Talk It Through

Notice how questions and replies help a group make a plan.

3.LF.3 "Apply oral literacy skills by participating in a variety of oral language activities."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the conversation with a partner. Underline questions that help the group understand or include someone, and circle a reply that builds on another person's idea.

A Game for Rainy Recess

1. Rain tapped the classroom windows, so recess moved inside. Ms. Lee asked the class to plan a game that everyone could play without running. "We could make a word chain," said Maya. "Each person says a word that starts with the last letter of the word before it." Theo frowned. "Can you show us what that sounds like?" he asked.

2. Maya tried it out. "If I say cat, you could say tree, because cat ends with t." Lin nodded. "I hear your idea. What if someone cannot think of a word right away?" Theo answered, "We could give each player a few quiet seconds to think." Maya added, "Or a player could ask the group for a hint." Everyone listened as the choices grew.

3. Lin was quiet after sharing her question. Theo turned toward her and asked, "Lin, which choice would help you?" Lin said, "A hint would help me more than extra time." Maya replied, "Let's allow hints. Then anyone who gets stuck can ask for one." Ms. Lee wrote the rule on the board. The group tried the game, and each player took a turn.

2 ANSWER WITH EVIDENCE

Use the passage

1. How could you ask Maya for an example, as Theo does? Write what you would say.

2. What could you say in reply to Lin's question about getting stuck? Use Theo's idea.

3. How would you tell a partner which choice Lin prefers?

4. What could you say to invite Lin into the talk? Use Theo's words or your own.

3 YOUR TURN

Your own words

Think of a different game for indoor recess. Write four spoken turns between you and a partner: suggest the game, ask a question about it, answer the question, and build on the idea. Then read your conversation aloud with a partner.

ANSWER KEY

Talk It Through

GRADE 3 · 3.LF.3

PART 1 · READ AND MARK

Read the conversation with a partner. Underline questions that help the group understand or include someone, and circle a reply that builds on another person's idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How could you ask Maya for an example, as Theo does? Write what you would say.	**Can you show us what that sounds like?**
2	What could you say in reply to Lin's question about getting stuck? Use Theo's idea.	**We could give each player a few quiet seconds to think.**
3	How would you tell a partner which choice Lin prefers?	**Lin would rather get a hint than have extra time.**
4	What could you say to invite Lin into the talk? Use Theo's words or your own.	**Lin, which choice would help you?**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Me: Let's play a desk-tap pattern game.
Partner: What does each player do?
Me: One player taps a short beat, and the next player repeats it.
Partner: Let's give players two tries to copy the beat.

Accept questions and replies that express the same ideas as those in the passage. For Your Turn, look for four distinct spoken turns that include a question, a clear answer, and a reply that adds to the game idea.