

## 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>	1
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### Standards Relating to Comprehension and Collaboration

**1.SL.1** Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions.
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

**1.SL.2** Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.

**1.SL.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

<i><b>Essential Questions</b></i> (Drive Intellectual Curiosity-The Hook)	<i><b>Big Idea Statements</b></i> (What students need to discover)
Why is it important to talk and listen with others?	Conversing with peers and adults help students learn.
Why is it important to ask and answer questions?	Asking and answering questions helps students learn more about key details.
How can new information be gained or clarified?	Asking and answering questions helps students clarify and gain new information.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions.</li> <li>Continue a conversation through multiple exchanges.</li> </ol>	<b>1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.</b> <ol style="list-style-type: none"> <li><b>Follow agreed-upon rules for discussions.</b></li> <li><b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b></li> <li><b>Ask questions to clear up any confusion about the topics and texts under discussion.</b></li> </ol>	2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults. <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions.</li> <li>Build on others' talk in conversations by linking comments to the remarks of others.</li> <li>Ask for clarification and explanation to better understand topics and texts under discussion.</li> </ol>

<p>K.SL.2 Confirm understanding from a source of information by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.</b></p>	<p>2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.</p>
<p>K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></p>	<p>2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

<b>Rigor and Cognitive Complexity</b>		
<p><b>Know (Factual)</b></p>	<p><b>Understand (Conceptual)</b> The students will understand that:</p>	<p><b>Do (Procedural/ Application)</b></p>
<p><b>1.SL.1</b></p> <ul style="list-style-type: none"> <li>● Questioning strategies</li> <li>● Listening strategies</li> <li>● Difference between asking and telling</li> <li>● Rules for speaking and listening</li> </ul> <p><b>1.SL.2</b></p> <ul style="list-style-type: none"> <li>● Questioning Strategies</li> <li>● Listening Strategies</li> <li>● Difference between asking and telling</li> <li>● Rules for speaking and listening</li> <li>● Answer questions</li> <li>● Key details</li> </ul> <p><b>1.SL.3</b></p> <ul style="list-style-type: none"> <li>● Understanding good questioning</li> <li>● Rules for speaking and listening</li> <li>● Ask and answer questions.</li> </ul>	<p><b>1.SL.1</b> Discussion is a means of hearing multiple points of view.</p> <p>Asking questions or adding to discussions can clarify understanding of someone’s thinking on topics or text.</p> <p>Hearing other people’s thinking helps expand your own thinking.</p> <p>Discussions may have different sets of rules.</p> <p><b>1.SL.2</b> Information is gained from asking questions.</p> <p>Questions can be asked about text, presentations, or information from other media.</p> <p><b>1.SL.3</b> Asking questions about what is said is a strategy to gather additional information or for clarification.</p> <p>Answering questions about what is said will help gain additional information and clarification for what is said.</p> <p>The speaker has a point of view.</p>	<p><b>1.SL.1</b> Identify topic of discussion.</p> <p>Respond on topic.</p> <p>Ask appropriate questions that are related to the text.</p> <p>Show respect and listen to others who are participating in discussions.</p> <p>Be respectful of those who have differing opinions.</p> <p>Follow rules for discussion.</p> <p><b>1.SL.2</b> Recall key details from text read aloud or information presented orally or through other media.</p> <p>Formulate questions about key details from text read aloud or information presented orally or through other media.</p> <p><b>1.SL.3</b> Listen for speaker’s point of view.</p> <p>Develop questions based upon listening to what the speaker is saying.</p> <p>Ask for more information and clarification as needed.</p>

## Student Friendly Language

### 1.SL.1

I can follow the rules for discussing topics or books with my classmates.  
I can respectfully respond to what my classmates say about a topic or a book.  
I can ask questions to clarify what I heard.

### 1.SL.2

I can ask and answer questions about key details I hear from a book or a topic I listen to.

### 1.SL.3

I can ask and answer questions to better understand what a speaker tells me.

## Key Vocabulary

### 1.SL.1

- Questions
- Answering
- Listening
- Speaking
- Discussions

### 1.SL.2

- Questions
- Answering
- Key details

### 1.SL.3

- Questions
- Answering
- Speaker
- Clarify

**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Asking and answering questions in a group setting, and having an open mind to other's ideas, can help us gain understanding and learn more about different topics.

## Resources

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

## Achievement Level Descriptors

### Comprehension and Collaboration:

**1.SL.1** Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions.
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

**1.SL.2** Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.

**1.SL.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can, with significant support,</p> <ul style="list-style-type: none"> <li>• Participate in minimal conversation with others about a simple topic.</li> <li>• Answer a few questions about a few main ideas from a read aloud, oral presentation, or media.</li> </ul>	<p>Students should be able to provide evidence that they can, with minimal support</p> <ul style="list-style-type: none"> <li>• Participate in some conversation with peers or adults about simple topics and ask and answer minimal questions about the topics.</li> <li>• Minimally ask and answer some ideas or details from a read aloud, oral presentation, or media.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversation with peers and adults about grade level topics and texts, and ask and answer questions from a speaker in order to clarify comprehension or gather detailed information.</li> <li>• Ask and answer questions about key ideas and supporting details from a read aloud, oral presentation, or media.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversation with peers and adults about complex grade level topics and texts, and ask, answer, and analyze questions from a speaker in order to clarify comprehension, gather detailed information, or deepen understanding.</li> <li>• Thoroughly ask and answer questions about key ideas and supporting details from a read aloud, oral presentation, or media.</li> </ul>