Speak, Listen, Respond

Notice how speakers and listeners use words, posture, and feedback.

9.C.2.A.ii "Report orally on a topic or text or present an opinion. This includes: Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline spoken words that clarify an idea, circle nonverbal cues, and number examples of listener feedback in the order they occur.

A Proposal at the Forum

1 At Monday's student forum, Maya presented a two-minute proposal for a shaded bus stop near Lincoln High. She began, "I support adding a canopy because students wait there in rain and intense sun." She stood with both feet planted, looked at different sections of the room, and spoke at a steady pace. Instead of reading every line from her notes, she explained that the stop serves students from three neighborhoods. She paused after her main reason and asked, "What questions do you have about this idea?"

2 Jordan listened from the front row. While Maya spoke, he faced her, kept his phone in his backpack, and nodded when she explained the weather problem. He did not interrupt her opening. After Maya invited questions, Jordan raised his hand and said, "I heard that the canopy would help students who wait in bad weather. Could you explain how the school would decide where to place it?" His comment first restated Maya's point, showing that he had listened, then asked one focused question. Maya answered the question without rushing. Jordan maintained eye contact and wrote a brief note before the next speaker began.

3 Near the end of the forum, a council member asked, "Why should this project come before other campus improvements?" Maya took a breath and replied, "The canopy matters because riders are exposed every school day, not only during special events." She lifted one hand to emphasize "every school day" and then lowered it. She added, "A survey of bus riders could help us choose the best location." The council member leaned forward and said, "Your reason is clear. I would like to see the survey results." Maya nodded and answered, "I can bring them to the next meeting."

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Maya do before inviting questions that helps listeners understand the scope of her proposal?

2. Name two of Maya's nonverbal speaking cues. What does each cue communicate to listeners?

3. Why is Jordan's response an appropriate form of feedback? Use two details from his response.

4. How does the council member give feedback, and how does Maya respond to it?

3 YOUR TURN

Your own words

Write a 70 to 90 word plan for a 45-second oral opinion about one school improvement. Include a clear claim and reason, two nonverbal speaking cues you will use, and one sentence of feedback you would give after a classmate speaks. Then take turns delivering your opinion to a partner, using the planned cues. While listening, use an accessible sign of attentiveness, restate one point actually heard and ask a focused question. Each speaker responds. Record the real feedback and one helpful verbal or nonverbal strategy; adapt planned feedback to what was said. Teacher support is welcome.

ANSWER KEY # Speak, Listen, Respond

GRADE 9 · 9.C.2.A.ii

PART 1 · READ AND MARK

Underline spoken words that clarify an idea, circle nonverbal cues, and number examples of listener feedback in the order they occur. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Maya do before inviting questions that helps listeners understand the scope of her proposal?	**She explains that the bus stop serves students from three neighborhoods.**
2	Name two of Maya's nonverbal speaking cues. What does each cue communicate to listeners?	**Possible answers: planted feet communicate steadiness, looking around the room includes listeners, taking a breath shows composure, and lifting a hand emphasizes a key point.**
3	Why is Jordan's response an appropriate form of feedback? Use two details from his response.	**He first restates Maya's point about helping students in bad weather, then asks a focused question about choosing the location.**
4	How does the council member give feedback, and how does Maya respond to it?	**The council member says Maya's reason is clear and asks to see survey results. Maya nods and says she can bring them to the next meeting.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I support placing water refill stations near the gym because athletes and students in PE need easy access to drinking water. I will stand upright, look at classmates in different parts of the room, and pause after my reason. I will speak clearly rather than read every word from my paper. After a classmate presents, I will say, “Your example helped me understand your idea, and how would the school pay for the stations?”

Accept equivalent descriptions of the passage's verbal and nonverbal cues when students explain their purpose accurately. For the open response, check for a claim, a supporting reason, two usable nonverbal cues, and feedback that shows listening and moves the discussion forward. Observe both partners actually speaking and listening. Require feedback tied to the message heard, a response, and purposeful verbal/nonverbal choices; a future plan alone is insufficient. Accept accessible equivalent cues rather than requiring standing or eye contact. About 45 seconds is a practice guide, not a rigid cutoff; the 70–90-word target applies to the plan, with feedback recorded separately.