

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Speaking and Listening Standards	<b>Anchor Standard:</b>	Comprehension & Collaboration	<b>Grade level:</b>	8
----------------	----------------------------------	-------------------------	-------------------------------	---------------------	---

### Standards Relating to Comprehension & Collaboration

8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

8.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3 Delineate (break down) a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### Comprehension & 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>
<p>What makes a good group member?</p> <p>How does a listener know what to believe?</p>	<p>Good discussions depend on participants who have prepared ahead of time, ask thoughtful questions, and value the viewpoints of others, even when they disagree.</p> <p>Listeners should think critically about the information and arguments given by a speaker, rather than taking them at face value.</p> <p>Knowing a speaker's motive can help determine how trustworthy their argument is.</p>

### Learning Progression: Comprehension & Collaboration (8.SL.4 8.SL.5 8.SL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions</li> </ol>	<p><b>8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b></p> <ol style="list-style-type: none"> <li><b>a. Come to discussions prepared, having read or researched material</b></li> </ol>	<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>prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> <li>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</li> </ul>	<p><b>under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b></p> <ul style="list-style-type: none"> <li><b>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</b></li> <li><b>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</b></li> <li><b>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</b></li> <li><b>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</b></li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>8.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</b></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>7.SL.3 Delineate (break down) a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>8.SL.3 Delineate (break down) a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</b></p>	<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.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p><b>8.SL.1</b></p> <ul style="list-style-type: none"> <li>Guidelines and rules for effective collaboration and discussion</li> <li>Various roles and responsibilities that group members may take on</li> <li>How to craft strong discussion questions</li> </ul>	<p><b>8.SL.1</b></p> <p>Discussions are more effective and efficient when group members have prepared ahead of time.</p> <p>Some behaviors improve a collaborative discussion, while others hinder it.</p> <p>Questions can provide a framework for a good discussion.</p> <p>Each group member brings valuable ideas to a discussion.</p> <p>Group members must be open to new ideas, take in new information, and connect it with what has already been established.</p>	<p><b>8.SL.1</b></p> <p>Prepare for a discussion by reading, researching, taking notes, and formulating opinions and questions.</p> <p>Participate actively (ask questions, make statements, connect to text, respond to questions, etc.) in the discussion process.</p> <p>Fulfill various roles to contribute to a collaborative effort.</p> <p>Treat others and their contributions to the discussion with respect.</p> <p>Invite new ideas and connect them to text or ideas that have already been introduced to/by others.</p>
<p><b>8.SL.2</b></p> <ul style="list-style-type: none"> <li>Author's/producer's purpose</li> <li>Bias and how to recognize it</li> <li>Different motivations for creating media content (i.e. social, commercial, political, etc.)</li> <li>Formats that information may be presented in</li> </ul>	<p><b>8.SL.2</b></p> <p>Media content often has multiple, and sometimes hidden, agendas or biases.</p> <p>Content is produced based on a variety of motivating factors.</p>	<p><b>8.SL.2</b></p> <p>Identify the purpose of information presented in diverse formats and media.</p> <p>Evaluate various messages presented in diverse formats and media.</p> <p>Recognize and articulate the "why" behind a media message.</p>
<p><b>8.SL.3</b></p> <ul style="list-style-type: none"> <li>Techniques for active listening (i.e. note taking, signal words, etc.)</li> <li>Structure of an argument (claim, reasons, evidence, counterclaim, rebuttal)</li> <li>Relevant vs. irrelevant evidence</li> <li>Sufficient vs. insufficient evidence</li> <li>Rhetorical appeals (ethos, pathos, logos)</li> <li>Sound reasoning and some common logical fallacies</li> </ul>	<p><b>8.SL.3</b></p> <p>Analyzing a spoken argument involves specific challenges and enjoys special advantages when compared to analyzing written arguments.</p> <p>Effective arguments include claims that are supported by reasoning and sufficient evidence, as well as an acknowledgement and rebuttal of counterclaims.</p> <p>Speakers use three main types of appeals (emotional, logical, ethical) to persuade an audience.</p> <p>Logical fallacies are flaws or mistakes in reasoning and support for a claim.</p> <p>Speakers sometimes manipulate or mislead listeners.</p>	<p><b>8.SL.3</b></p> <p>Use active listening strategies when listening to a spoken argument.</p> <p>Delineate (break down) a spoken argument into its component parts.</p> <p>Identify evidence that is relevant or irrelevant to the speaker's claim.</p> <p>Evaluate whether a speaker provides sufficient evidence to support a claim.</p> <p>Evaluate the soundness of a speaker's reasoning.</p>

## Student Friendly Language

### 8.SL.1

I can actively and effectively participate in a discussion with others.  
I can listen to what others have to say and share my own ideas with others.  
I can prepare for discussion by studying the assigned topic.  
I can be respectful of others in a discussion.  
I can complete my portion of group tasks.  
I can ask questions that help the group learn.  
I can appreciate the information others bring to a discussion.  
I can justify my thinking.

