

ନିମ୍ନଲିଖିତ ଶବ୍ଦଗୁଡ଼ିକର ଅର୍ଥ ଲେଖିବା ପାଇଁ ପଢ଼ନ୍ତୁ ।

SPEAKING

and

LISTENING



SPEAKING and LISTENING

MASTERY CHECKLIST

Student Name _____ Grade _____

ESSENTIAL QUESTION: What literacy (speaking and listening) strategies must I know and apply in order to present appropriately in formal speaking situations, listen critically, and respond intelligently in various group and individual situations for success in my future?

COLLABORATIVE DISCUSSIONS

- Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing my own clearly

LISTENING

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
- Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation

PRESENTING

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details
- Use appropriate eye contact, adequate volume and clear pronunciation
- Adapt speech to a variety of contexts and tasks
- Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence

SPEAKING RUBRIC

BUILDING A SPEECH	4 – ADVANCED	3 – PROFICIENT	2 – BASIC	1 - EMERGING
AUDIENCE	<ul style="list-style-type: none"> Speech perfectly designed for this specific audience Key points understandable Several clear connections to this audience 	<ul style="list-style-type: none"> Speech clearly designed for this audience One or two points of key terms should have been more clearly explained Two or three attempts to connect with the audience 	<ul style="list-style-type: none"> Little evidence that speech designed for this audience Several key points needed explanation Only one attempt to connect 	<ul style="list-style-type: none"> No evidence that particular audience considered No attempt to explain things for this audience No connectors
CONTENT	<ul style="list-style-type: none"> All required content included Purpose of speech clear No extraneous material included 	<ul style="list-style-type: none"> All required content included Purpose of speech clear Some extraneous material 	<ul style="list-style-type: none"> Most required content included Audience could figure out the purpose Unnecessary information presented Verbal viruses present but not problematic 	<ul style="list-style-type: none"> Important omissions of required content Unable to understand purpose of speech Random information in speech Verbal viruses detracted from speech
ORGANIZATION	<ul style="list-style-type: none"> Good choice of organizational structure Opening grabbed the listeners Explicit and frequent signposts Powerful closing 	<ul style="list-style-type: none"> Good choice of organizational structure Opening grabbed the listeners Some signposts Powerful closing 	<ul style="list-style-type: none"> Good choice of organizational structure Ineffective opening Infrequent signposts Ineffective closing 	<ul style="list-style-type: none"> Disorganized Ineffective opening No signposts Speech just stopped
VISUAL AIDS	<ul style="list-style-type: none"> Visual aids relevant Aids clarified important concepts Aids appropriate for the audience and the room Well-designed 	<ul style="list-style-type: none"> Visual aids relevant Aids clarified important concepts Aids understandable for most of the audience Most of the audience could see the aids Well designed 	<ul style="list-style-type: none"> Visual aids relevant Aids merely repeated what was said Aids appropriate for most of the audience Many audience members could not see the aids Decorations and/or sloppiness diminished aids' appearance 	<ul style="list-style-type: none"> No visual aide or irrelevant aids Sloppy and hard to see
APPEARANCE	<ul style="list-style-type: none"> Student looked sharp Dress appropriate for the speech Added something above and beyond expectations 	<ul style="list-style-type: none"> Student looked sharp Dress appropriate for the speech 	<ul style="list-style-type: none"> Student took care to adjust appearance before speech 	<ul style="list-style-type: none"> No attempt to change appearance for occasion

