

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Speaking and Listening Standards	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	11-12
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### Standards Relating to Comprehension and Collaboration

11-12.SL.1 Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11-12.SL.3 Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Comprehension and Collaboration: Relevance and Essential Questions: What’s the point?

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
Why is it important to actively initiate and participate in discussions?	Active discourse leads to greater understanding. Advance preparation helps ensure we can make valuable contributions individually and in groups.
What is the impact of integrating multiple sources of information in a variety of formats?	The integration of multiple sources of information allows for a more thorough understanding and supports accuracy.
Why is listening to and evaluating a speaker important?	Evaluating a speaker provides a way to assess communication skills and deepens understanding of the message presented.

**Learning Progression: Comprehension and Collaboration (11-12.SL.1 11-12.SL.2 11-12.SL.3)**

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>9-10.SL.1 Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) 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. Collaborate with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and 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 various 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>	<p><b>11-12.SL.1 Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p><b>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.</b></p> <p><b>b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</b></p> <p><b>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</b></p> <p><b>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</b></p>	<p>N/A</p>
<p>9-10.SL.2 Integrate multiple sources of information presented in media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p>	<p><b>11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p>	<p>N/A</p>

9-10.SL.3 Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence.	<b>11-12.SL.3 Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b>	N/A
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<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>11-12.SL.1</b></p> <ul style="list-style-type: none"> <li>● Collaborative discussions</li> <li>● Research evidence</li> <li>● Diverse perspective</li> <li>● Creative perspective</li> <li>● Civil discourse</li> <li>● Probing question</li> </ul> <p><b>11-12.SL.2</b></p> <ul style="list-style-type: none"> <li>● Multiple resources</li> <li>● Diverse media</li> <li>● Discrepancies</li> <li>● Credibility</li> <li>● Accuracy</li> </ul> <p><b>11-12.SL.3</b></p> <ul style="list-style-type: none"> <li>● Point of view</li> <li>● Use of evidence</li> <li>● Rhetoric assessment</li> <li>● Organizational patterns</li> <li>● Intended audience</li> <li>● Tone</li> <li>● Transitions</li> <li>● Stance</li> </ul>	<p><b>11-12.SL.1</b></p> <p>Collaborative discussions require the active and well-reasoned participation of all members of a group.</p> <p>Ideas can be solidified with research and evidence.</p> <p>Goals and deadlines are important tools of effective preparation.</p> <p>Being empathetic toward diverse and creative perspectives can be beneficial to collaborating and understanding.</p> <p>Further research may be required to conclude or come to a consensus.</p> <p><b>11-12.SL.2</b></p> <p>Not all information is credible.</p> <p>Differences may be found between two pieces of information on the same topic.</p> <p>Information may be found in a variety of formats.</p> <p>Information may be found in a variety of media.</p> <p>It is beneficial to use a variety of sources for support.</p> <p><b>11-12.SL.3</b></p> <p>A speaker's word choice and tone affects the speaker's message.</p> <p>A speaker uses tools of rhetoric to appeal to the audience.</p> <p>Effective speakers organize their presentations for audience appeal.</p>	<p><b>11-12.SL.1</b></p> <p>Prepare to participate in one-on-one, teacher-led, and collaborative discussions.</p> <p>Recognize when additional research may be necessary.</p> <p>Achieve goals and deadlines.</p> <p>Cite text evidence when appropriate.</p> <p>Listen to and respond thoughtfully to other points-of-view.</p> <p>Express ideas clearly.</p> <p>Be empathetic toward others.</p> <p><b>11-12.SL.2</b></p> <p>Evaluate a source to identify its usefulness and credibility when making a point or an argument.</p> <p>Integrate multiple sources from diverse formats and media to make a point or an argument.</p> <p><b>11-12.SL.3</b></p> <p>Identify the main points in a presentation.</p> <p>Evaluate the speaker's rhetorical choices, including persuasive techniques and rhetorical devices.</p> <p>Evaluate whether the speaker's choices are appropriate for the</p>

<ul style="list-style-type: none"> <li>• Premise</li> </ul>		<p>intended audience.</p> <p>Evaluate how the speaker's word choice, point of view, delivery, and tone affects the audience on an intellectual level and/or emotional level.</p>
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Student Friendly Language
<p><b>11-12.SL.1</b>            I can come prepared to participate and contribute in one-to-one, group, and teacher-led discussions.            I can research the topic, texts, and issues to support my views.            I can be an active participant to ensure that the goals set reflect the group's decisions.            I can promote civil discussions within the group guidelines.            I can be respectful of diverse perspectives.            I can assess what additional evidence is needed to meet an objective.            I can provide evidence of thoughtful and well-reasoned ideas.            I can synthesize comments, claims, and evidence made on all sides of an issue.</p> <p><b>11-12.SL.2</b>            I can find information using a variety of sources.            I can select the sources most appropriate for my audience and purpose.            I can combine information from multiple sources.            I can evaluate the accuracy and reliability of the information I find.            I can identify differences found in the information.</p> <p><b>11-12.SL.3</b>            I can determine a speaker's point of view on his/her subject.            I can list a speaker's reasons for that perspective.            I can evaluate a speaker's opinion or stance.            I can judge the speaker's reasoning.            I can list the speaker's most important ideas and explain how they are connected.            I can evaluate the speaker's tone, choice of words, and delivery method, as well as the effect these elements have on the audience.            I can judge the speaker's use of sources.</p>

Key Vocabulary		
<p><b>11-12.SL.1</b></p> <ul style="list-style-type: none"> <li>• Collaborative discussions</li> <li>• Evidence</li> <li>• Diverse</li> <li>• Synthesize</li> <li>• Probing question</li> <li>• Civil discourse</li> </ul>	<p><b>11-12.SL.2</b></p> <ul style="list-style-type: none"> <li>• Sources</li> <li>• Media</li> <li>• Credibility</li> <li>• Accuracy</li> <li>• Discrepancy</li> </ul>	<p><b>11-12.SL.3</b></p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• Stance</li> <li>• Tone</li> <li>• Media</li> <li>• Rhetoric</li> <li>• Purpose               <ul style="list-style-type: none"> <li>○ Persuade</li> <li>○ Inform</li> <li>○ Entertain</li> </ul> </li> <li>• Point of view</li> <li>• Premise</li> <li>• Organizational patterns</li> <li>• Transitions</li> <li>• Inductive reasoning</li> <li>• Deductive reasoning</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Persuasive appeals</li></ul> |
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**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Knowing how to present information, move the conversation along, and state facts and opinions, all while respecting another individual is a lifelong skill.

We are exposed to a variety of information as we work to make informed decisions.

Being empathetic is important to meaningful interaction in any situation.

With easy access to varied sources of information, it is vital to verify credibility of the information before referencing it in any situation.

Articulating logical reasoning depends on our ability to integrate real-world research.

Good listeners must listen with intention.

Observing others in speaking situations serves as a way to build communication skills.

### Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

## Achievement Level Descriptors

11-12.SL.1 Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11-12.SL.3 Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Minimally interpret, analyze, and evaluate content from source materials and media at grade-level, discriminating for relevance and soundness among a range of presentations of information in order to participate in collaborative discussions.</li> <li>• Collaborate with peers to stimulate an exchange of ideas and to promote civil, democratic discussions and decision-making, setting clear goals and deadlines.</li> <li>• Listen carefully and evaluate speaker's point of view and analyze perspective.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Interpret, analyze, and evaluate content from f source materials and media at grade-level, discriminating for relevance and soundness among a range of presentations of information in order to participate in collaborative discussions.</li> <li>• Collaborate with peers to stimulate an exchange of ideas and to promote civil, democratic discussions and decision-making, setting clear goals and deadlines.</li> <li>• Listen carefully for and evaluate speaker's point of view and analyze perspective and reasoning and intended audience.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Accurately interpret, analyze, evaluate, and synthesize content from a diversity of source materials and media at grade-level, discriminating for relevance and soundness among a range of presentations of information in order to effectively participate in collaborative discussions.</li> <li>• Collaborate with peers to stimulate a thoughtful, well-reasoned exchange of ideas and to promote civil, democratic discussions and decision-making, setting clear goals and deadlines.</li> <li>• Listen carefully for and evaluate speaker's point of view and analyze perspective, reasoning,</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Thoughtfully and insightfully interpret, analyze, evaluate, and synthesize content from a diversity of source materials and media at grade-level and higher topics, discriminating for relevance and soundness among a range of presentations of information in order to effectively participate in collaborative discussions.</li> <li>• Collaborate with peers to stimulate a thoughtful, well-reasoned exchange of ideas and to promote civil, democratic discussions and decision-making, setting clear goals and deadlines.</li> <li>• Listen carefully for and thoroughly evaluate</li> </ul>

		intended audience, use of rhetoric, ideas, word choice points of emphasis in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.	speaker's point of view and analyze perspective, reasoning, intended audience, use of rhetoric, ideas, word choice points of emphasis in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
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