



THE CENTER ON
STANDARDS &
ASSESSMENT
IMPLEMENTATION
WestEd  CRESST

CSAI Report

Integrating Speaking and Listening Standards into Instruction—A Review of Resources

January 2017



The work reported herein was supported by grant number #S283B050022A between the U.S. Department of Education and WestEd with a subcontract to the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). The findings and opinions expressed in this publication are those of the authors and do not necessarily reflect the positions or policies of CRESST, WestEd, or the U.S. Department of Education.



WestEd is a nonpartisan, nonprofit research, development, and service agency that works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont and Georgia, to Illinois, Arizona and California, with headquarters in San Francisco. For more information about WestEd, visit WestEd.org; call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

Review of State Practices in Teaching Speaking and Listening Standards

As part of the U.S. Department of Education’s process for peer review of state assessment systems, states are required to submit documentation outlining the processes that they use to develop and administer state assessments in English language arts (ELA), mathematics, and science. States must demonstrate that the assessments are aligned with the “full range of the state’s academic content standards; [are] valid, reliable, and of adequate technical quality for the purposes for which they are used; express student results in terms of the State’s student academic achievement standards; and provide coherent information about student achievement” (U.S. Department of Education, 2015, p. 6). Since 2010, many states have adopted new ELA standards that include speaking and listening skills, necessitating development of assessments that align with these new standards.

Large-scale summative ELA assessments do not yet measure the full range of speaking and listening standards; therefore, states were able to submit waivers requesting a temporary exemption from the requirement that their assessment systems cover the full range of their academic content standards, which include speaking and listening. This waiver will be effective through the 2016–17 school year. Once the waiver expires, states will be required to include speaking and listening standards in their ELA assessments, necessitating consideration of how states might best include the standards in the assessments. With the need to assess speaking and listening standards, states will benefit from an accurate and full understanding of what these standards cover and how best to assess students’ mastery of them.

As states begin to think about how best to assess speaking and listening standards or how to incorporate speaking and listening in their ELA assessments, they may first be interested in how speaking and listening are taught inside classrooms. The Smarter Balanced Assessment Consortium (Smarter Balanced) sought to provide its member states with guidance in integrating the Speaking and Listening strand of the Common Core State Standards (CCSS) in ELA into classroom instruction. Research to inform this guidance was completed on behalf of the Smarter Balanced Executive Committee and its members through a contract with WestEd. The national Center on Standards and Assessment Implementation (CSAI) has received permission from Smarter Balanced to share a portion of this research.

The standards in the Speaking and Listening strand of the ELA CCSS are organized into two broad topic areas: Comprehension and Collaboration, and Presentation of Knowledge and Ideas. WestEd staff conducted a comprehensive review of strategies and practices that teachers may implement inside the classroom in relation to these topic areas. As shown in the following table, WestEd retrieved publicly available information on 29 states. The sources of this information include guidance and planning documents, presentations, instructional materials, and websites.

Key findings from this review include the following:

- States emphasize the value of instruction in speaking and listening as the foundation for reading and writing. Overall, they endorse building language-rich classroom environments; providing opportunities for purposeful collaborative discussions and conversations; engaging in the use of academic language; and promoting students' comprehension and oral fluency skills.
- States are using several strategies for teaching the standards in the Speaking and Listening strand of the CCSS. These strategies include:
 - Arranging for language-rich structured discussions and oral presentations that allow for scaffolding to support students;
 - Planning for collaborative conversations—in pairs, small groups, and whole-class settings—that engage students through use of relevant, timely topics; that promote use of academic vocabulary; and that feature use of multiple media and multisensory resources;
 - Providing opportunities for students to read grade-appropriate text aloud (e.g., teacher-led, peer-to-peer, or for an audio or video recording);
 - Encouraging students to reflect on their speaking and listening strengths and identify areas in which they can improve; and
 - Monitoring student growth in relation to the grade-level and high school CCSS by using well-designed rubrics, teacher observation, student self-evaluations, and peer assessment.

Table 1 presents detailed information about instructional practices related to Speaking and Listening standards in 29 states, and includes links to sources of information.

Table 1. Scan of State Practices in Teaching the Standards in the Speaking and Listening Strand of the CCSS

