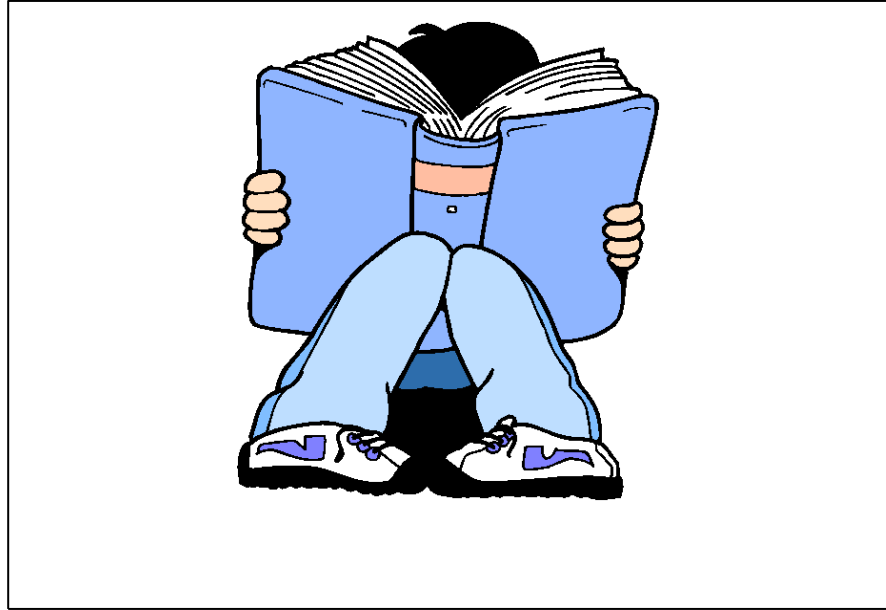# Public Speaking

# Grade 3: Unit 1

## Title of Unit: The Speech Writing Process

*Course Description*
*(Workshop Model)*

Public Speaking is introduced to students in the third grade as an important component of their academic work and academic success. In addition, it is also introduced as an important component of their social lives. Students will be introduced to Speech Writing by demonstrating command of the conventions of Standard English grammar and usage when writing and or speaking, Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will also acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Students will demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Students will learn how to research, organize, and prepare a speech. Students will also begin to have an understanding of how to utilize a speaker's assessment rubric when preparing, practicing and executing a speech. Students will demonstrate proficiency in voice and speech when presenting/speaking in all courses across the curriculum, in the school community and in social settings.

To make learning active, engaging, and responsive to students' needs, a workshop model is employed. Teachers use the "I Do, We Do, You Do" instructional method. This model proactively supports student learning and develops their voices as public speakers through teacher modeling, guided practice, and independent demonstration of learning or understanding. The third grade Public Speaking course and instruction builds on prior learning while supporting student achievement in Speaking and Listening. The Common Core Standards are designed to provide a clear understanding of what students are expected to learn so teachers and parents can take ownership in the education process. The standards are designed to be robust and relevant to the real world while reflecting on the knowledge and skills young learners need for future success in college and career readiness. By providing a rigorous education that supports student achievement, we prepare them for a future where they can successfully compete in the global economy. It is our goal to establish a community of learners that become productive members of society striving to achieve their life-long goals.

## Rationale

In order to plan instruction inclusive of all students in the Public Speaking classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Public Speaking curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Speaking and listening Standards have been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard.

| Pacing Chart – Unit 1 | | |
|---|---|---|
| **Topic: Speech Writing** | **NJSLS** | |
| | | **Instruction: 7 weeks** **Assessment: 1 week** **Remediation/Enrichment:** **1 week** |

| DISTRICT RESOURCES | |
| --- | --- |
| **Students will learn and practice the following in the Public Speaking Curriculum:**<br><br>· **Oral Communication (weekly vocabulary building)**<br><br>· **Grammar Usage**<br><br>· **Articulation**<br><br>· **Pronunciation**<br><br>· **Verbal and Nonverbal Messages**<br><br>· **Volume and Rate**<br><br>· **Body Movement**<br><br>· **The Speech Writing Process (purpose statement, introductions, body development and conclusion)**<br><br>· **Research Sources**<br><br>· **Editing/Revising**<br><br>· **Gestures (matching gestures with spoken words)**<br><br>· **Self-Assessment in Public Speaking**<br><br>· **Using Public Speaking Rubrics for Self-Assessment** | **Reading Foundational Skills:**<br><br>RF.3.3A,B,C,D<br>RF.3.4A,B,C,D,E,F<br><br><br>**Language Standards:**<br><br>L.3.1A,B,C,<br>L.3.2A,E,F,G,<br>L.3.4A,D, L.3.6<br><br><br>**Speaking and Listening Standards:**<br><br>SL.3.1A,B,C,D, SL.3.6 |

