

The Common Core State Standards

Speaking and Listening

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Speaking and Listening K–12

Source:
Common Core
State Standards

The 3–5 Speaking and Listening Standards outlined on the following pages define what students should understand and be able to do by the end of each grade. Here on this page we present the College and Career Readiness (CCR) anchor standards for K–12 so you can see how students in grades 3–5 work toward the same goals as a high school senior: it’s a universal, K–12 vision. The CCR anchor standards and the grade-specific standards correspond to one another by numbers 1–10. They are necessary complements: the former providing broad standards, the latter providing additional specificity. Together, they define the skills and understandings that all students must eventually demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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College and Career Readiness Anchor Standards for

Speaking and Listening K–12

The College and Career Readiness (CCR) anchor standards are the same for K–12. The guiding principle here is that the core reading skills should not change as students advance; rather, the level at which they learn and can perform these skills should increase in complexity as students move from one grade to the next. However, for grades 3–5, we have to recognize that the standards were back mapped from the secondary grades—the authors envisioned what college students needed and then wrote standards, working their way down the grades. Thus, as you use this book remember that children in grades 3–5 can’t just “jump over” developmental milestones in an ambitious attempt toward an anchor standard. There are certain life and learning experiences they need to have, and certain concepts they need to learn, before they are capable of handling many complex academic skills in a meaningful way. The anchor standards nonetheless are goal posts to work toward. As you read the “gist” of the standards on the following pages, remember they represent what our grades 3–5 students will *grow into* during each year and deepen later in middle school and high school.

Comprehension and Collaboration

Discussion in one form or another is a vital, integral part of learning and classroom culture. To ensure students contribute substance, they are expected to read, write, or investigate as directed so they come to class ready to engage in the discussion of that topic or text with peers or the whole class. During these discussions, they learn to acknowledge and respond to others’ ideas and incorporate those ideas, as well as others they discover through their

own research, as evidence to support their conclusions or claims. Details and evidence in various forms and from different sources is first evaluated, then selected as needed by the student to use in their presentations. When listening to others speak, students learn to listen for key details and qualities in order to evaluate the perspective, logic, evidence, and use of rhetoric in their presentation or speech.

Presentation of Knowledge and Ideas

When giving a presentation, students carefully select which details and evidence to use when supporting their ideas or findings, organizing this information in a clear, concise manner that ensures the audience understands. To that end, students focus on how to best organize and develop their ideas and supporting evidence according

to their purpose, audience, occasion, and appointed task. When appropriate, they use digital media to enhance, amplify, or otherwise improve their presentation, adapting their language and delivery as needed to the different contexts, tasks, or audiences.

Source: Adapted from Burke, J. (2013). *The Common Core Companion: The Standards Decoded, Grades 6–8: What They Say, What They Mean, How to Teach Them*. Thousand Oaks, CA: Corwin.

Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

English Language Arts

- 3** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.

- 4** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion** and link to the remarks of others.
 - Review the key ideas expressed** and explain their own ideas and understanding in light of the discussion.

- 5** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions **by making comments that contribute to the discussion and elaborate** on the remarks of others.
 - Review the key ideas expressed **and draw conclusions in light of information and knowledge gained from the discussions.**

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What the **Student** Does

English Language Arts

3 Gist: Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 3 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions and stick to the topic. Finally, students explain their ideas and show how they understand the topic after having discussed it.

They consider:

- What is the topic or text being discussed and what questions can I contribute?
- How can I prepare so that I will be ready to discuss this text or topic?
- What are the rules for this discussion or collaboration?
- What do I want to share in the discussion?
- Did I stay on topic?
- After the discussion, can I share what I learned from the members of the group?

4 Gist: Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 4 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them, offering comments and contributions that link to the remarks of others. Also, when discussing or collaborating with others, students ask and answer questions to clarify or follow up on information already presented. Finally, students explain their ideas and understanding of the topic after having discussed it and reviewing key ideas.

They consider:

- What is the topic or text being discussed and what questions can I contribute?
- How can I prepare to discuss this text or topic?
- What are the rules for this discussion or collaboration?
- What questions do I want to ask in the discussion?
- Am I prepared to answer other's questions?
- After the discussion, what key ideas did I learn and how did my understanding of the topic deepen?

5 Gist: Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 4 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions, elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.

They consider:

- What is the topic or text being discussed and what questions can I contribute?
- How can I prepare to discuss this text or topic?
- What are the rules for this discussion or collaboration?
- During the discussion did I contribute by adding comments or elaborating on other's remarks?
- After the discussion, what key ideas did I learn and how did my understanding deepen?

What the **Teacher** Does

To prepare and help students to participate in conversations:

- Teach explicitly what it means to be a good listener—co-construct a norm chart for the class. Then discuss what leads to great conversations and create norms for students to follow when having discussions.
- Create a norm chart for what constitutes “Great Talking.” Post this for students to refer to, revisit, or add new thinking.
- Model for students using books read aloud or shared texts how to hold thinking by marking text to prepare for discussions. This may mean asking questions, making predictions, noticing important information, and so on. Use sticky notes, annotations, graphic organizers, and so on. It is important for students to understand what they are doing prior to their trying it independently.
- Co-construct with students using a shared text. Model your thinking and have students also hold their thinking on sticky notes, annotations, book marks, or graphic organizers. Provide opportunities for students to “turn and talk” to share their thinking.
- Give students a short piece of text to read and prepare for a conversation, then have them share with partners.
- Model for students how to participate in the specific conversation for which you want to prepare them; for example, to discuss or respond to classmates’ writing.
- Have students view a group involved in discussion. When you see a group that exemplifies strong participation, invite the rest of the class to “fishbowl.” They observe what the group is doing by sitting or standing around them and watching. Observers should not talk until *after* the group is done. Then the teacher can facilitate reflections and observations, making it explicit what was working *well*.
- Provide students with sentence templates that provide them with the language needed to enter the discussion (e.g., I agree with what Maria said about _____, but disagree that _____) or generate with them the sorts of questions they should ask when discussing a particular text or topic. Or post these on a class chart for easy reference.
- Review the conventions, rules, roles, or responsibilities that apply to a specialized discussion strategy (e.g., literature circles, book clubs, Socratic dialogue).
- Track participation by keeping a record of the exchange using visual codes that indicate who initiates, responds, or extends; use this to assess and provide feedback for students.
- After discussions, have students reflect on their participation, explaining how and what they contributed.
- Provide rubrics to complete after discussions.

To participate in a range of collaborations with diverse partners:

- Create the culture of respect for other views and ideas within the class that is necessary for students to collaborate with others.
- Investigate alternative venues such as video conferencing or chat for such collaboration with classmates, community members, or people from other countries.
- Use various strategies that require students work with different people in various contexts to solve problems, develop ideas, or improve each other’s work.
- Provide numerous opportunities for students to talk and share their thinking in class.

To build on others’ ideas and effectively express their own:

- Try, when establishing norms for class discussion early on, requiring students first to respond to other students’ comments before they can offer a new one of their own.
- Model for students what this looks and sounds like when talking to students in whole group, small group, and individual conferences.

To pose questions that elicit elaboration and connect others’ ideas:

- Introduce the idea of “follow-up” or “clarification” questions. Teach students ways to respond to other people’s ideas or to ways to include others’ ideas in their follow-up questions, providing models that show these kinds of questions; explain how, when, and why to use them in small or full class discussions.
- List out on the board or screen a list of ideas or comments made by different students during the discussion of a topic. What are the key connections? Emphasize the importance of listening for these key connections; have students practice generating questions that show that they listened and heard the “idea behind the ideas”—the real heart of the conversation about a text or topic.
- Model for students this strategy. When students share their thinking, follow up by saying, “Can you tell me more?” “Why are you thinking that?” or “How did you figure that out?”

To help your English language learners, try this:

- Have the full class first write about a text or topic they will subsequently discuss together or in small groups; allow students to read what they wrote if they are not comfortable speaking extemporaneously in class or small groups.



For graphic organizer templates, see online resources at resources.corwin.com/literacycompanion3-5.

Preparing to Teach

Standard: _____

Preparing the Classroom

Preparing the Mindset

Preparing the Texts to Use

Preparing to Differentiate

Connections to Other Standards:

Common Core Speaking and Listening Standard 1

Academic Vocabulary: Key Words and Phrases

Collaborative discussions: This refers to discussing ideas and working jointly with others to create new thinking. Students take the remarks of others and add details or further develop the thoughts.

Diverse partners [and perspectives]: People and ideas from different backgrounds, cultures, and perspectives than the students' own; the idea is one must know and be able to converse with all people.

Draw conclusions: Using the key ideas and evidence and also the implied or inferred meaning, students synthesize the information into some sort of conclusion or “wrap-up” of the discussion.

Elaborate on the remarks of others: To take the remarks of others on a given topic or thought and to add details or to further develop that thought.

Explicitly draw on that preparation: Make use of the notes, ideas, any materials the student prepared

specifically for the discussion; this shows how thoroughly the student prepared and how well they anticipated the demands and directions of the discussion.

Expressing: Students articulate and convey their own ideas instead of merely parroting back classmates' or the author's.

