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Listening, Viewing, and Speaking Standards
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Introduction

Charge:
The Kansas Listening, Viewing, and Speaking Standards Writers Committee was charged with the following duties:

1. To bring greater clarity and specificity to the standards used to measure student skill development in the communications areas;
2. To review current state standards;
3. To establish benchmarks for three areas: Listening, Viewing, and Speaking;
4. To develop a document for use by teachers in Kansas schools;
5. To present a rational for the standards.

Committee Background Information:
This committee has worked within a limited time frame from August to November of 1999. The committee came together five times during this period for two eight-hour meetings per session. The membership of the committee included individuals from all areas of the state and from various levels of instruction. The members included elementary teachers, middle and high school teachers, district level administrators, and university professors. A strong effort was made to develop a document that would flow from grade level to grade level with a well-organized method for teaching the skills needed for effective communication. The committee worked to develop a communication skills-based document that would apply across curricular areas. The intent was to develop standards that could be applied to other subjects, such as social studies, art, music, and drama, as well as to language arts classes.

Purpose:
This document represents revisions of the Kansas Curricular Standards for Communication Arts (1996) in the areas of listening, viewing, speaking, research, and technology. The benchmarks for all five areas have been reviewed and revised. Indicators for each “new” benchmark have been written for grades 2, 5, 8, and 11. In addition, new standards have been written for Research (Information Retrieval) and Technology (Audio-visual Products).

The goal of the writers was to create a document to guide teachers in the instruction of these communication arts skills in a sequential, incremental manner in harmony with the practices and research from the appropriate communication fields and to provide benchmarks and indicators to gauge student development as competent listeners, viewers, speakers, researchers, and creators of audio-visual products.
Scope and Definitions:
The benchmarks and indicators for listening, viewing, and speaking are based on three comprehensive definitions published in the National Communication Association’s Competent Communicators: K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements (1998). Each definition reflects the process of using the skill area and the recognition of adapting messages for different communication purposes.

- **Listening:** Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. People call on different listening skills depending on whether their goal is to comprehend information, critique and evaluate a message, or appreciate a performance.

- **Viewing:** Viewing is the process of receiving, constructing meaning from, and responding to objects, images, sounds, and words. People call on different viewing skills for different purposes: to understand information, critique and evaluate a message, appreciate a performance.

- **Speaking:** Speaking is the act or process of transmitting and exchanging information, ideas, and emotions using oral language. Whether in daily interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt to their listeners.

These definitions demonstrate the following: Listening is more than hearing; it is a conscious and teachable skill. Viewing is more than watching. Like its counterparts reading and listening, the process of viewing can be taught and adapted to a variety of purposes. Finally, speaking is more than giving public speeches; but whether the speaking situation is formal or informal, involves two people, a small group, or an audience, there is always a teachable process of composition and presentation for producing the speaker’s own personal oral messages.

Also included in the document are standards for information retrieval and audio-visual products. The document speaks of the use of technology but does not limit itself to any one specific technique or source. Research skills include the ability to interview a primary source and techniques that can be used in Internet research. Media Products cover the range of audio-visual aids, from classroom posters and show-and-tell objects to well-defined video or computer productions. Again, the purpose of these standards is not to define or limit the curriculum but rather to establish guidelines to suggest grade-appropriate skill levels.
The following additional definitions are used for the document:

- **Standard:** A curricular standard is a general statement of what a student should know and be able to do in academic subjects.

- **Benchmark:** A specific statement of what a student should know and be able to do at a specific time in his/her schooling. Benchmarks are used to measure a student’s progress towards meeting the standard. Statements outlining the specifics of what a student should know and be able to do are found directly following the benchmark. For the purpose of this document benchmarks are defined for grades 2, 5, 8, and 11.

- **Indicator:** A statement of the knowledge or skills which a student demonstrates in order to meet the benchmark. Indicators are critical to understanding the standards, and benchmarks are intended to be met by all students. The set of indicators listed under each benchmark is not listed in priority order, nor should the list be considered as all inclusive. Students’ exiting indicators are defined for grades 2, 5, 8, and 11.

**Special Considerations:**
The committee reviewed material from previous documents and included those concepts needed to develop communication skills in the areas of listening, viewing, and speaking. In addition, the committee developed benchmarks for Information Retrieval and producing Media Products.

The document indicates levels of understanding and ability that all students are expected to achieve as competent listeners, viewers, and speakers. These standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, or interests.

Since the benchmarks and indicators are based on the three processes of listening, viewing, and speaking, the indicators represent student progress in each process at the four grade levels, 2nd, 5th, 8th, and 11th in their K-12 education. Listening, viewing, and speaking are complex behaviors and require much repetition and revisiting to master. The same or very similar indicators are sometimes repeated at different grade levels to reflect this recursive nature of learning effective communication. As students progress in their skill development, the same goal areas will be achieved with increasingly difficult levels through more challenging and complex assignments.
**Development of Local Curriculum:**

As previously noted, this document has been designed to provide definition, scope, and organization of skill development in the area of communication. When this document is used in the process of developing local curricula, the reader will want to consider which of the indicators and benchmarks would be included in the local curriculum. It is not expected that all districts will develop curriculum to include every indicator; instead, the document has been developed to provide information to assist a broad range of different local curricular emphases. We believe that this document can be used in a wide range of subject areas for which communication skills are needed or used. We believe that the skills developed will benefit students throughout their lives.
Standards and Benchmarks

Listening

Standard: Learners will participate effectively as listeners within formal and informal groups.

Benchmark 1: The effective listener is attentive.

Benchmark 2: The effective listener identifies/recognizes verbal and nonverbal cues accurately.

Benchmark 3: The effective listener understands the message.

Benchmark 4: The effective listener remembers and applies content of message.

Benchmark 5: The effective listener analyzes/evaluates the message.

Benchmark 6: The effective listener participates appropriately in small groups.
Standards and Benchmarks

Viewing

Standard: Students will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The effective viewer is attentive.

Benchmark 2: The effective viewer recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

Benchmark 3: The effective viewer understands the visual message.

Benchmark 4: The effective viewer remembers and applies the content of the visual message.

Benchmark 5: The effective viewer analyzes/evaluates visual messages.
Standards and Benchmarks

Speaking

Standard: Learners will speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Benchmark 2: The effective speaker participates in a variety of communication opportunities.

Benchmark 3: The effective speaker produces a coherent message.

Benchmark 4: The effective speaker uses appropriate content for purpose, audience, occasion, and context.

Benchmark 5: The effective speaker demonstrates control of delivery skills.

Benchmark 6: The effective speaker participates appropriately in small groups.

Benchmark 7: The effective speaker recognizes the role of evaluation in oral communication.
Standards and Benchmarks

Information Retrieval

Standard: Communicators will retrieve information from a variety of appropriate sources.

Benchmark 1: The effective communicator is knowledgeable about available resources.

Benchmark 2: The effective communicator uses sources from a variety of media and formats.

Benchmark 3: The effective communicator collects, sorts, and selects sources and information.

Benchmark 4: The effective communicator analyzes/evaluates the sources and information.
Standards and Benchmarks

Media Products

Standard: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create spoken and visual products.

Benchmark 2: The effective communicator creates single media and multimedia products.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and content.
KANSAS

Standards by Grade Level for LISTENING VIEWING SPEAKING and related RESEARCH & TECHNOLOGY
Listening

by End of 2nd Grade

Standard: Learners will participate effectively as listeners within formal and informal groups.

Benchmark 1: The effective listener is attentive.

Indicators:
The students:
1. focus attention on the speaker/message when given a readiness cue.
2. maintain age-appropriate focus for a short period, such as ten to fifteen minutes (one activity).
3. adapt attentive behavior to accommodate the listening situation, such as recovery from interruptions.

Benchmark 2: The effective listener identifies/recognizes verbal and nonverbal cues accurately.

Indicators:
The students:
1. associate appropriate meaning with familiar verbal and nonverbal cues such as classroom routine or peer interaction.
2. begin using context to determine meaning of unfamiliar verbal and nonverbal cues, such as appropriate assembly behavior.

Benchmark 3: The effective listener understands the message.

Indicators:
The students:
1. accurately follow simple directions (one to three steps) that are intended to be followed immediately.
2. answer single-idea questions related to the message.
3. retell the message in sequence with three to five details/events.
4. signal general understanding or non-understanding using appropriate verbal and nonverbal responses.

Benchmark 4: The effective listener remembers and applies content of the message.

Indicators:
The students:
1. accurately complete a simple task.
2. apply knowledge in a similar context.
3. recall significant details.
Listening by End of 2nd Grade (cont.)

Benchmark 5: The effective listener analyzes/evaluates the message.

Indicators:
The students:
1. predict more than one outcome.
2. draw appropriate conclusions.
3. use criteria to determine fact from fiction.
4. recognize exaggeration and distortion.
5. express personal evaluation of messages, such as likes or dislikes.

Benchmark 6: The effective listener participates appropriately in small groups.

Indicators:
The students:
1. pay attention when others are speaking.
2. avoid distracting others.
3. give verbal and nonverbal responses that indicate attention.
Listening

By End of 5th Grade

Standard: Learners will participate effectively as listeners within formal and informal groups.

Benchmark 1: The effective listener is attentive.

