

## 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>	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>6SL.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>	<p>SL.7.1 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>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

Student Friendly Language:
<p>I can be prepared for class discussions by having my assigned work completed, thoughts collected, and ideas ready to discuss.</p> <p>I can come to class prepared by having assigned material read, studied, thought about, and ready to discuss through examples and evidence.</p> <p>I can contribute to a respectful discussion that stays on task and finishes on time.</p> <p>I can ask questions in a discussion that allow others to explain or expand on their position about a given topic as well as answer their questions with on-topic thoughts and ideas.</p> <p>I can recognize the value of others' ideas and change my view on a topic if given proper evidence.</p> <p>I can discuss with my peers and teacher a given topic by asking questions / giving comments that expand others' thinking and be open to change my position after hearing good evidence from others.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Collaborative Discussion Techniques (active listening, turn-taking)</li> <li>● Discussion Preparation (research, studying material, organizing ideas and examples)</li> <li>● Probing Questions</li> <li>● Elaborate Responses</li> </ul>	<p>High-quality discussions require participants to be prepared through research and organization or thoughts.</p> <p>Effective discussions take place when participants take turns in expressing ideas, listen to others, and stay on-topic.</p> <p>During discussions people's opinions and views can change as new information is heard.</p>	<p>Prepare for discussions by reading and reflecting on assigned material.</p> <p>Follow rules and etiquette for discussion.</p> <p>Progress the discussion toward a goal.</p> <p>Formulate questions that require detailed answers.</p> <p>Answer questions thoroughly with relevant details.</p> <p>Assess valid information and opinions from others in a discussion and modify thinking when needed.</p>

<b>Key Vocabulary:</b>			
discussion	<u>elicit questions</u>	elaboration	explicit information
<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>In school and in the workplace, working with others occurs frequently. With multiple people come multiple opinions and multiple points of view. In order for any work to be accomplished, people's minds will have to come together and/or change. Being able to present reasons clearly, in addition to being able to consider new points of view, will make you a helpful member of any team.</p> <p>All future careers and relationships require that you are able to discuss and give reasoning for your opinions / thoughts clearly with others: friends, bosses, clients/customers, coworkers and family members. For instance, if you want to go to the school dance, you need to be able to give reasons and express yourself clearly with your parents. You also must be able to change your own thinking when new information conflicts with what you previously believed, such as why a sports team is the best.</p> <p>Even in the simplest circumstances, being able to express the reasons for your beliefs is needed for others to understand your point. For example, when determining whether or not you should buy a new brand of shoes, you may ask two friends. One may say they are great while the other says they are the worst shoes ever. The reasons behind each friend's opinion is important for you to know before you make your decision.</p>			

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

<b>Student Friendly Language:</b>
<p>I can examine and consider thoughtfully the central message sent to an audience in what I read, view, and hear.</p> <p>I can identify and describe the ideas used to prove or support the central message.</p> <p>I can explain how an author gets the central message across clearly to the audience.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● media</li> <li>● main idea (central idea)</li> <li>● supporting details</li> <li>● evidence</li> <li>● quantitative formats (information presented in forms including graphs, charts, and statistics)</li> </ul>	<p>Media in all forms is produced with the intent to send a message or promote a central idea.</p> <p>Supporting ideas and evidence are used by a writer, speaker, or presenter to prove or clarify the message.</p> <p>Evidence and supporting details must be clear in order to provide strong, effective support of the main idea to the reader or viewer.</p>	<p>Examine and identify main ideas and messages in media presentations of all forms.</p> <p>Analyze critically the evidence and details used by producers to support the main ideas.</p> <p>Determine and describe the connection between the supporting details and the main message in a media presentation.</p>

<b>Key Vocabulary:</b>
Media                  Clarify                  Diverse <u>Quantitative</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”?
<p>In order for a message to be clear and understandable to the audience, the producer (writer, director, or speaker) must provide support or explanation to the audience. The supportive details are essential to the message.</p> <p>Example 1: When an advertisement is written, the advertiser cannot just say, “You should buy this product,” although that is clearly the main idea or message of the ad. The ad must explain the qualities of the product (supporting evidence) that make it desirable to the consumer: it is cheaper, it gets clothes 50% whiter, it is tastier, it is healthier, or it makes the user look thinner. A smart buyer must be able to watch/listen to the ad with a critical eye and ear, and analyze the evidence the ad uses to solicit the purchase.</p> <p>Example 2: When a candidate is running for political office, he or she will give a speech. The politician will try to convince the voters that he/she is the one the voters should choose. He/she will give reasons, examples, and ideas that explain why he/she is better equipped for the office than the opponent. The main idea or message is ‘VOTE FOR ME’. But the reasons behind that message are what really matters. The details <i>why</i> are the items the voter must understand and analyze when determining who to vote for.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Student Friendly Language:**

I can accurately describe the speaker's argument through analysis of the supporting details in the argument. By looking at the evidence, I can determine if the claims support or disprove the argument.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• organization structure of arguments</li> <li>• thesis statements and supporting evidence</li> </ul>	<p>Effective arguments are organized so the audience can determine the main point and supporting details of the argument.</p> <p>Strong arguments contain valid claims, sound reasoning, and thorough evidence.</p>	<p>Outline a speaker's argument with special attention to the specific claims</p> <p>Critique the argument based on the reasons stated and the relevance of the evidence.</p> <p>Determine how much evidence is needed to make a convincing argument.</p>

**Key Vocabulary:**

delineate	argument	claim
evidence	<u>sound reasoning</u>	relevance
evaluate	<u>sufficient</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 must learn to base their decisions on sound evidence and relevant reasoning.

