

SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Presentation of Knowledge & Ideas	Grade level:	6
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Standards Relating to Presentation of Knowledge & Ideas

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.

6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Presentation of Knowledge & Ideas: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
<p>When giving a presentation, how do we get our ideas across to our audience?</p> <p>How do you hook the audience with technology when giving a presentation?</p> <p>How do we adjust our presentation based on feedback from others?</p>	<p>Present information and supporting evidence so that listeners can follow the line of reasoning and the organization, development, and style that are age-appropriate to the task, purpose, and audience.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Employ effective speaking and listening skills.</p>

Learning Progression: Presentation of Knowledge & Ideas (6.SL.4 6.SL.5 6.SL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.SL.4 Report on a topic or text or present an opinion.</p> <p>a. Sequencing ideas logically.</p> <p>b. Using appropriate facts and relevant descriptive details to support main ideas or themes.</p> <p>c. Speak clearly at an understandable pace.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>

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 for specific expectations.)	6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
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Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>6.SL.4</p> <ul style="list-style-type: none"> Distinguish between a claim and a finding Sequence ideas logically Know a strong conclusion Know verbal and nonverbal cues Know differences between argument, narrative, and informative/explanatory <p>6.SL.5</p> <ul style="list-style-type: none"> Select appropriate multimedia components that have clear meaning to the presentation. Know how to create visual displays Know how to use digital and video cameras, PowerPoint, LCD projectors, etc. Know how to embed photos, video, audio, texts, and animation in a presentation 	<p>6.SL.4</p> <p>They can plan and deliver a variety of presentations (Argument, narrative, Informative/explanatory or response to literature).</p> <p>How they present the information (details, facts, gestures, body language, voice inflection, etc.) affects audience’s perception.</p> <p>They need to use precise, relevant language, including terms found in different subjects.</p> <p>Presentations needs to be in a logical order and supported by evidence moving from one point to another.</p> <p>They need to have a strong conclusion.</p> <p>6.SL.5</p> <p>The digital media and its features/components chosen need to clearly convey the message or information to their audience.</p> <p>The strategically placed media components and visual displays enhance understanding and audience’s interest.</p>	<p>6.SL.4</p> <p>While communicating orally, whether in whole class discussions, with partners or with a small group, students organize their ideas in a logical, sequential order.</p> <p>Students may benefit from a graphic organizer and rubric during the planning stages of presentation in order to make sure that all expected elements are incorporated.</p> <p>Students should include the elements of using appropriate eye contact, volume, clear pronunciation, etc.SL.</p> <p>6.SL.5</p> <p>Students should be expected to incorporate multimedia components such as graphics and images in their presentations in order to add clarity to their content.</p> <p>For example, students may incorporate posters outlining charts/graphs to clarify information and captivate their audience.</p> <p>Students may incorporate music and/or sound effects into their presentation to bring the information to life and allow for greater engagement with the audience.</p> <p>Students may also incorporate technology to enhance their presentation.</p>

<p>6.SL.6</p> <ul style="list-style-type: none"> Identify the audience and purpose Know the difference between informal and formal English Vary sentence patterns for style Enunciate, speak, and be familiar with other quality components. 	<p>6.SL.6</p> <p>Understand and adapt the delivery to appeal to the audience.</p> <p>They need to identify the purpose of their speech.</p> <p>They need to identify who their audience is.</p> <p>They need to decide if the speech is formal or informal.</p> <p>There might be places where they can substitute more precise and engaging language to keep the listeners interested.</p> <p>Their word choices will impact their presentation.</p> <p>They need to engage the listeners and keep them interested.</p>	<p>6.SL.6</p> <p>Students must be able to determine language that is appropriate and effective for addressing a variety of audiences and purposes.</p> <p>Students need assignments that allow them to manipulate their speech based upon context (e.g., A research project would be different from a debate or a humorous narrative.).</p>
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Student Friendly Language		
<p>6.SL.4 I can present findings by arranging them in a logical order and by using appropriate facts, descriptions, and details to illustrate main ideas.</p> <p>6.SL.5 I can include various ways to clarify information and enhance my presentation with graphics, images, music sound, and other visual displays.</p> <p>6.SL.6 I can change my way of speaking to suit a variety of situations and tasks and use formal English when necessary and appropriate.</p>		

Key Vocabulary		
<p>6.SL.4</p> <ul style="list-style-type: none"> Claim Finding Argument Narrative Informative Response to literature Sequence Logical Pertinent description Nonverbal elements Accentuate Theme Eye contact Adequate volume 	<p>6.SL.5</p> <ul style="list-style-type: none"> Textual elements Graphics Audio Video Interactive elements Images Formats Digital Clarify multimedia Components 	<p>6.SL.6</p> <ul style="list-style-type: none"> Context Demonstrate Formal English Appropriate Audience Formal presentation Purpose Language conventions Enunciation

<ul style="list-style-type: none">• Clear pronunciation• Transitions• Concrete details• Conclusion		
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

We need to understand this standard in a variety of situations. 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 friends, coaches, mentors, and teachers regarding expectations/grades, etc.

We need to be able to think and speak logically and use pertinent facts/details when addressing others.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Presentation of Knowledge and Ideas:

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.

6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> Minimally present claims and findings, stating minimal ideas, descriptions, and facts. Implement minimal grade-level English usage, eye contact, volume, and clear pronunciation. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> Partially present claims and findings, sequencing some ideas, descriptions, facts, and details, including multimedia displays when appropriate. Implement some grade-level English usage, appropriate eye contact, adequate volume, and clear pronunciation. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> Effectively and clearly present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, including multimedia displays when appropriate. Implement grade-level English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> Effectively and clearly present claims and findings, sequencing many ideas logically and using pertinent descriptions, facts, and details to thoroughly accentuate main ideas or themes, including multimedia displays when appropriate to develop main ideas or themes. Implement grade-level English usage and appropriate eye contact, adequate volume, and clear pronunciation while adapting speech to a variety of contexts, audiences, and tasks.