Communication

K–10 Grade Level Expectations:
A New Level of Specificity

Analyzes mass media for bias and the use of persuasive techniques.

- Examines and explains technique(s) used to persuade and determines the intended effect on target audience (e.g., emotional appeal — pathos appeals, fallacies).
- Examines the purpose and use of and auditory information in the m (e.g., automobiles, billboards, n reports, T-shirts, Internet sites)

Washington State's
Essential Academic Learning Requirements

Communication Contents

Education Reform in Washington

" ... provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives."

■ **Basic Education Act**

Preamble, 1993

In 1993, Washington established the commitment that all children would achieve at high levels. The purpose of this reform is spelled out clearly in the preamble of the Basic Education Act of 1993: "[P]rovide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives."

The law established four common learning goals for all Washington students, designed to create high-quality academic standards and raise student achievement. The four learning goals provided the foundation for the development of content standards, called Essential Academic Learning Requirements (EALRs), for reading, writing, communication, mathematics, science, social studies, health/fitness, and the arts. Establishing an assessment system to measure progress and an accountability system to monitor progress completes the key components of the Basic Education Act.

Washington State Learning Goals

■ **Read** with comprehension, **write** with skill, and **communicate** effectively and responsibly in a variety of ways and settings.

■ **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.

■ **Think** analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.

■ **Understand** the importance of work and how performance, effort, and decisions directly affect **future career and educational opportunities**.

Washington's school reform efforts focus on setting clear, high expectations for what students should know and be able to do. The EALRs articulate the state's expectations and learning standards. The Washington Assessment of Student Learning (WASL) measures whether students have met these standards.

Essential Academic Learning Requirements for Communication (2005)

EALR 1: The student uses listening and observation skills to gain understanding.

EALR 2: The student uses communication skills and strategies to interact/work effectively with others.

EALR 3: The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.

EALR 4: The student analyzes and evaluates the effectiveness of communication.

A New Level of Specificity

"Writing and other communication skills are key to students' future success. These Grade Level Expectations highlight the critical steps our children must take in grades K–10 to communicate effectively, both orally and in writing, in today's information-rich and multicultural world."

■ **Dr. Terry Bergeson**
*Superintendent of
Public Instruction*

In the past decade, educators at every level have contributed tremendous effort to bring greater clarity to the EALRs. The original Communication EALRs defined benchmarks, or cumulative indicators, for grades 4, 7, and 10. These were written in broad terms to provide flexibility and local control, which meant that each district had the responsibility to determine the learning expectations for students in the other grades.

The creation of Grade Level Expectations (GLEs) is a logical next step in providing educators with greater specificity. The new GLEs provide specific learning standards for students in grades K–10, clarifying the skills and strategies all students need to demonstrate proficiency.

Just as the EALRs were developed by Washington educators, administrators, parents, and community members, developing GLEs involved hundreds of participants and numerous opportunities for feedback. Drafting teams not only defined what students should know and be able to do at each grade level, but they also developed descriptors of how students could demonstrate proficiency for each GLE. The resulting Evidence of Learning statements take the specificity of the EALRs to a new level. For example, a fourth-grade teacher checking for student understanding of persuasion in mass media would expect to see the student not only identifying examples of persuasion but also explaining why they are examples (GLE 1.2.2).

The Office of Superintendent of Public Instruction is committed to helping educators provide high-quality instruction for all Washington students. This document provides all educators, parents, and community members access to the essential learning expectations to ensure that all students achieve success in communication. To that end, teachers will find the GLEs with Evidence of Learning useful in designing instruction and ongoing classroom-based formative and summative assessments.

Foundational Documents

Educators who developed the Communication Grade Level Expectations used a variety of documents recognized in the field of communication, as well as scientifically based research. Among the documents used are Samovar and Porter's *Intercultural Communication: A Reader;* OSPI's *Addressing the Achievement Gap;* Pearson and others' *Human Communication;* New Standards' *Performance Standards: English Language Arts, Mathematics, Science, Applied Learning,* Volume 1, *Elementary School,* Volume 2, *Middle School,* Volume 3, *High School,* and *Speaking and Listening for Preschool through Third Grade;* Speech Communication Association's *Speaking, Listening, and Media Literacy Standards for K through 12 Education;* Council for Basic Education's *Standards for Excellence in Education;* and National Communication Association's *Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade.*

Oral Text Complexity

Because communication is a process, the same skills may appear in multiple grade levels, but the demands on the listener increase as the oral text becomes more complex. Therefore, it is critical that the skills and strategies included in the GLEs are presented and practiced as oral text challenges increase.

A number of factors increase oral text complexity:

- Specialized vocabulary
- Abstract language and concepts presented with minimal context
- The use of language to learn about language
- Figurative language
- Unique speaking patterns
- Increased speaking rate

Communication — A Life Skill

"Oral communication is a two-way interactive process — one-to-one as well as one-to-many — that always includes speaking and listening. Students will not become effective communicators unless they are motivated by the understanding that competence in oral communication is a lifetime skill that will enhance their personal relationships, their ability to obtain and progress in employment, and their effectiveness in changing the ideas, beliefs, or actions of others" (Chesebro *et al.,* 1995).

Culturally Responsive Teaching

Learning occurs within the learner's frame of reference, so culture cannot be separated from learning. Teachers generally provide instruction from their own cultural framework. Geneva Gay defines culturally responsive teaching as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students." She characterizes culturally responsive teaching as:

- acknowledging the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect student dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.

- building bridges of meaningfulness between home and school experiences, as well as between academic abstractions and lived sociocultural realities.

- using a wide variety of instructional strategies that are connected to different learning styles.

- teaching students to know and praise their own and each other's cultural heritages.

- incorporating multicultural information, resources, and materials in all subjects and skills routinely taught in schools (Gay, 2000).

"The importance of caring about all students, but in particular students of color and students in poverty, has been explored through a number of research studies. Genuine caring values the individual and conveys belief in their capacity to learn. Caring entails listening sincerely to students, knowing something about the students and their lives and developing positive relationships with them. Explicit caring creates the relationships, the 'bonds' necessary to ensure learning" (Bylsma and Shannon, 2002).

Intercultural Communication

Intercultural communication exists whenever the sender of a message is a member of one culture and the receiver of the message is from another culture. As Samovar and Porter explain in *Intercultural Communication: A Reader,* to understand intercultural communication, one must recognize the effect and influence of one's past experiences. Experiences, structured by one's culture, not only help determine one's values, perceptions, and behaviors, but they also contribute to the development of one's view of the world. Each experience plays a critical role in the communication process.

The Social Constructionist Model of Communication illustrates how each experience plays a critical role in the communication process.
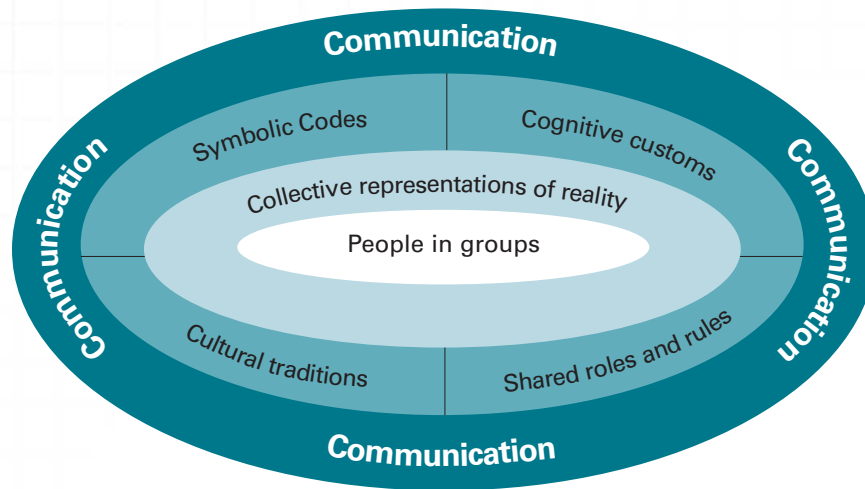
The Social Constructionist Model
(Trenholm, 2005)

People in cultural groups (i.e., social, ethnic, religious, political, etc.) create collective representations of reality, which may differ significantly from one group to another. Each group creates its own symbolic codes (language system, system of meaning), cognitive customs (how we have been taught to process information), cultural traditions (values, beliefs, and world views), and shared roles and rules for the functioning of the group. These socially constructed codes, customs, traditions, roles, and rules influence how we talk about and experience the world. Communication holds this world together by transferring information and knowledge from one group member to another and by constructing social reality for its members. Because this model views communication as socially constructed, there may be misunderstandings when we encounter people who are accustomed to different representations of reality.

Given the diversity within our communities across Washington State, both the importance and challenge of intercultural communication must be acknowledged. For our students to *communicate effectively and responsibly in a variety of ways and settings* (Washington State Learning Goal #1), they must learn to communicate interculturally. For intercultural communication to invite meaningful interaction, it must reflect an attitude of respect, trust, and worth. Every individual wants to believe in the worthiness of one's self and one's culture. Therefore, "the parties to intercultural communication must have an honest and sincere desire to communicate and to seek mutual understanding" (Samovar and Porter, 1994).
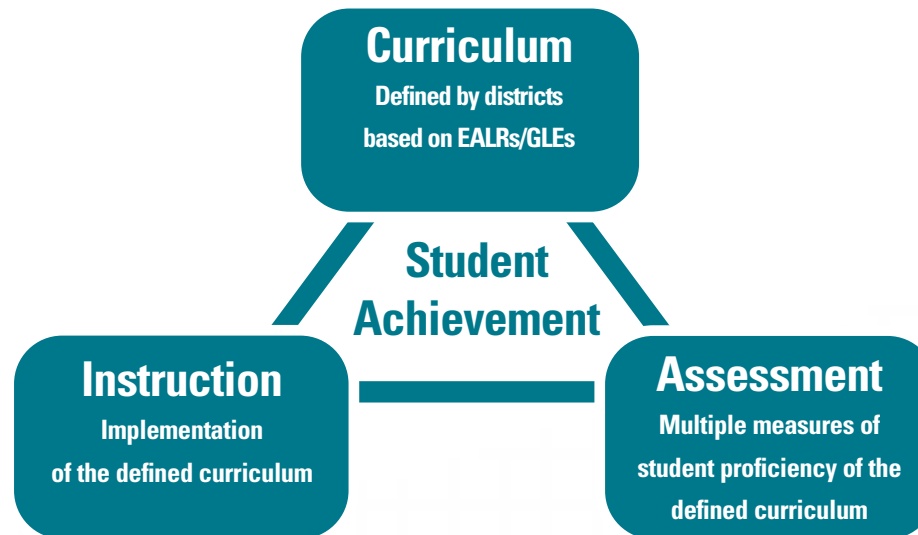
Alignment for Student Achievement

To ensure student achievement in communication, it is critical that the **curriculum, instruction,** and **assessment** align. The Essential Academic Learning Requirements, including the Grade Level Expectations, provide the foundation for the definition of the **curriculum** by the school district. Curriculum documents may take a variety of forms: a district curriculum guide or scope and sequence, a course syllabus, or a unit or lesson plan. **Instruction** refers to the implementation of the defined curriculum. **Assessment** should take many forms, including diagnostic, classroom-based formative, and summative assessments that measure student proficiency of the defined curriculum. Alignment exists when students are assessed on what they have been taught and when what they have been taught aligns with the state standards.

