/L53.2 Sp/L53.3 Sp/L53.5	Sp/L63.5 Sp/L63.6	Sp/L73.1 Sp/L73.7	Sp/L83.6 Sp/L83.7 Sp/L84.2 Sp/L84.3	4. Identify and appropriately use different types of presentations (e.g., reports, expository speeches, dramatic presentations, persuasive appeals).
Sp/L54.0	Sp/L67.0	Sp/L74.0	Sp/L84.0	5. Identify and use different types of listening appropriate to the listening situation (interpretive and empathic listening).

# Overview of Content and Performance Standard 3 for Speaking & Listening

**10.54.3630 - CONTENT STANDARD 3: Students apply a range of skills and strategies to speaking and listening.**

## LEARNING EXPECTATIONS IN CURRICULUM BENCHMARK – 10.54.3632

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
Sp/L53.2 Sp/L53.3 Sp/L53.5 Sp/L56.2 Sp/L56.3	Sp/L63.2 Sp/L63.3 Sp/L63.4 Sp/L66.2-4	Sp/L73.4 Sp/L73.5 Sp/L73.6	Sp/L83.0	1. Communicate with a clear purpose, well-developed organization, and support from a variety of sources.
Sp/L53.1 Sp/L53.4	Sp/L63.1 Sp/L63.5 Sp/L63.6	Sp/L73.7 Sp/L73.8	Sp/L83.5 Sp/L83.6 Sp/L84.4	2. Use verbal language appropriate to occasion, audience, and topic.
Sp/L53.1 Sp/L53.3 Sp/L53.6 Sp/L56.1	Sp/L63.1 Sp/L63.3	Sp/L73.7	Sp/L83.5	3. Explain and appropriately use verbal and non-verbal skills to enhance presentations and manage communication anxiety.
Sp/L54.2 Sp/L54.3 Sp/L57.2 Sp/L57.3	Sp/L63.3 Sp/L63.4 Sp/L63.5 Sp/L67.3	Sp/L74.4	Sp/L83.4	4. Monitor understanding by identifying and using strategies (e.g., inquiring, taking notes, summarizing oral and visual clues).
		Sp/L74.2 Sp/L74.3	Sp/L84.1 Sp/L84.2	5. Distinguish information from persuasion, and logic from emotion.
Sp/L54.1 Sp/L54.2 Sp/L54.5	Sp/L64.2 Sp/L64.5	Sp/L74.1 Sp/L74.6	Sp/L84.5	6. Compare and contrast one's own experiences, information, and insights with the message received in a variety of communication situations.
Sp/L53.5	Sp/L64.2	Sp/L74.5		7. Compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., same selection interpreted by different performers).
Sp/L53.1 Sp/L54.1	Sp/L63.1 Sp/L64.1			8. Identify, anticipate, and manage barriers to listening.

## Overview of Content and Performance Standard 4 For Speaking and Listening

**10.54.3640 - CONTENT STANDARD 4: Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**

### LEARNING EXPECTATIONS IN CURRICULUM

### BENCHMARK - 10.54.3642

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
Sp/L53.1 Sp/L53.4 Sp/L53.6 Sp/L54.0	Sp/L63.1 Sp/L63.2 Sp/L64.2 Sp/L64.3	Sp/L73.7 Sp/L73.8 Sp/L74.0	Sp/L83.0 Sp/L84.1	1. Analyze and apply the characteristics of effective speaking and evaluative listening.
Sp/L53.4 Sp/L53.6 Sp/L54.2	Sp/L64.2	Sp/L73.8 Sp/L74.5	Sp/L84.4	2. Use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals.
		Sp/L74.0	Sp/L84.0	3. Explain the importance of speaking and listening in our democratic society within a culturally diverse world.

# Content and Performance Standards for Speaking/Listening Fifth Grade

## Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **FIFTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

**ACE Course Abilities for FIFTH GRADE** defined below applies to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

## ACE Course Abilities for Fifth grade to be applied to Content Standards:

### 51.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify).
- B. Communications (present, persuade, collaborate, explain, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

### 52.0 Read, write, speak, and listen for a variety of purposes.

- A. Read and discuss literature (poetry, narratives).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary
  - technology: word processing, database, desktop publishing, Internet, current technology

## **Fifth Grade Course Content**

### **53.0 Deliver complete and structured presentations spoken only from notes.**

- .1 Use correct voice (volume, pace) and body language (eye contact, erect and still stance).
- .2 Present using appropriate sequence and a basic three-part format (introduction, body, review).
- .3 Develop and use visual aids of different types (charts, maps, current technology, graphs, photos).
- .4 Answer questions from peers and ask questions of peers (polite, clear, brief, focused).
- .5 Present or read and respond to poems and narratives.
- .6 Add relevant ideas in small and large group discussion when appropriate.

