

Unpacking Worksheet - ELA Speaking and Listening

Step 1: Identify Standard	
<p>LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 3 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 	
Step 2: Record the skills students are expected to do (verbs and action phrases).	Step 3: Record the knowledge and concepts students are expected to know and understand (nouns and noun phrases).
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 3 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 3 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.
Step 4: Record the pre-requisite knowledge and skills implied within the standard (implied knowledge and skills).	Step 5: Record the instructional implications of the standard (instruction needed to ensure student mastery of the standard).
<ul style="list-style-type: none"> • Perspective taking • Active listening skills (clarifying, summarizing, asking open ended questions, etc.) • Appreciation of diversity • Effective communication skills (clear and persuasive) • Self-initiation and time management • Collaboration and teaming • Prioritizing, planning and managing • Goal setting • Conflict resolution skills • Seeking and providing help • Research and information literacy • Action planning and progress monitoring • Follows rules • Background knowledge • Self monitoring skills 	<ul style="list-style-type: none"> • Students have the skills or the supports to read and research grade level texts, topics and issues • Students are explicitly taught collaboration skills and strategies for effective teaming • Students are provided with frequent opportunities to collaborate and team with peers • Student are taught active listening and communication skills • Students are taught to set goals, plan, and monitor progress • Students are taught perspective taking and an appreciation of diversity • Students are provided with opportunities to engage in tasks and assignments that allow for multiple approaches and creative approaches • Students are taught to pose and respond to questions