Deep alignment occurs when there is a close match between the curriculum, instruction, and assessment with regard to the **content** (knowledge, skills, processes, and concepts), **context** (the conditions of instruction and the tasks in which students are engaged), and **cognitive demand** required of the students (as identified using Anderson *et al.*, 2001).

Curriculum
Defined by districts
based on EALRs/GLEs

Student
Achievement

Instruction
Implementation
of the defined curriculum

Assessment
Multiple measures of
student proficiency of the
defined curriculum

Communication EALRs with Grade Level Expectations

K–10 EALR Statement										
K–10 Component										
Grade Level Expectations (GLEs)										
K	1	2	3	4	5	6	7	8	9/10	

- Evidence of Learning
- Evidence of Learning
- Evidence of Learning

Document Organization

The organization of the Grade Level Expectations in this document maps the learning proficiency sequence from kindergarten through 10th grade. Educators easily can see how a learning expectation differs from grade to grade. The map assists in planning instruction for students who are at, below, or above grade level in their learning.

An empty, shaded box in an early grade or grades indicates that proficiency is not yet expected. A shaded box in an upper grade or grades indicates that proficiency was expected at an earlier grade and the knowledge and/or skills should be maintained.

EALR 1: **The student uses listening and observation skills and strategies to gain understanding.**
(The receptive aspect of the communication process: listening and observing)
Components:
1.1 — Uses listening and observation skills and strategies to focus attention and interpret information.
1.2 — Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

EALR 2: **The student uses communication skills and strategies to interact/work effectively with others.**
(Skills and strategies for communication in a multicultural context)
Components:
2.1 — Uses language to interact effectively and responsibly in a multicultural context.
2.2 — Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
2.3 — Uses skills and strategies to communicate interculturally.

EALR 3: **The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.**
(Formal and informal presentation)
Components:
3.1 — Uses knowledge of topic/theme, audience, and purpose to plan presentations.
3.2 — Uses media and other resources to support presentations.
3.3 — Uses effective delivery.

EALR 4: **The student analyzes and evaluates the effectiveness of communication.**
(Analysis and evaluation for improving communication)
Components:
4.1 — Assesses effectiveness of one's own and others' communication.
4.2 — Sets goals for improvement.

Understanding Grade Level Expectations

An ***Essential Academic Learning Requirement*** is a broad statement of the learning that applies to grades K–10.

The ***Component*** is a K–10 statement that further defines the EALR. There is at least one component for each EALR.

The ***Grade Level Expectation*** is a statement containing the *essential content* to be learned and the *cognitive demand* required to learn it. An adaptation of *A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy* (Anderson, *et al*., 2001) was used to categorize the cognitive demand required of the student.

The ***Evidence of Learning*** is a bulleted list of *student demonstrations* that provides educators with common illustrations of the learning. The list is not a checklist but serves to exemplify what a student should be able to do to demonstrate proficiency on the Grade Level Expectation. Because it is not an exhaustive list, the teacher is encouraged to seek additional evidence of learning as the Communication GLEs are integrated across the curriculum.

The GLE ***Numbering System*** identifies the EALR, the component, and the GLE, in that order. In the example at right, the number 2 indicates the EALR, the number 3 indicates the component, and the number 1 indicates the GLE. Note: Grade levels are not referenced in the numbering system.

EALR 2: The student uses communication skills and strategies to interact/work effectively with others.

Component 2.3: Uses skills and strategies to communicate interculturally.

GLE	Grade 4
2.3.1	**Understands that individuals may have differing opinions, perspectives, and meanings for communication.** ■ Identifies one's own opinion and compares it to others' (e.g., "Jason likes to swim, but I'm afraid of the water."). ■ Explains how communication can have different meanings across cultures (e.g., clichés or words/phrases not intended for literal meaning). ■ Defines perspective.

An Overview of K–10 Communication Development

The Grade Level Expectations describe a connected series of learning competencies necessary to create proficient communicators. They describe the knowledge and skills that students should acquire from kindergarten through 10th grade. The continuum below describes the journey students would expect to experience along the pathway to communication competence. Students enter school learning about the syntax and semantics of language — and graduate as competent communicators in a multicultural society.

Kindergarten

In kindergarten, students learn how to listen attentively and observe carefully. They understand and follow simple directions and answer simple questions about auditory or verbal information. Students demonstrate their expanding oral language skills by sharing their own ideas and speaking clearly and distinctly in complete sentences.

Grade 1

In first grade, students continue the development of their listening and observation skills and strategies, demonstrating their understanding by following directions, retelling stories, answering questions, and explaining visual information. Their conversation skills develop, and they are able to introduce and maintain conversation about a topic, speaking clearly and distinctly using adult grammar and courteous language.
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Grade 2

In second grade, students continue to develop their active listening strategies and ability to sustain attention. They demonstrate their understanding of auditory information by inferring and summarizing. Students understand that language is adjusted based on audience, setting, and purpose. They demonstrate respect for others in their choice of language and nonverbal behavior. Second graders present their ideas clearly in a variety of contexts.

Grade 3

In third grade, students use listening skills and strategies to interpret more complex auditory information. To demonstrate their comprehension and analysis of auditory and visual information, they use evidence and details to support their ideas. They know when to adjust language register and select language and behavior that is respectful of others. They are able to extend ideas, elaborate on information in a conversation or discussion, and seek clarification when necessary. They are able to work independently and in a group.

Grade 4

In fourth grade, students continue to develop and augment their listening strategies. They understand how language reflects and conveys values and can alter their language to convey different values. Students recognize a point of view and a communication style differing from their own. They are able to identify rules that regulate social conventions in small groups and demonstrate mastery of rules in different settings. They are able to plan and deliver a presentation supported by available technology.

Grade 5

In fifth grade, students expand their observation skills and listening strategies to interpret, comprehend, and analyze increasingly complex auditory and visual information. They are able to identify the requirements for and competently use oral communication in a variety of settings. They are able to identify factors that influence perspective and behavior and respectfully acknowledge differences between individuals. Students' repertoires of presentation skills continue to increase as topics and available technologies become more complex.

Grade 6

In sixth grade, students hone their observation skills and listening strategies. They can discriminate between explicit and implicit meanings and recognize the influence of nonverbal behavior on the meaning of the message. Students develop their understanding of the role culture plays in the communication process and are able to consider the needs of others in a conversation or discussion. Their presentation skills develop as they incorporate strategies to facilitate audience understanding.

Grade 7

In seventh grade, students apply observation skills and listening strategies to analyze the relationship within and between visual and auditory information. They use empathetic listening to judge the emotional state of the speaker in both verbal and nonverbal communication. They understand the role that nonverbal communication plays in effective communication. Students demonstrate a deeper understanding of the factors that affect intercultural communication and use it to communicate effectively.

Grade 8

In eighth grade, students integrate observation skills and a variety of listening strategies to evaluate the effectiveness of auditory and visual information. They are able to analyze and evaluate bias and persuasion in mass media. They are able to analyze cultural principles, beliefs, and world views, including their own. Students use language and other communication strategies to find a common code for communication. Their oral presentations are enhanced by newly acquired knowledge, skills, and opportunities.

Grade 9–10

In ninth and 10th grades, students continue to enhance listening strategies in new contexts. They evaluate the effectiveness of visual and auditory information, including rhetoric, the effect of the media, and the role of perspective in the interpretation of media text. Students synthesize interpersonal and personal intercultural communication norms to guide, monitor, and adjust their own communication. As students prepare for the years beyond high school, they refine their public speaking skills: oral discourse and presentation skills.

Accessing the On-line Grade Level Resources

Aligned GLE support can be accessed via On-line Grade Level Resources at the Curriculum and Instruction home page on the OSPI website (www.k12.wa.us).

This interactive resource provides the following features.
- GLE reports (grade level, grade spans, K–10 GLEs)

- Links to the GLE glossary
- Aligned instructional support
- Integration links to other content areas

- Support for classroom-based assessments
- GLE topic search

www.k12.wa.us/ealrs

Communication

Essential Academic Learning Requirements:

Grade Level Expectations

Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

GLE	K	1	2	3	4
1.1.1	**Understands how to adapt attentive behavior to accommodate the listening situation.** ■ With teacher prompt, adapts listening behavior to attend to a task (e.g., teacher instruction, one-on-one discussion with teacher, listening to a story). ■ Attends to the task in group activities (e.g., student is seated in a chair or on the floor, appropriate to the activity, eyes are focused on speaker, hands are still, child does not interrupt). ■ Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction).	**Understands how to adapt attentive behavior to accommodate the listening situation.** ■ With teacher prompt, adapts listening behavior to attend to a task (e.g., class discussion, small group communication, listening to a story or an oral presentation). ■ Attends to the task in group activities (e.g., student is seated in a chair or on the floor, appropriate to the activity, eyes are focused on speaker, hands are still, child does not interrupt). ■ Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction). ■ Uses strategies for enjoyment listening and active listening with support from teacher. (See GLE 1.1.2 and 1.2.1.)	**Applies a variety of listening strategies to accommodate the listening situation.** ■ Adapts listening behavior to attend to a task (e.g., listening to video or audio communication). ■ Sustains attention during group activities for 15–20 minutes. ■ Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction). ■ Uses strategies for enjoyment listening and active listening when appropriate. (See GLE 1.1.2 and 1.2.1.)	**Applies a variety of listening strategies to accommodate the listening situation.** ■ Adapts listening behavior to attend to a task. ■ Sustains attention during group activities for 30 minutes. ■ Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction). ■ Uses strategies for enjoyment listening and active listening when appropriate. (See GLE 1.1.2 and 1.2.1.)	**Applies a variety of listening strategies to accommodate the listening situation.** ■ Adapts listening behavior to attend to a task. ■ Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction). ■ Sustains attention during group activities. ■ Uses strategies for enjoyment listening, active listening, and critical listening when appropriate. (See GLE 1.1.2 and 1.2.1.)
	NOTES: Listening behavior will vary according to culture, learning style, and situation. **Verbal and nonverbal cues must be taught explicitly. Do not assume they are universal.**				

Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

GLE	5	6	7	8	9/10
1.1.1	**Applies a variety of listening strategies to accommodate the listening situation.** ■ Adapts listening behavior to attend to a task. ■ Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction). ■ Sustains attention during group activities. ■ Uses strategies for enjoyment listening, active listening, and critical listening when appropriate and empathetic listening with teacher support. (See GLE 1.1.2 and 1.2.1.)	**Applies a variety of listening strategies to accommodate the listening situation.** ■ Adapts listening behavior to sustain attention (e.g., focusing on speaker, providing appropriate and varied verbal and nonverbal feedback: nodding, clapping, taking notes, answering questions when asked, interjecting when appropriate, providing relevant comments, asking clarifying questions). ■ Uses listening strategies for: active listening (GLE 1.1.2), empathetic listening, critical listening (GLE 1.2.1), and listening for enjoyment appropriate to situation (e.g., teacher instruction, one-on-one discussion with teacher or peer, small group communication with peers, class discussion, listening to an oral presentation, listening to/viewing mediated communication, group work).	**Applies a variety of listening strategies to accommodate the listening situation.** ■ Uses listening strategies for: enjoyment listening, active listening (GLE 1.1.2), empathetic listening, and critical listening (GLE 1.2.1) appropriate to the situation (e.g., teacher instruction, one-on-one discussion with teacher or peer, small group communication with peers, class discussion, listening to an oral presentation, listening to/viewing mediated communication, group work).	**Applies a variety of listening strategies to accommodate the listening situation.** ■ Uses listening strategies for: enjoyment listening, active listening (GLE 1.1.2), empathetic listening, and critical listening (GLE 1.2.1) appropriate to the situation (e.g., teacher instruction, one-on-one discussion with teacher or peer, small group communication with peers, class discussion, listening to an oral presentation, listening to/viewing mediated communication, group work, interviews).	**Applies a variety of listening strategies to accommodate the listening situation.** ■ Uses listening strategies for: enjoyment listening, active listening (GLE 1.1.2), empathetic listening, and critical listening (GLE 1.2.1) appropriate to the situation (e.g., mock job/academic interviews, career and technical education job training).

NOTES: Listening behavior will vary according to culture, learning style, and situation.

Verbal and nonverbal cues must be taught explicitly. Do not assume they are universal.

Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

GLE	K	1	2	3	4
1.1.2	**Applies listening and observation skills to recall and interpret information.** ■ Follows two-step oral directions for routines. ■ Answers a variety of questions: who, what, when, where, why, whose, yes/no. ■ Identifies and describes pictures, signs, sounds, symbols (e.g., restroom, in and out doors, exit, stop signs, and other important symbols specific to the school environment).	**Applies listening and observation skills to recall and interpret information.** ■ Follows three-step oral directions for routines. ■ Recalls oral multicultural stories, familiar tunes, songs, and sounds. (Note: Familiarity with a song, story, or nursery rhyme cannot be assumed.) ■ Answers a variety of questions: who, what, when, where, why, whose, yes/no. ■ Provides feedback pertinent to the observation or active listening situation (e.g., "In the story, Maria reminded me of my sister because she is very funny."), or listening for enjoyment (e.g., "I liked how the music changed from loud to quiet and back to loud again."). ■ Describes and explains visual information (e.g., signs and symbols in the environment, illustrations in literary text, diagrams in expository text).	**Applies a variety of listening and observation skills/strategies to recall and interpret information.** ■ Follows three-step oral directions for new procedures (how to head a paper, how and where to turn in a paper). ■ Retells story with at least five story elements (setting, characters, problem, solution, one event or situation). ■ Identifies main idea and gives two supporting details, with teacher guidance. ■ Asks questions to clarify or check understanding (e.g., Does this mean …? Are they saying …?). ■ Provides feedback pertinent to the listening or observation situation (*Science:* "I didn't know that's how butterflies drink nectar."). ■ Describes visual information (e.g., *Fitness:* steps for an underhand throw; *Theater:* retells story by acting it out).	**Applies a variety of listening and observation skills/strategies to recall and interpret information.** ■ Follows a sequence of three oral directions. ■ Identifies main idea and gives two supporting details. ■ Retells story with six or seven story elements (setting, characters, problem, solution, two or three events). ■ Asks questions to check for understanding and to clarify content and meaning (e.g., "Did he mean …. when he said …?"). ■ Provides feedback pertinent to the listening or observation situation (e.g., *Dance:* "I liked the feather dance because the dancers were so light on their feet and the music was gentle."). ■ Describes visual information (e.g., *Dance:* describes context using analogy and metaphor, such as "the dancers were like birds floating," or demonstrates with movement).	**Applies a variety of listening and observation skills/strategies to recall and interpret information.** ■ Follows a sequence of oral directions. ■ Identifies main idea and gives three or more supporting details. ■ Paraphrases information by repeating most important parts (repeating). ■ Asks questions to clarify content and meaning of the message (e.g., *Social Studies:* "Maps from the 19th century show that local tribes settled near bodies of water. Is that because of fishing?"). ■ Provides feedback pertinent to the listening or observation situation (e.g., *Visual Arts:* clarifies story by sharing drawing of story map). ■ Arranges ideas using a variety of organizing methods to interpret information with teacher guidance (e.g., drawings, graphic organizers, note taking). ■ Explains visual information gained through observation required in content areas (e.g., *Health:* uses a poster of the heart to describe blood flow).

Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

GLE	5	6	7	8	9/10
1.1.2	**Applies a variety of listening and observation skills/strategies to interpret information.** ■ Paraphrases information by stating in own words (revising). ■ Asks questions to verify content and meaning of the message (e.g., *Health:* "So are you saying that stress can be positive?"). ■ Provides feedback pertinent to the listening or observation situation (e.g., *Social Studies:* "The map helped me understand what part of Mexico became the United States after the Spanish-American War."). ■ Arranges ideas using a variety of organizing methods to interpret information with teacher guidance (e.g., drawings, graphic organizers, note taking, etc.). ■ Explains visual information gained through observation required in content areas (e.g., *Visual Art:* creates drawing to reflect personal understanding or feeling evoked from artwork).	**Applies a variety of listening and observation skills/strategies to interpret information.** ■ Monitors and adjusts strategies to interpret information (e.g., attends and listens carefully; asks clarifying questions; paraphrases information; elaborates; processes information and ideas by drawing pictures, using graphic organizers, and taking notes). ■ Responds with elaboration (e.g., details, examples, facts).	**Applies a variety of listening and observation skills/strategies to interpret information.** ■ Monitors and adjusts strategies to interpret information (e.g., attends and listens carefully; elaborates; paraphrases information; makes connections both within and beyond presentation; processes information and ideas by drawing pictures, using graphic organizers, and taking notes). ■ Asks probing questions to extend information (e.g., to clarify meaning, to gain insight, to consider other perspectives).	**Applies a variety of listening and observation skills/strategies to interpret information.** ■ Monitors and adjusts strategies to interpret information (e.g., attends and listens carefully, asks clarifying/probing questions, responds with elaboration or paraphrases information, makes connections both within and beyond presentation).	

EALR 1: The student uses listening and observation skills and strategies to gain understanding.

Component 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

GLE	K	1	2	3	4
1.2.1	**Understands how to infer and make personal connections to auditory and visual information.** ■ Makes simple inferences (e.g., why the child in the story takes his umbrella to school, why we do not run indoors). ■ Listens for, identifies, and explains personal connections to events (e.g., events in a personal story told by peer, a video). ■ Identifies and expresses one's own feelings related to an event with teacher support (feeling scared when the auditorium lights went out and the music was loud during the performance).	**Understands how to infer and make personal connections to auditory and visual information.** ■ Makes simple inferences (e.g., why the principal was in the cafeteria, why Bella is absent from school). ■ Listens for, identifies, and explains personal connections to events and/or one's own feelings related to an event (e.g., events in a personal story told by a peer, a video, a story on the news).	**Applies strategies to comprehend auditory and visual information.** ■ Makes inferences (e.g., *Science:* why the plant in the science experiment died; *Reading:* why the author wrote the story). ■ Listens for, identifies, and explains personal connections to events and emotions and connections between events (e.g., the feelings shared in a personal story, the events in a story read in class and a news story). ■ Draws simple conclusions from auditory and visual information in content areas (e.g., *Science:* reports observations from simple investigations — "Plants need water and light to live."). ■ Summarizes stories, information, and videos with teacher guidance (e.g., information about school events, messages over the intercom, routines such as fire and earthquake drills).	**Applies strategies to comprehend auditory and visual information.** ■ Makes inferences (e.g., *Music/Dance:* moves to the music and/or creates a movement to demonstrate what he/she heard or saw). ■ Listens for, identifies, and explains personal connections to events and emotions and connections between events (e.g., the feelings expressed by a character on stage, a news story, and a school service project). ■ Draws simple conclusions from auditory and visual information in content areas (e.g., *Math:* "You can make your graph look like a lot of people want a party if you make the scale unit very small."). ■ Summarizes stories, information, and videos with teacher assistance (e.g., *Science:* summarizes an investigation by describing reasons, observations, data, and results).	**Applies strategies to comprehend auditory and visual information.** ■ Makes inferences (e.g., *Math:* "I think more people preferred pizza because the sample group had mostly teenagers in it."). ■ Listens for, identifies, and explains personal connections to events and emotions and connections between events (e.g., *Visual Art:* the emotion captured in a painting; *Reading/Theater:* the different emotions of two characters in the same situation). ■ Draws conclusions from auditory and visual information in content areas (e.g., *Science:* explains or draws the conclusion of a field investigation). ■ Summarizes stories, information, and videos (e.g., *Social Studies:* "Stories told by members of local tribes tell how they changed their environment to meet their needs and wants."). ■ Explains feelings in the speaker's message (empathetic listening) and supports with example (e.g., "I think Linda is anxious about moving to a new school because she has butterflies in her stomach.").
1.2.2		**Recognizes mass media.** ■ Identifies various types of mass communication (e.g., television, radio, advertisements, signs, movies, magazines).	**Understands that mass media contains fact, fiction, and opinion.** ■ Identifies fact, fiction, and opinion in various forms of mass media (e.g., television, advertisements, billboards) and supports with evidence, with teacher guidance. ■ Explains the purpose of media (e.g., to inform, to entertain, to persuade).	**Understands fact and opinion in mass media.** ■ Explains the difference between fact and opinion and supports response with evidence or examples (e.g., "The ad shows that the tennis shoes have a new kind of sole, which is a fact, but that they make you a fast runner is an opinion because running takes strong muscles and not everyone can be a fast runner."). ■ Compares examples of fact and opinion in different types of mass media (e.g., television, advertisements, video, signs, magazines).	**Recognizes and understands point of view and persuasion in mass media.** ■ Identifies point of view in an oral story or video, with teacher guidance. ■ Identifies and explains examples of persuasion used in mass media (e.g., advertisements in magazines, radio, television, product displays, and pop-ups on the Internet).