Pose questions: To “pose” is to ask; students ask each other—or the teacher—questions about the text, task, or topic during a discussion.

Questions that elicit elaboration and respond to others' ideas: During a legitimate, healthy conversation, all are responsible for including other views and making all in the group feel involved; sometimes a member is reluctant to join in, at which point the group or an appointed discussion leader should pose questions that help such people to join in and share or otherwise expand on their ideas.

Notes

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Planning to Teach

Standard: _____

Whole Class

Small Group

Individual Practice/Conferring

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Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

English Language Arts

3 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4 **Paraphrase portions** of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5 **Summarize a written text** read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Grades 3–5 Common Core Speaking and Listening Standard 2

What the **Student** Does

English Language Arts

3 Gist: Students determine the main ideas and the key details in all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in texts read aloud.

They consider:

- What is the topic?
- What is it mostly about?
- What is the author saying?
- What is the main idea?
- What facts go along with the main idea?

4 Gist: Students paraphrase all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in portions of texts read aloud.

They consider:

- What is this text or discussion mostly about?
- What do I know about the topic that can help me identify the main idea?
- What details are important to include if I were helping a friend learn about this information?
- How can I restate the information in my own words?

5 Gist: Students summarize all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in a written text read aloud.

They consider:

- What is this text mostly about?
- What is the author's message?
- How would I state the topic if I were telling a friend about it?
- What ideas and details would I want to share?
- How can I give a brief statement of the main points using my own words?

What the **Teacher** Does

To have students determine the main ideas and supporting details of a text read aloud or in information presented in diverse formats and media:

- Model for students by thinking aloud as you view, listen to, or read a text; this means pausing the video, audio, or reading to indicate to students what you notice at that point—a term, some feature, a phrase—labeling these details and how it helps to determine the main idea.
- Provide students with a graphic organizer that asks them to identify the main idea and explain why they think that is the main idea; then sort those supporting ideas into appropriate categories relative to the main ideas.
- Annotate some portion of a text to show that a text can have more than one main idea and supporting details. Use different color highlighters—one for the main idea and another for details that support it.
- Provide students with shared copies of texts to highlight and annotate main ideas and details.
- After reading a shared text, instruct students to write a brief paragraph explaining the main idea and the details that support it. Share this with a partner to see if there is agreement; if there is not, discuss why.

To have students paraphrase portions of a text read aloud or information presented in diverse formats and media:

- Begin by explicitly teaching what it means to paraphrase, then model paraphrasing for students by restating using different words. Emphasize that paraphrasing often is about putting something into your own words, and it's okay if it becomes less formal, and briefer, than the text. Give a short speech to students, show a short video, or play a short audio and have students work with a partner to paraphrase what they listened to or watched. Practice this often with diverse formats and media so that students are comfortable paraphrasing different formats.

- Provide graphic organizers for students to record main ideas and details and then have them work with a partner, paraphrasing the information on a given topic, book, and so on.
- Read aloud to students and at the end of each paragraph (or section or chapter, or the end of the class period), have students paraphrase what happened in that portion of the text.

To have students summarize a written text read aloud or information presented in diverse formats and media:

- Model for students how to summarize—either orally or in written form. Explicitly teach that a summary is different from a retelling—a summary includes the most important points. It has a beginning, the important events or ideas, and then a conclusion.
- Read aloud a text and record the main idea and details and then co-construct a written summary with students. Write the summary on chart paper and post for students. You could even write the different sections of the summary in different colors to accent the beginning, middle, and end.
- Using a shared text—with a copy for each student—have them highlight or annotate the main idea and details. Then using their annotations, have them write a summary or work with a partner and tell them their summary.
- Provide graphic organizers for students to record main ideas and details as they listen to or view diverse formats and media. After recording information, instruct students to either write a summary or share a summary with a partner or with a small group.

To help your English language learners, try this:

- Allow students to listen to or watch audio, video, or mixed media texts multiple times. Meet with the student to discuss the important points they notice. Have the student stop the audio or video at appropriate times to explain their thinking.



For graphic organizer templates, see online resources at resources.corwin.com/literacycompanion3-5.

Preparing to Teach

Standard: _____

Preparing the Classroom

Preparing the Mindset

Preparing the Texts to Use

Preparing to Differentiate

Connections to Other Standards:

Academic Vocabulary: Key Words and Phrases

Determine the main ideas and supporting details:

Breaking down the different elements to reveal the main ideas and their relationship to the supporting details; this might include examining how structures, grammar, syntax, or more media-based features serve to emphasize the main or supporting ideas in the text you are studying.

Diverse media: All the different forms ideas and information, evidence and data come in, including print, audio, video, photograph, as well as mixed media, such as websites or presentation slides with embedded digital imagery (still photographs, videos, animations) and audio.

