Resources for the Illinois Speaking and Listening Standards in 5th Grade

In grade 5, students speak (both in informal discussions and in more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups. (PARCC)

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.

http://www.corestandards.org/ELA-Literacy/CCRA/SL/
SL.5.1
Engage effectively in a range of collaborative discussions (one-to-one, groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

SL.5.1.A - 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.
SL.5.1.B - Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.C – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.D – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ISBE Collaboration Kit
Collaborative Strategy Technique Cards– 29 Activities
Discussion Guide with Sentence Stems
Role Identifiers for Classroom Grouping Ideas
Student Sorting Sticks
http://www.ilclassroomsinaction.org/classroom-collaboration.html

Strategy Guide for Think Pair Share
In this strategy guide, teachers will learn how to organize students and classroom topics to encourage a high degree of classroom participation and assist students in developing a conceptual understanding of a topic through the use of the Think-Pair-Share technique.
http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html#strategy-practice
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Strategy Idea**

**Shrinking Notes** – This strategy can be used when listening to the teacher, a peer or a speaker. It is important to provide a purpose for listening as well as possible stopping points so students can have a chance to take notes.

1. Have students fill a 3- x 5-inch sticky note or index card with important facts from the text/presentation/chart/graph, etc..
2. Narrow down those notes to the important notes that fit on a medium-size (approximately 3- x 3-inch) sticky note or card.
3. Narrow down those notes to the *most important* notes that will fit on a small (approximately 1- x 2-inch) sticky note or card.

**Summarizing Resources**

**Summarizing: Using Hand Motions for Key Words/Points**
http://www.scholastic.com/teachers/lesson-plan/summarizing-using-hand-motions-key-words-or-points

**Summarization Techniques: West Virginia**
https://wvde.state.wv.us/strategybank/summarization.html

**Summarizing a News Story: Make It Brief**

One way to practice writing good summaries is by including the Five Ws and the H from a newspaper story plus additional important facts.

- Pick a feature story from the newspaper. Write the Five Ws and the H in the first column of the chart shown below.
- Next, list three important facts from the story.
- Finally, use the Five Ws and the H to write a summary.

<table>
<thead>
<tr>
<th><strong>5Ws and the H</strong></th>
<th><strong>Other Important Facts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who  ___________________________</td>
<td>1. ______________________</td>
</tr>
<tr>
<td>What ___________________________</td>
<td>2. ______________________</td>
</tr>
<tr>
<td>When ___________________________</td>
<td>3. ______________________</td>
</tr>
<tr>
<td>Where ___________________________</td>
<td>4. ______________________</td>
</tr>
<tr>
<td>Why/How ___________________________</td>
<td>5. ______________________</td>
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</tbody>
</table>
SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Tip
Make sure students are familiar with the terms within standard #3.
- **Summarize**: A brief statement or account of the main points of something.
- **Claim**: A strong statement that something is true or in existence.
- **Evidence**: Facts, statistics, or researched information that can prove something is true; support for an idea or claim.

**Strategy: Summarizing While Listening**
In order to summarize, students need to be able to identify key information. Depending on how information is presented depends on how students pull out key information. If the material is presented orally, it is very difficult for students to listen while taking notes. Teachers can assist students by:

1. Chunking the oral reading and giving students time in-between chunks to write/draw notes.
2. Providing students a purpose for listening so students can take note of the key ideas.
3. Allowing students to listen the first time they hear a reading and then, taking notes during the 2nd reading.

Students need to be able to practice this skill multiple times in order to become proficient.

**Lesson Plan**

**Engaging Students in a Collaborative Exploration of the Gettysburg Address**
This lesson plan allows students to rewrite a portion of the Gettysburg Address in small groups while keeping with the main points of the speech.
http://www.readwritethink.org/classroom-resources/lesson-plans/engaging-students-collaborative-exploration-888.html
SL.5.4
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.

**Strategy**

**Question Stems Students Should Think About When Reporting on a Topic:**

- What are you writing about?
- Is your opinion about your topic clear?
- How will you organize your ideas?
- What evidence will you use to support your position/opinion?
- Are the evidence and facts you have gathered sufficient to support your opinion?
- How are you moving from one paragraph/idea to the next?
- Are you using appropriate transition words?

