

SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Presentation of Knowledge & Ideas	Grade level:	9-10
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Standards Relating to Presentation of Knowledge & Ideas

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.5 Integrate digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Presentation of Knowledge & Ideas: Relevance and Essential Questions: What’s the point?

<i>Essential Questions</i> (Drive Intellectual Curiosity-The Hook)	<i>Big Idea Statements</i> (What students need to discover)
Why is it important to present information clearly and concisely so listeners can follow the line of reasoning and understand the topic presented?	Speakers must present information clearly, concisely, and logically so that listeners may evaluate the line of reasoning, and the organization, development, substance, and style of the speech.
Why should digital media be integrated into presentations and discussions?	Digital media enhances understanding and adds interest.
Why is it important to adapt an oral presentation to different contexts, audiences, and tasks?	Various audiences, tasks, and contexts have differing needs and expectations.

Learning Progression: Presentation of Knowledge & Ideas (9-10.SL.4 9-10.SL.5 9-10.SL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	11-12.SL.4 Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	9-10.SL.5 Integrate digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
8.SL.6 Adapt speech to a variety of contexts and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	11-12.SL.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>9-10.SL.4</p> <ul style="list-style-type: none"> ● Findings ● Supporting evidence ● Concise ● Logical ● Line of reasoning ● Development ● Organization ● Substance ● Style ● Purpose ● Audience ● Task <p>9-10.SL.5</p> <ul style="list-style-type: none"> ● Strategic use of digital media ● Use of evidence ● Interactive elements of media (e.g., polls, games, etc.) ● Graphical media (e.g., bar graph, pie chart, tables, etc.) ● Textual media (e.g., bullet points, quotes, etc.) ● Audio media (e.g., music, embedded videos, etc.) <p>9-10.SL.6</p> <ul style="list-style-type: none"> ● Jargon ● Conventions 	<p>9-10.SL.4</p> <p>Information must have supporting evidence.</p> <p>Information must be clear, logical, and concise in order for the audience to understand the presentation.</p> <p>Listeners need to be able to follow the presenter's line of reasoning.</p> <p>Purpose, audience, and task determine organization, development, substance, and style.</p> <p>Information can be presented in a variety of ways depending on audience.</p> <p>9-10.SL.5</p> <p>Digital media can be used to help make many kinds of presentations more understandable, interesting, and dynamic.</p> <p>Digital media can enhance findings and reasonings.</p> <p>9-10.SL.6</p> <p>Sentence structure and conventions are not only important in writing, but in</p>	<p>9-10.SL.4</p> <p>Organize and present information logically, clearly, and concisely.</p> <p>Research information for supporting evidence.</p> <p>Develop presentation appropriate to the topic and assignment.</p> <p>Demonstrate a clear line of reasoning.</p> <p>Create a presentation for a specific audience, purpose, and task.</p> <p>9-10.SL.5</p> <p>Make use of digital media for various purposes, like enhancing reasoning, improving evidence, and adding interest to presentations.</p> <p>Prove understanding of research findings.</p> <p>9-10.SL.6</p> <p>Adapt speech to the audience, context, and task.</p>

<ul style="list-style-type: none"> ● Formal English ● Informal/casual English ● Audience ● Purpose ● Formal situations ● Informal situations ● Self-reflection ● Contexts ● Feedback 	<p>speaking as well.</p> <p>Using informal/casual language is only appropriate in certain contexts.</p> <p>A speaker's presentation style and pattern of organization will have an effect on people's perceptions of them.</p> <p>Speech should be purposefully constructed for intended audiences, tasks, and contexts.</p>	<p>Apply command of formal English in any formal setting.</p> <p>Use self-reflection and feedback to adapt speech for context, audience, and task.</p>
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Student Friendly Language
<p>9-10.SL.4 I can present information that is backed up by research. I can present information in a way that allows my listeners to understand what I'm saying. I can present information for a specific purpose, audience, and task.</p> <p>9-10.SL.5 I can use diverse digital media in presentations to help demonstrate understanding, solid reasoning, and supporting evidence. I can use digital media to make presentations more interesting.</p> <p>9-10.SL.6 I can form a grammatically correct sentence to portray my ideas. I can speak with appropriate word choice, diction, timing, and volume when presenting my ideas to the class as a whole. I can adapt my language for an appropriate audience or purpose. I can show a command of standard English conventions in my speech. I can use self-reflection and feedback to improve how I adapt a speech.</p>

Key Vocabulary		
<p>9-10.SL.4</p> <ul style="list-style-type: none"> ● Findings ● Supporting evidence ● Concise ● Logical ● Line of reasoning ● Development ● Organization ● Substance ● Style ● Purpose ● Audience ● Task 	<p>9-10.SL.5</p> <ul style="list-style-type: none"> ● Strategic use of media ● Digital Media <ul style="list-style-type: none"> ○ Interactive ○ Graphical ○ Textual ○ Audio ● Enhance 	<p>9-10.SL6</p> <ul style="list-style-type: none"> ● Jargon ● Conventions ● Formal English ● Informal/casual English ● Audience ● Purpose ● Formal situations ● Informal situations ● Self-reflection ● Feedback ● Context

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 be able to present in a variety of situations in order to meet the needs of different purposes, audiences, and tasks. For example, in job situations we will be called upon to present and defend our work to supervisors or coworkers.

We need to be able to support our ideas with research-based findings in many situations, either in college or career settings.

We will give many presentations throughout life for various purposes, including school, work, church, and/or community purposes, and using digital media will boost interest while conveying important facts and messages will be a lifelong skill.

We will need to adapt our communications throughout our lives: some interactions will be in a formal setting, such as a job interview, seminar, a wedding, or work meeting, and others will be informal.

Communication with a variety of people, such as a boss, peers, and customers, will occur in many situations.

Resources

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

Achievement Level Descriptors

Presentation of Knowledge and Ideas:

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.5 Integrate digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to</p> <ul style="list-style-type: none"> • Present minimal information, findings, and supporting evidence that includes a line of whereas the organization, development, substance, and style are minimally aligned to purpose and audience. • Minimally use digital media to enhance the understanding of findings, reasoning, and evidence. • Implement minimal English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks. 	<p>Students should be able to</p> <ul style="list-style-type: none"> • Present some information, findings, and supporting evidence that includes a line of reasoning and opposing perspectives whereas the organization, development, substance, and style are somewhat aligned to purpose, audience. • Partially use digital media to enhance the understanding of findings, reasoning, and evidence. • Implement some English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks. 	<p>Students should be able to</p> <ul style="list-style-type: none"> • Effectively and clearly present information, findings, and supporting evidence, while accurately citing the sources, with a clear and distinct perspective that includes a line of reasoning and opposing perspectives whereas the organization, development, substance, and style are appropriate to purpose, audience, and range of formal and informal tasks. • Strategically use digital media to enhance the understanding of findings, reasoning, and evidence. • Implement effective English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks. 	<p>Students should be able to</p> <ul style="list-style-type: none"> • Effectively and clearly present information, findings, and supporting evidence, while accurately and thoroughly citing the sources, with a clear and distinct perspective that includes a thorough line of reasoning and opposing perspectives whereas the organization, development, substance, and style are designed according to the purpose, audience, and range of formal and informal tasks. • Strategically use digital media to enhance the understanding of findings, reasoning, and evidence; and to add interest. • Implement effective English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks.