

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Speaking and Listening Standards	<b>Anchor Standard:</b>	Presentation of Knowledge & Ideas	<b>Grade level:</b>	3
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### Standards Relating to Presentation of Knowledge & Ideas

3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.

3.SL.5 Create 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.

3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

### Presentation of Knowledge & Ideas: Relevance and Essential Questions: What's the point?

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
How does a good speaker communicate ideas or responses effectively?	A speaker uses facts and details to speak in coherent sentences at an appropriate pace.
How can a speaker demonstrate fluent reading?	A speaker can create a fluent audio recording of a story or poem.
Why is it important to speak in complete sentences?	Students speak in complete sentences to give details and clarification.

### Learning Progression: Presentation of Knowledge & Ideas (3.SL.4 3.SL.5 3.SL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.	<b>3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.</b>	4.SL.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.
2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.	<b>3.SL.5 Create 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.</b>	4.SL.5 Add multimedia components (e.g., audio recordings) and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

<p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>	<p><b>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</b></p>	<p>4.SL.6 Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English, and use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>
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Rigor and Cognitive Complexity		
<p><b>Know (Factual)</b></p>	<p><b>Understand (Conceptual)</b> The students will understand that:</p>	<p><b>Do (Procedural/ Application)</b></p>
<p><b>3.SL.4</b></p> <ul style="list-style-type: none"> <li>● Facts</li> <li>● Details</li> <li>● Pace</li> </ul> <p><b>3.SL.5</b></p> <ul style="list-style-type: none"> <li>● Fluent</li> <li>● Audio</li> </ul> <p><b>3.SL.6</b></p> <ul style="list-style-type: none"> <li>● Details</li> <li>● Complete Sentences</li> <li>● Clarification</li> </ul>	<p><b>3.SL.4</b> Speaking coherently at an appropriate pace helps us communicate effectively.</p> <p><b>3.SL.5</b> Creating an audio recording demonstrates fluency.</p> <p><b>3.SL.6</b> They will speak in complete sentences when appropriate to task and situation.</p>	<p><b>3.SL.4</b> Use facts and details.</p> <p>Speak in coherent sentences and at appropriate pace.</p> <p><b>3.SL.5</b> Create fluent audio recordings.</p> <p><b>3.SL.6</b> Students speak in complete sentences.</p> <p>Give details to clarify.</p>

Student Friendly Language
<p><b>3.SL.4</b> I can speak at an appropriate pace when communicating with my peers, family, or community members.</p> <p><b>3.SL.5</b> I can record my reading to demonstrate fluency.</p> <p><b>3.SL.6</b> I can speak in complete sentences to provide information or ask questions.</p>

## Key Vocabulary

### 3.SL.4

- Recount
- Relevant
- Pace
- Descriptive

### 3.SL.5

- Audio recording
- Visuals
- Presentation
- Fluency
- Audience

### 3.SL.6

- Complete sentences
- Details
- Clarification

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

Speaking fluently at an appropriate pace helps me communicate effectively with my peers, family, and community members.

When I speak in complete sentences, people can understand what I am communicating.

## Resources

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

## Achievement Level Descriptors

### Presentation of Knowledge and Ideas:

**3.SL.4** Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.

**3.SL.5** Create 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.

**3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide minimal evidence that they can</p> <ul style="list-style-type: none"> <li>• Report, using incomplete and few complete sentences, on a topic or text with few relevant facts and details, orally and through audio recordings and using visual displays when appropriate.</li> </ul>	<p>Students should be able to provide partial evidence that they can</p> <ul style="list-style-type: none"> <li>•Report, using some complete sentences, on a topic or text with some relevant facts and details, orally and through audio recordings and using visual displays when appropriate.</li> <li>•Read at an understandable pace.</li> </ul>	<p>Students should be able to provide adequate evidence that they can</p> <ul style="list-style-type: none"> <li>•Report, using several complete sentences, on a topic or text with relevant facts and descriptive details, orally and through audio recordings and using visual displays when appropriate.</li> <li>•Read fluently at an understandable pace to clarify information.</li> </ul>	<p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> <li>•Report, using many complete complex sentences, on a topic or text with many relevant facts and descriptive details, orally and through audio recordings and using visual displays when appropriate.</li> <li>•Read fluently at an understandable pace to clarify information.</li> </ul>