

# Common Core Speaking and Listening: Graphic Organizers for Grades 3-5

**Responding to a Speaker**  
Name \_\_\_\_\_ Date \_\_\_\_\_

**SL.3.3.** I can ask and answer questions of a speaker. My questions and answers are appropriate and detailed.

<p>Questions for the Speaker: (Try to have questions that lead to a strong discussion and more than a one word answer).</p> <p>↓ ↓</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Speaker's Question:</p> <p>_____</p> <p>My Answer:</p> <p>_____</p> <p>_____</p>
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**Discussion Reflection**  
Name \_\_\_\_\_ Date \_\_\_\_\_

**SL.4.5.1.** I can listen and be respectful during discussions. I can identify the key ideas/ connectors between what others say and my own thoughts and questions.

What others have said	My own question or thoughts in response	Key points of _____

Summary of \_\_\_\_\_

**Discussion Preparation**  
Name \_\_\_\_\_ Date \_\_\_\_\_

**SL.3.5.1.** I can be prepared for a discussion. I will have read and studied information and thought of talking points.

<p>Questions I Have</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p>Main Ideas from the Text</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
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**Presentation Notes**  
Name \_\_\_\_\_ Date \_\_\_\_\_

**SL.3.5.4.** I can speak clearly and slowly. I can report on a topic or tell a story with strong details and appropriate facts.

Hook to Interest Audience	
Thesis/ Introduction	
Main Idea/ Next	
Main Idea/ Then	
Main Idea/ Then	
Conclusion/ Finally	

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### **Using the Graphic Organizers**

- The following teacher guide aligns each guide to the Common Core Standard and grade level.
- These graphic organizers work best when first scaffolded with the students.
- They are also great to share with all subject areas.

### **Discussion Preparation – Grades 3-5**

SL.3.1., SL.4.1, and SL.5.1 - 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.

I can statement: I can be prepared for a discussion. I will have read and studied information and thought of talking points.

- Students must read a text prior to completing this graphic organizer.
- This graphic organizer is designed to help students prepare for discussions by forming questions to ask, identifying the main ideas, and providing interesting talking points (which can also draw on their personal experiences).

### **Discussion Reflection – Grade 3**

SL3.1. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.

I can statement: I can listen and be respectful during discussions. I can make connections between what others say and my own thoughts and questions.

- Students make connections between other speakers and their own thoughts during the presentation.
- Afterwards, students form a summary of their own thoughts.

### **Discussion Reflection – Grades 4 and 5**

SL.4.1. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.5.1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

I can statement: I can listen and be respectful during discussions. I can identify the key ideas of a discussion and make connections between what others say and my own thoughts and questions.

- Students make connections between other speakers and their own thoughts during the presentation.
- They also identify the main points of a presentation.
- Afterwards, students form a summary of their own thoughts.

### **Main Ideas and Key Details – Grade 3**

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.

I can statement: I can identify the main ideas and details from a text read aloud or a visual/multimedia presentation.

- Students record the main ideas and key details from a text or presentation.
- Before using this graphic organizer, it is best to ensure the presentation follows a clear structure.

### **Paraphrasing Presentations – Grade 4**

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

I can statement: I can paraphrase (put into my own words) key portions of a text read aloud or a presentation.

- To begin using this graphic organizer it works well to break the text read to the students into sections and have them write a paraphrased version when directed.
- Then work up to students being able to paraphrase key information on their own.

### **Summarizing Presentations – Grade 5**

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

I can statement: I can summarize text read aloud or a presentation.

- This graphic organizer is designed to work with structured presentations. If the presentation is not as structured, have students use the boxes without labels.
- This graphic organizer works well as a prewriting activity for a formally written summary.

### **Presentation Notes – Grades 3-5**

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.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

I can statement: I can speak clearly and slowly. I can report on a topic or tell a story with strong details and appropriate facts.

- Students use this graphic organizer to plan a presentation.
- This encourages students to speak using key word notes instead of reading their speeches word for word.
- The first key word on the left is for presenting a topic or opinion, and the second key word is used for providing stories.

### **Visuals Brainstorm – Grades 3-5**

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.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

I can statement: I can include visuals that add to the main ideas and details of my presentation.

- Use this graphic organizer as a brainstorm tool when students are creating presentations with visual elements.

## Discussion Preparation

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.3-5.1. I can be prepared for a discussion. I will have read and studied information and thought of talking points.

### Questions I Have

- 

- 

- 

### Main Ideas from the Text

- 

- 

- 

### Interesting Points I'd Like to Discuss

- 

-

# Discussion Reflection

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.3.1. I can listen and be respectful during discussions. I can make connections between what others say and my own thoughts and questions.

What others have said	My own question or thoughts in response



Summary of my thoughts after the discussion:

# Discussion Reflection

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.4-5.1. I can listen and be respectful during discussions. I can identify the key ideas of a discussion and make connections between what others say and my own thoughts and questions.

What others have said	My own question or thoughts in response

Key points of the discussion:

- 
- 
- 

Summary of my thoughts after the discussion:



## Main Idea and Key Details

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.3.2. I can identify the main ideas and details from a text read aloud or a visual/multimedia presentation.