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
Arizona	<p>The Arizona Department of Education (ADE) has made available several development learning opportunities pertaining to the teaching of speaking and listening standards. Documentation of presentations from these learning opportunities is available on the ADE website.</p> <ol style="list-style-type: none"> 1. At the 2013 Practitioners of English Language Learning (PELL) Meeting, a presenter shared information about teacher behaviors for promoting academic language and research-based strategies for language-rich discussions. The presenter also shared an overview of speaking and listening skills and activities that may be implemented to address each skill. Key points from the presentation include: <ol style="list-style-type: none"> a. Academic language includes language used in the classroom and workplace; of text; of assessment; of academic success; of power. Teachers serve as eloquent and articulate users of language by using complete sentences, precise vocabulary, and a formal register during lessons. Teachers should model academic language inside the classroom. b. Strategies for language-rich structured discussions include planning for and facilitating academic discourse and/or academic vocabulary; promoting multisensory approaches to learning; promoting the use of the types of complex text called for in the CCSS; planning for a variety of groupings for student-structured conversations with appropriate scaffolding; providing relevant topics to engage students and develop conversations; incorporating academic content into a unit; and planning for assessments throughout instruction. c. Listening and speaking skills include articulating and distinguishing phonemes; reading aloud; sequencing, summarizing, and identifying main idea; presenting; discussing; answering comprehension questions; engaging in social conversations; and following multistep directions. 2. At the Teachers’ Institute hosted by ADE, there was a presentation on how to engage children in academic language. Key points from the presentation include: <ol style="list-style-type: none"> a. Proficiency in oral language provides children with a tool for learning to read and write. Oral language consists of vocabulary, syntax, morphology, semantics (word meanings and relationships), and pragmatics. Teachers can help develop students’ oral language proficiency by (a) modeling the use of rich and interesting language, and (b) creating opportunities for meaningful talk. b. Lessons that can be implemented to develop oral language can include naming, describing, vocabulary, linguistic awareness, and analogies. 3. At the 2013 Office of English Language Acquisition Services (OELAS) conference, Patricia Cunningham of Wake Forest University shared information about frameworks for integrated reading, writing, speaking, and listening lessons. Cunningham shared three lesson plans to help develop student skills in speaking and listening. The lessons engage students in collaborative conversations with peers and teacher-led conversations to discuss content. 4. Also at the 2013 OELAS conference, Judi Dodson shared information and classroom strategies about oral language development in her presentation, “The Talking Classroom.” Key points from the presentation include: <ol style="list-style-type: none"> a. Oral language is crucial in literacy instruction. Oral language develops through interaction with people and texts that introduce new vocabulary, concepts, and language structures. Teachers should focus on activities that develop speaking, listening, and conversational skills; create opportunities for purposeful talk; and model the use of rich and interesting language. b. Elements of oral language instruction include attention, active listening, models of good language, direct experiences to reinforce language, pictures and objects to support language learning, student-to-student talk, student-and-teacher responsive talk, and opportunities for transfer. c. In a language-centered classroom, the teacher: <ol style="list-style-type: none"> i. Creates a climate that encourages and supports oral language in the classroom, ii. Listens actively to what students are saying,

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
	<ul style="list-style-type: none"> iii. Gives students opportunities to listen attentively, iv. Engages students in extended conversations, v. Encourages students to tell and retell stories and events, vi. Discusses wide range of topics and word meanings, vii. Uses new and unusual words, viii. Restates for clarity, ix. Invites students to say things again to clarify what they are trying to express, x. Asks open-ended questions, xi. Encourages language play, and xii. Allows enough time for students to process their thoughts and respond. <p>Source: http://www.azed.gov</p>
California	<p>Chapter 2 of the 2014 California English Language Arts (ELA)/English Language Development (ELD) Framework focuses on essential considerations in ELA and ELD curriculum, instruction, and assessments. Key points include:</p> <ol style="list-style-type: none"> 1. Key themes of ELA and ELD instruction include: <ul style="list-style-type: none"> a. <i>Meaning making</i>: Students make meaning as they learn to communicate ideas through collaborative discussions, summarizing and presenting information and ideas about texts and content. b. <i>Language development</i>: Students learn, think, and express through language development. c. <i>Effective expression</i>: Effective expression in writing, discussing, and presenting depends on drawing clear understandings from and interacting with oral, written, and visual texts. Discussion has a special role; discussion is collaboration that requires students to prepare and participate with others, expressing their ideas clearly and persuasively, and building on others' ideas. Students also analyze and synthesize ideas. Learning to be productive members of academic conversations requires instructional attention. Educators teach students how to engage in discussion by modeling and providing feedback and guiding students to reflect on and evaluate their discussions. d. <i>Content knowledge</i>: Skill in the language arts (reading, writing, speaking, listening, and language) enables the acquisition, construction, and expression of content knowledge, which contributes to advancement in reading, writing, and language. e. <i>Foundational skills</i>: Acquisition of foundational skills in literacy—print concepts, phonological awareness, phonics and word recognition, and fluency—is critical for literacy achievement. 2. Structures that teachers can set in place for engaging students in academic conversations can include teacher-facilitated formal discussion (Socratic seminar); small-group discussions where each student has a role and shares; pair discussions (e.g., think-pair-share); and team debates. 3. Teachers and students can plan ways to assess and build accountability for collaborative conversations. Possible ways to consider include active listening; shared participation; rigor and risk (exploring original ideas, asking questions, and looking at the topic in new ways); textural specificity; open-minded consideration of all viewpoints; and focus on prompt. 4. Teachers can consider the following approaches to teaching and learning: intentional learning; inquiry-based learning (which involves students' pursuit of knowledge through their interaction with materials, resources, and peers, rather than predominantly through teacher input); collaborative learning; direct instruction; and culturally and linguistically responsive pedagogy. <p>Source: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf</p>

