

**Listening, Viewing, Speaking
(LVS) Standards
Intended for Grades K-12**

LISTENING

BASIC

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 1: The student is attentive.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. focuses attention on the <i>speaker and/or message</i> when given a readiness cue.2. maintains developmentally appropriate focus for a given period of time.3. recovers from interruptions and refocuses attentive behavior to accommodate the listening situation. | <p>The student</p> <ul style="list-style-type: none">• responds appropriately to teacher's <i>visual cue</i>, such as finger in front of the lips, hand clapping, flash room lights, etc. |
| <p>Teacher Notes:</p> | |

LISTENING

BASIC

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 2: The student identifies and/or recognizes verbal and nonverbal cues accurately.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. associates appropriate meaning with familiar <i>verbal</i> and <i>nonverbal cues</i> such as classroom routine or peer interaction.2. begins using context to determine meaning of verbal and nonverbal cues, such as developmentally appropriate <i>audience etiquette</i>. | <p>The student</p> <ul style="list-style-type: none">• responds appropriately to classroom routines such as helper charts, daily schedules, and agenda planners.• responds appropriately to verbal and nonverbal cues during in-school programs or assemblies. |
| <p>Teacher Notes:</p> | |

LISTENING**BASIC**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 3 The student understands the message.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. follows simple directions (one or two steps) that are intended to be carried out immediately.2. answers single-idea questions related to the message.3. retells the message in sequence with three to five details/events.4. signals general understanding or non-understanding using appropriate verbal and nonverbal responses. | <p>The student</p> <ul style="list-style-type: none">• accurately follows directions while participating in simple games such as Simon Says.• answers single-idea questions after reading a story.• retells a story giving beginning, middle and end.• uses verbal or nonverbal responses to signal their understanding or lack of understanding. |
| <p>Teacher Notes:</p> | |

LISTENING**BASIC**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

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

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none">1. remembers the message to complete a simple task.2. applies knowledge in a similar context.3. recalls significant details.4. recognizes common <i>organizational patterns</i>. | <p>The student</p> <ul style="list-style-type: none">• accesses their prior knowledge by answering questions, brainstorming, using graphic organizers etc.• applies knowledge, such as using a ruler to measure how tall they are in inches.• recalls at least three details of an age-appropriate story.• identifies common organizational patterns, such as <i>chronological order</i>, <i>cause and effect</i>, and <i>spatial order</i>. |
| <p>Teacher Notes:</p> | |

LISTENING

BASIC

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 5: The student analyzes and/or evaluates the message.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none">1. predicts outcomes.2. draws appropriate conclusions.3. uses <i>external criteria</i> to determine <i>fact</i> from fiction.4. recognizes <i>exaggeration</i> and <i>distortion</i>.5. expresses personal evaluation of messages, such as likes or dislikes. | <p>The student</p> <ul style="list-style-type: none">• analyzes the cover of a storybook and gives predictions about the story.• gives the facts and fictional aspects of a story, such as <i>Stellaluna and Wonders of Bats</i>.• uses an <i>anticipatory set</i> prior to reading a story, such as <i>Charlotte's Web</i> in order to clarify their likes and dislikes. |
| <p>Teacher Notes:</p> | |

LISTENING**BASIC**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 6: The student participates appropriately in groups.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. pays attention when others are speaking. 2. avoids distracting others. 3. gives verbal and nonverbal responses that indicate attention. | <p>The student</p> <ul style="list-style-type: none"> • uses a prop, such as a microphone to indicate which student has the floor. • maintains appropriate behaviors during activities, such as show-and-tell. • successfully participates in cooperative learning strategies, such as think-pair-share.* • successfully fulfills a role in a group such as timekeeper, recorder, etc. |
| <p>Teacher Notes: * Think-pair-share is a learning strategy that involves the teacher making a statement and the students take time to think about the response and then pair with another student to share their response.</p> | |

LISTENING

INTERMEDIATE

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 1: The student is attentive.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none">1. focuses attention on the speaker and/or message.2. sustains focus throughout an activity.3. independently adapts attentive behavior to accommodate the listening situation.4. refocuses quickly after an interruption.5. seeks optimum listening situations. | <p>The student</p> <ul style="list-style-type: none">• maintains <i>eye contact</i> and uses appropriate <i>posture</i> while listening to a speaker to indicate their attentiveness.• listens to progressively longer messages* |
| <p>Teacher Notes: *Examples of progressively longer messages could include someone reading an entire chapter of a book, a short story, or a classroom presentation that involves note taking using overheads, PowerPoint, etc.</p> | |

LISTENING

INTERMEDIATE

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 2: The student identifies and/or recognizes verbal and nonverbal cues accurately.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. associates appropriate meaning with specific verbal and nonverbal cues.2. uses context to determine meaning of unfamiliar verbal and nonverbal cues.3. recognizes that verbal and nonverbal cues work together.4. applies appropriate verbal and nonverbal cues during programs or assemblies. | <p>The student</p> <ul style="list-style-type: none">• follows classroom routines, such as bell schedule, daily classroom schedules, and agenda planners.• responds to the raising of a conductor's wand during a performance• responds appropriately to the teacher stating "I need your attention please."• puts a finger to their lips if others are making <i>noise</i> to help quiet the group. |
| <p>Teacher Notes:</p> | |

LISTENING**INTERMEDIATE**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 3: The student understands the message.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. follows multiple-step directions (three or more).2. answers multiple-idea questions related to the message.3. retells the message in sequence with details.4. questions for clarification. | <p>The student</p> <ul style="list-style-type: none">• effectively follows the verbal directions given prior to starting an activity, such as starting an art project.• while analyzing the cover of a book or a painting answers questions, such as “What do you think this story or painting is about?”• retells a story giving first the beginning, then the middle, and finally the end.• asks questions when unsure or unclear about an assignment. |
| <p>Teacher Notes:</p> | |

LISTENING

INTERMEDIATE

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

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

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. remembers the message to complete a task.2. applies knowledge in a new context.3. remembers significant details of the message.4. uses common organizational patterns to remember the message. | <p>The student</p> <ul style="list-style-type: none">• effectively follows morning classroom procedures.• accesses prior knowledge by answering questions, brainstorming, using graphic organizers etc.• participates in activities such as “Three Facts and a Fib”* to apply knowledge.• retells a story using an organizational pattern, such as chronological order or spatial order. |
| <p>Teacher Notes: * “Three Facts and a Fib” is when someone in the class makes four statements, three are true and one is false. The students then have to choose the false statement.</p> | |

LISTENING

INTERMEDIATE

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 5: The student analyzes and/or evaluates the message.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. predicts various outcomes.2. draws appropriate conclusions with <i>supporting details</i>.3. begins to develop <i>internal criteria</i> to determine fact from fiction.4. describes exaggeration and distortion and their effects.5. receives criticism and compliments appropriately.6. identifies the purpose of the message.7. provides appropriate <i>feedback</i> to the message, such as agreement or disagreement. | <p>The student</p> <ul style="list-style-type: none">• looks at the cover of a book and predicts what the story will be about.• draws conclusions using organizational strategies, such as “what do you know, what do you want to know, what did you learn” (KWL) and “question, answer, response” (QAR).• discusses controversial issues that are age appropriate to identify exaggeration and possible distortion.• participates in role playing activities to give and/or receive <i>constructive criticism</i> and/or compliments.• discusses a variety of messages to determine the purpose of each example. |
| <p>Teacher Notes:</p> | |

LISTENING

INTERMEDIATE

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 6: The student participates appropriately in groups.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. maintains attention when others are speaking.2. avoids distracting or interrupting others.3. gives verbal and nonverbal responses that indicate attention to the topic of discussion, such as asking relevant questions.4. repeats/summarizes comments made by others.5. recognizes the existence of differing viewpoints of others.6. successfully fulfills assigned roles while participating in a group. | <p>The student</p> <ul style="list-style-type: none">• has appropriate behaviors during activities while teacher monitors using a rubric or check list.• uses cooperative learning strategies such as “Think-Pair-Share.”*• participates as a timekeeper, recorder, etc. during group activities.• offers nonverbal responses, such as end journaling and end of activity written summaries.• reports to the class orally on opposing viewpoints that have surfaced during a group activity. |
| <p>Teacher Notes: *Google search Paul Kegan’s work on cooperative learning.</p> | |

