## SD State Standards Disaggregated English Language Arts

<table>
<thead>
<tr>
<th>Strand:</th>
<th>Speaking and Listening Standards</th>
<th>Anchor Standard:</th>
<th>Presentation of Knowledge &amp; Ideas</th>
<th>Grade level:</th>
<th>6</th>
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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?

#### Essential Questions (Drive Intellectual Curiosity-The Hook)

- When giving a presentation, how do we get our ideas across to our audience?
- How do you hook the audience with technology when giving a presentation?
- How do we adjust our presentation based on feedback from others?

#### Big Idea Statements (What students need to discover)

- 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.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Employ effective speaking and listening skills.

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

<table>
<thead>
<tr>
<th>Correlating Standard in Previous Year</th>
<th>Number Sequence &amp; Standard</th>
<th>Correlating Standard in Following Year</th>
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</table>
| 5.SL.4 Report on a topic or text or present an opinion.  
a. Sequencing ideas logically.  
b. Using appropriate facts and relevant descriptive details to support main ideas or themes.  
c. 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. |
| 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.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. |

ELA Unpacked Standards 2018
| 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.) |

### Rigor and Cognitive Complexity

<table>
<thead>
<tr>
<th>6.SL.4</th>
<th>6.SL.5</th>
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<tbody>
<tr>
<td><strong>Know (Factual)</strong></td>
<td><strong>Understand (Conceptual)</strong> The students will understand that:</td>
</tr>
<tr>
<td><strong>Do (Procedural/ Application)</strong></td>
<td></td>
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<tr>
<td>Distinguish between a claim and a finding</td>
<td>They can plan and deliver a variety of presentations (Argument, narrative, Informative/explanatory or response to literature).</td>
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<tr>
<td>Sequence ideas logically</td>
<td>How they present the information (details, facts, gestures, body language, voice inflection, etc.) affects audience’s perception.</td>
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<tr>
<td>Know a strong conclusion</td>
<td>They need to use precise, relevant language, including terms found in different subjects.</td>
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<tr>
<td>Know verbal and nonverbal cues</td>
<td>Presentations needs to be in a logical order and supported by evidence moving from one point to another.</td>
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<tr>
<td>Know differences between argument, narrative, and informative/explanatory</td>
<td>They need to have a strong conclusion.</td>
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<tr>
<th>Select appropriate multimedia components that have clear meaning to the presentation.</th>
<th><strong>6.SL.5</strong> The digital media and its features/components chosen need to clearly convey the message or information to their audience.</th>
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<tbody>
<tr>
<td>Know how to create visual displays</td>
<td>The strategically placed media components and visual displays enhance understanding and audience's interest.</td>
</tr>
<tr>
<td>Know how to use digital and video cameras, PowerPoint, LCD projectors, etc.</td>
<td>6.SL.5 Students should be expected to incorporate multimedia components such as graphics and images in their presentations in order to add clarity to their content.</td>
</tr>
<tr>
<td>Know how to embed photos, video, audio, texts, and animation in a presentation</td>
<td>For example, students may incorporate posters outlining charts/graphs to clarify information and captivate their audience.</td>
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<tr>
<td><strong>6.SL.4</strong> While communicating orally, whether in whole class discussions, with partners or with a small group, students organize their ideas in a logical, sequential order.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Students should include the elements of using appropriate eye contact, volume, clear pronunciation, etc. SL.</td>
<td>Students should be expected to incorporate multimedia components such as graphics and images in their presentations in order to add clarity to their content.</td>
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<td>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.</td>
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<td>Students may also incorporate technology to enhance their presentation.</td>
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6.SL.6
- 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.

6.SL.6
Understand and adapt the delivery to appeal to the audience.
They need to identify the purpose of their speech.
They need to identify who their audience is.
They need to decide if the speech is formal or informal.

6.SL.6
Students must be able to determine language that is appropriate and effective for addressing a variety of audiences and purposes.
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.).

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.

6.SL.5
I can include various ways to clarify information and enhance my presentation with graphics, images, music sound, and other visual displays.

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.

Key Vocabulary

6.SL.4
- Claim
- Finding
- Argument
- Narrative
- Informative
- Response to literature
- Sequence
- Logical
- Pertinent description
- Nonverbal elements
- Accentuate
- Theme
- Eye contact
- Adequate volume

6.SL.5
- Textual elements
- Graphics
- Audio
- Video
- Interactive elements
- Images
- Formats
- Digital
- Clarify multimedia
- Components

6.SL.6
- Context
- Demonstrate
- Formal English
- Appropriate
- Audience
- Formal presentation
- Purpose
- Language conventions
- Enunciation
- Clear pronunciation
- Transitions
- Concrete details
- Conclusion

**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.

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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.)

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<tr>
<td>• Minimally present claims and findings, stating minimal ideas, descriptions, and facts.</td>
<td>• Partially present claims and findings, sequencing some ideas, descriptions, facts, and details, including multimedia displays when appropriate.</td>
<td>• 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.</td>
<td>• 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.</td>
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<td>• Implement minimal grade-level English usage, eye contact, volume, and clear pronunciation.</td>
<td>• Implement some grade-level English usage, appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>• 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.</td>
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