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
Colorado	<p>The Colorado Department of Education website makes available some resources on the Colorado Academic Standards in reading, writing, and communicating, including a guide and grade-level expectations. A key point from “Supporting Improved Literacy Standards—A Simple Guide to the Colorado Academic Standards in Reading, Writing, and Communicating” is that the speaking and listening standards require students to be able to access, evaluate, and present complex information, ideas, and evidence through listening and speaking, as well as through a wide range of media. An important focus of the standards is purposeful speaking and listening in various academic settings—including one-on-one, small-group, and whole-classroom. Formal presentations are one important way that such communication occurs, but so are the more informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems.</p> <p>Source: http://www.cde.state.co.us/standardsandinstruction</p>
Connecticut	<p>Connecticut has made available several learning opportunities focusing on ELA.</p> <ol style="list-style-type: none"> 1. Key points from the ELA K–5 Module 1: Focus on Instructional Shifts include: <ol style="list-style-type: none"> a. There is a reciprocal relationship between language and literacy, in that strong language skills support literacy development, and strong literacy development enhances language skills. b. Teachers should integrate spoken and written language to advance communication, collaboration, and cognitive skills. They should also engage students in active discussion in which they use evidence from text to support their claims. 2. Key points from the ELA K–2 and 6–12 Module 2: Supporting All Students in Close Reading, Academic Language, and Text-based Discussion include: <ol style="list-style-type: none"> a. Connect close reading and text-based discussion. Classroom discussions in which a teacher or student asks “How do you know” or “Aren’t you ignoring . . .” would lead to critical attention to what a text says, what the author intends, and what evidence is offered. b. Discussion protocols may include hosted gallery walk, inner/outer circle, Socratic seminar, think-pair-share, and placement discussions. <p>Source: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=320954</p>
Delaware	<p>Delaware will be offering a course called “Implementing ELA-Literacy Common Core: Focus on Speaking and Listening” from September 28 to November 15, 2016, to teachers, administrators, coaches, and specialists. According to the syllabus, participants will explore strategies for teaching students how to participate effectively in collaborative discussions, how to integrate and evaluate information presented in diverse media and formats, and how to ask and answer questions to evaluate the speaker’s point of view. In addition, participants will learn how students will demonstrate mastery of the presentation of knowledge and ideas.</p> <p>Goals/objectives include:</p> <ol style="list-style-type: none"> 1. Understanding key design features of the CCSS for Speaking and Listening; 2. Understanding the spiraling and sequencing nature of the CCSS for Speaking and Listening; 3. Translating the CCSS for Speaking and Listening into practice; 4. Using concrete examples to construct classroom activities; 5. Identifying knowledge and skills required by relevant Speaking and Listening standards; 6. Understanding what it means for students to meet a chosen Speaking and Listening standard; and 7. Creating a lesson around one or more Speaking and Listening standards. <p>Source: http://www.doe.k12.de.us/Page/2425</p>

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
Florida	<p>Florida has made available instructional resources related to ELA. Specifically, Florida’s CPALMS (online resource repository) contains instructional resources, such as lessons, activities, and tutorials, that include speaking, listening, and collaboration standards.</p> <p>Source: http://www.cpalms.org/Public/search/Resource</p>
Illinois	<p>Illinois provides a list of ELA resources (e.g., websites), one of which is a website dedicated to helping teachers teach reading and writing. On the site is a blog post about oral language. To help students develop oral language proficiency, teachers can take several actions, such as:</p> <ol style="list-style-type: none"> 1. Setting structures for student responses, such as repeating, adding to, disagreeing, agreeing, changing an answer, and summarizing. 2. Engaging in “college talk” by: <ol style="list-style-type: none"> a. Making intentional decisions about word usage; b. Making a list of phrases or instructions that are used frequently in the classroom by them and their students; c. Restating the information using more advanced language; d. Teaching students the meanings of “college talk” phrases as they use them; e. Encouraging students to use “college talk”; and f. Encouraging students to provide “college talk” words/phrases that they hear outside of school, 3. Providing language-rich texts for read-alouds. 4. Implementing the ACE strategy in classroom discussions: A—answer the question, C—cite the evidence, E—explain or evaluate. <p>Source: http://www.isbe.net/COMMON_CORE/DEFAULT.HTM</p>
Kansas	<p>The Kansas Guide to Learning: Literacy includes effective instruction and elements of curricula, as well as critical questions and considerations of teaching and learning speaking and listening skills/standards. Teachers should consider the following elements in teaching speaking and listening skills:</p> <ol style="list-style-type: none"> 1. <i>Establish an environment</i> that prepares students to: <ol style="list-style-type: none"> a. Collaborate with others and use language skills through interactions; demonstrate command of English grammar and usage in formal and informal situations; use language to develop understanding of content; acquire vocabulary and use it appropriately (grades K–5). b. Collaborate with others; develop deep understanding of content; integrate and evaluate information; analyze a speaker’s presentation for content, assumptions, and effectiveness; present knowledge and ideas to others; exchange ideas and opinions constructively and respectfully (grades 6–12). 2. <i>Motivate and engage students</i> by: <ol style="list-style-type: none"> a. Using choice, collaboration, discussions, challenge, authenticity (tasks connecting to real life), public speaking, and technology and media (grades K–5). b. Establishing meaningful and engaging content goals; providing a positive learning environment; designing interactive instructional methods and strategies; making literacy experiences relevant to students’ interests and lives, and to current events; building effective instructional conditions (e.g., goal setting, collaborative learning); holding student-led discussions; integrating speaking and listening with content learning (grades 6–12). 3. <i>Establish learning objectives</i> that incorporate speaking and listening into lessons; utilize whole-group and small-group instruction based on student needs, and provide explicit and interactive modeling of language (grades K–12).

