3rd - 5th Grade Band Presentation
Common Core Standards - Mapped to Activity
COMMON CORE STANDARDS MAPPED TO ACTIVITY:

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MODULE 01: THE ELEMENTS OF A COMMUNITY

Time: 13-17 min

Learners manipulate cut outs of community elements to sort them into categories. They learn more about the types of things that come together to make a community like theirs and the people that make up a community.

COMMON CORE STANDARDS

ANCHOR

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.CCRA.SL.2
  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-LITERACY.CCRA.SL.3
  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

- CCSS.ELA-LITERACY.CCRA.SL.6
  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- CCSS.ELA-LITERACY.CCRA.L.1
  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.CCRA.L.4
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

3rd Grade

**Speaking & Listening: Comprehension & Collaboration**

- **CCSS.ELA-LITERACY.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.

  - **CCSS.ELA-LITERACY.SL.3.1.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).

  - **CCSS.ELA-LITERACY.SL.3.1.C**
    
    Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

  - **CCSS.ELA-LITERACY.SL.3.1.D**
    
    Explain their own ideas and understanding in light of the discussion.

- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.SL.3.3**
  
  Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Speaking & Listening: Presentation of Knowledge & Ideas**

- **CCSS.ELA-LITERACY.SL.3.6**
  
  Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
4th Grade

Speaking & Listening: Comprehension & Collaboration

- **CCSS.ELA-LITERACY.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.
  - **CCSS.ELA-LITERACY.SL.4.1.B**
    Follow agreed-upon rules for discussions and carry out assigned roles.
  - **CCSS.ELA-LITERACY.SL.4.1.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.
  - **CCSS.ELA-LITERACY.SL.4.1.D**
    Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-LITERACY.SL.4.3**
  Identify the reasons and evidence a speaker provides to support particular points.

Speaking & Listening: Presentation of Knowledge & Ideas

- **CCSS.ELA-LITERACY.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.

Language: Conventions of Standard English

- **CCSS.ELA-LITERACY.L.4.1**
  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **CCSS.ELA-LITERACY.L.4.1.A**
    Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  - **CCSS.ELA-LITERACY.L.4.1.C**
    Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.4.3
  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.L.4.3.A
  Choose words and phrases to convey ideas precisely.*
- CCSS.ELA-LITERACY.L.4.3.C
  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.4.4
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.4.4.A
  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

5th Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.5.1
  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.
- CCSS.ELA-LITERACY.SL.5.1.B
  Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-LITERACY.SL.5.1.C
  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-LITERACY.SL.5.1.D
  Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA-LITERACY.SL.5.3
  Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Speaking & Listening: Presentation of Knowledge & Ideas

• CCSS.ELA-LITERACY.L.5.4.A
  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.

• CCSS.ELA-LITERACY.SL.5.6
  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 here for specific expectations.)

Language: Conventions of Standard English

• CCSS.ELA-LITERACY.L.5.1
  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language: Knowledge of Language

• CCSS.ELA-LITERACY.L.5.3
  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language: Vocabulary Acquisition and Use

• CCSS.ELA-LITERACY.L.5.4
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

• CCSS.ELA-LITERACY.L.5.4.A
  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
MODULE 02: BUILDING THE COMMUNITY

Time: 30 min + 10 min Extension

Learners build on their knowledge about their community and the typology from the previous activity by creating a land use map.

COMMON CORE STANDARDS

ANCHOR

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.CCRA.SL.2
  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-LITERACY.CCRA.SL.3
  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.CCRA.L.5
  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- CCSS.ELA-LITERACY.CCRA.L.6
  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- CCSS.ELA-LITERACY.CCRA.L.1
  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.CCRA.L.4
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- CCSS.ELA-LITERACY.CCRA.L.6
  Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
3rd Grade

Speaking & Listening: Comprehension & Collaboration

- **CCSS.ELA-LITERACY.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.

  - **CCSS.ELA-LITERACY.SL.3.1.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.

  - **CCSS.ELA-LITERACY.SL.3.1.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).

  - **CCSS.ELA-LITERACY.SL.3.1.C**
    Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

  - **CCSS.ELA-LITERACY.SL.3.1.D**
    Explain their own ideas and understanding in light of the discussion.

- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.SL.3.3**
  Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking & Listening: Presentation of Knowledge & Ideas

- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.SL.3.6**
  Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language: Vocabulary Acquisition and Use

- **CCSS.ELA-LITERACY.L.3.6**
  Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

4th Grade

Speaking & Listening: Comprehension & Collaboration

- **CCSS.ELA-LITERACY.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.
  - **CCSS.ELA-LITERACY.SL.4.1.B**
    Follow agreed-upon rules for discussions and carry out assigned roles.
  - **CCSS.ELA-LITERACY.SL.4.1.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.
  - **CCSS.ELA-LITERACY.SL.4.1.D**
    Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- **CCSS.ELA-LITERACY.SL.4.3**
  Identify the reasons and evidence a speaker provides to support particular points.

Speaking & Listening: Presentation of Knowledge & Ideas

- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.SL.4.5**
  Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

- **CCSS.ELA-LITERACY.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. (See grade 4 Language standards 1 here for specific expectations.)
Language: Conventions of Standard English

- **CCSS.ELA-LITERACY.L.4.1**
  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **CCSS.ELA-LITERACY.L.4.1.A**
    Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  - **CCSS.ELA-LITERACY.L.4.1.C**
    Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - **CCSS.ELA-LITERACY.L.4.1.E**
    Form and use prepositional phrases.
  - **CCSS.ELA-LITERACY.L.4.1.F**
    Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

Language: Knowledge of Language

- **CCSS.ELA-LITERACY.L.4.3**
  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **CCSS.ELA-LITERACY.L.4.3.A**
    Choose words and phrases to convey ideas precisely.*
  - **CCSS.ELA-LITERACY.L.4.3.C**
    Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Language: Vocabulary Acquisition and Use

- **CCSS.ELA-LITERACY.L.4.4**
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
  - **CCSS.ELA-LITERACY.L.4.4.A**
    Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
5th Grade

Speaking & Listening: Comprehension & Collaboration

- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.SL.5.1.B**
  Follow agreed-upon rules for discussions and carry out assigned roles.

- **CCSS.ELA-LITERACY.SL.5.1.C**
  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- **CCSS.ELA-LITERACY.SL.5.1.D**
  Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- **CCSS.ELA-LITERACY.SL.5.3**
  Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Speaking & Listening: Presentation of Knowledge & Ideas

- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.SL.5.6**
  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 here for specific expectations.)
Language: Conventions of Standard English

- CCSS.ELA-LITERACY.L.5.1
  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.5.1.C
  Use verb tense to convey various times, sequences, states, and conditions.

Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.5.3
  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.5.4
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.L.5.4.A
  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.