

SD Common Core State Standards Disaggregated English Language Arts Template

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|----------------|------------------------|-------------------------|---------------------------------|---------------------|---|
| Strand: | Speaking and Listening | Anchor Standard: | Comprehension and Collaboration | Grade level: | 8 |
|----------------|------------------------|-------------------------|---------------------------------|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
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| <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> | <p>8.SL.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> | <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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> |

| Student Friendly Language: |
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| <p>I can actively and effectively participate in a discussion with others.</p> <p>I can listen to what others have to say and share my own ideas with others.</p> <p>I can prepare for discussion by studying the assigned topic.</p> <p>I can be respectful of others in a discussion.</p> <p>I can complete my portion of group tasks.</p> <p>I can ask questions that help a group learn.</p> <p>I can appreciate the information others bring to a discussion..</p> <p>I can justify my thinking.</p> |

| Know (Factual) | Understand (Conceptual) I want students to understand that: | Do (Procedural, Application, Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> • The importance of preparing for a collaborative discussion • How to prepare for a collaborative discussion • How to collaborate effectively • How to craft both questions and responses to questions. • How to integrate new and old information. | <p>Prior preparation allows discussions to be more effective and efficient.</p> <p>There are behaviors that help and behaviors that hinder a collaborative discussion.</p> <p>Questions (both posing and answering) are “key” to effective discussions.</p> <p>Groups (as a whole and as individual members) must be open to discussions, take in new information, and find a way to piece it together with what has already been established.</p> | <p>Demonstrate an understanding of how to actively participate in a discussion.</p> <p>Read, research, formulate questions, etc. prior to participating in discussions.</p> <p>Participate actively (ask questions, make statements, connect to text, respond to questions, etc.) in the discussion process.</p> <p>Treat others and their contributions to the discussion with respect.</p> <p>Invite new ideas and connect them to text or ideas that have already been introduced to/by others.</p> |

Key Vocabulary:

engage(d)
 collaboration
 evidence
 collegial
 qualify
justify
 relevant

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 simply *must* possess the skills necessary to participate in a collaborative discussion. The workplace demands that employees be able to operate both independently and interdependently. When asked to brainstorm a list of solutions or approaches with a committee, people must be able to demonstrate the behaviors that facilitate the process and result in success. In our “small world” it is more important than ever that people be open to hearing others’ opinions and suggestions. This will only become more critical as the world we live in becomes more and more diverse.

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| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
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| 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. | 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. |

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| Student Friendly Language: |
| I can analyze the purpose of a text, movie, song, advertisement, etc.. I can interpret a particular media's motives (why someone wants me to read or see a text, movie, song, etc.). |

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
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| <ul style="list-style-type: none"> • Messages are often complex • Media messages often have hidden and/or multiple agendas | <p>The media confronts us with savvy and sophisticated messages.</p> <p>Media produces content based on a variety of motivating factors.</p> | <p>Evaluate various messages presented by the media.</p> <p>Break down a complete message into its various pieces and parts.</p> <p>Recognize and articulate the “why” behind a media message.</p> |

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| Key Vocabulary: |
| <p>analyze diverse media diverse formats quantitatively <u>motives</u> <u>agenda</u> <u>savvy</u> social commercial political</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>Americans are bombarded by the media each day, and it is important to know what ideas these messages convey and why they are being shared. Sometimes media messages enhance our lives; other times they manipulate us in negative ways. It is important to know what the media is telling us and why they want us to receive their messages. Ultimately, this keeps a consumer of information safer and more independent.</p> |

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| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|---|--|---|
| 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. | 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. |

| Student Friendly Language: |
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| <p>I can attentively listen to a presentation to outline a speaker's points and claims. I can evaluate the believability of the reasoning and the credibility and importance of the evidence, including when the evidence is not important.</p> |