Indicators
The students:
1. focus attention on the speaker/message.
2. sustain focus throughout an activity.
3. independently adapt attentive behavior to accommodate the listening situation, such as refocus quickly after an interruption or seek optimum listening situations.

Benchmark 2: The effective listener recognizes/identifies verbal and nonverbal cues accurately.

Indicators:
The students:
1. associate appropriate meaning with specific verbal and nonverbal cues.
2. use context to determine meaning of unfamiliar verbal and nonverbal cues.
3. recognize that verbal and nonverbal cues work together.

Benchmark 3: The effective listener understands the message.

Indicators:
The students:
1. accurately follow multiple-step directions.
2. answer questions related to message.
3. retell the message in sequence.
4. ask questions for clarification.

Benchmark 4: The effective listener remembers and applies content of the message.

Indicators:
The students:
1. accurately complete a task.
2. apply knowledge in a new context.
3. remember significant details.
Listening by End of 5th Grade (cont.)

Benchmark 5: The effective listener analyzes/evaluates the message.

Indicators: The students:
1. predict various outcomes.
2. draw appropriate conclusions with supporting details.
3. identify the purpose of the message.
4. describe exaggeration and distortion and their effects.
5. begin to develop internal criteria to determine fact from fiction.
6. use external criteria to determine fact from fiction.
7. express and support personal evaluation of message, such as agreement or disagreement (one or two reasons given).
8. receive criticism and compliments appropriately.

Benchmark 6: The effective listener participates appropriately in small groups.

Indicators: The students:
1. pay attention when others are speaking.
2. avoid distracting or interrupting others.
3. give verbal and nonverbal responses that indicate attention to the topic of discussion, such as asking relevant questions.
4. repeat/summarize comments made by others.
5. recognize the existence of differing viewpoints of others.
Listening

By End of 8th Grade

Standard: Learners will participate effectively as listeners within formal and informal groups.

Benchmark 1: The effective listener is attentive.

Indicators:
The students:
1. accept responsibility for focusing attention on a speaker/message, such as eye-to-eye contact or responsive facial expressions.
2. use personal strategies to maintain focus (metacognition).
3. vary approaches to listening depending upon purpose, setting, and content.

Benchmark 2: The effective listener identifies/recognizes verbal and nonverbal cues.

Indicators:
The students:
1. associate appropriate meaning with subtle/complex verbal and nonverbal cues, such as stereotyped movements, jargon, use of space, and appropriate touch.
2. relate the verbal and nonverbal cues to prior knowledge and experience.
3. recognize how verbal and nonverbal cues work together.

Benchmark 3: The effective listener understands the message.

Indicators:
The students:
1. accurately follow instructions that require action over an extended period of time.
2. offer appropriate and effective feedback.
3. identify and summarize main ideas.
4. accurately paraphrase an oral message.
5. enhance understanding through appropriate use of speaker’s supplemental aids, such as maps, word lists, or texts.
Listening by End of 8th Grade (cont.)

Benchmark 4: The effective listener remembers and applies content of the message.

Indicators: 
  The students:
  1. accurately complete an extended task.
  2. assimilate knowledge from listening and use it in a new context.
  3. remember significant details.

Benchmark 5: The effective listener analyzes/evaluates the message.

Indicators: 
  The students:
  1. identify and interpret multiple messages and purposes intended by the speaker.
  2. distinguish between fact and opinion.
  3. distinguish between supported and unsupported statements.
  4. recognize motives of persuasive appeals.
  5. recognize the strategies used in persuasive appeals.
  6. follow the speaker’s reasoning.
  7. support personal evaluation of messages.
  8. accept appropriate criticism, disagreement, suggestions, and compliments.

Benchmark 6: The effective listener participates appropriately in small groups.

Indicators: 
  The students:
  1. pay attention when others are speaking.
  2. avoid distracting or interrupting others.
  3. maintain facial expressions, posture, and gestures that signal interest and respect for the speaker.
  4. accurately summarize others’ points of view, including those that conflict with their own.
  5. ask questions for clarification.
Listening

By End of 11th Grade

Standard: Learners will participate effectively as listeners within formal and informal groups.

Benchmark 1: The effective listener is attentive.

Indicators:
   The students:
   1. accept responsibility for active listening.
   2. use personal strategies to maintain focus (metacognition).
   3. demonstrate ability to manage internal and external distractions.

Benchmark 2: The effective listener identifies/recognizes verbal and nonverbal cues accurately.

Indicators:
   The students:
   1. understand the effects of ambiguous verbal and nonverbal cues, such as sarcasm, cultural meanings, inferences, and gestures.
   2. relate verbal and nonverbal cues to prior knowledge and experience.
   3. recognize the effects of conflicting verbal and nonverbal cues.

Benchmark 3: The effective listener understands the message.

Indicators:
   The students:
   1. accurately follow instructions that require integrating information and adjusting for specific situations.
   2. distinguish between denotative and connotative meanings.
   3. offer appropriate and effective feedback.
   4. accurately explain an oral message.
   5. enhance understanding through appropriate use of speaker’s supplemental aids, such as maps, word lists, or texts.
Listening by End of 11th Grade (cont.)

Benchmark 4: The effective listener remembers and applies content of the message.

Indicators:
   The students:
   1. accurately complete complex tasks.
   2. assimilate knowledge from listening and use it in a new context.
   3. use appropriate strategies to remember.
   4. relate speaker’s ideas and information to students’ lives.

Benchmark 5: The effective listener analyzes/evaluates the message.

Indicators:
   The students:
   1. distinguish between relevant and irrelevant material.
   2. judge validity of ideas, arguments, or hypotheses.
   3. identify and interpret multiple messages and the purposes intended by the speaker.
   4. distinguish between fact and opinion.
   5. recognize and control their own emotional responses to material.
   6. support personal evaluation of message.
   7. accept appropriate criticism, disagreement, suggestions, and compliments.

Benchmark 6: The effective listener participates appropriately in small groups.

Indicators:
   The students:
   1. vary behavior according to task roles within the group, such as note taker, leader, and clarifier.
   2. suspend judgment until the message is complete.
   3. demonstrate respect for differences in attitude, behavior, value, and beliefs.
Viewing

By End of 2nd Grade

Standard: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The effective viewer is attentive.

Indicators:
The students:
1. focus attention on a designated image/subject when given a readiness cue.
2. focus attention on specific details when given directions.
3. maintain age-appropriate focus for short periods.
4. adapt attentive behavior to accommodate the viewing situation, such as refocus or recover from distractions.

Benchmark 2: The effective viewer recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

Indicators:
The students:
1. associate appropriate meaning with familiar cues, such as objects and their visual or aural images (e.g., cake and candles represent birthdays).
2. identify and generalize defining characteristics and recognize viewing cues such as cats having whiskers, fur, tails, and meowing sounds.
3. use context cues to determine the meaning of unfamiliar visual or aural cues.

Benchmark 3: The effective viewer understands the visual message.

Indicators:
The students:
1. answer simple-idea questions related to the message such as identifying specific objects in a picture by naming, pointing, and matching.
2. describe the visual message with three to five details.
3. signal general understanding or lack of understanding using appropriate responses.
4. ascribe meaning to a visual message, such as a cornucopia representing the
harvest.
**Viewing by End of 2nd Grade (cont.)**

**Benchmark 4:** *The effective viewer remembers and applies the content of the visual message.*

**Indicators:**
- The students:
  1. use components of a visual message to complete a simple task, such as demonstrating spatial relationships (over, under, beside) and sequencing pictures of a story.
  2. recall significant details from visual messages.
  3. apply knowledge in a similar context by replicating teacher modeling.
  4. use knowledge from visual messages to create new visual messages, such as using information from a video tape on rabbits to make a book about rabbits.

**Benchmark 5:** *The effective viewer analyzes/evaluates visual messages.*

**Indicators:**
- The students:
  1. predict more than one outcome.
  2. draw appropriate conclusions.
  3. distinguish among types of visual messages, such as photographs, computer images, actual objects, and artists’ depictions.
  4. use criteria to distinguish fact from fiction.
  5. recognize exaggeration and distortion.
  6. support personal evaluation of messages, such as likes or dislikes.
Viewing

By End of 5th Grade

Standard: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The effective viewer is attentive.

Indicators:
The students:
1. focus attention on visual messages.
2. sustain focus throughout visual activities.
3. focus attention on specific details in complex visual messages.
4. adapt attentive behavior to accommodate viewing situations.

Benchmark 2: The effective viewer recognizes/identifies the cues of visual messages transmitted through objects, images, sounds, and words.

Indicators:
The students:
1. recognize the appropriate meaning of visual messages.
2. demonstrate awareness of elements of visual messages, such as material and equipment used in a science experiment.
3. use context cues to determine meaning of complex or unfamiliar visual messages.

Benchmark 3: The effective viewer understands visual messages.

Indicators:
The students:
1. answer increasingly complex questions related to visual messages.
2. describe visual messages in detail.
3. seek clarification.
4. interpret the meanings of visual messages.

Benchmark 4: The effective viewer remembers and applies content of visual messages.

Indicators:
The students:
1. use components of visual messages to complete tasks.
2. remember significant details from visual messages.
3. apply knowledge from visual message in new visual contexts and products, such as maps, dioramas, models, and computer-generated posters.
Viewing by End of 5th Grade (cont.)

