

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Grade 3 Comprehension and Collaboration</i>		
Standards: <i>SL3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it necessary to learn how to work and discuss in collaborative groups?</i>	<i>Students will understand, after discussing and working in collaborative groups, the importance of sharing ideas, learning from others, and reflecting on discussions.</i>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Move from pairs, to groups of four, to whole class discussion • Use self-assessment checklists • Participate in student-led discussions • Reflect upon key ideas from previous discussions and write conclusions
Content Statements		
Students will understand it is necessary to learn how to work and discuss in collaborative groups.		
Assessments	Teacher Resources	
<i>Student create rubric that will assess strengths and weaknesses within the group.</i>	Rubric Samples obtained from: Rubistar.4teachers.org http://curriculum.org/storage- formal assessment of group discussion	
Equipment Needed	Reading Street 2013 Alignment	
Computer for internet access	SE 1: 20, 55, 159, 299, 404 SE 2: 183 TE 1: 20–21, 21a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, 54–55, SG•2, SG•6, SG•7, SG•8, SG•9, SG•11, SG•12, SG•15, SG•16, 62a–62b, 82a–82b, 89a, SG•18, SG•22, SG•23, SG•28, SG•32, 91a–91b, 96a–96b, 106a–106b, 118a–118b, 118g–118h, SG•34, SG•38, SG•39, SG•44, SG•48, 128a–128b, 140a–140b, 154a–154b, 158–159, 159a, 166a–166b, 176a–176b, 188a–188b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 TE 2: 205a, 206a–206b, 216a–216b, 226a–226b, SG•2, SG•3, SG•6, SG•7, SG•11, SG•12, SG•14, SG•16, 238a–238b, 248a–248b, 257d, 260a–260b, SG•18, SG•22, SG•23, SG•27, SG•28, SG•32, 272a–272b, 282a–282b, 294a–	
NJ Model Curriculum Alignment 2013		
Unit 1		
N/A		
Unit 2		
11. (SL1a.) Come to discussion prepared having read and		

12. (SL1b.) Follow rules for discussion (*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*).

13. (SL1c.) Ask appropriate questions to clarify understanding of information

14. (SL1c.) Stay on topic, and link comments to the remarks of others.

15. (SL1d.) Explain their own ideas and understanding in light of the discussion.

Unit 3

N/A

Unit 4

N/A

Unit 5

N/A

294b, 298–299, 299a, SG•38, SG•39, SG•43, SG•44, SG•46, 306a–306b, 318a–318b, 330a–330b, 333a, 333n, SG•64, 340a–340b, 350a–350b, 358a–358b, 358g–358h, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47

TE 3: 371a–371b, 376a–376b, 388c–388d, 398a–398b, SG•6, SG•7, SG•10, SG•11, SG•16, 404–405, 439a–439b, 444a–444b, 496a–496b, 503a–503b, 508a–508b, 518a–518b, 532a–532b, SG•66, SG•71, SG•76, UR•6, UR•16, UR•26, UR•36, UR•46

TE 4: 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, SG•2, SG•3, SG•15, 80a–80b, 117a–117b, 121a–121b, 122a–122b, 132a–132b, 144a–144b, SG•59, 151a–151b, 156a–156b, 168a–168b, 176a–176b, 182–183, 183h, SG•66, SG•67, SG•71, SG•76, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47

TE 5: 195a, 196a–196b, 206a–206b, 216a–216b, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 227a, 228a–228b, 238a–238b, 250a–250b, 255a–255b, 259b, 260a–260b, 272a–272b, 284a–284b, SG•38, SG•39, 289a–289b, 293a, 294a–294b, 304a–304b, 314a–314b, 321a–321b, 326a–326b, 340a–340b, 354a–354b, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47

TE 6: 371a, 372a–372b, 382a–382b, 390a–390b, SG•2, SG•6, SG•7, SG•12, SG•13, 395a–395b, 399a–399b, 400a–400b, 412a–412b, 424a–424b, 431a–431b, 435a–435b, 436a–436b, 446a–446b, 456a–456b, 456g–456h, 461a–461b, 465a, 466a–466b, 478a–478b, 490a–490b, 495a–495b, 500a–500b, 512a–512b, 524a–524b, 531n, SG•70, SG•71, SG•75, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47

Speaking and Listening 1.a.

