

3rd Grade Literacy

SL.3.1 – Speaking and Listening

Vertical Progression:

1st grade	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. <i>listening to others and taking turns speaking about the topics and texts under discussion</i>). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and the texts under discussion.
2nd grade	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and the texts under discussion.
3rd grade	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussion prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g. <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). c. Ask questions to check for understanding or information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
4th grade	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussion prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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Students will demonstrate command of the Standard by:

- Participating in different discussions with a range of peers
- Preparing for discussions by having read or studied required material, and using this preparation to explore ideas during the discussion
- Following the guidelines for the discussions
- Asking questions to check for understanding
- Staying on topic
- Linking their comments to the comments of others
- Explaining their own ideas in light of the discussion
- Using evidence to support thoughts and opinions about the topic

Vocabulary:

- | | | |
|------------------------------------|------------------------------|---------------|
| • Ask and answer for clarification | • Explicit | • Preparation |
| • Citing evidence | • Expressing own ideas | • Question |
| • Discussion | • Guidelines for discussions | • Speaking |
| • Diverse | • Information | • Text |
| • Examples | • Link | • Topic |
| • Explanation | • Listening | |
| | • Perspective | |

Discussion Questions/Sentence Stems:

Agreement

- “I agree with ____ because ____.”
- “I like what ____ said because ____.”
- “I agree with ____; but on the other hand, ____.”
- “Why do you agree with ____?”

Disagreement

- “I disagree with ____ because ____.”
- “I’m not sure I agree with what ____ said because ____.”
- “I can see that ____; however, I disagree with (or can’t see) ____.”
- “Why do you disagree with ____?”

Clarifications

- “Could you please repeat that for me?”
- Paraphrase what you heard and ask, “Could you explain a bit more, please?”
- “I’m not sure I understood you when you said _____. Could you say more about that?”
- “Why do you think that?”
- “What’s your evidence?”

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- “How does that support our work/mission at ____?”

Confirmation

- “I think ____.”
- “I believe ____.”

Confusion

- “I don’t understand ____.”
- “I am confused about ____.”

Extension

- “I was thinking about what ____ said, and I was wondering what if ____.”
- “This makes me think ____.”
- “I want to know more about ____.”
- “Now I am wondering ____.”
- “Can you tell me more about ____?”
- “Can you tell me more about what ____ is thinking?”

Review

- “I want to go back to what ____ said.”
- “How did your understanding of the topic deepen?”
- “What key ideas did you learn?”

*Adapted from Institute for Learning: http://ifl.pitt.edu/index.php/educator_resources/accountable_talk

Additional Questions:

- What is the topic or text being discussed?
- How can you prepare so that you will be ready to discuss this text or topic?
- What are the rules you have to follow for this discussion or collaboration?
- What do you want to share in the discussion?

- 1) Create a specific plan for introducing students to habits of discussions. Introduce 1-2 habits at a time, first modeling how they can be used and then allowing students several opportunities to practice.
- 2) Model for students how to participate in the specific conversation for which you want to prepare them. This may mean asking questions, noticing important information, giving feedback, etc.
- 3) Encourage students to respond to other students’ comments before they offer any new comments of their own.
- 4) Use various strategies (i.e. Stop and Jot, Turn and Talk, Fishbowl Discussions, Socratic Seminar, etc.) that require students work with different people in various contexts to solve problems, develop ideas, or improve others’ work.
- 5) Help students explore complex issues and engage in discussions by asking open-ended text-dependent questions.

Commented [WS1]: It may also be a good idea to include “Create a specific plan for introducing students to habits of discussions.” And “Introduce 1-2 habits at a time, first modeling how they can be used and then allowing students several opportunities to practice.”

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- 6) Provide students with sentence stems to respond to a comment or to clear up confusion such as “I agree with what _____ said about _____, but disagree that_____.”
- 7) Use rubrics and checklists to show what success looks like in a discussion and have students reflect and analyze on how effectively they participated in the discussion. (Examples provided below.)

Collaborative Discussion Rubric - Assessed Standard(s): SL.3.1/SL.3.3

Comprehension and Collaboration

	2-Point Participation	1-Point Participation	0-Point Participation
Preparation SL.3.1.a	Student demonstrates strong evidence of preparation; student thoroughly draws on preparation and background knowledge to explore ideas under discussion.	Student demonstrates some evidence of preparation; student somewhat draws on preparation and background knowledge to explore ideas under discussion.	Student demonstrates no evidence of preparation; student does not draw on preparation and background knowledge to explore ideas under discussion.
Collaboration SL.3.1.b	Student collaborates well with peers to promote discussions, often following agreed-upon rules for discussions.	Student collaborates with peers, occasionally following agreed-upon rules for discussions.	Student does not collaborate with peers, rarely following agreed-upon rules for discussions.
Response to Others SL.3.1.c/SL.3.3	Student responds well to others by often engaging in the following: asks questions to check for understanding, stays on topic, and links own comments to the remarks of others; asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	Student responds to others, occasionally engaging in the following: asks questions to check for understanding, stays on topic, and links own comments to the remarks of others; asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	Student does not respond to others, rarely engaging in the following: asks questions to check for understanding, stays on topic, and links own comments to the remarks of others; asks and answers questions about information from a speaker, offering appropriate elaboration and detail.
Response to Evidence SL.3.1d	Student responds thoughtfully to evidence by often engaging in the following: explains their own ideas and understanding in light of information/knowledge gained from the discussions.	Student responds occasionally to evidence by engaging in the following: explains their own ideas and understanding in light of information/knowledge gained from the discussions.	Student does not respond to evidence, rarely engaging in the following: explains their own ideas and understanding in light of information/knowledge gained from the discussions.

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Speaking and Listening Checklist

Assessed Standard: SL.3.1/SL.3.3

Comprehension and Collaboration in Discussion

Preparation	Did I prepare for the discussion by reading all the necessary material, marking my text(s), and organizing my notes?	<input type="checkbox"/>
Collaboration	Did I follow the rules for discussion?	<input type="checkbox"/>
Response to Others	Did I ask and respond to specific questions by making comments that contribute to the discussion?	<input type="checkbox"/>
	Did I connect my questions and responses to what others say, while staying on topic?	<input type="checkbox"/>
	Did I ask and answer questions about information from a speaker, offering appropriate elaboration and detail?	<input type="checkbox"/>
Response to Evidence	Did I explain my ideas and understanding in light of the discussion?	<input type="checkbox"/>