**Benchmark 5:** The effective viewer analyzes/evaluates visual messages.

**Indicators:**

The students:

1. predict various outcomes.
2. draw appropriate conclusions with supporting details.
3. identify the purposes of visual messages.
4. use external criteria to distinguish fact from fiction.
5. identify the target of visual messages.
6. develop internal criteria to determine real from manipulated images.
7. describe the techniques used in visual messages to affect the viewer, such as exaggeration, distortion, and humor.
8. express and support personal evaluation of messages by giving one or two reasons.
Viewing

By End of 8th Grade

Standard: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The effective viewer is attentive.

Indicators:
The students:
1. accept responsibility for focusing attention on visual messages.
2. use personal strategies to maintain focus during visual presentations.
3. focus attention on individual elements, such as images, sound, dialogue, and perspective.
4. adapt attentive behavior to accommodate the purpose, setting, and content of visual messages.

Benchmark 2: The effective viewer recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

Indicators:
The students:
1. recognize multiple meanings of visual messages.
2. recognize symbolic elements of visual messages, such as metaphors, logos, and color.
3. recognize the relationship of parts and the whole in visual messages.

Benchmark 3: The effective viewer understands visual messages.

Indicators:
The students:
1. describe and discuss visual messages.
2. generate questions related to visual messages.
3. integrate multiple viewing experiences to comprehend a single concept or topic.
4. derive literal and abstract meanings from visual message.
Viewing by End of 8th Grade (cont.)

**Benchmark 4:** The effective viewer remembers and applies the content of visual messages.

**Indicators:**
- The students:
  1. complete extended viewing tasks.
  2. assimilate knowledge from viewing and use this knowledge in new contexts.
  3. use knowledge from visual messages to create new messages, such as video tapes, role playing, broadcasts, posters, computer-generated presentations, collages, and poems.

**Benchmark 5:** The effective viewer analyzes/evaluates visual messages.

**Indicators:**
- The students:
  1. predict various outcomes.
  2. draw appropriate conclusions with supporting details.
  3. identify and interpret multiple messages and intended purposes.
  4. recognize motives of persuasive appeals.
  5. recognize the strategies used in visual messages, such as the use of celebrities in persuasive appeals.
  6. identify the techniques used in visual messages to affect the viewer, such as lighting, music, sound effects, and pacing.
  7. distinguish between stated or implied facts.
  8. distinguish between facts and opinions.
  9. support personal evaluation of visual messages.


Viewing

By End of 11th Grade

Standard: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The effective viewer is attentive.

Indicators:
The students:
1. establish and maintain focus on visual messages.
2. accept responsibility for active viewing.

Benchmark 2: The effective viewer recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

Indicators:
The students:
1. identify media forms, media content, and media products.
2. identify symbolic elements of visual messages, such as visual metaphors.
3. recognize that visual messages are open to multiple interpretations.
4. recognize the effects of verbal and nonverbal cues.
5. recognize the impact of individual components of the message in relationship to the whole.

Benchmark 3: The effective viewer understands visual messages.

Indicators:
The students:
1. explain the ideas, images, and aesthetics of visual messages.
2. distinguish between denotative and connotative meanings.
3. offer appropriate and effective responses, such as questions and comments.
4. conceptualize the abstract and symbolic message from a visual message.
**Viewing by End of 11th Grade (cont.)**

**Benchmark 4:** The effective viewer remembers and applies the content of visual messages.

**Indicators:**
- The students:
  1. transfer knowledge from viewing to new contexts.
  2. use appropriate strategies to remember the content of visual messages.
  3. use knowledge from visual messages to create new messages, such as multimedia presentations and reports.
  4. relate information and ideas from visual messages to personal experiences.

**Benchmark 5:** The effective viewer analyzes/evaluates visual messages.

**Indicators:**
- The students:
  1. predict various outcomes.
  2. draw appropriate conclusions with supporting details.
  3. identify and interpret multiple messages and intended purposes.
  4. distinguish between relevant and irrelevant material.
  5. evaluate the quality of information obtained from electronic media sources.
  6. judge validity of ideas, arguments, or hypotheses.
  7. recognize, interpret, and control emotional responses to visual messages.
  8. assess the techniques used in visual messages to affect the viewer.
  9. support their individual evaluation of the message.
  10. recognize the underlying motives behind the visual messages.
Speaking

By End of 2nd Grade

Standard: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Indicators: The students:
1. recognize different audiences, such as principal, teacher, and friend.
2. recognize different purposes for speaking.
3. recognize different occasions/contexts for speaking.

Benchmark 2: The effective speaker participates in a variety of communication opportunities.

Indicators: The students:
1. reply to questions with appropriate verbal and nonverbal response behavior, such as raising hands, “yes” or “no.”
2. recognize appropriate time and situations to initiate oral communication.
3. participate in classroom routines/events, such as show and tell and calendar time.
4. willingly speak to a variety of partners/audiences.

Benchmark 3: The effective speaker produces a coherent message.

Indicators: The students:
1. express a complete thought.
2. express information related to the topic.
3. focus on the topic.
4. use sequence and detail to organize their message.
Speaking by End of 2nd Grade (cont.)

Benchmark 4: The effective speaker uses appropriate content for purpose, audience, occasion, and context.

Indicators:
The students:
1. know whether the purpose and situation call for content based on reality or make believe.
2. express information relevant to the purpose, audience, and situation.
3. remain focused.
4. present content focused on the topic.
5. expand or limit content with teacher assistance.
6. use precise vocabulary, such as "Mrs. Henry" versus "teacher."

Benchmark 5: The effective speaker demonstrates control of delivery skills.

Indicators:
The students:
1. establish eye contact.
2. vary volume of voice according to situation, such as whispering in the library or speaking up during show and tell.
3. use appropriate body position and movement according to the situation, such as facing the audience.

Benchmark 6: The effective speaker participates appropriately in small groups.

Indicators:
The students:
1. take turns speaking.
2. stay focused on the task.
3. use polite language, such as “please”, “thank you,” and “excuse me.”
Speaking

By End of 5th Grade

Standard: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Indicators: The students:
1. recognize characteristics of their audience, such as group size, gender, and age.
2. recognize different purposes for speaking, such as to inform, persuade, and entertain.
3. recognize if the occasion and context are formal or informal.

Benchmark 2: The effective speaker participates in a variety of communication opportunities.

Indicators: The students:
1. reply to questions with appropriate verbal and nonverbal response behavior, such as phrases, sentences, and courteous nonverbal cues.
2. initiate oral communication during appropriate times and situations.
3. prepare and present individual oral reports.
4. prepare and present short narrative speeches.
5. present short impromptu speeches based on classroom content, such as a one-minute description of how magnets work.

Benchmark 3: The effective speaker produces a coherent message.

Indicators: The students:
1. use a topic sentence or other appropriate organizational device as a basis for planning and developing an oral report.
2. express thoughts using phrases and complete sentences.
3. give information related to the topic.
4. stay focused on the topic.
5. organize details in logical order.
6. use language that is clear.
Speaking by End of 5th Grade (cont.)

Benchmark 4: The effective speaker uses appropriate content for purpose, audience, occasion, and context.

Indicators:
The students:
1. vary information presented according to the purpose, audience, and situation.
2. stay focused on purpose, audience, and situation.
3. expand or limit content as needed or directed, such as use of examples, AV aids, and technology.
4. adapt vocabulary for purpose, audience, and situation.
5. use figurative language, such as simple analogies, common multiple-meaning words, and familiar idioms.
6. use syntax and vocabulary that represent age-appropriate oral language as opposed to written language.
7. use language that reflects personal and authentic voice.

Benchmark 5: The effective speaker demonstrates control of delivery skills.

Indicators:
The students:
1. maintain eye contact.
2. vary vocal expression according to situation, such as volume, pace, and inflection.
3. use appropriate pronunciation and clear articulation.
4. use appropriate nonverbal behaviors (eye contact, facial expressions, gestures, posture, and proximity) according to the situation.
5. use a natural, conversational vocal style when presenting a planned speech.

Benchmark 6: The effective speaker participates appropriately in small groups.

Indicators:
The students:
1. contribute relevant information.
2. seek relevant information through questions.
3. respond politely to the ideas and opinions of others, such as taking turns and no put-downs.
Speaking

By End of 8th Grade

Standard: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Indicators:
  The students:
  1. describe the characteristics of their audience.
  2. describe different purposes for messages, such as to inform, persuade, and entertain.
  3. describe context and the occasion of the message.

Benchmark 2: The effective speaker participates in a variety of communication opportunities.

Indicators:
  The students:
  1. initiate oral communication during appropriate times and situations using verbal and nonverbal behaviors, such as clarifying questions, comments, facial expressions, proximity, and raising a hand.
  2. participate in oral presentations for defined purposes, such as impromptu speeches, informative speeches or reports, narrative speeches, demonstration speeches, and persuasive speeches.

Benchmark 3: The effective speaker produces a coherent message.

Indicators:
  The students:
  1. develop thoughts using increasing complexity.
  2. develop a message with an introduction, supporting ideas, and conclusion.
  3. organize details in logical order, such as general to specific, chronological order, or cause and effect.
  4. use graphic organizers or outline to organize the message.
  5. use transitions between parts of a message.
  6. use appropriate language that is clear and specific to the topic.
**Speaking by End of 8th Grade (cont.)**

*Benchmark 4:* The effective speaker uses appropriate content for purpose, audience, occasion, and context.

