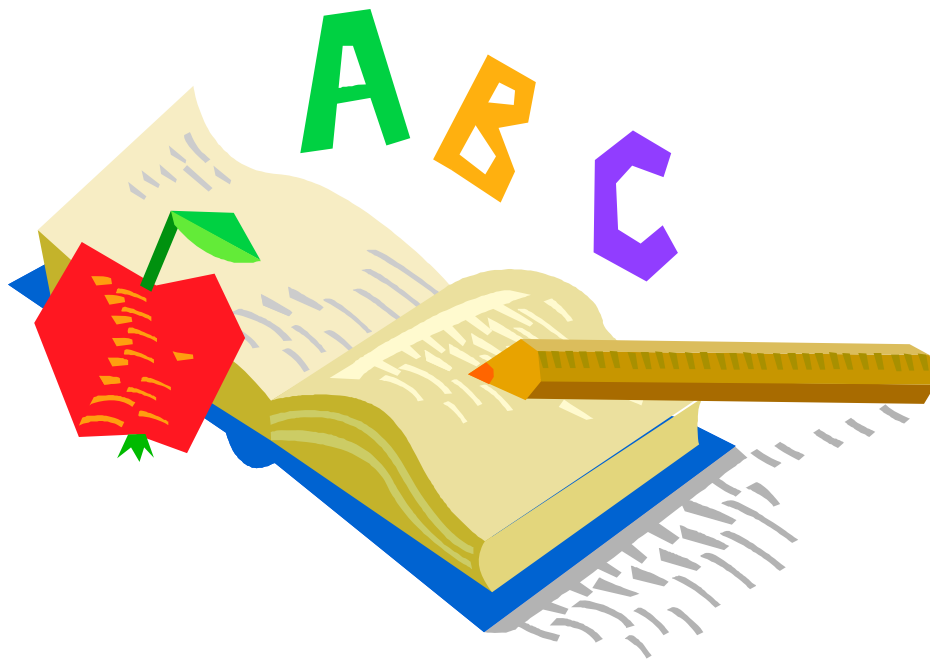


# **Whitehall K-12 Speaking and Listening Curriculum**

**Whitehall School District #4-47-2**

**Revised May 2005**



**Curriculum K-12  
Benchmarks K-12**

## Whitehall K-12 Speaking and Listening Curriculum

### Kindergarten

- 1. Content Standard 1- Students demonstrate knowledge and understanding of the communication process.**
  - a. Present dramatic interpretations of literature and literary experiences.
  - b. Participate in rhymes and songs. I
  - c. Participate in conversations and discussions. I
  - d. Respond appropriately to questions, text read aloud, and oral presentations. I
  - e. Gain increasing control of conventional grammar and usage when speaking. I
  
- 2. Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**
  - a. Listen for various purposes. I
  - b. Speak for various purposes. I
  - c. Speak to a group or audience in appropriate ways and with appropriate delivery. I
  
- 3. Content Standard 3- Students apply a range of skills and strategies to speaking and listening.**
  - a. Use comprehension skills and strategies while listening to oral text and messages. I
  - b. Listen carefully and critically to oral reading, discussions, and spoken messages. I
  - c. Expand vocabulary by listening and speaking. I
  - d. Give precise directions, accurate information, and convincing ideas while speaking. I
  
- 4. Content Standards 4- Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**
  - a. Connect experiences, ideas, and cultural traditions with those of others through speaking and listening. I
  - b. Understand and retell text and messages heard. I
  - c. Understand major ideas and supporting evidence in spoken messages. I

## Grade One

- 1. Content Standard 1- Students demonstrate knowledge and understanding of the communication process.**
  - a. Present dramatic interpretations of literature and literary experiences. D
  - b. Participate in rhymes and songs. D
  - c. Participate in conversations and discussions. D
  - d. Respond appropriately to questions, text read aloud, and oral presentations. D
  - e. Gain increasing control of conventional grammar and usage in speaking. D
  
- 2. Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**
  - a. Listen for various purposes. D
  - b. Speak for various purposes. D
  - c. Speak to a group or audience in appropriate ways and with appropriate delivery. D
  
- 3. Content Standard 3- Students apply a range of skills and strategies to speaking and listening.**
  - a. Use comprehension skills and strategies while listening to oral text and messages. D
  - b. Listen carefully and critically to oral reading, discussions, and spoken messages. D
  - c. Expand vocabulary by listening and speaking. D
  - d. Give precise directions, accurate information, and convincing ideas while speaking. D
  - e. Use comprehension skills and strategies while listening to oral text and messages. D
  