Component 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

GLE	5	6	7	8	9/10
1.2.1	**Applies strategies to comprehend auditory and visual information.** ■ Makes inferences (e.g., *Fitness:* "I need to wear my bike helmet because I ride where the roads are busy."). ■ Listens for, identifies, and explains personal connections to events and emotions and connections between events (e.g., the motivation that triggered action in a story; a story and a movie with the same theme). ■ Draws conclusions from auditory and visual information in content areas (e.g., *Social Studies:* "Paul Revere's illustration of the Boston Massacre was drawn in a way to make the colonists upset with British rule."). ■ Summarizes stories, information, and videos with teacher assistance (e.g., *Math:* summarizes a mathematical situation before trying to solve it; *Theater:* summarizes the plot of a school play). ■ Explains emotion behind message (empathetic listening) from speaker's point of view, with teacher support. (e.g., "I think Kimi is frustrated with the rule that won't allow her to wear flip flops to school.").	**Analyzes relationships within and between visual and auditory information.** ■ Distinguishes between literal and implicit meaning in a single statement or message, including metaphors, and idioms (e.g., "Would you like to sit down?" Coming from an authority figure, this may actually mean "Sit down!"; "My stomach is a jar of angry bees."). ■ Connects visual and auditory experiences to previous knowledge (e.g., video, class discussions, news stories). ■ Identifies relationships within and between visual and auditory information (e.g., *Dance/Music:* illustrates how movement can literally demonstrate and imply what is heard in the music — pop, classical, rock, rap, multicultural folk music). ■ Attributes meaning to specific nonverbal communication (e.g., body language, facial expressions, eye contact/movement, and proxemics).	**Analyzes relationships within and between visual and auditory information.** ■ Distinguishes between literal and implicit meaning in a single statement or message, including metaphors, sarcasm, and irony (e.g., "Please give her a hand" would actually mean "Applaud to show appreciation."). ■ Explains relationships within and between visual and auditory information (e.g., *Science:* from an oral story about the Chum salmon in Hood Canal, explains how the carcasses discarded in the canal contribute to the low oxygen level and "dead zones" now found in the canal). ■ Connects visual and auditory experiences to previous knowledge (e.g., journals, class discussions, interviews). ■ Attributes meaning to specific nonverbal communication (e.g., body language, facial expressions, silence, cultural symbols, eye contact/movement, and proxemics). ■ Demonstrates empathy with the speaker by providing appropriate feedback (empathetic listening).	**Evaluates effectiveness of and creates a personal response to visual and auditory information.** ■ Compares literal and implicit meaning to respond to a statement. ■ Constructs personal meaning from visual and auditory information (e.g., *Dance:* uses metaphor/analogy, *Theater:* uses pantomime, monologue, simile and discourse/debate; *Social Studies:* uses the photos of Jacob Riis to understand the effects of industrialization, immigration, and urbanization on the United States in the 19th century). ■ Critiques effectiveness of rhetorical information (e.g., peer presentations, ASB speeches).	**Evaluates effectiveness of and creates a personal response to visual and auditory information.** ■ Compares literal and implicit meaning to respond to a statement. ■ Constructs personal meaning from visual and auditory information (e.g., *Social Studies:* the connection between the rhetoric of the leaders of independence movements in Africa with images of people living and working in these emerging nations). ■ Critiques effectiveness of rhetorical information (e.g., peer presentations, political speeches and arguments).
1.2.2	**Understands point of view and persuasion in mass media.** ■ Identifies and explains examples of persuasion (e.g., bandwagon, peer pressure, testimonials/ endorsements) used in mass media (e.g., advertisements in magazines, radio, television, product displays, newspaper, and advergames on the Internet). ■ Explains how fact and opinion are used to persuade in mass media (e.g., When 98 percent of dentists recommend a certain toothpaste, it appears as fact, which might persuade the listener.). ■ Identifies and explains point of view in the news, infomercials, and billboards and supports with evidence.	**Analyzes mass media for bias and the use of persuasive techniques.** ■ Examines and explains technique(s) used to persuade and determines the intended effect on target audience (e.g., emotional appeal — pathos appeals, fallacies). ■ Examines the purpose and use of visual and auditory information in the media (e.g., automobiles, billboards, news reports, T-shirts, Internet sites).	**Analyzes mass media for bias and the use of persuasive techniques.** ■ Examines and explains technique(s) used to persuade and determines the intended effect on target audience (e.g., speaker credibility — ethos appeals, emotional appeal — pathos appeals, reasoning — logos appeals, fallacies). ■ Differentiates between points of view represented in media (e.g., quick weight-loss programs and products versus health clubs, nutritional supplements, and balanced diet). ■ Examines the purpose and intended effects of visual and auditory information (e.g., magazine images, CD covers, speeches, caps, song lyrics).	**Analyzes mass media for bias and use of persuasive techniques and evaluates their impact.** ■ Determines the intended effects of persuasive technique(s) used in visual and auditory text on the target audience and critiques their effectiveness. ■ Determines points of view or bias represented in media (e.g., *Social Studies CBA:* Distinguish between the image of the United States in political cartoons created during the Mexican-American War in U.S. and Mexican newspapers). ■ Examines portrayals of cultures, gender, religion, sexuality, class, and race in mass media and assesses their effect on society and its subcultures.	**Evaluates the effect of bias and persuasive techniques in mass media.** ■ Critiques the effectiveness of persuasive techniques on target audiences (e.g., ethos, pathos, logos appeals, fallacies, propaganda). ■ Critiques differing points of view for persuasive effect (e.g., *Social Studies CBA:* Reviews and critiques various visual depictions of globalization found in the mass media to evaluate whether it is portrayed negatively or positively). ■ Critiques the effect of media portrayals of cultures, gender, religion, sexuality, class, and race on society and its subcultures. ■ Judges the effect of different interpretations of the same media text (e.g., different newspapers, radio/television stations, Internet sites).

EALR 2: The student uses communication skills and strategies to interact/work effectively with others.

Component 2.1: Uses language to interact effectively and responsibly in a multicultural context.

GLE	K	1	2	3	4
2.1.1	**Understands that language is adjusted to the needs of the audience, situation, and setting.** ■ Selects language that is courteous (e.g., please, thank you, excuse me) and explains why it is appropriate.	**Understands that language is adjusted to the needs of the audience, situation, and setting.** ■ Selects language that is courteous (e.g., please, thank you, no thank you, excuse me) and explains why it is appropriate. ■ Identifies and describes different types of speech (e.g., chat, warning, sharing, discussion, and joke) and when each might be used.	**Analyzes the situation to adjust language.** ■ Selects language that is respectful of others' feelings and rights (e.g., no threats, bullying, or discriminatory or derogatory language). ■ Adjusts language register to the situation (e.g., speaking to a friend versus speaking to an adult or person in authority).	**Analyzes the needs of the audience and situation to adjust language.** ■ Selects language that is respectful of others' feelings and rights (e.g., no threats, bullying, or derogatory or discriminatory language). ■ Adjusts language register to the situation (e.g., talking on the playground versus answering the classroom telephone). ■ Chooses formal register to make introductions and take messages.	**Analyzes the needs of the audience, situation, and setting to adjust language.** ■ Selects language that is respectful of others' feelings and rights (e.g., no threats, bullying, or derogatory or discriminatory language). ■ Adjusts language register to the situation (e.g., speaking to a friend versus speaking to a substitute teacher or adult classroom visitor). ■ Chooses language that builds relationships in classroom activities or role-playing situation (e.g., supportive, encouraging, constructive).

Component 2.1: Uses language to interact effectively and responsibly in a multicultural context.

GLE	5	6	7	8	9/10
2.1.1	**Analyzes the needs of the audience, situation, and setting to adjust language.** ■ Selects language that is respectful of others' feelings and rights (e.g., no threats, bullying, or derogatory or discriminatory language). ■ Chooses language that enhances relationships and resolves conflicts in classroom activities or role playing (e.g., "Rose, I think you have a good idea, but I feel it is also important to think about . . . "). ■ Uses persuasive language to influence others. ■ Adjusts language register to the situation (e.g., formal register is used when giving a presentation, followed by questions and answers using a consultative register).	**Analyzes the needs of the audience, situation, and setting to adjust language.** ■ Selects language that is respectful of others' feelings and rights (e.g., free from stereotyping, slander, or harassment). ■ Adjusts language to enhance relationships and resolve conflict in classroom activities and role-playing situations (e.g., "What I hear you saying is . . . ." "I'm sorry, I misunderstood."). ■ Chooses language to influence others (e.g., to persuade, correct, or disagree). ■ Adjusts language register to the situation (e.g., adjust language with speech partners depending on purpose of communication, role, and age).	**Analyzes the needs of the audience, situation, and setting to adjust language.** ■ Selects language that is respectful of others' feelings and rights (e.g., free from stereotyping, bias, slander, or harassment). ■ Adjusts language to enhance relationships and resolve conflict (e.g., "Amandari, what I hear you saying is . . . ." "Trung, I apologize; I misunderstood what you were saying."). ■ Chooses language to influence others (e.g., to persuade, correct, or disagree). ■ Adjusts language register to the situation (e.g., classroom, school office, counselor, mock job interview).	**Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.** ■ Selects language that is respectful of others' feelings and rights (e.g., free from stereotyping, bias, slander, or harassment). ■ Examines the situation and selects a common code for communication when a common code does not exist, using role play (e.g., gestures, sign language, language different from one's own, dialects, pictures).	**Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.** ■ Examines the situation and selects a common code for communication when a common code does not exist, using role play (e.g., gestures, sign language, language different from one's own, dialects, pictures).

Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

COMMUNICATION
EALR 2

GLE	K	1	2	3	4
2.2.1	**Understands how to show respect for others' input.** ■ Expresses support and acceptance by allowing others to speak without interrupting.	**Understands how to show respect for others' input.** ■ Demonstrates when to talk and when to listen (e.g., "When someone else is talking or during a story, it is time to listen; when there is a break in the conversation, it may be time to talk."). ■ Expresses support and acceptance by using positive language in response to others' communication (e.g., "You did a good job, DaVonne."). ■ As a member of the audience, responds to the speaker with encouraging non-verbal communication (e.g., sitting still and watching the speaker).	**Understands how to show respect for others' input.** ■ Demonstrates when to talk and when to listen (e.g., "When someone else is talking or during a story, it is time to listen."; "When there is a break in the conversation; it may be time to talk."). ■ Expresses support and acceptance by extending another person's answer or comment (e.g., "Juan, I agree with your answer, and I think we could add this example to help prove it."). ■ As a member of the audience, responds to the speaker with encouraging non-verbal communication (e.g., clapping when the presentation is over).	**Understands how to show respect for others' input.** ■ Demonstrates when to talk and when to listen (e.g., when someone else is talking or during a story, it is time to listen; talk when there is a break in the conversation). ■ Expresses support and acceptance by encouraging others to participate and acknowledging the worth of others' comments (e.g., "Did you get this answer, too, Haruko?"). ■ As a member of the audience, responds to the speaker with encouraging non-verbal communication (e.g., responding to speaker's humor or quieter voice).	**Understands how to show respect for others' input.** ■ Expresses one's self and uses turn-taking cues so that everyone has a chance to speak (e.g., a pause may be a cue for taking turns; the length of the pause may vary between children). ■ Expresses support and acceptance by showing interest and seeking ideas and conclusions (e.g., "I like what you shared about your snake, Collin. Do all snakes lay eggs?"). ■ Demonstrates respectful disagreement (e.g., "I think you have a good idea, Keisha, but did you think about …?"). ■ As a member of the audience, responds to the speaker with encouraging non-verbal communication (e.g., smiling, clapping, and nodding at appropriate times).
2.2.2	**Understands how to contribute responsibly in a one-to-one conversation or group setting.** ■ Shares own ideas. ■ Demonstrates conversation skills (e.g., greeting people, taking turns).	**Understands how to contribute responsibly in a one-to-one conversation or group setting.** ■ Maintains topic introduced by teacher for three conversational turns. ■ Initiates and sustains a conversation with comments and questions (e.g., responding to other's remarks, expressing feelings). ■ Seeks and accepts a solution to a group problem (e.g., how to divide up supplies, playground equipment, jobs, or responsibilities).	**Understands how to contribute responsibly in a one-to-one conversation or group setting.** ■ Initiates topics within conversations that are in progress (e.g., "Hey, did you hear about …?" "Get this …"). ■ Interrupts a conversation appropriately (e.g., "Excuse me …"; When two adults are talking, an interruption must meet certain criteria.). ■ Practices assigned role in a group for completion of a task (e.g., The recorder writes the group's ideas; the getter gets the group's materials.). ■ Participates in developing a group solution (e.g., brainstorms ideas).	**Applies skills to contribute responsibly in a one-to-one conversation or group setting.** ■ Sustains conversation by extending others' contributions (e.g., entering in and elaborating on an idea). ■ Reaches a group decision through compromise with teacher guidance (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution). ■ Assumes assigned role for completion of a task (e.g., summarizer, time keeper, leader). ■ Initiates the development of a group solution (e.g., "If that isn't fair, what should we do?" "We are running out of time; how can we finish quickly?").	**Applies skills to contribute responsibly in a one-to-one conversation or group setting.** ■ Sustains conversation by expressing and soliciting comments or opinions (e.g., What do you think? How would you do it? Do you agree with that?). ■ Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution). ■ Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others). ■ Assumes assigned role in group for completion of a task (e.g., leader, reporter).

Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

GLE	5	6	7	8	9/10
2.2.1	**Understands how to show respect for others' input.** ■ Expresses one's self and uses cues for taking turns so that everyone has a chance to speak (e.g., a pause may be a cue for taking turns; the length of the pause may vary between children). ■ Expresses support by identifying and acknowledging different points of view (e.g., "Rita, I hear you saying …"; "I know what you mean; that's an interesting idea."). ■ As a member of the audience, responds to the speaker with encouraging nonverbal communication (e.g., smiling, clapping, and nodding at appropriate times).	**Uses communication skills that demonstrate respect.** ■ Expresses one's self while considering others (e.g., avoids interrupting the speaker, uses and understands cues for taking turns, allows pause time before speaking, asks for feedback/input from others). ■ Responds when others need clarification (e.g., responds to someone's request for elaboration). ■ As a member of an audience, responds to the speaker with encouraging nonverbal communication (e.g., attentive, appears interested, smiles, claps, nods). ■ Provides feedback to the speaker in role-play scenarios or classroom activities based on appropriate form of listening (e.g., enjoyment, active, critical, and/or empathetic listening). ■ Refutes others in nonhurtful ways by disagreeing with ideas and not people, according to established classroom norms (e.g., "Saoli, another way to look at it might be …").	**Uses communication skills that demonstrate respect.** ■ Expresses one's self while considering others (e.g., avoids interrupting the speaker, uses and understands cues for taking turns, allows pause time before speaking, asks for feedback/input from others). ■ Responds to indirect and direct indication that others need clarification (e.g., reads possible confusion on someone's face and clarifies by asking a question; responds to someone's request for examples and or elaboration). ■ Provides feedback to the speaker in role-play scenarios or classroom activities based on appropriate form of listening (e.g., enjoyment, active, critical, and/or empathetic listening). ■ Refutes others in nonhurtful ways by disagreeing with ideas respectfully according to established classroom norms (e.g., "Arturo, I see what you're saying; however, …").	**Uses communication skills that demonstrate respect.** ■ Monitors and adjusts one's own participation according to the situation and the needs of others (e.g., focuses on speaker; avoids interruptions; does not dominate conversation; uses techniques for taking turns; attends to cultural differences in communication styles, such as variations in pause time, pace, volume/intensity, and body language). ■ Responds to the clarification needs of others as necessary (e.g., provides examples, illustrates, or expands on a response). ■ Provides feedback to the speaker in role play scenarios or classroom activities based on appropriate form of listening (e.g., enjoyment, active, critical, and/or empathetic listening). ■ Refutes others in nonhurtful ways by disagreeing with ideas respectfully according to established classroom norms (e.g., "Keoki, I think you have a good idea, but I think there is one more point to consider.").	**Uses communication skills that demonstrate respect.** ■ Monitors and adjusts one's own participation according to the situation and the needs of others (e.g., focuses on speaker; avoids interruptions; does not dominate conversation; uses techniques for taking turns; attends to cultural differences in communication styles, such as variations in pause time, pace, volume/intensity, and body language). ■ Responds to the clarification needs of others as necessary (e.g., elaborates, illustrates, or expands on a response). ■ Provides feedback to the speaker in role-play scenarios or classroom activities based on appropriate form of listening (e.g., enjoyment, active, critical, and/or empathetic listening). ■ Refutes others in nonhurtful ways by disagreeing with ideas according to established classroom norms (e.g., "Maya, we agree on everything except your last two points. I think …").
2.2.2	**Applies skills to contribute responsibly in a group setting.** ■ Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter). ■ Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).	**Applies skills and strategies to contribute responsibly in a group setting.** ■ Contributes relevant ideas with support/evidence by clarifying, illustrating, or expanding (e.g., contributes topics related to ideas with support and talks in turn, with consideration for others in the conversation). ■ Assumes assigned role and accepts responsibility for completing a group task. ■ Uses decision-making strategies to help the group progress. (e.g., brainstorming, problem solving, compromising). ■ Encourages and supports equal participation within the group.	**Applies skills and strategies to contribute responsibly in a group setting.** ■ Contributes relevant ideas with support/evidence by clarifying, illustrating, or expanding (e.g., contributes topics related to ideas, with support, and talks in turn, with consideration for others in the conversation). ■ Uses decision making to help the group progress (e.g., brainstorming, problem solving, compromising, building consensus). ■ Encourages and supports equal participation within the group.	**Applies skills and strategies to contribute responsibly in a group setting.** ■ Contributes relevant ideas with support/evidence by clarifying, illustrating, or expanding (e.g., contributes topics related to ideas with support and talks in turn, with consideration for others in the conversation). ■ Critiques group members' and own interactions/work and adjusts to ensure group success.	**Applies skills and strategies to contribute responsibly in a group setting.** ■ Contributes relevant ideas with support/evidence by clarifying, illustrating, or expanding (e.g., contributes topics related to ideas with support and talks in turn, with consideration for others in the conversation). ■ Critiques group members' and own interactions/work and adjusts to ensure group success.

Component 2.3: Uses skills and strategies to communicate interculturally.

GLE	K	1	2	3	4
2.3.1	**Recognizes that each person is unique.** ■ Describes individual similarities and differences in a nonjudgmental or stereotypical manner (e.g., "My hair is straight and Lauren's hair is curly."; "I am quiet; Lee likes to talk.").	**Recognizes that families have cultural practices.** ■ Describes family similarities and differences (e.g., "I eat dinner with my sister and brother and my parents eat later, but in Tyrone's family, everyone eats at the same time."; "I live with my mom, and James lives with his aunt, uncle, and grandma.").	**Recognizes that families may have unique cultural practices and ways to communicate.** ■ Identifies that there are families differing from student's own: in family structure, in family practices and rituals, and in the way they communicate (e.g., "I celebrate Ramadan and Jenny celebrates Kwanzaa."; "We use sign language at home with my dad and talk to my mom in Korean.").	**Understands that individuals may have differing opinions, cultural practices, and ways to communicate.** ■ Defines opinion and provides examples. ■ Shares one's own opinion and compares it to others', with teacher guidance (e.g., "I like this story because it is exciting, but Yuki thinks it is too scary."). ■ Explains how people have different ways to communicate, using examples (e.g., different languages, sign language, communication board).	**Understands that individuals may have differing opinions, perspectives, and meanings for communication.** ■ Shares one's own opinion and compares it to others' (e.g., "Jason likes to swim, but I'm afraid of the water."). ■ Explains how communication can have different meanings across cultures (e.g., clichés or words/phrases not intended for literal meaning). ■ Defines perspective.
2.3.2	**Recognizes that there are different languages.** ■ Identifies different languages and recalls greetings or phrases (e.g., from cultures in the classroom, community, and country, including sign language).	**Understands cues that aid intercultural communication.** ■ Identifies and explains verbal and non-verbal cues used by others with teacher guidance (e.g., hand gestures, facial expressions, tone of voice).	**Understands cues that aid intercultural communication.** ■ Explains verbal and nonverbal cues used by others (e.g., hand gestures, facial expressions, utterances, silence, personal space).	**Understands cues that aid intercultural communication.** ■ Clarifies one's own verbal and nonverbal cues (e.g., "I giggle when I am nervous or embarrassed."). ■ Asks for clarification of another's verbal and nonverbal cues (e.g., "Why are you laughing?" "What does that gesture mean?").	**Understands and applies intercultural communication strategies.** ■ Identifies and explains different communication styles (e.g., silence, pace, or tempo of conversation). ■ Uses understanding of different styles to aid communication, with teacher guidance.

Component 2.3: Uses skills and strategies to communicate interculturally.