LISTENING

PROFICIENT

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 1: The student is attentive.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. responsibly focuses attention on a speaker and/or message.2. uses personal strategies to maintain focus.3. varies approaches to listening depending upon purpose, setting, and content. | <p>The student</p> <ul style="list-style-type: none">• focuses attention on the speaker by maintaining eye contact or responsive <i>facial expressions</i>.• uses strategies, such as “question, answer, response” (QAR) or anticipatory set while participating in listening activities.• participates in a variety of activities requiring different approaches to listening, such as interacting with visitors coming into the school, going to board of education meetings, or listening to an audiotape. |
| <p>Teacher Notes:</p> | |

LISTENING**PROFICIENT**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 2: The student identifies and/or recognizes verbal and nonverbal cues accurately.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. associates appropriate meaning with subtle or complex verbal and nonverbal cues, such as stereotypical movements, <i>jargon</i>, use of <i>space</i>, and appropriate touch. 2. relates the verbal and nonverbal cues to prior knowledge and experience. 3. recognizes how verbal and nonverbal cues work together. | <p>The student</p> <ul style="list-style-type: none"> • correctly carries out classroom routines, such as bell schedule, daily classroom schedules, and agenda planners. • responds appropriately to verbal and nonverbal cues, such as teacher moves to the front of the room, having bell work on the overhead or seat work* on the board when they walk into the room. |
| <p>Teacher Notes: * Seat work is independent student work.</p> | |

LISTENING**PROFICIENT**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 3: The student understands the message.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. follows instructions that require action over an extended period of time. 2. offers appropriate and effective feedback to a speaker. 3. identifies and summarizes main ideas of an oral message. 4. accurately paraphrases an oral message. 5. enhances their understanding through appropriate use of supplemental aids, such as maps, word lists, or texts. | <p>The student</p> <ul style="list-style-type: none"> • uses a self made rubric to access their prior knowledge of previous unit assignments, such as WW II internment of Japanese POW camps or reading of <i>Summer of My German Soldier</i>. • retells a story with a beginning, middle, and end • writes one or two paragraph(s) describing the main idea of a story. |
| <p>Teacher Notes:</p> | |

LISTENING

PROFICIENT

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. remembers the message to complete an extended task.2. applies knowledge from multiple listening contexts and uses it in a new context.3. remembers significant details of the message.4. uses organizational strategies to retell the message. | <p>The student</p> <ul style="list-style-type: none">• writes a <i>critique</i> of a speech, story, etc. she/he listened to previously.• applies knowledge gained in math, science, and art classes to create a poster that promotes the environmental issue concerning "Keeping Kansas Clean."*• uses strategies, such as note taking, journal entries, study guides, etc. to remember details of a message, such as remembering the homework assignment.• uses a graphic organizer, such as an outline to retell a story he/she read. |
| <p>Teacher Notes: * "Keeping Kansas Clean" is an environmental program to address pollution.</p> | |

LISTENING

PROFICIENT

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 5: The student analyzes and evaluates the message.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. distinguishes between supported and unsupported statements.2. identifies and interprets multiple messages and purposes intended by the speaker.3. distinguishes between <i>fact</i> and <i>opinion</i>.4. recognizes motives of <i>persuasive appeals</i>.5. recognizes the strategies used in persuasive appeals to follow the speaker's reasoning.6. supports personal evaluation of messages.7. accepts appropriate criticism, disagreement, suggestions, and compliments. | <p>The student</p> <ul style="list-style-type: none">• orally analyzes commercials to identify examples of <i>propaganda</i> or <i>faulty reasoning</i>.• analyzes public speeches, such as "I Have a Dream" by Martin Luther King, Jr. to determine his intended purpose or message.• analyzes current examples of controversial documentaries, such as "Super Size Me" for recognition of fact and opinion, persuasive appeals, and personal evaluation of messages. |
| <p>Teacher Notes:</p> | |

LISTENING

PROFICIENT

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 6: The student participates appropriately in groups.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. pays attention when others are speaking.2. avoids distracting or interrupting others.3. maintains facial expressions, posture, and <i>gestures</i> that signal interest and respect for the speaker.4. accurately summarizes others' points of view, including those that conflict with their own.5. asks questions for clarification. | <p>The student</p> <ul style="list-style-type: none">• maintains appropriate behaviors during activities while teacher monitors using a rubric or checklist.• uses cooperative learning strategies such as "Think-Pair-Share."• successfully fulfills assigned roles while participating in a group, such as timekeeper, recorder, etc.• offers nonverbal responses, such as end journaling and end of activity written summaries.• reports to the class orally on opposing viewpoints that have surfaced during a group activity. |
| <p>Teacher Notes:</p> | |

LISTENING**ADVANCED**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 1: The student is attentive.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. accepts responsibility for <i>active listening</i>.2. uses personal strategies to maintain focus.3. manages internal and external distractions. | <p>The student</p> <ul style="list-style-type: none">• focuses attention on the speaker by maintaining eye contact or responsive facial expressions.• uses strategies, such as “question, answer, response” (QAR) or anticipatory set while participating in listening activities.• participates in a variety of activities requiring different approaches to listening, such as interacting with visitors coming into the school, going to board of education meetings, or listening to an audiotape. |
| <p>Teacher Notes:</p> | |

LISTENING

ADVANCED

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 2: The student identifies and/or recognizes verbal and nonverbal cues accurately.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. understands the effects of ambiguous verbal and nonverbal cues. 2. relates verbal and nonverbal cues to prior knowledge and experience. 3. recognizes the effects of conflicting verbal and nonverbal cues. 4. distinguishes between <i>denotative</i> and <i>connotative</i> meanings. | <p>The student</p> <ul style="list-style-type: none"> • interprets ambiguous messages such as sarcasm, cultural meanings, <i>inferences</i>, and gestures. • participates in interactive classroom activities, such as Bafa Bafa* to develop skill in interpreting verbal and nonverbal cues. • analyzes public service announcements (PSAs) to distinguish between words with only denotation and words with both denotative and connotative meanings, such as “Give to Breast Cancer Awareness” or “Where’s the Beef.”** |
| <p>Teacher Notes: * Bafa Bafa is a game that teaches socialization skills. For more information, contact the University of Kansas, Department of Education. www.ku.edu ** “Where’s the Beef” has a denotative meaning – <i>meat</i>, or a connotative meaning – <i>What is your problem?</i></p> | |

LISTENING**ADVANCED**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 3: The student understands the message.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. offers appropriate and effective feedback.2. accurately explains an oral message.3. enhances understanding through appropriate use of supplemental aids, such as maps, word lists, or texts. | <p>The student</p> <ul style="list-style-type: none">• listens to a variety of opposing view points to facilitate development of their own opinions to be shared with their group.• uses books, such as those about the musical composer Wolfgang Mozart, to enhance their understanding of the topic. In this case, the topic is historical composers. |
| <p>Teacher Notes:</p> | |

LISTENING**ADVANCED**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

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

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. remembers the message to complete complex tasks. 2. applies knowledge from multiple listening contexts and uses it in a new context. 3. uses appropriate strategies to remember. 4. uses organizational patterns to explain the message. 5. relates speaker’s ideas and information to students’ lives. | <p>The student</p> <ul style="list-style-type: none"> • uses strategies, such as note taking, journal entries, study guides, etc. to remember details of a message, such as remembering the homework assignment. • applies knowledge gained in math, science, and art classes to create a poster that promotes the environmental issue concerning “Keeping Kansas Clean.”* • uses a graphic organizer, such as an outline to retell a story they have read. |
| <p>Teacher Notes: * “Keeping Kansas Clean” is an environmental program to address pollution.</p> | |

