

SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Comprehension and Collaboration	Grade level:	5
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Standards Relating to Comprehension and Collaboration

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.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- e. Cooperate and problem solve as appropriate for productive group discussions.

5.SL.2 Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Comprehension and Collaboration: 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>What does a good conversation look and sound like?</p> <p>Where do people get new information?</p> <p>How do students know a speaker is credible?</p>	<p>Conversations are effective when all participants are engaged.</p> <p>New information can be learned through the main points of various sources including visual, print and verbal.</p> <p>Speakers create strong presentations when their ideas are supported by evidence.</p>

Learning Progression: Comprehension and Collaboration (5.SL.1 5.SL.2 5.SL.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or 	<p>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.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information 	<p>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.</p> <ol style="list-style-type: none"> a. Come to discussions prepared having read or studied required

<p>studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>e. Cooperate and problem solve as appropriate for productive group discussions.</p>	<p>known about the topic to explore ideas under discussion.</p> <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>material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</p>
<p>4.SL.2 Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.</p>	<p>5.SL.2 Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>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.</p>
<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>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.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>5.SL.1</p> <ul style="list-style-type: none"> ● Collaborative discussion ● Rules of discussion ● Elaboration ● Discussion preparation 	<p>5.SL.1</p> <p>Preparing helps participants become familiar with the topic of the discussion.</p> <p>Participants who prepare are more comfortable and confident to contribute to the discussion.</p> <p>Discussion rules help the discussion stay on topic and ensure that participants are respectful in their contributions.</p> <p>Questions advance the discussion</p>	<p>5.SL.1</p> <p>Engage in a variety of discussions.</p> <p>Follow generally accepted principles for a discussion forum.</p> <p>Prepare information to engage in effective discussion.</p> <p>Express ideas clearly in a discussion and stay on topic.</p> <p>Pose questions to advance a discussion.</p>

<p>5.SL.2</p> <ul style="list-style-type: none"> Summarize Diverse media Diverse formats Visually Quantitatively Orally <p>5.SL.3</p> <ul style="list-style-type: none"> Summarize Reasons supported by claims 	<p>and help clarify points.</p> <p>Responding to and elaborating upon the ideas of others shows that participants are listening to others in an active way.</p> <p>Drawing conclusions from a discussion help the participants personalize the information.</p> <p>5.SL.2</p> <p>Summaries contain the main points of a source.</p> <p>Information comes in many formats.</p> <p>5.SL.3</p> <p>A summary contains the main points of what a speaker says.</p> <p>A speaker's main idea is supported by reasons and evidence.</p>	<p>Elaborate and make appropriate comments on others' thoughts.</p> <p>Draw conclusions and explain key ideas that were gained from the discussions.</p> <p>5.SL.2</p> <p>Summarize information from a visual source.</p> <p>Summarize information from a print source.</p> <p>Summarize information from something you heard.</p> <p>5.SL.3</p> <p>Summarize the main points of a speech.</p> <p>Validate each claim with reasons and evidence from the speech.</p>
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Student Friendly Language		
<p>5.SL.1</p> <p>I can come to a discussion prepared, having read the material.</p> <p>I can follow the agreed upon rules.</p> <p>I can pose and respond to questions during a discussion.</p> <p>I can contribute to and elaborate on ideas of others during the discussion.</p> <p>I can review key ideas and draw conclusions using information gained in a discussion.</p> <p>5.SL.2</p> <p>I can summarize information from a visual source.</p> <p>I can summarize information from a quantitative source.</p> <p>I can summarize information from an oral source.</p> <p>5.SL.3</p> <p>I can summarize a speaker's main points.</p> <p>I can explain each claim in my summary using the speaker's reasons and evidence.</p>		

Key Vocabulary		
<p>5.SL.1</p> <ul style="list-style-type: none"> Collaborative discussion One-on-one discussion 	<p>5.SL.2</p> <ul style="list-style-type: none"> Summarize Diverse 	<p>5.SL.3</p> <ul style="list-style-type: none"> Summarize Claim

<ul style="list-style-type: none"> • Group discussion • Teacher-led discussion • Explicitly • Pose • Elaborate 	<ul style="list-style-type: none"> • Visual • Quantitative • Oral 	<ul style="list-style-type: none"> • Reasons • Evidence
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Everything I hear and read gives me information of some kind.

We find the main points of things we hear all the time: movies, Youtube videos, social media, teachers' lectures, songs, audiobooks, sermons, presenters.

I am involved in conversations every day with my family, my friends, my classmates, my teachers, and my neighbors.

Resources

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

Achievement Level Descriptors

Comprehension and Collaboration:

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- 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.
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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"> • Minimally prepare, interpret, summarize and apply information delivered through diverse media, minimally building on others' ideas to express own ideas in collaborative discussions. • Minimally summarize and explain the speaker's main ideas, reasons, and evidence. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Prepare, interpret, summarize and apply information delivered through diverse media, partially building on others' ideas to express own ideas in collaborative discussions. • Partially summarize and explain the speaker's main ideas, reasons, and evidence. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Accurately prepare, interpret, summarize and apply information delivered through diverse media, building on others' ideas to express own ideas in collaborative discussions. • Summarize and explain the speaker's main ideas, reasons, and evidence. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Thoroughly prepare, interpret, summarize and apply information delivered through diverse media, building on others' ideas to express own ideas in collaborative discussions. • Thoroughly summarize and explain the speaker's main ideas, reasons, and evidence.