**Indicators:**
- The students:
  1. adapt information presented according to the purpose, audience, occasion and context.
  2. maintain focus on purpose, audience, and situation.
  3. extend or revise content as needed or directed, such as use of examples, AV aids, or technology.
  4. adapt vocabulary for purpose, audience, and situation.
  5. use creative language, such as analogies, similes, metaphors, and idioms.
  6. use oral language style as opposed to written language style.
  7. use authentic voice that shows their personalities.
  8. use repetition and summary.

*Benchmark 5:* The effective speaker demonstrates control of delivery skills.

**Indicators:**
- The students:
  1. scan audience and make direct eye contact.
  2. adjust vocal expression according to the situation, such as volume, pace, and inflection.
  3. use appropriate pronunciation and clear articulation.
  4. vary nonverbal behaviors (facial expressions, gestures, posture, and proximity) appropriate to the situation.
  5. accept and use helpful criticism.
  6. use an extemporaneous manner of speaking including the appropriate use of notes.

*Benchmark 6:* The effective speaker participates appropriately in small groups.

**Indicators:**
- The students:
  1. Contribute relevant information based on their role in the group, such as leader, recorder, evaluator.
  2. Seek information or clarification through questions or dialogue.
  3. Respond to and reinforce information.
  4. Show sensitivity to the feelings and opinions of others.
  5. Use appropriate means to communicate strong feelings and resolve conflict through negotiations and compromise.
Speaking

By End of 11th Grade

Standard: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Indicators:
1. analyze the characteristics of their audience.
2. describe different characteristics of messages based on purpose.
3. analyze context and occasion for messages.

Benchmark 2: The effective speaker participates in a variety of communication opportunities.

Indicators:
1. initiate oral communication during appropriate times and situations using verbal and nonverbal behaviors, such as clarifying questions, comments, facial expressions, proximity, and raising a hand.
2. participate in oral presentations for defined purposes.

Benchmark 3: The effective speaker produces a coherent message.

Indicators:
1. use thesis statement and main points to structure planned speeches.
2. use familiar organizational patterns, such as comparison/contrast or problem/solution.
3. use language consistent with purpose and content of message.
4. use transitions between main points.
5. use introductions that prepare an audience for the speech.
6. use conclusions that reinforce the message and signal closure for planned speeches.
Speaking by End of 11th Grade (cont.)

Benchmark 4: The effective speaker uses appropriate content for purpose, audience, occasion, and context.

Indicators:
The students:
1. use information that is relevant, accurate, and sufficient.
2. use language that matches audience’s level of understanding, such as vocabulary and amount of detail.
3. use vocabulary specific to topic.
4. use the level of language formality consistent with audience, purpose, and context.
5. use language that promotes emotional responses related to speaker’s purpose.
6. use authentic voice that reflects the speaker’s commitment to the message and personal style.

Benchmark 5: The effective speaker demonstrates control of delivery skills.

Indicators:
The students:
1. use an extemporaneous manner of delivery that creates speaker connection to the audience.
2. maintain an acceptable level of poise including eye contact, body position/movement, and vocal expression (volume, pace, and inflection).
3. use appropriate pronunciation and clear articulation.
4. avoid distracting delivery behaviors such as fidgeting, rocking podium, shuffling notes, and unintended verbal pauses.
5. effectively use materials and equipment, such as charts, graphs, markerboards, microphones, videos, overheads, and computer technology.

Benchmark 6: The effective speaker participates appropriately in small groups.

Indicators:
The students:
1. understand the various purposes of groups, such as problem solving, brainstorming, consensus building, discussion, and information gathering.
2. contribute relevant information based on their role in the group.
3. participate through questions and dialogue.
4. adapt to the group dynamics by assuming different roles.
5. show sensitivity to the feelings and opinions of others.
6. use appropriate means to communicate feelings and resolve conflict through negotiations and compromise, realizing that nonacceptance is an option.
Speaking by End of 11th Grade (cont.)

Benchmark 7: The effective speaker recognizes the role of evaluation in oral communication.

Indicators:

The students:
1. accept helpful criticism in a respectful manner.
2. evaluate the merit of criticism.
3. use criticism to improve future oral presentations.
4. modify delivery or content during a presentation in response to audience feedback.
5. use self-evaluation to improve oral communication.
Information Retrieval

By End of 2nd Grade

Standard: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 1: The effective communicator is knowledgeable about available sources.

Indicators: The students:
1. recognize that information can be found in different locations, such as school media centers, public libraries, classrooms, and home.
2. recognize different types of sources, such as books, magazines, electronic sources, and community experts.

Benchmark 2: The effective communicator uses sources from a variety of media and formats.

Indicators: The students:
1. identify simple appropriate sources for specific information such as maps, books, calendars, and people.
2. can locate simple sources of information, such as nonfiction books in the media center.

Benchmark 3: The effective communicator collects, sorts, and selects sources and information.

Indicators: The students:
1. gather one or two sources of information with assistance.
2. sort information using a simple graphic organizer or list.

Benchmark 4: The effective communicator analyzes/evaluates the sources and information.

Indicators: The students:
1. recognize the usefulness of the source for their purpose.
2. recognize the appropriateness of the source/information for their purposes, such as using a nonfiction book versus a catalogue for animal
facts.
Information Retrieval

By End of 5th Grade

Standard: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 1: The effective communicator is knowledgeable of available sources.

Indicators:
The students:
1. differentiate between types of reference materials, such as an almanac, atlas, thesaurus, electronic source, magazine, or encyclopedia.

Benchmark 2: The effective communicator uses sources from a variety of media and formats.

Indicators:
The students:
1. identify appropriate sources, such as reference materials, electronic sources, or experts.
2. recognize features of print sources, such as index, table of contents, glossary, and charts.
3. recognize features of electronic sources, such as search terms and search engines.
4. locate sources of information independently.

Benchmark 3: The effective communicator collects, sorts, and selects sources and information.

Indicators:
The students:
1. gather information from three to four primary and secondary sources.
2. sort/select information using graphic organizers or lists.
Information Retrieval by End of 5th Grade (cont.)

Benchmark 4: The effective communicator analyzes/evaluates the sources and information.

Indicators:
The students:
1. analyze the usefulness of the source for purposes, audiences, occasions, and contexts.
2. analyze the appropriateness of the source/information for purposes, audiences, occasions, and contexts.
**Information Retrieval**

**By End of 8th Grade**

**Standard:** The communicator will retrieve information from a variety of appropriate sources.

**Benchmark 1**  The effective communicator is knowledgeable about available sources.

**Indicators:**
- The students:
  1. differentiate between types of reference materials for specific purposes, such as print, electronic, and expert sources.

**Benchmark 2:** The effective communicator uses sources from a variety of media and formats.

**Indicators:**
- The students:
  1. use appropriate sources for purposes, audiences, occasions, and contexts.
  2. locate electronic, print, and expert sources of information.
  3. perform information searches.

**Benchmark 3:** The effective communicator collects, sorts, and selects sources and information.

**Indicators:**
- The students:
  1. gather information from primary and secondary sources.
  2. sort/select and narrow information using strategies, such as graphic organizers, note taking, and highlighting.

**Benchmark 4:** The effective communicator analyzes/evaluates the sources and information.

**Indicators:**
- The students:
  1. analyze/evaluate the usefulness of sources for specific purposes, audiences, occasions, and contexts.
  2. analyze/evaluate the credibility of sources and accuracy of the
Information Retrieval

By End of 11th Grade

Standard: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 1: The effective communicator is knowledgeable of available sources.

Indicators: The students:
1. identify specialized sources of information, such as databases, professional publications, university libraries, and national experts.

Benchmark 2: The effective communicator uses sources from a variety of media and formats.

Indicators: The students:
1. use appropriate sources from electronic, print, and expert categories of information for purposes, audiences, occasions, and contexts.

Benchmark 3: The effective communicator collects, sorts, and selects sources and information.

Indicators: The students:
1. use techniques to perform efficient information searches, such as multiple search terms, narrowing/expanding the search, and key word searches
2. gather current information from authoritative sources.
3. select best information for purposes, audiences, occasions, and contexts.

Benchmark 4: The effective communicator analyzes/evaluates the sources and information.

Indicators:
The students:
1. use criteria to evaluate the usefulness and credibility of sources.
2. use criteria to evaluate the accuracy of information.
Media Products

By End of 2nd Grade

Standard: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Indicators:
The students:
1. recognize a number of age-appropriate methods and resources, such as art supplies, recycled materials, computer programs/software, and tape recorders.

Benchmark 2: The effective communicator creates single-media and multi-media products.

Indicators:
The students:
1. create products that communicate a message, such as safety posters, dioramas of a story, personal item displays, or computer-generated slide shows about a given theme.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Indicators:
The students:
1. use content consistent with the topic or purpose.
2. use or create a product with sufficient detail for the topic.
Media Products

By End of 5th Grade

Standard: Communicators effectively use a variety of media to create products to communicate for a variety of audiences, purposes, occasions and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Indicators:
The students:
1. identify various methods to create media products, such as computer-generated graphics, two-or three-dimensional displays, and audio/video recordings.

