

**Domain:** Strand: Speaking and Listening

**Cluster:** Comprehension and Collaboration

**Standards:**

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<p><i>Why is it important to be able to engage effectively in collaborative discussions?</i></p> <p><i>How can speakers ask meaningful questions about the topic at hand?</i></p>	<p><i>Strong speakers engage effectively in collaborative discussions to express their own ideas as well as understand and respond to others' ideas.</i></p> <p><i>Meaningful, thoughtful questions help drive discussion.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Discuss class reading materials in groups or pairs, given discussion guidelines.</i></li> <li>● <i>Participate in a class debate on a historical or world issue, using previously gathered research to support ideas.</i></li> <li>● <i>Participate in a "Socratic Smackdown", demonstrating argumentative speaking skills.</i></li> <li>● <i>Examine both video and written advertisements, identifying specific persuasive techniques.</i></li> <li>● <i>Hold student-led small group discussions about novels in a "book club" format, completing different roles to drive discussion.</i></li> <li>● <i>Practice good questioning skills by using several question stems</i></li> </ul>
<p><b>Content Statements</b></p>	<p><i>Strong speakers engage effectively in collaborative discussions to express their own ideas as well as understand and respond to others' ideas.</i></p>	

<p><b>Assessments</b></p> <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Participate in a class debate on a historical or world issue, using previously gathered research to support ideas.</i></li> <li>● <i>Participate in a “Socratic Smackdown”, demonstrating argumentative speaking skills.</i></li> </ul>		<p><b>Teacher Resources</b></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p><a href="#">Newsela</a></p> <p><a href="#">Socratic Smackdown</a></p> <p><a href="#">The Moth</a></p> <p><a href="#">StoryCorps</a></p> <p><a href="#">Radiolab</a></p> <p><a href="#">TED Talks</a></p>
<p><b>Equipment Needed</b></p>		
<p>laptops, smartboard, news articles, Google education apps, podcasts, and YouTube videos</p>		

<b>Domain:</b> Strand: Speaking and Listening		
<b>Cluster:</b> Comprehension and Collaboration		
<b>Standards:</b>  CCSS.ELA-LITERACY.SL.5.2  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigations and Student Experiences</b>
<i>How does a speaker summarize a text accurately and succinctly?</i>	<i>Good speakers summarize texts accurately and succinctly by focusing on the most important ideas in the text.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <li>● <i>Listen to a podcast recording (themoth.org, storycorps.org, radiolab, etc.) or watch a YouTube video and summarize in writing and out loud.</i></li> <li>● <i>Practice summarizing an opponent's argument prior to providing a rebuttal in a debate.</i></li> <li>● <i>Summarize ideas while presenting on a topic using presentation programs such as Google slides or Prezi</i></li> <li>● <i>Summarize the results of a small group book club discussion as a report to the class.</i></li> </ul>
<b>Content Statements</b>		
<i>Good speakers summarize texts accurately and succinctly by focusing on</i>		

<p><i>the most important ideas in the text.</i></p>		
<p><b>Assessments</b></p> <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>On a written exam, listen to a podcast recording (themoth.org, storycorps.org, radiolab, etc.) or watch a YouTube video and summarize in writing.</i></li> <li>● <i>On a written exam, compare and contrast the way an article, video, and/or recording discusses a given topic.</i></li> </ul>		<p><b>Teacher Resources</b></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p><a href="#">Newsela</a></p> <p><a href="#">Socratic Smackdown</a></p> <p><a href="#">The Moth</a></p> <p><a href="#">StoryCorps</a></p> <p><a href="#">Radiolab</a></p> <p><a href="#">TED Talks</a></p> <p><a href="#">Prezi</a></p>
<p><b>Equipment Needed</b></p>		
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<b>Domain:</b> Speaking and Listening		
<b>Cluster:</b> Comprehension and Collaboration		
<b>Standards:</b>  CCSS.ELA-LITERACY.SL.5.3  Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigations and Student Experiences</b>
<i>How do listeners interpret speakers' ideas and arguments?</i>	<i>Interpreting speakers' ideas and arguments is a critical skill for the real world.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Listen to a podcast recording (themoth.org, storycorps.org, radiolab, etc.) or watch a YouTube video and summarize in writing and out loud.</i></li> <li>● <i>Practice summarizing an opponent's argument prior to providing a rebuttal in a debate.</i></li> <li>● <i>Participate in a class debate on a historical or world issue, using previously gathered research to support ideas.</i></li> <li>● <i>Participate in a "Socratic Smackdown", demonstrating argumentative speaking skills.</i></li> </ul>
<b>Content Statements</b>		
<i>Interpreting speakers' ideas and arguments is a critical skill for the real world.</i>		

laptops, smartboard, news articles, Google education apps,  
podcasts, and YouTube videos

