

SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Comprehension and Collaboration	Grade level:	4
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Standards Relating to Comprehension and Collaboration

4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- e. Cooperate and problem solve as appropriate for productive group discussions.

4.SL.2 Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

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

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
<p>Why are collaborative discussions important and how can one participate?</p> <p>Why is it important to paraphrase others' ideas?</p> <p>How does the listener identify the speaker's purpose?</p>	<p>To be a successful collaborator, students must be able to engage diplomatically in a wide-range of collaborative discussions. This is defined in 4.SL.1a-e.</p> <p>Paraphrasing portions of a text presented in various formats assists the audience in gaining an understanding of the text presented. It also keys the audience into the most important information. Paraphrasing is restating others' ideas in your own words.</p> <p>Identifying reasons or evidence the speaker provided supports the listener's understanding of the speaker's purpose.</p>

Learning Progression: Comprehension and Collaboration (4.SL.1 4.SL.2 4.SL.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions</p>	<p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 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</p>	<p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or</p>

<p>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.</p> <p>c. Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.</p> <p>d. 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>	<p>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>	<p>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 by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>e. Cooperate and problem solve as appropriate for productive group discussions.</p>
<p>3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.</p>	<p>4.SL.2 Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.</p>	<p>5.SL.2 Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>4.SL.1</p> <ul style="list-style-type: none"> ● Engage in collaborative discussions ● Agreed-upon rules for discussion ● Pose ● Clarify ● Cooperate ● Problem-solve 	<p>4.SL.1</p> <p>Building on others' ideas and expressing their own clearly supports engaging collaborative discussions.</p> <p>They must be prepared for discussions by reading or studying material prior to the discussion.</p> <p>They must follow agreed-upon rules for discussion.</p> <p>They must carry out assigned roles.</p> <p>They must pose and respond to specific questions to clarify information and make comments that contribute to the discussion and link to</p>	<p>4.SL.1</p> <p>Build on others' ideas and express their own clearly to support engaging in collaborative discussions.</p> <p>Be prepared for discussions by reading or studying material prior to the discussion.</p> <p>Follow agreed-upon rules for discussion.</p> <p>Carry out assigned roles.</p> <p>Pose and respond to specific questions to clarify information and make comments that contribute to the discussion and link to the remarks of</p>

<p>4.SL.2</p> <ul style="list-style-type: none"> ● Paraphrase ● Diverse media ● Diverse formats (visual, quantitative, and oral) <p>4.SL.3</p> <ul style="list-style-type: none"> ● Reasons ● Evidence ● Points 	<p>the remarks of others.</p> <p>They must review key ideas expressed and explain their own ideas in response to the conversation.</p> <p>They must cooperate and problem solve for productive group discussions.</p> <p>4.SL.2 Paraphrasing is restating others' ideas in your own words.</p> <p>Paraphrasing assists the audience in gaining an understanding of the text presented.</p> <p>Ideas can be presented in a variety of formats (visual, quantitative, and oral).</p> <p>4.SL.3 Reasons and evidence provide support for particular points.</p>	<p>others.</p> <p>Review key ideas expressed and explain their own ideas in response to the conversation.</p> <p>Cooperate and problem solve for productive group discussions.</p> <p>4.SL.2 Paraphrase others' ideas from diverse formats.</p> <p>.</p> <p>4.SL.3 Identify reasons and evidence to provide support for particular points.</p>
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Student Friendly Language
<p>4.SL.1 I can come to a discussion ready to participate with my assignment(s) complete. I can follow the rules of the discussion group. I can complete my job in the group. I can ask and answer questions and add comments in a discussion to make it more clear for me. I can make connections to the comments in the discussion. I can retell the main ideas of the discussion and share my thoughts about them. I can cooperate and problem solve for productive group discussions.</p> <p>4.SL.2 I can paraphrase (put in my own words) information that has been presented to me.</p> <p>4.SL.3 I can identify what reasons and evidence a speaker uses to make their point.</p>

Key Vocabulary

4.SL.1 <ul style="list-style-type: none">● Engage in collaborative discussions● Agreed-upon rules for discussion● Pose● Clarify● Cooperate● Problem solve	4.SL.2 <ul style="list-style-type: none">● Paraphrase● Diverse media● Diverse formats (visual, quantitative, and oral)	4.SL.3 <ul style="list-style-type: none">● Reasons● Evidence● Points
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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?

We can communicate in family meetings and other group gatherings.

We can communicate in small group discussions about: politics, social issues, environmental issues, etc.

We can communicate in a job interview.

To understand the importance of collaboration in group projects at school or work.

Communicate with others by paraphrasing a story, movie, real life events, or recommend a book or movie.

Taking notes from a teacher’s lecture, presentation, or video.

Listen and follow doctor’s orders.

Use what you have learned from others to help you make any decision (job to apply for, food to try, college to go to).

Resources

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

Achievement Level Descriptors

Comprehension and Collaboration:

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- 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.
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4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide minimal evidence that they can</p> <ul style="list-style-type: none"> • Interpret and paraphrase information delivered orally or audio-visually with significant support. • Prepare to collaborate with others by identifying few reasons and evidence a speaker provides to support particular points and by reviewing own key ideas and understandings. 	<p>Students should be able to provide partial evidence that they can</p> <ul style="list-style-type: none"> • Interpret and paraphrase information delivered orally or audio-visually with minimal support. • Prepare to collaborate with others by identifying some reasons and evidence a speaker provides to support particular points and by reviewing own key ideas and understandings. 	<p>Students should be able to provide adequate evidence that they can</p> <ul style="list-style-type: none"> • Accurately prepare, interpret, and paraphrase grade-level information delivered orally or audio-visually, including collaborative discussions. • Prepare to collaborate with others by identifying the reasons and evidence a speaker provides to support particular points and by reviewing own key ideas and understandings. 	<p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> • Critically prepare, interpret and paraphrase grade-level information delivered orally or audio-visually, including collaborative discussions. • Prepare to collaborate with others by identifying the reasons and evidence a speaker provides to support particular points and by reviewing own key ideas and understandings.