SE 1: 55, 89, 159, 193, 231, 299, 363, 437, 501, 537

SE 2: 53, 115, 183, 287, 319, 359, 393, 459, 531

TE 1: 54–55, 88–89, 89n, SG•32, 158–159, 159n, 192–193, 193a, 193n

TE 2: 230–231, 265n, 272a–272b, 298–299, 299a, 299n, 333a, 333n, SG•64, 340a–340b, 350a–350b, 362–363, 363a

TE 3: 403a, 403n, 410a–410b, 418a–418b, 428a–428b, 436–437, 437n, 452a–452b, 462a–462b, 467n, 500–501, 501n, 508a–508b, 536–537, 537n

TE 4: 52–53, 53a, 53n, 55a–55b, 60a–60b, 85n, 89a–89b, 114–115, 115a, 115n, 132a–132b, 144a–144b, 182–183, 183a, SG•80

TE 5: 286–287, 287n, 318–319, SG•64, 358–359

TE 6: 392–393, 393n, 424a–424b, 424e–424f, 429n, 458–459, 459n, 530–531, 531n

Speaking and Listening 1.b.

SE 1: 89, 159, 193, 231, 265, 299, 363, 437, 501, 537

SE 2: 53, 85, 115, 149, 183, 221, 286, 319, 359, 393, 429, 459, 493, 531

TE 1: 55a, 89a, 89n, 121n, 159a, SG•64, 193n, SG•66, SG•75, SG•76, SG•80

TE 2: 206a, 230–231a, 265n, 299a, 299n, 333n, SG•64, 363n

TE 3: 436–437, 437a, 437n, 474a–474b, 500–501, 536–537a, 537n

TE 4: 52–53, 53a, 53n, 84–85, 114–115, 115a, SG•48, 148–149a, 149n, 182–183a, 183n

TE 5: 196a–196b, 220–221, 253n, SG•32, 286–287, 287a, 287n, SG•48, 318–319a, 319n, SG•64, 358–359

TE 6: 392–393a, 393n, 428–429, 429a, 429n, 458–459, 459n, 492–493a, 493n, 530–531, 531n

Speaking and Listening 1.c.

SE 1: 20, 90, 200, 299, 333, 370, 404, 468, 502

SE 2: 20, 54, 86, 116, 149, 150, 190, 222, 254, 288, 320, 366, 394, 429, 430, 458, 460, 494

TE 1: 20–21, 55n, 62a–62b, 72a–72b, 89n, 90–91, SG•59, 176a–176b, 193n, SG•76

TE 2: 200–201, 265n, 282a–282b, 294a–294b, 298–299, SG•34, SG•48, 332–333, 333n, SG•64, 358a–358b, SG•70

TE 3: 370–371, 388a–388b, 398a–398b, 402–403, 403a, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, SG•28, SG•29, 404–405, 452a–452b, 462a–462b, SG•34, SG•35, SG•39, 469a, 486a–486b, 496a–496b, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, 502–503, 518a–518b, SG•71

TE 4: 20–21, 46a–46b, 54–55, 55a–55b, 70a–70b, 80a–80b, 87a–87b, 100a–100b, 110a–110b, 116–117, 118a, 118–119, 121a–121b, 122a–122b, 132a–132b, 132–133, 144a–144b, 150–151, 182–183, 183a

TE 5: 190–191, 196a–196b, 222–223, 253n, 254–255, 255a–255b, 260a–260b, 288–289, 320–321, 340b

TE 6: 366–367, 367a–367b, 372a–372b, 382a–382b, 394–395, 428–429, 430–431, 458–459, 459a, 459n, 460–461, 494–495, 495a–495b, 531n, UR•12–UR•13

Speaking and Listening 1.d.

SE 1: 160, 266, 334, 438, 458

TE 1: 160–161, 176a–176b

TE 2: 266–267, 272a–272b, 282a–282b, 294a–294b, 299a, SG•43, 306a–306b, 318a–318b, 333n, 334–335, 340a–340b, 350a–350b, 358a–358b, SG•75

TE 3: 395d–395e, 438–439

TE 4: 117a–117b, 121a–121b, 122a–122b, SG•54, SG•55, SG•59

	<p>TE 5: 227a, 250a–250b, 260a–260b, 294a–294b, 340a–340b TE 6: 459a, 459n, UR•19</p>
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Domain: <i>Speaking & Listening</i>		
Cluster: <i>Grade 3 Comprehension and Collaboration</i>		
Standards: <i>SL3.2</i> 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.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to identify the main ideas and supporting details of a given text?</i>	<i>By employing the techniques of, outlining ideas, taking notes, and making charts, students will achieve optimum comprehension of the important information presented.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Work with partners to interpret and identify the main idea of a text provided visually or orally</i> • <i>Differentiate between the main idea and the supporting ideas of a text read-aloud</i>
<p>Content Statements</p> <p>Students will be able to comprehend the importance of identifying the main ideas and supporting details of a given text.</p>		
<p>Assessments: Benchmark assessment, teacher made assessments, paraphrase a specific given text,</p>		<p>Teacher Resources</p> <p>Teacher Edition/textbook Teacher made assessments Select grade-level stories www.storyarts.org www.pearsoned.ca www.wvcc.wy.edu</p>

