

## Notes



# Resources for the Illinois Speaking and Listening Standards in 6<sup>th</sup> Grade



**In grade 6, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information 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/>

## Standard #1: Tips and Resources

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.6.1.A – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1.B - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1.C – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1.D – Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### 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>

## Additional Resources

### Sixth Grade Speaking and Listening Standards Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/SL/6/>

### Speaking and Listening Appendix A – pg.26-27

[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

### Sixth Grade Language Standards Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/L/6/>

### Language Standards Appendix A – pg. 28-31

[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

### Rhode Island's Speaking and Listening Module

<http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStandardsforELALiteracy.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 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.

## Standard #2: Tips and Resources

### SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

#### Tips

Interpreting information presented in diverse media and formats requires explicit instruction on how to interpret. Most students need this skill modeled multiple times in order to work in groups and then finally to interpret independently. Information is often presented visually using charts, tables, or graphs.

- **Charts** may show the structure of something, a certain process, or common items in one category.
- **Tables** usually list data in a specific order.
- **Graphs** are visual illustrations of data for specific purposes:
  - Line graphs - to see changes or trends
  - Bar graphs - to make comparisons
  - Circle graphs - to show relationships



#### Model for Interpretation

What is the title of the chart, table or graph?

What is the purpose of this chart, table, or graph?

What do the labels/headings tell you?

What key information does the data provide?

What is your main conclusion about this data?

How were you able to interpret this chart, table, or graph?

#### Lesson Plans

##### From Learn NC: [How do I look to you?](#)

Students will evaluate public service posters and a grooming pamphlet to determine if and how propaganda was used to improve the health of children in the 1930's.

##### From Library of Congress: [Out of the Dust: Visions of Dust Bowl History](#)

Students will examine primary source materials of the dust bowl period to correlate the fictional text with actual visual, auditory, and manuscript accounts.

## Standard #3: Tips and Resources

### SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### Tips

**Make sure students are familiar with the terms within standard #3.**

- **Delineate:** Describe or portray (something) precisely.
- **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: Active Listening - S.L.A.N.T.

Before a student can delineate a speaker's argument, they need to be taught or reminded *HOW* to listen. The following acronym can be used to help students to become active listeners. This needs to be modeled and practiced multiple times.

S - Sit Up

L - Lean In

A - Activate Your Thinking

N - Note Important Information (what does that look like?)

T - Track the Speaker (what do I do if I lose track?)



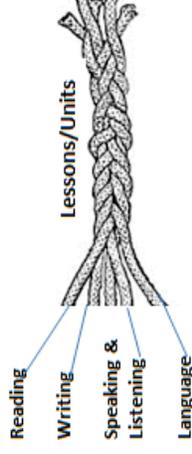
#### Strategy: Questioning

Students should be able to answer the following questions once the speaker has finished making an argument. Provide students the following questions before a speech is made to help students focus on the key ideas.

- What is the speaker's goal? Is it to **educate**, to **motivate**, to **persuade**, or to **entertain**?
- What is the claim made by the speaker's argument?
- Was the claim supported by reasons and evidence?
- Why is **this person** delivering **this speech**? Are they the right person?



## 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 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

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

## Classroom Evidences of Speaking and Listening in 6<sup>th</sup> Grade

### Comprehension and Collaboration

- Students participate in one-on-one discussions. (SL.6.1)
- Students participate in group discussions. (SL.6.1)
- Students participate in teacher-led discussions. (SL.6.1)
- Students prepare for a discussion. (SL.6.1)
- Students follow rules for discussions. (SL.6.1)
- Students ask questions of group members (SL.6.1)
- Students respond to questions posed by group members. (SL.6.1)
- Students summarize a group's discussion. (SL.6.1)
- Students understand others' perspectives. (SL.6.1)
- Students understand information presented in various formats and explain its value and purpose. (SL.6.2)

### Presentation of Knowledge and Ideas

- Students can tell the difference between supported and unsupported claims for an argument. (SL.6.3)
- Students present claims logically. (SL.6.4)
- Students use descriptions, facts, and details to communicate main ideas. (SL.6.4)
- Students use appropriate eye contact, volume and pronunciation (SL.6.4)
- Students use multimedia components in a presentation to clarify information (SL.6.5)
- Students use formal language in a classroom setting (SL.6.6)



## Standard #4: Tips and Resources

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

### Tips

#### Speech Writing Tutorial from Scholastic News

Learn the tricks with two Scholastic experts who take students step by step through the process of writing and delivering a speech.

<http://teacher.scholastic.com/writewit/speech/index.htm>



#### American Rhetoric

In order for students to speak while maintaining adequate volume, clear pronunciation and appropriate eye contact, they need models that will assist them in identifying the strengths and weaknesses of famous past speeches. This website offers a plethora of speech resources.

<http://www.americanrhetoric.com/>



### Lesson Plans

#### Peer Feedback Supports Learning Robots in Language

##### Arts and Science

The goal of this lesson is to improve students' presentation skills and ability to write argumentative essays about the future design and use of robots.

<http://ohiorc.org/formative-assessment/strategies/?ReviewID=1228>



#### Violence & Video Games: The Debate

This lesson plan gives students a chance to make an argument through an oral presentation.

<http://betterlesson.com/lesson/551023/violence-video-games-the-debate>

## Standard #5: Tips and Resources

### SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

#### Resources

**Multimedia is the integration of text, graphics, animation, sound, and/or video.**

Students 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.
- [5 Teacher Tips for Better Presentations in the Classroom](#) by *Teach Thought*



#### 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 – Students as Creators

This lesson introduces students to the genre of multimedia presentations. Working first as a class and then in small groups, students view and analyze sample multimedia presentations and develop a list of characteristics of the genre.

<http://www.readwritethink.org/classroom-resources/lesson-plans/students-creators-exploring-multimedia-1088.html?tab=1#tabs>

## Standard #6: Tips and Resources

**SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

**L.6.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - L.6.1.B Use intensive pronouns (e.g., *myself*, *ourselves*).
  - L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.\*
  - L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
  - L.6.1.E Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*
- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.3. A Vary sentence patterns for meaning, reader/listener interest, and style.\*
  - L.6.3. B Maintain consistency in style and tone.\*

#### Style and Tone

When writing or speaking, it is important to be consistent in style and tone as well as matching the purpose for writing and speaking. For example, a casual style and tone are used for writing an e-mail to a friend. A more formal style and tone should be used when writing a report for a social studies assignment.

- **Style** refers to the choice of sentence patterns, choice of words, and the specific vocabulary.
- **Tone** refers to *how* words or spoken or something is written. A serious tone is used for a serious topic and a humorous tone something funny.

#### ReadWriteThink: [Lesson Idea for Electronic Messaging](#)

This lesson explores the language of electronic messages and how it affects other writing.