



# CAMP HILL SCHOOL DISTRICT

First Grade: Speaking and Listening Standards

## College and Career Readiness Anchor Standard:

Comprehension and Collaboration

### Big Ideas:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence in rhetoric.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>How do we talk and listen so that we understand each other?</p> <p>How do we ask and answer questions about something that we have heard?</p> <p>How do we ask and answer questions about something that we have heard and do not understand?</p>	<ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol> </li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ol>	<ol style="list-style-type: none"> <li>1, 2, 3. Demonstration- Modeling conversations and questioning.               <ul style="list-style-type: none"> <li>Shared Demonstration –whole group conversations and questioning. Group discussions and think alouds.</li> <li>Guided Practice – teacher/student conferences, small groups in guided reading group discussions</li> <li>Independent Practice –partner discussions, teacher/student conferences.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Observations of good speaking and listening in whole group and small group learning experiences.</li> <li>2. Observations of appropriate questions and answers.</li> <li>3. Observations of appropriate questions that clarify misunderstandings.</li> </ol>	<p>1-3. Speaking and Listening across the curriculum. (i.e. math expressions, science, writing)</p>



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**College and Career Readiness Anchor Standard:**

Presentation of Knowledge and Ideas

**Big Ideas:**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>How do I use details to describe something clearly?</p> <p>How do my drawings show my ideas, thoughts and feelings?</p> <p>What does correct speaking sound like?</p>	<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>4,6. Demonstration- Modeling conversations and using descriptive language.</p> <p>Shared Demonstration –whole group conversations. Group discussions and think alouds.</p> <p>Guided Practice – teacher/student conferences, small groups in guided reading discussions</p> <p>Independent Practice –partner discussions, teacher/student conferences.</p> <p>5. Demonstrations-Modeling drawings to match thinking and writing.</p> <p>Shared Demonstration-Sharing student drawings</p> <p>Guided Practice-teacher/student conferences</p> <p>Independent Practice-individual student drawings that match thinking and writing.</p>	<p>4. Observations of students using details to describe ideas and experiences.</p> <p>5. Observations of students drawings and how the match their thoughts and words.</p> <p>6.Observations of correct spoken grammar.</p>	<p>4,6. Speaking across the curriculum. (i.e. math expressions, science, writing) and DRA</p> <p>5. Student drawings.</p>

