

Anchor Standards	Grade 3		Grade 4	
Speaking				
Presentation of Knowledge and Ideas #4	Key Words/Concepts:	What this will look like:	Key Words/Concepts:	What this will look like:
	<p>1st Level— 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.</p>	<p>2nd Level—</p> <ul style="list-style-type: none"> • Present in different ways, such as telling stories or giving information. • Use relevant details that stay on topic. • Deliver ideas clearly and at a speed that the audience can understand. <p>3rd Level— <i>In Units 1–3 in response to the core text:</i></p> <ul style="list-style-type: none"> • Recount an experience similar to one a character from the text experienced, comparing and contrasting your experience with the character’s experience. 	<p>1st Level— <i>In addition to 3:</i></p> <ul style="list-style-type: none"> • Recount and report in an organized manner. • Support main ideas or themes. 	<p>2nd Level— <i>In addition to 3:</i></p> <ul style="list-style-type: none"> • Identify a main idea, theme, or message that is emerging from the presentation. • Use supporting details to back up or elaborate on the theme or main idea. • Illustrate the ability to structure a presentation in an organized way. <p>3rd Level— <i>In Units 1–3 in response to the core text:</i></p> <ul style="list-style-type: none"> • Recount an experience similar to one a character from the text experienced, identifying how the character’s experience and yours were thematically similar, using a compare/contrast organizational structure to present your experience.

Level 1—Here it may be easier to begin with the first grade level by writing the full standard or by listing key words. Because of the density of this standard, we chose to list the entire standard.

Level 2—We thought about each of the different learning tasks that students would need to enact to demonstrate successful proficiency in meeting this standard.

Level 1—In each subsequent grade level, you might just add what other items are mentioned or in some other way indicate differences from the earlier grade(s).

Level 3—You’ll notice that we have just begun this level. We are noting what units might take into account which learning tasks. Remember that not every unit need expect students to enact all of the learning tasks for each standard. This is part of the power of spiraled instruction, where you can return to standards with increasing complexity over the semester or year or course.

FIGURE 6.2: Grade-level distinctions example.

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