Equipment Needed	<u>Reading Street 2013 Alignment</u>
<p>Computer for internet access Interactive Whiteboard Headphones (availability) Senteo/Active Votes</p>	<p>SE 1: 363, 403, 467, 537 SE 2: 221, 493 TE 2: 362–363, 363a TE 3: 371a, 402–403, 403a, 405a,439a, 503a TE 4: 24a, 24–25, 115a TE 6: 395a, 431a, 461a, 492–493, 495a</p>
<p>NJ Model Curriculum Alignment 2013</p> <p><u>Unit 1</u> N/A</p> <p><u>Unit 2</u> N/A</p> <p><u>Unit 3</u> 15. 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><u>Unit 4</u> N/A</p> <p><u>Unit 5</u> N/A</p>	

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Grade 3 Comprehension and Collaboration</i>		
Standard: SL3.3 <i>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to identify the main idea and supporting details?</i>	<i>Importance of engaging in a question and answer discussion will enable them to gain more knowledge on a topic.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Create note cards to list questions needed for discussion</i> • <i>Work in groups to discuss information obtained from speaker</i> • <i>Engage in an oral debate</i>
<p>Content Statements</p> <p>Students will identify the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
Assessment: <i>peer evaluation, teacher generated tests, listen to a particular speech and conduct a group discussion, use a venn diagram</i>		<p>Teacher Resources:</p> <p>www.storyarts.org www.cc.wy.edu www.teachingideas.co.uk</p> <p>Reading Street 2013 Alignment SE 1: 89, 159, 193, 232, 265, 300,458, 501, 537 SE 2: 53, 85, 115, 149, 183, 287, 319, 359 393, 429, 459 TE 1: 55n, 88–89, 158–159, 159a, 159n, 192–193, 193a, 193n TE 2: 231a, 232–233, 264–265, 299n, 300–301, 333a, 333n TE 3: 403n–403o, 437n, 467n, 501n, 536–537 TE 4: 52–53, 53a, 53n, 84–85, 85n, 89a–89b, 114–115, 115a, 115n, 149n, 182–183 TE 5: 253n, 255a–255b, 286–287, 287n TE 6: 392–393, 428–429, 429n, 458–459, 459a, 459n, SG•48, 531n, SG•75,SG•80</p>
Equipment Needed: Internet Interactive whiteboard Headphones Senteo/Active Votes		
<p>NJ Model Curriculum Alignment 2013</p> <p>Unit 1 N/A</p>		

Unit 2

N/A

Unit 3

N/A

Unit 4

N/A

Unit 5

N/A

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Grade 3 Presentation of Knowledge and Ideas</i>		
Standard: <i>SL3.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details; speak clearly at an understandable pace.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to be able to clearly present a report on a given topic?</i>	<i>Presenting 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.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>Gather information and formulate opinions</i></p> <p><i>State reasons supporting opinions during discussions/debates</i></p> <p><i>Research topics and record key points on note cards</i></p> <p><i>Use note cards to organize and present oral report</i></p>
<p>Content Statements</p> <p>Effective reporting using appropriate information will ensure validity.</p>		
Assessment: <i>peer generated rubric, teacher generated test, rating sheet that will scale a novice through intermediate speakers, the speech starters provide ideas teachers can use to support conversation, a 3 part rubric to assess listening and speaking, record oral presentation to assess self, venn diagrams</i>		<p style="text-align: center;">Teacher Resources</p> <p>www.rubistar.4teachers.org</p> <p>www.readtennessee.org</p> <p>www.rubrics4teachers.com/languagearts.php</p> <p>www.readwritethink.org</p> <p>Reading Street 2013 Alignment</p> <p>SE 1: 54, 89, 120, 158, 192, 230, 264, 299, 362, 402, 437, 467, 500, 536</p> <p>SE 2: 52, 84, 148, 183, 221, 252, 286, 318, 358, 392, 428, 459, 492, 521, 530</p> <p>TE 1: 54–55, 55a, 55n, 79a, 88–89, 89n, 115a, 120–121, 121a, 121n, SG•48, 158–159, 159a, 159n, 192–193, 193a, 193n, SG•67, SG•70, SG•71, SG•75, SG•80</p> <p>TE 2: 230–231, 231a, 231n, SG•16, 257a, 264–265, 265a, 265n, SG•32, 282e–282f, 291a, 198, 298–299, 299a, 299n, SG•48, 333n, SG•64, 350e–</p>
Equipment Needed: video camera, interactive whiteboard		
NJ Model Curriculum Alignment 2013		
Unit 1		
N/A		

Unit 2

N/A

Unit 3

16. 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.

