



Speaking and Listening Goal Tracker

These sample goal trackers came from *Arts & Letters*[™], an ELA curriculum. They are designed to support clear speaking and listening instruction across grades.

Teachers using other ELA programs can use them as examples to support student growth and classroom discussion.



Module 1

Speaking and Listening Goal Tracker

Directions

Throughout the module, note evidence of students' progress toward the module's speaking and listening goals. Use the date column to mark when a student meets a particular goal.

Goal 1 | Speak loudly enough for others to hear you.

Evidence of progress may include the following student actions:

- speaking in an audible voice
- speaking in a volume appropriate for the setting
- adjusting volume, as needed

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, use a prop (e.g., a toy microphone) to encourage students to speak in an audible voice.
- After the discussion, invite students to feel the muscles they use to speak as they recite a familiar song or poem at varying volumes: a whisper, an inappropriately loud volume, and an appropriately loud volume. Instruct students to first describe how their muscles felt at a whisper and at an inappropriately loud volume, and then how they felt at an appropriately loud volume.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 5**

Goal 2 | Share an idea connected to the topic.

Evidence of progress may include the following student actions:

- identifying the topic of the discussion, with support
- sharing an idea connected to the topic, with support
- asking a question connected to the topic

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, display and Echo Read a simplified topic (e.g., Bojangles brings joy). Invite students to briefly search the text for examples where Bojangles brings joy to others and then describe what is happening in that part of the story.

- After the discussion, introduce students to a familiar and engaging discussion topic. Present students with several ideas—some that are connected to the topic and some that are not connected to the topic. Invite students to use a nonverbal signal (e.g., a thumbs-up) when they hear an idea that is connected to the topic.

See *Prologue* lessons for additional support with this goal.

- introduced in **lesson 20**

Module 2

Speaking and Listening Goal Tracker

Directions

Throughout the module, note evidence of each student's progress toward the module's speaking and listening goals. Use the date column to mark when a student meets a particular goal.

Goal 1 | Listen closely to what others say.

Evidence of progress may include the following student actions:

- facing the speaker
- responding to what the speaker says by using nonverbal cues when prompted
- restating what the speaker says when needed

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, instruct students to demonstrate close listening by using a nonverbal signal (e.g., a thumbs-up, a cupped ear) when they agree with something the speaker says or when they have a question about what the speaker says.
- After the discussion, invite students to work with a partner, taking turns listening to each other respond to a question or prompt and sharing each other's responses in their own words.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 6**

Goal 2 | Take turns with others when speaking.

Evidence of progress may include the following student actions:

- listening for others to finish before speaking
- monitoring speaking to allow time for others to share

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, use a plush ball or classroom item as a talking token. Tell students to pass the talking token among themselves, and explain that whoever holds the token is the only person speaking.
- After the discussion, instruct students to work with a partner, taking turns asking each other direct questions about buffalo.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 25**

Module 4

Speaking and Listening Goal Tracker

Directions

Throughout the module, note evidence of each student's progress toward the module's speaking and listening goals. Use the date column to mark when a student meets a particular goal.

Goal 1 | Ask questions to deepen your understanding.

Evidence of progress may include the following student actions:

- seeking clarification from a speaker
- requesting more details from a speaker
- asking a speaker to provide evidence
- asking a speaker to connect their idea to another idea

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, use a brief pause to prompt students to jot questions they can ask to better understand ideas under discussion.
- After the discussion, instruct students to share with a partner one thing they learned by asking a question.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 5**

Goal 2 | Answer questions to clarify what you mean.

Evidence of progress may include the following student actions:

- responding to questions to explain an idea
- responding to questions in an organized way
- adding clarity by providing additional details

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, prompt students to listen for and respond to questions about their ideas.
- After the discussion, instruct students to write a reflection about how questions helped them share more about their ideas.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 23**

Module 1

Speaking and Listening Goal Tracker

Directions

Throughout the module, note evidence of each student's progress toward the module's speaking and listening goals. Use the date column to mark when a student meets a particular goal.

Goal 1 | Follow discussion norms.

Evidence of progress may include the following student actions:

- referring to class resources on norms
- speaking and listening respectfully
- focusing on ideas and content

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, acknowledge when students clearly follow a norm by offering a brief word of praise.
- After the discussion, choose a norm that students need more practice with. Facilitate a low-stakes follow-up discussion with specific directions to focus on this norm only.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 7**

Goal 2 | Explain how information presented in multiple formats deepens your understanding.

Evidence of progress may include the following student actions:

- referring to previous understanding and new understanding
- sharing their ideas from different types of sources

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, ensure that each multimedia piece has an abbreviated, easy name by which students can refer to it. Use the actual title when possible. Post that name in a visible location (e.g., Lange Photograph 1, Lange's *Migrant Mother*).
- After the discussion, instruct students to discuss with a partner to discuss which photograph from *Picturing a Nation* most helped them understand the text's central idea.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 7**

Goal 3 | Speak at a volume and rate others can understand.

Evidence of progress may include the following student actions:

- speaking at an appropriate volume for the audience
- speaking at a speed appropriate for a discussion
- adjusting speed and volume appropriately if asked to by a peer

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, instruct students to give a silent signal to a speaker who cannot be heard. Tell students to cup their hand over their ear and make eye contact with the speaker to signal that they cannot hear at the current volume.
- After the discussion, instruct students to work with a partner to discuss any given topic at three rates: slow, medium, and fast. Afterward, instruct students to reflect on the most effective rate for sharing ideas.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 21**

Goal 4 | Set goals to improve discussions.

Evidence of progress may include the following student actions:

- reflecting on their participation in previous discussions
- considering new ways to participate in discussions
- specifying areas for improvement
- determining a personal plan for the next discussion

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, offer a brief pause midway to give students a chance to reflect on their own speaking and listening performance in the discussion.
- After the discussion, instruct students to self-assess their own speaking and listening against a simple rubric (e.g., I listened carefully; I shared my thoughts clearly; I cited text evidence). Tell students to use their self-assessments to craft new goals for the next discussion.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 21**

Goal 5 | Support what you say with relevant evidence from the text, including quotations.

Evidence of progress may include the following student actions:

- using the text or other resources during discussions
- reading from the text intermittently while participating
- referring to sentence, section, page, chapter, or other element while speaking
- pointing to words in the text while speaking

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, prompt students to read aloud quotations that best support their ideas.
- After the discussion, instruct students to work with a partner to identify the section, page, chapter, or other element that was the most helpful for building understanding during the conversation.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 32**

Goal 6 | Revise goals to improve discussions.

Evidence of progress may include the following student actions:

- reflecting on their participation in previous discussions
- considering new ways to participate in discussions
- specifying areas for improvement
- determining a personal plan for the next discussion

If students need additional support demonstrating progress toward this goal, consider reinforcing instruction during or after the discussion:

- During the discussion, allow students the opportunity to revisit their own reflections about participating in discussions.
- After the discussion, allow students an opportunity to reflect on their participation orally and in writing.

See *Prologue* lessons for additional support with this goal.

introduced in **lesson 32**