LISTENING**ADVANCED**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 5: The student analyzes and evaluates the message.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. distinguishes between relevant and irrelevant material. 2. identifies and interprets multiple messages and purposes intended by the speaker. 3. distinguishes between fact and opinion. 4. assesses validity of ideas, arguments, or hypotheses. 5. recognizes and controls own emotional responses to material. 6. supports personal evaluation of message. 7. accepts appropriate criticism, disagreement, suggestions, and compliments. | <p>The student</p> <ul style="list-style-type: none"> • evaluates the composition of the message for relevancy and irrelevancy. • analyzes public speeches, such as “I Have a Dream” by Martin Luther King, Jr. • analyzes controversial documentaries, such as “Super Size Me” for recognition of fact and opinion, persuasive appeals, and personal evaluation of messages. • models appropriate responses to constructive criticism while using a rubric to evaluate each other’s examples. |
| <p>Teacher Notes:</p> | |

LISTENING

ADVANCED

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 6: The student participates appropriately in groups.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. varies behavior according to task roles within the group, such as <i>note taker, leader, and clarifier.</i>2. reserves personal reaction until the message is complete.3. respects others' rights to have differences in attitudes, behaviors, values, and beliefs. | <p>The student</p> <ul style="list-style-type: none">• participates in every role within the group structure, such as recorder, timekeeper, etc. |
| <p>Teacher Notes:</p> | |

VIEWING**BASIC**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The student is attentive.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. focuses attention on a designated image/subject when given a readiness cue. 2. focuses attention on specific details when given directions. 3. maintains developmentally appropriate focus for a given period of time. 4. recovers from distractions and refocuses attentive behavior to accommodate the viewing situation. | <p>The student</p> <ul style="list-style-type: none"> • responds to teacher’s <i>visual cues</i>, such as raising hand in air, turning off light, or putting finger to lips to indicate he/she should be attentive to the speaker. • makes a necklace from yarn and colored beads or macaroni. The beads must form a specific pattern. • explores and observes artifacts from a source, such as the Kansas Heritage Center’s “Mammals” trunk.* |
| <p>Teacher Notes: * The “Mammals” trunk is located at the Kansas Historical Museum in Topeka, KS. http://www.kshs.org/</p> | |

VIEWING**BASIC**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

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

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. associates appropriate meaning with familiar cues, objects, and their visual or <i>aural images</i>. 2. identifies characteristics and recognizes cues. 3. uses context cues to determine the meaning of unfamiliar visual cues. | <p>The student</p> <ul style="list-style-type: none"> • attaches symbols, such as dates, weather (sun, cloud, etc.), and holidays to the daily calendar or bulletin boards. • participates in playing the game “Find the Match.”* • interprets universal signs or places, such as those in which the words are written in a foreign language. • responds appropriately to the darkening of lights in an auditorium before a performance begins. |
| <p>Teacher Notes: * “Find The Match” is a game where each student is given half of a puzzle, such as a bee. They circulate around the room to find the hive. After everyone finds their pair, they tell why they go together.</p> | |

VIEWING**BASIC**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 3: The student understands visual messages.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. signals general understanding or lack of understanding using appropriate responses. 2. answers simple-idea questions related to the message. 3. describes the <i>visual message</i> with three to five details. 4. gives meaning to a visual message. | <p>The student</p> <ul style="list-style-type: none"> • participates in group activities, such as “Showdown” or “Mix and Match” to learn letter/sound relationships. • uses flashcards of Kansas symbols, such as the cottonwood, sunflower, and meadowlark. to show mastery recognition. • discusses in detail a visual activity, such as a video, field trip, or guest speaker. • helps to create interactive bulletin boards, such as placing symbols under appropriate seasons, snow with winter, and swimming with summer. |
| <p>Teacher Notes:</p> | |

VIEWING**BASIC**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 4: The student remembers and applies the content of visual messages.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none">1. recalls significant details from visual messages.2. uses components of a visual message to complete a simple task.3. applies knowledge in a similar context by replicating teacher modeling.4. uses knowledge from visual messages to create new visual messages. | <p>The student</p> <ul style="list-style-type: none">• participates in learning activities, such as those that incorporate the use of graphic organizers, summaries, artwork, etc. to demonstrate student understanding of the visual message.• organizes pictures into a storyboard.• replicates teacher’s modeling of movement activities such as the “Hokey Pokey.”• obtains visual information from a videotape about rabbits in order to create a book about rabbits. |
| <p>Teacher Notes:</p> | |

VIEWING**BASIC**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 5: The student analyzes and/or evaluates visual messages.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. predicts outcomes. 2. draws appropriate conclusions. 3. distinguishes among types of visual messages. 4. uses criteria to distinguish fact from fiction. 5. recognizes exaggeration and distortion. 6. supports personal evaluation of messages. | <p>The student</p> <ul style="list-style-type: none"> • stops before the end of a story or video to predict outcome. • analyzes examples of visual messages in photographs, computer images, actual objects, or artists' illustrations to identify their similarities and differences. • analyzes illustrations, such as fiction and nonfiction book covers to identify their similarities and differences. • analyzes realistic and exaggerated images from videos, magazines, television, etc. to identify their similarities and differences. • expresses his/her likes and dislikes orally or in writing. |
| <p>Teacher Notes:</p> | |

VIEWING

INTERMEDIATE

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The student is attentive.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. focuses attention on visual messages.2. sustains focus throughout visual activities.3. focuses attention on specific details in complex visual messages.4. independently adapts attentive behavior to accommodate viewing situations. | <p>The student</p> <ul style="list-style-type: none">• attends to daily messages and/or instruction on the board or overhead when entering the classroom, such as bell or seat work.• identifies and interprets key elements, such as color, texture, size, and placement of letters and words from visual presentations, advertisements, movies, visual arts, etc.• adapts to a variety of visual stimuli, such as programs, exhibits, web quests, centers. |
| <p>Teacher Notes:</p> | |

VIEWING

INTERMEDIATE

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

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

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. recognizes the appropriate meaning of visual messages.2. generalizes about defining characteristics in visual messages.3. uses context cues to determine meaning of complex or unfamiliar visual messages.4. demonstrates awareness of the properties of visual messages. | <p>The student</p> <ul style="list-style-type: none">• participates in activities that incorporate legend reading, such as map, chart, and graph reading.• uses correct terminology when discussing a visual message, such as character appearance, setting, etc. for a film; elements and principles of design for a painting.• identifies the properties of visual messages, such as the shape of a stop sign. |
| <p>Teacher Notes:</p> | |

VIEWING**INTERMEDIATE****Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.****Benchmark 3: The student understands visual messages.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. seeks clarification. 2. answers increasingly complex questions related to visual messages. 3. describes visual messages in detail. 4. interprets the meanings of visual messages. | <p>The student</p> <ul style="list-style-type: none"> • provides details and asks questions when he/she doesn't understand the message. • answers "question, answer, response" (QAR) questions in an effort to interpret a painting. • interprets the message communicated to him/her through a magazine advertisement. • reflects on a visual message, such as the message communicated through a comic strip. |
| <p>Teacher Notes:</p> | |

VIEWING**INTERMEDIATE****Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.****Benchmark 4: The student remembers and applies the content of visual messages.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. remembers significant details from visual messages. 2. uses components of visual messages to complete tasks independently. 3. applies knowledge from visual messages in new visual contexts and products. 4. relates information and ideas from visual messages to personal experiences. | <p>The student</p> <ul style="list-style-type: none"> • answers questions, brainstorms, or uses a graphic organizer to report on the details of a message communicated through a movie poster. • reads and uses visual coding cards placed on the drawers and cupboards in the art room to independently find supplies needed to complete an art project. • applies knowledge to a new context, such as using correct interpretation of a map legend to read a map; using knowledge gained from reading a story to create a diorama of one scene in the story. • explains how information obtained from a commercial, such as one advertising an automobile relates to his/her life. |
| <p>Teacher Notes:</p> | |

