

# Suggested Timeline

## When to Teach Speaking and Listening Skills

Here’s a sample timeline you can use as a starting point for planning when to introduce various speaking and listening skills over the course of the year.

	<b>Weeks 1–4</b>	<b>Early to Middle of Year</b>	<b>Middle to End of Year</b>
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>→ Focusing attention</li> <li>→ Showing interest</li> <li>→ Taking turns</li> </ul>	<ul style="list-style-type: none"> <li>→ Sustaining attention</li> <li>→ Developing listening comprehension skills</li> <li>→ Speaking confidently</li> <li>→ Core question skills</li> </ul>	<ul style="list-style-type: none"> <li>→ Staying on topic</li> <li>→ Speaking with clarity</li> <li>→ Asking purposeful questions</li> <li>→ Answering questions</li> </ul>
<b>Grades 1–2</b>	<ul style="list-style-type: none"> <li>→ Focusing attention</li> <li>→ Showing interest</li> <li>→ Taking turns</li> <li>→ Speaking confidently</li> </ul>	<ul style="list-style-type: none"> <li>→ Sustaining attention</li> <li>→ Developing listening comprehension skills</li> <li>→ Staying on topic</li> <li>→ Speaking with clarity</li> <li>→ Core question skills</li> <li>→ Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>→ Asking purposeful questions</li> <li>→ Organizing thoughts</li> <li>→ Distinguishing facts from opinions</li> <li>→ Presenting evidence</li> <li>→ Agreeing</li> <li>→ Disagreeing</li> </ul>
<b>Grades 3–4</b>	<ul style="list-style-type: none"> <li>→ Focusing attention</li> <li>→ Showing interest</li> <li>→ Sustaining attention</li> <li>→ Taking turns</li> <li>→ Speaking confidently</li> <li>→ Core question skills</li> </ul>	<ul style="list-style-type: none"> <li>→ Developing listening comprehension skills</li> <li>→ Staying on topic</li> <li>→ Speaking with clarity</li> <li>→ Asking purposeful questions</li> <li>→ Answering questions</li> <li>→ Organizing thoughts</li> <li>→ Distinguishing facts from opinions</li> </ul>	<ul style="list-style-type: none"> <li>→ Presenting evidence</li> <li>→ Persuading others</li> <li>→ Agreeing</li> <li>→ Disagreeing</li> <li>→ Partially agreeing</li> <li>→ Responding to disagreements</li> </ul>

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	<b>Weeks 1–4</b>	<b>Early to Middle of Year</b>	<b>Middle to End of Year</b>
<b>Grades 5–6</b>	<ul style="list-style-type: none"> <li>→ Focusing attention</li> <li>→ Showing interest</li> <li>→ Sustaining attention</li> <li>→ Taking turns</li> <li>→ Speaking confidently</li> <li>→ Core question skills</li> <li>→ Organizing thoughts</li> </ul>	<ul style="list-style-type: none"> <li>→ Developing listening comprehension skills</li> <li>→ Staying on topic</li> <li>→ Speaking with clarity</li> <li>→ Asking purposeful questions</li> <li>→ Answering questions</li> <li>→ Distinguishing facts from opinions</li> <li>→ Presenting evidence</li> <li>→ Agreeing</li> <li>→ Disagreeing</li> </ul>	<ul style="list-style-type: none"> <li>→ Persuading others</li> <li>→ Partially agreeing</li> <li>→ Responding to disagreements</li> </ul>

**Tips:**

- **During the first few weeks of school**, teach foundational skills, such as how to listen when someone else is speaking and how to take turns, as part of establishing basic classroom routines and expectations. Once students master these beginning skills, introduce new skills in the following weeks as stand-alone lessons or as part of academic lessons.
- **As you set up academic lessons**, think about how to integrate the teaching of speaking and listening skills into them. For instance, you could teach the skills of asking questions during a science lesson about observing an object from nature.
- **If you begin your school day with a morning meeting**, use part of that time to help students learn and practice specific speaking and listening skills. Then, during a closing circle or other end-of-the-day routine, have students practice those skills again as they reflect on their learning for the day.