SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Presentation of Knowledge & Ideas	Grade level:	11-12

Standards Relating to Presentation of Knowledge & Ideas

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.

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.

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).

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

Essential Questions (Drive Intellectual Curiosity-The Hook)	Big Idea Statements (What students need to discover)
What makes an effective presentation?	An effective presentation conveys a distinct perspective that listeners can follow, is well-organized, is geared to a specific audience, and has evidence that is properly referenced and cited.
What enhances an effective presentation?	Incorporating digital media enhances presentations.
What factors influence a speaker's word choice?	Speakers must consider their audience, context, task, and feedback, and they should make deliberate choices when preparing their message.

Learning Progression: Presentation of Knowledge & Ideas (11-12.SL.4 11-12.SL.5 11-12.SL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.**	N/A
9-10.SL.5 Integrate digital media (e.g., textual, graphical, audio,	**11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio,**	N/A

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visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**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.)	**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).**	N/A

Rigor and Cognitive Complexity		
Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural/ Application)**
11-12.SL.4 ● Organizational structure ● Intellectual property ● Transitions ● Logical structure ● Distinct perspective ● Substance ● Style	**11-12.SL.4** One can tailor speech to an intended audience, for a specific purpose, etc. Speaking clearly and logically is important. The ability to verbally express ideas clearly and persuasively is a part of effective communication. Intellectual property must be used accurately.	**11-12.SL.4** Generate an effective presentation for a variety of tasks and audiences. Analyze when to adapt speech. Respect intellectual property.
11-12.SL.5 ● Digital media ● Textual elements ● Graphic elements ● Audio elements ● Visual elements ● Interactive elements	**11-12.SL.5** Interest may be enhanced through the use of digital media. Digital media includes the use of textual elements, graphic elements, audio elements, visual elements, and interactive elements.	**11-12.SL.5** Strategically use digital media to enhance understanding and engagement of a presentation. Make appropriate and purposeful stylistic choices (transitions, font, etc.) when using digital media.
11-12.SL.6 ● Context ● Audience analysis ● Formal/informal English ● Syntax ● Formal/informal situations	**11-12.SL.6** Successful speakers make deliberate choices in topic, content, language, and style, depending on the audience's needs and background. Successful speakers adapt the language in their speeches to achieve a desired effect.	**11-12.SL.6** Analyze audience before preparing a speech. Choose specific language and syntax in writing speeches which is appropriate to audience, topic, and context. Display a command of language.

Student Friendly Language

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11-12.SL.4
I can clearly present information, findings, and supporting evidence.
I can speak in formal and informal situations.
I can speak so that listeners can follow my reasoning.
I can respect intellectual property.

11-12.SL.5
I can make a presentation more interesting, more informative, and clearer by using digital media.
I can determine when and what digital media is relative to my topic.

11-12.SL.6
I can use language in my speaking that is appropriate for audience, topic, and context.
I can choose language to use in my speeches based on my desired impact on that audience.
I can prepare and deliver a variety of speeches in both formal and informal situations.

Key Vocabulary

11-12.SL.4	**11-12.SL.5**	**11-12.SL.6**

● Intellectual property
● Alternative Perspectives
● Opposing Perspectives
● Audience
● Organization
● Transitions
● Substance
● Style
	● Reasoning
	● Evidence
	● Digital media
	    ○ Textual
	    ○ Graphical
	    ○ Audio
	    ○ Visual
	    ○ Interactive
		● Context
		● Feedback
		● Syntax
		● Self-reflection
		● Audience

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

In order to communicate effectively, one needs to be able to present information in a variety of ways.

Effective communication will be required for success in college, career, and personal situations.

The use of digital media has become standard practice in day-to-day life.

The ability to analyze an audience's needs and to adapt a speech or discussion to the listening needs of an audience is essential to successful communication.

Resources

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

Achievement Level Descriptors

Presentation of Knowledge and Ideas:

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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.

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).

Level 1	Level 2	Level 3	Level 4
Students should be able to provide evidence that they can	Students should be able to provide evidence that they can	Students should be able to provide evidence that they can	Students should be able to provide evidence that they can
• 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.	• 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.	• 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.	• 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.
• Minimally use digital media to enhance the understanding of findings, reasoning, and evidence.	• Partially use digital media to enhance the understanding of findings, reasoning, and evidence.	• Strategically use digital media to enhance the understanding of findings, reasoning, and evidence.	• Strategically use digital media to enhance the understanding of findings, reasoning, and evidence; and to add interest.
• Implement minimal English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks.	• Implement some English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks.	• Implement effective English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks.	• Implement effective English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks.