



CAMP HILL SCHOOL DISTRICT

Third Grade: **Speaking and Listening Standards**

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Comprehension and Collaboration

BIG IDEAS:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence in rhetoric.

| Essential Questions | CC Focus for Instruction | Planned Learning Experiences/ Instructional Strategies | Assessments | Resources |
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| 1. How do we carry on effective discussions? | <p>1. Engage electively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. 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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> | <p>1. Demonstration – model format and expectations Shared Demonstration – interactive group discussions of text Guided Practice – peer and teacher literature conversation Independent Practice – Participation in student lead discussions</p> | <p>1. Teacher observation Self Evaluations Peer reflections</p> | <p>1. Variety of reading materials (i.e. guided reading stories, poems, weekly readers, curriculum texts) Math Expressions</p> |

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| <p>2. What details can we use to determine the main idea of a presented topic?</p> <p>3. How do we effectively ask and answer questions?</p> | <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | <p>2. <u>Demonstration</u> – model format and expectations <u>Shared Demonstration</u> – interactive group discussions of information <u>Guided Practice</u> – peer and teacher conversation -- listening to and clarifying information from a speaker</p> <p>3. <u>Demonstration</u> – model format and expectations <u>Shared Demonstration</u> – interactive group discussion of information <u>Guided Practice</u> – peer and teacher conversation -- listening to and clarifying information from a speaker</p> | <p>2. Teacher Observation Peer Reflections Self Evaluations</p> <p>3. Teacher Observation Peer Reflections Self Evaluations</p> | <p>2. -3. Reading response activities, Variety of reading materials (i.e. guided reading stories, poems, weekly readers, curriculum texts) Internet Web sites (i.e. Brain Pop, Brain Pop, Jr.) Media Presentations I pad Apps</p> |
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Third Grade: **Speaking and Listening Standards**

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Presentation of Knowledge and Ideas

BIG IDEAS:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

| Essential Questions | CC Focus for Instruction | Planned Learning Experiences/ Instructional Strategies | Assessments | Resources |
|---|---|---|---|---|
| <p>4. How do we use speaking skills to tell a story effectively?</p> | <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> | <p>4. <u>Demonstration</u> – model format and expectations <u>Shared Demonstration</u> – interactive group discussion of information <u>Guided Practice/Independent Practice</u> – peer and teacher conversation</p> | <p>4. Teacher Observation Peer Reflections Self Evaluations</p> | <p>4. Graphic organizers Variety of texts (i.e. fiction/nonfiction/informational)</p> |
| <p>5. How do we create engaging audio/video recordings?</p> | <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> | <p>5. <u>Demonstration/Shared Demonstration</u> – model format and expectations <u>Guided Practice</u> – assistance in creation of a video/audio recording <u>Independent Practice</u>– Create an audio/video recording</p> | <p>5. Teacher Observation Peer Reflections Self Evaluations</p> | <p>5. Computers, I pads, Cameras, Graphic organizers, Fluency Exercises</p> |
| <p>6. How do we use complete sentences to show understanding?</p> | <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>6. <u>Demonstration</u> – model format and expectations <u>Shared Demonstration</u> – interactive group discussion of information <u>Guided Practice/Independent Practice</u> – peer and teacher conversation</p> | <p>6. Teacher Observation Peer Reflections Self Evaluations</p> | <p>6. Class Discussions, Guided Reading Discussions, Peer Discussions</p> |

