

| Standard Code | Standard Code and Standard  | Keep or Propose Change | Change: Removed, Rewritten, Broken Up | Quality Standard Rule # | Reason for Proposed Change                               |
|---------------|---|------------------------|---------------------------------------|-------------------------|--|
| 9-10.SL.1     | <p>9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <del>diverse</del> partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. <del>Collaborate—Work</del> with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to <del>various diverse</del> perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | change                 | rewritten                             | 3                       | word changes: work to collaborate and diverse to various |

|           |   |        |                   |      |  |
|-----------|---|--------|-------------------|------|--|
| 9-10.SL.2 | 9-10.SL.2 Integrate multiple sources of information presented in <del>diverse</del> media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.  | change | removed some text | 3    | clarify language; delete diverse as we feel it is not necessary  |
| 9-10.SL.3 | 9-10.SL.3 Evaluate a speaker's point of view, reasoning, <del>intended audience</del> , and use of evidence and rhetoric, identifying any <del>faulty fallacious</del> reasoning or exaggerated or distorted evidence.  | change | removed some text | 3    | clarify language; added wording and changed fallacious to faulty |
| 9-10.SL.4 | 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | keep   |                   |      |  |
| 9-10.SL.5 | 9-10.SL.5 <del>Make strategic use</del> Integrate digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.                         | change | remofved          | 1, 3 | Sounds very military (make strategic use)                        |
| 9-10.SL.6 | 9-10.SL.6 Adapt speech to a variety of contexts, <del>audiences</del> , tasks, and using command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)                                       | change | rewritten         | 1    | Getting more specific for new teachers.                          |