

SD State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening Standards	Anchor Standard:	Comprehension and Collaboration	Grade level:	7
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Standards Relating to Comprehension and Collaboration

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.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on the 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

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.

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.

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>
What is the importance of collaboration and sharing ideas with others?	Collaborating with others and being open to other's perspectives are life-long skills.
In what ways are people exposed to and influenced by ideas every day?	Media in all forms are produced with the intent to send a message or promote a main idea.
What is the difference between a discussion and an argument?	Communication is an avenue for changing, challenging, or confirming one's thinking.

Learning Progression: Comprehension and Collaboration (7.SL.1 7.SL.2 7.SL.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 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 studied required material; 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, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion. 	<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> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on the 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, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views. e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion. 	<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>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<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>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>6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</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>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.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>7.SL.1</p> <ul style="list-style-type: none"> • Collaborative discussion (e.g., one-on-one; in groups; teacher-led) • Rules of and roles in collegial discussions 	<p>7.SL.1 High-quality discussions require participants to be prepared through research and reflection on the material.</p> <p>Effective discussions take place when participants fulfill discussion roles, such as taking turns in expressing ideas, asking questions, listening to others, and staying on topic.</p> <p>During discussions people's opinions and views can change as new information is heard.</p>	<p>7.SL.1 Come to discussions prepared, having read or researched material.</p> <p>Refer to evidence to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions.</p> <p>Track progress toward specific goals and deadlines.</p> <p>Define individual roles as needed.</p> <p>Pose questions that elicit elaboration.</p> <p>Respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Acknowledge new information expressed by others and, when warranted, modify own views.</p> <p>Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</p>
<p>7.SL.2</p> <ul style="list-style-type: none"> • Main idea • Supporting details • Diverse media and formats (e.g., visually, quantitatively, orally) 	<p>7.SL.2 Media in all forms are produced with the intent to send a message or promote a main idea.</p> <p>Supporting ideas and evidence used by a writer, speaker, or presenter must be strong and clear to prove or clarify the message.</p>	<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats.</p> <p>Explain how the ideas from diverse media clarify a topic, text, or issue under study.</p>
<p>7.SL.3</p> <ul style="list-style-type: none"> • Argument • Claim • Sound reasoning • Relevance • Sufficiency • Evidence 	<p>7.SL.3 An argument is organized so the audience can determine the claim and supporting evidence.</p> <p>Strong arguments contain valid claims, sound reasoning, and thorough evidence.</p>	<p>7.SL.3 Delineate (break down) a speaker's argument and specific claims.</p> <p>Evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>

Student Friendly Language

7.SL.1

I can engage effectively in a collaborative discussion.
I can come to discussions prepared, ready to talk about a topic.
I can follow the rules of a collaborative discussion and define what I'm supposed to do.
I can refer to the text during discussion.
I can pose questions and respond to others' questions.
I can make relevant comments during discussion.
I can bring the discussion back on topic as needed.
I can acknowledge information expressed by others.
I can change my own views based on what others say.

7.SL.2

I can find main ideas and their supporting details in diverse media (e.g., film, audio, charts, infographics).
I can explain how information in diverse media helps me further understand what I am studying.

7.SL.3

I can determine if an argument and its claims are valid.

Key Vocabulary

7.SL.1

- Engage
- Track
- Pose
- Acknowledge
- Cooperate
- Mediate
- Modify
- Probe
- Explicitly draw
- Elicit
- Collaborative discussion (e.g., one-on-one; in groups; teacher-led)
- Collegial discussion

7.SL.2

- Analyze
- Main idea
- Supporting details
- Diverse media and formats (e.g., visually, quantitatively, orally)

7.SL.3

- Delineate
- Evaluate
- Argument
- Claim
- Soundness
- Reasoning
- Relevance
- Sufficiency
- Evidence

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

Collaborating with others and being open to other's perspectives are life-long skills. In order for any work to be accomplished, people have to reach a consensus. Being able to present reasons clearly, in addition to being able to consider new points of view, will make us helpful members of any team. All future careers and relationships (e.g., friends, bosses, clients, coworkers, family members) will require us to discuss ideas/issues and give clear reasoning for our opinions.

Media in all forms are produced with the intent to send a message or promote a main idea. As consumers of media, we need to be able to discern the messages presented and evaluate whether the supporting details are sound (e.g., political campaign ads, online restaurant reviews, TV and radio ads, pop culture references). We must base decisions on sound evidence and relevant reasoning in all areas.

Resources

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

Achievement Level Descriptors

Comprehension and Collaboration:

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