

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.SL.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>6.SL.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>	<p>7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; 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, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>

Student Friendly Language:
<p>I can be prepared for class discussion by having assigned material read, studied, thought out, and be ready to discuss and ask (probe) questions through examples and evidence from text.</p> <p>I can work together (collaboratively) to set goals and deadlines and determine individual roles for our group members</p> <p>I can take part in a variety of discussion formats (one-on-one, groups, teacher-led) dealing with topics, texts, and issues at my grade level with different partners.</p> <p>I can ask (pose) and respond to questions in a discussion that allow others to explain or express in greater detail their position on a given topic.</p> <p>I can reflect on the class discussion and summarize (paraphrasing) my thoughts on the ideas shared.</p> <p>I can demonstrate an understanding of the different views (perspectives) shared during the discussion.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Collaborative Discussion Techniques <ul style="list-style-type: none"> -active listening -turn-taking ● Discussion Preparation - research <ul style="list-style-type: none"> -studying material -organizing ideas ● Questioning Techniques ● Elaboration of ideas ● Perspectives or point of view of participants ● Reflection <ul style="list-style-type: none"> summarizing thoughts and facts from the discussion 	<p>Effective quality group discussions require participants to be prepared through research and organization of their thoughts.</p> <p>Effective discussions take place when participants take their turns in expressing ideas, listening to others, and staying on-topic.</p> <p>During discussions, people’s opinions and views can change as new information is heard.</p>	<p>Be prepared for class by reading text and by being ready to discuss text.</p> <p>Cite evidence on topic, text or issue to use during discussion and reflection of ideas.</p> <p>Follow rules for discussion and track progress.</p> <p>Set goals and guidelines as a group.</p> <p>Ask deep questions and share ideas.</p> <p>Adapt and revise thinking when given valid information and opinions of others.</p>

Key Vocabulary:
<p> elicit (bring out) probe (ask) elaboration (more detail) explicit (clearly expressed) collaborative discussions (working and discussing together) diverse (different) collegial (group responsibility) paraphrasing (restating or rewording) evidence pose (ask) <u>perspectives</u> (point of view) </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>All jobs and relationships require that a person is able to discuss and give reasoning for their opinions or thoughts clearly to others.</p> <p>Listening to and thinking about other’s perspectives could help a person with personal and professional relationships in their future.</p> <p>When having a discussion with friends or trying to settle an argument between two people, a person must be able to change their own thinking when new information conflicts with what they previously believed.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Student Friendly Language:

I can understand information learned from a variety of sources.

I can apply information learned from a variety of sources.

I can explain how information can be applied from its source to another topic I am studying.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Active listening Know how to make inferences from the text Know how to connect important details to a topic we are studying Know the difference between interpreting information and inferring information 	<p>Meaning can be inferred from diverse media and formats.</p> <p>Information can be interpreted in different ways.</p> <p>Information gained from diverse media and formats can be connected to current topics being studied.</p> <p>Topics can be interrelated, and can be interpreted to mean different things to different people.</p>	<p>Interpret information presented in diverse media and formats: computer program such as brainpop, news clip on television/in newspaper, textbook, novel, opinion article, verbal information presented by teacher/ other speaker.</p> <p>Interpret information and apply that information to the issue or topic being studied.</p>

Key Vocabulary:

interpret diverse media formats visually
 quantitatively orally contribute issue nonrestrictive parenthetical elements

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"?

Students need to read, comprehend, and interpret information from many diverse media and formats daily. For example after reading an article about action taken by the state legislature, students should be able to explain how our legislators are acting in the capacity of the legislative branch, and what legislative powers were being exercised.

Some further examples they are exposed to at school, on the job, and at home are: literature, textbooks, and online references. Interpreting information is essential in workplace communication such as: email, memos, instructions.

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Strand:	SPEAKING AND LISTENING	Anchor Standard:	COMPREHENSION AND COLLABORATION	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Student Friendly Language:
<p>I can describe the speaker’s point of view (argument).</p> <p>I can decide if a claim is supported by proof (evidence).</p> <p>I can trace/follow/outline (delineate) a speaker’s argument and specific claims.</p> <p>I can tell the difference (distinguish) between supported and unsupported claims in a speaker’s argument.</p>

Know (Factual)	Understand (Conceptual)	Do (Procedural, Application, Extended Thinking)
	I want students to understand that:	
<ul style="list-style-type: none"> • Arguments • Point of view • Evidence • Reasons • Support 	<p>Arguments must be supported by reasons/evidence to be credible.</p> <p>Some proposed arguments are not supported by evidence.</p>	<p>Delineate (trace) a speaker’s argument and specific claims.</p> <p>Differentiate between supported and unsupported claims.</p>

