

| Standard Code | Standard Code and Standard | Keep or Propose Change | Change: Removed, Re-written, Broken Up | Quality Standard Rule # | Reason for Proposed Change |
|---------------|---|------------------------|--|-------------------------|--|
| 4.SL.1 | <p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on-grade 4 level 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; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>e. Cooperate and problem solve as appropriate for productive group discussions.</p> | Change | Addition | Adding Critical Content | Trying to clarify the standard by adding e. Went with K-12 vertical alignment decision to take out "diverse partners" and a 1-5 decision to change the "grade 4" to "grade level". |
| 4.SL.2 | <p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. such as visual, quantative, and oral formats.</p> | Change | Re-written | Improving Clarity | Tried to make it better by aligning to grades 3 and 5. We felt this helped to clarify the standard. |
| 4.SL.3 | <p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p> | Keep | | | |
| 4.SL.4 | <p>4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> | Keep | | | |
| 4.SL.5 | <p>4.SL.5 Add audio recordings multimedia components (e.g., audio recordings) and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> | Change | Re-written | Improving Clarity | Tried to match it to 5th grade. |

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| 4.SL.6 | <p>4.SL.6 Differentiate between contexts that call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English. Recognize that different situations that call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English. and situations where informal discourse is appropriate; and use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</p> | Change | Re-written | Improving Clarity | We tried to make this standard easier to understand. Also needed to match this wording to 4.L.3c. |
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