

SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	5
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Standards Relating to Knowledge of Language

- 5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Knowledge of Language: 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>
How does sentence length affect the message?	Writers and speakers use variety in sentence structure for interest and emphasis.
Why do authors sometimes use unconventional English in their work?	Writers and speakers use different styles of English for effect such as developing characters, demonstrating characteristics of a particular setting, showing a particular time period.

Learning Progression: Knowledge of Language (5.L.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> 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. 	5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
5.L.3 <ul style="list-style-type: none"> ● Conventions ● Expand ● Combine ● Reduce 	5.L.3 The correct use of English conventions will make writing, reading, speaking, and listening clear to the audience.	5.L.3 Create sentences with meaningful words. Revise sentence length for interest

<ul style="list-style-type: none"> ● Style ● Compare ● Contrast ● Dialect ● Register ● Stories ● Dramas ● Poems 	<p>How to expand, combine, or reduce sentences for meaning.</p> <p>Dialects may have different vocabulary.</p> <p>Recognize dialects and registers when reading or listening.</p> <p>Know that dialects and registers are often used by authors for effect.</p>	<p>and understanding.</p> <p>Use punctuation, italics, and bold print when reading.</p> <p>Interpret words from different dialects to understand text.</p> <p>Compare and contrast dialects and registers used in stories, dramas, or poems.</p>
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Student Friendly Language

5.L.3
 I can use language skills to read, write, speak, and listen.
 I can differ the length of sentences to clarify meaning, interest, and style.
 I can compare and contrast how dialects and registers influence reading, writing, speaking, and listening.

Key Vocabulary

<p>5.L.3</p> <ul style="list-style-type: none"> ● Conventions of language ● Expand ● Combine ● Reduce ● Dialects ● Registers ● Dramas ● Vary/variety ● Emphasis ● Italics 	<p>N/A</p>	<p>N/A</p>
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Understand dialects heard and/or read through media, books, on the news and in the world.
 Make writing more interesting.
 Understanding different dialects will improve conversations with people from other regions.
 Know when dialects and informal English are appropriate and when standard English is required.

Resources

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

Achievement Level Descriptors

Knowledge of Language:

5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Level 1	Level 2	Level 3	Level 4
<p>When reading, writing, speaking, and listening, students should be able to</p> <ul style="list-style-type: none"> Minimally use language and its conventions correctly, expanding, combining, and reducing sentences for meaning, interest, or style. Minimally compare and contrast variety of English used in texts. 	<p>When reading, writing, speaking, and listening, students should be able to</p> <ul style="list-style-type: none"> Partially use language and its conventions correctly, expanding, combining, and reducing sentences for meaning, interest, or style. Partially compare and contrast variety of English used in texts. 	<p>When reading, writing, speaking, and listening, students should be able to</p> <ul style="list-style-type: none"> Use language and its conventions correctly, expanding, combining, and reducing sentences for meaning, interest, or style. Compare and contrast variety of English used in texts. 	<p>When reading, writing, speaking, and listening, students should be able to</p> <ul style="list-style-type: none"> Thoroughly use precise language and its conventions correctly, expanding, combining, and reducing sentences for meaning, interest, or style. Thoroughly compare and contrast variety of English used in texts.