Main Idea

Main Idea

Main Idea

Key Details

Key Details

Key Details

# Paraphrasing Presentations

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.4.2. I can paraphrase (put into my own words) key portions of a text read aloud or a presentation.

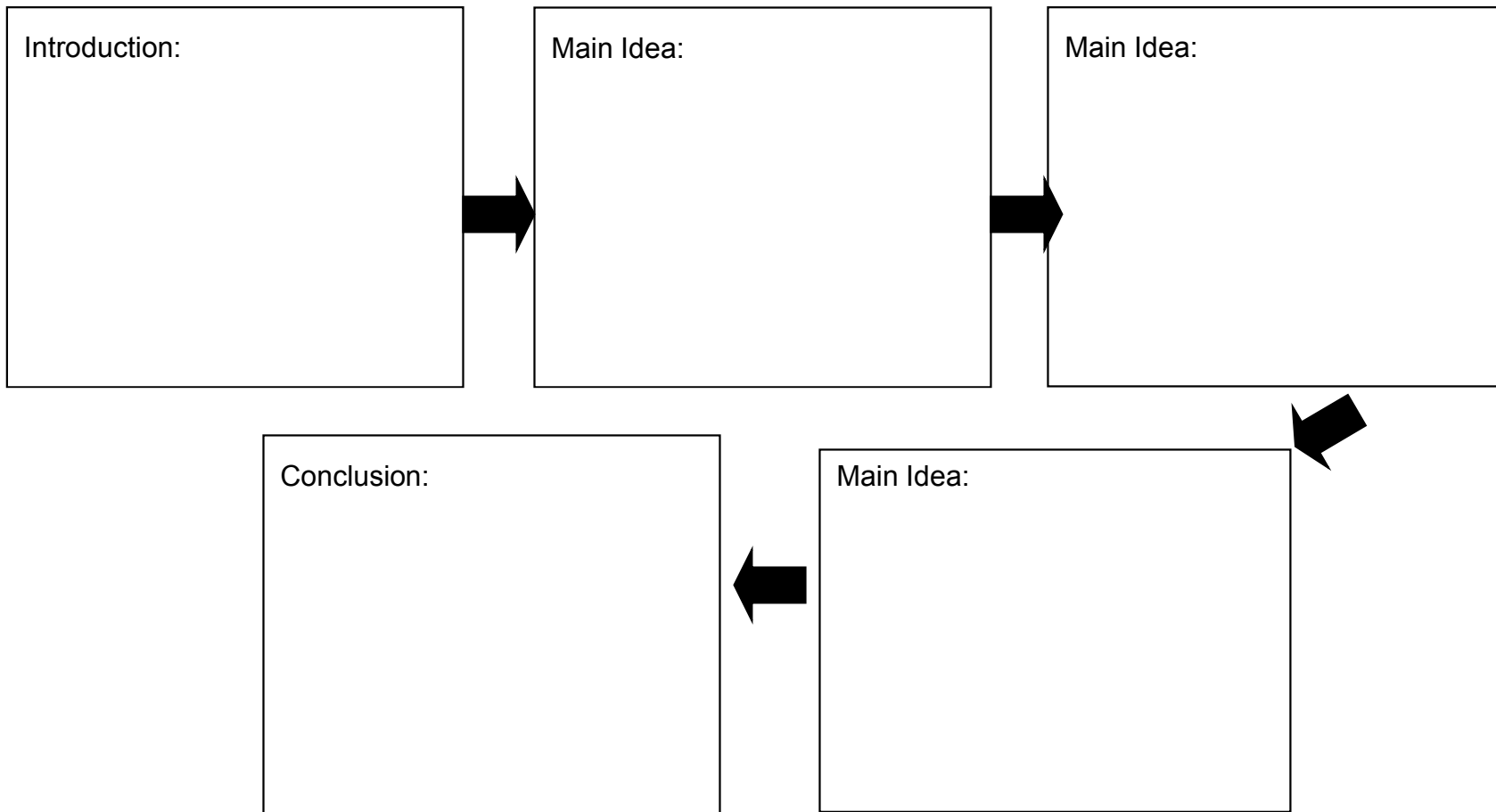
In each box use your own words to record an important idea from the presentation.

# Summarizing Presentations

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.5.2. I can summarize text read aloud or a presentation.



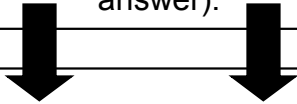
## Responding to a Speaker

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.3.3. I can ask and answer questions of a speaker. My questions and answers are appropriate and detailed.

Questions for the Speaker: (Try to have questions that lead to a strong discussion and more than a one word answer).



Speaker's Question:

My Answer:

Speaker's Question:

My Answer:

## Responding to a Speaker

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.4-5.3. I can identify the reasons and evidence a speaker provides to support his or her main points.

Main Points	Reasons and Evidence

## Presentation Notes

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.3-5.4. I can speak clearly and slowly. I can report on a topic or tell a story with strong details and appropriate facts.

Hook to Interest Audience	
Thesis/ Introduction	
Main Idea/ Next	
Main Idea/ Then	
Main Idea/ Then	
Conclusion/ Finally	

# Visuals Brainstorm

Name \_\_\_\_\_

Date \_\_\_\_\_

SL.3-5.5. I can include visuals that add to the main ideas and details of my presentation.

Sketch of Visual

Why Important

