

SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Presentation of Knowledge & Ideas	Grade level:	2
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Standards Relating to Presentation of Knowledge & Ideas

2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.

2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.

2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Presentation of Knowledge & Ideas: 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>
<p>How does a good speaker communicate ideas or respond effectively?</p> <p>What are some ways that speakers can present information?</p>	<p>A speaker communicates effectively by retelling relevant facts and details and speaking audibly in coherent sentences.</p> <p>A speaker can use a variety of methods to present information, including but not limited to visual displays, performances, audio recordings, and media presentations.</p>

Learning Progression: Presentation of Knowledge & Ideas (2.SL.4 2.SL.5 2.SL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas, and feelings clearly.	2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.	3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and descriptive details, speaking clearly at an understandable pace.
1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.	2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.	3.SL.5 Create 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.
1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

specific expectations.)

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>2.SL.4</p> <ul style="list-style-type: none">• Relevant facts• Relevant details• Descriptive details• Sentence structure• Speaking audibly <p>2.SL.5</p> <ul style="list-style-type: none">• Story components• Poetry• Visual displays• Audio recordings• Drama performance <p>2.SL.6</p> <ul style="list-style-type: none">• Sentence structure• Clarification with details	<p>2.SL.4</p> <p>Retelling the relevant facts and descriptive details of a story or experience enables the listener to understand the main idea of the story.</p> <p>Speaking audibly in complete sentences to tell a story or experience enables the listener to fully enjoy and comprehend the story/experience.</p> <p>2.SL.5</p> <p>Using technology to create an audio recording or media presentation of a story or poem allows for future and shared viewing of the presentation.</p> <p>Visual displays enhance audience comprehension while listening to stories or poems.</p> <p>A performance of a story or poem enhances the listener's experience.</p> <p>2.SL.6</p> <p>Speaking in complete sentences can provide people with more information and help answer listeners' questions.</p> <p>There are certain situations and tasks where it is appropriate to speak in complete sentences; however, in some situations it is acceptable to speak in incomplete sentences/sentence fragments.</p>	<p>2.SL.4</p> <p>Distinguish the differences between relevant and irrelevant facts, and descriptive and non-descriptive details.</p> <p>Tell a story that others will understand, using facts and descriptive details.</p> <p>Recount a personal experience in a way that makes sense, using coherent sentences and a voice volume adequate for the selected audience.</p> <p>2.SL.5</p> <p>Share a story or poem using one of the following methods:</p> <ol style="list-style-type: none">a) Create an audio recordingb) Create a visual displayc) Create a media presentationd) Present a performance <p>2.SL.6</p> <p>Speak in complete sentences to provide more information or clarification.</p> <p>Differentiate between situations and tasks while developing sentences to decide whether it is appropriate to use complete or incomplete sentences.</p>

Student Friendly Language

2.SL.4

I can decide what to include when telling a story or experience.
I can tell a story that makes sense to others.
I can speak in sentences at the right volume, so I can be heard and understood.

2.SL.5

I can choose the best method to share a story or poem.

2.SL.6

I can speak in complete sentences to give someone more information or ask questions.
I can decide when I should use complete sentences.
I can decide when I can use incomplete sentences.

Key Vocabulary

2.SL.4

- Relevant facts
- Relevant details
- Audibly
- Main idea
- Descriptive details

2.SL.5

- Audio recording
- Media presentations
- Visual displays
- Drama
- Performance

2.SL.6

- Sentence fragment
- Clarification
- Complete sentence

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

There are a variety of ways to share our stories, experiences, and information with others.

Speaking coherently and audibly allows us to communicate our ideas, thoughts, and feelings with people around us.

Resources

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

Achievement Level Descriptors

Presentation of Knowledge and Ideas:

2.SL.4 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.

2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can, with significant support,</p> <ul style="list-style-type: none"> • Tell a story, using incomplete and few complete sentences, with few relevant facts and details, orally and through audio recordings and using visual displays when appropriate. 	<p>Students should be able to provide evidence that they can, with minimal support,</p> <ul style="list-style-type: none"> • Tell a story or recount an experience, using some complete sentences, with some relevant facts and details, orally and through audio recordings and using visual displays when appropriate. • Speak at an understandable pace. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Tell a story or recount an experience, using several complete sentences, with relevant facts and descriptive details, orally and through audio recordings and using visual displays when appropriate. • Speak audibly at an understandable pace using coherent sentences. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Tell a story or recount an experience, using many complete complex sentences, with many relevant facts and descriptive details, orally and through audio recordings and using visual displays when appropriate. • Speak audibly at an understandable pace using coherent sentences.