**The learning objectives of Public Speaking are as follows:**

- **Students will improve vocabulary**

- **Students will practice grammar usage**

- **Students will take part in articulation drills**

- **Students will practice pronunciation**

- **Students will understand verbal and nonverbal messages in speaking publicly**

- **Students will practice the volume and rate of their speaking**

- **Students will learn how to control their bodies during speaking publicly**

- **Students will be introduced to the Speech Writing Process**

- **Students will learn how to research, organize, and prepare a speech for presentation**

- **Students will understand what a gesture is and how to match their gestures with spoken words**

- **Students will learn how to self-assess themselves while speaking**

- **Students will understand and utilize a speaker's assessment rubric when preparing, practicing and executing a speech**

# Effective Pedagogical Routines/Instructional Strategies

| | |
|---|---|
| Collaborative problem solving | Word Study Drills |
| Writing to learn Making | Flash Cards |
| thinking visible Note-taking | Interviews Role |
| Rereading & rewriting | Playing |
| Establishing text-based norms for discussions & writing | Articulation |
| Establishing metacognitive reflection & articulation as a regular pattern | Vocal Production |
| in learning | Diagrams, charts and graphs |
| Quick writes | Storytelling |
| Pair/trio Sharing | Coaching |
| Turn and Talk | Reading partners |
| Charting Gallery | Visuals Reading |
| Walks | Aloud |
| Whole class discussions | Model (I Do), Prompt (We Do), Check (You Do) |
| Modeling | Mind Mapping Trackers |
| | Multiple Response Strategies |
| | Choral reading |
| | Reader's/Writer's Notebooks |
| | Conferencing |

## Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

➢ **Technology Operations and Concepts**

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

- Use a graphic organizer to organize information about a problem or issue.

➢**Creativity and Innovation**

- Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

➢**Communication and Collaboration**

- Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

➢**Digital Citizenship**

- Understand the need for and use of copyrights.

- Analyze the resources citations in online materials for proper use.

- Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media

- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

➢**Research and Information Literacy**

- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

➢**Critical Thinking, Problem Solving, Decision Making**

- Apply digital tools to collect, organize, and analyze data that support a scientific finding.

# Computer Skills

**Basic Computer Skills**
➢ Turn the monitor and computer on and off

➢ Turn the computer on and off

➢ Log on to the computer with user ID

➢ Verbally identify and use all computer parts

➢ Locate, save, and retrieve document

**Word Processing Skills**
➢ Type, edit, and print simple sentences

➢ Capital letter at the beginning of sentences

➢ Spacebar once between words

➢ Period / Question mark at the end of sentence

➢ Backspace / Delete to edit incorrect letters in a body of text.

**Keyboarding Skills**
➢ Demonstrate awareness of home row keys

➢ Demonstrate proper fingering of home row keys

**Internet Skills**
➢ Use the web browser to access the Paterson public school site
➢ Use the web browser to access curriculum links and other resources

| Career Ready Practices |
|---|
| Standards |
| CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 |

- **CRP1. Act as a responsible and contributing citizen and employee**

  Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- **CRP2. Apply appropriate academic and technical skills.**

  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

- **CRP3. Attend to personal health and financial well-being.**

  Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

- **CRP4. Communicate clearly and effectively and with reason.**

  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals

think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP9. Model integrity, ethical leadership and effective management.**

  Career-ready individuals consistently act in ways that align personal and community-held ideals and principles

while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

· **CRP10. Plan education and career paths aligned to personal goals**.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