SPEAKING RUBRIC

PVLEGS	4 – ADVANCED	3 – PROFICIENT	2 – BASIC	1 - EMERGING
POISE	<ul style="list-style-type: none"> Student calm and confident No distracting behaviors No shuffling, fidgeting, wiggling 	<ul style="list-style-type: none"> Student calm and confident Only one or two distracting behaviors that did not diminish overall performance 	<ul style="list-style-type: none"> Student somewhat ill-at-ease Occasionally distracted the audience 	<ul style="list-style-type: none"> Student ill-at-ease Many and repeated distracting behaviors greatly detracting from performance
VOICE	<ul style="list-style-type: none"> Voice perfect for the room Every word clear and distinct 	<ul style="list-style-type: none"> Voice perfect for the room A few words blurred/indistinct 	<ul style="list-style-type: none"> Voice a bit too soft/loud Several words and phrases indistinct 	<ul style="list-style-type: none"> Had a hard time hearing the speech Many words and phrases unclear
LIFE	<ul style="list-style-type: none"> Great expression Many emotions expressed Excellent feeling 	<ul style="list-style-type: none"> Good expression Some feeling evident in parts of speech 	<ul style="list-style-type: none"> Some attempt at expression Some attempt at adding emotion in speech 	<ul style="list-style-type: none"> Tone monotonous No expression No attempt to add feeling to voice
EYE CONTACT	<ul style="list-style-type: none"> Looked at each member of the audience at some point Eye contact continuous 	<ul style="list-style-type: none"> Looked at each member of the audience Eye contact made for most of the speech 	<ul style="list-style-type: none"> Looked at most members of the audience Looked at notes too much 	<ul style="list-style-type: none"> Script-bound Never looked at most of audience
GESTURES	<ul style="list-style-type: none"> Excellent use of hands for descriptive and emphatic purposes Facial expressions added to message Body language contributed to message 	<ul style="list-style-type: none"> Good use of hands Some facial expressions Limited body language 	<ul style="list-style-type: none"> Some hand gestures Facial expressions and body language minimal 	<ul style="list-style-type: none"> No gestures No attempt to use facial expression No use of body motions
SPEED	<ul style="list-style-type: none"> Not too fast or too slow Varied pacing to enhance message Paused for dramatic effect 	<ul style="list-style-type: none"> Not too fast or too slow Some attempt to adjust pace for effect No pauses 	<ul style="list-style-type: none"> Not too fast or too slow No attempt to adjust pace No pauses 	<ul style="list-style-type: none"> Spoke too quickly No pacing or pauses

PARTICIPATION and INTERACTION GUIDELINES

for GROUP DISCUSSIONS

1. BE COURTEOUS

Provide the person speaking with your full attention and respect. Check to be sure that the speaker has completed all ideas before you begin to speak.

2. PARTICIPATE RESPONSIBLY

Communication, interaction, and discussion will be successful if everyone works together. Direct all comments to the entire group; do not raise hands to speak or direct comments to the teacher. It is the responsibility of everyone involved to make sure all are learning from the experience.

3. ACTIVELY READ AND QUESTION THE TEXT

Underline, circle, or highlight sections that are surprising, confusing, exciting, or sections with which you agree or disagree. Make notes that reflect your feeling. Form clear, concise, thought provoking questions.

4. BUILD IDEAS ON WHAT OTHERS SAY

Use statements and questions that will add to what others are saying and which will support the discussion topic. Refer to past speakers by name when making reference to their statements.

- Say "I agree with ___ (name) because (provide supportive statement)"
- "I think what _____ (name) is saying is different from what I think because (provide supportive statement)."

5. BE CREDIBLE: BACK UP YOUR STATEMENTS

Evidence for your ideas and opinions may come directly from the text, subject, topic, or from your own personal experience if it is relevant to the text.

6. STICK TO THE SUBJECT

The subject of the discussion is an important element of communication. Not everything said will always be directly related to the subject or text. Use examples from personal experiences to illustrate a point and be ready to explain how the example is related to the discussion. It is not necessary to know anything about the author or the work in order to discuss a text successfully.

7. QUESTION OPINIONS OF OTHERS

Ideas can be analyzed, but never the person who said them. Learn to provide and accept useful feedback.

- Saying "I disagree with ___'s (name) point because (provide supportive statement)" is more appropriate than saying "You're wrong!"

In discussion, everyone's opinions are open to questioning – even the author's.