- 4. Content Standards 4- Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**
  - a. Connect experiences, ideas, and cultural traditions with those of others through speaking and listening. D
  - b. Understand and retell text and messages heard. D
  - c. Understand major ideas and supporting evidence in spoken messages. D
  - d. Self-monitor understanding of a spoken message and seek clarification as necessary. D

## Grade Two

- 1. Content Standard 1- Students demonstrate knowledge and understanding of the communication process.**
  - a. Present dramatic interpretations of literature and literary experiences. D
  - b. Participate in rhymes and songs. D
  - c. Participate in conversations and discussions. D
  - d. Respond appropriately to questions, text read aloud, and oral presentations. D
  - e. Gain increasing control of conventional grammar and usage in speaking. D
  
- 2. Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**
  - a. Listen for various purposes. D
  - b. Speak for various purposes. D
  - c. Speak to a group or audience in appropriate ways and with appropriate delivery. D
  
- 3. Content Standard 3- Students apply a range of skills and strategies to speaking and listening.**
  - a. Use comprehension skills and strategies while listening to oral text and messages. D
  - b. Listen carefully and critically to oral reading, discussions, and spoken messages. D
  - c. Expand vocabulary by listening and speaking. D
  - d. Give precise directions, accurate information, and convincing ideas while speaking. D
  - e. Use comprehension skills and strategies while listening to oral text and messages. D
  
- 4. Content Standard 4- Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**
  - a. Connect experiences, ideas, and cultural traditions with those of others through speaking and listening. D
  - b. Understand and retell text and messages heard. D
  - c. Understand major ideas and supporting evidence in spoken messages. D
  - d. Self-monitor understanding of a spoken message and seek clarification as necessary. D

## Grade Three

- 1. Content Standard 1- Students demonstrate knowledge and understanding of the communication process.**
  - a. Identify the role of speaking and listening in daily life. D
  - b. Identify roles in the communication process. D
  
- 2. Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**
  - a. Identify how to focus attention, reflect, interpret, analyze and respond. I
  - b. Demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. D
  - c. Make an oral presentation. D
  - d. Identify types of listening situations. (casual, appreciative, attentive)
  
- 3. Content Standard 3- Students apply range of skills and strategies to speaking and listening.**
  - a. Use comprehension skills and strategies while listening to oral text and messages. D
  - b. Listen carefully and critically to oral reading, discussions, and spoken messages. D
  - c. Expand vocabulary by listening and speaking. D
  - d. Give precise directions, accurate information, and convincing ideas while speaking. D
  
- 4. Content Standards 4- Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**
  - a. Connect experiences, ideas, and cultural traditions with those of others through speaking and listening. D
  - b. Understand and retell text and messages heard. D
  - c. Understand the major ideas and supporting evidence in spoken messages. D
  - d. Self-monitor understanding of a spoken message and seek clarification as necessary. D

## Grade Four

- 1. Content Standard 1- Students demonstrate knowledge and understanding of the communication process.**
  - a. Identify the role of speaking and listening in daily life. D
  - b. Identify roles in the communication process. D
  
- 2. Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**
  - a. Identify how to focus attention, reflect, interpret, analyze and respond. I
  - b. Demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. D
  - c. Speak and listen effectively for a range of purposes. D
  - d. Make various oral presentations for assigned purposes. I
  
- 3. Content Standard 3- Students apply range of skills and strategies to speaking and listening.**
  - a. Use comprehension skills and strategies while listening to oral text and messages. D
  - b. Listen carefully and critically to oral reading, discussions, and spoken messages. D
  - c. Expand vocabulary by listening and speaking. D
  - d. Give precise directions, accurate information, and convincing ideas while speaking. D
  
- 4. Content Standards 4- Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**
  - a. Connect experiences, ideas, and cultural traditions with those of others through speaking and listening. D
  - b. Understand and retell text and messages heard. D
  - c. Understand major ideas and supporting evidence in spoken messages. D
  - d. Self-monitor understanding of a spoken message and seek clarification as necessary. D

## Grade Five

- 1. Content Standard 1- Students demonstrate knowledge and understanding of the communication process.**
  - a. Identify the role of speaking and listening in daily life. D
  - b. Identify roles in the communication process. D
  