· **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

· **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf**

**WIDA Proficiency Levels**: At the given level of English language proficiency, English language learners will process, understand, produce or use:

| | |
|---|---|
| **6- Reaching** | · Specialized or technical language reflective of the content areas at grade level<br><br>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level<br><br>· Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | · Specialized or technical language of the content areas<br><br>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports<br><br>· Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** | · Specific and some technical language of the content areas<br><br>· A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs<br><br>· Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| **3- Developing** | · General and some specific language of the content areas<br><br>· Expanded sentences in oral interaction or written paragraphs<br><br>· Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |

| | |
|---|---|
| **2- Beginning** | · General language related to the content area<br><br>· Phrases or short sentences<br><br>· Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** | · Pictorial or graphic representation of the language of the content areas<br><br>· Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |

# Differentiated Instruction

## Accommodate Based on Students Individual Needs: Strategies

| Time/General | Processing | Comprehension | Recall |
|---|---|---|---|
| · Extra time for assigned tasks | · Extra Response time | · Precise step-by-step directions | · Teacher-made checklist |
| · Adjust length of assignment | · Have students verbalize steps | · Short manageable tasks | · Use visual graphic organizers |
| · Timeline with due dates for reports and projects | · Repeat, clarify or reword directions | · Brief and concrete directions | · Reference resources to promote independence |
| · Communication system between home and school | · Mini-breaks between tasks | · Provide immediate feedback | · Visual and verbal reminders |
| · Provide lecture notes/outline | · Provide a warning for transitions | · Small group instruction | · Graphic organizers |
| | · Reading partners | · Emphasize multi-sensory learning | |

| Assistive Technology | Tests/Quizzes/Grading | Behavior/Attention | Organization |
|---|---|---|---|
| · Computer/whiteboard | · Extended time | · Consistent daily structured routine | · Individual daily planner |
| · Tape recorder | · Study guides | · Simple and clear classroom rules | · Display a written agenda |
| · Spell-checker | · Shortened tests | · Frequent feedback | · Note-taking assistance |
| · Audio-taped books | · Read directions aloud | | · Color code materials |

# Enrichment

## Accommodate Based on Students Individual Needs: Strategies

**The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.**

· Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.

· Pose questions and exhibit sincere curiosity about principles and how things work.

· The ability to grasp concepts and make real world and cross-curricular connections.

· Generate theories and hypotheses and pursue methods of inquiry.

· Produce products that express insight, creativity, and excellence.

· Possess exceptional leadership skills.

· Evaluate vocabulary

· Elevate Text Complexity

· Inquiry based assignments and projects

· Independent student options

· Tiered/Multi-level activities

· Purposeful Learning Center

· Open-ended activities and projects

· Form and build on learning communities

· Providing pupils with experiences outside the 'regular' curriculum

· Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.

· A higher quality of work than the norm for the given age group.

· The promotion of a higher level of thinking and making connections.

· The inclusion of additional subject areas and/or activities (cross-curricular).

· Using supplementary materials in addition to the normal range of resources.

# Assessments

| Required District/State Assessments | Suggested Formative/Summative Classroom Assessments |
|---|---|
| · Star Early Literacy or STAR Reading (Refer to the district assessment calendar for the appropriate testing window) | · Short constructed response questions · Multiple Choice questions |
| | · Quizzes · |
| · Unit Assessment | Journals · Essays |
| | · Quick writes |
| · NJDOE Model Curriculum | · Summative chapter test · Projects |
| | · Portfolio · Exit Slips |
| · Running Records | · Graphic Organizers |
| | · Presentations (incorporating Web 2.0 tools) · Homework |
| · PARCC | · Anecdotal Notes |
| | · Student Conferencing · Speeches |
| | · Articulation |
| | · Pronunciation |

| Grade: 3 | Unit: 1 | Topic: Speech Writing |
|----------|---------|-----------------------|
| | | |

**Standards: NJSLS:**

**Reading Foundational Skills**: RF.3.3A,B,C,D., RF.3.4A,B,C,D,E,F

**Speaking and Listening:** SL.3.1A,B,C,D, SL.3.6.          **Language:** L.3.1A,B,C, L.3.2A,E,F,G, L.3.4A,D, L.3.6

**DISTRICT RESOURCES**

**Students will learn and practice the following in the Public Speaking Curriculum:**

- **Oral Communication (weekly vocabulary building)**

- **Grammar Usage**

- **Articulation**

- **Pronunciation**

- **Verbal and Nonverbal Messages**

- **Volume and Rate**

- **Body Movement**

- **The Speech Writing Process (purpose statement, introductions, body development and conclusion)**

