

ELA - SPEAKING AND LISTENING - GRADE 6
COMMON CORE STATE STANDARDS WITH VIRGINIA SOL ADDITIONS

Church Hill Preparatory Academy

CONTENT AREA: ELA-COMMUNICATION:SPEAKING, LISTENING & MEDIA LITERACY

At the sixth-grade level, students will participate in small group and classroom discussions. They will express personal opinions and come to understand not only differing points of view but also the differences between facts and opinions. Small-group analysis and self-analysis of the effectiveness of communication will be introduced. When students speak formally and informally in small groups or individual presentations, they will be expected to use grammatically correct English. In addition, students will understand the basic elements of media literacy.

Comprehension and Collaboration - Anchor Standards

The student will participate in and contribute to small group activities towards developing oral presentation abilities.

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas - Anchor Standard

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate.

Indicator

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.1 Virginia SOL Curriculum Framework Supplements:

SL.6.1SOL1 Interact as both group leader and member:

- ensure that all group members participate in the exchange of information.
- use strategies that contribute to the discussion.
- receive and understand feedback from the others, verbal and nonverbal, and use to evaluate personal contributions.
- pose and respond to questions.
- process and verbalize participant contributions to discussion.

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COMMON CORE STATE STANDARDS WITH VIRGINIA SOL ADDITIONS

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- restate briefly and critically the main idea(s) or theme(s) discussed within a group.
- use active listening to focus on what is said and what is implied.

- summarize what is heard.
- retain and rethink ideas based on what is heard.
- infer and assimilate new ideas.
- use a checklist and/or rubric to evaluate the participation of self and others.
- take notes to record facts/opinions or differing viewpoints. Distinguish between fact & opinion

compare and contrast viewpoints. recognize that facts can be verified and that opinions cannot.

- organize convincing arguments to include:
 - facts;
 - statistics;
 - examples; and
 - logical reasoning.
- paraphrase or summarize what others have said by restating main points. Recognize that each participant has a unique viewpoint influenced largely by their background.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons (facts) and evidence from claims that are not (opinions).

SL.6.4 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.

SL.6.4 Virginia SOL Curriculum Framework Supplements:

SL.6.4SOL1 Plan and deliver a convincing argument in the form of an oral presentation, using the following steps:

- determine topic and purpose;
- identify the intended audience;
- gather information;
- organize the information;
- create main idea statement
- use multimedia to clarify presentation information;
- choose vocabulary appropriate to topic, purpose, and audience;
- phrase with grammatically correct language; and
- practice delivery.

SL.6.4SOL2 Use strategies for summarizing, such as the following:

- delete trivial and redundant information;
- substitute a general term for a list; and

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELA - SPEAKING AND LISTENING - GRADE 6
COMMON CORE STATE STANDARDS WITH VIRGINIA SOL ADDITIONS

Church Hill Preparatory Academy

L.6.1 Virginia SOL Curriculum Framework Supplements:

SL.6.5SOL1 Compare and contrast auditory, visual, and written media messages.

- deconstruct and compare/contrast several types of media messages.

SL.6.5SOL2 Identify the characteristics and effectiveness of a variety of media messages.

- recognize production elements in media are composed based on audience and purpose.
- identify the elements of a variety of media including layout, pictures, and text features in print media; camera shots, lighting, editing, and sound in TV, radio, and film.

SL.6.5SOL3 Craft and publish audience-specific media messages.

- create media messages, such as public service announcements aimed at a variety of audiences with different purposes.
- integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SL.6.5SOL4 Understand the elements of media literacy.

- ° Authorship (Who constructed the message?)
- ° Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.)
- ° Audience (Who is the person or persons meant to see the message? How will different people *see* the message?)
- ° Content (This is not just the visible content but the *embedded* content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.)
- ° Purpose (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?)
- ° Auditory media can be heard (e.g., music, radio shows, podcasts).
- ° Visual media can be viewed (e.g., television, video, Web-based materials, print ads).
- ° Written media includes text (e.g., newspapers, magazines, books, blogs).
- ° Access media message to compare and contrast information presented in different media and/or formats.
- ° Understand that three most common camera angles or shots are the close-up, long shot, and medium shot.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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