Benchmark 2: The effective communicator creates single-media and multi-media products.

Indicators:
The students:
1. create products that communicate a message, such as drug safety posters, audio book reports, three-dimensional displays, computer-generated graphics, tables, and graphs.
2. choose appropriate media for content, purpose, audience, occasion, and context.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Indicators:
The students:
1. use content consistent with the topic.
2. use content that enhances the topic.
3. include sufficient detail for the topic.
Media Products

By End of 8th Grade

Standard: Communicators effectively use a variety of media to create products to communicate for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Indicators:
The students:
1. know various methods to create media products, such as computer applications, video and audio tapes, recordings, live presentations, and props.

Benchmark 2: The effective communicator creates single media and multi-media products.

Indicators:
The students:
1. create products that communicate a message, such as commercials for a school event.
2. create products that support/enhance a message.
3. choose appropriate media for content, purpose, audience, occasion, and context.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Indicators:
The students:
1. use content appropriate to the topic.
2. expand or limit content as appropriate.
3. adapt content for the purpose, audience, occasions, and context.
4. use symbolism, such as analogies, metaphors, icons, music, and color.
**Media Products**

**By End of 11th Grade**

Standard: Communicators effectively use a variety of media to create products to communicate for a variety of audiences, purposes, occasions, and contexts.

*Benchmark 1:* The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

**Indicators:**

The students:
1. analyze characteristics of various methods to create media.
2. know advanced techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.

*Benchmark 2:* The effective communicator creates single-media and multi-media products.

**Indicators:**

The students:
1. create more than one product to support the oral message.
2. choose the best available media for content, purpose, audience, occasion, and context.
3. refine skills for creating multimedia presentations.

*Benchmark 3:* The effective communicator uses appropriate content for purpose, audience, occasion, and context.

**Indicators:**

The students:
1. use content appropriate to the topic.
2. expand or limit content as appropriate.
3. evaluate the effectiveness of a product for purpose, audience, occasion, and context.
4. use symbolism in a variety of ways.
5. give credit for borrowed materials and follow copyright laws.
KANSAS

Benchmarks by Grade Level for LISTENING VIEWING SPEAKING and related

11

Kansas Curricular Standards for Listening, Viewing & Speaking
RESEARCH & TECHNOLOGY
Listening

Benchmark 1

**Standard:** Learners will participate effectively as listeners within formal and informal groups.

**Benchmark 1: The effective listener is attentive.**

**Indicators:**
By the end of second grade, the students:
1. focus attention on the speaker/message when given a readiness cue.
2. maintain age-appropriate focus for a short period, such as ten to fifteen minutes (one activity).
3. adapt attentive behavior to accommodate the listening situation such as recover from interruptions.

**Indicators:**
By the end of fifth grade, the students:
1. focus attention on the speaker/message.
2. sustain focus throughout an activity.
3. independently adapt attentive behavior to accommodate the listening situation, such as refocus quickly after an interruption or seek optimum listening situations.

**Indicators:**
By the end of eighth grade, the students:
1. accept responsibility for focusing attention on a speaker/message, such as eye-to-eye contact or responsive facial expressions.
2. use personal strategies to maintain focus (metacognition).
3. vary approaches to listening depending upon purpose, setting, and content.

**Indicators:**
By the end of eleventh grade, the students:
1. accept responsibility for active listening.
2. use personal strategies to maintain focus (metacognition).
3. demonstrate ability to manage internal and external distractions.
Listening

**Benchmark 2**

**Standard:** Learners will participate effectively as listeners within formal and informal groups.

**Benchmark 2:** The effective listener identifies/recognizes verbal and nonverbal cues accurately.

**Indicators:**
By the end of second grade, the students:
1. associate appropriate meaning with familiar verbal and nonverbal cues, such as classroom routine or peer interaction.
2. begin using context to determine meaning of unfamiliar verbal and nonverbal cues, such as appropriate assembly behavior.

**Indicators:**
By the end of fifth grade, the students:
1. associate appropriate meaning with specific verbal and nonverbal cues.
2. use context to determine meaning of unfamiliar verbal and nonverbal cues.
3. recognize that verbal and nonverbal cues work together.

**Indicators:**
By the end of eighth grade, the students:
1. associate appropriate meaning with subtle/complex verbal and nonverbal cues, such as stereotyped movements, jargon, use of space, and appropriate touch.
2. relate the verbal and nonverbal cues to prior knowledge and experience.
3. recognize how verbal and nonverbal cues work together.

**Indicators:**
By the end of eleventh grade, the students:
1. understand the effects of ambiguous verbal and nonverbal cues, such as sarcasm, cultural meanings, inferences, and gestures.
2. relate verbal and nonverbal cues to prior knowledge and experience.
3. recognize the effects of conflicting verbal and nonverbal cues.
Listening

3

**Standard:** Learners will participate effectively as listeners within formal and informal groups.

**Benchmark 3:** *The effective listener understands the message.*

**Indicators:**

By the end of second grade, the students:
1. accurately follow simple directions (one to three steps) that are intended to be followed immediately.
2. answer single-idea questions related to the message.
3. retell the message in sequence with three to five details/events.
4. signal general understanding or non-understanding, using appropriate verbal and nonverbal responses.

**Indicators:**

By the end of fifth grade, the students:
1. accurately follow multiple-step directions.
2. answer questions related to message.
3. retell the message in sequence.
4. ask questions for clarification.

**Indicators:**

By the end of eighth grade, the students:
1. accurately follow instructions that require action over an extended period of time.
2. offer appropriate and effective feedback.
3. identify and summarize main ideas.
4. accurately paraphrase an oral message.
5. enhance understanding through appropriate use of speaker’s supplemental aids, such as maps, word lists, or text.

**Indicators:**

By the end of eleventh grade, the students:
1. accurately follow instructions that require integrating information and adjusting for situations.
2. distinguish between denotative and connotative meanings.
3. offer appropriate and effective feedback.
4. accurately explain an oral message.
5. enhance understanding through appropriate use of speaker supplemental aids, such as maps, word lists, or texts.
Listening

Benchmark 4

Standard: Learners will participate effectively as listeners within formal and informal groups.

Benchmark 4: The effective listener remembers and applies content of the message.

Indicators:
By the end of second grade, the students:
1. accurately complete a simple task.
2. apply knowledge in a similar context.
3. recall significant details.

Indicators:
By the end of fifth grade, the students:
1. accurately complete a task.
2. apply knowledge in a new context.
3. remember significant details.

Indicators:
By the end of eighth grade, the students:
1. accurately complete an extended task.
2. assimilate knowledge from listening and use it in a new context.
3. remember significant details.

Indicators:
By the end of eleventh grade, the students:
1. accurately complete complex tasks.
2. assimilate knowledge from listening and use it in a new context.
3. use appropriate strategies to remember.
4. relate speaker’s ideas and information to students’ lives.
Listening

Benchmark 5

Standard: Learners will participate effectively as listeners within formal and informal groups.

**Benchmark 5:** The effective listener analyzes/evaluates the message.

**Indicators:**
- By the end of second grade, the students:
  1. predict more than one outcome.
  2. draw appropriate conclusions.
  3. use criteria to determine fact from fiction.
  4. recognize exaggeration and distortion.
  5. express personal evaluation of messages, such as likes or dislikes.

**Indicators:**
- By the end of fifth grade, the students:
  1. predict various outcomes.
  2. draw appropriate conclusions with supporting details.
  3. identify the purpose of the message.
  4. describe exaggeration and distortions and their effects.
  5. begin to develop internal criteria to determine fact from fiction.
  6. use external criteria to determine fact from fiction.
  7. express and support personal evaluation of message, such as agreement, disagreement (one or two reasons given).
  8. receive criticism and compliments appropriately.

**Indicators:**
- By the end of eighth grade, the students:
  1. identify and interpret multiple messages and purposes intended by the speaker.
  2. distinguish between fact and opinion.
  3. distinguish between supported and unsupported statements.
  4. recognize motives of persuasive appeals.
  5. recognize the strategies used in persuasive appeals.
  6. follow the speaker's reasoning.
  7. support personal evaluation of messages.
  8. accept appropriate criticism, disagreement, suggestions, and compliments.

**Indicators:**
- By the end of eleventh grade, the students:
  1. distinguish between relevant and irrelevant material.
  2. judge validity of ideas, arguments, or hypothesis.
  3. identify and interpret multiple messages and the purposes intended by the speaker.
  4. distinguish between fact and opinion.
  5. recognize and control their own emotional responses to material.
  6. support personal evaluation of message.
  7. accept appropriate criticism, disagreement, suggestions, and compliments.
Listening

**Benchmark 6**

**Standard:** Learners will participate effectively as listeners within formal and informal groups.

**Benchmark 6:** The effective listener participates appropriately in small groups.

**Indicators:**

By the end of second grade, the students:
1. pay attention when others are speaking.
2. avoid distracting others.
3. give verbal and nonverbal responses that indicate attention.

**Indicators:**

By the end of fifth grade, the students:
1. pay attention when others are speaking.
2. avoid distracting or interrupting others.
3. give verbal and nonverbal responses that indicate attention to the topic of discussion, such as asking relevant questions.
4. repeat/summarize comments made by others.
5. recognize the existence of differing viewpoints of others.