VIEWING**INTERMEDIATE**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 5: The student analyzes and/or evaluates visual messages.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. predicts appropriate outcomes. 2. draws appropriate conclusions with supporting details. 3. identifies the purposes of visual messages. 4. uses external criteria to distinguish fact from fiction. 5. identifies the target of visual messages. 6. develops internal criteria to determine real from manipulated images. 7. identifies the techniques used in visual messages to affect the viewer, such as exaggeration, distortion, and humor. 8. expresses and supports personal evaluation of messages by giving one or two reasons. | <p>The student</p> <ul style="list-style-type: none"> • predicts outcomes prior to and/or during viewing of an educational, age-appropriate movie or video recording. • uses organizational strategies such as “what do you know, what do you want to know, what did you learn” (KWL) and “question, answer, response” (QAR) to identify the purpose of a visual message. • examines examples of computer generated and manipulated images, illustrations of optical illusions, etc. to determine fact from fiction. • uses examples of visual messages in photographs, computer images, actual objects, or artists’ depictions to identify the <i>target audience</i>. • analyzes visual messages, such as those portrayed through advertisements for identification of exaggeration and distortion, to determine real from manipulated visual messages. • gives one or two reasons why he/she supports or does not support the quality of a debate. |
| <p>Teacher Notes:</p> | |

VIEWING

PROFICIENT

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The student is attentive.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. accepts responsibility for focusing attention on visual messages.2. uses personal strategies to maintain focus during visual presentations.3. focuses attention on individual elements, such as images, <i>sound</i>, <i>dialogue</i>, and <i>perspective</i>.4. adapts attentive behavior to accommodate the purpose, setting, and content of visual messages. | <p>The student</p> <ul style="list-style-type: none">• attends to daily messages and/or instruction on the board or overhead when he/she enters the classroom,• identifies and interprets key elements, such as color, texture, size, and placement of letters and words in a visual advertisement, movie, or work of art.• adapts to a variety of visual stimuli, such as exhibits, web quests, or centers. |
| <p>Teacher Notes:</p> | |

VIEWING**PROFICIENT**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. recognizes multiple meanings of visual messages. 2. recognizes symbolic elements of visual messages, such as metaphors, logos, and color. 3. recognizes the relationship of parts to the whole in visual messages. 4. recognizes the effects of verbal and nonverbal cues. | <p>The student</p> <ul style="list-style-type: none"> • Listens to a story being read to him/her to strengthen his/her ability to focus. • identifies and interprets key elements, such as color, texture, size, and placement of letters and words in a visual advertisement, movie, or work of art. • discusses individual scenes and how they impact the work. • identifies and interprets individual elements from a visual presentation, such as an advertisement, movie, or work of art. • exhibits appropriate behaviors for various types of activities, such as field trips, plays, museums, or concerts. |
| <p>Teacher Notes:</p> | |

VIEWING

PROFICIENT

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 3: The student understands visual messages.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. generates questions related to visual messages.2. integrates multiple viewing experiences to comprehend a single concept or topic.3. describes and discusses visual messages.4. derives literal and abstract meanings from visual messages. | <p>The student</p> <ul style="list-style-type: none">• debates ambiguous messages found in TV commercials to address the double meanings.• uses teacher provided cross-curricular information, such as a historical timeline of the Civil War, which supports the video <i>Red Badge of Courage</i> and political cartoons of that time period. Thus, comprehending the <i>philosophy</i> present at that time in history.• analyses the reasons why someone would choose an advertising icon, such as the Green Giant, Tony the Tiger, M&M, or the Michelin Man to advertise their product. The student discusses how each icon impacts the viewer and the sale of the product.• provides and reflects on multiple possible interpretations of television commercials. |
| <p>Teacher Notes:</p> | |

VIEWING**PROFICIENT****Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.****Benchmark 4: The student remembers and applies the content of visual messages.**

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. completes extended viewing tasks. 2. assimilates knowledge from viewing and uses this knowledge in new contexts. 3. uses knowledge from visual messages to create new messages. 4. relates information and ideas from visual messages to personal experiences. | <p>The student</p> <ul style="list-style-type: none"> • applies knowledge to a new context, such as using correct interpretation of a map legend to read a map; using knowledge gained from reading a story to create a diorama of one scene in the story. • uses knowledge gained from visual icons to create new messages through various media, such as videotapes, role playing, broadcasts, posters, computer-generated presentations, collages, and poems. • reads a picture book, such as <i>My Man Blue</i> and uses knowledge gained from it to write a personal reflection or story. |
| <p>Teacher Notes:</p> | |

VIEWING**PROFICIENT**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 5: The student analyzes and evaluates visual messages.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. evaluates the appropriateness of predictions. 2. draws appropriate conclusions with supporting details. 3. identifies and interprets multiple messages and intended purposes. 4. recognizes motives of persuasive appeals. 5. recognizes the strategies used in visual messages. 6. identifies the techniques used in visual messages to affect the viewer. 7. distinguishes between stated or implied facts. 8. distinguishes between facts and opinions. 9. supports personal evaluation of visual messages. | <p>The student</p> <ul style="list-style-type: none"> • evaluates the cover of the story book, prior to reading the story, to predict likely and unlikely outcomes. • uses organizational strategies, such as “what do you know, what do you want to know, what did you learn” (KWL) and “question, answer, response” (QAR) to identify the purpose of a visual message. • identifies exaggeration and distortion used in advertisements to communicate a visual message. • analyzes Public Service Announcements (PSAs), such as “Give to Breast Cancer Awareness” or “Where’s The Beef?” to analyze and clarify motives for persuasive appeals. • analyzes visual elements, such as lighting, pacing in photographs, computer images to identify the effect visual elements have on the audience. • analyzes examples of persuasive appeals using techniques, such as transfer, bandwagon, and plain folks to determine stated and implied facts, and fact from opinion. • supports his/her conclusion regarding visual messages by participating in a debate or panel discussion. |
| <p>Teacher Notes:</p> | |

VIEWING

ADVANCED

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The student is attentive.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. establishes and maintains focus on visual messages.2. accepts responsibility for active viewing. | <p>The student</p> <ul style="list-style-type: none">• identifies and interprets key elements, such as color, texture, size, and placement of letters and words from visual presentations, advertisements, movies, or visual arts.• adapts a communication model that includes internal/external barriers. |
| <p>Teacher Notes:</p> | |

VIEWING

ADVANCED

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

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

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. identifies <i>media forms</i>, content, and products.2. identifies symbolic elements of visual messages.3. recognizes that visual messages often have multiple interpretations.4. recognizes the impact of individual components of the message in relationship to the whole. | <p>The student</p> <ul style="list-style-type: none">• identifies the visual elements used in media forms, such as computers, videos, or print media.• identifies examples of irony (situational, verbal, and dramatic) and analyzes how they are used.• identifies symbolic elements, such as visual metaphors (Statue of Liberty and its reference to freedom).• applies the communication model* to recount a visual experience such as an accident or the game “gossip.”• discusses individual scenes from a play or movie and their impact on the entire work of art. |
| <p>Teacher Notes: *The communication model consists of sender, receiver, message, feedback, noise, and environment.</p> | |

VIEWING**ADVANCED****Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.****Benchmark 3: The student understands visual messages.**

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student <ol style="list-style-type: none">1. explains the ideas, images, and aesthetics of visual messages.2. compares and contrasts denotative and connotative meanings.3. conceptualizes increasingly abstract and complex symbols.4. offers appropriate and effective responses, questions, and comments.5. conceptualizes the meaning of a visual message. | The student <ul style="list-style-type: none">• facilitates their ability to articulate multiple interpretations of visual messages through verbal and written activities.• debates the meaning of complex symbols, such as swastikas, "skin heads," scales of justice, or smoking gun. |
| Teacher Notes: | |

