

Figure 6.1: Speaking and Listening Goals

Directions: Choose **one speaking goal** and **one listening goal** in an area you'd like to improve. We will revisit and reflect on these throughout the school year. If you have an idea not shown here, you can design your own goal or we can create one together.

Civility

Speaking

Use sensitivity to take turns.

Speak to classmates, as well as to the teacher, and align my body to make eye contact with other students.

Listening

Listen with the intent to learn something new instead of to react or respond.

Use sensitivity to not interrupt others and wait before adding my own ideas, ensuring the speaker has completed his or her thoughts.

Listen to classmates as well as to the teacher; look at the speaking student and give nonverbal cues that I am paying attention.

Connection Making

Speaking

Relate prior knowledge (both academic and personal) to the topic of discussion.

Offer reasons and textual evidence to support my point of view.

Listening

Respond with similarities and differences between my ideas and those of others.

Offer reasons and textual evidence to support other students' points of view.

Questioning

Speaking

Begin speaking with a question, rather than a comment, to deepen inquiry.

Listening

Pose questions to clarify or anticipate the thinking or reasoning behind a speaker's argument or conclusion, or ask *what-if* questions to encourage divergent thinking.

Expanding

Speaking

Piggyback to elaborate on classmates' comments.

State inferences from different speakers' ideas to take the conversation deeper.

Listening

Integrate information from multiple sources to produce a new way of thinking.