“What children can do together today, they can do alone tomorrow.”

- Lev Vygotsky

“Every effort must be made in childhood to teach the young to use their own minds. For one thing is certain: if they don’t make up their own minds, someone will do it for them.”

- Eleanor Roosevelt
A Practical Approach to the Listening and Speaking Standards

UCF Literacy Symposium
April 2013
Lenora Forsythe
What the standards say...

“... students must have ample opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.”

-CCSS, FL DOE, June 2012
## Danielson Framework, 2007

### 3C: Engaging Students in Learning

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few students are intellectually engaged or interested.</td>
<td>The learning tasks and activities require only minimal thinking by students, allowing most to be passive or merely compliant.</td>
<td>The learning tasks and activities are designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher.</td>
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<td>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</td>
<td>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</td>
</tr>
<tr>
<td></td>
<td>Students may serve as resources for one another.</td>
<td></td>
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</tbody>
</table>
When you call on one student to answer a question, how many students are engaged?
Structures for Engagement

• **PAIRS**
  - Shoulder Partners
  - Knee to knee, eye to eye
  - Think-Pair-Share *(Making Meaning, Kagan)*
  - Mix-Pair-Share *(Kagan)*
  - Stand Up, Hand Up, Pair Up *(Kagan)*

**Try it out!**

*Think-Pair-Share: Think about management pieces that are required for successful paired structures. With your shoulder partner, share your thoughts.*

*Kagan, 2009*
Structures for Engagement

- **SMALL GROUPS**
  - Round Robin (Kagan)
  - Talking Chips (Kagan)
  - Heads Together (Making Meaning)

- **Management**
  - Number per group
  - Location
  - Monitoring
  - Attention signal

**Group Options:**
- Heterogeneous
- Homogeneous
- Random
- Student-Selected
Structures for Engagement

• WHOLE GROUP
  – Discussion in the school setting

Let’s Discuss Management:
What is your criteria for group discussion?
How will you convey this to your students?
The Role of the Teacher

• Be familiar with the standards
• Encourage student talk
• Help keep students on topic
• Prompt with follow-up questions that redirect and support changes in student thinking
• Remember, you are the facilitator, not the leader
• Think cross-curricular
Some Starting Points...

Kindergarten

Fifth Grade
Additional Benefits

• Improves classroom management
• Social skills instruction is embedded
• Opportunity to gather formative data
• Increased time on-task
• Prepares students for higher level speaking and listening tasks
• Students are responsible for their own learning

😊INCREASED STUDENT ACHIEVEMENT😊
Keep It or Junk It: A Student-Run Lesson

Keeping the end in mind...
Resources


- Common Core State Standards


- [www.teachingchannel.com](http://www.teachingchannel.com)
Lenora Forsythe
lcforsyt@volusia.k12.fl.us

CONTACT INFO