<b>Domain:</b> Speaking and Listening		
<b>Cluster:</b> Presentation of Knowledge and Ideas		
<b>Standards:</b>  CCSS.ELA-LITERACY.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.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigations and Student Experiences</b>
<i>How do speakers report on a topic or present an opinion in an effective manner?</i>	<i>Strong speakers sequence ideas logically, using appropriate facts and relevant, descriptive details to support main ideas or themes.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Report, individually or in groups, on a topic or present an opinion using presentation programs such as Google slides or Prezi</i></li> <li>● <i>Practice pacing, volume, enunciation and other public speaking skills in a slam poetry project, using descriptive details and facts from research in a poem performed for the class.</i></li> <li>● <i>Present projects and writing assignments to the class</i></li> <li>● <i>Report on a topic or present an opinion during collaborative discussion in “book clubs”</i></li> </ul>
<b>Content Statements</b>		
<i>Strong speakers sequence ideas logically, using appropriate facts and relevant, descriptive details to support main ideas or themes.</i>		

<b>Assessments</b> <i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none"><li>● Complete oral presentations on various topics and for various purposes.</li><li>● <i>Report on a topic or present an opinion during collaborative discussion in “book clubs”</i></li></ul>	<b>Teacher Resources</b> <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="#">Newsela</a> <a href="#">Socratic Smackdown</a> <a href="#">The Moth</a> <a href="#">StoryCorps</a> <a href="#">Radiolab</a> <a href="#">TED Talks</a>	
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<b>Domain:</b> Speaking and Listening		
<b>Cluster:</b> Presentation of Knowledge and Ideas		
<b>Standards:</b>  CCSS.ELA-LITERACY.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.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigations and Student Experiences</b>
<i>How do images, videos, and sound enhance the quality of presentations?</i>	<i>Utilizing multimedia components and visual displays in presentations helps enhance the development of main ideas or themes.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Present on a topic using presentation programs such as Google slides or Prezi.</i></li> <li>● <i>Create “book trailers” to present about a favorite novel from independent reading, using Animoto or another video-production website/program.</i></li> <li>● <i>Use PowToon to create a cartoon video that responds to text, reports on a topic, argues a point, or creates a narrative</i></li> <li>● <i>Create and record digital advertisements.</i></li> <li>● <i>Record and act out scenes from a novel with accompanying spoken or written commentary.</i></li> </ul>
<b>Content Statements</b>		
<i>Utilizing multimedia components and visual displays in presentations helps enhance the development of main ideas or themes.</i>		

<p><b>Assessments</b></p> <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Present on a topic using presentation programs such as Google slides or Prezi.</i></li> <li>● <i>Use video production programs to respond to text, report on a topic, argue a point, or create a narrative.</i></li> </ul>		<p><b>Teacher Resources</b></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p><u>Newsela</u></p> <p><u>Socratic Smackdown</u></p> <p><u>The Moth</u></p> <p><u>StoryCorps</u></p> <p><u>Radiolab</u></p> <p><u>TED Talks</u></p> <p><u>Animoto</u></p> <p><u>PowToon</u></p>
<p><b>Equipment Needed</b></p> <p>laptops, smartboard, Google education apps, internet, recording device such as phone, chromebook, or GoPro</p>		

<b>Domain:</b> Speaking and Listening		
<b>Cluster:</b> Presentation of Knowledge and Ideas		
<b>Standards:</b>  CCSS.ELA-LITERACY.SL.5.6 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 here for specific expectations.)		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigations and Student Experiences</b>
<i>Why is it important to be able to differentiate between formal in informal English when speaking and listening?</i>	<i>Strong speakers can transition seamlessly between formal and informal linguistic registers, responding to the situation at hand.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <li>● <i>Read story excerpts that model formal and informal English usage</i></li> <li>● <i>Use Venn Diagrams to record similarities and differences among word choices, tasks, and situations</i></li> <li>● <i>Read two passages with common topics, one passage using formal language and the other using informal language</i></li> <li>● <i>Use two-column charts to record required information about each passage</i></li> <li>● <i>Discuss in small groups necessary changes to transition a text from formal to informal or informal to formal English.</i></li> <li>● <i>Listen to podcasts and watch videos; compare and contrast the linguistic registers used</i></li> </ul>
<b>Content Statements</b>		
<i>Strong speakers can adapt speech to a variety of contexts and tasks, using formal English when</i>		

<p><i>appropriate to task and situation.</i></p>		
<p><b>Assessments</b></p> <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Differentiate between formal and informal registers on a quiz</i></li> <li>● <i>Identify formal and informal registers given a piece of writing</i></li> </ul>		<p><b>Teacher Resources</b></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p><a href="#">Newsela</a></p> <p><a href="#">Socratic Smackdown</a></p> <p><a href="#">The Moth</a></p> <p><a href="#">StoryCorps</a></p> <p><a href="#">Radiolab</a></p> <p><a href="#">TED Talks</a></p>
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