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
	<p>4. <i>Comprehension and collaboration:</i></p> <ul style="list-style-type: none"> a. Teachers should demonstrate explicit instruction and scaffolding in dynamics of group discussion and turn taking; rules of interaction; conversing on a topic at length; building on others’ conversation; active listening; asking and answering questions; questioning for different purposes; explaining ideas; using evidence and rhetoric to support point of view; retrieving, interpreting, and evaluating information from different media/formats (grades K–5). b. Students can demonstrate effective participation in comprehension and collaboration to learn content through active, respectful listening; reading and/or other preparation for discussions; collegial discussions; encouraging others in their thinking and participation; asking insightful questions; 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); understanding the various roles that participants play in each speaking and listening mode; flexibly using the appropriate language and structures for each situation; considering personal and speaker biases and assumptions; and demonstrating comprehension by summarizing, questioning, making inferences, analyzing, comparing, contrasting, and synthesizing (grades 6–12). <p>5. <i>Presentation of knowledge and ideas</i></p> <ul style="list-style-type: none"> a. Explicitly instruct and scaffold in developing high-quality presentations, considering the subject, occasion, audience, purpose, speaker/voice, technology, and types of presentation (argumentative/persuasive; informational/explanatory; narrative/descriptive) for grades K–5 or rhetorical structures (listing/enumeration, chronology/sequence, cause and effect, problem/solution, compare and contrast, description) for grades 6–12. <p>Source: http://community.ksde.org/Default.aspx?tabid=5899</p>
Kentucky	<p>The Literacy Plan for Kentucky: A Guide for Communities, Districts and Schools includes information about what teachers can do instructionally. Key actions for teachers include:</p> <ul style="list-style-type: none"> 1. Using various forms of grouping (e.g., whole group, small group, partner) to meet individual students’ diverse needs. 2. Developing students’ skills, including the abilities to communicate using a variety of media and formats; access and exchange information in a variety of ways; compile, organize, analyze, synthesize, and present information; and draw conclusions and make generalizations based on information gathered. 3. Creating a literate environment that provides opportunities for students to see and hear fluent adults model reading, thinking, and writing and for students to write, discuss, and speak for a variety of audiences and purposes. 4. Incorporating the Principles of the Universal Design for Learning Framework into instruction: <ul style="list-style-type: none"> a. Support recognition learning; provide multiple, flexible methods of presentation. b. Support strategic learning; provide multiple, flexible methods of expression and apprenticeship. c. Support affective learning; provide multiple, flexible options for engagement. d. Know discipline content (information literacy) and be able to locate additional information as needed to be self-directed learners. e. Collaborate and cooperate in team efforts. f. Interact with others in ethical and appropriate ways. <p>Source: http://education.ky.gov/curriculum/conpro/engla/Pages/Kentucky-Literacy-Plan.aspx</p>
Louisiana	<p>The Louisiana Department of Education (LDOE) makes available the ELA Guidebooks 2.0, a curriculum for whole-class instruction. Some of the units/lessons address a few of the speaking and listening standards. Additionally, the LDOE <i>K–12 ELA Planning Resources</i> webpage includes a list of</p>

