

Pennsylvania State Literacy Plan

Speaking and Listening: Focus of Instruction Summary

Birth to Age 5

- Young children express themselves and their knowledge of the world through spoken language.
- The overarching goal is to ensure that learners can speak and listen, so that they can share ideas and understanding those of others.
- The primary goals for listening and speaking include teaching preschoolers how to converse about a topic, to convey understanding, and to ask questions to clarify meaning.
- Students need many opportunities to talk with others, such as their parents, teachers, other supportive adults, and peers.
- Early learners need support and scaffolding from adults to help them elaborate and expand on what they have said.
- Young children need experiences and guidance in how to listen to others.

Grades K-5

- Speaking and listening are important prerequisites for learning to read and write; furthermore, they have intrinsic value as modes of communication.
- Students must have opportunities to take part in a variety of rich structured conversations with small groups, an individual partner, or the whole class.
- Students must be able to “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, 2010, p. 22).

Grades 6-12

- Speaking and listening focuses on two areas: (a) comprehension and collaboration and (b) presentation of knowledge and ideas.
- Students need to become effective speakers and listeners whether engaged in one-on-one, small group, or whole class interactions.
- Listening attentively and critically, responding thoughtfully, and building upon the ideas of others creates effective communicators.
- Specific ideas from The [PA Core Standards for English Language Arts](#) (2014, pp. 27-30): Students need opportunities to participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
Students must have many opportunities to participate in a variety of richly structured conversations as part of a whole class, in small groups, and with a partner.