- 2. Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**
  - a. Develop the techniques of listening in a variety of situations. D
  - b. Demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. D
  - c. Speak and listen effectively for a range of purposes. D
  - d. Make various oral presentations for assigned purposes. I
  - e. Develop different types of listening skills appropriate to the listening situation. D
  
- 3. Content Standard 3- Students apply range of skills and strategies to speaking and listening.**
  - a. Use comprehension skills and strategies while listening to oral text and messages. D
  - b. Listen carefully and critically to oral reading, discussions, and spoken messages. D
  - c. Expand vocabulary by listening and speaking. D
  - d. Give precise directions, accurate information, and convincing ideas while speaking. D
  
- 4. Content Standard 4- Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**
  - a. Connect experiences, ideas, and cultural traditions with those of others through speaking and listening. D
  - b. Understand and retell text and messages heard. D
  - c. Understand major ideas and supporting evidence in spoken messages. D
  - d. Self-monitor understanding of a spoken message and seek clarification as necessary. D

## **Middle School Grades Six, Seven, Eight**

### **1. Content Standard 1 - Students demonstrate knowledge and understanding of the communication process.**

- a. Identify the role of speaking and listening in daily life. D
- b. Identify roles in the communication process. D

### **2. Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**

- a. Develop the techniques of listening in a variety of situations. D
- b. Demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. D
- c. Speak and listen effectively for a range of purposes. D
- d. Make various oral presentations for assigned purposes. I
- e. Develop different types of listening skills appropriate to the listening situation. D

### **3. Content Standard 3- Students apply range of skills and strategies to speaking and listening.**

- a. Use comprehension skills / strategies while listening to oral text and messages. D
- b. Listen carefully and critically to oral reading, discussions, and spoken messages. D
- c. Expand vocabulary by listening and speaking. D
- d. Give precise directions, accurate information, and convincing ideas while speaking. D
- e. Utilize dramatic movements in oral presentations. I & D
- f. Cooperative learning groups for project completion and presentation. D

### **4. Content Standard 4- Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**

- a. Connect experiences, ideas, and cultural traditions with those of others through speaking and listening. D
- b. Understand and retell text and messages heard. D
- c. Understand major ideas and supporting evidence in spoken messages. D
- d. Self-monitor understanding of a spoken message and seek clarification as necessary. D



## **Vocational English I and II – Curriculum mirrors the following HS English I and II**

### **HS English I and II**

#### **1. Content Standard 1 - Students demonstrate knowledge and understanding of the communication process.**

- a. Identify the role of speaking and listening in daily life. D
- b. Identify roles in the communication process. D

#### **2. Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**

- a. Develop the techniques of listening in a variety of situations. D
- b. Demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. D
- c. Speak and listen effectively for a range of purposes. D
- d. Make various oral presentations for assigned purposes. I
- e. Develop different types of listening skills appropriate to the listening situation. D

#### **3. Content Standard 3- Students apply range of skills and strategies to speaking and listening.**

- a. Use comprehension skills / strategies while listening to oral text and messages. D
- b. Listen carefully and critically to oral reading, discussions, and spoken messages. D
- c. Expand vocabulary by listening and speaking. D
- d. Give precise directions, accurate information, and convincing ideas while speaking. D
- e. Utilize dramatic movements in oral presentations. I & D
- f. Cooperative learning groups for project completion and presentation. D
- g. Present a 3-5 minute demonstration speech. I
- h. Present a 2-3 minute informative speech. I & D
- i. Present a 3-5 minute extemporaneous speech. I & D
- j. Understand and use drama in speaking. I & D
- k. Read at least two compositions aloud. D

#### **4. Content Standard 4- Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**

- a. Connect experiences, ideas, and cultural traditions with those of others through speaking and listening. D
- b. Understand and retell text and messages heard. D
- c. Understand major ideas and supporting evidence in spoken messages. D
- d. Self-monitor understanding of a spoken message and seek clarification as necessary. D

## HS English – Junior Offerings and Senior Offerings

### **1. Content Standard 1 - Students demonstrate knowledge and understanding of the communication process.**

- a. Identify the role of speaking and listening in daily life. D
- b. Identify roles in the communication process. D

