

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>9-10.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>11-12.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	

Student Friendly Language:
I can come prepared to participate and contribute in one-to-one, group, and teacher-led discussions.
I can research the topic, texts, and issues to support my views.
I can be an active participant to ensure that the goals set reflect the group's decisions.
I can promote civil discussions within the group guidelines.
I can be respectful of the diverse cultures represented in my group.
I can encourage members to provide new ideas and perspectives in a safe, non-threatening group environment.
I can respect the values of others while helping the group agree upon a solution.
I can assess what additional evidence is needed to support the solution.
I can promote constructive conflict and avoid destructive conflict.
I can provide evidence of thoughtful and well-reasoned ideas.
I can synthesize comments, claims, and evidence made on all sides of an issue.

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Collaborative Discussions ● Research Evidence ● Diverse perspective ● Civil discourse 	<p>Collaborative discussions require the active and well-reasoned participation of all members of a group.</p> <p>Working with diverse partners requires acceptance of others' views, values, and cultures.</p> <p>Expressing their own ideas can be solidified with research and evidence.</p> <p>Setting goals and deadlines are important facets of effective communication and creative solutions.</p> <p>Being empathetic toward diverse perspectives can be beneficial to achieving a single goal.</p> <p>Working constructively with conflict will help resolve contradictions.</p> <p>Further research may be required to make the solution practical.</p> <p>Understand constructive versus destructive conflict.</p>	<p>Participate in collaborative discussions.</p> <p>Research the topic.</p> <p>Come prepared to the discussions.</p> <p>Set goals and deadlines.</p> <p>Listen to other points-of-view.</p> <p>Express ideas clearly.</p> <p>Be empathetic toward others.</p> <p>Compile more research as needed.</p>

Key Vocabulary:
<p>Collaborative discussions Evidence Constructive conflict Destructive conflict Diverse</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Discussions happen all the time between people and can be negative or positive discussions. Knowing how to present information, move the conversation along, and state facts and opinions, all while respecting another individual is a lifelong skill. These skills will be used in school, the workplace, and the community.</p>

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9-10.SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	11-12.SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	

Student Friendly Language:
<p>I can find information using a variety of sources.</p> <p>I can select the sources most appropriate for my audience and purpose.</p> <p>I can combine this information to make a decision or to solve a problem.</p> <p>I can evaluate the accuracy and reliability of the information I find.</p> <p>I can identify differences found in the information.</p>

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Multiple sources of information ● Diverse media ● Discrepancies of data ● Credibility ● Accuracy of information 	<p>All information is credible.</p> <p>Differences may be found between two pieces of information on the same topic.</p> <p>Information may be found using a variety of different formats.</p> <p>Information may be found using a variety of media.</p> <p>It is beneficial to use a variety of sources for support when making a point or arguing a topic.</p>	<p>Evaluate a source to identify its usefulness and credibility when making a point or an argument.</p> <p>Integrate multiple sources from diverse formats and media to make a point or an argument.</p> <p>Articulate a coherent point or argument supported with information from a variety of sources.</p>

Key Vocabulary:
Sources Media
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>In the business world, professionals constantly evaluate sources of information to prepare presentations for a variety of purposes including sales, marketing, and finance.</p> <p>On a simpler level, we sift through a variety of information to make informed decisions about purchases we make or entertainment we pursue. With more and more emphasis being placed on the internet as a source of information, it is vital that users be able to verify the credibility of the information before using it in any situation. Being able to articulate logical reasons for these choices depends in part on our ability to integrate real-world research we do in preparation for these decisions.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.SL. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	11-12.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	

Student Friendly Language:
<p>I can determine a speaker’s point of view on his/her subject.</p> <p>I can outline speaker’s reasons for that perspective</p> <p>I can determine and evaluate speaker’s opinion or stand on an issue.</p> <p>I can judge the basis of the speaker’s reasoning.</p> <p>I can list the speaker’s most important ideas and explain how they are connected.</p> <p>I can determine the speaker’s tone.</p> <p>I can evaluate the speaker’s choice of words, and identify the effect of those words on the audience</p> <p>I can evaluate the speaker’s choice of delivery (i.e., live presentations, presentations delivered through various media).</p> <p>I can judge the speaker’s use of sources.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Point of view ● Use of evidence ● Rhetoric assessment ● Organizational patterns ● Transitions ● Tone ● Media ● Stance or premise of an argument 	<p>A speaker uses tools of oration to reach the audience.</p> <p>A speaker’s word choice and tone affects the speaker’s message.</p> <p>A speaker uses tools of rhetoric to appeal to the audience.</p> <p>Effective speakers organize their presentations for audience appeal.</p>	<p>Identify the main points in a presentation, whether live or delivered through the media.</p> <p>Identify the speaker’s rhetorical choices, including persuasive techniques and rhetorical devices.</p> <p>Explain how the speaker’s point of view compares or contrasts with the audience’s point of view.</p> <p>Evaluate how the speaker’s word choice, point of view, delivery, and tone affects the audience on intellectual and emotional level.</p>

Key Vocabulary:			
Evidence Point of view	Tone Premise	Media Transitions	Rhetoric Inductive and deductive reasoning

Relevance and Applications:
<p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>The speaking-listening triangle is composed of the speaker, the listener, and the message. To understand the full meaning of any message, good listeners must listen with intention. For example, a grandparent’s story of his or her youth is often both entertaining and informative, as well as morally instructive. In the same manner, a politician or salesman may use various speaking strategies to get you to purchase, perform, vote, or align your sentiments with his or her sales “pitch.” In addition, when you speak as an employee to your colleagues or to your supervisors, you will want to craft your requests and ideas with intentional strategies to appeal to that audience.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.SL.4 Present information, findings, and supporting evidence clearly, 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, conveying 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 or formal and informal tasks.	