- **Research Sources**

- **Editing/Revising**

- **Gestures (matching gestures with spoken words)**

- **Self-Assessment in Public Speaking**

- **Using Public Speaking Rubrics for Self-Assessment**

**The learning objectives of Public Speaking are as follows:**

- **Students will improve vocabulary**

- **Students will practice grammar usage**

- **Students will take part in articulation drills**

- **Students will practice pronunciation**

- **Students will understand verbal and nonverbal messages in speaking publicly**

- **Students will practice the volume and rate of their speaking**

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- **Students will learn how to self-assess themselves while speaking**

- **Students will understand and utilize a speaker's assessment rubric when preparing, practicing and executing a speech**

# New Jersey Student Learning Standard (NJSLS) RF.3.3.A,B,C,D

**NJSLS: RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.**

   **RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.**

   **RF.3.3.B. Decode words with common Latin suffixes.**

   **RF.3.3.C. Decode multisyllable words.**

   **RF.3.3.D. Read grade-appropriate irregularly spelled words.**

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---|---|---|---|

| | | | |
|---|---|---|---|
| · General Education<br><br>· ESL<br><br>· Special Education | · Distinguish the base root from the affix<br>· Identify and define common prefixes and suffixes<br>· Identify and define common Latin suffixes<br>· Decode words that have a Latin suffix<br>· Use strategies to read multi-syllable words<br>· Read grade-appropriate irregularly spelled words | · Can you point to the root word?<br>· Are there any chunks you now that can help you figure out what this word says?<br>· Does the word have suffixes or prefixes you know?<br>· What is the meaning of the prefix___(re,un,dis, etc.)<br>· How does the suffix____(_ly, hood, __ish, __ful, able, etc.) change the meaning of a word?<br>· How many parts do you hear in that word?<br>· Are there any patterns you can use to help you write that word? | · Understand that meaningful chunks can be added to words to change their meaning<br>· Understand that prefixes are added to the beginning of the word<br>· Know the meaning of common prefixes such as re-; un-; dis-; etc.<br>· Understand that suffixes, are added to the ending of a word<br>· Recognize the derivational suffixes, *ly-; -ish; -hood; -ful*; *ness; ment*; etc, and how they change the meaning of a word<br>· Recognize common Latin suffixes, such as *–ment; -action, -ly; -able/ible;* etc.<br>· Recognize and use common syllable patterns such as *doubles*, to help decode multi-syllabic words<br>· Know and read fluently regularly spelled words |

## New Jersey Student Learning Standard (NJSLS) RF.3.4.A,B,C,D,E,F

**NJSLS: RF.3.4. Read with sufficient accuracy and fluency to support comprehension.**

**RF.3.4.A. Read grade-level text with purpose and understanding.**

**RF.3.4.B. Read grade-level prose and poetry orally with accuracy.**

**RF.3.4.C. Use an appropriate rate while reading aloud.**

**RF.3.4.D. Read with expression on successive readings.**

**RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.**

**RF.3.4.F. Reread as necessary.**

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---|---|---|---|

| | | | |
|---|---|---|---|
| · General Education<br><br>· ESL<br><br>· Special Education | · Use various strategies to understand text and read with purpose<br>· Accurately read grade-level poetry and prose aloud<br>· Use an appropriate rate and expression when reading aloud<br>· Use various strategies to support word recognition and understanding<br>· Reread texts when appropriate to support increased accuracy, fluency, and comprehension | · Why did you choose this selection?<br>· What can you do when the story/text doesn't make sense?<br>· What strategies can you use when you don't understand the text?<br>· Did that sound right?,…look right?<br>· How can you help yourself when reading feels difficult?<br>· Can you read this paragraph fluently and with expression?<br>· Why is it important to scan the page?<br>· What does the text say? · What is the author trying to tell you as the reader? How do you know? | · Set a purpose for reading<br>· Use expression when reading<br>· Use strategies for self-correction<br>· Recognize when they become confused or have lost the meaning of the text<br>· Skim the text<br>· Re-read for fluency and comprehension<br>· Self-monitor for understanding |

## New Jersey Student Learning Standard (NJSLS) SL.3.1.A,B,C,D

NJSLS: SL.3.1. 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.
    SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under
    discussion
    SL.3.1.B. Follow agreed-upon norms 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 own ideas and understanding in light of the discussion

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---|---|---|---|

| | | | |
|---|---|---|---|
| · General Education<br><br>· ESL<br><br>· Special Education | · Engage in conversations about grade-appropriate topics and texts<br>· Participate in a variety of rich, structured conversations<br>· Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer<br>· Engage in collaborative conversations<br>· Develop skills in active listening and group discussion | · Have you done your reading?<br>· Today you will be working in your teams…<br>· Ask your partner_____?<br>· Tell your partner everything you learned about_____.<br>· Did you listen carefully to your partner?<br>· Did you offer suggestions or comments when your partner was finished speaking?<br>· What did you discuss in your group today? | · Work with a partner<br>· Develop good study habits<br>· Use rules for conversations<br>· Recognize the ideas of others<br>· Build upon ideas<br>· Ask questions to check for understanding<br>· Offer comments or suggestions |

# New Jersey Student Learning Standard (NJSLS) SL.3.6

**NJSLS: SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 here for specific expectations).**

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---|---|---|---|
| · General Education<br><br>· ESL<br><br>· Special Education | · Speak in complete sentences<br>· Adapt speech to task and situation<br>· Use 3rd grade appropriate grammatically correct speech<br>· Elaborate on a detail when necessary<br>· Clarify ideas when necessary | · Who is your audience?<br>· Would you use formal, or informal, English with this audience?<br>· Why would you use formal English?<br>· Why would you use informal English?<br>· What type of language do you use when giving a presentation?<br>· What is the specific vocabulary that relates to your topic?<br>· When will you use this specific vocabulary? | · Understand different levels of speech styles<br><br>· Recognize when formal or informal English is appropriate<br><br>· Understand that informal speech is used when talking to friends<br><br>· Use academic, content specific vocabulary when presenting formally<br><br>· Use complete sentences in formal presentations<br><br>· Know that when constructing a formal response, Standard English grammar and language convention must be used |

# New Jersey Student Learning Standard (NJSLS) L.3.1.A,B,C

**NJSLS: L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

    **L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

    **L.3.1.B. Form and use regular and irregular plural nouns.**

    **L.3.1.C. Use abstract nouns (e.g., *childhood*).**

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---|---|---|---|
| · General Education<br><br>· ESL<br><br>· Special Education | · Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences<br><br>· Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences<br><br>· Differentiate between regular and irregular plural nouns<br><br>· Identify regular and irregular plural nouns in reading and use them when writing or speaking<br><br>· Identify abstract nouns<br><br>· Use abstract nouns when writing or speaking | · Listen as I read what you wrote. Did that sound right?<br><br>· Read what you wrote slowly. Did you write what you just said?<br><br>· Is there another word that would be more specific?<br><br>· How would you write that word when you are comparing two people or objects?<br><br>· How would you write a sentence/phrase when you are comparing three or more people or objects? | · Write legibly using cursive or joined italics<br><br>· Know the rules that govern common grammar<br><br>· Understand subject/verb agreement<br><br>· Recognize and write simple, compound, and complex sentences<br><br>· Understand comparative and superlative |

## New Jersey Student Learning Standard (NJSLS) L.3.2.A,E,F,G

**NJSLS: L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.3.2.A.** Capitalize appropriate words in titles.

**L.3.2.E.** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)

**L.3.2.F.** Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)* in writing words

**L.3.2.G.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---|---|---|---|

| | | | |
|---|---|---|---|
| · General Education<br><br>· ESL<br><br>· Special Education | · Identify the words in titles that should be capitalized<br>· Consistently apply rules for capitalization in titles<br>· Spell high frequency or studied words correctly<br>· Spell conventional words correctly when adding a suffix to base words<br>· Identify spelling patterns and generalizations<br>· Apply spelling patterns when writing words<br>· Determine the purpose and use of reference materials<br>· Utilize reference materials to check and correct spelling, when needed | · What words in this sentence should be capitalized?<br>· How should this sentence be written to show someone is talking?<br>· How would you make this a compound sentence?<br>· How should this sentence be written correctly? | · Understand the use of quotation marks to denote that someone is speaking or quoting from the text<br>· Understand the use of commas in dialogue<br>· Identify complete sentences and independent clauses<br>· Understand the use of capital letters at the beginning of a sentence, titles, and proper names<br>· Use spelling patterns, word roots, affixes, syllable construction<br>· Use dictionaries or digital media to look for the correct spelling of a word |