### 8.SL.2

I can identify the purpose of information presented in different formats, like songs, commercials, speeches, or movies.  
I can interpret the motives behind content presented in diverse media and formats.

### 8.SL.3

I can actively listen to a presentation.  
I can break down an argument into its parts (like claims, reasons, evidence, counterclaims, and rebuttal).  
I can recognize when a speaker uses irrelevant evidence.  
I can decide if a speaker has used enough evidence to support his/her claim.  
I can decide if a speaker's reasoning is sound and logical.

## Key Vocabulary

### 8.SL.1

- Diverse
- Explicit
- Probe
- Collegial
- Reflect
- Relevant evidence
- Irrelevant evidence
- Warrant
- Collaboration
- Mediate
- Justify
- Qualify

### 8.SL.2

- Analyze
- Main idea(s)
- Supporting details
- Diverse media
- Diverse formats
- Evaluate
- Motives
- Agenda
- Bias
- Social
- Commercial
- Political

### 8.SL.3

- Delineate
- Argument
- Claim
- Reasoning
- Logic
- Logical fallacy
- Rhetoric
  - Ethos
  - Pathos
  - Logos
- Relevant evidence
- Irrelevant evidence
- Sufficient evidence
- Credibility
- Critique
- Evaluate
- Refute
- Rebuttal

**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 simply *must* possess the skills necessary to participate in a collaborative discussion. The workplace demands that we are able to operate both independently and interdependently. The ability to listen to others, treat others with respect, and find common ground is essential to mature and effective communication.

Americans are bombarded by the media each day, and it is important to know what ideas these messages convey and why they are being shared. Sometimes media messages enhance our lives; other times they manipulate us in negative ways. It is important to know what the media is telling us and why they want us to receive their messages. Ultimately, this keeps a consumer of information safer and more independent.

We need the ability to understand and assess the credibility of information in our daily lives (i.e. gossip, social media and viral online content, sales pitches, etc.) to avoid being taken in by scams, propaganda, and false information. Being able to follow the points being made and judge the credibility of the argument will help us make wiser decisions.

### Resources

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

## Achievement Level Descriptors

### Presentation of Knowledge and Ideas:

8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

8.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3 Delineate (break down) a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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 prepare, interpret, summarize and apply little information delivered through diverse media, building on others' ideas to express own ideas in collaborative discussions.</li> <li>• Minimally cooperate, mediate, and problem solve to make decisions for productive group discussion.</li> <li>• Minimally analyze the main ideas and supporting details presented in diverse media and formats.</li> <li>• Minimally delineate the speaker's argument, specific claims, reasons, and evidence.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Partially prepare, interpret, summarize and apply some information delivered through diverse media, building on others' ideas to express own ideas in collaborative discussions.</li> <li>• Partially cooperate, mediate, and problem solve to make decisions for productive group discussion.</li> <li>• Partially analyze the main ideas and supporting details presented in diverse media and formats.</li> <li>• Partially delineate the speaker's argument, specific claims, reasons, and evidence.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Accurately prepare, interpret, summarize and apply information delivered through diverse media, building on others' ideas to express own ideas in collaborative discussions.</li> <li>• Cooperate, mediate, and problem solve to make decisions for productive group discussion.</li> <li>• Analyze the main ideas and supporting details presented in diverse media and formats and evaluate the motives behind its presentation.</li> <li>• Delineate the speaker's argument, specific claims, reasons, and evidence, distinguishing between supported claims and unsupported claims.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Accurately prepare, interpret, summarize and apply information delivered through diverse media, building on others' ideas to express own ideas in collaborative discussions.</li> <li>• Thoroughly cooperate, mediate, and problem solve to make decisions for productive group discussion.</li> <li>• Analyze the main ideas and supporting details presented in diverse media and formats and evaluate the motives behind its presentation.</li> <li>• Thoroughly delineate the speaker's argument, specific claims, reasons, and evidence, distinguishing between supported claims and unsupported claims.</li> </ul>