Evaluate: To determine the quality, value, use, or importance of data, details, or other forms of information one might include in his or her presentation as evidence to support a position.

Formats: This refers to the ways in which information can be presented—charts, slides, graphics, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively.

Information presented in diverse media and formats:

The *content* of presentations and speeches presented in many different modes, including still and video images, colors and shapes, as well as more quantitative techniques such as charts, tables, and graphs.

Integrate: To join the different sources or data into one cohesive body of evidence used to support one’s claims.

Paraphrase: A restatement of text or spoken thinking using different words than the original but maintaining the same meaning.

Summarize: Giving a brief statement of the main points.

Visually, quantitatively, orally: Images, video, art, graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, numerical, quantifiable data that is displayed or formatted so as to suit the speaker’s purpose; spoken, whether in front of a live audience or anonymous listener viewing a slideshow online with a voiceover instead.

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Planning to Teach

Standard: _____

Whole Class

Small Group

Individual Practice/Conferring

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Speaking and Listening 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

English Language Arts

3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

4 Identify the reasons and evidence a speaker provides to support particular points.

5 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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What the **Student** Does

English Language Arts

3 Gist: After listening to a speaker, students raise questions in order to generate recall of information presented by the speaker.

They consider:

- What was this speaker's main message?
- What was the topic?
- What questions do I have after listening to the speaker?
- Can I answer questions about the information presented using details from the speaker?

4 Gist: After listening to a speaker, students report back the reasons and evidence that the speaker used to support specific points.

They consider:

- What was the topic?
- What particular points was the speaker making?
- What reasons or evidence did the speaker provide to explain those points?
- Can I share with others the important reasons and evidence the speaker provided?

5 Gist: After listening to a speaker, students determine the main points or claims and how they are supported by reasons and evidence. Students summarize the information.

They consider:

- What are the main claims of the speaker?
- What are the reasons and evidence to support these claims?
- How can I summarize these points?

What the **Teacher** Does

To have students ask and answer questions about information from a speaker, offering appropriate elaboration and detail:

- Have students pose questions after listening to a speaker. Model first by answering student questions to show you would answer the question simply and then model answering a second time using elaboration and description.
- Practice asking questions prior to listening to a speaker. Have students work with partners. Pose a question and have one student give a simple answer and then have the partner continue to answer the question by adding details and elaboration.
- Listen to a speaker via technology. Have students record questions as they listen and then share their questions in small groups, allowing other students to answer and to continue to elaborate.
- Provide graphic organizers to students to fill out with questions when listening to a speaker.

To have students identify the reasons and evidence a speaker provides to support particular points:

- Listen to a prerecorded speech. Stop the speech at key points and model how or why you know that is a key point the speaker is attempting to make. Record these key points on chart paper or some other manner for all students to see. Under that point add reasons and evidence from the speech—continuing to stop the speech and discuss main ideas and details.

- Create a graphic organizer with spaces for students to fill in the particular points a speaker is trying to make, leaving space to add reasons and details that support it.
- Give students a printed copy of the speaker’s text if possible. Have them highlight in one color the particular points made and then with another color highlight the reasons and evidence.

To have students summarize the points a speaker makes and explain how each claim is supported by reasons and evidence:

- Model for students how to write a summary by co-constructing a summary with the class after listening to a speech. Begin with a topic sentence that introduces the speech and the main points the speaker was making. In the following sentences, delineate the points and the evidence and then conclude the summary, restating the key points.
- Use graphic organizers where students have recorded particular points, reasons, and evidence. Have them write summaries based on the information they recorded.

To help your English language learners, try this:

- Use a speech that students can read (in print), hear (in audio), and watch (as a video). Use these versions in stages to help students ask and answer questions and determine the points the speaker was making.



For graphic organizer templates, see online resources at resources.corwin.com/literacycompanion3-5.

Notes

Preparing to Teach

Standard: _____

Preparing the Classroom

Preparing the Mindset

Preparing the Texts to Use

Preparing to Differentiate

Connections to Other Standards:

Academic Vocabulary: Key Words and Phrases

Evaluate: In this instance, evaluate means to judge the credibility of a speaker and/or the information he or she presents.

Evidence: What data, details, quotations, or examples the speaker uses in the presentation or speech and how credible, accurate, and valid they are.

Point of view: In this instance, point of view is the position a speaker takes in relation to the subject. A speaker may be representing his or her own point of view or that of another person. Either way, the audience needs to consider the speaker's point of view, as it may reveal a bias about the subject and undermine the credibility of the information being presented.

