



Resources for the Illinois Speaking and Listening Standards in 3rd Grade



In grade 3, students speak with growing maturity to convey ideas and information clearly. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups. (PARCC)

The speaking and listening standards expect students to participate in “rich, structured conversations” in which they are building on the ideas of others and speaking in complete sentences. Teachers need to create models and routines for deliberate and intentional dialogue that builds bridges to the students’ reading and writing.

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner.

<http://www.corestandards.org/ELA-Literacy/CCRA/SL/>

Standard #1: Tips and Resources

SL.3.1

Engage effectively in a range of collaborative discussions (one-to-one, groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c – Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.d – Explain their ideas and understanding in light of the discussion.

ISBE Collaboration Kit

Collaborative Technique Cards – 29 Classroom Activities
Discussion Guide with Sentence Stems
Role Identifiers for Classroom Grouping Ideas
Student Sorting Sticks

<http://www.ilclassroomsinaction.org/classroom-collaboration.html>



Strategy Guide for Think-Pair-Share

In this strategy guide, teachers will learn how to organize students and classroom topics to encourage a high degree of classroom participation through the use of the Think-Pair-Share technique.

<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html#strategy-practice>



Standard #2: Tips and Resources

SL.3.2

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.

Strategy Idea

Limit the time that students listen/view information to just a few minutes. While students increase their ability to comprehend what they hear, increase the amount of time they listen/view.

Allowing students to take notes (or draw) within each “chunk” of time will provide opportunities to record what they are learning. The following are a few ideas to help students identify main ideas as they are taking notes.

Listen for repeated words

Listen for change of tone or pitch

Listen carefully each time a visual is used/changed/alterd

Listen for key transition words/phrases:

The point I want to make/cover here is...

The main point is...

The important thing here is...

What I’m trying to show is...

What I’m going to talk about today is...

The purpose of my remarks is ...



Lesson Plans

Teaching Channel Video: Full Lesson on Finding the Main Idea

This 27 minute video shows students identifying and writing the main idea of a story in one sentence.

<https://www.teachingchannel.org/videos/3rd-grade-ela-lesson>



Main Idea and Supporting Details in Digital Media

In this lesson, students will be presented information in a variety of formats, including online.

<http://betterlesson.com/lesson/603999/main-idea-and-supporting-details-in-digital-media>



Standard #3: Tips and Resources

SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Lesson Plans with Questioning

Harriet Tubman: An Informative and Impressionistic Look

Students examine the life of Harriet Tubman through a comparison of informative resources and impressionistic art by answering and asking questions.

https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Harriet_Tubman_An_Informative_and_Impressionistic_Look



No Teachers Allowed: Student-Led Book Clubs Using QAR

Students practice discussion techniques by adding information or connecting their own experiences to the texts they read and to their peers.

<http://www.readwritethink.org/classroom-resources/lesson-plans/teachers-allowed-student-book-980.html?tab=4#tabs>

Bears' House Vandalized, Witnesses say Blonde Girl Spotted Fleeing from the Scene!

Pairs of students develop interview questions.

<http://www.kidzone.ws/plans/view.asp?i=60>

Strategy: Listening with Purpose

When listening to a speaker, students need to be prepared to listen and observe the following:

- What is the speaker trying to tell me?
- How is the speaker supporting what he/she is saying?
- Do I believe what the speaker is saying? Why?
- What made me agree/ disagree with what I heard or saw?
- Based on what I heard what conclusion(s) have I come up with?

Providing students with the above questions, will help them identify where the speaker may need to clarify or explain. Allowing students to take notes to each question may help students to keep track of the information.

Additional Resources for Standard #3: Internet4Classrooms

http://www.internet4classrooms.com/common_core/ask_answer_questions_about_information_from_speaking_listening_third_3rd_grade_english_language_arts.htm

Standard #4: Tips and Resources

SL.3.4

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.

Lesson Plans

Storytelling in the Social Studies Classroom

Students will be reading, researching, visually representing, writing, and presenting in this lesson plan.

<http://www.readwritethink.org/classroom-resources/lesson-plans/storytelling-social-studies-classroom-928.html?tab=1#tabs>

Two Thumbs Up! Get Students Writing and Publishing Book Reviews

Students will hear book reviews, offer ideas for publishing and create their own.

<http://www.readwritethink.org/classroom-resources/lesson-plans/thumbs-students-writing-publishing-976.html>



BioBags: Linking Literature and Life

Students put together BioBags and present them to the class.

<http://www.readwritethink.org/classroom-resources/lesson-plans/biobags-linking-literature-life-1065.html>



Speaking and Listening Rubrics

ReadWriteThink: 3-Part Rubrics for Assessing Speaking and Listening

http://www.readwritethink.org/files/resources/lesson_images/lesson_38/RWT014-3.PDF

ProTeacher – Assessing Listening

<http://www.proteacher.com/redirect.php?goto=443>

Additional Resources for Standard #4



http://www.internet4classrooms.com/common_core/report_on_topic_text_tell_story_speaking_listening_third_3rd_grade_english_language_arts.htm

Standard #5: Tips and Resources

SL.3.5

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.

Lesson Plan

Fantastic Adventures with Dragons, Gods, and Giants

In this lesson plan, offered as a part of the Common Core Curriculum Map, students will create an audio recording of a dramatic reading of a chapter in a challenging chapter book. (Source: Common Core Curriculum Maps)

<http://www.readtennessee.org/sites/www/Uploads/Grade%203%20Unit%206%20-%20Fantastic%20Adventures%20with%20Dragons,%20Gods,%20and%20Giants.pdf>

Becoming a Newscaster



Third graders may be involved in planning and presenting a weekly newscast including various segments. Assign roles such as weather, current events, sports, book reviews, etc. Students work in small groups to prepare scripts and gather data using Web resources for information. They practice presenting with their groups before presenting to the school via live telecast or being taped for future broadcast.