Student Friendly Language:
<p>I can present information, findings, and supporting evidence clearly.</p> <p>I can speak using different organizational structures to supplement my purpose.</p> <p>I can speak in formal and informal situations.</p> <p>I can organize information and findings in such a way that listeners can follow my reasoning.</p> <p>I can speak clearly and to the point to articulate my thoughts effectively.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Organizational Structure of a Speech Attention-grabbing Techniques Transitions Logical structure Distinct perspective Substance 	<p>Students should understand that one can tailor speech to an intended audience, for a specific purpose, etc.</p> <p>Students should understand the importance of speaking clearly and logically.</p> <p>The ability to express ideas clearly and persuasively is, along with listening, a part of effective communication.</p>	<p>Conduct research.</p> <p>Gather evidence.</p> <p>Generate an effective presentation for a variety of audiences including: introduction with attention-getter (e.g. statistic, quote, story etc.); body; and conclusion.</p> <p>Analyze when to change style, delivery method, argument as conversations evolve.</p> <p>Provide oral responses.</p> <p>Engage in collaborative discussions for well-reasoned exchanges of ideas.</p> <p>Organize formal presentations that exhibit logical structure, smooth transitions, accurate evidence, well-chosen details, and include rhetorical devices.</p> <p>Present formal and informal speeches that demonstrate effective delivery: volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>

Key Vocabulary:

Alternative and Opposing Perspectives
Audience
Introduction
Conclusion, Transitions

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

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

Students must have the ability to tailor presentation style for a specific audience.

Students must learn to communicate well in order to succeed in social, academic, or professional settings.

Effective communication, including the ability to express ideas clearly and persuasively, listening to concepts and information contained within readings, lectures, and class discussions will be required for success in college.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.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.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	

Student Friendly Language:
<p>I can use digital media.</p> <p>I can make a presentation more interesting, more informative, and clearer by using digital media.</p> <p>I can use digital media to provide proof of statements used in a presentation.</p> <p>I can determine when and what digital media is relative to my topic.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Digital Media ● Textual Elements ● Graphic Elements ● Audio Elements ● Visual Elements ● Interactive Elements 	<p>Interest is created through the use of digital media.</p> <p>Digital media includes the use of textual elements, graphic elements, audio elements, visual elements, and interactive elements.</p> <p>A message has more impact if it is enhanced with multiple digital elements.</p>	<p>Evaluate a digital source of information for its usefulness in making a point.</p> <p>Present an argument or make a point using a variety of digital media to support it.</p> <p>Use digital media to enhance evidence and understanding.</p>

Key Vocabulary:
Reasoning Evidence
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
When making a formal or informal speech, it is typically preferable to incorporate a variety of media to enhance the overall effect of the presentation. This skill is useful in the world of business, education, and finance. For example, an entrepreneur hoping to secure financing for an idea may want to provide his potential backers with not only his physical presence at the meeting, but also with visual impact in the form of digital media to clarify and enhance his idea(s).

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9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	

Student Friendly Language:
<p>I can deliver a speech using correct grammar.</p> <p>I can use language in my speaking that is appropriate for audience, topic, and context.</p> <p>I can choose language to use in my speeches based on my desired impact on that audience.</p> <p>I can prepare and deliver a variety of speeches in both formal and informal situations.</p> <p>I can consult references to check my usage and develop variety in my syntax before speaking.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Context Audience Analysis Formal/Informal English Syntax Formal/Informal Situations 	<p>Successful speakers make deliberate choices in topic, content, language, and style, depending on the audience’s needs and background.</p> <p>Successful speakers adapt the language in their speeches to achieve a desired effect dependent on the audience, topic, and context.</p>	<p>Analyze audience before preparing a speech.</p> <p>Create an outline.</p> <p>Prepare and deliver a variety of speeches (informative, demonstration, persuasive, etc.).</p> <p>Choose specific language and syntax in writing speeches which is appropriate to audience, topic, and context.</p> <p>Maintain poise and project confidence when delivering speeches in formal occasions.</p>

Key Vocabulary:
Context Loaded Language Connotation Denotation Syntax
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>In the workplace, employees must often deliver their ideas to others. The ability to analyze an audience’s needs and to adapt a speech or discussion to the listening needs of a boss, as opposed to the listening needs of a co-worker, are essential to successful communication.</p> <p>In everyday life, we often wish to persuade or dissuade others for a specific purpose. A teenager will often craft an argument to convince a parent to allow or support a personal request. Or a young adult may need to advocate for extra time on a project, convince co-workers to join a collaborative effort, or spend resources in innovative ways. Skills of persuasion help individuals to negotiate and to work effectively with others.</p>