VIEWING**ADVANCED**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 4: The student remembers and applies the content of visual messages.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. transfers knowledge from viewing and applies it to new contexts. 2. uses appropriate strategies to remember the content of visual messages. 3. uses knowledge from visual messages to create new messages. 4. relates information and ideas from visual messages to personal experiences. | <p>The student</p> <ul style="list-style-type: none"> • applies knowledge gained during a computer class to a new context, such as creating PowerPoint presentations or computer-generated posters. • uses strategies, such as note taking or retelling to remember the content of a dramatization, broadcast, collage, or poem. • assimilates multiple visuals, such as pictures, photographs, and paintings into a personal product. • reads a picture book, such as <i>My Man Blue</i> and uses knowledge gained from it to write a personal reflection or story. |
| <p>Teacher Notes:</p> | |

VIEWING**ADVANCED**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 5: The student analyzes and evaluates visual messages.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. evaluates the appropriateness of predictions. 2. draws appropriate conclusions with supporting details. 3. identifies and interprets multiple messages and their intended purposes. 4. distinguishes between relevant and irrelevant material. 5. evaluates the quality of information obtained from electronic media sources. 6. evaluates validity of ideas, arguments, or hypotheses. 7. recognizes, interprets, and responds appropriately to visual messages. 8. assesses the techniques used in visual messages to affect the viewer. 9. supports their individual evaluation of the message. 10. recognizes the underlying motives behind the visual messages. | <p>The student</p> <ul style="list-style-type: none"> • evaluates a poster advertising a movie and provides likely and unlikely predictions. • analyzes and evaluates visual messages, such as advertisements to identify exaggeration and distortion. • analyzes/evaluates visual messages, such as news broadcasts of the Gulf War for validity and relevancy. • analyzes and evaluates persuasive appeals, such as public service announcements (PSAs), product advertisements, and political posters for the use of transfer, bandwagon, and plain folks. • analyzes visual elements, such as lighting, pacing in photographs, computer images to identify the effect visual elements have on the audience. • supports his/her conclusion regarding visual messages by participating in a debate or panel discussion. |
| <p>Teacher Notes:</p> | |

SPEAKING**BASIC**

Standard 3: 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.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. recognizes different audiences.2. recognizes different <i>purposes for speaking</i>.3. recognizes different occasions/contexts for speaking. | <p>The student</p> <ul style="list-style-type: none">• identifies a variety of audiences for speaking such as a friend, parent, teacher, or principal.• communicates both individually and in a group, such as show-and-tell, circle time, classroom discussion, and taking messages to teachers or principals. |
| <p>Teacher Notes:</p> | |

SPEAKING**BASIC**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Basic Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. replies to questions with appropriate verbal and nonverbal response behavior.2. recognizes appropriate times and situations to initiate <i>oral communication</i>.3. participates in classroom routines/events for communicating.4. willingly speaks to a variety of partners/audiences. | <p>The student</p> <ul style="list-style-type: none">• uses appropriate nonverbal responses, such as raising hands or using a thumbs up/thumbs down for “yes” or “no.”• follows classroom routine for appropriate speaking opportunities, such as asking permission or requesting help.• speaks to an audience using activities, such as show-and-tell and calendar time. |
| <p>Teacher Notes:</p> | |

SPEAKING**BASIC**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective speaker produces a coherent message.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. expresses a complete thought. 2. expresses information related to the topic. 3. focuses on the topic. 4. uses sequence and details to organize their message. | <p>The student</p> <ul style="list-style-type: none"> • uses activities for complete thought responses, such as “I spy” or “Twenty Questions.”* • uses age-appropriate topics and prompts for responses. • uses brainstorming, graphic organizers, or categorization to organize the message. |
| <p>Teacher Notes: **“Twenty Questions” is an activity where students are allowed to ask up to twenty questions to identify the topic or subject that is being thought of by another person in the class.</p> | |

SPEAKING**BASIC**

Standard 3: 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.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. knows whether or not the purpose and situation requires content based on reality or make-believe. 2. expresses information relevant to the purpose, audience, and situation. 3. remains focused. 4. presents content focused on the topic. 5. expands or limits content with teacher assistance. 6. uses precise vocabulary when addressing groups or individuals. | <p>The student</p> <ul style="list-style-type: none"> • clarifies the differences between fact and fiction or reality and make-believe. • gives feedback on relevance of content in response to peers' oral presentations. • uses precise vocabulary, such as "Mrs. Henry" versus "teacher." |
| <p>Teacher Notes:</p> | |

SPEAKING**BASIC**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none">1. establishes eye contact.2. varies <i>volume</i> of voice according to situation.3. uses appropriate body position and movement according to the situation. | <p>The student</p> <ul style="list-style-type: none">• makes appropriate eye contact.• uses appropriate vocal volume and rate to be used in situations, such as speaking up during show-and-tell, whispering in the library, and “indoor voices” in the classroom.• uses appropriate, nonverbal body language, such as facing the audience, standing still, and keeping head up while speaking. |
| <p>Teacher Notes:</p> | |

SPEAKING**Basic****Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.****Benchmark 6: The effective speaker participates appropriately in small groups.**

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| The student <ol style="list-style-type: none">1. develops and uses proper etiquette.2. stays focused on the task.3. contributes relevant information.4. identifies the different roles in a group.5. assumes an assigned role in a group. | The student <ul style="list-style-type: none">• uses appropriate etiquette when role playing.• uses guidelines for roles in a group, such as facilitator and recorder. |
| Teacher Notes: | |

SPEAKING**Basic****Standard 3: 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.**

| Basic Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| The student 1. accepts helpful criticism in a respectful manner. | The student • understands constructive criticism given to them by the teacher. |
| Teacher Notes: | |

SPEAKING

INTERMEDIATE

Standard 3: 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.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none">1. recognizes <i>demographic characteristics</i> of their audience.2. recognizes different purposes for speaking, such as to inform, persuade, and entertain.3. recognizes if the occasion and context are formal or informal. | <p>The student</p> <ul style="list-style-type: none">• defines characteristics of different audiences according to group's size, gender, and age.• uses different purposes for speaking, such as book reports, anti-drug commercials, and talent shows.• uses role playing opportunities to illustrate formal and informal speaking contexts, such as telephone etiquette, interviews, or demonstrations. |
| <p>Teacher Notes:</p> | |

SPEAKING**INTERMEDIATE**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. replies to questions with appropriate verbal and nonverbal response behavior. 2. initiates oral communication during appropriate times and situations. 3. prepares and presents individual oral reports. 4. prepares and presents short <i>narrative speeches</i>. 5. presents short <i>impromptu speeches</i> based on classroom content. | <p>The student</p> <ul style="list-style-type: none"> • uses appropriate responses for evaluation, such as phrases, sentences, and courteous nonverbal cues. • follows classroom guidelines for appropriate verbal interaction. • follows guidelines for speaking opportunities, such as oral reports, narrative, or impromptu speeches. |
| <p>Teacher Notes:</p> | |

SPEAKING**INTERMEDIATE**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective speaker produces a coherent message.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. uses organizational devices as a basis for planning and developing an oral report. 2. expresses thoughts using phrases and complete sentences. 3. stays focused on the topic. 4. organizes details in logical order. 5. uses appropriate language that is clear and specific to the topic. | <p>The student</p> <ul style="list-style-type: none"> • illustrates the function of a topic sentence and engages in opportunities for practice. • models the use of organizational devices, such as notes or graphic organizers, for speaking purposes. • listens and responds to student examples of strong and weak messages. |
| <p>Teacher Notes</p> | |

