

TN ELA Standards Guide Grade 6

Speaking & Listening Standards

The Speaking and Listening standards serve, in part, as a bridge between the reading and writing standards. In the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. These standards enable students to actively participate in the meaning-making process when analyzing texts.

Standard 6.SL.CC.1		
6.SL.CC.1 - Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.		
Category: Comprehension and Collaboration		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: • Prepare for discussions by gathering textual evidence on the topic or issue. • Use preparation to engage in discussions effectively by doing the following: • Building on others' ideas • Expressing one's own ideas clearly and persuasively To effectively meet the demands of the grade-level standard, students: 1. Prepare for discussions by reading and studying the required material. 2. Use that preparation to refer to evidence on the topic, text, or issue during group discussions. 3. Follow agreed-upon rules for group discussions, set specific goals and deadlines, and define individual roles as appropriate.	collaborative discussions - one-on-one, group, and teacher-led discussions varied partners - a variety of discussion structures should be used to allow students opportunities to discuss topics and texts with a diverse group of students	<i>In reading tasks:</i> Students may read a historical article and highlight and annotate key ideas for the purpose of preparing for a brief discussion on the text's meaning and the author's purpose. <i>In speaking/listening tasks:</i> Students may engage in reciprocal teaching. They could take turns practicing comprehension strategies such as predicting, questioning, clarifying, and summarizing. Using note-taking tools provided by the teacher, students could maintain a written record of the conversation. <i>In writing tasks:</i> Students, after reading and discussing a historical article, could apply their knowledge by writing an objective summary of another similar article.

4. Ask and respond to questions with elaboration and detail by making comments that contribute meaningful and relevant ideas to the discussion. 5. Review the discussion's key ideas and demonstrate understanding of multiple perspectives. This standard focuses more on the “speaking” element of discourse in that students should be actively participating in the speaking portion of discussions, focusing on communicating ideas clearly and persuasively and citing textual evidence to support their ideas or claims. The intent of this standard is not only to provide students opportunities to engage others in meaningful discourse around grade-level topics and texts, but also to demonstrate understanding of multiple perspectives through reflection and paraphrasing. Particular attention should be given to classroom culture for students to successfully practice this standard. Students need opportunities to participate in a discursive culture that affirms all participants, embraces differences in perspective, and cultivates growth in understanding.		
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Cornerstone Standard for SL 1

Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

Vertical Alignment

Grade Span	Standard
7	7.SL.CC.1 - Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
6	6.SL.CC.1 - Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
5	5.SL.CC.1 - Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

Standard 6.SL.CC.2

6.SL.CC.2 - Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: - Analyze information in a variety of media formats to determine if it is credible and accurate. - Integrate information from a variety of media formats into a presentation or class discussion. There is one part of this standard that appears for the first time at this grade level: - Explain how the information being presented in each media format <i>contributes to</i> the topic or text under study. Standard SL 2 works in tandem with standard RI 7 as students are interpreting and integrating information presented in a variety of formats. Standards SL 2 and SL 5 are closely aligned. SL 2 focuses on the analysis and discussion of information found in various media formats whereas SL 5 focuses on students' use of multimedia in presentations to clarify information. SL 2 is a parallel standard to W 8. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.	diverse media formats - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art. source information - the information being presented in each diverse media format	<i>In reading tasks:</i> Students could read a scientific article and analyze a map with information on the same topic. For example, they may read a science news article discussing the dangers facing the monarch butterfly in terms of habitat and migration patterns and explaining why many government agencies and organizations are working to protect and save monarch butterfly populations. They might then analyze a map that gives visual information about monarch habitats and migration patterns. They could use a graphic organizer to collect information from each and note similarities and differences. <i>In speaking/listening tasks:</i> Students could work in groups to present to the class information from a pair of texts they had read and analyzed (e.g., a science news article about monarch butterfly populations and an accompanying map about habitats and migration patterns). Students could then evaluate each group's presentation and offer feedback, based on a teacher-provided rubric. <i>In writing tasks:</i> Students may write an informative or argumentative essay responding to two texts they had read and discussed (e.g., a science news article about monarch butterfly populations and an accompanying map about habitats and migration patterns). They may be prompted to make a claim that encompasses both texts.

Cornerstone Standard for SL 2

Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Vertical Alignment

Grade Span	Standard
7	7.SL.CC.2 - Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.
6	6.SL.CC.2 - Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.
5	5.SL.CC.2 - Summarize a text presented in diverse media such as visual, quantitative, and oral formats.

Standard 6.SL.CC.3

6.SL.CC.3 - Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: - Analyze an oral presentation of an argument to identify and evaluate the speaker's point of view. - Analyze and evaluate the argument, including its claims, evidence, reasoning, and rhetoric. There is one part of this standard that appears for the first time at this grade level: - Distinguishing between supported and unsupported claims SL 3 is a parallel standard to RI 8. In SL 3, students are analyzing oral arguments; in RI 8, students are analyzing written arguments. Standard SL 3 also works closely with standards W 1 and 9. When students strengthen their ability to analyze arguments and how they are constructed, they improve their ability to write effective argumentative texts.	argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims). claims - statements taking a position on what is true; these are usually statements with which people can disagree. reasons/reasoning - statements of support for claims; these explain why the claim is true based on the evidence. evidence - facts, statistics, quotes, or examples used to support reasons	In reading tasks: Students could read a historical speech, then listen to and/or watch the speech. As students listen to or watch the speech, they can annotate the printed text by identifying the claims, reasons, and evidence. In speaking/listening tasks: Students, after reading a historical speech and listening to it or watching it, could discuss in pairs or small groups a set of text-based questions that might consist of the following: What is the speaker's argument? Is the speaker's argument valid? Why or why not? Is the evidence valid that the speaker used to support the argument? Why or why not? How is the argument supported? Are the speaker's claims based on facts and evidence? Are the speaker's claims based on faulty logic? What information is factual? Are there any claims not supported by evidence? In writing tasks: Students, after reading a historical speech and listening to it or watching it, may write one or more paragraphs in response to a set of text-based questions that evaluate the speaker's argument and evidence used for support.

