

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under</p>	<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

### Student Friendly Language:

I can come to my group ready to share my ideas and what I have learned through my research.  
 I can contribute to my group.  
 I know the rules to collaborate with my group.  
 I can ask questions in my group to help me understand others better.  
 I can explain my ideas to others in the group.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● <u>collaboration</u></li> <li>● rules for collaboration</li> <li>● how to be prepared</li> <li>● note taking strategies</li> <li>● questioning strategies</li> </ul>	<p>They must be prepared for their group.</p> <p>All members of a group are important.</p> <p>Questioning helps them and others in the group learn.</p> <p>They are a vital part of the group.</p> <p>Explaining what they know can help themselves and others learn.</p>	<p>Engage effectively in discussions with a partner.</p> <p>Engage effectively in discussions with groups of students.</p> <p>Engage effectively in discussions led by the teacher.</p> <p>Develop ideas based on discussions and express those ideas clearly.</p> <p>Prepare and study material so they are able to discuss grade level topics.</p> <p>Develop questions and ask them during appropriate times.</p> <p>Explain ideas clearly throughout the discussion.</p> <p>Apply rules of collaboration to conduct group discussions.</p>

**Key Vocabulary:**

collaboration  
rules  
contribute  
prepared  
discussion  
engage

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Team projects

playing on a sports team

deciding what to play on the playground

persuading parents to buy something they want

Book clubs

Interviewing for a job

persuading someone to try something new

selling a product to someone

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Student Friendly Language:
<p>I can identify the main idea and supporting details of a story read aloud to me.</p> <p>I can identify the main idea and supporting details of information presented in a visual media format (TV, video, Internet, etc).</p> <p>I can identify the main idea and supporting details of information presented in a number format.</p> <p>I can identify the main idea and supporting details of information presented orally.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Main Idea</li> <li>● Supporting Details</li> <li>● Read Aloud</li> <li>● Information</li> <li>● Media</li> </ul>	<p>By determining the main idea and supporting details it can help them to better understand what has been read to them.</p> <p>Information can be presented in different formats.</p> <p>They can determine the main idea and supporting details from information in different formats.</p>	<p>Interpret and share in small groups and/or large groups what the main idea was of the material that was presented visually, quantitatively, and/or orally.</p> <p>Interpret and share with small groups and/or large groups supporting details that occurred to support the main idea which was presented visually, quantitatively, and/or orally.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Main Ideas</td> <td style="width: 50%;">Supporting Details</td> </tr> <tr> <td>Media</td> <td>Visually</td> </tr> <tr> <td>Quantitatively</td> <td>Orally</td> </tr> <tr> <td>Diverse</td> <td></td> </tr> </table>	Main Ideas	Supporting Details	Media	Visually	Quantitatively	Orally	Diverse	
Main Ideas	Supporting Details							
Media	Visually							
Quantitatively	Orally							
Diverse								
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?								
<p>Discuss a newspaper article or current event with another person.</p> <p>Share your enthusiasm for a TV, movie, video clip that you watched.</p> <p>Retell exciting news you heard or saw that you wish to share with another person.</p>								

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SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points

Student Friendly Language:
<p>I can ask questions about the information a speaker shared.</p> <p>I can answer questions about the information a speaker shared.</p> <p>I can provide more information and details that are appropriate to the topic.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>asking questions</li> <li>answering questions</li> <li>appropriate questions</li> <li>elaborating responses</li> <li>adding details to responses</li> </ul>	<p>By asking questions to a speaker it can help them gain a better understanding of the topic.</p> <p>By listening and being able to answer questions that a speaker asks will help them gain a better understanding of the topic.</p> <p>What appropriate and inappropriate questions and answers are when dialoguing with a speaker.</p> <p>I want student to be able to offer appropriate elaboration and details to the speaker when asking or answering questions.</p>	<p>Listen to a speaker.</p> <p>Construct appropriate questions based on what they have listened to.</p> <p>Elaborate and add details when answering questions to what they have listened to.</p>

Key Vocabulary:
<p>asking questions</p> <p>answering questions</p> <p>appropriate</p> <p><u>elaboration</u></p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Having a conversation with a friend or parent</p> <p>Interviewing someone for a newspaper article</p> <p>Interviewing someone for the TV news</p> <p>Asking a teacher a question if you don't understand</p> <p>Adding to a lesson when you know something more than what the teacher shared</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	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 understandable pace.