SPEAKING

INTERMEDIATE

Standard 3: 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.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. varies information presented according to the purpose, audience, and situation.2. stays focused on purpose, audience, and situation.3. expands or limits content as needed or directed, such as use of examples, AV aides, and technology.4. adapts vocabulary for purpose, audience, and situation.5. uses figurative language, such as simple analogies, common multiple-meaning words, and familiar idioms.6. uses <i>syntax</i> and vocabulary that represent developmentally appropriate oral language.7. uses language that reflects personal and <i>authentic voice</i>. | <p>The student</p> <ul style="list-style-type: none">• uses appropriate examples and speaking aides for a given speaking situation.• develops content for a speaking situation.• develops guidelines for his/her presentation, such as a check-list or rubric.• uses a rubric to show his/her progress through prompts, materials, and resources.• Uses appropriate vocabulary, idioms, analogies, etc. during independent and group activities. |
| <p>Teacher Notes:</p> | |

SPEAKING

INTERMEDIATE

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. uses appropriate delivery skills.2. effectively uses audio and/or visual aids to support delivery during a presentation. | <p>The student</p> <ul style="list-style-type: none">• maintains eye contact.• varies vocal expression according to situation, such as volume, pace, and <i>inflection</i>.• uses appropriate pronunciation and clear articulation.• uses appropriate nonverbal behaviors, such as eye contact, facial expressions, gestures, posture, and <i>proximity</i> according to the situation.• uses a natural, conversational vocal style when presenting a planned speech.• uses materials and equipment, such as charts, graphs, marker-boards, microphones, videos, overheads, and computer technology.• develops and uses notes to support the oral delivery of a presentation.• critiques presentations according to predefined guidelines or rubrics. |
| <p>Teacher Notes:</p> | |

SPEAKING**INTERMEDIATE**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. refines the use of proper etiquette. 2. understands whole group activities to reinforce appropriate group interactions. 3. contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. | <p>The student</p> <ul style="list-style-type: none"> • uses proper etiquette during small group activities and then receives immediate feedback. • responds politely to the ideas and opinions of others. • utilizes the various purposes of groups, such as problem solving, brainstorming, <i>consensus building</i>, discussion, and information gathering. • seeks relevant information through questioning. |
| <p>Teacher Notes:</p> | |

SPEAKING

INTERMEDIATE

Standard 3: 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.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. evaluates the merit of criticism.2. uses criticism to improve future oral presentations. | <p>The student</p> <ul style="list-style-type: none">• uses different forms of media, such as commercials, peer presentations, or guest speakers to critique a variety of messages.• uses rubrics and critique forms to revise and incorporate changes to oral presentations. |
| <p>Teacher Notes:</p> | |

SPEAKING**PROFICIENT**

Standard 3: 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.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. describes the characteristics of his/her audience. 2. describes different purposes for messages, such as to inform, persuade, and entertain. 3. describes context and the occasion of the messages. | <p>The student</p> <ul style="list-style-type: none"> • uses crossword puzzles and other games to show knowledge of audience characteristics. • views media productions to distinguish the different purposes of messages. |
| <p>Teacher Notes:</p> | |

SPEAKING**PROFICIENT**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none">1. initiates oral communication during appropriate times and situations using verbal and nonverbal behaviors.2. participates in oral presentations for defined purposes. | <p>The student</p> <ul style="list-style-type: none">• follows guidelines for appropriate verbal and nonverbal interaction, such as clarifying questions, comments, facial expressions, proximity, and raising a hand.• follows guidelines to refine oral presentations for a variety of purposes, such as impromptu, informative, narrative, demonstration, and <i>persuasive speeches</i>. |
| <p>Teacher Notes:</p> | |

SPEAKING**PROFICIENT**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective speaker produces a coherent message.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. develops thoughts using increasing complexity. 2. develops a message with an <i>introduction</i>, <i>body</i>, and <i>conclusion</i>. 3. organizes details in logical order. 4. uses <i>transitions</i> between parts of a message. 5. uses language effectively and appropriately. | <p>The student</p> <ul style="list-style-type: none"> • uses a variety of organizational devices, such as outlining and webbing. • uses one of the following organizational patterns: general to specific, chronological order, or cause and effect. • views and uses examples of: no transitions, good transitions, and poor transitions, then discusses the different effects on the message. • uses a rubric to gather feedback on the effectiveness of his/her message. |
| <p>Teacher Notes:</p> | |

SPEAKING**PROFICIENT**

Standard 3: 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.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. adapts information according to the purpose, audience, occasion, and context. 2. maintains focus on purpose, audience, and situation. 3. extends or revises content as needed or directed. 4. adapts vocabulary for purpose, audience, and situation. 5. uses creative language. 6. uses oral language style as opposed to written language style. 7. uses authentic voice that shows his/her personality. 8. uses repetition and summary. | <p>The student</p> <ul style="list-style-type: none"> • adapts presentations to different audiences, such as younger students, peers, and adults. • uses examples, AV aides, or technology. • uses analogies, similes, metaphors, and idioms. • prepares complex and refined presentations to develop a personal style. • follows guidelines for student presentations, such as a checklist or a rubric. |
| <p>Teacher Notes:</p> | |

SPEAKING**PROFICIENT**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. refines presentation for improvement of delivery skills. 2. accepts and uses constructive criticism. 3. uses audiovisual materials and equipment to enhance presentation. 4. uses an <i>extemporaneous</i> manner of speaking including the appropriate use of notes. | <p>The student</p> <ul style="list-style-type: none"> • scans the audience and makes direct eye contact. • adjusts vocal expression according to the situation, such as volume, pace, and inflection. • uses appropriate pronunciation and clear articulation. • varies nonverbal behaviors, such as facial expressions, gestures, posture, and proximity appropriate to the situation. • critiques presentations according to predefined guidelines or a rubric. • dialogues with the teacher or another student to reflect on and improve their work, following a critique. • integrates audio and/or visual aids into presentations. • limits his/her use of notes to foster extemporaneous speaking. |
| <p>Teacher Notes:</p> | |

SPEAKING**PROFICIENT**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. refines and uses proper etiquette. 2. responds to and reinforces information. 3. shows sensitivity to the feelings and opinions of others. 4. uses appropriate means to communicate strong feelings and resolve conflicts through negotiations and compromises. 5. adapts to the <i>group dynamics</i> by assuming different roles. | <p>The student</p> <ul style="list-style-type: none"> • follows etiquette rules during small group activities and provides immediate feedback. • seeks information or clarification through questions or dialogues. • is sensitive to others' personal views and perspectives. • practices whole group activities to reinforce appropriate group interactions. |
| <p>Teacher Notes:</p> | |

SPEAKING

PROFICIENT

Standard 3: 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.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <p>1. modifies delivery or content during a presentation in response to <i>audience feedback</i>.</p> | <p>The student</p> <ul style="list-style-type: none">• uses deliveries of the same or similar presentations to develop awareness of audience. |
| <p>Teacher Notes:</p> | |

SPEAKING**ADVANCED**

Standard 3: 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.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| The student 1. analyzes the characteristics of his/her audience. 2. describes different characteristics of messages based on purpose. 3. analyzes context and occasion for messages. | The student • observes a speaker presenting to a variety of audiences, such as a politician speaking to different demographic groups or a comedian performing for different age groups. • critiques various messages according to audience, purpose, occasion, and context. |
| Teacher Notes: | |

SPEAKING**ADVANCED**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| The student 1. uses appropriate oral communication in all contexts. | The student <ul style="list-style-type: none">• initiates oral communication during appropriate times and situations using verbal and nonverbal behaviors, such as clarifying questions, comments, facial expressions, proximity, and raising a hand. |
| Teacher Notes: | |

SPEAKING**ADVANCED**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective speaker produces a coherent message.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. uses a variety of organizational devices. 2. compares and contrasts appropriate and inappropriate introductions and conclusions for the body of speeches. 3. receives feedback on effectiveness of his/her messages. | <p>The student</p> <ul style="list-style-type: none"> • uses familiar organizational patterns, such as comparison/contrast or problem/solution. • uses a thesis statement, main points, and supporting material to structure a speech. • uses language consistent with purpose and content of message. • uses transitions between main points. • uses an introduction that prepares an audience for the speech. • uses a conclusion that reinforces the message and signals closure for the speech. • uses a rubric to evaluate the effectiveness of a message. |
| <p>Teacher Notes:</p> | |