Resources to Assist Meeting the Standard

Storybird

Storybird allows students to make visual stories in seconds. Using artwork from illustrators and animators around the world writers of any age can turn those images into fresh stories. <http://storybird.com/>



Giggle Poetry

This site provides students with funny poems, summaries, suggestions for presentation, props, and delivery tips. <http://www.gigglepoetry.com/poetrytheater.aspx>



Standard #6: Tips and Resources

SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Language Standards 1 and 3 provide specific expectations.)

L.3.1 – Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

L.3.1a – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.

L.3.1b – Form and use regular and irregular plural nouns.

L.3.1c – Use abstract nouns (e.g., childhood).

L.3.1d – Form and use regular and irregular verbs.

L.3.1e – Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1f – Ensure subject-verb and pronoun-antecedent agreement.*
Horses are so beautiful and fun to ride. (Subject and verb next to each other)

A mother or female horse is called a mare. (compound subject)

L.3.1g – Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1h – Use coordinating and subordinating conjunctions.

L.3.1i – Produce simple, compound, and complex sentences.

L.3.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a – Choose words and phrases for effect.*

L.3.3b – Recognize and observe differences between the conventions of spoken and written standard English.

**Skills and understandings that will require continued attention in higher grades as they are applied to more sophisticated writing and speaking.*

Strategy: Practice Makes Perfect

When asking a question during a lesson, teach students to answer in a complete sentence. Why? First, it's a fast and easy way to practice "writing" complete sentences. This also allows students to hear what a complete sentence sounds like.

Classroom Evidence of Speaking and Listening in 3rd Grade

Comprehension and Collaboration (Standards #1-#3)

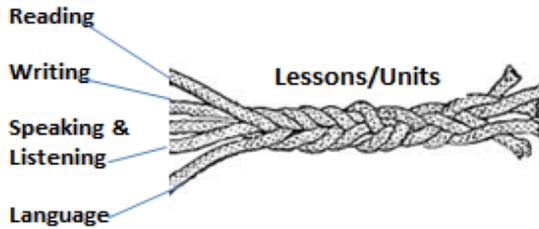
- Students successfully participate in discussions. (SL.3.1)
- Students come to discussions prepared to share ideas after reading or studying. (SL.3.1)
- Students listen, wait to speak and are respectful of others when having discussions. (SL.3.1)
- Students ask questions to help understand discussions; stay on topic and help connect to others' ideas. (SL.3.1)
- Students explain thinking and ideas after a discussion. (SL.3.1)
- Students determine the main ideas and details of what is seen and heard. (SL.3.2)
- Students ask and answer questions about what a speaker says in order to talk more about the topic. (SL.3.3)

Presentation of Knowledge and Ideas (Standards #4-#6)

- Students give reports or share stories/experiences with important details to help others understand. (SL.3.4)
- Students speak clearly and at an appropriate speed when giving a report or sharing a story or experience. (SL.3.4)
- Students create engaging recordings of stories or poems to show fluency in reading. (SL.3.5)
- Students create visual presentations to help share facts and details better. (SL.3.5)
- Students speak in complete sentences to make what is shared clearer to others. (SL.3.6)



Connecting Speaking & Listening to the Other ELA Strands



Although reading, writing, and speaking and listening are articulated separately in the standards, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

“Must Haves” for Lessons



1. Focus each lesson on a high-quality text (or multiple texts).



2. Employ questions and tasks, both oral and written that are text specific and reflect the standards.



3. Provide all students with opportunities to engage in the work of the lesson.



Assessment for Speaking and Listening

PARCC's Speaking and Listening assessment measures how well students absorb information by listening, and how well they communicate that knowledge orally. The Common Core standards include expectations for speaking and listening – a first for most systems of standards. The assessment serves as a useful tool in determining college and career readiness. Higher education institutions are interested in this component as most require oral competencies for students.

The PARCC governing board voted unanimously to make the first-of-its-kind Speaking and Listening portion of the PARCC assessment system **optional** for states.



The Illinois State Board of Education **does not intend to require** the administration or reporting of speaking and listening data back to the state. It is their hope to be able to make it available to schools and districts as they believe that instructing and assessing speaking and listening is important in terms of providing full coverage to the ELA/Literacy Standards.

Assessment Design

1. MODE 1: Students will listen to a pre-recorded speech and/or media production and speak/respond using spontaneous oral responses. (Grades 3, 5, 7, 9, and 11)
2. MODE 2: Students will perform research using authentic and grade-appropriate topics, share their findings in the form of a formal presentation (speaking) and respond spontaneously to audience questions (listening and speaking); (Grades 4, 6, 8, 10, and 12)

In both cases, teachers will have the ability to score student-produced content based on what they present or what they hear.

Additional Resources

Third Grade Speaking and Listening Standards Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/SL/3/>

Speaking and Listening Appendix A – pg.26-27

http://www.corestandards.org/assets/Appendix_A.pdf

Third Grade Language Standards Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/L/3/>

Language Standards Appendix A – pg. 28-31

http://www.corestandards.org/assets/Appendix_A.pdf

Resources for Speaking and Listening:

Share My Lesson

<http://www.sharemylesson.com/article.aspx?storyCode=50010529>

Rhode Island’s Speaking and Listening Module

<http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStateStandardsforELALiteracy.aspx#13552-educators>

Notes