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
	<p>instructional strategies, some of which focus on speaking. The instructional strategies encourage small- and large-group discussions (e.g., Socratic seminar) and debates, providing time for students to craft their thoughts/ideas and discuss.</p> <p>Source: https://www.louisianabelieves.com/academics/ela-guidebooks</p>
Maine	<p>The Maine Department of Education is hosting one-day workshops (through its 2016 Summer Literacy Institute) that focus on providing effective instructional strategies for ELA. The workshops will help teachers better address the ELA content standards; enhance productive talk in the classroom; improve reading and writing skills of all students; support the staircase of complexity and breadth of texts; and demonstrate scaffolding of instruction with complex (stretch) texts. No further information about the Institute and its content is available.</p> <p>Maine has also made available a professional learning ELA module that provides key summary points about the standards. The speaking and listening standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking. These standards place an important focus on academic discussion in formal and informal one-on-one, small-group, and whole-class settings.</p> <p>Source: http://www.maine.gov/doe/ela/standards/index.html</p>
Maryland	<p>The Maryland State Department of Education (MSDE) has made available speaking and listening curriculum frameworks, which identify the essential skills and knowledge that students must possess in order to demonstrate proficiency on a standard. Units of study aligned with the frameworks are also available; each unit includes a list of speaking and listening standards that are addressed. MSDE also created documents that include “clarification statements” for each standard; the statements detail the skills that students need to possess to demonstrate proficiency in each grade for each standard.</p> <p>Source: http://mdk12.msde.maryland.gov/instruction/curriculum/reading/index.html</p>
Michigan	<p>The Michigan Common Core State Standards (MICCSS) are a collaborative effort between the REMC Association of Michigan and the Michigan Association of Intermediate School Administrators, along with professional experts, aimed at helping educators better understand and implement the MICCSS. Sessions about the ELA standards were held, one of which was about speaking and listening standards. This session included watching a Teaching Channel video on evaluating persuasive speeches. The discussion question was <i>What kinds of structures need to be in place in order for this type of activity to be successful?</i></p> <p>Source: http://miccss.org/resources-nested-accordion/</p>
Minnesota	<p>The Minnesota Department of Education has made available a Standards Implementation Toolkit to assist districts and schools with their implementation of the ELA standards. Included in the toolkit are two webinars on oral language. The webinars focus on components of effective oral language instruction, including strategies that teachers can implement. Key points include:</p> <ol style="list-style-type: none"> 1. There is a duality to learning language: students must possess both receptive language (ability to understand spoken language) and expressive language (ability to use words to convey meaning). 2. Components of effective oral language instruction include (1) creating a language-centered learning environment; (2) developing listening skills; (3) teaching conversational skills (e.g., conversational reciprocity, eye contact, awareness of nonverbal communication); (4) promoting auditory memory; (5) expanding conceptual knowledge and vocabulary; and (6) encouraging/building word consciousness (e.g., emphasizing learning new words and modeling use of robust vocabulary).

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
	<p>3. Three instructional routines that teachers can use to build oral vocabulary and language skills are (1) targeted dialogue and conversational expansion (e.g., morning meetings, activity centers, small-group discussions, one-on-one conversations); (2) promoting word consciousness; and (3) interactive read-alouds that focus on vocabulary skills and conceptual knowledge.</p> <p>Source: http://education.state.mn.us/MDE/dse/stds/port/index.htm</p>
Mississippi	<p>The Mississippi Department of Education makes available scaffolding documents for the ELA standards. There is a scaffolding document for each grade level, which provides information on what students need to know and do for the reading, writing, speaking and listening, and language standards. Each standard is broken into three categories: Prerequisite Knowledge (what students should <i>know</i> in order to work toward mastery of the grade-specific standard); Conceptual Understanding (what students need to <i>understand</i> before mastering the standard); and Evidence of Knowledge (what students need to <i>do</i> to show mastery of the standard).</p> <p>Source: http://www.mde.k12.ms.us/ESE/ELA</p>
Nebraska	<p>The Nebraska Department of Education makes available speaking and listening instructional resources (units). Each unit/lesson includes the standard(s) and indicator(s) being addressed, the learning target, strategy overview and rationale, and step-by-step instructions.</p> <p>Source: https://www.education.ne.gov/academicStandards/index.html</p>
Nevada	<p>The Nevada Department of Education provides ELA instructional materials (student workbooks and teacher editions of the materials). These materials are specific to only language and reading.</p> <p>Source: http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/ELA/Instructional_Materials/</p>
New York	<p>The Engage NY website makes available curriculum materials that address speaking and listening standards. There is also a video library available; there are not many videos about the ELA standards, but there is one video about speaking and listening.</p> <p>Source: https://www.engageny.org/english-language-arts</p>
Ohio	<p>The Ohio Department of Education makes available “transition tools and resources” for the ELA standards. The documents for speaking and listening standards include:</p> <ol style="list-style-type: none"> 1. Speaking and Listening Comparative Analysis K–12 document, which outlines the speaking and listening content that is new, the content that remains from the previous standards, and the content that is no longer a focus for the grade levels as the state transitioned to new state standards. 2. Speaking and Listening Vertical Alignment document, which includes anchor standards, under which grade-specific standards are listed. 3. Speaking and Listening Vertical Alignment Progressions and Practice document, which includes anchor standards, under which grade-specific standards are listed; there is a column called “progressions and practice” that provides space for educators to write down the specific skills that students need to meet the standards and how the standards will be implemented in the classroom. <p>Ohio also makes available model curricula for each grade/grade band. Each curriculum is organized by strand (i.e., reading, writing, speaking and listening, and language) and topic; standard statements are listed along with “content elaborations” (i.e., what students should be able to do) as well as the instructional strategies and resources that teachers can use to teach the standards.</p>