Reasoning: The logic of the speaker as it relates to his or her ideas; refers to how well and to what end the speaker's ideas and the reasoning behind them connect with and complement each other to improve the coherence of the speech.

Rhetoric: The speaker's use of any devices, techniques, or strategies to persuade or otherwise influence how the listener or audience thinks, acts, or feels about the topic being addressed.

Summarize the points: Giving a brief statement of the main points.

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Planning to Teach

Standard: _____

Whole Class

Small Group

Individual Practice/Conferring

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Speaking and Listening 4: Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

English Language Arts

- 3** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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- 4** Report on a topic or text, tell a story, or recount an experience **in an organized manner**, using appropriate facts and relevant, descriptive details to **support main ideas or themes**; speak clearly at an understandable pace.
-
- 5** Report on a topic or **text or present an opinion, sequencing ideas logically** and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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Grades 3–5 Common Core Speaking and Listening Standard 4

What the **Student** Does

English Language Arts

3 Gist: Students report, tell a story, or recount an experience using appropriate facts and details with description.

They consider:

- What is my topic or what am I speaking about?
- If I'm telling a story, do I have a beginning, middle, and end?
- What facts and details do I want to include?
- Can I add to these details and make them descriptive?

4 Gist: Students use organization to report on a topic or text or tell a story or recount an experience, including appropriate facts and descriptive, relevant details that support the main ideas or themes, while also speaking clearly at a pace that is understandable for the audience.

They consider:

- What is my topic or what am I speaking about?
- What are the main ideas or themes I want to share?
- What are the details I should include? Are they detailed?
- How can I get feedback on the pace of my speaking?

5 Gist: Students present an opinion or report on a topic or text in a sequential manner, including appropriate facts and descriptive, relevant details supporting main ideas and themes, while speaking clearly at a pace that is understandable for the audience.

They consider:

- What is my topic or what am I speaking about?
- What main ideas or themes do I want to share?
- What details should I include? Are they detailed?
- How can I get feedback on the pace of my speaking?

What the **Teacher** Does

To present information and findings so that listeners can follow:

- Identify for students the key elements that they should include in the speech they will give.
- Give students a tool, such as a storyboard organizer or a graphic organizer that they can use to plan; they should use this tool, however, only after they have generated many possible ideas about what they might say about their findings or this topic.
- Introduce students to organizing patterns such as cause/effect, compare/contrast, problem/solution, chronological, and narrative; see Common Core Speaking and Listening Standard 5 for more detail about using graphic formats, including tables, charts, and graphs.

To have students report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes:

- Assign a topic about which students are already familiar. Have them choose the main ideas or themes that they would share. Students record these main ideas on graphic organizers, two column notes, or note cards.
- Share audio/video of famous speeches (and not so famous ones) that you know will resonate with your students. Select from TED Talks, YouTube, history websites, and other online resources. Ask students: What makes them compelling?
- Have students elaborate each main idea of their speech by adding facts or descriptive details. Students could record these on sticky notes and attach to note cards, or they could continue to fill in graphic organizers.
- Organize the main ideas in a sequential manner by arranging the note cards or numbering the main ideas to show the order in which they should be presented.
- Have students use this process, organizing the notes into speech form, independently when preparing to orally report, tell, or recount.
- Ask students to analyze their own speech in light of organization and development explaining why they organize their content as they do and why they think it is the most effective approach for their speech.
- Give students a printed text of a speech they can annotate and view in class, as well; after guiding students through an analysis of the speaker's organization, and once they show an acceptable mastery of the ideas, have them conduct a similar analysis of their own speech.

To have students present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes:

- Practice sharing opinions about certain topics, so that students understand what an opinion is. Then share why they feel that way.
- Co-construct a script for presenting an opinion and the details that support it with the class. Then model an actual presentation. Have students add or change this script and then practice presenting with a partner or a small group.
- Model for students how to choose an opinion and then decide the strongest main points and ideas. Write these on note cards and display under a document camera. Under each note card (or heading on the tablet), record facts and details and discuss *why* you would include them and *how* they help the listener understand your point. Invite students to evaluate if the facts are elaborated enough.
- Model a speech that is not in sequential order. Show the written text of the speech on an interactive whiteboard and have students reorder the sections so that they are sequential.
- Use the note cards; rearrange them to try out different sequences (or arrange headings on tablet to sequence ideas). Ask for feedback from students on which order makes the most sense.
- Share your speech so that students can observe the entire process—from organization to presentation.

To have students speak clearly at an understandable pace:

- Have students practice with partners, giving feedback as they share.
- Record or video students practicing speeches and let them listen to their pacing.

