

Kindergarten Literacy

SL.K.1 – Speaking and Listening

Vertical Progression:

PreK	<p>TS Gold Objectives</p> <p>Objective 8: Listens to and understands increasingly complex language</p> <ol style="list-style-type: none"> a. Comprehends language b. Follows directions <p>Objective 9: Uses language to express thoughts and needs</p> <ol style="list-style-type: none"> a. Uses an expanding and expressive vocabulary b. Speaks clearly c. Uses conventional grammar d. Tells about another time or place <p>Objective 10: Uses appropriate conversational and other communication skills</p> <ol style="list-style-type: none"> a. Engages in conversations b. Uses social rules of language
Kindergarten	<p>SL.K.1</p> <p>Participate in collaborative conversations with diverse partners about <i>kindergarten 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. Continue a conversation through multiple exchanges.
1st Grade	<p>SL.1.1</p> <p>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.

Students will demonstrate command of the Standard by:

- Increasing vocabulary to reflect a growing range of interests and knowledge
- Discussing ideas and working with others to create new thinking
- Conversing with all kinds of people
- Articulating their own ideas
- Taking turns to speak using sentence stems

Vocabulary:

- Collaborative discussions
- Conversations
- Ideas
- Listening to others
- Participation
- Rules for discussions
- Text
- Topic

Question Stems and Prompts:

- “What are the rules/steps for this discussion or collaboration?”
- “How can your classmates tell that you are listening?”
- “How can you say that in a complete sentence?”
- “Why do you say that? Can you give an example?”
- “Why do you think I asked you this question?”
- “Listen and talk in turn.”
- “Loud and proud!” (to cue students’ volume-level when speaking)
- “Tell me more.”

Additionally, consider exposing students to some of these discussion questions and sentence stems, as appropriate:

Agreement

- “I agree with _____ because _____.”
- “I like what _____ said because _____.”
- “Why do you agree with _____?”

Disagreement

- “I disagree with _____ because _____.”
- “I’m not sure I agree with what _____ said because _____.”
- “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?”

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 _____.”

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- “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.”
- “What key ideas did you learn?”

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

Sample Instructional/Assessment Tasks

- 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) Have students sit in a circle at the meeting area rather than audience-style, facing you. It helps students recognize that the goal is for them to talk with one another.
- 3) Use a show-and-tell activity, to provide an opportunity for students to connect home to school.
- 4) Teach explicitly what it means to be a good listener by modeling for students both an unacceptable listening scenario and an acceptable one.
- 5) Provide opportunities for children to explain their reasoning or elaborate on a topic.
- 6) Establish classroom routines and norms that encourage and facilitate a variety of discussion formats and skills.
- 7) Use 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, for teacher use. Teachers may elect to make these examples student-friendly. Consider using pictures with labels when creating student-friendly checklists.)

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Collaborative Discussion Rubric - Assessed Standard(s): SL.K.1/SL.K.3

Comprehension and Collaboration

	2-Point Participation	1-Point Participation	0-Point Participation
Collaboration SL.K.1.a	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.K.1.b/SL.K.3	Student responds well to others by often engaging in the following: continues a conversation through multiple exchanges; asks and answers questions to seek help, get information, or clarify something that is not understood.	Student responds to others, occasionally engaging in the following: continues a conversation through multiple exchanges; asks and answers questions to seek help, get information, or clarify something that is not understood.	Student does not respond to others, rarely engaging in the following: continues a conversation through multiple exchanges; asks and answers questions to seek help, get information, or clarify something that is not understood.

Speaking and Listening Checklist

Assessed Standard: SL.K.1/SL.K.3

Comprehension and Collaboration in Discussion

Collaboration	Did I follow the rules for discussion?	<input type="checkbox"/>
Response to Others	Did I continue the conversation with my classmate or teacher?	<input type="checkbox"/>
	Did I ask and answer questions to get help, get information, or clarify something I did not understand?	<input type="checkbox"/>

***The teacher may modify this checklist to include specific agreed-upon rules for the discussion, or to include specific question stems they are aiming to practice. Teachers may also include pictures and labels to create a student-friendly checklist for students to use.**