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
<p>Oregon</p>	<p>Source: https://education.ohio.gov/Topics/Ohios-Learning-Standards/English</p> <p>The Oregon Department of Education (ODE) makes available the CCSS Toolkit: ELA & Literacy Implementation. There is a webpage dedicated to speaking and listening resources: videos of instruction, instructional strategies, and lessons. Instructional strategies that teachers can use to teach speaking and listening skills include:</p> <ol style="list-style-type: none"> 1. <i>Giving a Speech</i>—an activity that can help students communicate their thoughts to others in an effective format. It also provides opportunities for students to listen to others and provide feedback. 2. <i>Socratic Circles</i>—formal discussions or seminars, based on a text, in which the leader or facilitator asks open-ended questions. During this discussion, students listen closely to others, think critically, and articulate their own thoughts. 3. <i>Fishbowl</i>—a classroom discussion strategy that is useful in engaging students in discussions. The strategy helps build deep questioning skills, attention to detail, discussion etiquette, and confidence. 4. <i>GIST</i>—a strategy that teaches students how to paraphrase, summarize, and listen for the “big idea.” <p>The ODE also provides links to external speaking and listening resources, such as videos on the Teaching Channel. The videos focus on creating structures for discussions and presentations, and engaging students in discussions. ODE refers to an article by Feldman and Kinsella (2005; link provided in the following Sources section) that focuses on strategies to improve academic discussions in classrooms. Key points from the article are:</p> <ol style="list-style-type: none"> 1. General engagement strategies include: <ol style="list-style-type: none"> a. Implement partner discussions. b. Prompt students to practice pronouncing new words together (choral responses). c. Intentionally teach language functions such as asking questions when confused and using academic language in discussions. d. Providing students with the beginning of an academic response/sentence starters to effectively increase the quality and quantity of student participation (e.g., “One critical attribute of this character is . . .”). 2. Key principles for structuring academic discussions include: <ol style="list-style-type: none"> a. Providing/clarifying a focus question. b. Structuring thinking/processing/writing time. c. Partnering rehearsal/discussions. d. Engaging the whole class in discussions, in which students will be called on randomly to respond. e. Opening discussion, as long as it appears productive, by adding ideas and helping students make connections. <p>Sources: http://www.ode.state.or.us/search/page/?id=3430 http://www.ode.state.or.us/wma/teachlearn/commoncore/structuring-acad-discuss-.pdf (Feldman & Kinsella, 2005)</p>
<p>Pennsylvania</p>	<p>The Pennsylvania Comprehensive Literacy Framework (2011) includes information about actions that teachers, caregivers, and parents can take to develop students’ speaking, listening, and oral language skills. Key points include:</p> <ol style="list-style-type: none"> 1. From birth to age 5, children learn to speak by listening to and interacting with others who are more knowledgeable. Through conversations, teachers can model good speaking and listening skills. Additionally, teachers must plan instruction that is responsive and intentional. They must also plan opportunities to model effective conversational conventions, such as turn taking, asking questions, and providing complete responses, as well as providing opportunities for guided practice.

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
	<p>2. For students in grades K–12, teachers can teach the importance of collaborating, being a good listener, supporting ideas with facts, and using media in effective communication. They can also model effective turn-taking, collaboration, and listening skills. Additionally, they can provide guided practice and feedback, and opportunities for students to engage in one-on-one, small-group, and whole-class discussions.</p> <p>3. Oral language is the foundation for literacy development. Speaking and listening are the tools of communication that become the basis for the written word. Oral language and vocabulary can be developed and enhanced in three ways: (1) listening to the language and being engaged in conversations, (b) being read to, and (c) reading independently. Parents, caregivers, and teachers should:</p> <ol style="list-style-type: none"> a. Talk to students; engage them in conversations. b. Model language patterns. c. Deliberately use rich vocabulary and discuss word meanings. d. Provide time for and encourage conversations between students. e. Read to students and talk about what is being read. f. Encourage wide and independent reading. g. Value and encourage students to use their home language. <p>Source: http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/Pages/English-Language-Arts.aspx#tab-1</p>
Rhode Island	<p>The Rhode Island Department of Elementary and Secondary Education Comprehensive Literacy Plan (2012) includes information about what teachers can do to develop students’ listening and speaking skills. Key points include:</p> <ol style="list-style-type: none"> 1. Teachers should establish language-rich learning environments that provide meaningful contexts, to actively engage all students. 2. Teachers should provide opportunities for students to practice skills through the use of paired/partner, small-group, and whole-class conversations/discussions. 3. Teachers need to ask open-ended questions that invite students to expand upon their responses; present new words to expand students’ vocabularies; respond to questions and allow students take the conversational lead; and reinforce rules of good listening and speaking throughout the day. 4. Components of effective oral language instruction for K–3 include: <ol style="list-style-type: none"> a. Creating a language-centered learning environment; b. Developing listening skills; c. Teaching conversational skills; d. Promoting auditory memory; e. Expanding conceptual knowledge and vocabulary; and f. Encouraging word consciousness, 5. Guidelines for implementing effective classroom discussions: <ol style="list-style-type: none"> a. Scaffold classroom discussions—allow for small-group discussions to encourage those students who are not comfortable participating in whole-class discussions. b. Teach students how to discuss a topic (come up with rules for discussion). c. Teach principles of active listening. d. Teach students to ask high-level questions (to analyze and evaluate text). <p>Source: http://www.ride.ri.gov/InstructionAssessment/Literacy/ComprehensiveLiteracyPlan.aspx</p>