**Indicators:**

By the end of eighth grade, the students:
1. pay attention when others are speaking.
2. avoid distracting or interrupting others.
3. maintain facial expressions, posture, and gestures that signal interest and respect for the speaker.
4. accurately summarize others’ points of view, including those that conflict with their own.
5. ask questions for clarification.

**Indicators:**

By the end of eleventh grade, the students:
1. vary behavior according to task roles within the group, such as note taker, leader, and clarifier.
2. suspend judgment until the message is complete.
3. demonstrate respect for differences in attitude, behavior, value, and beliefs.
**Viewing**

**1**

**Standard:**  Students will demonstrate skills in viewing for a variety of purposes.

**Benchmark 1:**  *The effective viewer is attentive.*

**Indicators:**

By the end of the second grade, the students:
1. focus attention on a designated image/subject when given a readiness cue.
2. focus attention on specific details when given directions.
3. maintain age-appropriate focus for short periods.
4. adapt attentive behavior to accommodate the viewing situation, such as refocus or recover from distractions.

**Indicators:**

By the end of the fifth grade, the students:
1. focus attention on visual messages.
2. sustain focus throughout visual activities.
3. focus attention on specific details in complex visual messages.
4. adapt attentive behavior to accommodate viewing situations.

**Indicators:**

By the end of the eighth grade, the students:
1. accept responsibility for focusing attention on visual messages.
2. use personal strategies to maintain focus during visual presentations.
3. focus attention on individual elements, such as images, sound, dialogue, and perspective.
4. adapt attentive behavior to accommodate the purpose, setting, and content of visual messages.

**Indicators:**

By the end of the eleventh grade, the students:
1. establish and maintain focus on visual messages.
2. accept responsibility for active viewing.
**Viewing**

**Benchmark 2**

**Standard:** Students will demonstrate skills in viewing for a variety of purposes.

**Benchmark 2:** The effective viewer recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

**Indicators:**

By the end of the second grade, the students:

1. associate appropriate meaning with familiar cues such as objects and their visual or aural images (e.g., cake and candles representing birthdays).
2. identify and generalize defining characteristics and recognize viewing cues, such as cats having whiskers, fur, tails, and meowing sounds.
3. use context cues to determine the meaning of unfamiliar visual or aural cues.

**Indicators:**

By the end of the fifth grade, the students:

1. recognize appropriate meaning of visual messages.
2. demonstrate awareness of elements of visual messages, such as material and equipment used in a science experiment.
3. use context cues to determine meaning of complex or unfamiliar visual messages.

**Indicators:**

By the end of the eighth grade, the students:

1. recognize multiple meanings of visual messages.
2. recognize symbolic elements of visual messages, such as metaphors, logos, and color.
3. recognize the relationship of parts and the whole in visual messages.

**Indicators:**

By the end of the eleventh grade, the students:

1. identify media forms, media content, and media products.
2. identify symbolic elements of visual messages, such as visual metaphors.
3. recognize that visual messages are open to multiple interpretations.
4. recognize the effects of verbal and nonverbal cues.
5. recognize the impact of individual components of the message in relationship to the whole.
Viewing

Benchmark 3

Standard: Students will demonstrate skills in viewing for a variety of purposes.

Benchmark 3: The effective viewer understands the visual message.

Indicators:
By the end of the second grade, the students:
1. answer simple-idea questions related to the message, such as identifying specific objects in a picture by naming, pointing, and matching.
2. describe the visual message with three to five details.
3. signal general understanding or lack of understanding using appropriate responses.
4. ascribe meaning to a visual message, such as a cornucopia representing the harvest.

Indicators:
By the end of the fifth grade, the students:
1. answer increasingly complex questions related to visual messages.
2. describe visual messages in detail.
3. seek clarification.
4. interpret the meanings of visual messages.

Indicators:
By the end of the eighth grade, the students:
1. describe and discuss visual messages.
2. generate questions related to visual messages.
3. integrate multiple viewing experiences to comprehend a single concept or topic.
4. derive literal and abstract meanings from visual message.

Indicators:
By the end of the eleventh grade, the students:
1. explain the ideas, images, and aesthetics of visual messages.
2. distinguish between denotative and connotative meanings.
3. offer appropriate and effective responses, such as questions and comments.
4. conceptualize the abstract and symbolic message from a visual message.
**Viewing**

**Benchmark 4**

**Standard:** Students will demonstrate skills in viewing for a variety of purposes.

**Benchmark 4:** *The effective viewer remembers and applies content of visual message.*

**Indicators:**

- By the end of the second grade, the students:
  1. use components of a visual message to complete a simple task, such as demonstrating spatial relationships (over, under, beside) and sequencing pictures of a story.
  2. recall significant details from visual messages.
  3. apply knowledge in a similar context by replicating teacher modeling.
  4. use knowledge from visual messages to create new visual messages, such as using information from a video tape on rabbits to make a book about rabbits.

**Indicators:**

- By the end of the fifth grade, the students:
  1. use components of visual messages to complete tasks.
  2. remember significant details from visual messages.
  3. apply knowledge in new visual contexts and products, such as maps, dioramas, models, and computer-generated posters.

**Indicators:**

- By the end of the eighth grade, the students:
  1. complete extended viewing tasks.
  2. assimilate knowledge from viewing and use this knowledge in new contexts.
  3. use knowledge from visual messages to create new messages, such as video tapes, role playing, broadcasts, posters, computer-generated presentations, collages, and poems.

**Indicators:**

- By the end of the eleventh grade, the students:
  1. transfer knowledge from viewing to new contexts.
  2. use appropriate strategies to remember the content of visual messages.
  3. use knowledge from visual messages to create new messages, such as multimedia presentations and reports.
  4. relate information and ideas from visual messages to personal experiences.
Viewing

**Benchmark 5**

**Standard:** Students will demonstrate skills in viewing for a variety of purposes.

**Benchmark 5:** The effective viewer analyzes/evaluates visual messages.

**Indicators:**
By the end of the second grade, the students:
1. predict more than one outcome.
2. draw appropriate conclusions.
3. distinguish among types of visual messages, such as photographs, computer images, actual objects, and artists’ depiction.
4. use criteria to distinguish fact from fiction.
5. recognize exaggeration and distortions.
6. support personal evaluation of messages, such as likes or dislikes.

**Indicators:**
By the end of the fifth grade, the students:
1. predict various outcomes.
2. draw appropriate conclusions with supporting details.
3. identify the purposes of visual messages.
4. use external criteria to distinguish fact from fiction.
5. identify the target of visual messages.
6. develop internal criteria to determine real from manipulated images.
7. describe the techniques used in visual messages to affect the viewer, such as exaggeration, distortion, and humor.
8. express and support personal evaluation of messages by giving one or two reasons.

**Indicators:**
By the end of the eighth grade, the students:
1. predict various outcomes.
2. draw appropriate conclusions with supporting details.
3. identify and interpret multiple messages and intended purposes.
4. recognize the motives of persuasive appeals.
5. recognize the strategies used in visual messages, such as use of celebrities in persuasive appeals.
6. identify the techniques used in visual messages to affect the viewer, such as lighting, music, sound effects, and pacing.
7. distinguish between stated or implied facts.
8. distinguish between facts and opinions.
9. support their personal evaluation of visual messages.
Indicators:

   By the end of the eleventh grade, the students:
   1. predict various outcomes.
   2. draw appropriate conclusions with supporting details.
   3. identify and interpret multiple messages and intended purposes.
   4. distinguish between relevant and irrelevant material.
   5. evaluate the quality of information obtained from electronic media sources.
   6. judge validity of ideas, arguments, or hypotheses.
   7. recognize, interpret, and control emotional responses to visual messages.
   8. assess the techniques used in visual messages to affect the viewer.
   9. support their individual evaluation of the message.
  10. recognize the underlying motives behind the visual messages.
Speaking

Benchmark 1

Standard: Learners will speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Indicators:
By the end of the second grade, the students:
1. recognize different audiences, such as principal, teacher, and friend.
2. recognize different purposes for speaking.
3. recognize different occasion/context for speaking.

Indicators:
By the end of the fifth grade, the students:
1. recognize characteristics of their audience, such as group size, gender, and age.
2. recognize different purposes for speaking, such as to inform, persuade, and entertain.
3. recognize if the occasion and context are formal or informal.

Indicators:
By the end of the eighth grade, the students:
1. describe the characteristics of their audience.
2. describe different purposes for messages, such as to inform, persuade, and entertain.
3. describe context and occasion of message.

Indicators:
By the end of the eleventh grade, the students:
1. analyze the characteristics of their audience.
2. describe different characteristics of messages based on purpose.
3. analyze context and occasion for messages.
Speaking

Benchmark 2

**Standard**: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

**Benchmark 2**: The effective speaker participates in a variety of communication opportunities.

**Indicators**: By the end of the second grade, the students:
1. reply to questions with appropriate verbal and nonverbal response behavior, such as raising hands, “yes” or “no.”
2. recognize appropriate time and situations to initiate oral communication.
3. participate in classroom routines/events, such as show and tell and calendar time.
4. willingly speak to a variety of partners/audiences.

