

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Knowledge of Language	<b>Grade level:</b>	4
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### Standards Relating to Knowledge of Language

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

### Knowledge of Language: 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>
<p>How does word choice affect the message?</p> <p>When is it appropriate to use formal English? When is it appropriate to use informal English?</p> <p>How is punctuation used for effect?</p>	<p>Word choice clearly conveys messages, feelings, and thoughts. Ideas can be conveyed more precisely when words and phrases are changed for greater precision.</p> <p>Formal and informal English are used based on the audience or situation.</p> <p>Punctuation can add meaning, emotion, and emphasize important ideas.</p>

### Learning Progression: Knowledge of Language (K.L.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between formal and informal English</li> </ol>	<p><b>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <ol style="list-style-type: none"> <li><b>a. Choose words and phrases to convey ideas precisely.</b></li> <li><b>b. Choose punctuation for effect.</b></li> <li><b>c. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.</b></li> </ol>	<p>5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ol>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<b>4.L.3</b> <ul style="list-style-type: none"> <li>Punctuation for effect</li> <li>Formal English</li> <li>Informal English</li> </ul>	<b>4.L.3</b> Punctuation can add meaning, emotion, and emphasize important ideas.  Formal English is used when presenting ideas in front of an audience.  Informal English is used in individual or small group discussions.	<b>4.L.3</b> Use punctuation to add meaning, emotion, and emphasize important ideas.  Recognize the different situations in which they should use formal or informal English.

Student Friendly Language
<b>4.L.3</b> I can use what I know about language and writing when writing, speaking, reading, or listening. I can choose words that tell exactly what I want to say to my audience. I can choose punctuation based on the effect it will have on my audience. I can tell the difference between times that formal or informal English should be used.

Key Vocabulary
<b>4.L.3</b> <ul style="list-style-type: none"> <li>Punctuation for effect</li> <li>Formal English</li> <li>Informal English</li> </ul>
<b>Relevance and Applications:</b> How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?  Order food at a restaurant so it is made the way you want it (using precise words and phrases).  Write an article for the town newspaper using formal English in order to convey your message, feelings, and thoughts.  Use appropriate language when making a phone call (e.g., friend or business associate)  Apply for a job, and participate in a job interview.  Write a grant or proposal for your business.

Resources
<a href="https://doe.sd.gov/octe/ELA-resources.aspx">https://doe.sd.gov/octe/ELA-resources.aspx</a>

## Achievement Level Descriptors

### Knowledge of Language:

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

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.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Minimally write or revise one or more paragraphs, partially demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</li> <li>Minimally apply punctuation, language, and vocabulary appropriate to purpose and audience when revising or composing texts.</li> <li>Minimally apply knowledge of language and conventions when speaking, listening, and reading, appropriate to purpose and audience.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Partially write or revise one or more paragraphs, partially demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</li> <li>Partially apply punctuation, language, and vocabulary appropriate to purpose and audience when revising or composing texts.</li> <li>Partially apply knowledge of language and conventions when speaking, listening, and reading, appropriate to purpose and audience.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Write or revise one or more paragraphs, adequately demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</li> <li>Strategically apply punctuation, language, and vocabulary appropriate to purpose and audience when revising or composing texts.</li> <li>Strategically apply precise language and conventions when speaking, listening, and reading, appropriate to purpose and audience.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Write or revise one or more paragraphs, thoroughly demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</li> <li>Thoroughly and strategically apply punctuation, language, and vocabulary appropriate to purpose and audience when revising or composing texts.</li> <li>Thoroughly and strategically apply precise language and conventions when speaking, listening, and reading, appropriate to purpose and audience.</li> </ul>