SPEAKING**ADVANCED**

Standard 3: 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.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. develops presentations for different audiences. 2. prepares complex and refined presentations and develops a personal style. 3. develops personas to enhance the presentation. | <p>The student</p> <ul style="list-style-type: none"> • uses information that is relevant, accurate, and sufficient. • uses language that matches the audience’s level of understanding, such as vocabulary and amount of detail. • uses vocabulary specific to topic. • uses the level of language formality consistent with audience, purpose, and context. • uses language that promotes emotional responses related to speaker’s purpose. • uses authentic voice that reflects the speaker’s commitment to the message and personal style. • brings in examples of messages that reflect strong speaker emotions and voice, such as <i>editorials</i>, ads, political speeches, etc. • creates a presentation using a variety of personas. |
| <p>Teacher Notes:</p> | |

SPEAKING**ADVANCED**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. refines delivery skills. 2. collaborates and reflects with peers for self-improvement. 3. pronounces, articulates, and enunciates words in his/her speech. 4. avoids distracting delivery behaviors, such as fidgeting, rocking podium, shuffling notes, <i>vocalized pauses</i>, and <i>unintended pauses</i>. 5. effectively uses materials and equipment. 6. uses constructive criticism to refine delivery skills. | <p>The student</p> <ul style="list-style-type: none"> • uses an extemporaneous manner of delivery that creates speaker connection to the audience. • maintains an acceptable level of <i>poise</i> including eye contact, gestures, body position and/or movements, and vocal expressions, such as volume, pace, and inflection. • responds and adapts to audience feedback. • uses a resource file of materials and equipment appropriately for a variety of presentations. • uses audio and videotaping to foster reflection and refine presentation skills. |
| <p>Teacher Notes:</p> | |

SPEAKING**ADVANCED**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. shows sensitivity to the feelings and opinions of others. 2. refines, uses, and models proper etiquette. 3. responds to the group dynamics by shifting roles when necessary. | <p>The student</p> <ul style="list-style-type: none"> • observes and provides feedback on peers' sensitivity to others' personal views and perspectives. • uses appropriate means to communicate feelings and resolve conflict through negotiations and compromise, realizing that non-acceptance is an option. • follows etiquette rules during small group activities. • models the role of mediator for conflict resolution. • utilizes whole group activities to reinforce appropriate small group interactions. • makes suggestions to facilitate positive group interaction. • contributes relevant information based on his/her role in the group. • participates through questions and dialogue. |
| <p>Teacher Notes:</p> | |

SPEAKING**ADVANCED**

Standard 3: 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.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| The student 1. uses self-evaluation to improve oral communication. | The student • uses self-evaluation tools, such as checklists, guiding questions, rubrics, video, or audiotapes. |
| Teacher Notes: | |

INFORMATION RETRIEVAL**BASIC****Standard 4: The communicator will retrieve information from a variety of appropriate sources.****Benchmark 1: The effective communicator is knowledgeable about available sources.**

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student 1. recognizes that information can be found in different locations, such as school media centers, public libraries, classrooms, and home. 2. recognizes different types of sources, such as people, paper, and electronic media. | The student • selects sources such as books, magazines, electronic media, or community experts. • uses books and activities to familiarize themselves with places where resources can be accessed. |
| Teacher Notes: | |

INFORMATION RETRIEVAL

BASIC

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 2: The effective communicator knows how to use sources from a variety of media and formats.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. identifies simple, appropriate sources for specific information, such as maps, books, calendars, and people.2. locates simple sources of information, such as nonfiction books in the media center. | <p>The student</p> <ul style="list-style-type: none">• uses hands-on activities such as interactive bulletin boards, learning games and songs, or map puzzles.• uses activities to familiarize students with the layout and purpose of the library. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

BASIC

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student 1. gathers one or two sources of information with assistance. 2. sorts information using a simple graphic organizer or list. | The student • chooses a topic to research. • sorts living beings by listing them under one of the following headings: insects, plants, or birds. |
| Teacher Notes: | |

INFORMATION RETRIEVAL

BASIC

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. recognizes the usefulness of the source for his/her purpose.2. recognizes the appropriateness of the source and/or information for his/her purpose, such as using a nonfiction source versus a fictional source for facts. | <p>The student</p> <ul style="list-style-type: none">• views samples of sources that are useful and not useful for a specific task that might include fiction or nonfiction. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

INTERMEDIATE

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <p>1. identifies types and formats of reference materials, such as an almanac, atlas, thesaurus, electronic source, search engines, personal interview, magazine, or encyclopedia.</p> | <p>The student</p> <ul style="list-style-type: none">• uses books and activities to familiarize themselves with places where resources can be accessed. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

INTERMEDIATE

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 2: The effective communicator knows how to use sources from a variety of media and formats.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. independently identifies appropriate, applicable sources, such as reference materials, electronic sources, or experts.2. recognizes features of print sources, such as index, table of contents, glossary, and charts.3. recognizes features of electronic sources, such as search terms and search engines.4. locates sources of information independently. | <p>The student</p> <ul style="list-style-type: none">• completes assignments or activities which require independent information retrieval.• conducts guided practice activities to familiarize themselves with text features.• accesses electronic sources. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

INTERMEDIATE

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. gathers information from three to four primary and secondary sources.2. sorts and selects information using graphic organizers. | <p>The student</p> <ul style="list-style-type: none">• interviews people from different age groups or gathers information from books.• uses graphic organizers, such as color coding, and sorting note cards to sort and select useful information. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

INTERMEDIATE

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none">1. applies given criteria to analyze the usefulness of the source for purposes, audiences, occasions, and contexts.2. applies given criteria to analyze the appropriateness of the source and/or information for purposes, audiences, occasions, and contexts. | <p>The student</p> <ul style="list-style-type: none">• uses checklists, rubrics, or guiding questions to analyze usefulness and appropriateness of his/her sources. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

PROFICIENT

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. differentiates between types and formats of reference materials, such as print, electronic, and expert sources. | <p>The student</p> <ul style="list-style-type: none">• gathers examples of different source types and formats. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

PROFICIENT

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 2: The effective communicator knows how to use sources from a variety of media and formats.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| The student 1. uses appropriate sources for purposes, audiences, occasions, and contexts. 2. locates electronic, print, and expert sources of information. 3. performs information searches. | The student • utilizes resources from a variety of media and formats for an assignment, such as a book report, social studies demonstration project, science experiment, or <i>informative speech</i> for teachers, peers, or community groups. |
| Teacher Notes: | |

INFORMATION RETRIEVAL

PROFICIENT

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| The student 1. gathers information from primary and secondary sources. 2. sorts, selects, narrows, and uses information utilizing strategies. | The student • uses resources, such as interviews, guest speakers, documents, or computer access. • uses graphic organizers, note taking, and highlighting to sort, select, and narrow information. |
| Teacher Notes: | |

INFORMATION RETRIEVAL

PROFICIENT

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none"> 1. chooses criteria to analyze and evaluate the usefulness of sources for <i>specific purposes</i>, audiences, occasions, and contexts. 2. chooses criteria to analyze and evaluate the credibility of sources. 3. evaluates the credibility and accuracy of the retrieved information. | <p>The student</p> <ul style="list-style-type: none"> • develops a rubric for <i>audience analysis</i>. • uses a rubric for evaluation of sources.* • paraphrases various retrieved information for comparison. |
| <p>Teacher Notes: *This is a list of questions students should be able to answer when evaluating credible sources.</p> <ul style="list-style-type: none"> ▪ Who is the source for the evidence? ▪ What does the evidence say? ▪ How does the evidence say it? ▪ What will the evidence do? ▪ How good is the evidence? | |

INFORMATION RETRIEVAL

ADVANCED

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|--|
| <p>The student</p> <p>1. references specialized sources of information.</p> | <p>The student</p> <ul style="list-style-type: none">• cites specialized sources of information, such as field observations, databases, professional publications, university libraries, or national experts. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