GLE	5	6	7	8	9/10
2.3.1	**Understands what influences perspective and the way people communicate.** ■ Explains factors that influence perspective and the way people communicate (e.g., life experiences, family beliefs, culture, location, religion). ■ Explains multicultural perspective. ■ Identifies one's own perspective on a given topic or idea (e.g., *Social Studies:* "I think the American Revolution was important because it gave us our freedom."; "I think the American Revolution harmed the native people because we lost more of our land and culture.").	**Understands how cultural/individual perspectives influence intercultural communication.** ■ Identifies perspectives, cultural or individual, and explains how they may affect communication (e.g., "How does one's perspective affect one's feelings/attitudes about dress codes/school uniforms?"). ■ Explains how generalizations may lead to stereotyping (e.g., "All skateboarders are rude."; "Boys are better in math and girls are better at reading."). ■ Explains own perspectives and how they may affect communication (e.g., "In my family the grownups talk at mealtime and children sit quietly. So I am often quiet at lunchtime.").	**Understands cultural/individual perspectives and assumptions and how they influence intercultural communication.** ■ Identifies differing cultural and individual perspectives and/or assumptions and explains how they may affect intercultural communication (e.g., "How might one's perspective on fishing rights be influenced by culture?"; "How might one's perspective on immigration be influenced by culture?"). ■ Identifies and explains factors that may cause misunderstanding among cultures (e.g., mismatched expectations: linear versus circular conversation, speaking time, eye contact, body language, expectation of sequence for taking turns, physical space). ■ Examines own cultural biases with structured teacher guidance.	**Understands and analyzes the influence of specific cultural principles, beliefs, and world views on intercultural communication.** ■ Explains one's own cultural principles, beliefs, religion, and world views in contrast to others (e.g., native cultures tend to have a deep connection with the earth, which contrasts with the overdevelopment of land.). ■ Examines the influence of cultural principles, beliefs, religion, and world views on intercultural communication (e.g., individual societies, in which the focus is on the achievement of the individual, versus collective societies, in which the focus is on the achievement of the group). ■ Examines own cultural biases.	**Analyzes the influence of cultural principles, beliefs, and world views on intercultural communication.** ■ Examines the influence of one's own cultural principles, beliefs, religion, and world views on intercultural communication (e.g., based on Muslim beliefs, a teenage girl may feel compromised by the flirtatious but innocent attention of a teenage boy). ■ Discusses how power and dominance affect intercultural communication (e.g., workplace hierarchies such as boss/supervisor to employee; historical and present relations between cultures).
2.3.2	**Applies intercultural communication strategies.** ■ Uses flexibility in adjusting to cultural dissimilarities (e.g., suspends judgment, responds with respect).	**Applies intercultural communication strategies.** ■ Discusses how culture may influence the expression of thoughts and feelings. ■ Uses understanding of disclosure to guide one's own intercultural communication with teacher guidance.	**Applies intercultural communication strategies.** ■ Uses knowledge of factors that may cause misunderstanding among cultures to communicate interculturally (e.g., mismatched expectations: linear versus circular conversation styles, speaking time, eye contact, body language, expectation of sequence for taking turns, oral cultural styles).	**Analyzes the effect of one's own communication style to monitor and adjust intercultural communication.** ■ Examines one's own communication style (e.g., assertive, dramatic, relaxed, friendly, etc.) and determines how it affects intercultural communication (e.g., speaking time, interruptions, eye contact, silence, directness of message, humor). ■ Uses understanding of one's communication style to enhance or improve intercultural communication.	**Creates personal intercultural communication norms to guide one's self in a diverse social system.** ■ Develops a construct for how physical and human settings can affect communication (e.g., timing, social climate, customs, religion, social practices, politics, values, education). ■ Monitors and adjusts one's own communication style to engage in the dynamics of diversity and connect with others (e.g., adjusting proximity, volume, intensity, pause time, pace, conversation style, eye contact).

EALR 3: The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.

Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

GLE	K	1	2	3	4
3.1.1	**Understands how to plan effective oral communication and presentation.** ■ Demonstrates an awareness that an audience exists outside of one's self (e.g., faces the audience and speaks loudly enough to be heard from the back of the room). ■ Chooses content that matches topic (e.g., Given a topic such as "favorite things," the child chooses to talk about a favorite personal item, food, person, place, story, or pet.).	**Understands how to plan and organize effective oral communication and presentation.** ■ Identifies the audience (e.g., friends, family, or class). ■ Selects a topic to inform or tell a story, with teacher guidance. ■ Selects content from personal knowledge and experience. ■ Organizes information using logical sequence with teacher guidance. (Culture may influence storytelling sequence.)	**Understands how to plan and organize effective oral communication and presentation.** ■ Describes the needs of specific audiences (e.g., to hear the presentation and see visuals; younger audiences require shorter presentations). ■ Selects a topic for a specific purpose (e.g., to explain or entertain). ■ Selects content from personal knowledge, school resources, and family/community members. ■ Supports ideas with three details. ■ Organizes information in a logical sequence (e.g., sequential order in procedures; problem/solution in story or personal experience).	**Understands how to plan and organize effective oral communication and presentation.** ■ Describes how registers and purposes change for different audiences (e.g., one-to-one would require less formal communication; a presentation at a school assembly would require greater formality). ■ Selects a topic for a specific purpose (e.g., to describe and/or to explain a process or procedure, such as in a science experiment). ■ Selects material from a variety of resources with teacher guidance (e.g., from books, experts, charts, posters, family, and community members). ■ Supports ideas with four or five details. ■ Uses planning tools (e.g., simple graphic organizers or drawings) to organize information in a logical sequence (e.g., describes, compares, and contrasts).	**Understands how to plan and organize effective oral communication and presentation.** ■ Plans a presentation for a specific purpose with teacher guidance (e.g., to entertain, inform, or explain). ■ Selects material from a variety of resources (e.g., from a magazine, a video, or the Internet). ■ Uses notes or other memory aids to structure presentation (e.g., prepared outline, graphic organizers). ■ Uses planning tools (graphic organizers, notes, drawings) to organize information in a logical sequence using transitions (e.g., chronological order).

Component 3.2: Uses media and other resources to support presentations.

GLE	K	1	2	3	4
3.2.1	**Understands how to use media and resources in oral presentations.** ■ Uses visual aids with teacher guidance (e.g., illustrations, photos, and other items).	**Understands how to use media and resources in oral presentations.** ■ Uses visual aids (e.g., illustrations, photos, and other items).	**Understands how to use available media and resources in oral presentations.** ■ Uses visual aids with teacher guidance (e.g., illustrations, photos, bar graphs, pictographs and charts). ■ Uses presentation technology with teacher guidance (e.g., white boards, overhead projectors).	**Understands how to use available media and resources to convey a message or enhance oral presentations.** ■ Uses visual aids independently (e.g., illustrations, photos, bar graphs, tables, charts and maps). ■ Uses presentation technology with teacher guidance (e.g., visual presenters, presentation software). ■ Uses reliable on-line sources with teacher guidance (e.g., Internet, encyclopedias).	**Understands how to use available media and resources to convey a message or enhance oral presentations.** ■ Uses visual aids with teacher guidance. (e.g., illustrations, photos, bar graphs, line plots, tables, charts, maps). ■ Uses presentation technology with teacher guidance (e.g., presentation software, digital and video cameras). ■ Uses reliable on-line sources with teacher guidance (e.g., Internet, encyclopedias).

Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

GLE	5	6	7	8	9/10
3.1.1	**Understands how to plan and organize effective oral communication and presentation.** ■ Plans a presentation for a specific purpose (e.g., to entertain, inform, explain, or persuade). ■ Selects the most relevant information from multiple resources to appeal to the interest and background knowledge of the audience. ■ Gives credit to the source for selected information. ■ Uses tools (e.g., template for a simple outline, graphic organizers, note cards) to organize information in a logical sequence (e.g., in order of importance) using smooth transitions.	**Applies skills to plan and organize effective oral communication and presentation.** ■ Determines the topic and the audience and identifies a purpose (e.g., oral reports, reader's theater, student-led conference, demonstration, science fair display). ■ Selects and narrows focus of topic and gathers information. ■ Cites sources to substantiate information/argument and avoid plagiarism. ■ Organizes and structures presentation to facilitate understanding and interaction with the audience (e.g., process/procedural, chronological order, problem/solution). ■ Uses details, examples, anecdotes, or experiences to explain or clarify information.	**Applies skills to plan and organize effective oral communication and presentation.** ■ Determines the topic and the audience and selects a purpose (e.g., skit, demonstration, speech, pantomime). ■ Organizes and structures presentation to facilitate understanding and interaction with audience (e.g., multimedia, posing and answering a question). ■ Examines logical argument and unintended use of fallacies to determine necessary revisions to presentation (e.g., concept definition, problem/solution, cause and effect, compare and contrast, definition, overgeneralization, bandwagon). ■ Uses techniques to enhance the message (e.g., imagery, direct audience appeal, rhetorical questions, and anecdotes). ■ Cites sources to substantiate information/argument and avoid plagiarism.	**Applies skills to plan and organize effective oral communication and presentation.** ■ Determines the topic and the audience and selects a purpose (e.g., variety show, news broadcast, science experiment, data presentation, speech, interview). ■ Matches verbal and nonverbal messages (e.g., voice modulation, expression, tone, body language, gestures, attire). ■ Examines logical argument and unintended use of fallacies to determine necessary revisions to presentation (e.g., generalization/principle, pro/con, definition, false causality, over-generalization). ■ Uses techniques to enhance the message (e.g., rhetorical questions, parallelism, concrete images, figurative language, and characterization).	**Applies skills to plan and organize effective oral communication and presentation.** ■ Determines the topic and the audience and selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview). ■ Matches verbal and nonverbal messages (e.g., voice modulation, expression, tone, body language, gestures, attire). ■ Distinguishes among and uses various forms of formal and informal logical argument (deductive and inductive reasoning, syllogisms, analogies). ■ Uses techniques to enhance the message (e.g., irony and dialogue to achieve clarity, force, and aesthetic effect; technical language). ■ Uses logical, ethical, and emotional appeals to support the purpose.

Component 3.2: Uses media and other resources to support presentations.

GLE	5	6	7	8	9/10
3.2.1	**Uses available media and resources to convey a message and enhance oral presentations.** ■ Uses visual aids (e.g., illustrations, photos, bar and circle graphs, histograms, charts, tables, maps). ■ Uses available presentation technologies independently. ■ Uses reliable on-line sources (e.g., Internet, encyclopedia)	**Uses available technology and resources to support or enhance a presentation.** ■ Uses resources to achieve a purpose and that can easily be seen and accessed by the audience (e.g., visual aids, equipment, props, artifacts, drawings). ■ Uses technology to inform and/or enhance presentations (e.g., print, on-line resources, visual display, presentation technology, video streaming, digital and video cameras).	**Uses available technology and resources to support or enhance a presentation.** ■ Uses resources to achieve a purpose and that can easily be seen and accessed by the audience (e.g., visual aids, equipment, props, artifacts, drawings). ■ Uses technology to inform and/or enhance presentations (e.g., print, on-line resources, visual display, presentation technology, video streaming, digital and video cameras).		

