

Reading, Writing, Speaking and Listening

1.6 Speaking and Listening

K	1	2	3	4	5
<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Formulate and verbalize questions. • Distinguish between reality and fantasy (fact and opinion). 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Formulate and verbalize questions. • Distinguish between reality and fantasy (fact and opinion) . 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Recognize facts and opinions. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask questions as an aid to understanding. • Distinguish fact from opinion. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Distinguish relevant information, ideas and opinions from those that are irrelevant. • Take notes when directed. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask pertinent questions. • Distinguish relevant information, ideas and opinions from those that are irrelevant. • Take notes when prompted.
<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to similar experiences. • Predict what will happen next. • Retell beginning, middle, and end in order. • Identify characters. • Identify new words and concepts. 	<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to similar experiences. • Predict what will happen next. • Retell beginning, middle, and end in order. • Identify characters and tone. • Identify new words and concepts. 	<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to similar experiences. • Predict what will happen next. • Retell beginning, middle, and end in order. • Identify characters and tone. • Identify new words and concepts. 	<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to similar experiences. • Predict what will happen next. • Retell a story in chronological order. • Recognize character and tone. • Identify and define new words and concepts. 	<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to similar experiences. • Predict story events. • Retell actions of the story in sequence, describe the characters and setting. • Identify and define new words and concepts. • Summarize the selection. 	<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to what is known. • Predict the result of the story actions. • Retell actions of the story in sequence, explain the theme and describe the characters and setting. • Identify and define new words and concepts. • Summarize the selection.
<p>C. Speak using appropriate speech skills.</p> <ul style="list-style-type: none"> • Use complete 	<p>C. Speak using appropriate speech skills.</p> <ul style="list-style-type: none"> • Use complete 	<p>C. Speak using appropriate speech skills.</p> <ul style="list-style-type: none"> • Use complete 	<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use appropriate 	<p>C. Speak using skills appropriate to formal speech situations.</p>	<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete

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<p>thoughts.</p> <ul style="list-style-type: none"> • Use appropriate volume and pace. • Pronounce most words accurately. • Make eye contact. • Use expressions, gestures, and body language. 	<p>thoughts.</p> <ul style="list-style-type: none"> • Use appropriate volume and pace. • Pronounce most words accurately. • Make eye contact. • Use expressions, gestures and body language. 	<p>thoughts.</p> <ul style="list-style-type: none"> • Use appropriate volume and pace. • Pronounce most words accurately. • Make eye contact. • Use expressions gestures and body language. 	<p>volume.</p> <ul style="list-style-type: none"> • Pronounce most words accurately. • Pace speech so that it is understandable. • Demonstrate an awareness of audience. 	<ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Use appropriate volume. • Pace speech so that it is understandable. • Demonstrate the awareness of audience. • Speak with a purpose in mind. 	<p>sentences.</p> <ul style="list-style-type: none"> • Pronounce words correctly. • Use appropriate volume. • Pace speech so that it is understandable. • Adjust content for different audiences (e.g., fellow classmates, parents). • Speak with a purpose in mind.
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions to gain information. • Respond to questions asked. • Listen to the contributions of others. • Display appropriate turn-taking behaviors. • Express personal needs, choices, plans, experiences, ideas, feelings, and points of view. 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions to gain information. • Respond with related information to questions asked. • Listen to the contributions of others. • Display appropriate turn-taking behaviors. • Express personal needs, choices, plans, experiences, ideas, feelings, and points of view. 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions to gain information, clarify thinking, and understand others. • Respond with related information or opinions to questions asked. • Listen to the contributions of others. • Display appropriate turn-taking behaviors. • Express personal needs, choices, plans, experiences, 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions to gain information, clarify thinking, and understand others. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust involvement and encourage others to participate. • Summarize when required. • Express personal 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust involvement to encourage equitable participation. • Give reasons for opinions. • Summarize, when prompted.