Unit 4

N/A

Unit 5

N/A

350f, 355a, 362–363, 363a, 363n, 363q, SG•80

TE 3: 388e–388f, 395a, 402–403, 403a, 403n–403o, SG•16, 407a–407b, 425a, 428g–428h, 436–437, 437j, 437n, SG•32, 452e–452f, 467n, SG•48, 500–501, 501a, 501n, SG•64, 518e–518f, 528–529, 529a, 536–537, 537a, 537n, SG•80

TE 4: 52–53, 53a, 53n, SG•16, 55a–55b, 84–85, 85a, SG•32, 89a–89b, 115n, 140–141, 141a, 149a, 149n, SG•64, 173a, 182–183, 183n

TE 5: 221n, SG•16, 238e–238f, 246–247, 247a, 252–253, 253a, 253n, SG•18, SG•22, SG•23, SG•28, SG•29, SG•32, 281a, 286–287, 287a, 287n, SG•41, SG•48, 304e–304f, 311a, 319a, 319n, SG•64, –, 359a, 359n, SG•80

TE 6: 387a, 392–393, 393a, 393n, SG•16, 412e–412f, 420–421, 421a, 428–429, 429a, 429n, SG•32, 446e–446f, 458–459, 459n, SG•48, 478e–478f, 486–487, 487a, 492–493, 493a, 493n, SG•64, 520–521, 521a, 530–531, 531a, 531n, SG•80, UR•9

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Grade 3 Presentation of Ideas and Knowledge</i>		
Standard: <i>SL3.5 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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to engage your audience with audio recordings and visual displays?</i>	<i>Critical listening strategies allow individuals to respond, make connections, and enhance understanding. Students understand that questions they ask about text helps make connections.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Use recording device to record different types of voices and hence of different types of characters</i> <i>Make a list of different technologies that give you information, and why you might use that type of technology</i>
<p>Content Statements</p> <p>To construct meaning, students will hear, attend to, and respond thoughtfully to verbal messages. Students will listen to analyze and evaluate various forms of communication.</p>		
		Teacher Resources
<i>Assessment: multimedia rubric, rating scale, speaking behavior checklist</i>		<p>Ncsu.edu Ngresa.org Readtennessee.org Readwritethink.org</p>
Equipment Needed: video camera, interactive whiteboard, headphones		Reading Street 2013 Alignment
NJ Model Curriculum Alignment 2013		<p>SE 2: 52 TE 3: 373b, 407b, 441b, 471b, 505b TE 4: 53q, 85a, 85q TE 6: 369b, 397b, 433b, 463b, 497b</p>
Unit 1		
N/A		

Unit 2

N/A

Unit 3

N/A

Unit 4

N/A

Unit 5

26. 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.

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Grade 3 Presentation of Knowledge and Ideas</i>		
Standard: SL3.6 <i>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is important to be able to speak using complete sentences?</i>	<i>Communicating correctly will display fluency and understanding. It will enhance the delivery of the material, and students will apply specific strategies when speaking.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Use Venn Diagrams to record likenesses and differences within word choices, tasks, and situations</i> • <i>Identify parts of speech, and understanding how each is used in speaking</i> • <i>Grammar logs</i>
Content Statements		
Students will be able to use Standard English conventions in writing (sentence structure, grammar and usage punctuation, capitalization, spelling, and handwriting)		
Assessment: <i>teacher generated test, venn diagrams, grammar checklist/test;</i>		<p style="text-align: center;"><u>Teacher Resources</u></p> <p>Supplemental Resources such as internet, textbooks, worksheets www.readwritethink.org grammar flip chart/flash cards</p> <p><u>Reading Street 2013 Alignment</u></p> <p>SE 1: 55, 89, 193, 265, 299, 363, 403, 466, 501 SE 2: 53, 114, 183, 221, 287, 359 TE 1: 54–55, 55a, 55n, 88–89, 159a, 192–193, 193a TE 2: 264–265, 265a, 298–299, 299a, SG•51, SG•53, SG•55, SG•58, SG•61, 362–363 TE 3: 402–403, 466–467, 467a, 500–501 TE 4: 52–53, 55a–55b, 59c, 60a–60b, 114–115, 115a, 149n, 182–183 TE 6: 530–531, 531a, 531n</p>
Equipment Needed: textbooks, internet, senteo/active votes		
NJ Model Curriculum Alignment 2013		
<u>Unit 1</u> N/A		
<u>Unit 2</u> N/A		

Unit 3

N/A

Unit 4

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

Unit 5

N/A