

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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 level 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>	<p>11-12.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 11–12 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 promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

Student Friendly Language:

- I can clearly state my position in a discussion.
- I can expand upon others' ideas.
- I can effectively use research to support my position.
- I can work with fellow students to establish goals and deadlines for group projects.
- I can enhance a discussion by incorporating other students.
- I can summarize points of view that may differ from my own.
- I can use different viewpoints to qualify or justify my argument.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Discussion initiation ● Peer participation ● Prepared discussion ● Friendly rules for discussion ● Active conversations that cover a variety of topics ● Tolerant viewpoints 	<p>Discussion is a good way to talk over ideas with peers, even in a situation where viewpoints may differ from one another.</p> <p>It is important to set deadlines and establish roles when working in collaboration with peers.</p>	<p>Start discussions.</p> <p>Participate in conversations with peers.</p> <p>Collaborate on ideas.</p> <p>Present new ideas.</p> <p>Make prepared decisions, based on reading completed and research done.</p> <p>Use evidence from the text to discuss and make decisions.</p> <p>Make discussion rules with peers.</p> <p>Create goals and deadlines for work completed.</p> <p>Move conversations through the use of questions and responses.</p> <p>Include others in discussion.</p> <p>Ask questions about conclusions drawn.</p> <p>Respond to varying viewpoints.</p> <p>Justify their viewpoints.</p> <p>Use evidence presented to make new discoveries.</p>

Key Vocabulary:			
Collaborative discussions	Persuasion	Evidence	Collegial
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>Being able to discuss is important because discussions happen all the time between people and can be negative or positive. Knowing how to present information, move the conversation along, and state facts and opinions, all while respecting another individual, is a lifelong skill. These skills will be used in collaborative group work in school, workplace, and in discussion on many given committees within a community.</p>			

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	11-12.SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Student Friendly Language:

I can use sources that are presented in diverse media (internet, video, print, verbal, etc.) or formats to support an argument.
 I can evaluate the credibility of any source.
 I can present proof for an idea discussed in class using contextual evidence.

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Credibility Accurate evidence Integration Synthesis Diverse media How to analyze a source How to use contextual evidence Annotation Quantitative and qualitative evidence 	<p>Information is only reliable if it comes from a credible source.</p> <p>Just because something is in print, on the radio, on television, or online, etc., it is not necessarily credible.</p> <p>To fully understand a topic, more than one source of proof is needed.</p> <p>Credible sources can be found in diverse media and formats.</p> <p>That an opinion must be supported by evidence in order to be valid.</p>	<p>Use credible sources to support an assertion.</p> <p>Evaluate sources to verify credibility.</p> <p>Consult various reference materials to confirm the precise meaning of information presented by instructor.</p> <p>Integrate various media or formats to support an assertion.</p>

Key Vocabulary:

Sources, Media sources, Quantitative and qualitative evidence

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 be able to collaborate with peers in any setting. Students must be able determine the validity of information presented to them.

Whether they are considering the nutritional value of a cereal or who to vote in the next election, students must be able to decide what information is valid or believable. Students must be able to use proof when presenting information to an authority figure (work, school, or even to their parents).

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Strand:	SPEAKING AND LISTENING	Anchor Standard:	COMPREHENSION AND COLLABORATION	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	11-12.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Student Friendly Language:
<p>I can evaluate the speaker’s evidence to support his/her point of view.</p> <p>I can evaluate the credibility of the speaker’s evidence.</p> <p>I can decipher if the evidence is exaggerated or distorted.</p> <p>I can identify the types of rhetorical devices used. (Examples: allusion, alliteration, oxymoron, simile, parallelism, etc.)</p>

Know (Factual)	Understand (Conceptual)	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Rhetorical devices ● Logical fallacies ● Point of View ● Types of Evidence 	<p>Reasoning and relevant evidence are used to support and defend ideas.</p> <p>Not all evidence is credible or viable.</p> <p>Effective evidence can be derived from multiple sources.</p> <p>Rhetorical devices can be used to enhance and support evidence.</p>	<p>Identify distorted evidence and misleading or flawed reasoning.</p> <p>Use a variety of rhetorical devices effectively.</p> <p>Consider the narrator’s point of view and purpose.</p> <p>Evaluate the credibility of the evidence used in the text.</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Evaluate</td> <td style="width: 33%;">Point of view</td> <td style="width: 33%;">Fallacy</td> </tr> <tr> <td>Credible</td> <td>Evidence</td> <td>Exaggeration</td> </tr> <tr> <td>Rhetorical devices</td> <td></td> <td></td> </tr> </table>	Evaluate	Point of view	Fallacy	Credible	Evidence	Exaggeration	Rhetorical devices		
Evaluate	Point of view	Fallacy							
Credible	Evidence	Exaggeration							
Rhetorical devices									
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”?									
Evaluating information effectively will help me maneuver in the world. Being able to identify fallacies will help me be a better consumer, worker, and citizen. Being able to present credible evidence will also help me be more persuasive in the workplace and in personal life.									