**Indicators**: By the end of the fifth grade, the students:
1. reply to questions with appropriate verbal and nonverbal response behavior, such as phrases, sentences, and courteous nonverbal cues.
2. initiate oral communication during appropriate times and situations.
3. prepare and present individual oral reports.
4. prepare and present short narrative speeches.
5. present short impromptu speeches based on classroom content, such as a one-minute description of how magnets work.

**Indicators**: By the end of the eighth grade, the students:
1. initiate oral communication during appropriate times and situations using verbal and nonverbal behaviors, such as clarifying questions, comments, facial expressions, proximity, and raising a hand.
2. participate in oral presentations for defined purposes, such as impromptu speeches, informative speeches or reports, narrative speeches, demonstration speeches, and persuasive speeches.

**Indicators**: By the end of the eleventh grade, the students:
1. initiate oral communication during appropriate times and situations using verbal and nonverbal behaviors, such as clarifying questions, comments, facial expressions, proximity, and raising a hand.
2. participate in oral presentations for defined purposes.
Speaking  Benchmark 3

**Standard:** Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

**Benchmark 3:** The effective speaker produces a coherent message.

**Indicators:**
By the end of the second grade, the students:
1. express a complete thought.
2. express information related to the topic.
3. focus on the topic.
4. use sequence and detail to organize their message.

**Indicators:**
By the end of the fifth grade, the students:
1. use a topic sentence or other appropriate organizational device as a basis for planning and developing an oral report.
2. express thoughts using phrases and complete sentences.
3. give information related to the topic.
4. Stay focused on the topic.
5. organize detail in logical order.
6. use language that is clear.

**Indicators:**
By the end of the eighth grade, the students:
1. develop thoughts using increasing complexity.
2. develop a message with an introduction, supporting ideas, and conclusion.
3. organize details in logical order, such as general to specific, chronological order, or cause and effect.
4. use graphic organizers or outline to organize the message.
5. use transitions between parts of a message.
6. use appropriate language that is clear and specific to the topic.

**Indicators:**
By the end of the eleventh grade, the students:
1. use thesis statements and main points to structure planned speeches.
2. use familiar organizational patterns, such as comparison/contrast, or problem solution.
3. use language consistent with purpose and content of message.
4. use transitions between main points.
5. use introductions that prepare an audience for the speech.
6. use conclusions that reinforce the message and signal closure for planned speeches.

**Speaking Benchmark 4**

**Standard:** Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

**Benchmark 4:** *The effective speaker uses appropriate content for purpose, audience, occasion, and context.*

**Indicators:**
- By the end of the second grade, the students:
  1. know whether the purpose and situation call for content based on reality or make believe.
  2. express information relevant to the purpose, audience, and situation
  3. remain focused.
  4. present content focused on the topic.
  5. expand or limit content with teacher assistance.
  6. use precise vocabulary, such as "Mrs. Henry" versus “teacher.”

**Indicators:**
- By the end of the fifth grade, the students:
  1. vary information presented according to the purpose, audience, and situation.
  2. stay focused on purpose, audience, and situation.
  3. expand or limit content as needed or directed, such as use of examples, AV aids, and technology.
  4. adapt vocabulary for purpose, audience, and situation.
  5. use figurative language, such as simple analogies, common multiple-meaning words, and familiar idioms.
  6. use syntax and vocabulary that represent age-appropriate oral language as opposed to written language.
  7. use language that reflects personal and authentic voice.

**Indicators:**
- By the end of the eighth grade, the students:
  1. adapt information presented according to the purpose, audience, occasion, and context.
  2. maintain focus on purpose, audience, and situation.
  3. extend or revise content as needed or directed, such as use of examples, AV aids, or technology.
  4. adapt vocabulary for purpose, audience and situation.
  5. use creative language such as analogies, similes, metaphors, and idioms.
  6. use oral language style as opposed to written language style.
7. use authentic voice that shows their personalities.
8. use repetition and summary.
Speaking (cont.)

Indicators:
  By the end of the eleventh grade, the students:
  1. use information that is relevant, accurate, and sufficient.
  2. use language, such as vocabulary and amount of detail, that matches audience’s level of understanding.
  3. use vocabulary specific to topic.
  4. use the level of language formality consistent with audience, purpose, and context.
  5. use language that promotes emotional responses related to speaker’s purpose.
  6. use authentic voice that reflects the speaker’s commitment to the message and personal style.
Speaking

Benchmarks 5

Standard: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 5: The effective speaker demonstrates control of delivery skills.

Indicators:

By the end of the second grade, the students:
1. establish eye contact.
2. vary volume of voice according to situation, such as whispering in the library or speaking up during show-and-tell.
3. use appropriate body position and movement according to the situation, such as facing the audience.

Indicators:

By the end of the fifth grade, the students:
1. maintain eye contact.
2. vary vocal expression according to situation, such as volume, pace, and inflection.
3. use appropriate pronunciation and clear articulation.
4. use appropriate nonverbal behaviors (eye contact, facial expressions, gestures, posture, and proximity) according to the situation.
5. use a natural conversational vocal style when presenting a planned speech.

Indicators:

By the end of the eighth grade, the students:
1. scan audience and make direct eye contact.
2. adjust vocal expression according to the situation, such as volume, pace, and inflection.
3. use appropriate pronunciation and clear articulation.
4. vary nonverbal behaviors (facial expressions, gestures, posture, and proximity) appropriate to situation.
5. accept and use helpful criticism.
6. use an extemporaneous manner of speaking, including the appropriate use of notes.
Indicators:
By the end of the eleventh grade, the students:
1. use an extemporaneous manner of delivery that creates speaker connection to audience.
2. maintain an acceptable level of poise including eye contact, body position/movement, and vocal expression (volume, pace, and inflection).
3. use appropriate pronunciation and clear articulation.
4. avoid distracting delivery behaviors such as fidgeting, rocking podium, shuffling notes, and unintended verbal pauses.
5. effectively use AV materials and equipment, such as charts, graphs, markerboards, microphones, videos, overheads, and computer technology.
Speaking

**Benchmark 6**

**Standard:** Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

**Benchmark 6:** *The effective speaker participates appropriately in small groups.*

**Indicators:**

By the end of the second grade, the students:
1. take turns speaking.
2. stay focused on the task.
3. use polite language, such as “please,” “thank you,” and “excuse me.”

**Indicators:**

By the end of the fifth grade, the students:
1. contribute relevant information.
2. seek relevant information through questions.
3. respond politely to the ideas and opinions of others, such as taking turns, and no put-downs.

**Indicators:**

By the end of the eighth grade, the students:
1. contribute relevant information based on their role in the group, such as leader, recorder, evaluator.
2. seek information or clarification through questions or dialogue.
3. respond to and reinforce information.
4. show sensitivity to the feelings and opinions of others.
5. use appropriate means to communicate strong feelings and resolve conflict through negotiations and compromise.

**Indicators:**

By the end of the eleventh grade, the students:
1. understand the various purposes of groups such as problem solving, brainstorming, consensus building, discussion, and information gathering.
2. contribute relevant information based on their role in the group.
3. participate through questions and dialogue.
4. adapt to the group dynamics by assuming different roles.
5. show sensitivity to the feelings and opinions of others.
6. use appropriate means to communicate feelings and resolve through negotiations and compromise, realizing that nonacceptance is an option.
Speaking

Benchmark 7

Standard: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 7: The effective speaker recognizes the role of evaluation in oral communication.

Indicators:
By the end of the eleventh grade, the students:
1. accept helpful criticism in a respectful manner.
2. evaluate the merit of criticism.
3. use criticism to improve future oral presentations.
4. modify the delivery or content during a presentation in response to audience feedback.
5. use self-evaluation to improve oral communication.
Information Retrieval

**Benchmark 1**

**Standard:** The communicator will retrieve information from a variety of appropriate sources.

**Benchmark 1:** The effective communicator is knowledgeable about available sources.

**Indicators:**

By the end of the second grade, the students:
1. recognize that information can be found in different locations, such as school media centers, public libraries, classrooms, and home.
2. recognize different types of sources, such as books, magazines, electronic sources, community experts.

**Indicators:**

By the end of the fifth grade, the students:
1. differentiate between types of reference materials, such as an almanac, atlas, thesaurus, electronic sources, magazine, or encyclopedia.

**Indicators:**

By the end of the eighth grade, the students:
1. differentiate between types of reference materials for specific purposes, such as print, electronic, and expert sources.

**Indicators:**

By the end of the eleventh grade, the students:
1. identify specialized sources of information, such as databases, professional publications, university libraries, and national experts.
Information Retrieval

Benchmark 2

Standard: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 2: The effective communicator uses sources from a variety of media and formats.

Indicators:
By the end of the second grade, the students:
1. identify simple appropriate sources for specific information, such as maps, books, calendars, and people.
2. can locate simple sources of information, such as nonfiction books in the media center.

Indicators:
By the end of the fifth grade, the students:
1. identify appropriate sources, such as reference materials, electronic sources, or experts.
2. recognize features of print sources, such as index, table of contents, glossary, and charts.
3. recognize features of electronic sources, such as search terms and search engines.
4. locate sources of information independently.

Indicators:
By the end of the eighth grade, the students:
1. use appropriate sources for purposes, audiences, occasions, and contexts.
2. locate electronic, print and expert sources of information.
3. perform information searches.