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
South Dakota	<p>The South Dakota Early Learning Guidelines include actions that teachers can take to develop children’s listening and phonological awareness, speaking/communicating, and oral language skills. Key actions include:</p> <ol style="list-style-type: none"> 1. Setting up a learning environment that encourages students to interact, play, and discover. 2. Establishing daily routines in which simple directions are given to children to follow. 3. Reading a variety of books, poems, and nursery rhymes. 4. Providing experiences that help children learn new words (e.g., field trips, show and tell). 5. Creating opportunities for meaningful conversations/discussions. 6. Encouraging children to retell/share stories by asking questions. 7. Introducing and explaining new words. <p>Source: https://doe.sd.gov/oess/documents/HEADSTART_EarlyLearningGuidelines.pdf</p>
Tennessee	<p>The Tennessee Department of Education (TDOE) website includes a link to ELA resources; the link leads to the EduToolbox, which includes assessment, instructional, common, and training media resources for each content area, including ELA/literacy. Many of the resources are only available to individuals who have a user account. Additionally, TDOE, along with other organizations, created ReadTennessee.org, a project aimed at providing teachers with learning expectations and appropriate activities for their students. The website makes available the Teacher’s Reading Toolkit, which includes videos, a list of articles, external websites, and other resources for classroom application. In the Toolkit is a section for “oral language.” The video resources in this section only focus on teaching students how to read. There is no information on how to teach speaking and listening skills. Note that some of the links to external resources do not work.</p> <p>Source: https://www.tn.gov/education/article/english-language-arts-standards</p>
Vermont	<p>The Vermont Agency of Education makes available an ELA resources webpage. Most of the resources are linked to outside organizations/websites such as the Teaching Channel and the TC Reading and Writing Project. There are some videos that focus on collaborative discussions.</p> <p>Vermont hosted a presentation on ELA language and vocabulary development. Key points from the presentation include:</p> <ol style="list-style-type: none"> 1. Teachers should model metacognitive strategies for learning words and concepts. 2. Strategies for quality vocabulary instruction that teachers can implement include: <ol style="list-style-type: none"> a. Wide reading (read-aloud, paired reading, shared reading) to expose students to reading; b. Teaching individual terms through direct instruction; c. Word learning strategies, such as contextual analysis and resource material; d. Word consciousness through word play, modeling, and integrating reading, writing, and discussion; and e. Opin (short for opinion), an instructional strategy for extending meaning, in which students are divided into groups of three. The exercise includes practice sentences related to content being taught. Each sentence has a blank, for which students must select the most appropriate word. Each student completes the sentence individually. Students convene and discuss, trying to convince others that their choice of word is the best choice. Each choice must be justified with an explanation, based on the content and concepts found in the text. This strategy emphasizes context as a vocabulary-building strategy, encourages deep discussion about meaning, and allows students to practice using argumentation skills. <p>Source: http://education.vermont.gov/student-learning/content-areas/language-arts</p>

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
Virginia	<p>The Virginia Department of Education makes available sample lesson plans for the 2010 English standards—oral language; communication: speaking, listening, and media literacy; reading; writing; and research.</p> <p>Source: http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml</p>
Washington	<p>In Washington’s three-year transition plan for ELA, the Washington Office of Superintendent of Public Instruction (OSPI) and state partners committed to provide support for schools during the transition to the CCSS. In Year 3 (2013–14), the plan was to adjust curricular materials and adapt instruction to emphasize speaking and listening skills; expand and deepen the teaching of language skills; and incorporate technology/multimedia to gather, research, and publish information.</p> <p>OSPI makes available an ELA learning standards webpage, which includes documents (by grade or grade span) that detail the changes in the standards (what students needed to learn in the previous Washington standards and what they are now required to know/learn in the CCSS). These documents were created to guide teachers in their implementation of the ELA CCSS. Instructional ELA resources available on the OSPI website include links to Achieve, Achieve the Core, Smarter Balanced, Student Achievement Partners, and other organizations. Teachers have access to resources that include rubrics and evaluation tools for selecting materials, practice tests, open education resources, lessons, writing samples, and other planning tools and instructional materials. There is no specific information on speaking and listening skills. In addition to providing resources, OSPI hosted two summits on ELA. In one of the presentations, Anne Cunningham shared two instructional strategies, CROWD and PEER, which teachers and parents can use to engage students in talking about a story:</p> <ol style="list-style-type: none"> 1. PEER: <ol style="list-style-type: none"> a. <i>Prompt</i>—prompt students to talk about the book. b. <i>Evaluation</i>—evaluate students’ responses. c. <i>Expansion</i>—expand on students’ responses by reframing or adding information. d. <i>Repetition</i>—repeat to make sure they understand. 2. CROWD: <ol style="list-style-type: none"> a. <i>Completion</i> questions ask students to finish a sentence by filling in the blanks. b. <i>Recall</i> questions ask students to share details from the book that will demonstrate they understood the plot and kept track of the sequence of events. c. <i>Open-ended</i> questions ask questions that students can’t answer with a single word, because it will lead to richer conversations. d. <i>Wh</i>-questions use the words <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i> to teach your students new vocabulary words and focus on details of the story. e. <i>Distancing</i> questions ask questions to help your students make connections between the story that you read and their own life. <p>Source: http://www.k12.wa.us/ELA/Standards.aspx</p>
West Virginia	<p>The West Virginia Department of Education (WVDOE) makes available a one-stop site called WV Teacher Resources for Educational Excellence (TREE). Resources include grade-specific lessons, professional learning, and guidance documents crafted to help enhance teaching practice and guide classroom teachers in teaching. The resources connect teachers with links to key resources and relevant policies that are critical to specific grades and/or content areas. There are no resources specific to speaking and listening skills.</p> <p>Available on the WVDOE website is a webinar that introduces a “resource from the field”: an online tool called Listen Current (link provided in the following Sources section) for teachers and students. Listen Current includes brief audio texts/listening lessons organized by content area (ELA,</p>