Component 3.3: Uses effective delivery.

GLE	K	1	2	3	4
3.3.1	**Applies skills for delivery of effective oral communication and presentations.** ■ Faces audience while speaking, with teacher guidance. ■ Shows that there is recognition of different volumes for voice (e.g., yelling, inside/outside voices, whisper). ■ Speaks in complete five- or six-word sentences to describe people, places, things, locations, and actions. ■ Speaks clearly and distinctly. ■ Produces correct speech patterns.	**Applies skills for delivery of effective oral communication and presentations.** ■ Faces audience (not teacher) while speaking. ■ Adapts volume of voice for size of audience depending on feedback. ■ Speaks in complete sentences using compound and complex sentence structures. ■ Speaks clearly and distinctly. ■ Uses adult grammar and syntax appropriate to developmental level.	**Applies skills for delivery of effective oral communication and presentations.** ■ Adjusts body language to increase engagement with audience, with teacher guidance (e.g., holding body still, holding notes and visuals away from face). ■ Speaks clearly and distinctly. ■ Uses adult grammar and syntax appropriate to developmental level.	**Applies skills for delivery of effective oral communication and presentations.** ■ Adjusts body language to increase engagement with audience (e.g., holding body still, holding notes and visuals away from face). ■ Uses adult grammar and syntax appropriate to grade level. ■ Uses appropriate language registers with teacher guidance (e.g., formal versus informal: peer-to-peer, small group versus large group).	**Applies skills for delivery of effective oral communication and presentations.** ■ Adjusts body language to increase engagement with audience (e.g., depending on proximity to audience, includes purposeful gestures). ■ Adjusts volume to engage the audience, with teacher guidance (e.g., lowers and raises voice for interest). ■ Uses adult grammar and syntax appropriate to grade level. ■ Uses appropriate language registers with teacher guidance (e.g., casual versus formal: peer-to-peer, small group versus large group).

Component 3.3: Uses effective delivery.

GLE	5	6	7	8	9/10
3.3.1	**Applies skills for delivery of effective oral communication and presentations.** ■ Uses body language to support a message or enhance an oral presentation. ■ Adjusts volume to engage the audience (e.g., lowers and raises voice for interest). ■ Uses adult grammar and syntax appropriate to grade level. ■ Uses appropriate language registers with teacher guidance (e.g., casual versus formal: peer-to-peer, small group versus large group). ■ Uses comparisons, storytelling, and analogies to explain ideas.	**Applies skills and strategies for the delivery of effective oral communication and presentations.** ■ Practices to improve presentation and develop confidence. ■ Speaks with expression using purposeful volume, articulation, and pace/rate. ■ Uses posture and body language (eye contact, facial expression, body position) effectively, purposefully avoiding distracting mannerisms. ■ Uses gestures to enhance meaning. ■ Uses standard adult grammar to complement the message. ■ Uses suitable language registers (e.g., formal versus informal). ■ Uses language that engages the audience and addresses purpose(s) (e.g., precise language, action verbs, sensory details). ■ Speaks using an extemporaneous style of delivery (e.g., uses notes and outlines rather than a script).	**Applies skills and strategies for the delivery of effective oral communication and presentations.** ■ Practices and uses feedback to improve presentation and develop confidence. ■ Speaks with expression using purposeful volume, articulation, and pace/rate. ■ Uses posture, body language, and gestures to heighten and emphasize message. ■ Matches verbal and nonverbal messages. ■ Uses standard adult grammar to enhance message. ■ Uses appropriate language registers (e.g., formal versus informal). ■ Speaks using an extemporaneous style of delivery (e.g., uses notes and outlines rather than a script).	**Applies skills and strategies for the delivery of effective oral communication and presentations.** ■ Speaks with expression using purposeful volume, articulation, pace/rate, and tone. ■ Uses posture, body language, eye contact, facial expression, and gestures to heighten and emphasize message. ■ Matches verbal and nonverbal messages. ■ Uses standard adult grammar to enhance message. ■ Speaks using an extemporaneous style of delivery (e.g., uses notes and outlines rather than a script).	**Applies skills and strategies for the delivery of effective oral communication and presentations.** ■ Makes necessary adjustment in delivery and language during presentations based on interpretation of verbal and nonverbal cues to reflect ongoing responsiveness to audience.

EALR 4: **The student analyzes and evaluates the effectiveness of communication.**

Component 4.1: **Assesses effectiveness of one's own and others' communication.**

GLE	K	1	2	3	4
4.1.1			**Understands how to use simple criteria to assess one's own communication.** ■ Seeks feedback from teacher and/or peers to improve communication (e.g., rubrics, checklists specific to type of communication: group work or presentation types). ■ Identifies a strength and an area needing improvement in one's own communication using classroom criteria, with teacher guidance.	**Applies established criteria to identify strengths and weaknesses of own communication.** ■ Seeks feedback from teacher and/or peers to improve communication (e.g., rubrics, checklists specific to type of communication: group work or presentation types). ■ Identifies a strength and an area needing improvement in one's own communication using classroom criteria (e.g., "The class couldn't hear me so I need to speak louder.").	**Applies established criteria to guide analysis of strengths and weaknesses in own communication.** ■ Seeks feedback from teacher and/or peers to improve communication (e.g., rubrics, checklists specific to type of communication: group work or presentation types). ■ Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).

Component 4.1: Assesses effectiveness of one's own and others' communication.

GLE	5	6	7	8	9/10
4.1.1	**Applies established criteria to guide analysis of strengths and weaknesses in own communication.** ■ Seeks feedback from teacher and/or peers to improve communication. ■ Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).	**Analyzes and evaluates strengths and weaknesses of one's own communication using established criteria.** ■ Examines own communication and participation in group work or a variety of presentation types, using criteria (e.g., rubrics and checklists for group work or specific presentation types; content scoring guides). ■ Seeks, considers, and uses feedback from adults and peers to improve communication. ■ Examines own style of communication (e.g., opening, sentence variety, conclusion) as well as the content ("Is the information clear and accurate?"). ■ Notes appropriate use of terminology specific to content area (e.g., "I used the terms *volume* and *capacity* to describe and compare figures.").	**Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.** ■ Articulates the qualities that make communication (group work or presentation types) effective (e.g., uses classroom-created rubric). ■ Seeks, considers, and uses feedback from a variety of sources (teachers, peers, community members) to improve communication. ■ Critiques style and content of own communication using established criteria (e.g., rubrics specific to purpose or form of assignment) to build on strengths and develop areas of weakness. ■ Uses appropriate terminology to describe and justify language and techniques used (e.g., "I used bandwagon as a persuasive technique in my presentation to the school administrators."). ■ Weighs effect of presentation on audience (e.g., uses verbal and nonverbal audience response and feedback to determine effect).	**Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.** ■ Articulates the qualities that make communication (group work or presentation types) effective (e.g., body language, pace, volume, tone, expression). ■ Seeks, considers, and uses feedback from a variety of sources to improve communication (e.g., teachers, peers, community members). ■ Critiques style and content of own communication using established criteria to build on strengths and develop areas of weakness. ■ Critiques one's own role in the preparation and delivery of small group presentation and/or interviews. ■ Weighs effect of presentation on audience (e.g., uses verbal and nonverbal audience response and feedback to determine effect).	**Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.** ■ Articulates the qualities that make communication effective (e.g., body language, pace, volume, tone, expression). ■ Seeks, considers, and uses feedback from a variety of sources to improve communication (e.g., teachers, peers, community members, and family members). ■ Critiques style and content of own communication in public, group work, personal settings, and/or interviews. ■ Justifies language and techniques used when deviating from established criteria (e.g., deliberate use of nonstandard English to create effect or appeal to audience). ■ Weighs effect of presentation on audience (e.g., uses verbal and nonverbal audience response and feedback to determine effect).

Component 4.1: Assesses effectiveness of one's own and others' communication.

GLE	K	1	2	3	4
4.1.2		**Understands how to use simple criteria to judge others' communication.** ■ Identifies elements of communication based on classroom criteria, and explains with teacher guidance (e.g., "I heard you from the back of the room.").	**Understands how to use simple criteria to judge others' communication.** ■ Explains elements of communication based on classroom criteria and offers feedback, with teacher guidance (e.g., "The words you used to describe the old house helped me picture it in my head.").	**Analyzes others' formal and informal communication using established criteria.** ■ Examines elements of communication based on classroom criteria and offers feedback (e.g., "You faced the audience.").	**Analyzes and evaluates others' formal and informal communication using established criteria.** ■ Examines elements of communication based on classroom criteria (a rubric or checklist) and offers feedback on strengths and weaknesses (e.g.,"When you changed the volume of your voice, it really caught my attention.").

Component 4.2: Sets goals for improvement.

GLE	K	1	2	3	4
4.2.1		**Understands how to set a communication goal.** ■ Sets a goal with teacher guidance and explains why that goal is important (e.g., "I need to work on not interrupting so that everyone has a chance to talk.").	**Understands how to set a grade level appropriate communication goal.** ■ Explains, with teacher guidance, why setting a goal is important. ■ Sets a goal from any area of communication and creates a plan to meet the goal, with teacher guidance.	**Understands how to set grade level appropriate communication goals.** ■ Explains why setting a goal is important. ■ Sets a goal from any area of communication and creates a plan to meet the goal, with teacher guidance. ■ Monitors goals using a written record.	**Applies strategy for setting grade level appropriate communication goals.** ■ Sets goals from any area of communication using feedback and creates a plan to meet the goals. ■ Monitors progress toward meeting goals using a written record.

Component 4.1: Assesses effectiveness of one's own and others' communication.

GLE	5	6	7	8	9/10
4.1.2	**Analyzes and evaluates others' formal and informal communication using established criteria.** ■ Examines elements of communication based on classroom criteria (a rubric or checklist) and offers feedback on strengths and weaknesses (e.g., "When you spoke with expression, it helped me understand what you were saying.").	**Analyzes and evaluates the strengths and weaknesses of others' communication using established criteria.** ■ Examines accuracy of content and terminology for specific content areas in others' communication (e.g., correct reasons why ancient peoples settled along rivers). ■ Critiques others' communication and/or delivery independently and in groups according to detailed culturally sensitive scoring criteria. ■ Offers feedback to peers in support of improving both formal and informal communication.	**Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.** ■ Examines accuracy of content and terminology for specific content areas in others' communication (e.g., demonstration of scientific procedure during a class lab using appropriate terminology). ■ Critiques others' communication and/or delivery independently and in groups according to detailed culturally sensitive scoring criteria. ■ Offers feedback to peers in support of improving both formal and informal communication.	**Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.** ■ Examines accuracy of content and terminology for specific content areas in others' communication (e.g., use of correct mathematical terminology when justifying a strategy to estimate integers). ■ Critiques others' communication and/or delivery independently and in groups according to detailed culturally sensitive scoring criteria. ■ Offers feedback to peers in support of improving both formal and informal communication.	**Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.** ■ Examines accuracy of content and terminology for specific content areas in others' communication (e.g., compare texts using correct literary terminology). ■ Critiques others' communication and/or delivery independently and in groups according to detailed culturally sensitive scoring criteria. ■ Offers feedback to peers in support of improving both formal and informal communication.

