

SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Presentation of Knowledge & Ideas	Grade level:	4
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Standards Relating to Presentation of Knowledge & Ideas

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.

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.

4K.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.)

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

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
<p>How does a speaker verbally share information in an organized manner?</p> <p>Why does a speaker need to use relevant facts and descriptive details when verbally sharing information?</p> <p>What type of visual displays can the speaker include to enhance their ideas?</p> <p>How does an audience impact a task or situation?</p>	<p>Information can be shared verbally by reporting on a topic or text, telling a story, or recounting an experience. Speaking clearly at an understandable pace makes it possible for the listener to hear all necessary information.</p> <p>Recounting an experience in an organized manner, using appropriate facts and descriptive details helps the audience understand the main idea or theme of your message.</p> <p>Multimedia components (e.g., audio recordings) and visual displays enhance the development of main ideas or themes.</p> <p>Different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English. It is important to use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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.</p>	<p>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.</p>	<p>5.SL.4 Report on a topic or text or present an opinion.</p> <ul style="list-style-type: none"> a. Sequencing ideas logically. b. Using appropriate facts and relevant descriptive details to support main ideas or themes. c. Speak 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.	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.	5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
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.)	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.)	5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>4.SL.4</p> <ul style="list-style-type: none"> ● Report ● Tell ● Recount ● Organized manner ● Appropriate facts ● Relevant, descriptive details ● Main idea ● Theme ● Pace <p>4.SL.5</p> <ul style="list-style-type: none"> ● Multimedia components ● Visual displays ● Main idea ● Theme <p>4.SL.6</p> <ul style="list-style-type: none"> ● Formal English ● Informal English 	<p>4.SL.4</p> <p>It is important to report on a topic or text, tell a story, or recount an experience in an organized manner.</p> <p>Using appropriate facts and relevant, descriptive details supports main ideas or theme.</p> <p>Speaking clearly at an understandable pace makes it possible for the audience to gather all necessary information.</p> <p>4.SL.5</p> <p>Adding multimedia components and visual displays to presentations when appropriate enhances the development of main ideas or themes.</p> <p>4.SL.6</p> <p>Different situations call for formal or informal English.</p>	<p>4.SL.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner.</p> <p>Use appropriate facts and relevant, descriptive details to support main ideas or theme.</p> <p>Speak clearly at an understandable pace to make it possible for the audience to gather all necessary information.</p> <p>4.SL.5</p> <p>Add multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>4.SL.6</p> <p>Recognize that either formal or informal English is used based on the audience or task.</p> <p>Use formal or informal English based on the audience or task.</p>

Student Friendly Language
<p>4.SL.4</p> <p>I can report on a topic or tell a story in an organized way, using important facts and descriptive details.</p> <p>I can speak clearly at an understandable pace.</p> <p>I can use details to support main ideas or the theme or themes.</p>

4.SL.5

I can include sound in my presentations.
I can include pictures or video in my presentations.

4.SL.6

I can speak formally or informally depending on my audience.
I can recognize when formal or informal English is being used.

Key Vocabulary**4.SL.4**

- Report
- Tell
- Recount
- Organized manner
- Appropriate facts
- Relevant, descriptive details
- Main idea
- Theme
- Pace

4.SL.5

- Report
- Tell
- Recount
- Organized manner
- Appropriate facts
- Relevant, descriptive details
- Main idea
- Theme
- Pace

4.SL.6

- Formal English
- 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?

Reporting in an organized manner will be useful when presenting information to co-workers, relating experiences to others, and communicating with everyone in our lives.

Presenting information from experience or research.

Contributing to group discussions.

Create a presentation for student council, 4-H, scouting, for sales or fundraising, as part of a job, etc.

Create a timeline with dates and images to support the retelling of historical events.

Add a link to a song that enhances the main idea or theme of a powerpoint presentation.

Create a display board to communicate the procedure and findings of an investigation for a science fair.

To carry on a conversation appropriately after determining whether informal or formal English is the most acceptable in the following situations (business people, teachers, community members, friends, coworkers, etc.).

To know when slang is acceptable.

Resources

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

Achievement Level Descriptors

Presentation of Knowledge and Ideas:

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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.)

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"> • Research low complexity of topics or texts in order to orally share to an audience. 	<p>Students should be able to provide partial evidence that they can</p> <ul style="list-style-type: none"> • Research various moderate complexity of topics or texts with clear meaning in order to orally share to an audience, including multimedia displays when appropriate. 	<p>Students should be able to provide adequate evidence that they can</p> <ul style="list-style-type: none"> • Research and interpret various moderate-to-high complexity of topics or texts with clear meaning in order to orally share at an understandable pace to an audience, including multimedia displays when appropriate and grade-level appropriate English usage. 	<p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> • Research and interpret various unusually high complexity of topics or texts with clear meaning in order to orally share at an understandable pace to various types of audiences, including multimedia displays when appropriate and grade-level appropriate English usage.