Key Vocabulary:
<p>delineate argument <u>claims</u> evaluate distinguish relevance evidence</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>Being able to decide if information (claims) is supported by evidence will help students make informed decisions. Making major purchases, voting, and deciding on colleges are all situations that students may face.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	SPEAKING AND LISTENING	Anchor Standard:	PRESENTATION OF KNOWLEDGE AND IDEAS	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.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.	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.	7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Student Friendly Language:
<p>I can understand the arrangement (sequencing) of ideas that are reasonable (logical) and appropriate (pertinent) to my statements (claims) and findings.</p> <p>I can use facts and details that will emphasize and stress (accentuate) my main ideas/themes.</p> <p>I can use appropriate eye contact, enough (adequate) volume and clear pronunciation to present my claims/findings.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Sequencing ● Description ● Facts ● Details ● Eye Contact ● Projection (volume) ● Enunciation (pronunciation) ● Claims ● Main ideas/theme 	<p>Shared information should be presented in a logical sequence.</p> <p>Descriptions, facts, and details are provided to support the main idea.</p> <p>Appropriate speaking style includes eye contact, adequate volume, and pronunciation.</p>	<p>Identify the stages of presentation to make sure all details are incorporated.</p> <p>Assess and select pertinent descriptions, facts and details in order to sequence ideas logically.</p> <p>Present facts and details that accentuate the main ideas and themes.</p> <p>Utilize/make use of appropriate eye contact, adequate volume, and clear pronunciation.</p>

Key Vocabulary:		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>sequencing</u> (arrangement/order) <u>pertinent</u> (appropriate) appropriate (fitting) claims (statements) theme (central message) </td> <td style="width: 50%; vertical-align: top;"> <u>logical</u> (reasonable) accentuate (stress/emphasize) adequate (enough) findings (results) </td> </tr> </table>	<u>sequencing</u> (arrangement/order) <u>pertinent</u> (appropriate) appropriate (fitting) claims (statements) theme (central message)	<u>logical</u> (reasonable) accentuate (stress/emphasize) adequate (enough) findings (results)
<u>sequencing</u> (arrangement/order) <u>pertinent</u> (appropriate) appropriate (fitting) claims (statements) theme (central message)	<u>logical</u> (reasonable) accentuate (stress/emphasize) adequate (enough) findings (results)	
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 need to be able to think and speak logically and use pertinent facts/details when addressing others during a job interview or employment promotion. If students are unable to do this, it will be difficult to gain and earn promotions in a job environment.</p>		

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	7.SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Student Friendly Language:
I can use various forms of multimedia components (e.g., graphics, images, music and sound) in oral presentations to make my ideas clearer to the audience and to highlight the most important concepts.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● oral presentation skills ● general knowledge of PowerPoint, Prezi, or other presentation software ● knowledge and presentation of multimedia components (images, music, graphics, sounds) and how to input these items into presentations 	<p>Presentations can be enhanced by including graphics, images, music, and sound.</p> <p>Including technology in presentations can illustrate and demonstrate key ideas.</p> <p>Adding visual and auditory elements can help an audience understand the important ideas of the presentation.</p>	<p>Incorporate multimedia components (using various presentation software) into oral presentations.</p> <p>Assess and determine which important ideas to clarify in a multimedia presentation.</p> <p>Create effective presentations that clearly explain and highlight important concepts.</p> <p>Demonstrate the use of various and appropriate multimedia components in oral presentations.</p>

Key Vocabulary:
<p>multimedia components oral presentations clarify (make clear) graphics</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> Oftentimes a college student will need to present a project/assignment to their class/professor for a class requirement. This project/assignment would be greatly enhanced through the usage of multimedia components. This type of presentation would enable the presenter to clearly illustrate, clarify, and demonstrate the key ideas to his/her audience.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 on pages 28 and 29 for specific expectations.)	6.SL.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.)	7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

Student Friendly Language:
I can use the English language in a variety of settings and ways to communicate appropriately.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • the difference between formal and informal English language in a variety of contexts and tasks 	<p>It is important to adapt their use of the English language appropriately in a variety of situations.</p> <p>It is important to adapt their use of the English language when speaking in a variety of situations.</p>	<p>Demonstrate a command of formal English when indicated or appropriate.</p> <p>Appropriately adapt their use of the English language to meet a variety of situations.</p>

Key Vocabulary:
formal English informal English slang contexts appropriate distinguish adapt <u>domain specific</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”?
Students need to understand this standard in a variety of real-life activities. For example when giving a presentation, speaking to the cooks about a change in the lunch menu, persuading a parent to change a home rule, being able to converse with co-workers and managers, communicating with teachers /professors regarding expectations/grades, etc.