ADVANCED

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 2: The effective communicator knows how to use sources from a variety of media and formats.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <p>1. uses appropriate sources from electronic, print, and expert categories of information for purposes, audiences, occasions, and contexts.</p> | <p>The student</p> <ul style="list-style-type: none">• completes varied assignments utilizing resources from a variety of media formats, such as a book report, social studies demonstration project, science experiment, or informative speech for teachers, peers, or community groups. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

ADVANCED

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. uses techniques to perform efficient information searches, such as multiple search terms, narrowing/expanding the search, and key word searches.2. gathers current information from authoritative sources.3. selects best information for purposes, audiences, occasions, and contexts. | <p>The student</p> <ul style="list-style-type: none">• continually dialogues with, answers questions by, and participates in individual conferencing with the teachers while conducting research activities. |
| <p>Teacher Notes:</p> | |

INFORMATION RETRIEVAL

ADVANCED

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| The student 1. establishes criteria to evaluate the usefulness and credibility of sources. 2. establishes criteria to evaluate the accuracy of information. | The student • uses an evaluative tool (rubric) for students to ask clarifying questions.* |
| Teacher Notes: *This is a list of questions students should be able to answer when evaluating credible sources. <ul style="list-style-type: none">▪ Who is the source for the evidence?▪ What does the evidence say?▪ How does the evidence say it?▪ What will the evidence do?▪ How good is the evidence? | |

MEDIA PRODUCTS

BASIC

Standard 5: 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.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <p>1. uses a number of age-appropriate methods and resources.</p> | <p>The student</p> <ul style="list-style-type: none">creates examples of media products through the use of a variety of resources and methods, such as art supplies, recycled materials, computer programs/software, and tape recorders. |
| <p>Teacher Notes: Examples could include a paper collage, a computer-generated drawing, a video, etc.</p> | |

MEDIA PRODUCTS

BASIC

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

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

| Basic Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <p>1. creates single-media and <i>multimedia products</i> that communicate a message.</p> | <p>The student</p> <ul style="list-style-type: none">produces a single-media product, such as a safety poster, using one media source, or creates a two-media product like dioramas of a story, or personal item displays that use more than one media source. |
| <p>Teacher Notes:</p> | |

MEDIA PRODUCTS

BASIC

Standard 5: 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.

| Basic Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. uses content consistent with the topic or purpose.2. uses or creates a product with sufficient detail for the topic. | <p>The student</p> <ul style="list-style-type: none">• creates media products for a given topic or purpose, such as class newsletter or city model.• creates a product that includes enough details, such as physical properties, time, and use of color to communicate the message clearly without ambiguity or confusion. |
| <p>Teacher Notes:</p> | |

MEDIA PRODUCTS

INTERMEDIATE

Standard 5: 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.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student 1. identifies various methods to create media products. 2. knows techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects. | The student • provides samples of various media products, such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings for identification and classroom discussion. • presents examples of media production techniques for classroom analysis and evaluation. |
| Teacher Notes: | |

MEDIA PRODUCTS

INTERMEDIATE

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

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

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| <p>The student</p> <ol style="list-style-type: none">1. creates products that communicate a message.2. chooses appropriate media for content, purpose, audience, and occasion. | <p>The student</p> <ul style="list-style-type: none">• produces single and multimedia products, such as drug safety posters, audio book reports, three-dimensional displays, computer-generated graphics, tables, or graphs.• uses checklists, guiding questions or rubrics to make informed choices. |
| <p>Teacher Notes:</p> | |

MEDIA PRODUCTS:

INTERMEDIATE

Standard 5: 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.

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none">1. uses content consistent with the topic.2. uses content that enhances the topic.3. includes sufficient detail for the topic.4. gives credit for borrowed materials and follows copyright laws.5. identifies multiple ways to represent an idea.6. knows the definition of symbolism, such as analogies, metaphors, icon, music, and color. | <p>The student</p> <ul style="list-style-type: none">• creates a communication tool for a given topic or purpose, such as class newsletter, oral presentation, PowerPoint presentation, etc.• uses a rubric to evaluate media product content for consistency, enhancement, and sufficient details for the topic.• cites sources, such as print, audio, electronic, images, artwork, etc.• provides examples of concrete and abstract representations of the same idea, such as photographs, logos, symbols, keywords, artwork, slogans, sound effects, etc. |
| <p>Teacher Notes:</p> | |

MEDIA PRODUCTS

PROFICIENT

Standard 5: 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.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <p>1. knows various methods to create media products, such as computer applications, video and audiotapes, recordings, live presentations, and props.</p> | <p>The student</p> <ul style="list-style-type: none">• finds or produces examples of various media products such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings.• identifies the symbolism in various media products. |
| <p>Teacher Notes:</p> | |

MEDIA PRODUCTS**PROFICIENT**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

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

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none"> 1. creates products that communicate a message. 2. creates products that support/enhance a message. 3. chooses appropriate media for content, purpose, audience, occasion, and context. 4. refines skills for creating multimedia presentations. | <p>The student</p> <ul style="list-style-type: none"> • produces single and multimedia products, such as commercials for a school event. • participates in activities to support/enhance a given message, such as “Just Say No” with a new media product. • uses checklists, guiding questions, rubrics, etc. to enable students to make informed choices. • presents own multimedia products and provide constructive criticism. |
| <p>Teacher Notes:</p> | |

MEDIA PRODUCTS

PROFICIENT

Standard 5: 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.

| Proficient Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. uses content appropriate to the topic.2. expands or limits content as appropriate.3. adapts content for the purpose, audience, occasions, and context.4. uses multiple ways to represent an idea.5. gives credit for borrowed materials and follows copyright laws.6. identifies symbolism, such as analogies, metaphors, icon, music, and color. | <p>The student</p> <ul style="list-style-type: none">• selects a topic, such as racism to develop appropriate content for a given media product.• edits, revises, reworks and reproduces a product to expand, limit, or adapt content effectively.• uses concrete and abstract representations of the same idea, such as photographs, logos, symbols, keywords, artwork, slogans, or sound effects.• cites sources, such as print, audio, electronic, images, or artwork. |
| <p>Teacher Notes:</p> | |

MEDIA PRODUCTS**ADVANCED**

Standard 5: 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.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| <p>The student</p> <ol style="list-style-type: none">1. analyzes characteristics of various methods to create media.2. evaluates the effectiveness of method(s) used in the development of various media products.3. uses symbolism, such as icons, music, or color. | <p>The student</p> <ul style="list-style-type: none">• analyzes characteristics of media production, such as time, cost, expertise, and equipment.• compares/contrasts various methods of media creation and their effectiveness, through the use of graphic organizers, guided questions, or rubrics.• creates media products with symbolism. |
| <p>Teacher Notes:</p> | |

MEDIA PRODUCTS

ADVANCED

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

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

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|--|---|
| The student 1. creates more than one product to support the message. 2. chooses the most efficient media for content, purpose, audience, occasion, and context. | The student • produces a print advertisement and a video advertisement to support a message. • uses checklists, guiding questions, or rubrics to enable students to make informed choices. |
| Teacher Notes: | |

MEDIA PRODUCTS**ADVANCED**

Standard 5: 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.

| Advanced Level Knowledge Base Indicators | Instructional Examples |
|---|--|
| <p>The student</p> <ol style="list-style-type: none">1. uses content appropriate to the topic.2. expands or limits content as appropriate.3. evaluates the effectiveness of a product for purpose, audience, occasion, and context.4. gives credit for borrowed materials and follows copyright laws. | <p>The student</p> <ul style="list-style-type: none">• chooses a topic, such as racism, for which students develop appropriate content for a given media product.• edits, revises, reworks, and reproduces in order to expand, limit, or adapt content.• determines the effectiveness of a media product.• cites sources, such as print, audio, electronic, images, and artwork. |
| <p>Teacher Notes:</p> | |