

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Speaking and Listening Standards	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	6
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### Standards Relating to Comprehension and Collaboration

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.SL.3 Delineate (break down) a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### Comprehension and Collaboration: 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>
How do we have an accurate, educated discussion with others?	Clearly express assigned reading to others demonstrating knowledge of the material.
How can we use graphics to explain a topic?	Identify and explain different sources and formats of information including visuals.

### Learning Progression: Comprehension and Collaboration (6.SL.1 6.SL.2 6.SL.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others’ ideas and expressing their own clearly.	<b>6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b>	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
<ol style="list-style-type: none"> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li><b>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on</b></li> </ol>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial</li> </ol>

<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>e. Cooperate and problem solve as appropriate for productive group discussions.</p>	<p><b>ideas under discussion.</b></p> <p><b>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</b></p> <p><b>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</b></p> <p><b>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b></p> <p><b>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</b></p>	<p>discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</p>
<p>5.SL.2 Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</b></p>	<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b></p>	<p>7.SL.3 Delineate (break down) a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>6.SL.1</b></p> <ul style="list-style-type: none"> <li>● Prepare for collaborative discussions: <ul style="list-style-type: none"> <li>-know what behaviors are appropriate</li> <li>-know the roles and the tasks associated with</li> <li>-come to agreement on goals for the group</li> <li>-deadlines for completing the task</li> </ul> </li> <li>● Questioning techniques</li> <li>● Perspectives or point of view of participants</li> </ul>	<p><b>6.SL.1</b></p> <p>Effective quality group discussions require participants to be prepared through research and organization of their thoughts.</p> <p>Effective discussions take place when participants take their turns in expressing ideas, listening to others, and staying on-topic.</p> <p>During discussions, people's opinions and views can change as new information is heard.</p>	<p><b>6.SL.1</b></p> <p>Be prepared for class by reading text and by being ready to discuss text.</p> <p>One way teachers may facilitate within collaborative groups is to provide roles so all group members have a purpose, stay connected and engaged. Roles may include positions like leader, timekeeper, recorder, reporter, etc.</p> <p>Students will engage effectively in teacher-led discussions and discussions with partners. Examples of ways to facilitate speaking and</p>

<p><b>6.SL.2</b></p> <ul style="list-style-type: none"> <li>● Active listening</li> <li>● Know how to make inferences from the text</li> <li>● Know how to connect important details to a topic being studied</li> <li>● Identify different sources and formats of information</li> <li>● Interpret information from various sources</li> <li>● Interpret information that is presented visually, through charts and graphs, or speaking</li> </ul> <p><b>6.SL.3</b></p> <ul style="list-style-type: none"> <li>● Identify claims and arguments</li> <li>● Understand what constitutes evidence</li> <li>● Know when something is reasonable</li> <li>● Identify specific claims supported by evidence</li> <li>● Identify arguments that are logical and within reason</li> <li>● Identify the reasons and evidence that support a person's claims</li> </ul>	<p>Contribute to the discussion by elaborating on the comments of others.</p> <p>Demonstrate understanding of multiple perspectives by reflecting on the ideas expressed.</p> <p>Review key ideas discussed by paraphrasing them.</p> <p>Know how to incorporate evidence or information about the topic, text, or issue during the discussion.</p> <p><b>6.SL.2</b></p> <p>The information can be presented visually, quantitatively (numerically or measurable) or orally and can affect how they understand the information.</p> <p>The media format used to deliver the information should be based on the audience.</p> <p>When they choose a topic there are other factors to consider in determining which media to use.</p> <p>Topics can be interrelated and can be interpreted to mean different things to different people.</p> <p><b>6.SL.3</b></p> <p>Arguments/claims must be supported by facts/and evidence to be credible.</p> <p>Some arguments are based on faulty logic and opinion.</p> <p>Information is factual and/or opinion based relying on relevant evidence.</p> <p>Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric determines the credibility of the info</p>	<p>listening learning includes: book clubs, literature circles or Socratic seminars.</p> <p>Students effectively explain how their observations and readings (visual and audio) contribute to a topic, theme or issue under study.</p> <p>Cite evidence on topic, text or issue to use during discussion and reflection of ideas.</p> <p><b>6.SL.2</b></p> <p>Students are able to interpret and evaluate information presented in diverse media and formats.</p> <p>They learn how to perceive and explain how each medium shapes or influences the audience's perception and understanding of the information presented.</p> <p>Sixth grade students will also observe how various mediums appeal to one or more senses with varying levels of intensity.</p> <p>Students could be presented with a speech and be asked to compare reading the speech to watching a video of the speech.</p> <p><b>6.SL.3</b></p> <p>Students will evaluate a speaker's argument and distinguish between solid, supportive evidence and weaker details that do not directly link to the topic. One way to approach this is to analyze several speeches or debates.</p> <p>Student may use a graphic organizer as a note-taking tool to categorize and classify which claims in the speech are supported by clear evidence and which reasons are not.</p>
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**Student Friendly Language**

