

**Brookings School District 5-1**  
**3<sup>rd</sup> Grade Listening/Viewing/Speaking Curriculum**

Standard:	Learning Target: <ul style="list-style-type: none"> <li>● = mastered</li> <li>○ = introduced</li> </ul>	Assessment:	Resources:	Q1	Q2	Q3	Q4
<b>Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.</b>							
<b>3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation. – (Knowledge)</b>	<ul style="list-style-type: none"> <li>● I can show what a good listener looks like. (3.LVS.1.1)</li> </ul>	Oral Presentation Rubric Teacher Observation – this will be done throughout the year.	2006 Houghton Mifflin English – “Getting Started” pp.1,2,3,4,5,6				
	<ul style="list-style-type: none"> <li>● I can make connections to presentations at appropriate times. (3.LVS.1.1)</li> </ul>	Teacher Observation – this will be done throughout the year.	2006 Houghton Mifflin English – “Getting Started” pp.1,2,3,4,5,6				
	<ul style="list-style-type: none"> <li>● I can follow multi-step oral directions. (3.LVS.1.1)</li> </ul>		Teacher directed/art projects/research				
	<ul style="list-style-type: none"> <li>● I can locate written directions. (3.LVS.1.1)</li> </ul>		Textbooks, worksheets, tests				
	<ul style="list-style-type: none"> <li>● I can listen to what is said in a group discussion. (3.LVS.1.1)</li> </ul>		2006 Houghton Mifflin English – “Getting Started” pp.1,2,3,4,5,6				
	<ul style="list-style-type: none"> <li>● I can share related thoughts in a group discussion at appropriate times. (3.LVS.1.1)</li> </ul>						
<b>3.LVS.1.2 Students can recall the content of a visual and auditory presentation. – (Comprehension)</b>	<ul style="list-style-type: none"> <li>● I can remember the main idea and supporting details of the presentation. (3.LVS.1.2)</li> </ul>	Accelerated Reading Test, Response Journals, 2006 Houghton Mifflin Assessments	Teacher/class Read Aloud, 2006 Houghton Mifflin English – “Getting Started” pp.5,6 and lessons in each unit Online – Discovery Education Videos Speakers/presentations				

<b>3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary. – (Synthesis)</b>	<ul style="list-style-type: none"> <li>I can orally present descriptions of people, places, things, or experiences. (3.LVS.1.3)</li> </ul>	Oral Presentation Rubric Teacher Observation – this will be done throughout the year.	Science & Social Studies Presentations/Fables/Fairy Tales/Plays/Famous Americans Research				
	<ul style="list-style-type: none"> <li>I can support my main ideas with details. (3.LVS.1.3)</li> </ul>		Science & Social Studies Presentations/Fables/Fairy Tales/Plays/Famous Americans Research				
<b>3.LVS.1.4 Students can demonstrate presentation skills. – (Synthesis)</b>	<ul style="list-style-type: none"> <li>I can stand straight and still. (3.LVS.1.4)</li> </ul>		Teacher/class Read Aloud, 2006 Houghton Mifflin English – “Getting Started” pp.5,6				
	<ul style="list-style-type: none"> <li>I can speak clearly and slowly. (3.LVS.1.4)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can speak so my audience can hear me. (3.LVS.1.4)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can create visual aids. (3.LVS.1.4)</li> </ul>		Teacher/class Read Aloud, 2006 Houghton Mifflin English – “Getting Started” pp.6				
	<ul style="list-style-type: none"> <li>I can act out a story. (3.LVS.1.4)</li> </ul>	Teacher Observation	2006 Houghton Mifflin English – pp.314-315 Science & Social Studies Presentations/Fables/Fairy Tales/Plays/Famous Americans Research				
	<ul style="list-style-type: none"> <li>I can respond appropriately to non-verbal cues. (3.LVS.1.4)</li> </ul>		Teacher/class Read Aloud, 2006 Houghton Mifflin English – “Getting Started” pp.7				