

## Kansas Guide to Learning: Literacy Grades 6-12

SPEAKING AND LISTENING			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
<b>ENVIRONMENT</b>	<p><b>ENVIRONMENT</b> Establish an <b>environment</b> that prepares students to:</p> <ul style="list-style-type: none"> <li>• Collaborate with others</li> <li>• Develop deep understanding of content</li> <li>• Integrate and evaluate information</li> <li>• Analyze a speaker's presentation for content, assumptions, and effectiveness</li> <li>• Present knowledge and ideas to others</li> <li>• Exchange ideas and opinions constructively and respectfully</li> </ul>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students engaged in discourse related to reading, writing, and content areas throughout the school day?</p> <p>How do we help students move beyond responding to teacher-led questions to assuming responsibility for creating open and equitable discourse amongst themselves?</p>	<p>KCCS: <b>Language</b> Anchor Standards 1, 3, 4, 5, 6</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standard 1</p>
<b>MOTIVATION &amp; ENGAGEMENT</b>	<p><b>MOTIVATION and ENGAGEMENT</b></p> <p><b>Motivate</b> students by:</p> <ul style="list-style-type: none"> <li>• Establishing meaningful and engaging content goals</li> <li>• Providing a positive learning environment</li> <li>• Designing interactive instructional methods and strategies</li> <li>• Making literacy experiences relevant to students' interests and lives, and to current events</li> <li>• Building effective instructional conditions (e.g., goal setting, collaborative learning)</li> <li>• Holding student-led discussions</li> <li>• Integrating speaking and listening with content learning</li> </ul> <p><b>Engage</b> students using:</p> <ul style="list-style-type: none"> <li>• Discussion and Discussion Protocols</li> <li>• Inquiry</li> <li>• Debate</li> <li>• Public speaking</li> <li>• Student-led discussions</li> <li>• Socratic seminars</li> <li>• Cooperative/collaborative learning</li> <li>• Literature and inquiry circles</li> </ul>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing discussion groups, literature circles, or inquiry circles, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p>	<p>KCCS: <b>Language</b> Anchor Standard 1</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standard 1</p>

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<b>LEARNING OBJECTIVES</b>	<p><b>LEARNING OBJECTIVES</b> Establish <b>objectives</b> based on</p> <ul style="list-style-type: none"> <li>• assessment data tied to standards</li> <li>• English language-proficiency assessment data</li> </ul> <p>Post objectives for students and use them before and after each lesson to help students connect to previous learning and self-monitor their own learning (metacognition).</p> <p>Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Incorporate speaking and listening into lessons that promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity and intellectual curiosity).</p> <p>Utilize whole-group and differentiated small-group instruction, based on student needs.</p> <p>Utilize information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy.</p> <p>Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Sentence Frame</li> <li>• Grammar</li> <li>• Strategic use of native-language support and cognates</li> <li>• Graphic organizers</li> <li>• Explicit and interactive modeling of language</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and scaffolding (e.g., modeling, guided practice, and independent practice) throughout the lesson</p> <p>How do objectives lead instruction?</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• High Beginning</li> <li>• Intermediate</li> <li>• High Intermediate</li> <li>• Advanced</li> </ul>	<p>KCCS: <b>Language</b> Anchor Standards 1, 3, 4, 5, 6</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6</p>

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COMPREHENSION AND COLLABORATION	<p><b>COMPREHENSION AND COLLABORATION</b> Effective participation in <b>comprehension and collaboration</b> to learn content includes:</p> <ul style="list-style-type: none"> <li>• Active, respectful listening that builds from others' ideas</li> <li>• Reading and/or other preparation for discussions</li> <li>• Collegial discussions (all students engaged and on task)</li> <li>• Civic, democratic discussion</li> <li>• Encouraging others in their thinking and participation</li> <li>• Asking insightful questions to elicit answers that are appropriately factual, convergent, divergent, clarifying, elaborative</li> <li>• A variety of speaking and listening modes (e.g., think/pair/share, Socratic seminars, debates, group presentations, collaborative groups, public speaking, panels, inquiry or literature circles, study groups, role play, interpretive readings)</li> <li>• Understanding the various roles participants play in each speaking and listening mode</li> <li>• Flexibly using the appropriate language and structures for each situation.</li> <li>• Demonstrating comprehension by               <ul style="list-style-type: none"> <li>○ Summarizing</li> <li>○ Questioning</li> <li>○ Making inferences</li> <li>○ Comparing</li> <li>○ Contrasting</li> <li>○ Analyzing</li> <li>○ Synthesizing</li> </ul> </li> <li>• Considering personal and speaker biases and assumptions</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do these instructional items address the needs of your student population?</p> <p>Given the unique cultures and needs represented in classrooms, allow students to use their voices to communicate their thoughts and ideas clearly.</p> <p>How does your district/school/classroom cultivate an environment that considers the cultural diversity and communication needs of each student to develop his/her speaking and listening?</p> <p>How do you create low-risk situations for students to participate in group discussions?</p> <p>When planning speaking and listening activities, consider that some students may need preparation and practice in order to be successful.</p> <p>Research finds that direct and explicit feedback from teachers and peers has strong, positive effects on student learning.</p> <p>What rules or parameters are in place to ensure that discussion and collaboration are fostered with the classroom?</p> <p>Do students see speaking and listening as ways to enhance their understanding of text and to form or revise their reasoning?</p>	<p>KCCS: <b>Speaking and Listening</b> Anchor Standards 1, 2, 3</p> <p><b>KS 15%</b> Anchor Standard 1</p>

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<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	<p><b>PRESENTATION OF KNOWLEDGE AND IDEAS</b></p> <p><b>Explicit instruction and scaffolding in: Developing a high-quality presentation in consideration of:</b></p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Occasion</li> <li>• Audience</li> <li>• Purpose</li> <li>• Speaker (e.g., what voice—authority? facilitator? -- does the presenter want to convey?)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Consideration of <b>Purpose</b> and <b>Audience</b> in deciding how best to present information (ALTEC, 2012)</li> <li>• Digital citizenship</li> <li>• Technology operations and concepts</li> <li>• Critical thinking, problem solving, and decision making</li> <li>• Technology research tools</li> <li>• Technology communication tools</li> <li>• Social, ethical, and human issues in regard to information and information technology</li> <li>• Participates effectively in groups to pursue and generate information</li> <li>• Broadcasting and publishing information</li> </ul> <p><b>Rhetorical structures</b></p> <ul style="list-style-type: none"> <li>• Listing/enumeration</li> <li>• Chronology (Sequence)</li> <li>• Cause and effect</li> <li>• Problem-solution</li> <li>• Compare and contrast</li> <li>• Description</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p><b>Word-processing tools:</b></p> <ul style="list-style-type: none"> <li>• Minimize difficulties with handwriting and spelling</li> <li>• Allow for easy drafting and edits</li> <li>• Promote student collaboration</li> <li>• Allow for greater teacher assistance</li> </ul> <p>Technologies can be used to allow all students to demonstrate competency, share ideas, or express oneself (Universal Design for Learning; CAST, 2012).</p>	<p>KCCS: <b>Writing</b> Anchor Standard 6</p> <p><b>Reading</b> Anchor Standard 7</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5, 6</p> <p><b>Language</b> Anchor Standards 1, 2</p> <p><b>KS 15%</b> Anchor Standards 1, 5</p>