## New Jersey Student Learning Standard (NJSLS) L.3.4.A,D

**NJSLS: L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

**L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.**

**L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keyword and phrases.**

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| · General Education<br><br>· ESL<br><br>· Special Education | · Decipher the meanings of words and phrases by using sentence context<br>· Identify the purpose and use of glossaries and dictionaries<br>· Determine the structure of glossaries and dictionaries<br>· Use both print and digital glossaries and dictionaries to define and clarify words | · What strategies have you used to help you figure out what this word means?<br>· Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?<br>· Have you read the sentences around the word to help you determine what the word means?<br>· Can you go online and search for the meaning of the word?<br>· Did you check the thesaurus for other ways you can write____? | · Understand context clues help provide clues to word or phrase meaning<br>· Identify the most common Greek and Latin affixes and roots<br>· Know how to use a textbook glossary<br>· Access reference materials to help determine the precise meaning of key words<br>· Use a print or digital dictionary to locate definitions of key words or phrases<br>· Identify alternate word choices using print or digital thesauruses or dictionaries |

# New Jersey Student Learning Standard (NJSLS) L.3.6

**NJSLS: L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).**

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---|---|---|---|
| · General Education<br><br>· ESL<br><br>· Special Education | · Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics<br><br>· Choose the most accurate word when describing actions, emotions, or states of being<br><br>· Choose the most accurate word when discussing a particular topic<br><br>· Use spatial and temporal relationship words and phrases | · Without changing the meaning of the sentence, which word can best be used to replace the underlines part?<br><br>· What word would best describe_____?<br><br>· Can you restate this sentence using more precise words?<br><br>· Can you replace a word in this sentence with another word that is more precise or specific? | · Understand that words have shades of meaning<br><br>· Acquire and use words that are basic to understanding a concept<br><br>· Determine which word best describes an action, emotion, or state of being<br><br>· Develop an amount of grade level academic words and phrases |

| Additional Resources: Suggested in the NJ Curriculum Framework | | | |
| --- | --- | --- | --- |
| Reading | Writing | Speaking and Listening | Language |

| | | | |
|---|---|---|---|
| • North Carolina-3rd Gr. ELA Unpacking the Standards<br>• PARCC Evidence Tables<br>• Character Traits<br>• Fact and Opinion<br>• Point of View<br>• 3rd Grade ELA-Common Core Resources<br>• Teaching Text Features Reading Comprehension | • Brainstorm before Writing<br>• Mini Writing Lessons<br>• Keys to Content Writing and Keys to Argumentative Writing<br>•  Writing Genres<br>• Writing Process | • Partner talk<br>• Accountable talk<br>• Literacy TA-Speaking and Listening Activities<br>• Learn Zillion-Crafting a Persuasive Speech<br>• Literacy Design Collaborative Modules<br>• Literacy in Science-Animal Adaptations<br>• Collaboration Kit<br>• I Can Statements | • Brainstorm before Writing<br>• Mini Writing Lessons<br>• Keys to Content Writing and Keys to Argumentative Writing<br>•  Writing Genres<br>• Writing Process<br>• Current Event Lessons<br>• Smithsonian TweenTribune<br>• Newsela<br>• Critical Thinking Handbook<br>• Critical Thinking Lessons in Literacy<br>• Whole Brain Teaching Video<br>  Critical Thinking Lesson Plan |
| http://www.state.nj.us/education/cccs/frameworks/ela/ | http://www.state.nj.us/education/cccs/frameworks/ela/ | http://www.state.nj.us/education/cccs/frameworks/ela/ | http://www.state.nj.us/education/cccs/frameworks/ela/ |