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
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| <ul style="list-style-type: none"> ● techniques for attentive listening ● the relationship between an argument and specific claims ● techniques for recording a speaker's arguments, specific claims, supporting reasons, and evidence ● signal words included in speeches to indicate transitions or relationships between ideas ● techniques for evaluating the soundness of reasoning ● strategies for identifying when irrelevant evidence is introduced | <p>Discerning listening involves critiquing and evaluating.</p> | <p>Listen attentively to a speaker to outline and evaluate main argument(s) and specific claims including those supported by evidence and those not supported by evidence.</p> <p>Apply reasoning methods and use supporting evidence in a claim.</p> <p>Evaluate evidence and determine whether it is relevant.</p> |

| Key Vocabulary: | | | |
|-----------------|------------------------|-------------------|---------------------------|
| evaluate | credibility | delineate | argument |
| specific claims | evaluate the soundness | reasoning | relevance and sufficiency |
| evidence | irrelevant evidence | <u>critiquing</u> | |

| Relevance and Applications: |
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| <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>Being able to follow the points in a presentation and judge the credibility of the argument will help students make wise decisions. When purchasing a cell phone, for example, it is important to be able to follow the points of the sales presentation and decide whether the seller's points are sound, so that the consumer can make a well-informed purchase.</p> |

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| Strand: | Speaking and Listening | Anchor Standard: | Presentation of Knowledge and Ideas | Grade level: | 8 |
|----------------|------------------------|-------------------------|-------------------------------------|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|--|---|---|
| 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. | 9-10.SL.4 Present information, findings, 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. |

| Student Friendly Language: |
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| <p>I can present a speech to an audience about what I believe and have learned.</p> <p>I can narrow my topic so it is manageable for me and my listeners.</p> <p>I can use evidence, sound reasons, and related details as I share my ideas.</p> <p>I can use appropriate delivery techniques including appropriate eye contact, adequate volume, and crisp pronunciation of words as I speak.</p> |

| Know (Factual) | Understand (Conceptual) The students will understand that... | Do (Procedural, Application, Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> strategies for choosing a good general topic for a speech ways to narrow a wide subject into a manageable topic methods of choosing and incorporating evidence, reasons, and details into a speech aspects of delivery like eye contact, volume, and pronunciation impact a speech's effectiveness | <p>effective speeches are a combination of solid content and appropriate delivery.</p> | <p>Develop a logical argument using sound reasoning supported by evidence that is focused and easy to follow.</p> <p>Apply the concepts of delivery to an oral presentation.</p> |

| Key Vocabulary: |
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| <p>Claims salient <u>coherent</u> relevant evidence reasoning</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>With the availability of the Internet as a vast, instantaneous yet often unreliable resource in educational, domestic, and business settings, students will have to develop savvy research skills in order to present their position to others on a wide variety of topics. For example, students may need to research and present:</p> <ul style="list-style-type: none"> why school uniforms are/are not a good idea as a student representative to the school board why an expensive out-of-state college is a better long-term career choice than a more economical in-state school to their parents why they should be chosen for a promotion over a co-worker to their supervisor |

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| 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. | 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. |

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| Student Friendly Language: |
| I can make presentations which include visual displays and technology so my information is more understandable, interesting, and adds credibility to my claims and evidence. |

| Know (Factual) | Understand (Conceptual) The students will understand that... | Do (Procedural, Application, Extended Thinking) |
|--|--|---|
| <ul style="list-style-type: none"> • how to use technology and software including, but not limited to computers, projectors and PowerPoint to enhance presentations • general public speaking skills • how to include evidence to add credibility to claims | oral presentations can be more effective, clear, understandable, and interesting with the proper use of multimedia or visual aids. | <p>Develop a logical argument that includes multimedia and visual displays in presentations to add credibility to evidence.</p> <p>Appropriately use programs, software, or other multimedia technology to positively enhance oral presentations.</p> |

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| Key Vocabulary: |
| multimedia enhance clarify visual aid evidence claim |
| 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”? |
| Public speaking skills are important in many professions. Employers today are looking for people who can deliver effective oral presentations, trainings, and sales presentations that incorporate cutting- edge multimedia technology as well as good public speaking practices. |

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| 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.) | 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.) |

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| Student Friendly Language: |
| I can give an oral presentation using formal English which includes correct grammar and usage after determining my audience and the context of the speech. |

| Know (Factual) | Understand (Conceptual) The students will understand that... | Do (Procedural, Application, Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> • conventions of standard English | <p>the use of proper conventions and grammar in speech add to the credibility and understanding of the speaker.</p> <p>the use of particular effects such as active or passive voice can help me speak to a particular content.</p> | <p>Determine the context of a speech.</p> <p>Construct a speech using proper grammar and standard English when speaking to an audience.</p> |

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| Key Vocabulary: |
| context conventions |
| 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 college, oral presentation (speeches) are daily tools used by professors to evaluate the learning of their students. Many professions require their employees to effectively communicate ideas and express them in a professional manner. |