To help your English language learners, try this:

- Meet with students in each stage of the process to help them plan and practice a speech. Provide sentence starters to help them build a speech; for example, “My topic is _____. An important idea about this is _____ because of _____ and _____. Another important point is _____ . . . ,” and so on. Build on these starters depending on the student's fluency and ability to articulate in English.



For graphic organizer templates, see online resources at resources.corwin.com/literacycompanion3-5.

Preparing to Teach

Standard: _____

Preparing the Classroom

Preparing the Mindset

Preparing the Texts to Use

Preparing to Differentiate

Connections to Other Standards:

Academic Vocabulary: Key Words and Phrases

Appropriate to the task, purpose, and audience:

How one organizes, develops, or speaks varies depending on the objective, the actual purpose of the presentation, and the audience to whom one is speaking.

Findings: Conclusions drawn from observations, investigations, experiments, or inquiries about questions or problems.

Line of reasoning: The building of an argument wherein the speaker connects one idea to the next in a meaningful and clear way. The listeners can thus grasp why the speaker thinks as she does and how the speaker arrived at a conclusion or argument.

Organization: An appropriate and effective structure. Common organizations in speeches and writing include cause/effect or problem/solution, from least to most important, or from past to present. A clear organizing structure allows listeners to hear and process the ideas presented.

Present: Speaking to an audience with a specific purpose such as to persuade the audience to think or act

in a certain way. To achieve this outcome, the presenter often uses evidence from a range of established sources. They may use presentation software such as Keynote or PowerPoint to illustrate points in different media; when simply speaking, the presenter may be standing at a podium telling a story, explaining what a text means, or discussing what they learned from an experience.

Relevant, descriptive details: Students choose details that relate to the topic and provide description.

Supporting evidence: Data, information, quotations, examples, or other information that the speaker uses to back up whatever they are saying or presenting.

Understandable pace: Pace is the speed at which students read or speak. When reading out loud, students should demonstrate a flow or a pace that is pleasing for the listener. It should be understandable—in other words, not so fast that words run together and not so slow that it is labored and the listener can't follow.

Notes

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Planning to Teach

Standard: _____

Whole Class

Small Group

Individual Practice/Conferring

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Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

English Language Arts

3 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

4 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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What the **Student** Does

English Language Arts

3 Gist: Students design and deliver an audio recording of stories or poems, adding visual displays to enhance or emphasize facts or details if necessary, while reading at an understandable pace.

They consider:

- Have I practiced reading my story or poem?
- Do I need to add visual displays to make my presentation better? What can I add?
- Am I reading clearly and at a pace that is understandable for the listener?

4 Gist: Students design and deliver presentations that include audio recordings and visual displays to enhance development of main ideas and details.

They consider:

- What is the subject and purpose of my presentation?
- What are my main ideas and/or themes?
- What information is most important?
- What do I want to include in the audio recording?
- What type of visual displays can I include to enhance my ideas?

5 Gist: Students design and deliver presentations that incorporate multimedia components (e.g., graphics or sound) and visual displays of information (e.g., charts, graphs, or infographics) to enhance the development of main ideas or themes.

They consider:

- What is the subject or purpose of my presentation?
- Which elements or information are most important?
- What are my main ideas or themes?
- What multimedia components (e.g., graphics or sound) are most appropriate to enhance my presentation?
- What ideas will benefit most from the visual display of those details?

What the **Teacher** Does

To have students demonstrate fluid reading at an understandable pace:

- Read out loud often to students from a variety of materials to provide students with a strong model of fluency.
- Confer with students and listen to them read, providing feedback.
- Provide opportunities for students to read aloud in class.
- Bring drama and poetry slams into the classroom so students are exposed to and practicing a variety of oral language.
- Use Reader's Theater scripts for students to practice oral reading and drama.

To have students create engaging audio recordings of stories or poems:

- Have students practice oral reading frequently for fluency, pace, and expression. This can be partner reading, conferring, reading to buddies in a different grade or to volunteers in the classroom.
- Help students choose appropriate stories or poems to record.
- Practice using websites and technology to record on. Vocaroo allows students to record for 30 seconds. On Voki, students can record or write text while creating an animated avatar to share their words.
- Have students listen to their recordings and re-record if necessary. Share their website recordings with larger audiences so that students receive feedback.
- Provide opportunities for students to record their own writing on podcasts to have students make strategic use of digital media and visual displays of data.
- Give students access to a variety of multimedia sites; teach them how to use the sites and navigate through them.
- Create together and require students to follow a set of principles or guidelines for all presentation slides and visual displays (e.g., graphs, charts, infographics, diagrams) they incorporate into their slides; assemble in a presentation of your own a range of samples that model the principles of effective presentation design.