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
	<p>science, social studies) and discussion questions. There are also audio clips on current events. This is a free tool (a premium account is available for purchase) that can be useful for building/strengthening listening comprehension skills, incorporating authentic texts, and fostering small- and whole-group discussions.</p> <p>Sources: http://wvde.state.wv.us/teach21/ https://listencurrent.com/</p>
Wisconsin	<p>The Wisconsin Department of Public Instruction (WI DPI) makes available speaking and listening resources (e.g., materials and handouts) on its website. One resource (a document called “Multiple Listening”) includes a strategy—draft/multiple listening—that teachers may implement in their classrooms. The purpose of the strategy is to improve comprehension through the act of listening and re-listening to a text for multiple purposes (e.g., main ideas, vocabulary, text structure, author’s purpose, or author’s craft). Teachers can measure student progress through teacher observation, conferring, student self-reflection, and student annotations and note taking.</p> <p>Additionally, WI DPI hosted a professional learning module (with five presentations) that addresses research, standards, instructional strategies, and assessment techniques for collaborative conversation, listening, and presentation of knowledge and ideas. Key points include:</p> <ol style="list-style-type: none"> 1. Critical literacy: <ol style="list-style-type: none"> a. <i>Critical literacy</i> refers to the use of media to analyze, critique, and transform the norms, rules, and practices governing how society functions. b. Critical literacy is about disrupting the status quo; questioning multiple perspectives; focusing on sociopolitical issues; and taking action and promoting social justice. c. Critical literacy in action includes text selection; space for discussion; constructivist learning; respect for student differences; respect for school and classroom contexts; and authentic tasks. 2. Listening: <ol style="list-style-type: none"> a. Listening comprehension precedes speaking ability and develops more quickly than speaking ability. Listening comprehension outpaces reading comprehension until grades 6–8. b. Listening can be a way in which behavior and/or belief systems can be changed. Listening is receiving, constructing meaning from, and responding to spoken/nonverbal messages. Listening is an active process, which students can control and enhance. Teachers need to consider the purposes/goals of listening when planning lessons. c. Assessment strategies may include student work; teacher-generated questions; observations; student self-assessment; and oral summary/presentations. 3. Collaborative conversations and discussions: <ol style="list-style-type: none"> a. Collaborative conversations and discussions benefit all students. However, research shows that discussion rarely took place and lasted an average of less than one minute. b. Students spend more time listening to teachers instruct/talk more than they do discussing. c. Expectations of teaching and learning have shifted: teachers act as facilitators and students act as agents in their learning (taking the lead in their learning). d. Collaborations could be assessed in real time (through observation) or asynchronously (through recordings). A rubric could be utilized to evaluate the collaborations.

State	Information Linked to Instruction in the Speaking and Listening Strand of the CCSS
	<p>4. Presentation of knowledge and ideas:</p> <ul style="list-style-type: none"> a. Students should present to demonstrate what was learned and command of language. b. Teachers should note that different cultures/communities may value different speaking behaviors. Considerations include what speaking behaviors are valued in communities and the implications that those behaviors may have on learners. c. Assessment strategies may include a group-developed rubric to evaluate presentations; self-assessment; and peer assessment. <p>WI DPI also hosted a presentation, “Improving Math and Literacy through Speaking and Listening.” Key points include:</p> <ul style="list-style-type: none"> 1. Collaborative conversations benefit all students. Teachers should provide opportunities for collaborative conversations. They may utilize an anchor chart (with sentence starters) to assist students in discussions. 2. Teaching collaborative conversations involves explicitly teaching discussion/conversation expectations and gradually releasing the responsibility of conversation to students over time. 3. Assessment strategies may include observation notes and rubrics, and student self-assessment. <p>Sources: http://dpi.wi.gov/ela/professional-learning/speaking-listening http://dpi.wi.gov/ela/instruction/resources</p>

References

U. S. Department of Education, Office of Elementary and Secondary Education. (2015). U. S. Department of Education peer review of state assessment systems non-regulatory guidance for states for meeting requirements of the Elementary and Secondary Education Act of 1965, as amended. Washington, DC: Author. Retrieved from <https://www2.ed.gov/policy/elsec/guid/assessguid15.pdf>