Indicators:
By the end of the eleventh grade, the students:
1. use appropriate sources from electronic, print, and expert categories of information for purposes, audiences, occasions, and contexts.
Information Retrieval

Benchmark 3

Standard: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 3: The effective communicator collects, sorts, and selects sources and information.

Indicators:
By the end of the second grade, the students:
1. gather one or two sources of information with assistance.
2. sort information using a simple graphic organizer or list.

Indicators:
By the end of the fifth grade, the students:
1. gather information from three to four primary and secondary sources.
2. sort/select information using graphic organizers or lists.

Indicators:
By the end of the eighth grade, the students:
1. gather information from primary and secondary sources.
2. sort/select and narrow information using strategies, such as graphic organizers, note taking, and highlighting.

Indicators:
By the end of the eleventh grade, the students:
1. use techniques to perform efficient information search, such as multiple search terms, narrowing/expanding the search, and key word searches.
2. gather current information from authoritative sources.
3. select best information for purposes, audiences, occasions, and contexts.
Information Retrieval

Benchmark 4

**Standard:** The communicator will retrieve information from a variety of appropriate sources.

**Benchmark 4:** *The effective communicator analyzes/evaluates the sources and information.*

**Indicators:**

By the end of the second grade, the students:
1. recognize the usefulness of the source for their purpose.
2. recognize the appropriateness of the source/information for their purposes, such as using a nonfiction book versus a catalogue for animal facts.

**Indicators:**

By the end of the fifth grade, the students:
1. analyze the usefulness of the source for purposes, audiences, occasions, and contexts.
2. analyze the appropriateness of the source/information for purposes, audiences, occasions, and contexts.

**Indicators:**

By the end of the eighth grade, the students:
1. analyze/evaluate the usefulness of sources for specific purposes, audiences, occasions, and contexts.
2. analyze/evaluate the credibility of sources and accuracy of the information.

**Indicators:**

By the end of the eleventh grade, the students:
1. use criteria to evaluate the usefulness and credibility of sources.
2. use criteria to evaluate the accuracy of information.
Medium Products                                    Benchmark
1

**Standard:** Communicators effectively use and create media products for a variety of
audiences, purposes, occasions, and contexts.

**Benchmark 1:** *The effective communicator is knowledgeable about various
methods that can be used to create aural and visual products.*

**Indicators:**

By the end of the second grade, the students:
1. recognize a number of age-appropriate methods and resources, such as art
   supplies, recycled materials, computer programs/software, and tape
   recorders.

**Indicators:**

By the end of the fifth grade, the students:
1. identify various methods to create media products, such as computer-
   generated graphics, two- or three-dimensional displays, and audio/video
   recordings.

**Indicators:**

By the end of the eighth grade, the students:
1. know various methods to create media products, such as computer
   applications, video and audio tapes, recordings, live presentations, and
   props.

**Indicators:**

By the end of the eleventh grade, the students:
1. analyze characteristics of various methods to create media.
2. know advanced techniques in media production, such as lighting, pacing,
   camera angles, transition effects, and special effects.
Media Products

2

**Benchmark 2:** The effective communicator creates single-medium and multi-media products.

**Indicators:**

By the end of the second grade, the students:
1. create products that communicate a message such as safety posters, dioramas of a story, personal item display, and computer-generated slide shows about a given theme.

**Indicators:**

By the end of the fifth grade, the students:
1. create products that communicate a message, such as drug safety posters, audio book reports, three-dimensional displays, computer-generated graphics, tables, and graphs.
2. choose appropriate media for content, purpose, audience, occasion, and context.

**Indicators:**

By the end of the eighth grade, the students:
1. create products that communicate a message, such as commercials for a school event.
2. create products that support/enhance a message.
3. choose appropriate media for content, purpose, audience, occasion, and context.

**Indicators:**

By the end of the eleventh grade, the students:
1. create more than one product to support the oral message.
2. choose the best available media for content, purpose, audience, occasion, and context.
3. refine skills for creating multi-media presentations.
**Standard:** Communicators effectively use and create media products for a variety of audiences, purposes, occasions and contexts.

**Benchmark 3:** The effective communicator uses appropriate content for purpose, audience, occasion, and context.

**Indicators:**

By the end of the second grade, the students:
1. use content consistent with the topic or purpose.
2. use or create a product with sufficient detail for the topic.

**Indicators:**

By the end of the fifth grade, the students:
1. use content consistent with the topic.
2. use content that enhances the topic.
3. include sufficient detail for the topic.

**Indicators:**

By the end of the eighth grade, the students:
1. use content appropriate to the topic.
2. expand or limit content as appropriate.
3. adapt content for the purpose, audience, occasion, and context.
4. use symbolism, such as analogies, metaphors, icons, music, and color.

**Indicators:**

By the end of the eleventh grade, the students:
1. use content appropriate to the topic.
2. expand or limit content as appropriate.
3. evaluate the effectiveness of a product for purpose, audience, occasion, and context.
4. use symbolism in a variety of ways.
5. give credit for borrowed materials and follow copyright laws.
Key Terms (Glossary)

Active viewing: person is engaged in the process of receiving, constructing meaning from, and responding to visual or mediated products.

Aesthetics: design of the elements of a message that lead to a personal understanding or feeling.

Articulation: precise and clear production of speech sounds.

Audience: any intended receiver of a message.

Authentic voice: the speaker’s personal, unique language and stylistic message choices.

Coherent message: internally consistent parts that fit together as a whole to produce a clear message.

Connotation: the meaning of a word that goes beyond the denotative definition and may include personal, emotional, and cultural associations.

Consensus building: the process of working in a group to arrive at a decision mutually agreed upon by all members.

Context: the setting (time and place) and all the other conditions in which a message is delivered.

Cue: a specific part of a message such as an individual word, nonverbal behavior, or a shape in a picture.

Database: a collection of information, usually in electronic format, organized and designed for easy access.

Denotation: a precise or prescribed meaning of a word found in a dictionary.

Extemporaneous: a method of preparing and delivering speeches in which the speaker does not produce a written text but instead creates a plan (may be an outline, list, or organizational map) of speech that is used in oral practice to create an oral draft of the speech. The exact words for the speech are not determined until the speaker actually gives the speech.

External distractions: any external stimuli that draw the listener’s attention away from the message.
Feedback: response of the receiver to the sender’s message.
Graphic organizer: definition found in “Reading and Writing” standards.

Group dynamics: processes and interactions of individuals working in a group.

Icon: an image or representation associated with a concept.

Inflection: the upward and downward glide of pitch when speaking.

Impromptu speech: an informal speech that the speaker has information about, but has not formally prepared or practiced.

Internal distractions: attitudes, feelings or opinions of the listener that prevent focusing on the message.

Jargon: language specific to a particular group or field.

Listening: the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. People call on different listening skills depending on whether their goal is to comprehend information, critique and evaluate a message, show empathy for the feelings expressed by others, or appreciate a performance.

Manipulated images: images changed or created by technology.

Media: anything created by humans to assist in the transmission of messages such as print media and electronic media.

Media products: products created by the use of media or transmitted by media, two and three-dimensional visual products, aural products, and multi-sensory products.

Metacognition: awareness of how one thinks and learns that leads to monitoring and adjusting one’s strategies for the specific learning task.

Narrative Speaking: oral presentation of a story, joke, history, case study, or other narrative discourse that shows movement and change through time, and has a point.

Nonverbal cue (see cue): nonverbal behaviors, either intentional or unconscious, that carry meaning for the receiver; may be either a single behavior or a cluster of behaviors produced simultaneously or in immediate sequence.

Nonverbal: all elements of communication, excluding words.

Occasion: a socially defined event or circumstance.

Oral cues: sound or voice signals intended to be heard.
Oral language: language designed to be immediately understood by the audience, which has the characteristics of conversation, such as short familiar words, and sentences; personalized language.

Pace: rate of speaking.

Perspective: appearance of objects in depth.

Persuasive appeal: appeals designed to change beliefs or behaviors by using reasoning and/or emotion.

Primary source: first-hand account by participant or observer of an event.

Proximity: use of space.

Purpose: the speaker’s general intention for the message, such as to persuade or inform.

Search engine: tool used on Internet to locate web sites through categorization of huge data bases.

Search terms: terms related to search topic used in database searches to locate information.

Secondary source: source that reports or is compiled from primary source(s).

Speaking: speaking is the act or process of transmitting and exchanging information, ideas, and emotions using oral language. Whether in daily informal interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt to their listeners.

Symbolism: representation through the use of symbols such as color, shape, sound, or size.

Thesis statement: one declarative sentence that serves as the organizing principle of the message.

Transitions: explicit statements by the speaker that signal movement from one idea to another.

Verbal cue (see Cue): typically, a word or group of words uttered vocally.

Viewing: the process of receiving, constructing meaning from, and responding to objects, images, sounds, and words. People call on different viewing skills for different purposes: to understand information, critique and evaluate a message, appreciate a performance.
Visual message: a message that is primarily visual in form or that has visual components such as a picture, graph, or video tape. The visual cues may be accompanied by aural cues.

Visual metaphors: a non-literal visual representation in which one image is used to convey another message such as a dilapidated house representing a disintegrating family life.

Written language: language designed to be read and reread; language used at a more formal level than oral language; characterized by larger, more complex vocabulary, longer and more complicated sentences.