

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking & Listening	Anchor Standard:	Comprehension & Collaboration	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>

Student Friendly Language:
<p>I can talk with any of my classmates and adults about interesting topics and books.</p> <p>I can stay on topic.</p> <p>I can speak in small and large groups.</p> <p>I can respect others by waiting for my turn to speak.</p> <p>I can respectfully listen to others and join their conversations.</p> <p>I can ask questions to the speaker to find out more information.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Topic of the conversation Staying on topic Rules of conversation (body language, listening, engagement) Appropriate clarifying questions 	<p>Speaking, listening, and asking questions are all important in a conversation.</p> <p>Conversations involve linking ideas.</p> <p>Following rules during a discussion allows everyone to share their ideas and be heard.</p>	<p>Respectfully speak and listen to conversations about appropriate topics of interest</p> <p>Ask for clarification in a conversation.</p> <p>Connect prior knowledge of a topic to add to ongoing conversation</p> <p>Follow universal and class-established rules for discussion.</p>

Key Vocabulary:

conversation
details
clarification

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”?

Engage in interesting conversations with neighbors, community leaders, relatives, friends.

Ask questions to get help or directions in an unfamiliar place.

Talk about your favorite sports team with a friend.

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1.SL.1. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	3.SL.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Student Friendly Language:
<p>I can describe the main idea and details of a story/report/video I hear or see.</p> <p>I can remember and repeat the details of a story/report/video I hear or see.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Key idea and details • Various types of media 	<p>Writing and other forms of communication contain key ideas and supporting details.</p> <p>Subsections of media (i.e. chapters in a book or scenes in a movie) each usually contain their own key ideas and details.</p>	<p>Identify the key/main idea and details of a text read aloud or via other media. (video, graphic, etc...).</p> <p>Retell the events of a story read aloud or delivered in another media form.</p>

Key Vocabulary:
<p>media</p> <p><u>key ideas</u></p> <p><u>details</u></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>Learn information from people who are talking to you personally, in a group, on TV, or on the computer.</p> <p>Understand the structure and main points of a movie, TV show, video, or computer presentation.</p> <p>Retell the story that the teacher read to the class.</p>

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1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Student Friendly Language:
<p>I can ask and answer questions to get more information.</p> <p>I can ask and answer questions to better understand a topic or issue.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Difference between sharing information and asking appropriate questions • Rules of conversation (listening, body language, engagement) 	<p>Asking questions is a way to gather information.</p> <p>Asking questions is a way to gather information by listening and responding to the speaker.</p>	<p>Initiate conversation when you have a question for the speaker.</p> <p>Ask appropriate questions to gather information, deepen understanding, and clear up misconceptions or confusion.</p>

Key Vocabulary:
<p>question listening comprehension</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>People need to gather information and ask questions to follow directions from doctors, police officers, coaches, judges, and bosses.</p> <p>Students need to ask questions to complete assignments correctly.</p> <p>Students need to ask questions to learn rules to games.</p> <p>Students need to respond appropriately when people ask them questions.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and details clearly.	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Student Friendly Language:
<p>I can tell a story that makes sense to others.</p> <p>I can use the right tone of voice for others to hear.</p> <p>I can speak in sentences so my audience will understand me.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Appropriate vs. inappropriate facts • Relevant and descriptive details • Sentence structure 	<p>Speaking is how you communicate using a clear voice and coherent sentences.</p> <p>When telling a story or describing a personal experience, clear, descriptive details will help the audience understand and enjoy the story.</p> <p>Telling stories should include only important facts and relevant details.</p>	<p>Distinguish the differences between appropriate and inappropriate facts, and descriptive and non-descriptive details.</p> <p>Tell a story that others will understand, using facts and descriptive details.</p> <p>Recount a personal experience in a way that makes sense, using coherent sentences and a voice volume adequate for the selected audience.</p>

Key Vocabulary:
<p>facts</p> <p><u>details</u></p> <p><u>coherent sentences</u></p> <p>audience</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>You need to be prepared for Show and Tell and to present oral reports in the classroom. You need to speak loudly enough so other will hear and understand you.</p> <p>People like to tell friends or family about an exciting event they were part of.</p> <p>You may have to tell someone the answer to the question, “What happened?” in the event that someone gets hurt or property gets damaged, and you were there to see it.</p>

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1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Student Friendly Language:
<p>I can make a recording of a story or poem as I read aloud.</p> <p>I can make and use drawings or displays to help add details to tell about a story or an experience.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Story components Types of poems Visual displays Types of audio recording 	<p>Audio recordings is the use of technology to allow future viewing for self reflection and correction of the content recorded.</p> <p>Visual displays help answer audience questions when listening to stories or experiences.</p> <p>Drawings and displays allow speakers to add extra details to clarify thoughts, ideas, and feelings that cannot be heard in the retelling of an experience.</p>	<p>Create an audio recording.</p> <p>Create drawings or displays to clarify thoughts, ideas, and feelings for a story or experience.</p> <p>Recognize when a drawing or display is appropriate to enhance a story or experience.</p>

Key Vocabulary:
audio recordings

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”?
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<p>Plays and performances can be recorded for future viewing.</p> <p>Several jobs require oral presentations to pitch new ideas or share information that can be enhanced by using visual displays or drawings.</p> <p>Writers need to create or plan illustrations that match their stories and enhance details for readers.</p> <p>Audio recordings can be used to look for personal growth over time in areas like fluency and expression.</p>

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1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

Student Friendly Language:
<p>I can speak in complete sentences to give someone more information or ask questions. I can tell the difference between a complete sentence and an incomplete sentence.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Difference between complete and incomplete sentences • Sentence structure • Details 	<p>Speaking in complete sentences can provide people with more information and help answer listeners questions.</p> <p>There are certain situations and tasks where it is appropriate to speak in complete sentences; however, some situations it is acceptable to speak in incomplete sentences/sentence fragments.</p>	<p>Speak in complete sentences to provide more information or clarification.</p> <p>Differentiate between situations and tasks while developing sentences to decide whether it is appropriate to use complete or incomplete sentences.</p> <p>Determine whether a sentence is complete or incomplete.</p>

Key Vocabulary:
complete sentences <u>sentence fragment</u>
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>Students will need to clarify details at home when asked questions like, “How was your day?”</p> <p>As a manager, employees may need clarification or questions answered about procedures or accounts and it will be the manager’s responsibility to communicate the answers effectively.</p> <p>When speaking out loud, (i.e. a politician, storyteller, teacher, student) a listener may ask questions to find out more information about the topic.</p>