SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	3

Standards Relating to Knowledge of Language

3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases for effect.
   b. Recognize and observe differences between formal and informal English.

Knowledge of Language: Relevance and Essential Questions: What's the point?

Essential Questions (Drive Intellectual Curiosity-The Hook)	Big Idea Statements (What students need to discover)
How does word choice affect my message? Why do speakers use different kinds of language?	Word choice clearly conveys messages, feelings, and thoughts. Speakers use informal or formal English depending on the audience.

Learning Progression: Knowledge of Language (K.L.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English.	**3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.** **a. Choose words and phrases for effect.** **b. Recognize and observe differences between formal and informal English.**	4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
3.L.3 ● Written language ● Spoken language ● Formal/informal English ● Using words for effect	**3.L.3** There are differences in written and spoken language. There are phrases that we would use in written language but not in spoken	**3.L.3** Write, speak, listen, and read using appropriate language. Choose words that will give deeper meaning to whoever is reading or

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	language and vice versa.	listening.
	We choose words when writing, speaking, reading and listening that match our audience and environment.	Use words that will help the reader understand their writing better.
		Differentiate between spoken and written language and when to use those words and not use them.

Student Friendly Language

3.L.3
I can use language that is appropriate for the setting and audience.
I can choose words and phrases that will add meaning to my writing, speaking, reading, or listening.
I can recognize and understand the differences in spoken and written standard English.

Key Vocabulary

3.L.3
- Conventions
- Appropriate language
- Formal / informal English

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Understanding when to use formal/informal language will help me communicate with my peers, family, and community members.

Resources

https://doe.sd.gov/octe/ELA-resources.aspx

Achievement Level Descriptors

Knowledge of Language:

3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between formal and informal English.

Level 1	Level 2	Level 3	Level 4
Students should be able to provide evidence that they can • Minimally write one paragraph, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Minimally apply knowledge of language and conventions when writing, speaking, listening, and reading, appropriate to purpose and audience.	Students should be able to provide evidence that they can • Partially write one or more paragraphs, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Partially apply precise language and conventions when writing, speaking, listening, and reading, appropriate to purpose and audience.	Students should be able to provide evidence that they can • Write one or more paragraphs, adequately demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Strategically apply precise language and conventions when writing, speaking, listening, and reading, appropriate to purpose and audience.	Students should be able to provide evidence that they can • Write more than one paragraph, thoroughly demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Thoroughly apply precise language and conventions when writing, speaking, listening, and reading, appropriate to purpose and audience.

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