8. LISTEN ACTIVELY

Avoid blocks to listening such as comparing, dreaming, judging, or being right. Listen with both ears and eyes. Avoid trying to think of a response until the speaker finishes.

9. SPEAK CLEARLY AND LOUDLY

Pronounce words clearly, carefully, and loudly so others will hear, understand, and be able to respond.

10. STRIVE FOR UNDERSTANDING

Don't give up if you fail to understand the subject or if the text seems difficult. If you don't comprehend either the text or the discussion, then ask questions and make statements that will enable others in the discussion to clarify, justify, restate, or elaborate ideas for you.

- Say, "I don't understand what you mean" or
- "Could you state that in another way?" or
- "Can you give me an example of what you mean?"

DISCUSSION SENTENCE STEMS

To Express your Opinion:

I think...	I hypothesize...
I believe...	I infer...
I predict...	I observe...
I imagine...	I suggest...
In my opinion,...	I speculate...
It seems to me that...	I deduce...
Not everyone will agree with me, but...	I conclude...

To Elicit a Response:

Do you agree?	We haven't heard from Damon, yet?
What do you think?	What is your idea or thought?

To Paraphrase Another's Thoughts:

If I understand you correctly, you think...	In other words, you feel...
Let me see if I have this right. You are saying...	In other words, you believe...
So, your opinion is...	What I'm hearing you say is...
In other words, you think...	

To Disagree:

I don't quite agree with your point about...	I went about it somewhat differently?
I have another way of looking at that.	I disagree because...
My idea is slightly different.	I'm not sure I agree with you 100%...
Have you thought about...?	I hear what you are saying, but I see it differently...

To Offer a Suggestion:

What if you/we...?
Maybe you/we could...?
Here's something that we/you might try...

To Agree with an Idea (or give credit to another person):

I like the way you...

This will be helpful to me because...

Now I understand better, because...

Thank you for explaining...

My idea is similar to Damon's idea...

Damon and I have a similar perspective...

As Damon already pointed out...

Like Damon, I believe that...

I agree with Damon that...

Damon already mentioned this, but I would like to add that...

My idea dovetails with Damon's...

My idea is a spin-off from Damon's...

I think Damon is right about that.

Damon has an interesting idea that appeals to me.

I hadn't thought of Damon's idea, but I like it.

To Ask for Clarification:

I have a question about...

In other words, are you saying...?

So you think/feel/believe that...

Could you please

- repeat that?
- explain what _____ means?
- give me an example?
- say more about that?
- explain in more detail?

Would you mind

- defining _____?
- repeating that a little slower?
- explaining that in another way?

I don't think I understand that idea / word / remark / question.

How is that different from...?

How is that the same as...?

To Interrupt:

Excuse me, but...

I am sorry for interrupting, but...

May I interrupt for a moment?

May I add something to the discussion?

To Share Another Person's Ideas with Others :

Damon explained to me that...

Damon mentioned that ...

Damon pointed out that...

Damon learned that...

Damon would like to know more about...

Damon is interested in...

Damon's top priority is...

The main reason Damon shared is...

Damon emphasized...

Damon shared that...

Damon discovered that...

To Share Your Group's Ideas:

We agreed that...

We decided that...

We concluded that...

We have some different opinions...Some of us believe that...Others believe that...

We came up with several different ideas / solutions / answers, such as...

Our group has diverse ideas...

Our group has similar ideas to Damon's group, but we also believe that...

We think / believe that...

We could not agree about...

To Summarize Learning:

I learned...

I observed...

I still need further information about...

I would like more time to consider...

I discovered...

I realized...

I now wonder...

I was surprised to learn...

To Convey Enthusiasm and Respect for People's Comments:

I learned something... interesting... from Damon / about a subject
important
fascinating
intriguing
eye-opening
valuable
relevant
awesome
shocking
startling
incredible
unbelievable
alarming
amusing
funny
humorous