As a consumer, students will consistently be exposed to salesmen whose job it is to convince customers to purchase a particular product. A student may enter Verizon looking to upgrade his cell phone. When the salesman tries to convince that student to buy a different cell phone with different features and a different price, it will be important for that student to be able to identify and evaluate the claims the salesman is making in order to make the best decision on the cell phone purchase.

The cross country coach is recruiting new runners and wants you to join. You've always played soccer, but the team you've always played on is changing. It will be important for you to listen to the coach's reasons why cross country is a valuable sport in order to determine if it would be a good fit for you.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Student Friendly Language:
<p>I can present important facts by including logical and relevant examples.</p> <p>I can maintain eye contact in a presentation.</p> <p>I can speak clearly and loudly enough for my audience.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Relevant Claims</li> <li>● Points</li> <li>● Facts</li> <li>● Details</li> <li>● Examples</li> <li>● Eye Contact</li> </ul>	<p>Presenting an effective claim takes thought and preparation.</p> <p>Presenting your points includes finding supporting information and being able to deliver your points clearly.</p> <p>Clear, logical, relevant information supports important points in a presentation.</p> <p>Eye contact, voice, and pronunciation are important when delivering a presentation.</p>	<p>Communicate main points effectively.</p> <p>Use relevant descriptions, facts, details, and examples to clarify main points.</p> <p>Demonstrate understanding clearly through the appropriate use of eye contact, volume, and pronunciation.</p>

Key Vocabulary:
<p>Salient Coherent <u>Pertinent</u> Appropriate</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>In the “real world” there are endless situations where a person will need to explain one’s points. The better a person is able to emphasize those points through a clear discussion with supporting facts and appropriate body language, the more likely his/her audience will understand the message and perhaps agree with that point of view.</p> <p>For instance, if you want to go to a friend’s house, you are more likely to be able to go if you have a logical, controlled discussion. In the workforce, the more relevant and detailed you can be in a discussion about a pay increase, the more likely you are to get the asked increase.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

<b>Student Friendly Language:</b>
I can use technology and visual images in oral presentations to make the ideas clearer to the audience and highlight the most important points.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that...</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● General public speaking skills</li> <li>● General knowledge of PowerPoint, Prezi, or other presentation software</li> <li>● Knowledge of multimedia components (images, music, graphics, sounds, etc.) and how to input these items into presentations to support claims</li> </ul>	<p>Presentations can be enhanced by including graphics, images, music, and sound.</p> <p>Including multimedia in presentations will illustrate and demonstrate key ideas.</p> <p>Additions of visual and auditory elements can help an audience understand essential and important ideas of the presentation.</p>	<p>Demonstrate technology usage (using various presentation software) into oral presentations.</p> <p>Create effective presentations that clearly explain and illustrate important or prominent concepts.</p> <p>Incorporate various, appropriate multimedia into presentations to create desired effect or meet intended goals.</p>

<b>Key Vocabulary:</b>
Multimedia components      Visual displays      Clarify      Salient
<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>Students today are growing up in a multimedia, digital, fast-paced world. Their environment since birth has been technology-infused. Brain development research indicates that children’s brains are “mapping” differently today than in previous generations due to the infusion of sound, color, movement, and the immediate gratification of their media-rich world. Consequently, students must accommodate the needs of their audience when making presentations to their classmates and others.</p> <p>How interesting is it to you, as an audience member, to just sit and listen to a person talk without any visuals or audio support in the presentation? Do you as an audience member want to see pictures, graphs, or videos, and want to hear music, speeches, and sounds to help you enjoy and learn from a presentation? Then you as a presenter must include these same multimedia displays in your presentations. Think about this: is it easier to explain in words what an elephant looks like, or is it more efficient to show a picture or video of an elephant as you explain it verbally? The technology is readily available to you, just waiting to help you clearly present your important ideas.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.)	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

<b>Student Friendly Language:</b>
I can present my ideas using appropriate language for an assignment, including the use of formal English.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Rules of formal English.</li> <li>• Different styles and purposes of presenting a speech.</li> </ul>	<p>Effective speakers use different techniques in speeches, depending on the purpose and the audience.</p> <p>Formal English follows certain rules and know when to use Formal English.</p> <p>A speaker gains credibility with the audience by effectively choosing the right technique and following appropriate rules of language.</p>	<p>Recall the context of a speech.</p> <p>Demonstrate proper grammar and formal English when appropriate.</p>

<b>Key Vocabulary:</b>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Formal English</td> <td style="width: 50%;">Context</td> </tr> <tr> <td>Purpose</td> <td>Audience</td> </tr> </table>	Formal English	Context	Purpose	Audience
Formal English	Context			
Purpose	Audience			
<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>It is important for young adults to be able to use formal English when necessary and be able to determine when it is necessary. For example, in a job interview, the use of formal English requires a potential employer that you are well-spoken and can deliver your ideas effectively. Using informal or casual language may cost you the job.</p> <p>Adults must be able to adapt their language for various job situations. For example, writing a proposal requires the use of formal English, whereas an informal meeting with colleagues may not. Casual language (or slang) is not appropriate when completing official forms in the workplace. For example, filling out an accident report requires the use of formal English because formal English helps keep the message clear and accurate.</p>				