

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, 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>	<p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, 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 by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

Student Friendly Language:
<p>I can come to a discussion ready to participate with my assignment(s) complete.</p> <p>I can follow the rules of the discussion group and complete my job in the group.</p> <p>I can ask and answer questions and add comments in a discussion to make it more clear for me.</p> <p>I can make connections to the comments in the discussion.</p> <p>I can retell the main ideas of the discussion and share my thoughts about them .</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● how to participate in a group discussion ● the roles of each member of a group 	<p>They must be prepared for each discussion.</p> <p>Asking and answering questions, along with making comments helps them to gain more information and leads to better understanding.</p> <p>They must follow the rules of the discussion group and complete their job.</p> <p>The success of the discussion will depend on the participation of the students.</p> <p>Each group member has something important to add to the task or conversation process</p>	<p>Participate in a group discussion by coming prepared and following the rules</p> <p>Ask and answer questions to improve the discussion</p> <p>Explain the main ideas of the discussion and add input</p> <p>Complete the tasks for their assigned role in the group.</p> <p>Follow up on any unanswered questions, comments, etc... by researching the topic and reporting back to the group</p>

Key Vocabulary:

clarifying questions

key idea

collaborative

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”?

To communicate in family meetings and other group gatherings

To be able to communicate in a job interview.

To understand the importance of being an active participant in group projects at school or work.

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SL.3.2 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.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Student Friendly Language:
I can retell parts of a story read to me.
I can retell information that has been presented to me.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> paraphrase is a retell or summary 	Paraphrasing what happened in a variety presentations can show understanding.	Paraphrase information you understood from an oral, visual, or quantitative presentation. Critique and explain portions of text read aloud or information presented.

Key Vocabulary:
<p><u>paraphrase</u> <u>oral</u> <u>media</u> <u>quantitatively</u></p>
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”?
Communicate with others by: Sharing your favorite parts of a story or movie with a friend. Recommend a book or movie Retell real life events

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SL.3.3 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.	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Student Friendly Language:
I can tell what reasons and evidence a speaker uses to make their point.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
What reasons and evidence are (what they could look or sound like)	<p>A speaker uses reasons and evidence to support what they are trying to say.</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>List the reasons and evidence a speaker uses to support their message.</p> <p>Identify what a speaker wants their audience to know, understand or do.</p>

Key Vocabulary:
<p>reasons evidence audience speaker support point</p>
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>Take notes from a teacher.</p> <p>Understand an oral speech or presentation.</p> <p>Listen to doctor’s orders.</p> <p>Use what you have learned from others to help you make any decision (job to apply for, food to try, college to go to).</p>

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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 an understandable pace.	5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Student Friendly Language:
<p>I can give a report 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.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • pace • sequence • appropriate & relevant facts • main idea & details • theme 	<p>Stories and reports must be told in an understandable manner.</p> <p>Descriptive details support a main idea or theme.</p> <p>Speaking clearly at an understandable pace leads to better understanding.</p>	<p>Present an oral report using appropriate volume and pace.</p> <p>Relay the information in an organized and understandable way.</p> <p>Include all appropriate and relevant information to retell a report or story.</p> <p>Use descriptive details to support the main idea of a report or story.</p>

Key Vocabulary:
<p>relevant</p> <p><u>pace</u></p> <p><u>summarize</u></p> <p>main idea</p> <p>supporting details</p>
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>This will be useful when presenting information to co-workers, relating experiences to others, and communicating with everyone in their lives.</p> <p>Presenting information from experience or research.</p> <p>Contributing to group discussions.</p>

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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.	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.

Student Friendly Language:
I can include sound in my presentations. I can include pictures or video in my presentations.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● research ● notetaking ● theme ● main idea 	<p>Creating an audio-visual display can help the presenter(s) better understand the themes or main ideas of what they are trying to communicate to an audience.</p> <p>Audio-visual displays can help the audience better understand information.</p> <p>Not all types of audio recordings or visual displays are appropriate for all types of presentations or all audiences.</p>	<p>Analyze and justify whether adding an audio recording(s) or visual display(s) would enhance your presentation.</p> <p>Decide what main idea(s) or theme(s) you want to get across to an audience and include them in a presentation.</p> <p>Create a display board, slide show, video, etc. for a presentation.</p> <p>Record or use pre-recorded audio (vocals, music, sound effects, etc.) and include it in a presentation.</p>

Key Vocabulary:
audio <u>visual</u> main idea theme
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>Create a poster for Student Council, 4-H, scouting or other organization.</p> <p>Create a timeline with dates and images to support the retelling of historical events.</p> <p>Add a link to a song that enhances the main idea of a powerpoint presentation.</p> <p>Create a display board to communicate the procedure and findings of an investigation for a science fair.</p> <p>Create presentations for sales or fundraising, as part of a job.</p>

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3SL.3.6 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.)	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 on pages 28 and 29 for specific expectations.)

Student Friendly Language:
I can determine when I should talk formally or casually.
I can use appropriate language in a formal or casual setting.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> proper English slang 	<p>Communicating in a formal setting is different than in a casual setting.</p> <p>They are responsible for determining if they are in a formal or casual setting.</p>	<p>Practice communicating in a formal setting.</p> <p>Determine whether certain settings are formal or casual.</p> <p>Revise an idea or phrase from casual to formal.</p>

Key Vocabulary:
<p>appropriate formal <u>casual</u> informal <u>slang</u> figurative language</p>
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>To be able to carry on a conversation with business people, teachers, community members appropriately.</p> <p>To know when slang is acceptable.</p> <p>To be able to communicate appropriately in a job interview.</p>