Component 4.2: Sets goals for improvement.

GLE	5	6	7	8	9/10
4.2.1	**Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.** ■ Sets goals from any area of communication using feedback and creates a plan to meet the goals. ■ Monitors progress toward implementing the plan, making adjustments and corrections as needed.	**Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.** ■ Sets goals for all forms of oral communication using feedback and creates a plan to meet the goals (e.g., in group work, formal presentations, conversation). ■ Monitors progress toward implementing the plan (e.g., through the use of reflection journals, rubrics), making adjustments and corrections as needed.	**Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.** ■ Sets goals for all forms of oral communication using feedback and creates a plan to meet the goals (e.g., group work, formal presentations, conversation). ■ Monitors progress toward implementing the plan (e.g., through the use of audio portfolio, rubrics, reflection journals) making adjustments and corrections as needed.	**Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.** ■ Sets goals for all forms of oral communication using feedback and creates a plan to meet the goals (e.g., group work, formal presentations, conversation, interviews). ■ Monitors progress through the use of a variety of tools (e.g., portfolios, reflection journal, rubrics, or logs), making adjustments as needed.	**Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.** ■ Sets goals for all forms of oral communication using feedback and creates a plan to meet the goals (e.g., group work, formal presentation, conversation, interview, debate). ■ Monitors progress through the use of a variety of tools (e.g., portfolios, logs, rubrics, reflection journals, or video portfolio), making adjustments as needed.

Glossary

Active listening: The most general form of listening, involving four steps: listening carefully, paraphrasing, checking for understanding (with questions and clarification), and providing feedback.

Advergames: Computer games used to advertise or promote a product, organization, or viewpoint.

Appeal: To resort to logic, ethics, or emotion to arouse a favorable response.

Assumption: Something taken as true without evidence.

Attending behaviors: Culturally appropriate behaviors that demonstrate respect for a person and interest in what he/she has to say (which may include looking at the speaker, nodding, leaning forward).

Belief system: Conclusions drawn from one's experience with regard to issues (e.g., divorce, poverty, religion, television, social customs). These conclusions often are developed through interaction with others, such as parents, peers, mentors, educational materials, or societal institutions.

Bias: A preference or an inclination, especially one that inhibits impartial judgment.

Classical logical argumentation: A formal form of argumentation that is deductive in form (e.g., syllogism). It may be used to describe mathematical logic and often is used by mathematicians and philosophers to describe the study of logic.

Code: A systematic arrangement of symbols used to create meanings in the mind of another person or persons.

Communication style: The way in which people communicate with others (e.g., assertive, relaxed, dramatic, direct, friendly).

Communication tools: Skills that the student learns to engage in communication. The *tool* metaphor is used because it implies that a student can accumulate a set of tools for communicating and use them appropriately (e.g., critical listening, empathetic listening).

Contemporary logical argumentation: An informal form of logic used in everyday exchanges, such as personal or political. Informal logical forms may resemble syllogistic or other formal logical forms. Informal logic argument also includes other forms of argument, such as causal arguments, arguments by analogy, narrative arguments, and arguments based on values such as justice.

Critical listening: Listening to make a critical judgment about the speaker's message, involving three steps: listening carefully, evaluating the argument and sources of information, and developing one's own judgment on the topic.

Cultural principles: Beliefs and values specific to certain cultures or groups.

Cultural sensitivity: The ability to recognize and respect cultural differences.

Culture: A socially constructed system of symbols, meanings, premises, and rules that are shared by a group of people.

Elaboration: The use of details, facts, reasons, or examples to support a particular point.

Empathetic listening: A type of active listening in which one's purpose is to understand the other and is achieved through listening carefully, engaging in the moment, empathizing, and providing feedback.

Enjoyment listening: Listening for pleasure or relaxation; includes listening carefully and describing the source and feelings about the source.

Ethos (appeals): An appeal to an audience based on the perception of the speaker's character or credibility.

Extemporaneous: Speaking with an outline or notes containing the main points and/or key quotations. It is the middle ground between a scripted speech (word-for-word, prepared ahead of time) and an impromptu speech.

Fallacies: Faulty reasoning (e.g., glittering generalities, card stacking, bandwagon appeal).

False causality: A logical fallacy where a relationship between cause and effect is oversimplified through a lack of context, incorrect assumptions based on timing, or invalid "necessary" connections.

Formal communication: A presentation or written piece that strictly adheres to rules, conventions, and ceremony and is free of colloquial expressions.

Individualism (orientation): The broad value tendencies of a culture to emphasize the importance of individual identity over group identity, individual rights over group rights, and individual needs over group needs.

Inference: The reasoning involved in drawing a conclusion or making a logical judgment on the basis of indirect evidence and prior conclusions rather than on the basis of direct observation.

Inflection: An alteration in pitch or tone of voice.

Informal communication: A casual discussion or verbal exchange that may adhere less strictly to rules and conventions than formal communication.

Intercultural communication: Communication that occurs when the sender of a message is a member of one culture and the receiver of the message is from another culture.

Language register: The systematic differences of language use determined by regional, social, or situational changes (e.g., a child may say "yup" at home but would be expected to say "yes" at school).

Logos (appeals): An appeal made by a speaker to the rationality of an audience.

Mass media: Communication mediated, via a transmission system, between a source and a large number of unseen receivers such as radio, television, Internet, etc.

Meanings of communication: Culture affects the connotative and denotative meanings of words; therefore, a shared meaning cannot be assumed.

Media text: A text that is mediated through television, newspaper, radio broadcast, or the Internet.

Modalities: The sensory mode through which the communication occurs or is received, such as textual (visual), speech, aural, nonverbal (visual), or touch. Communication often is multimodal.

Multicultural: Relating to or including several cultures.

Parallelism: A stylistic device where ideas are paired (or in a longer series) and linked by repeated grammatical structures.

Paraphrase: Restating the meaning in own words, retaining all of the ideas without making an interpretation or evaluation.

Pathos (appeals): An appeal made by a speaker to the emotions of an audience that arouses pity, sorrow, and compassion.

Perspective: The point of view of the speaker or receiver.

Persuasive device/technique: A technique used to move the audience to a certain point of view (e.g., bias, overgeneralization, association).

Pop-up ads: A form of on-line advertising on the World Wide Web, intended to increase Web traffic or capture e-mail addresses.

Propaganda: The systemic, widespread dissemination or promotion of particular ideas, doctrines, or practices aimed at serving an agenda.

Proxemics: The way in which people use space in their interpersonal communication, involving both the distance between people engaged in conversation and their physical orientation.

Proximity: The distance between speaker and listener or between two people in conversation.

Questioning: Probing into an issue/problem to achieve understanding or clarify meaning.

Rhetoric: The art of effective persuasive argument in speaking or writing; it also can refer to eloquence or the skillful use of language to persuade.

Rhetorical question: A question for which no answer is expected.

Syllogisms: A three-part process of deductive reasoning consisting of (1) a major premise (usually a general rule), (2) a minor premise (usually an individual case employing one term appearing in the major premise as true), and (3) a conclusion. (e.g., major premise: All dogs are animals; minor premise: Sophie is a dog; conclusion: Sophie is an animal.).

Syntax: The way in which words, phrases, and clauses are combined to form sentence order.

Technology: The application of tools, machines, materials, and processes that help facilitate understanding in student presentations.

Text: A means by which a message is transmitted. Texts can be visual, spoken, or written.

Cognitive Demand
Adapted from *A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy**

	Cognitive Demand/Type	Evidence of Learning Terms
Remembers	**Remembers:** Recognizes/recalls — Retrieves relevant knowledge from long-term memory. **Example GLE:** Recognizes that each person is unique. (Kindergarten: 2.3.1) **Example Evidence of Learning** ■ Describes individual similarities and differences in a nonjudgmental manner.	■ Identifies ■ Describes
Understands	**Understands:** Comprehends — Constructs meaning from instructional messages, including oral, written, and graphic. **Example GLE:** Understands point of view and persuasion in mass media. (Grade 5: 1.2.2) **Example Evidence of Learning** ■ Explains how fact and opinion are used to persuade in mass media.	■ Explains ■ Defines ■ Compares ■ Clarifies ■ Interprets ■ Paraphrases ■ Summarizes ■ Infers ■ Draws Conclusions
Applies	**Applies:** Uses — Uses conceptual, procedural, or strategic knowledge in an unfamiliar task. **Example GLE:** Applies a variety of listening strategies to accommodate the listening situation. (Grade 3: 1.1.1) **Example Evidence of Learning** ■ Uses strategies for enjoyment, listening, and active listening when appropriate.	■ Uses ■ Implements ■ Expresses ■ Role Plays ■ Contributes

	Cognitive Demand/Type	Evidence of Learning Terms
Analyzes	**Analyzes:** Examines — Breaks material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose. **Example GLE:** Analyzes relationships within and between visual and auditory information. (Grade 6: 1.2.1) **Example Evidence of Learning** ■ Distinguishes between literal and implicit meaning in a single statement or message.	■ Examines ■ Distinguishes ■ Differentiates ■ Discriminates ■ Selects ■ Attributes
Evaluates	**Evaluates:** Critiques — Makes judgments based on criteria and standards. **Example GLE:** Evaluates effectiveness of and creates apersonal response to visual and auditory information. (Grade 8: 1.2.1) **Example Evidence of Learning** ■ Critiques effectiveness of rhetorical information.	■ Critiques ■ Judges ■ Justifies ■ Weighs
Creates	**Creates:** Generates/produces — Puts elements together to form a coherent or functional whole; reorganizes elements into a new pattern or structure. **Example GLE:** Creates personal intercultural communication norms to guide one's self in a diverse social system. (Grade 10: 2.3.2) **Example Evidence of Learning** ■ Develops a construct for how physical and human settings can affect communication.	■ Generates ■ Plans ■ Produces ■ Constructs ■ Responds ■ Develops

**A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy* (Anderson, *et al.*, 2001) categorizes cognition into six categories: Remember, Understand, Apply, Analyze, Evaluate, and Create. Because cognition is complex, the use of one category of cognition to identify the cognitive demand may not capture all of the cognitive processes working together. For example, when a student applies skills to plan and organize a presentation, the process of planning and organizing requires both analyzing and creating.

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