

**STATE GOAL 4: Listen and speak effectively in a variety of situations.**

**Why This Goal Is Important:** Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

**A. Listen effectively in formal and informal situations.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>4.A.1a</b> Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	<b>4.A.2a</b> Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	<b>4.A.3a</b> Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	<b>4.A.4a</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	<b>4.A.5a</b> Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.
<b>4.A.1b</b> Ask questions and respond to questions from the teacher and from group members to improve comprehension.	<b>4.A.2b</b> Ask and respond to questions related to oral presentations and messages in small and large group settings.	<b>4.A.3b</b> Compare a speaker's verbal and nonverbal messages.	<b>4.A.4b</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	<b>4.A.5b</b> Use techniques for analysis, synthesis, and evaluation of oral messages.
<b>4.A.1c</b> Follow oral instructions accurately.	<b>4.A.2c</b> Restate and carry out a variety of oral instructions.	<b>4.A.3c</b> Restate and carry out multistep oral instructions.	<b>4.A.4c</b> Follow complex oral instructions.	
<b>4.A.1d</b> Use visually oriented and auditorily based media.		<b>4.A.3d</b> Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	<b>4.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	

**B. Speak effectively using language appropriate to the situation and audience.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>4.B.1a</b> Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	<b>4.B.2a</b> Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	<b>4.B.3a</b> Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	<b>4.B.4a</b> Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	<b>4.B.5a</b> Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.
<b>4.B.1b</b> Participate in discussions around a common topic.	<b>4.B.2b</b> Use speaking skills and procedures to participate in group discussions.	<b>4.B.3b</b> Design and produce reports and multi-media compositions that represent group projects.	<b>4.B.4b</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.	<b>4.B.5b</b> Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.
	<b>4.B.2c</b> Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).	<b>4.B.3c</b> Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	<b>4.B.4c</b> Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).	<b>4.B.5c</b> Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).
	<b>4.B.2d</b> Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	<b>4.B.3d</b> Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	<b>4.B.4d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	<b>4.B.5d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).