### **54.0 Listen and view to summarize, to ask clarifying questions, and to learn.**

- .1 Demonstrate positive audience behavior (eye contact, quiet and still, attentive, supportive).
- .2 Restate the main idea and ask meaningful questions in a variety of listening situations.
- .3 Listen for the purpose of taking brief notes.
- .4 Express self to world connections with presented material.

# Content and Performance Standards for Speaking/Listening Sixth Grade

## Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **SIXTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

**ACE Course Abilities for SIXTH GRADE** defined below applies to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

## ACE Course Abilities for Sixth Grade to be applied to Content Standards:

### 61.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

### 62.0 Read, write, speak, and listen for a variety of purposes.

- A. Read and enjoy literature (novels, fiction, nonfiction).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, announcement.
  - technology: word processing, Internet, search tools, current technology.

## **Sixth Grade Course Content**

### **63.0 Present interpretations and evaluations in groups and alone.**

- .1 Use correct voice (volume, pace, clarity) and body language (eye contact, stance, gestures, handling of notes and visual aids) and usage, vocabulary, and sentence structure.
- .2 Present using appropriate sequence and a basic three-part format (introduction, body, conclusion).
- .3 Select, develop, and use note cards and a variety of visual aids.
- .4 Support the ideas of the speech with proper research and justified conclusions.
- .5 Present justified evaluations and interpretations various genre.
- .6 Use literary devices to entertain (imagery, metaphor) a variety of audiences.

### **67.0 Listen to and view to process verbal information and to critically analyze speeches.**

- .1 Demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
- .2 Respond to, evaluate, and analyze speeches and presentations.
- .3 Summarize, take notes on key points, and ask clarifying questions by listening and viewing.
- .4 Use a variety of note taking strategies to organize information during presentations.
- .5 Make self to world connections with presented material.
- .6 Use listening and viewing as a basis for learning and enjoyment.

# Content and Performance Standards for Speaking/Listening Seventh Grade

## Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **SEVENTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

**ACE Course Abilities for SEVENTH GRADE** defined below applies to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

## ACE Course Abilities for Seventh Grade to be applied to Content Standards:

### 71.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

### 72.0 Read, write, speak, and listen for a variety of purposes.

- A. Read and enjoy literature (novels, fiction, nonfiction).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, announcement.
  - technology: word processing, Internet, search tools, current technology.

## **Seventh Grade Course Content**

### **73.0 Deliver three-part research-based informative presentations to state opinions.**

- .1 Select a topic appropriate to a given situation (audience, purpose, space/time requirements).
- .2 Independently research a subject using a variety of sources (interviews, print media, technology).
- .3 Utilize a variety of methods for organizing information.
- .4 Fully and clearly develop the main idea with introduction, supporting details, and summary.
- .5 Use statistics, quotations, examples, stories, analogies and graphics or visual aids as support.
- .6 Cite information in presentations (e.g. sources, direct quotations).
- .7 Use of correct voice, body language, note cards, and visual aids.
- 8 Answer questions politely and assertively, state and defend a position, ask opinion questions, and give recommendations.

### **74.0 Listen to and analyze others' points of view and to learn.**

- .1 Form an opinion only after all information has been presented.
- .2 Tell fact from opinion and question the validity of facts and the basis of opinions.
- .3 Identify, state, and react to the speaker's point of view and bias.
- .4 Utilize a variety of methods for taking, keeping, and reviewing information.
- .5 Evaluate presentations for organization, clarity and strengths/weaknesses.
- .6 Make self to world connections with presented material.

# Content and Performance Standards for Speaking/Listening Eighth Grade

## Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **EIGHTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

**ACE Course Abilities for EIGHTH GRADE** defined below applies to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

## ACE Course Abilities for Eighth Grade to be applied to Content Standards:

### 81.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

### 82.0 Read, write, speak, and listen for a variety of purposes.

- A. Use literature (genre).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, announcement.

## **Eighth Grade Course Content**

### **83.0 Deliver major research-based presentations to demonstrate and be able to debate.**

- .1 Select a topic appropriate to a given situation.
- .2 State a clear and concise thesis.
- .3 Develop a thesis (attention-getting/previewing introduction, clear steps, summary, conclusion).
- .4 Create and justify the presentation strategies (note cards, outlines, etc.).
- .5 Use correct voice, body language, visual aids, and demonstration of process.
- .6 Develop a position, research it, and debate it courteously and assertively.
- .7 Produce quality examples of persuasive, informative, and entertaining oral presentations.

### **84.0 Listen/view and produce various forms of communication.**

- .1 Be able to analyze for key factors (main idea, significant details, research basis, theme, other literary elements), and for facts, opinions, bias, propaganda, argumentation, support, completeness, and literary devices.
- .2 Identify the purpose of specific communications (entertain, persuade, inform, mixed purposes).
- .3 Produce, alone or in a group, different forms of media communications. (news, advertisements, sitcoms, documentaries, songs, editorials).
- .4 State and/or defend an evaluation of examples of various communications.
- .5 Make self to world connections using communication and media.