



Resources for the Illinois Speaking and Listening Standards in 11th – 12th Grade



The speaking and listening standards expect students to participate in “rich, structured conversations” in which they are building on the ideas of others and speaking in complete sentences. Teachers need to create models and routines for deliberate and intentional dialogue that builds bridges to the students’ reading and writing.

To build a foundation for college and career readiness, 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. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

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. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio. <http://www.corestandards.org/ELA-Literacy/CCRA/SL/>

Standard #1: Tips and Resources

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.A - Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ISBE Collaboration Kit

Collaborative Technique Cards – 29 Classroom Activities Discussion Guide

Role Identifiers for Classroom Grouping & Free Student Sorting Sticks
<http://www.ilclassroomsinaction.org/classroom-collaboration.html>

Discussion Resources

Consensus Decision Making Strategy Guide

Students are introduced to Consensus Decision Making through a critical discussion of a text's central ideas.

<http://www.readwritethink.org/professional-development/strategy-guides/consensus-decision-making-31070.html>

Collaborative Learning: Group Work – Cornell University

<http://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html>



Notes

Socratic Seminar

The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent.

Resources for Socratic Seminar

Paideia: Active Learning

Lesson Plans Available – Scroll Down to Access Content Area Plans
<http://www.paideia.org/teachers/seminar-lesson-plans/>

Edutopia: Socratic Seminar Resources

<http://www.edutopia.org/critical-thinking-discussion-HS-resources>

Facilitating Student-Led Seminar Discussions with *The Piano Lesson*

<http://www.readwritethink.org/classroom-resources/lesson-plans/facilitating-student-seminar-discussions-30584.html?tab=3#tabs>

Lesson Plans

Romanticism Redefined with Irving & Metacognitive Reading Logs

<http://betterlesson.com/lesson/521922/romanticism-redefined-with-irving-metacognitive-reading-logs>

Delving into Deeper Meaning with Poetry & Dr. Seuss

<http://betterlesson.com/lesson/521926/delving-into-deeper-meaning-with-poetry-dr-seuss>

Strategy: Reciprocal Teaching

Reciprocal Teaching is a strategy that asks student to share the role of teacher by leading a discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion; predicting, question generating, summarizing and clarifying.

Doing What Works Video: Reciprocal Teaching in High School

<http://vimeo.com/wested/commoncore>

Lesson Plan: Using Student-Centered Comprehension Strategies with *Elie Wiesel's Night*

<http://www.readwritethink.org/classroom-resources/lesson-plans/using-student-centered-comprehension-884.html>

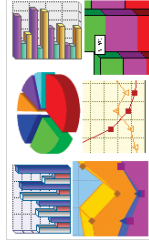
Standard #2: Tips and Resources

SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Integration of Multiple Sources

In addition to being able to read and understand information in writing, students need to be able to understand visual information, like pictures, charts, and graphs; quantitative information, like statistics and tables; and oral information, like spoken instructions or speeches. After all, studies show that 99 percent of all college classes and entry-level jobs use visual, quantitative, and oral communications.



Credibility and Accuracy of Sources

Library of Congress Lesson: Is This Photo Fact or Fiction?

<http://www.loc.gov/pictures/collection/cwp/mystery.html>

The Good, The Bad, and The Ugly – Have students take a look at websites and determine if they are good, bad (silly) or ugly (lies).
Caution: Some of the sites may not be appropriate for all audiences.
<http://proche.org/webevaluation.htm>

21st Century Information Literacy: Improve your search skills in four ways. <http://21cif.com/index.html>: Click on Wizard Tools to access Site Evaluation Wizard.



Additional Resources

Ninth-Tenth Grade Speaking and Listening Standards Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/SL/9-10/>

Speaking and Listening Appendix A – pg.26-27

http://www.corestandards.org/assets/Appendix_A.pdf

Ninth-Tenth Grade Language Standards

Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/L/9-10/>

Language Standards Appendix A – pg. 28-31

http://www.corestandards.org/assets/Appendix_A.pdf

Rhode Island's Speaking and Listening Module

<http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStateStandardsforELALiteracy.aspx#13552-educators>

Assessment for Speaking and Listening

PARCC's Speaking and Listening Assessment measures how well students absorb information by listening, and how well they communicate that knowledge orally. The Common Core standards include expectations for speaking and listening – a first for most systems of standards. The assessment serves as a useful tool in determining college and career readiness. Higher education institutions are interested in this component as most require oral competencies for students.

