

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

SPEAKING AND LISTENING			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<p>ENVIRONMENT Establish an environment that prepares students to:</p> <ul style="list-style-type: none"> • Collaborate with others through social, cognitive, and academic interactions in order to utilize language skills as a means for learning. • Demonstrate command of conventions of English grammar and usage in formal and informal situations. • Use language to develop deep understanding of content. • Integrate and evaluate information. • Acquire vocabulary and use it appropriately. • Engage in appropriate social interactions. • Utilize technology and media. 	<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>Do teachers structure language situations to lower students' affective filter?</p> <p>How does the environment reflect and validate background knowledge of students?</p> <p>What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available?</p> <p>Students need ample <i>wait time</i> to think.</p>	<p>KCCS: Language Anchor Standards 1, 3, 4, 5, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>KS 15% Anchor Standard 1</p>
MOTIVATION & ENGAGEMENT	<p>MOTIVATION and ENGAGEMENT</p> <p>Motivate students using:</p> <ul style="list-style-type: none"> • Choice • Collaboration • Challenge • Authenticity (e.g., real-life tasks and connections to personal experiences) • Technology and media <p>Engage students using:</p> <ul style="list-style-type: none"> • Cooperative Learning • Discussions • Literature Circles • Public Speaking (e.g., see types of presentations such as argumentative) • Technology and media 	<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 or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>Give ample opportunities for students to clarify key concepts in their native language.</p> <p>Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.</p> <p>Engaging talk structures, such as discussion and cooperative learning, require excellent classroom management to be effective.</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p>	<p>KCCS: Language Anchor Standard 1</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>KS 15% Anchor Standard 1</p>

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LEARNING OBJECTIVES	<p>LEARNING OBJECTIVES</p> <p>Establish content objectives based on assessment data that is tied to standards.</p> <p>Utilize whole-group and differentiated small-group instruction based on student needs.</p> <p>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</p> <p>Establish language objectives based on assessment data that is tied to standards.</p> <p>Post language objectives for students.</p> <p>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</p> <p>Determine the language and language structures needed for students to access the content standard (language function).</p> <p>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</p> <p>Provide explicit and interactive modeling of language.</p> <p>Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</p> <p>Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in 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 the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>	<p>KCCS: Language Anchor Standards 1, 3, 4, 5, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 4, 5, 6</p>

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COMPREHENSION & COLLABORATION	<p>COMPREHENSION and COLLABORATION</p> <p>Explicit instruction and scaffolding in:</p> <ul style="list-style-type: none"> • Dynamics of group discussions and turn taking. • Rules of interaction. • Conversing on a topic at length. • Active listening. • Building on others' conversations. • Asking and Answering Questions. • Questioning for different purposes (e.g., clarification, elaboration, comprehension). • Explaining ideas. • Connecting talk used in classroom. <p>Practice movement between teacher directed, pairing, small group, and teacher refocus.</p> <p>Provide a structure/strategy to help students synthesize key ideas as they review.</p> <p>Explicit instruction and scaffolding in:</p> <ul style="list-style-type: none"> • Retrieving information from diverse media and formats. • Interpreting information from diverse media and formats. • Evaluating information from diverse media and formats. <p>Explicit instruction and scaffolding in:</p> <ul style="list-style-type: none"> • Point of view. • Use of evidence to support point of view. • Use of rhetoric to support point of view. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in 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 the population of your students?</p> <p>Given the unique cultures and needs represented in classrooms, allow students to utilize their voice to communicate their thoughts and ideas clearly.</p> <p>How does your district/ school/classroom cultivate an environment that takes into account students' cultural diversity and communication needs?</p> <p>How do you strategically group students to maximize their interactions?</p> <p>How do you create low-risk situations for students to participate in group discussions?</p> <p>How does your curriculum provide opportunities throughout the lesson for speaking and listening?</p> <p>The teacher should collect evidence about what has occurred in a discussion (e.g., students discuss the difference between an amphibian and a reptile – write two differences on a dry-erase board and show the class) to ensure that students are participating in the activity and are held accountable for learning.</p> <p>Allow for explicit instruction in group discussions and provide feedback/processing regarding student proficiency.</p> <p>Be aware of how much time is allowed in class for teacher talk and student talk.</p> <p>Allowing time for speaking and listening strengthens students' reading and writing.</p>	<p>KCCS: Speaking and Listening Anchor Standards 1, 2, 3</p> <p>KS 15% Anchor Standard 1</p>

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PRESENTATION OF KNOWLEDGE AND IDEAS	<p>PRESENTATION OF KNOWLEDGE AND IDEAS</p> <p>Explicit instruction and scaffolding in: Developing a high-quality presentation in consideration of:</p> <ul style="list-style-type: none"> • Subject • Occasion • Audience • Purpose • Speaker (e.g., what voice do you want to come across? authority, facilitator) <p>Technology Infusing technologies to include Purpose and Audience. Together these influence the decision-making process of how to present information (ALTEC, 2012):</p> <ul style="list-style-type: none"> • Digital citizenship • Technology operations and concepts • Critical thinking, problem solving, and decision making • Technology research tools, assess the credibility and accuracy of each source • Technology communication tools • Social, ethical, and human issues in regard to information and information technology • Effective participation in groups to pursue and generate information • Broadcasting and publishing information <p>Types of Presentation:</p> <ul style="list-style-type: none"> • Argument/Persuasion • Informational/Explanatory • Narrative/Descriptive 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in 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>Ample opportunities for student talk and interaction helps students process and evaluate peer presentations.</p> <p>Explicitly teach and model expectations of formal and informal language through a variety of contexts and situations.</p> <p>Provide frequent opportunities for students to interact and participate in discussions before, during, and after presentations.</p> <p>How will you differentiate for students who have difficulties communicating effectively?</p> <p>Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.</p> <p>Word-processing tools minimize difficulties with handwriting and spelling, allow for easy drafting and edits, promote student collaboration, and allow for greater teacher assistance.</p> <p>Be open to new and emerging technology and communication tools.</p> <p>Be aware of copyright as students work on presentations.</p> <p>Technological limitations in environment or school policies may limit students' ability to fully develop a presentation.</p>	<p>KCCS: Writing Anchor Standard 6</p> <p>Reading Anchor Standard 7</p> <p>Speaking and Listening Anchor Standards 4, 5, 6</p> <p>Language Anchor Standards 1, 2</p> <p>KS 15% Anchor Standards 1, 5</p>