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		ideas, feelings, and points of view.		needs, choices, plans, experiences, ideas, feelings, and points of view.	
<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Give simple presentations (e.g., show and tell) • Use oral language to work cooperatively with others. 	<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Tell/retell stories and ideas orally. • Give oral readings. • Present a short report (e.g., show and tell, summary of an activity). • Give simple directions and explanations. • Report an emergency. 	<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Give oral readings. • Deliver short reports (e.g., show and tell, summary of an activity). • Give simple directions and explanations. • Report an emergency. 	<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Present oral readings. • Deliver short reports (e.g., Show-and-Tell, field trip summary). • Conduct short interviews. • Give simple directions and explanations. • Report an emergency. 	<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Present an oral reading. • Deliver a report on an assigned topic. • Conduct interviews. • Give directions and explanations • Participate orally in group presentations or reports. 	<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Present an oral reading. • Deliver research reports. • Conduct interviews. • Plan and participate in group presentations. • Contribute to informal debates
<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Recognize different forms of media (e.g. television, radio, film and internet) as a part of everyday life. • Recognize advertisements. 	<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Recognize the role of media (e.g. television, radio, film and internet) in everyday life. • Distinguish between advertisements and 	<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Recognize the importance of television, radio, film and internet in the lives of people. • Recognize that advertising sells 	<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Explain the importance of television, radio, film and internet in the lives of people. • Explain how advertising sells products. 	<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Summarize information via television, radio, film newspapers, and internet. • Access information on Internet. 	<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Compare information received on television with that received on radio or in newspapers. • Access information on internet. • Discuss the reliability of information received

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	informational pieces.	products. • Show what was learned.	• Show or explain what was learned (e.g., audiotape, computer download). .	• Recognize that film can represent either accurate versions or fictional versions of the same event. • Identify the role of advertisers in the media. • Develop a presentation on a topic.	on Internet sources. • Explain how film can represent either accurate versions or fictional versions of the same event. • Explain the role of advertisers in the media. • Use a variety of images and sounds to create an effective presentation on a topic.

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<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask pertinent questions. • Differentiate between relevant and irrelevant information, ideas and opinions. • Take notes when required. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask probing questions. • Differentiate between relevant and irrelevant information, ideas and opinions. • Take notes when required. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed.
<p>B. Listen to a selection of literature (fiction and / or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to prior knowledge. • Predict content/events. • Retell the story including theme, characters and setting. • Identify and define new words and concepts. • Summarize and explain the selection. 	<p>B. Listen to selections of literature (fiction and / or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to prior knowledge. • Predict content/events. • Summarize the events of the story including theme, characters and setting. • Identify and define new words and concepts. • Summarize and explain the selection. 	<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. • Analyze the selections.
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Use appropriate volume. • Pace speech to convey meaning. • Use purpose and audience to determine content. 	<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Use purpose and audience to determine content and style. 	<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add stress (emphasis) and inflection to enhance meaning.
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, leading questions to gain information and understand others. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Allow everyone to participate. • Express ideas and points of view. • Give reasons for opinions. • Summarize when prompted. 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, leading questions to gain information, clarify thinking, and understand others. • Respond with relevant information, ideas or opinions. • Listen to and acknowledge the contributions of others. • Adjust involvement to encourage equitable participation. • Clarify a response when asked. • Support and explain responses. 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate or expand on a response when asked. • Present support for opinions. • Paraphrase and summarize, when

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	• Paraphrase and summarize, when prompted.	prompted.
E. Participate in small and large group discussions and presentations. • Participate in everyday conversation. • Present an oral reading of assigned material. • Conduct purposeful interviews to gain specific information. • Plan and participate in group presentations and reports. • Contribute to informal debates.	E. Participate in small and large group discussions and presentations. • Encourage and participate in everyday conversation. • Present an oral reading of assigned material. • Conduct interviews for a specific purpose. • Participate in informal debates.	E. Participate in small and large group discussions and presentations. • Initiate everyday conversation. • Select a topic and present an oral reading. • Conduct interviews as part of the research process. • Organize and participate in informal debates.
F. Use media for learning purposes. • Analyze information received on television, radio and film for bias and accuracy. • Explain the role of advertising in the media. • Use a variety of media to create an effective presentation on a topic.	F. Use media for learning purposes. • Analyze information received via media (e.g., television, radio, film, internet) for bias and accuracy. • Interpret the role of advertising in the media. • Use a variety of media to create an effective presentation for display or transmission.	F. Use media for learning purposes. • Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter. • Analyze the role of advertising in the media. • Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission

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<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Synthesize information, ideas and opinions to determine relevancy. • Take notes. 	<p>A. Self-evaluate ability to listen actively through the use of summarizing and questioning techniques.</p>
<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Identify conflicts and predict resolutions. • Summarize events and explain the significant points. • Identify and define new words and concepts. • Analyze the selections. 	<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Identify conflicts and predict resolutions. • Summarize and explain the selections. • Identify and define new words and concepts. • Analyze the selections by making connections to other selections heard or read. 	<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Predict solutions to identified problems. • Summarize and reflect on what has been heard. • Identify and define new words and concepts. • Analyze and synthesize the selections relating them to other selections heard or read. 	<p>B. Listen to selections of literature (fiction and non-fiction). After summarizing, analyzing, and synthesizing the selection, respond critically in a group discussion.</p>
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use a variety of sentence structures to add interest to a presentation. • Pace the presentation to fit the audience, purpose, and content. • Use stress, volume and inflection to emphasize content. 	<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use a variety of sentence structures to add interest to a presentation. • Pace the presentation to fit the audience, purpose, and content. • Use stress, volume and inflection to emphasize content or influence the audience. 	<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use a variety of sentence structures to add interest to a presentation. • Pace the presentation according to audience and purpose. • Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience. 	<p>C. Develop a practical evaluation (e.g., rubric scoring guide) for formal speeches, Give a speech that will be assessed using the evaluation.</p>
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, clarifying questions. 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, clarifying questions. 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, clarifying 	<p>D. After participating in a group discussion, self-evaluate</p>

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<ul style="list-style-type: none"> • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Encourage total group participation. • Clarify, explain by example, or enhance responses when asked. • Paraphrase and summarize as needed. 	<ul style="list-style-type: none"> • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Promote total group participation. • Clarify, explain by example, or enhance responses when asked. • Paraphrase and summarize as needed. 	<p>questions.</p> <ul style="list-style-type: none"> • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Facilitate total group participation. • Introduce relevant, facilitating information, ideas and opinions to enrich the discussion. • Paraphrase and summarize as needed. 	<p>strength and weaknesses as initiator, clarifier, participant, and summarizer.</p>
<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. • Select a topic and present an oral reading. • Conduct interviews. • Participate in an informal interview. • Plan and participate in informal debate. • Analyze group discussions. 	<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. • Select and present an oral reading on a specific topic. • Conduct interviews. • Participate in an informal interview. • Plan and participate in informal debate on a particular issue. • Critique group discussion. 	<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. • Select and present an oral reading on an assigned topic. • Conduct interviews. • Participate in a formal interview (e.g., for a job, college). • Organize and participate in informal debate around a specific topic. • Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television). 	<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Identify and assess roles assumed by participants in group discussions. • Create and follow guidelines for interviews in both casual and formal situations. • Plan and engage in an informal debate.
F. Use media for learning purposes.	F. Use media for learning purposes.	F. Use media for learning	F. Use media for learning

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<ul style="list-style-type: none"> • Analyze the validity of information received through different media sources. • Analyze the role of media in advertising. • Create an effective multi-media presentation for display or transmission that demonstrates an understanding of a specific topic or issue. 	<ul style="list-style-type: none"> • Use media to gather information for assignments and projects. • Evaluate the role of media in advertising. • Create a multi-media presentation for display or transmission that demonstrates an understanding of a specific topic or issue. 	<p>purposes.</p> <ul style="list-style-type: none"> • Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects. • Evaluate the role of media in focusing attention and forming opinions. • Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it. 	<p>purposes.</p> <ul style="list-style-type: none"> • Construct a guide to media, identifying their strengths as resources. • Using one medium, evaluate the connector between the techniques used and the target audience. • Utilize a variety of media to design and develop effective presentations for specific purposes.

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