

SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Comprehension and Collaboration	Grade level:	9-10
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Standards Relating to Comprehension and Collaboration

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.

- 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 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.
- 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.
- 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.

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.

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.

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>What is the benefit of being prepared and participating effectively in collaborative discussions, while building on others’ ideas and still expressing personal views clearly?</p> <p>Why do students need to integrate multiple sources of information into a discussion?</p> <p>Why should listeners evaluate speakers?</p>	<p>Being prepared for and participating in discussions, being able to build upon others’ ideas and express one’s own perspectives helps discussions expand in scope and depth.</p> <p>Integrating multiple sources gives credibility to a viewpoint and substantiates claims.</p> <p>Critical listeners evaluate speakers for faulty reasoning, use of evidence and rhetoric, point of view, etc.</p>

Learning Progression: Comprehension and Collaboration (9-10.SL.1 9-10.SL.2 9-10.SL.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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.</p> <ul style="list-style-type: none"> 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. 	<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> <ul style="list-style-type: none"> 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 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. 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. 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>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.</p> <ul style="list-style-type: none"> 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.
<p>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.</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>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</p>

		among the data.
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.	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.	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.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
9-10.SL.1 <ul style="list-style-type: none"> ● Discussion initiation ● Peer participation ● Prepared discussion ● Respectful rules for discussion ● Roles for discussion groups ● Active conversations ● Broaden discussions to larger ideas. ● Inclusion ● Tolerance of various viewpoints 	9-10.SL.1 Discussion is a good way to talk over ideas with peers, even in a situation where viewpoints may differ from one another. It is important to set deadlines and establish roles when working in collaboration with peers.	9-10.SL.1 Start discussions. Participate in conversations with peers or others. Collaborate on ideas. Present new ideas. Make prepared decisions, based on reading completed and research done. Use evidence from the text to discuss and make decisions. Make discussion rules with conversation partners. Broaden discussions to larger ideas. Create goals and deadlines for work completed. Move conversations through the use of questions and responses. Include others in discussion. Ask questions about conclusions drawn. Respond to varying viewpoints. Justify viewpoints. Use evidence presented to make new discoveries.

<p>9-10.SL.2</p> <ul style="list-style-type: none"> ● Credibility ● Accurate evidence ● Integration ● Rhetoric ● Synthesis ● Presentation formats ● Source analysis ● Quantitative and qualitative evidence <p>9-10.SL.3</p> <ul style="list-style-type: none"> ● Rhetorical devices ● Faulty reasoning (logical fallacies) ● Point of view ● Types of evidence ● Intended audience 	<p>9-10.SL.2</p> <p>Information is only reliable if it comes from a credible source.</p> <p>Just because something is in print, on the radio, on television, or online, etc., it is not necessarily credible.</p> <p>To fully understand a topic, more than one source of proof is needed.</p> <p>Credible sources can be found in media and other formats.</p> <p>9-10K.SL.3</p> <p>Reasoning and relevant evidence are used to support and defend ideas.</p> <p>Not all evidence is credible or viable.</p> <p>Effective evidence can be derived from multiple sources.</p> <p>Rhetorical devices can be used to enhance and support evidence.</p>	<p>9-10.SL.2</p> <p>Use credible sources to support assertions</p> <p>Evaluate sources to verify credibility.</p> <p>Consult various reference materials to confirm the precise meaning of information presented.</p> <p>Integrate various media or formats to support assertions.</p> <p>Evaluate synthesis of sources.</p> <p>9-10.SL.3</p> <p>Identify distorted evidence and misleading or flawed reasoning.</p> <p>Use a variety of rhetorical devices effectively.</p> <p>Consider the narrator's point of view and purpose.</p> <p>Evaluate the credibility of the evidence used in the text.</p> <p>Determine the speaker's intended audience.</p>
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Student Friendly Language

9-10.SL.1

- I can prepare for a discussion by reading, researching, and collecting evidence.
- I can clearly state my position in a discussion.
- I can expand upon others' ideas.
- I can effectively use research to support my position.
- I can work with fellow students to establish goals and deadlines for group projects.
- I can enhance a discussion by incorporating other students.
- I can summarize points of view that may differ from my own.
- I can use different viewpoints to qualify or justify my argument.
- I can be tolerant of viewpoints different from my own.

9-10.SL.2

- I can use sources that are presented in media (internet, video, print, verbal, etc.) or other formats to support an argument.
- I can evaluate the credibility of any source.
- I can present proof for an idea discussed in class using evidence.

9-10.SL.3

- I can evaluate the speaker's evidence to support his/her point of view.
- I can evaluate the credibility of the speaker's evidence.
- I can decipher if the evidence is exaggerated or distorted.
- I can identify the types of rhetorical devices and figurative language used.
- I can identify who the speaker intends for an audience and evaluate accordingly.

Key Vocabulary

9-10.SL.1

- Collaborative discussions
- Persuasion
- Evidence
- Collegial
- Justify
- Tolerance

9-10.SL.2

- Integration
- Sources
- Media sources
- Quantitative and qualitative evidence
- Synthesis

9-10.SL.3

- Evaluate
- Point of view
- Intended audience
- Faulty reasoning
- Credible
- Evidence
- Exaggeration
- Rhetorical devices

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 must have listening and speaking skills to participate effectively in any communication.

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

Collaborative group work is essential in school, the workplace, or within a community.

We must be able determine the validity of information presented to us.

Whether considering the nutritional value of a cereal or for whom to vote in the next election, we must be able to decide what information is valid or believable.

We must be able to support our assertions with credible evidence.

Evaluating information effectively helps us maneuver the world.

Being able to identify fallacies help us to be better consumers, workers, and citizens.

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 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 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.
- 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.
- 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.

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.

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.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to</p> <ul style="list-style-type: none"> • Identify the sources a speaker uses to support a point of view and identify or articulate a speaker’s point of view. • Gather sources and examine their appropriateness for supporting a presentation on a topic. 	<p>Students should be able to</p> <ul style="list-style-type: none"> • Evaluate sources presented in diverse media for credibility and reliability. • Evaluate a speaker’s or source’s point of view, reasoning, and use of evidence. • Gather sources to use to support a presentation on a topic and examine the sources to determine how the information may be integrated. 	<p>Students should be able to</p> <ul style="list-style-type: none"> • 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. • 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. • Accurately gather, interpret, and analyze diverse authoritative sources, 	<p>Students should be able to</p> <ul style="list-style-type: none"> • Thoroughly and insightfully interpret, analyze, evaluate, and integrate content from a diversity of source materials and media from diverse perspectives at/above grade-level, discriminating for relevance and soundness in order to effectively participate in collaborative discussions. • Thoroughly 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. • Synthesize multiple sources and formats of

		determining how best to integrate the information/evidence to support a presentation on the topic.	relevant, authoritative information and discriminate among them to support an illuminating presentation, including an ability to make effective use of ambiguous or inconclusive details.
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