The PARCC governing board voted unanimously to make the first-of-its-kind Speaking and Listening portion of the PARCC assessment system **optional** for states.

The Illinois State Board of Education **does not intend to**

require the administration or reporting of speaking and listening data back to the state. It is their hope to be able to make it available to schools and districts as they believe that instructing and assessing speaking and listening is important in terms of providing full coverage to the ELA/Literacy Standards.

Assessment Design

1. MODE 1: Students will listen to a pre-recorded speech and/or media production and speak/respond using spontaneous oral responses. (Grades 3, 5, 7, 9, and 11)
2. MODE 2: Students will perform research using authentic and grade-appropriate topics, share their findings in the form of a formal presentation (speaking) and respond spontaneously to audience questions (listening and speaking); (Grades 4, 6, 8, 10, and 12)

In both cases, teachers will have the ability to score student-produced content based on what they present or what they hear

Standard #3: Tips and Resources

SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Evaluate a Speaker's Point of View/Evidence and Rhetoric

SOAPSTONE Strategy – SOAPSTONE is a method for analyzing discourse such as speeches, essays, editorials or other writings. <http://teacherweb.com/LA/MandevilleHighSchool/Hooker/soapstone-reading-strategy.pdf>

Library of Speeches: American Rhetoric

This website gives teachers a plethora of speeches for students to evaluate to meet the standard. <http://www.americanrhetoric.com/>

Pro Con provides teachers a variety of topics that span controversial issues in a straightforward, nonpartisan pro-con format. These topics can be used to identify the author's point of view, the evidence they present as well as the speaker's rhetoric. www.procon.org

Identifying Fallacious, Exaggerated, or Distorted Evidence

Ask these questions when evaluating a speech:

1. **Point of view:**
 1. Where is the speaker coming from?
 2. What perspectives does he/she represent?
 3. What might be motivating his/her speaking?
2. **Reasoning:**
 1. Is the speaker making logical points?
 2. Is the speaker satisfactorily explaining presuppositions?
 3. What does the speaker not explain? Why might that be?
3. **Use of evidence:**
 1. Does the speaker use evidence to support claims?
 2. Is the speaker's evidence legitimately connected to what he/she is saying?
 3. Is the speaker correctly citing evidence?
4. **Use of rhetoric:** (language designed to impress or persuade)
 1. Is the speaker trying to appeal to something besides my logic?
 2. Is he/she trying to make me afraid, guilty, angry, etc?

Standard #4: Tips and Resources

SL. 11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Question Stems Targeting Standard #4

Teachers may want to design a graphic organizer or form for students to answer the following questions:

- What is your presentation's topic?
- In presenting your personal experience, how will you convey the impact of your experience?
- What evidence or events will you use in your presentation?
- Have you asked for feedback from a partner to determine if your style is appropriate for the message you are trying to convey?
- Can you follow the line of reasoning?
- Did you make any logic leaps that listeners won't be able to follow?
- Have you considered the use of dialogue, pacing, and rhetorical devices to impact your audience?
- Does your conclusion support the arguments you made and help provide cohesion to your presentation?
- Did you present your major findings and supporting evidence?
- Did you consider alternative or opposing perspectives? How did you address these perspectives?

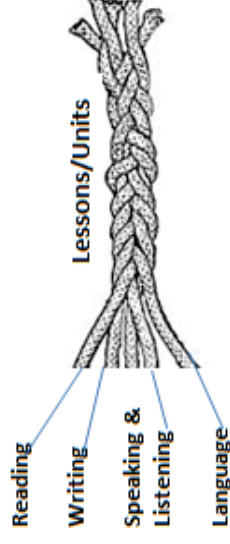
Strategy

RAFT Strategy

RAFT is a writing strategy that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. (Santa & Havens, 1995)

http://www.ilwritingmathaveaters.org/uploads/2/9/4/9/29499299/strategy_9-12_st_4_raft.pdf

Connecting Speaking & Listening to the Other ELA Strands



Although reading, writing, and speaking and listening are articulated separately in the standards, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

“Must Haves” for Lessons

	<p>1. Focus each lesson on a high-quality text (or multiple texts).</p>
	<p>2. Employ questions and tasks, both oral and written that are text specific and reflect the standards.</p>
	<p>3. Provide all students with opportunities to engage in the work of the lesson.</p>

