SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Presentation of Knowledge & Ideas	Grade level:	5

Standards Relating to Presentation of Knowledge & Ideas

5.SL.4 Report on a topic or text or present an opinion.
      a. Sequencing ideas logically.
      b. Using appropriate facts and relevant descriptive details to support main ideas or themes.
      c. Speak clearly at an understandable pace.

5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

5.SL.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 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 speech?	An effective speech is prepared with facts, presented in a logical order and spoken at an understandable pace.
How do visuals add to a presentation?	Visuals keep the listener engaged and reinforce key ideas.
How would a speech change based on the audience?	A speech may differ based on audience and purpose.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year

4.SL.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.	**5.SL.4 Report on a topic or text or present an opinion.**
	    a. Sequencing ideas logically.
	    b. Using appropriate facts and relevant descriptive details to support main ideas or themes.
	    c. Speak clearly at an understandable pace.
		6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

4.SL.5 Add multimedia components (e.g., audio recordings) and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**	6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
4.SL.6 Recognize that different	**5.SL.6 Adapt speech to a variety of**	6.SL.6 Adapt speech to a variety of

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situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English, and use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	**contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)**	contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
5.SL.4 ● Sequencing ● Appropriate facts ● Relevant details ● Descriptive details ● Main idea ● Theme ● Pace	**5.SL.4** Descriptive details support the main idea or theme. Supportive details are effective when presented in a logical sequence. Speaking clearly and at an understandable pace ensures the audience understand my information.	**5.SL.4** Report on a topic or present an opinion. Support the main idea or theme using descriptive details. Present relevant facts in a logical sequence. Speak clearly and at an even pace.
5.SL.5 ● Multimedia components ● Visual displays ● Main idea ● Theme	**5.SL.5** Multimedia and visual displays can be used to enhance presentations.	**5.SL.5** Include multimedia and/or visual displays in presentations.
5.SL.6 ● Formal English situations ● Informal English situations	**5.SL.6** Formal English is appropriate for specific purposes and audiences. Informal English is appropriate for specific purposes and audiences.	**5.SL.6** Adapt a speech for a formal situation. Adapt a speech for an informal situation.

Student Friendly Language

5.SL.4
I can report on a topic, text, or opinion using a main idea and descriptive details.
I can use appropriate facts and relevant details to support main ideas.
I can sequence ideas logically.
I can speak clearly at an understandable pace.

5.SL.5
I can include multimedia components such as sounds and graphics to support my main idea.
I can make my work more interesting by adding visual displays.

5.SL.6
I can speak formally or informally in a given situation.
I can use what I know about grammar and the English language to speak in a way that fits the situation.
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Key Vocabulary		
5.SL.4 ● Sequence ● Logical ● Appropriate ● Relevant ● Descriptive ● Main idea ● Theme ● Pace	**5.SL.5** ● Multimedia ● Visual display ● Appropriate ● Enhance ● Main idea ● Theme	**5.SL.6** ● Adapt ● Context ● Task ● Formal English ● Informal English ● Appropriate ● Situation

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

Speaking with details in a logical order occurs whenever I discuss past events.

Classroom presentations and speeches are given with details in a logical order, with appropriate language, and in a way others understand.

Formal English helps me to make a good impression on the people that I meet. I can use this skill when presenting information at a Science Fair, 4-H presentations, meeting new adults, or volunteering in my community.

Informal English is appropriate at times, for example when talking to friends, posting on social media, email, or casual conversations with peers.

Resources

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

Achievement Level Descriptors

Presentation of Knowledge and Ideas:

5.SL.4 Report on a topic or text or present an opinion.
   a. Sequencing ideas logically.
   b. Using appropriate facts and relevant descriptive details to support main ideas or themes.
   c. Speak clearly at an understandable pace.

5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

5.SL.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 for specific expectations.)

Level 1	Level 2	Level 3	Level 4
Students should be able to provide evidence that they can • Report on a low complex topic or text, using few facts and details to support main ideas or themes, including multimedia displays to develop main ideas or themes. • Implement minimal correct English usage and minimal eye contact, volume, and pronunciation.	Students should be able to provide evidence that they can • Report on a moderately complex topic, using some appropriate facts and some descriptive details to support main ideas or themes, including multimedia displays to develop main ideas or themes. • Implement some grade-level English usage and appropriate eye contact, adequate volume, and clear pronunciation.	Students should be able to provide evidence that they can • Effectively and clearly report on a moderate-to-high complex topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes, including multimedia displays to develop main ideas or themes. • Implement grade-level English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks.	Students should be able to provide evidence that they can • Effectively and clearly report on an unusually high complex topic or text or present an opinion, sequencing many ideas logically and using appropriate facts and relevant descriptive details to thoroughly support main ideas or themes, including multimedia displays to develop main ideas or themes. • Implement grade-level English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks.

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