- Provide contrasting examples of different presentation slide designs with the same content to illustrate the effect of different fonts, layouts, colors, and content on presentations.
- Direct students to sites like Prezi, SlideRocket, or Google Presentations for examples and guidelines for effective use and creation of visual displays of information. Do not allow students to incorporate distracting animations, wacky fonts, extended video clips, degraded or otherwise lower grade images, useless sound effects, or any other elements that will detract from an effective presentation of the information; design is an ever-increasing part of effective communication and composition.

To have students enhance the development of main ideas or themes:

- Have students determine their main ideas or themes prior to working with multimedia components or visual displays.
- Emphasize to students the role and uses of story in any presentation, and how they can use different elements—images, numbers, data, their voice, gestures, storytelling itself—to convey their main ideas and themes clearly to the audience.
- Stress the importance of reducing any content that competes with or otherwise distracts from the content or point they are trying to make in their presentation.
- Encourage students to play around with audio recordings and visual explanations (graphs) and visual displays (images, video, diagrams, cartoons) as well as color, font, and composition to convey the relationships between different parts of their subject more clearly and effectively—without adding distraction and confusion through extraneous elements.

To help your English language learners, try this:

- Take time to be sure they know how to use all these digital tools and have access to them to do what you are assigning; if they do not, make time in class for all to work on this assignment.



For graphic organizer templates, see online resources at resources.corwin.com/literacycompanion3-5.

Preparing to Teach

Standard: _____

Preparing the Classroom

Preparing the Mindset

Preparing the Texts to Use

Preparing to Differentiate

Connections to Other Standards:

Academic Vocabulary: Key Words and Phrases

Audio elements: Any recorded content, including music and sound effects, embedded into the presentation such as voice-over or featured content as in an interview (e.g., image of the person interviewed shown while audio interview plays).

Digital media: This includes presentation software applications such as PowerPoint, Keynote, Google Presentations, and Prezi; also, it refers to digital images, screen captures of online material, stand-alone or embedded video, as well as audio and mixed-media formats.

Enhance understanding: Using all available media and methods—images, audio, multimedia, words, and graphs—in ways that make the abstract more concrete, more visual, more comprehensible. Through charts, images, graphs, or video, speakers illustrate the processes, concepts, or procedures they are discussing, using these as tools to clearly convey their message.

Express information: To put forth, to convey or relate data, ideas, details, and content to the audience in the clearest way possible.

Fluid reading at an understandable pace: Oral reading that “flows easily” and is at an understandable speed. Students should demonstrate a flow or a pace that is pleasing for the listener. It should be understandable—in other words, not so fast that words run together and not so slow that it is labored and the listener can’t follow.

Multimedia component (e.g., graphics, sound): Media and content that use a combination for different content forms. It can also include the use of computers (or any other forms of technology) to present text, graphics, video, animation, and sound.

Visual displays to clarify information: Tables, charts, graphs, or other infographic used to visually explain or otherwise convey an idea, especially one that is complicated or abstract.

Notes

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Planning to Teach

Standard: _____

Whole Class

Small Group

Individual Practice/Conferring

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Speaking and Listening 6: Adapt a speech to a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts

3 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)

4 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)

5 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)

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What the **Student** Does

English Language Arts

3 Gist: Students decide what to say and how to say it to provide detail or clarification, using complete sentences.

They consider:

- What is my task? What do I want to say?
- What information do I want to share?
- How do I want to say it?
- Do I have enough details?
- Am I using complete sentences?

4 Gist: Students decide what to say and how to say it depending on whether it is a situation such as a speech where formal English is required or an informal situation such as a small-group discussion.

They consider:

- What is the situation or task? What do I want to say?
- How do I want to say it?
- Who is the audience?
- Is this a setting where I can be informal, or just “talk like a kid”? Is formal English required in this situation?

5 Gist: Students decide what to say and how to say it, adjusting their voice and style to suit the occasion, purpose, and audiences, while always modeling their command of formal English when it is appropriate.

They consider:

- What is my purpose or task?
- What do I want to say?
- How do I want to say it?
- What is the reason for speaking? Is it a speech or am I talking with a small group, or am I recording myself to share on technology?
- Who is the audience?
- How do I make sure that the way I’m speaking matches my audience?
- Do I need to use formal English for this?

What the **Teacher** Does

To have students speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification:

- Provide numerous opportunities for students to answer questions orally. Ask them to add to statements or answers they've already provided to present more information and thinking. Remind them to use complete sentences and allow them to restate in complete sentences if the first answer isn't complete.
- After students present a speech, allow other students to ask questions in complete sentences and have the speaker answer in complete sentences.

