

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 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>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 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>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, 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 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>

Student Friendly Language:
<p>I can come to a discussion prepared and follow agreed upon rules.</p> <p>I can explicitly draw upon my preparation to explore a topic during discussion.</p> <p>I can pose and respond to questions during a discussion.</p> <p>I can contribute and elaborate to ideas during in discussion.</p> <p>I can review key ideas and knowledge gained in a discussion.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> <b>I want students to understand that:</b>	<b>Do</b> <b>(Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● collaborative discussion</li> <li>● one on one discussion</li> <li>● group discussion</li> <li>● teacher led discussion</li> <li>● diverse partners</li> <li>● topics</li> <li>● texts</li> <li>● preparation</li> </ul>	<p>How to prepare for a discussion.</p> <p>How to use their preparations in a discussion.</p> <p>I want students to develop a set of discussion rules and roles appropriate for each setting.</p> <p>I want students to pose, respond to, elaborate upon and link the ideas of others.</p> <p>I want students to use questioning techniques while in a discussion.</p> <p>I want students to draw conclusions from a discussion.</p>	<p>Engage in a variety of discussions and follow generally accepted principles for a discussion forum.</p> <p>Express ideas clearly in a discussion and stay on topic.</p> <p>Prepare information to engage in effective discussion.</p> <p>Formulate questions prior to a discussion.</p> <p>Pose questions during a discussion.</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>

<b>Key Vocabulary:</b>
collaborative discussion one on one discussion group discussion teacher led discussion <u>diverse partners</u> topics texts draw conclusions preparation, <u>elaborate</u> <u>formulate</u> appropriate comments <u>group dynamics</u>
<b>Relevance and Applications:</b> 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”?
participating in a political debate

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SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.2 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.

<b>Student Friendly Language:</b>
<p>I can summarize information from a story that is read to me.</p> <p>I can summarize information that I see in a video or hear from a recording.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• summarize</li> </ul>	<p>That they can summarize a story that is read to them.</p> <p>That they can summarize a video they watched.</p> <p>That they can summarize a recording they heard.</p>	<p>Summarize a story that is read to you.</p> <p>Summarize a video you watched.</p> <p>Summarize a recording you heard.</p>

<b>Key Vocabulary:</b>
<p>summarize</p> <p>quantitative</p> <p>oral</p>
<b>Relevance and Applications:</b> 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>Summarize a story that is read aloud.</p> <p>Summarize a movie or video clip you watched.</p> <p>Summarize a recording you heard.</p>

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SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

<b>Student Friendly Language:</b>
<p>I can summarize the important points from listening to a speaker.          I can support my summarization with reasons and evidence.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Reasons supported by claims</li> </ul>	<p>Summarizing the important points a speaker makes helps to develop greater meaning.</p> <p>A claim made by a speaker is only valid with reasons and evidence.</p>	<p>Summarize the main points of a speech.</p> <p>Validate each claim with reasons and evidence.</p>

<b>Key Vocabulary:</b>
<p>Summarize          Reasons          Evidence          Claim          Validation</p>
<b>Relevance and Applications:</b> 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>Listen to a political speaker, and analyze what they are pointing out.</p> <p>Listen to a speech.</p>

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SL.4.4 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.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.6.4 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.

Student friendly language
<p>I can report on a topic, text, or opinion using a main idea and descriptive details.</p> <p>I can use appropriate facts.</p> <p>I can speak clearly at an even pace.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● understandable pace</li> <li>● logically sequenced ideas</li> <li>● main idea</li> <li>● descriptive detail</li> <li>● facts</li> <li>● themes</li> <li>● relevant details</li> <li>● opinion</li> </ul>	<p>A topic needs a logical sequence.</p> <p>Descriptive details support the main idea or theme.</p> <p>Speaking clearly and at an even pace helps the audience understand the information being shared</p>	<p>Report on a topic or present an opinion with a main idea or theme</p> <p>Support the main idea or theme using descriptive details.</p> <p>Present relevant facts in a logical sequence.</p> <p>Speak clearly and at an even pace.</p>

Key Vocabulary:
<p>main idea</p> <p>descriptive detail</p> <p><u>sequencing</u></p> <p>facts</p> <p>themes</p> <p>pace</p>
<p><b>Relevance and Applications:</b> 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 are reporting an accident to the police, your insurance agent, or your parents, you need to sequence events, add appropriate details, and speak clearly to be understood.</p>

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SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

<b>Student Friendly Language:</b>
I can make my work more interesting by adding multimedia components such as sounds and graphics. I can use what I know about media in my work.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● theme</li> <li>● presentation skills</li> <li>● multimedia components</li> <li>● main idea</li> </ul>	<p>Multimedia can be used to enhance presentations.</p> <p>Using visual or auditory appeal will make an audience enjoy a presentation more.</p> <p>Using visual or auditory appeal may help an audience to understand the message or main idea better.</p>	<p>Include multimedia sound or pictures in presentations.</p> <p>Enhance presentations with multimedia to develop the main idea or theme.</p>

<b>Key Vocabulary:</b>
<p>multimedia presentations enhance visual/auditory appeal graphics</p>
<b>Relevance and Applications:</b> 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>Create a powerpoint entitled “Why We Should Get a Puppy,” like on the t.v. commercial.</p> <p>Demonstrate why someone should vote for you (or for a friend, relative, etc.)</p> <p>Create a graduation display board.</p> <p>Give a speech in school or for a contest.</p> <p>Create a special event memory board for any family member’s special event (such as a wedding, anniversary, memorial).</p>

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SL4.6 Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation. (see grade 4 Language standard 1 on pages 28 and 29 for specific expectations)	SL.5.6 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 on pages 28 and 29 for specific expectations.)	SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

<b>Student Friendly Language:</b>
<p>I can decide how I should speak (formally or informally) in a given situation.</p> <p>I can use what I know about grammar and the English language to speak in a way that fits the situation I</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>the difference between formal and informal English</li> </ul>	<p>There are times that you must use formal English.</p> <p>Using good grammar is important.</p> <p>There are times when informal English is appropriate.</p>	<p>Use formal English when giving presentations, answering questions on assignments, talking to adults in a formal setting, or other appropriate times.</p> <p>Use informal English in casual conversation, small-group work, and discussions with friends and family.</p>

<b>Key Vocabulary:</b>
<p>formal English</p> <p>informal English</p>
<b>Relevance and Applications:</b> 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>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, interviewing for a job, meeting new adults, or volunteering in my community.</p> <p>Informal English is appropriate at times, for example when talking to friends, posting on Facebook, email, or casual conversations with colleagues.</p>