

KPBSD ELA CURRICULUM

5TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Desired Results

<p>PRIORITY STANDARDS</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fifth grade topics and texts, building on others’ ideas and expressing their own clearly;</p> <p>a) Come to discussions prepared, having read or studied required material.</p> <p>b) Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>c) Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>d) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>e) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SUPPORTING STANDARDS</p> <p>SL.5.2 Summarize a written text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> That it is important to be prepared to participate in a discussion by reading or studying the appropriate material. That it is important to listen to and respect the ideas of others by following agreed upon rules. That by asking and answering questions, they can contribute to group discussions and gain knowledge. That topics, texts, and opinions can be supported by using facts and details. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> What is my role in communication (as a listener, speaker, thinker)? Why do I adapt my communication to different purposes and audiences?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to engage effectively in discussions. To come to discussions prepared to share their ideas. How to follow rules for discussion and complete their role. How to pose and respond to questions in a discussion. How to review key ideas and draw conclusions after a discussion. How to give a report in a logical sequence. How to speak clearly and at a good pace. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Following agreed upon rules for discussion. Engaging in conversations about grade-appropriate topics and texts. Participating in a variety of rich, structured conversations. Preparing for and contributing to the discussion through appropriate questions and comments. Drawing conclusions and justifying thinking based on information from the discussion. Sequencing ideas logically and supporting with relevant descriptive details. 	

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<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See fifth grade Language standards 1 and 3 for specific expectations.)</p>		<ul style="list-style-type: none"> • Reporting on a topic or text or presenting an opinion • Speaking clearly at an understandable pace in a logical and coherent way.
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Evidence

Evaluative Criteria	Assessment Evidence
<p>BASED ON STANDARDS</p> <p>Formal & Informal Observations</p> <p>Formal Assessment (ie Aimsweb, Edperformance)</p> <p>Teacher and/or student generated Rubrics</p> <p>Peer Evaluations</p>	<p>PERFORMANCE TASK(S):</p> <p>To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Move from pairs, to groups of four, to whole class discussion. • Use self-assessment checklists. • Participate in student-led discussions. • Reflect upon key ideas from previous discussions and write conclusions. • Gather information and formulate opinions. • State reasons supporting opinions during discussions/debates. • Research topics and record key points on note cards. • Use note cards to organize and present oral report.

Vocabulary

<p>Structured Conversations</p> <p>Support Claims</p> <p>Collaborative Discussions</p>	<p>Text</p> <p>Sequencing</p> <p>Opinion</p>	<p>Relevant Details</p> <p>Theme</p> <p>Support</p>
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Technology Skills

I can...

- Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district.
- Understand Fair Use guidelines and their application to all forms of work.
- Save, retrieve, and delete files in addition to using pictures and movies in my projects.
- Work cooperatively online with other students to create documents that have a variety of items like tables, graphs, pictures, and other graphics.
- Use a graphic organizer and presentation programs to make connections and display relationship.