Classroom Evidence of Speaking and Listening in the 11th – 12th Grade

Comprehension and Collaboration

- Students participate in a range of collaborative discussions. (SL.11-12.1)
- Students prepare for a discussion by reading and researching. (SL.11-12.1)
- Students promote civil, democratic discussions. (SL.11-12.1)
- Students establish roles within the group. (SL.11-12.1)
- Students pose and respond to probing questions. (SL.11-12.1)
- Students ensure a full discussion on a topic. (SL.11-12.1)
- Students clarify or challenge ideas. (SL.11-12.1)
- Students promote creative perspectives. (SL.11-12.1)
- Students synthesize diverse perspectives. (SL.11-12.1)
- Students determine additional information required to complete the task. (SL.11-12.1)
- Students make informed decisions and solve problems using multiple sources of information. (SL.11-12.2)
- Students evaluate the credibility and accuracy of sources noting any discrepancies. (SL.11-12.2)
- Students evaluate speaker's point of view, evidence, and rhetoric. (SL.11-12.3)
- Students assess points presented including word choice, emphasis, and tone. (SL.11-12.3)

Presentation of Knowledge and Ideas

- Students present organized information using a clear and distinct perspective. (SL.11-12.4)
- Students offer opposing perspectives when appropriate. (SL.11-12.4)
- Students use formal or informal style determined by purpose. (SL.11-12.4)
- Students use multimedia components in a presentation. (SL.11-12.5)
- Students adapt speech to contexts and tasks. (SL.11-12.6)

Standard #5: Tips and Resources

SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Improving Visuals in Presentations

Scholar Space by EasyBib provides tips students should keep in mind when putting together a slide presentation. <http://content.easybib.com/students/research-guide/improving-visuals-of-presentations/>

Teaching Tools for Developing Presentations

Using Digital Media

Present.me is a great tool for teachers and students that allow them to record presentations, lectures, or projects, and accompany them with visual content. This is a useful tool for teachers who wish to flip their classroom.. <https://present.me/content/>

Project gives students and teachers the opportunity to express creativity and learning through a simple, intuitive presentation platform. Students and teachers may combine information they find online with content they have created themselves, creating a dynamic presentation that can include live blog feeds, tweets, interactive maps, quizzes and much more. Users can access presentations from anywhere at any time, and receive instant feedback from peers or teachers. <http://project.com/education>

Prezi is a tool for changing the way teachers and students present, moving away from the standard slide-by-slide model, and using a visually stimulating canvas that moves from point to point. Prezi is simple to use, visually stunning, and includes all the standard components of a normal presentation. The variations of presentations are endless, encouraging students and teachers to creatively customize each presentation to enhance how the audience members receive the information. <http://prezi.com/>

Cont'd: Standard #5

Digital Media Evaluation Tool
SPATER

SPATER: A method for analyzing visual media (cartoons, photographs, drawings, advertisements, video, other visuals).

- S – Subject:** Analyze the subject of the image. Explore the possibility of a larger, implied subject beyond just the immediate, obvious subject itself. Discuss the context / occasion of the image.
- P – Purpose:** Define the implied and /or explicit purpose of this image. Remember that purpose must go beyond informing and must be connected to a specific action. Examine any political implications of the image. Could the image be considered propaganda? Analyze how the image furthers an agenda.
- A – Audience:** Identify the forum (magazine, newspaper, website) for which the image was created. Analyze how the original placement of the image is connected to audience. Determine whether the audience has changed and / or expanded over time. Describe the characteristics of the primary and secondary audience.
- T – Tone:** Analyze the tone that the creator (photographer / artist / cartoonist) of the image has toward his / her subject. Explain how the tone is communicated to the audience.
- E – Effect:** Analyze the intended effect the image has on the audience. Explore the possible unintended effects of the image.
- R – Rhetorical Devices / Strategies:** Analyze the rhetorical devices (strategies) and appeals (ethos, logos, pathos) implied or made explicit in the image. Explain how those appeals function.



Standard #6: Tips and Resources

SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

Language Standards

L.11-12.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Demonstrating Command of Formal English When Appropriate

What should students KNOW when they have mastered this standard?

- Know the conventions of grammar usage.
- Know that language functions in various ways according to context.

What should students BE ABLE TO DO when they have mastered this learning target?

- Use formal or informal speech depending on the audience and purpose.
- Demonstrate the command of formal English when necessary.
- Knowing when to adapt speech to a specific audience.