

# KPBSD ELA CURRICULUM

## 3<sup>RD</sup> GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

### Desired Results

<p><b>PRIORITY STANDARDS</b></p> <p><b>3.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on third grade topic and texts, building on others’ ideas and expressing their own clearly.</p> <p>a) After learning a protocol (e.g., Socratic Method), 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><b>3.SL.2</b> Determine the main idea and supporting details of a text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>3.SL.4</b> 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>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Express and participate in collaborative discussions about a variety of topics in diverse settings.</li> </ul>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>Students will understand...</p> <ul style="list-style-type: none"> <li>Effective communicators are prepared to discuss topics.</li> <li>Effective communication relies on active listening and participation.</li> <li>Rules and procedures need to be established to effectively participate in collaborative discussions.</li> <li>Asking questions is a method of clarifying information presented.</li> <li>Opinions can be reinforced through discussion.</li> <li>Information can be presented in a variety of formats.</li> <li>Organizing information into main ideas and supporting details helps to integrate and evaluate information.</li> <li>Discussions invite multiple people to add details and clarification about text.</li> <li>A speaker’s point of view can help them better evaluate the information presented.</li> <li>Speaking is one way to convey a message.</li> <li>Digital media and visual displays enhance the understanding of presentations.</li> <li>Inflection, volume, and fluidity helps make speaking more interesting.</li> <li>Complete sentences should be used when responding to task and situation.</li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>What is my role in communication (as a listener, speaker, or thinker)?</li> <li>How do sources of information affect the communication process?</li> <li>Why do I adapt my communication to different purposes and audiences?</li> </ul>	
<b>Acquisition</b>		

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### SUPPORTING STANDARDS

**3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration or explanation and detail.

**3.SL.5** Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices), and add visual displays when appropriate to emphasize or enhance certain facts or details.

**3.SL.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Students will know...

- Strategies to successfully participate in discussions.
- Preparing for a discussion is essential in order to share ideas during a discussion.
- Listening, waiting to speak, and taking turns help discussions to be successful.
- Asking questions to help readers understand discussions, stay on topic, and connect ideas with other people’s ideas.
- How to synthesize a discussion to explain thinking and ideas after a discussion.
- Strategies to identify main ideas and details in text.
- There are a variety of ways to report or share a story or experience with important details to help others understand.
- Speaking clearly and at an appropriate speed is essential to effective communication.
- There are a variety of ways to demonstrate reading fluency.
- Visual presentations help share facts and details better.
- Speaking in complete sentences makes sharing clearer to others.

### Students will be skilled at...

- Actively engaging as part of a whole group, small group, and with partners in conversations about grade-appropriate topics and texts.
- Experiencing multiple opportunities to take part in a variety of structured conversations.
- Sharing roles of participant, leader, and observer.
- Developing active listening skills and group discussion skills.
- Formulating arguments to explore ideas during discussion.
- Listening carefully to what the speaker says and ask questions to clarify what they heard.
- Gathering information presented in diverse media and formats (visually, quantitatively, and orally).
- Determining the main idea and supporting details of a text or information presented in multiple formats.
- Providing details to build upon a speaker’s response.
- Clarifying information by asking and answering questions about the information.
- Offering appropriate elaboration and details to a discussion.
- Reporting on a topic or text, telling a story, or recounting an experience.
- Adding relevant, descriptive details and including sources to support their topic.
- Speaking clearly at an appropriate and understandable pace.
- Utilizing digital media to making engaging audio recordings of stories or poems.

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		<ul style="list-style-type: none"> <li>• Creating engaging audios by focusing on inflection, volume, and demonstrating fluid and well-paced reading.</li> <li>• Creating visual displays which illustrate important chosen facts and details.</li> <li>• Articulating their ideas in complete sentences.</li> <li>• Organizing information presented by offering details or clarification.</li> </ul>
<b>Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
Based on Standards: Teacher generated test Teacher and Learner Rubric Teacher and Learner Checklist Teacher and Learner Self-Reflection Teacher and Learner Conference Observations and Anecdotal notes	<b>PERFORMANCE TASK(S):</b> <ul style="list-style-type: none"> <li>• R-CBM Benchmarks (mandatory)</li> <li>• PEAKS (mandatory)</li> <li>• EdPerformance (not required, varies from school to school)</li> </ul>	
<b>Vocabulary</b>		
Discussion Active Listening Participant Observer Leader Arguments Clarify Main Idea	Supporting Details Elaboration Point of View Sources Recount Relevant Descriptive Details Pace	Storytelling Reporting Inflection Volume Fluidity Pacing Clarification

### Technology Skills

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I can...

- Use age-appropriate search engines to find information.
- Use age-appropriate guidelines to evaluate websites and other resources for accuracy, credibility, and relevance.
- Create a multimedia project using digital tools.
- Explain the consequences of inappropriate use of information (copyright, plagiarism, etc).
- Explain how digital tools influence school, work, and home.