**Strategy: So What?**

Students will learn that adding details to a piece of writing doesn't make it better if the details are "So What?" details. Details and elaboration should be related to the main idea and should move the report/story along. Lesson idea: [http://www.learnnc.org/lp/pages/3172?ref=search](http://www.learnnc.org/lp/pages/3172?ref=search)

**Strategy: Use of Graphic Organizers**

Organizing a report that follows sequentially can be a challenge for students. A graphic organizer can help organize thoughts as well as provide a tangible structure to meet instructional requirements. Scholastic offers a number of graphic organizers to assist students in report organization. [http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension](http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension)
SL.5.5
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Presentation Tools
Multimedia is the integration of text, graphics, animation, sound, and/or video.
Fifth-graders should have a variety of presentation tools that they feel comfortable with when asked to present information. These tools include but are not limited to:

- Google Docs – Create and edit documents online for free.
- Google Slides - Create and edit presentations online for free.
- Green Screen by Do Ink - Easy to create incredible green screen videos and photos. Classroom-tested by kids and teachers.
- Explain Everything - Create videos and classroom projects for free.

Resource: Multimedia in the Classroom
This resource includes information on the following:
- What is Multimedia?
- Why Use Multimedia in the Classroom?
- Steps for Implementing Multimedia Activities
http://fcit.usf.edu/multimedia/overview/overviewa.html

Read Write Think Multimedia Classroom Resources

Internet4Classrooms
This website offers educators high-quality, free Internet resources for the classroom. The following link provides resources for S.L 5.5.
http://www.internet4classrooms.com/common_core/include_multimedia_components_graphics_sound_visual_speaking_listening_fifth_5th_grade_english_language_arts.htm
SL.5.6
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 for specific expectations.)

L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   L.5.1.A - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   L.5.1.B - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
   L.5.1.C - Use verb tense to convey various times, sequences, states, and conditions.
   L.5.1.D - Recognize and correct inappropriate shifts in verb tense.
   L.5.1.E - Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   L.5.3.A - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   L.5.3.B - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Tips
- We want students to use the considerations of task, audience and purpose to determine how they should speak. For example, in a conversation with friends they can use generous amounts of slang, but in conversations with prospective employers they should speak more formally (depending on the job).
- The ability to switch dialects based on context is called code switching. This happens when speech patterns can be changed to achieve communicative purposes. Practice this with students in whole group discussions helping them see when and how to switch dialects when necessary in college and/or career.
Classroom Evidences of Speaking and Listening in 5th Grade

Comprehension and Collaboration

- Students engage effectively in discussions. (SL.5.1)
- Students come to discussions prepared to share their ideas. (SL.5.1)
- Students follow rules for discussions and complete their role. (SL.5.1)
- Students pose and respond to questions in a discussion. (SL.5.1)
- Students review key ideas and draw conclusions after a discussion. (SL.5.1)
- Students summarize what they read, see, and hear. (SL.5.2)
- Students summarize the points a speaker makes. (SL.5.3)

Presentation of Knowledge and Ideas

- Students give reports in a logical sequence. (SL.5.4)
- Students speak clearly and at a good pace. (SL.5.4)
- Students use displays to help their presentations. (SL.5.5)
- Students use formal English when appropriate. (SL.5.6)
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

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<tbody>
<tr>
<td>1.</td>
<td>Focus each lesson on a high-quality text (or multiple texts).</td>
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<tr>
<td>2.</td>
<td>Employ questions and tasks, both oral and written that are text specific and reflect the standards.</td>
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<tr>
<td>3.</td>
<td>Provide all students with opportunities to engage in the work of the lesson.</td>
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PARCC’s Speaking and Listening assessment measures how well students absorb information by listening, and how well they communicate that knowledge orally. The new 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.
Additional Resources

Fifth Grade Speaking and Listening Standards
Common Core State Standards
http://www.corestandards.org/ELA-Literacy/SL/5/

Speaking and Listening Appendix A – pg.26-27
http://www.corestandards.org/assets/Appendix_A.pdf

Fifth Grade Language Standards
Common Core State Standards
http://www.corestandards.org/ELA-Literacy/L/5/

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