

## COMMON CORE SPEAKING AND LISTENING STANDARDS CHECKLIST – ELEMENTARY

Grade level: \_\_\_\_\_

Date: \_\_\_\_\_

Content area: \_\_\_\_\_

3 = full evidence  
2 = partial evidence  
1 = no evidence

<b>Comprehension and Collaboration</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Evidence</b>
Teacher establishes the purpose for discussion without extensive background knowledge to allow the text to be the source of learning				
Students are using complete sentences to respond				
If the discussion stalls or if the ideas expressed are not staying with relevant ideas, the teacher is prepared to move it along with particular prompts and jump-starts				
All students are expected and required to speak during a discussion and the teacher has a system for ensuring this				
SL.1 Focus: Prepare for and participate effectively in a range of Conversations. <ul style="list-style-type: none"> <li>• Students have the text with them during discussion</li> <li>• Teacher poses text based questions that ensure the text must have been read in order to respond thoughtfully</li> <li>• It is evident that the agreed upon discussion rules have been explicitly taught and expected. They are reinforced throughout the discussion</li> <li>• Students are responding to their peers rather than merely answering the teacher's questions</li> <li>• Students assess the stance taken by the speaker</li> <li>• Students assess the links among ideas taken by the speaker</li> <li>• Students assess the points of emphasis and tone used by the speaker</li> <li>• Teacher expects and reinforces the citing of textual evidence which may cause them to go back into the text and re-read</li> </ul>				
SL.2 Focus: Ask and answer questions about the key ideas of the text read aloud or information presented in diverse media and formats <ul style="list-style-type: none"> <li>• Students summarize what another student said and then sharing their own idea or argument</li> <li>• Students recount, paraphrase, or summarize (as appropriate for grade level)</li> </ul>				
SL.3 Focus: Evaluate the speaker's point of view, reasoning and use of evidence				
<b>Presentation of Knowledge and Ideas</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Evidence</b>
Questions discussed were text-based questions that required those discussing the topic to address the craft and structure of the text (SL Standards 4-6)				
Discussion includes analysis of the author's word choices on meaning and tone (formal and informal)				

# CLASS 3: PART B

<p>SL.4 Focus: Report on a topic</p> <ul style="list-style-type: none"> <li>• Use relevant facts, descriptive details, and sequence ideas logically</li> <li>• Speak clearly at an understandable pace</li> </ul>				
<p>SL.5 Focus: Use audio, video and other media during presentation</p> <ul style="list-style-type: none"> <li>• Drawings or other visual displays are added to stories to clarify ideas, thoughts, and feelings</li> <li>• Presentation adds interest to a topic</li> <li>• Presentation enhances the development of main idea or themes</li> </ul>				
<p>SL.6 Focus: Adapt speech to a variety of contexts and tasks</p> <ul style="list-style-type: none"> <li>• Students speak audibly and express thoughts, feelings, and ideas clearly</li> </ul>				
The teacher gives students specific feedback on the quality of discussion				
Teachers guide the discussion around grade level expectations				
There is a summary of the discussion and tips for how to improve discussion in the future				