

# Talk or Write

*Choose language that fits your audience and purpose.*

**GRADE 3 • 3L3**

**3L3** "Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Conversational language sounds natural with classmates.

**2** Academic language is more formal and precise for school rules or writing.

**3** Say and finish a card starter before you play the card.

**4** Take turns so each player can speak and listen.

## HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the task.
2. Each player takes a different Role card.
3. Shuffle the Move cards and deal four to each player. Use copied sets for groups of three or four.
4. Create both a classmate message and a school-rule message. When you use a completed card starter, place that card in the middle.
5. Keep talking until every player has played all four cards.

## AFTER THE ROUND Check what you did

☐ I used conversational language for a classmate.

☐ I used academic language for a school rule or writing.

☐ I made a message more formal and precise.

☐ I explained why a form fit its audience.

**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                                                                      | TOPIC                                                                                                                                                 | TOPIC                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Recess Reminder</b><br>Create one conversational message for a classmate and one academic message for a recess sign about sharing playground equipment. | <b>Library Care</b><br>Create one conversational message for a classmate and one academic message for a library rule about returning books after use. | <b>Team Materials</b><br>Create one conversational message for a classmate and one academic message for a class rule about putting shared materials away. |

**ROLE CARDS** · one per player

| ROLE                                                                                        | ROLE                                                                                | ROLE                                                                            | ROLE                                                                            |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Audience Scout</b><br>Ask whether each message is for a classmate or for school writing. | <b>Precision Picker</b><br>Listen for formal, exact words in each academic message. | <b>Talk Tracker</b><br>Listen for natural words in each conversational message. | <b>Pair Matcher</b><br>Make sure the group creates two forms for the same idea. |

**MOVE CARDS** · deal 4 to each player

|                                                                                                              |                                                                                                              |                                                                                                                 |                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>MOVE CARD</b><br><br><b>CLASSMATE TALK</b><br>“To a classmate, I would say, “____.””                      | <b>MOVE CARD</b><br><br><b>CLASSMATE TALK</b><br>“To a classmate, I would say, “____.””                      | <b>MOVE CARD</b><br><br><b>SCHOOL WRITING</b><br>“For a school rule, I would write, “____.””                    | <b>MOVE CARD</b><br><br><b>SCHOOL WRITING</b><br>“For a school rule, I would write, “____.””                    |
| <b>MOVE CARD</b><br><br><b>FORMAL SWAP</b><br>“I can make “____” more formal and precise by saying, “____.”” | <b>MOVE CARD</b><br><br><b>FORMAL SWAP</b><br>“I can make “____” more formal and precise by saying, “____.”” | <b>MOVE CARD</b><br><br><b>EXPLAIN CHOICE</b><br>“I chose this form because I am speaking or writing for ____.” | <b>MOVE CARD</b><br><br><b>EXPLAIN CHOICE</b><br>“I chose this form because I am speaking or writing for ____.” |

Cards last longer on thick paper.

**RUNNING THE ROUNDS**

For groups of three or four, print extra copies of the Move cards so each student receives four cards. Have groups make a classmate message and a school-writing message about the same idea before playing cards. If participation is uneven, have the Pair Matcher call on a player who has not played a card, then switch roles for the next round.

**WHAT A STRONG ROUND SOUNDS LIKE**

|             |                                                                                                               |
|-------------|---------------------------------------------------------------------------------------------------------------|
| <b>Mia</b>  | To a classmate, I would say, "Put the books back when you're done."                                           |
| <b>Leo</b>  | For a school rule, I would write, "Books must be returned after use."                                         |
| <b>Ana</b>  | I can make "Put the books back when you're done" more formal and precise by saying, "Return books after use." |
| <b>Noah</b> | I chose this form because I am writing a library rule.                                                        |
| <b>Mia</b>  | I chose this form because I am speaking to a classmate.                                                       |

**LISTEN FOR**

- A natural classmate message paired with a more formal school-writing message
- The same meaning kept while the language changes for the audience
- A student explains why a conversational or academic form fits
- Academic language that is formal and precise, not simply longer

There are no right answers to the topic cards. Score the moves students make, not their opinions.