### **2. Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**

- a. Develop the techniques of listening in a variety of situations. D
- b. Demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. D
- c. Speak and listen effectively for a range of purposes. D
- d. Make various oral presentations for assigned purposes. D
- e. Develop different types of listening skills appropriate to the listening situation. D

### **3. Content Standard 3- Students apply range of skills and strategies to speaking and listening.**

- a. Use comprehension skills / strategies while listening to oral text and messages. D
- b. Listen carefully and critically to oral reading, discussions, and spoken messages. D
- c. Expand vocabulary by listening and speaking. D
- d. Utilize skills for speaking in front of an audience. D
- e. Present a 5-7 minute informative speech. D
- f. Present a 5-7 minute persuasive speech. D
- g. Understand and use drama in speaking. D
- h. Read at least two compositions aloud. D
- i. Juniors – Research, write, present two speeches. D
- j. Seniors – Research, write, present five speeches. D

### **4. Content Standard 4- Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**

- a. Connect experiences, ideas, and cultural traditions with those of others through speaking and listening. D
- b. Understand and retell text and messages heard. D
- c. Understand major ideas and supporting evidence in spoken messages. D
- d. Self-monitor understanding of a spoken message and seek clarification as necessary. D

## K-12 Speaking and Listening Benchmarks

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### Speaking and Listening Content Standard 1 Benchmarks

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**Students demonstrate knowledge and understanding of the communication process.**

Students will:

End of Kindergarten And Grades 1, 2, 3	End of Grade 4	End of Grade 5	End of Grade 6, 7, 8
<ol style="list-style-type: none"> <li>1. Demonstrate appropriate speaking and listening behaviors in formal and informal situations.</li> <li>2. Connect experiences, ideas, and cultural traditions with classroom communication.</li> <li>3. Understand and retell information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate appropriate speaking and listening behaviors in formal and informal situations.</li> <li>2. Identify roles of speaking and listening in daily life in the communication process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate appropriate speaking and listening behaviors in formal and informal situations.</li> <li>2. Identify roles of speaking and listening in daily life in the communication process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe speaking technology.</li> <li>2. Identify, define, and use the components of the communication process.</li> <li>3. Observe and describe the importance of speaking and listening in personal relationships.</li> </ol>

End of Grade 9/10	End of Grade 11/12
<ol style="list-style-type: none"> <li>1. Observe and describe the importance of speaking and listening in personal relationships.</li> <li>2. Identify, define, and use the components of the communication process.</li> <li>3. Observe and describe the importance of speaking and listening in personal relationships.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance of effective oral communication in creating meaning, influencing thought, and making decisions.</li> <li>2. Identify and analyze the relationships among the components of the communication process.</li> </ol>

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## Speaking and Listening Content Standard 2 Benchmarks

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**Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**

Students will:

End of Kindergarten And Grade 1	End of Grade 2 And Grade 3	End of Grade 4	End of Grade 5	End of Grade 6 and 7
<p>1. Speak and listen appropriately during read-alouds, sharing and listening to personal experiences, understanding directions and instructions.</p> <p>2. Participate in rhymes and songs, conversations and discussions.</p>	<p>1. Speak and listen appropriately during read-alouds, sharing and listening to personal experiences, understanding directions and instructions.</p> <p>2. Participate in rhymes and songs, conversations and discussions.</p> <p>3. Dramatic interpretations.</p>	<p>1. Speak and listen appropriately during read-alouds, sharing and listening to personal experiences, understanding directions and instructions.</p> <p>2. Dramatic interpretations.</p>	<p>1. Speak and listen appropriately during read-alouds, sharing and listening to personal experiences, understanding directions and instructions.</p> <p>2. Dramatic interpretations.</p> <p>3. Demonstrate appropriate communication with peers and others in all settings.</p>	<p>1. Recognize the purpose of communication in a variety of situations.</p> <p>2. Present and deliver information through expository speeches.</p> <p>3. Listening for information and interpreting information.</p> <p>4. Do one memorized selection.</p> <p>5. Do one oral presentation.</p> <p>6. Present original and creative thoughts through original oratory.</p> <p>7. Deliver speeches to convince and to be impromptu.</p>

End of Grade 8	End of Grade 9/10	End of Grade 11/12
<p>1. Analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).</p> <p>2. Demonstrate appropriate speaking and listening behaviors in communicating with various audiences.</p> <p>3. Speak and listen effectively for an expanding range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages).</p> <p>4. Identify and appropriately use different types of presentations (e.g., reports, expository speeches, dramatic presentations, persuasive appeals).</p> <p>5. Identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening).</p>	<p>1. Analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).</p> <p>2. Demonstrate appropriate speaking and listening behaviors in communicating with various audiences.</p> <p>3. Speak and listen effectively for an expanding range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages).</p> <p>4. Identify and appropriately use different types of presentations (e.g., reports, expository speeches, dramatic presentations, persuasive appeals).</p> <p>5. Identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening).</p> <p>6. Explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).</p> <p>7. Demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences.</p> <p>8. Speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions).</p> <p>9. Identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorize deliveries, interpersonal endeavors). Identify and use different types of listening appropriate to the listening situation (e.g., critical listening).</p>	<p>1. Explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).</p> <p>2. Demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences.</p> <p>3. Speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions).</p> <p>4. Identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorize deliveries, interpersonal endeavors).</p> <p>5. Identify and use different types of listening appropriate to the listening situation (e.g., critical listening).</p>

## Speaking and Listening Content Standard 3 Benchmarks

**A students must apply a range of skills and strategies to speaking and listening.**

Students will:

End of K, 1 and 2	End of Grades 3, 4, 5, and 6	End of Grades 7, 8, 9
<ol style="list-style-type: none"> <li>1. Adjust effectively speaking and listening behaviors for a broad range of purposes and audiences.</li> <li>2. Expand vocabulary.</li> <li>3. Comprehend while listening to oral text and messages.</li> <li>4. Respond to questions, directions, text, and presentations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adjust effectively speaking and listening behaviors for a broad range of purposes and audiences.</li> <li>2. Expand vocabulary.</li> <li>3. Comprehend while listening to oral text and messages.</li> <li>4. Respond to questions, directions, text, and presentations.</li> <li>5. Accurately restate directions, information and ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate with a clear purpose, well developed organization, and support from a variety of sources.</li> <li>2. Use verbal language appropriate to occasion, audience and topic.</li> <li>3. Explain and appropriately use verbal and nonverbal skills to enhance presentations and manage communication anxiety.</li> <li>4. Monitor understanding by identifying and using strategies (e.g., inquiring, taking notes, summarizing oral and visual clues).</li> <li>5. Distinguishing information from persuasion, and logic from emotion.</li> <li>6. Compare and contrast one's own experiences, information, and insights with the message received in a variety of communication situations.</li> <li>7. Compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., the same selection interpreted by different performers).</li> <li>8. Identify, anticipate, and manage barriers to listening.</li> </ol>

End of Grades 10, 11, and 12
<ol style="list-style-type: none"> <li>1. Communicate with an identifiable thesis, logically developing points with appropriate supporting resources, and clear sequencing of ideas and transitions.</li> <li>2. Use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion and task.</li> <li>3. Apply, analyze and evaluate effective verbal and nonverbal skills to enhance presentations and manage communication anxiety.</li> <li>4. Monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues).</li> <li>5. Recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages.</li> <li>6. Compare and contrast one's experiences, information, and insights with the message in a variety of communication situations.</li> <li>7. Analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion.</li> <li>8. Identify, anticipate, and manage barriers to listening.</li> </ol>

## Speaking and Listening Content Standard 4 Benchmarks

**A student must identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**

Students will:

End of K, 1, 2, 3	End of Grades 4, 5	End of Grades 6, 7
1. Recognize techniques of speaking and listening: focusing attention, reflecting, responding to and analyzing messages communicated written and orally.	1. Recognize techniques of speaking and listening: focusing attention, reflecting, responding to and analyzing messages communicated written and orally. 2. Self-monitor during communication process.	1. Apply the characteristics of speaking. 2. Use feedback to evaluate progress as a speaker and listener. 3. Understand how useful communication is to democratic society. 4. Explain the importance of speaking and listening in our democratic society within a culturally diverse world.

End of Grade 9/10	End of Grade 11/12
1. Analyze and apply the characteristics of effective speaking and evaluative listening. 2. Use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals. 3. Explain the importance of speaking and listening in our democratic society within a culturally diverse world.	1. Analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media. 2. Use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals. 3. Explain the importance of speaking and listening in our democratic society within a culturally diverse world. 4. Analyze the legal and ethnical issues associated with responsible communication.