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Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and arrange or formal and informal tasks.

Student Friendly Language:
<p>I can present information clearly.</p> <p>I can present information that is backed up by research.</p> <p>I can present information in a way that allows my listeners to understand what I'm saying.</p> <p>I can present information for a specific purpose, audience, and task.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Findings ● Supporting Evidence ● Concise ● Logical ● Line of Reasoning ● Development ● Organization ● Substance ● Style ● Purpose ● Audience ● Task 	<p>Information must have findings or supporting evidence.</p> <p>Information must be clear, logical, and concise in order for the audience to understand the presentation.</p> <p>Listeners need to be able to follow the presenter's line of reasoning.</p> <p>Purpose, audience, and task determine organization, development, substance, and style.</p> <p>Information can be presented in a variety of ways depending on audience.</p>	<p>Present information logically, clearly, and concisely.</p> <p>Research information for supporting evidence.</p> <p>Organize information.</p> <p>Develop presentation.</p> <p>Demonstrate a clear line of reasoning.</p> <p>Create a presentation for a specific audience, purpose, and task.</p>

Key Vocabulary:
Supporting Evidence, Line of Reasoning
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 be able to present in a variety of situations in order to meet the needs of different purposes, audiences, and tasks. For example, in job situations they will be called upon to defend their work to supervisors or coworkers. Students also need to be able to support their ideas with research-based findings in these types of situations, either on the job or in a college class.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	11-12.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.

Student Friendly Language:
I can use many different technologies in presentations to help demonstrate understanding.
I can use a variety of technology in presentations to help me reason.
I can use many different technologies in presentations to find and use evidence.
I can use technology to make presentations more interesting.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Strategic Use of Digital Media • Interactive Elements of Media • Graphical Media • Textual Media • Use of Evidence 	<p>Digital media can be used to help make many kinds of presentations more understandable, interesting, and dynamic.</p> <p>Digital media can enhance findings and reasonings.</p>	<p>Make use of digital media.</p> <p>Prove understanding of research findings.</p> <p>Enhance reasoning.</p> <p>Use digital media to improve evidence.</p> <p>Add interest to presentations.</p>

Key Vocabulary:
Strategic Use, Digital Media, Enhance, Graphical Media, Textual Media
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 will understand that using digital media can enhance not only the content of a presentation, through its use in showing understanding of the findings of a topic, reasoning through problems, and improving evidence, but also through adding appeal to the presentation. This is important because many students will give a variety of presentations throughout life for a variety of purposes, including school, work-oriented, church, and/or community purposes, and knowing how to boost interest while conveying important facts and messages will be a lifelong skill.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.)	11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

Student Friendly Language:
<p>I can form a grammatically correct sentence to portray my ideas.</p> <p>I can speak in an appropriate way when presenting my ideas to the class as a whole.</p> <p>I can adapt my language for an appropriate audience.</p> <p>I can choose the way I speak to show a command of formal English.</p> <p>I can show a command of conventions in my speech.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Jargon ● Conventions ● Formal English ● Informal/Casual English ● Audience ● Purpose ● Formal Situations ● Informal Situations 	<p>Whom they are speaking to will have an effect on how they speak.</p> <p>Sentence structure and conventions are not only important in writing, but in speaking as well.</p> <p>Using informal/casual language is only appropriate in certain contexts.</p> <p>The way they speak can have an effect on people's perceptions of them.</p> <p>Speech should be purposefully constructed.</p>	<p>Adapt speech to the audience, context, and task.</p> <p>Apply command of formal English in any formal setting.</p> <p>Use proper sentence structure and conventions when speaking.</p>

Key Vocabulary:
Jargon, Formal Situations, Informal Situations
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 will need to adapt their communications throughout their lives. Many of these interactions will be in a formal setting, such as a job interview, seminar, or work meetings. Communication with a variety of people, such as a boss, peers, and customers will occur in many situations. .