**6.SL.1**

I can actively take part in discussions on sixth grade topics, texts, and issues by expressing my ideas and opinions clearly and by listening and responding to others in the discussion.

I can better prepare myself for participating in discussions by having read or studied the material that will be considered.

I can participate in discussions more effectively by using examples and evidence from the text to help me reflect on the

ideas in the discussion.

I can follow appropriate guidelines for discussions by setting specific goals and meeting deadlines.

I can ask and answer questions effectively using appropriate explanations and details.

I can think through the key ideas expressed in a discussion and show my understanding of different perspectives by reflecting aloud and restating what others have said.

### 6.SL.2

I can understand and reflect upon information presented from various sources and explain how it might contribute to the discussion.

### 6.SL.3

I can describe a speaker's argument and claim, and I am able to distinguish between those claims that are based on reasons and evidence and those that are not.

## Key Vocabulary

### 6.SL.1

- Precise language
- Collaborative
- Discussion
- Issues/topics
- Express
- Support
- Formal language
- Evidence
- Elaborate
- Perspective
- Reflection
- Paraphrase

### 6.SL.2

- Interpret
- diverse media
- formats
- Visually
- Quantitatively
- Orally
- Contributes
- Print media
- Digital media
- Issue

### 6.SL.3

- Delineate
- Reason
- Argument
- Claim
- Evidence
- Fact
- Opinion

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

We need to learn this because relationships require that a person is able to discuss and give reasoning for their opinions or thoughts clearly to others.

We need to learn this because listening to and thinking about other's perspectives could help a person with personal relationships.

We need to learn this because interpreting information from literature, texts, and online resources is essential in school, at home and during extra-curricular activities.

We need to learn this to be able to decide if information (claims) is supported by evidence will help students make informed decisions.

## Resources

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

## Achievement Level Descriptors

### Comprehension and Collaboration:

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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 prepare, interpret, summarize and apply information delivered through diverse media, building on others' ideas to express own ideas in collaborative discussions.</li> <li>• Minimally delineate the speaker's argument, specific claims, reasons, and evidence,</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Partially prepare, interpret, summarize and apply information delivered through diverse media, building on others' ideas to express own ideas in collaborative discussions.</li> <li>• Partially delineate the speaker's argument, specific claims, reasons, and evidence, distinguishing between supported claims and unsupported claims.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Accurately prepare, interpret, summarize and apply information delivered through diverse media, building on others' ideas to express own ideas in collaborative discussions.</li> <li>• Delineate the speaker's argument, specific claims, reasons, and evidence, distinguishing between supported claims and unsupported claims.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Accurately prepare, interpret, summarize and apply information delivered through diverse media, building on others' ideas to thoroughly express own ideas in collaborative discussions.</li> <li>• Thoroughly delineate the speaker's argument, specific claims, reasons, and evidence, distinguishing between supported claims and unsupported claims.</li> </ul>