Cornerstone Standard for SL 3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Vertical Alignment

Grade Span	Standard
7	7.SL.CC.3 - Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.
6	6.SL.CC.3 - Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
5	5.SL.CC.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Standard 6.SL.PKI.4

6.SL.PKI.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.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: - Present information clearly, logically and engagingly. - Ensure the presentation's content, structure, and style are appropriate to the task, purpose, and audience. There are two parts of this standard that appear for the first time at this grade level: - Present claims and findings. - Use appropriate eye contact, adequate volume, and clear pronunciation. Standard SL 4 is a natural extension of SL 3. In SL 3, students analyze oral presentations to determine point of view and the strength of the speaker's argument; in SL 4, students construct and deliver their own oral presentations in a logical and engaging fashion. These practices work interchangeably to strengthen each other. SL 4 works closely with standard W 4. When students strengthen their ability to construct and deliver oral presentations, they also improve their writing ability.	claims - statements taking a position on what is true; these are usually statements with which people can disagree. findings - information that is discovered during an official examination of a problem, situation, or object main idea (central idea) - the focused idea or concept in a text; when expressed by students, main/central ideas should be in the form of a complete thought theme - an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances." Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme.	In reading tasks: In preparation for a speech, students may read an argumentative text and outline the ideas presented by the author, including their order and supporting details. In speaking/listening tasks: After reading one or more argumentative texts, students may present to the class the ideas in each text, paying special attention to making eye contact, using adequate volume, and enunciating clearly. In writing tasks: After presenting their speech to the class, students may use student feedback and questions to revise their speeches, paying special attention to whether they are adequately emphasizing descriptions, facts, and details that accentuate key ideas.

Cornerstone Standard for SL 4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, the development, and style are appropriate to task, purpose, and audience.

Vertical Alignment

Grade Span	Standard
7	7.SL.PKI.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.
6	6.SL.PKI.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.
5	5.SL.PKI.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.

Standard 6.SL.PKI.5

6.SL.PKI.5 - Include multimedia components and visual displays in presentations to clarify information.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: Use multimedia to express information clearly and engagingly. Note the word “strategic” in the Cornerstone standard. Students should not use technology merely for the sake of using technology but instead select technology that enhances the content of and adds interest to the presentation. SL 5 works in tandem with standard RL/RI 7. In RL/RI 7, students analyze multimedia to determine the impact of the medium on the content presented. In SL 5, students use what they have learned in their multimedia analysis to make decisions of their own regarding how to use a particular medium to enhance an oral presentation. SL 5 works similarly to standard W 6. As appropriate to task, purpose, and audience, students should utilize technology to enhance and strengthen writing and oral presentations.	multimedia - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art	<i>In reading tasks:</i> Students may compare and contrast a poem to its multimedia version and analyze how the experience of reading differs from listening to or viewing it. <i>In speaking/listening tasks:</i> After analyzing the poem in each medium, students could use what they have learned to compose their own multimedia presentation that explains how the experience of reading differs from listening to or viewing it. Emphasis should be given to clarity in each presentation. <i>In writing tasks:</i> Students may write a reflection on the effectiveness of their own (or fellow students') presentation and describe how the media used were successful or unsuccessful in adding interest to the presentation.

Cornerstone Standard for SL 5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Vertical Alignment

Grade Span	Standard
7	7.SL.PKI.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.
6	6.SL.PKI.5 - Include multimedia components and visual displays in presentations to clarify information.
5	5.SL.PKI.5 - Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.

Standard 6.SL.PKI.6

6.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: - Adapt speech as appropriate to the context and task. - Use formal English proficiently when indicated or appropriate. An important component of this standard is the practice of code-switching or alternating between two or more dialects or language varieties as appropriate to the social context or conversational setting.	formal English - language usage that demonstrates command of the conventions of standard English grammar and usage in more official or important contexts (e.g., presenting research findings). Formal usage generally consists of coherent organization, complex grammar and syntax, and sophisticated vocabulary. See Language standards 1 and 3 for grade-level expectations.	<i>In reading tasks:</i> Students may read a story or poem that incorporates vocabulary from another language or a non-standard dialect. As they read, students may reflect on the author’s purpose for including vocabulary outside the standard English lexicon. <i>In speaking/listening tasks:</i> Students may be given a variety of text excerpts that were written or spoken in different contexts. The teacher could withhold the original context and ask students to discuss in groups the possible context for each. Students may then describe how the language would be changed if given in a different context. <i>In writing tasks:</i> Students may read a historical speech and be tasked with adapting that speech to be addressed to several different hypothetical situations and audiences. Students may discuss in groups the reasons for their language or style selections.

Cornerstone Standard for SL 6

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

Vertical Alignment

Grade Span	Standard
7	7.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
6	6.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
5	5.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.