To have students differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate:

- Create a two-column chart on large chart paper. Head one column "Formal Situations" and the other "Informal Situations." View a recorded presentation on a whiteboard (or give a formal presentation yourself) and have students record in the "Formal" column formal elements such as speech, word choice, and so on. On another occasion, have a small group participate in an informal discussion—this could be a book club or a discussion around a specific topic. Have the remainder of the class observe their discussion with this purpose in mind: to notice their language and how it is different from formal English. Record their findings in "Informal" column. Note the differences between the two columns.
- Brainstorm situations when formal English is appropriate and situations when informal English is appropriate. Have students record their thinking on sticky notes and attach to the first chart or create a new chart for students to refer to. Add to this chart as students discover additional examples of formal and informal speaking situations.

To have students adapt a speech to a variety of contexts and tasks:

- Discuss with and warn students about those problems or errors most common to language when spoken on

formal or otherwise important occasions (e.g., job interviews). These problems include using slang, euphemisms, stereotypes, clichés, and incorrect grammar, usage, or vocabulary.

- Identify and instruct them to also be wary of using any of the following when speaking at a formal occasion: culturally insensitive language or remarks, jokes, sarcasm, irony, and jargon (unless the audience you are addressing would be fluent in such jargon, in which case it is acceptable).

To have students demonstrate their command of formal English when appropriate:

- Have students identify before they speak any words, phrases, or parts of the speech that cause the student trouble when they speak; once identified, these portions might be replaced with words that are more familiar but no less appropriate for the occasion or audience.
- Deliver your own speech, even if it is created on the spot, in different styles, having fun with it but not being in any way disrespectful of those you might be trying to address; follow up with a chance to discuss the differences between the styles, which one is likely to be more effective and why.
- Make time to confer with students to discuss their speeches, making a special effort to identify any flaws that would undermine correctness and thus their credibility as a speaker in any situation that required a mastery of formal English.

To help your English language learners, try this:

- Meet individually with them or, if appropriate, as a small group to walk through their speech, first editing for content, then for correctness; then have them do a read-through with you so they can get feedback about words, phrases, or sections of the speech that need to be changed. During this session, you might also model for them how to say certain words or give emphasis while speaking. This sort of task, giving a speech in front of a group, is near the top of most people's list of anxieties, all the more so if you must give a speech in a language you are still learning, so it is important to do all you can to address the emotional aspect of such an assignment.



For graphic organizer templates, see online resources at resources.corwin.com/literacycompanion3-5.

Preparing to Teach

Standard: _____

Preparing the Classroom

Preparing the Mindset

Preparing the Texts to Use

Preparing to Differentiate

Connections to Other Standards:

Common Core Speaking and Listening Standard 6

Academic Vocabulary: Key Words and Phrases

Adapt speech: To change the language, style of delivery, tone, or format of the presentation or speech as needed to suit the audience, purpose, and occasion.

Appropriate: Each presentation or talk has its own unique audience each time one speaks, and so one must know how to speak—which words, tone, and style of address one should use when speaking on each occasion. What is appropriate on one occasion—informal, colloquial speech to a group of people you know—may be inappropriate, even offensive, the next time when the occasion is formal and the audience has completely different expectations. Certain things are never appropriate: spelling and formatting mistakes on handouts, slides, or other visual aids; slang, foul language, or otherwise rude terms or comments that undermine the speaker’s credibility.

Command of formal English: The standards place a clear and consistent emphasis on a command of formal English—grammatically correct, clearly enunciated words delivered with good eye contact—as an essential ingredient in college or career success. This means knowing how to speak in ways that would be appropriate when addressing customers, colleagues, classmates or professors in college.

Communicative tasks: These “tasks” include contributing to a discussion group in class, delivering a formal speech, debating a controversial issue with

others, or presenting a formal topic or argument to a group with the idea of persuading them to act, think, or believe a certain way. Increasingly, these tasks and their related contexts will include, for example, conferring with people through online audio and video (or chat) platforms in order to collaborate, confer, or communicate.

Contexts: Refers to the place as much as the purpose of any speaking event; examples include speaking in class, online, in small and larger groups, to the full class or larger groups; in the community at-large or at work with customers and colleagues; or for interviews with bosses or organizations.

Indicated: One is sometimes asked to talk in a specific way to a group on a topic or occasion; thus one looks to the prompt, directions, adviser, teacher, or other source for indications about how to speak on a given occasion to a particular audience about a particular topic. In the event that it is not indicated, one must learn to determine for oneself what is the most appropriate way to speak in a given situation.

Informal discourse: Talk and discussions between peers that is relaxed, casual, and familiar. Discourse that will not be held to the standards of formal standard English.

Notes

Planning to Teach

Standard: _____

Whole Class

Small Group

Individual Practice/Conferring

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