

3-5 College and Career Readiness Anchor Standard	Third		Fourth		Fifth	
	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

Comprehension and Collaboration						
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.3.1 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. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion	Students in grade three will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). Third grade students will also determine the main idea and supporting details of a text read aloud or information presented in multiple formats. At this level, students should also be able to listen carefully to what a speaker says and then ask questions to clarify what they heard. If something is not understood, students should be able to elaborate	SL.4.1 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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Students in grade four will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). Fourth grade students will also paraphrase portions of a text read aloud or information presented in multiple formats. Fourth grade students should be able to identify the reasons a speaker provides to support points. This can be done through listening, questioning, and gathering information for a	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Students in grade five will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). Fifth grade students will also summarize a written text read aloud or information presented in multiple formats. At this level, students are now expected to be able to identify the reasons and evidence a speaker provides to support claims. This can be done through listening, questioning, and gathering information for deeper understanding of a
	CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and	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,	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.		

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orally. CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	quantitatively, and orally. SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	and provide details to build upon the speaker's response.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points	deeper understanding of a topic.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	topic.
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Presentation of Knowledge and Ideas

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.4 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.	Third graders move from describing and storytelling to reporting on a topic or a grade-appropriate text. This should be done orally and in coherent, spoken sentences at an appropriate and understandable pace.	SL.4.4 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.	While adept at reporting on a topic or text, telling a story, or recounting an event, fourth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fourth graders will do so at an appropriate pace. Attention to details to support main ideas or themes is important in fourth grade.	SL.5.4 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.	While adept at reporting on a topic or text, telling a story, or recounting an event, fifth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fifth graders will do so at an appropriate pace. Having the opportunity to present a personal opinion is important in the fifth grade.
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.3.5 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.	Students in the third grade should also be able to utilize digital media to make engaging audio recordings of stories or poems. Engaging might mean focusing on inflection and volume instead of just reading out loud. At this level, audio recordings should demonstrate fluid and well-paced reading. Visual displays should be added to illuminate chosen facts or details.	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Students in the fourth grade will combine audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Students in the fifth grade will combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes. At this level, they may identify these components as multimedia components.
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Students will need to engage in behaviors (turn and talk, small group discussion, computer use, and writing and speaking learning activities) that lead to the expression of	SL.4.6 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.	Students in the fourth grade should be exposed to a numerous variety of speaking tasks so they will be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations would	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Students in the fifth grade should be exposed to a numerous variety of speaking tasks so they may be able to distinguish

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		<p>complete ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, third grade students need to be able to choose visual displays that add to and enhance their thinking about a topic. Students must be able to articulate their ideas in complete sentences.</p>		<p>be one example of each type of discourse.</p>		<p>between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse. Fifth graders should be comfortable adapting their speech to a variety of contexts and tasks.</p>
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