<b>Student Friendly Language:</b>
I can share my findings on a topic or text, tell a story, or about something that has happened to me.
I can share facts, they have to be true and about the topic.
I can use descriptive details and speak so my audience can understand me.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● report</li> <li>● facts</li> <li>● details</li> <li>● pace</li> <li>● clearly</li> </ul>	<p>Presentation format depends on the information being shared.</p> <p>Facts may be relevant or irrelevant.</p> <p>Pace and clarity of speech will affect the audience's understanding of the content.</p>	<p>Tell a story.</p> <p>Relate information to an audience.</p> <p>Develop an informational speech related to a topic.</p> <p>Create a presentation based on a topic or text, personal experience, or story.</p>

<b>Key Vocabulary:</b>
<p>report</p> <p>facts</p> <p><u>relevant / irrelevant details</u></p> <p>pace</p> <p>audience</p> <p>clearly</p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Tell a friend or family member about an event in their life.</p> <p>Class presentation about a book they read or a topic they researched.</p> <p>Being an eyewitness for a crime and recounting the experience.</p> <p>Reporting on a topic to the rest of the company that you work for.</p>

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2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	3.SL.5 Create engaging 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 audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Student Friendly Language:
<p>I can read a poem or story aloud in an entertaining way.</p> <p>I can record myself reading a poem or story aloud.</p> <p>I can pick moments from the story or poem that need a visual display.</p> <p>I can decide if a visual display will be a picture, a map, a graph or a body motion.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● audio recordings</li> <li>● reading pace</li> <li>● fluid reading</li> <li>● visual displays</li> <li>● engaging</li> </ul>	<p>Reading with fluency, clarity, expression, and at a pace appropriate for a listening audience is important for understanding.</p> <p>Gestures, drawings, or displays help answer audience questions or emphasize key moments.</p>	<p>Create audio recordings of poems or stories.</p> <p>Create or act out visual displays to emphasize or enhance certain facts or details.</p> <p>Analyze a story or poem in order to determine what key points need a visual display.</p> <p>Determine what type of visual display will best suit the moment.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">visual display</td> <td style="width: 33%;">fluid reading</td> <td style="width: 33%;"><u>expression</u></td> </tr> <tr> <td><u>fluency</u></td> <td>clarity</td> <td>audience</td> </tr> </table>	visual display	fluid reading	<u>expression</u>	<u>fluency</u>	clarity	audience
visual display	fluid reading	<u>expression</u>				
<u>fluency</u>	clarity	audience				
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?						
<p>Students can accurately and clearly retell an event such as a car accident to the police.</p> <p>Student could draw a map and give directions.</p> <p>When a person tells a joke or gives a toast, they need to speak in a certain rhythm, pausing at times, gesturing as needed, and possibly using a prop.</p> <p>Students will use what they know about accuracy, fluency, and expression to effectively participate in a play with a speaking role.</p>						

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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 on pages 26 and 27 for specific expectations.)	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 on pages 28 and 29 for specific expectations.)	4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

Student Friendly Language:
I can speak in complete sentences to answer a question. I can speak in complete sentences to provide details to someone. I can speak in complete sentences to help someone understand more clearly what I have said.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Speaking</li> <li>● Complete Sentences</li> <li>● Clarification</li> <li>● Provide details</li> </ul>	<p>It is appropriate to respond in complete sentences when asked a question..</p> <p>Speaking in complete sentences can help others understand what we mean more easily.</p> <p>Using complete sentences can help clarify details for others.</p>	<p>Answer questions in complete sentences.</p> <p>Demonstrate understanding of a complete sentence.</p> <p>Categorize sentences in conversations with each other and be aware of others speaking in complete sentences.</p> <p>Provide clarification to a question by speaking in complete sentences.</p> <p>Analyze sentences to determine whether they are complete or incomplete sentences.</p>

Key Vocabulary:
complete sentences details clarification
Relevance and Applications:
<p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>In conversations with parents and friends, you may be asked questions that require you to add details to what you have answered. (examples: What did you leeyou d for.                      One day when you are in-charge on the job,may need to use complete sentences to clarify a task for an employee.</p>