

## 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>	3
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### Standards Relating to Comprehension and Collaboration

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.

- 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.
- c. Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.
- e. Cooperate and problem solve as appropriate for productive group discussions.

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.

3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Comprehension and 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>
How do students effectively engage in discussions?	Students effectively engage in discussions through collaboration, by being prepared, asking questions for clarification, and discussing ideas.
How do we determine the main idea of a presentation?	Being an active listener helps determine the main idea of a presentation.
Why is it important to ask and answer questions about a presentation?	Students ask and answer questions to clarify understanding of the topic.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults. <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions.</li> <li>b. Build on others' talk in conversations by linking comments to the remarks of others.</li> </ol>	<b>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.</b> <ol style="list-style-type: none"> <li><b>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</b></li> </ol>	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. <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that</li> </ol>

<p>c. Ask for clarification and explanation to better understand topics and texts under discussion.</p>	<p><b>ideas under discussion.</b></p> <p>b. <b>Follow agreed-upon rules for discussions.</b></p> <p>c. <b>Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.</b></p> <p>d. <b>Explain their own ideas and understanding in light of the discussion.</b></p> <p>e. <b>Cooperate and problem solve as appropriate for productive group discussions.</b></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>2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.</p>	<p><b>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.</b></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>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>	<p><b>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</b></p>	<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p><b>3.SL.1</b></p> <ul style="list-style-type: none"> <li>● Collaboration procedures</li> <li>● How to be prepared</li> <li>● Questioning strategies</li> </ul> <p><b>3.SL.2</b></p> <ul style="list-style-type: none"> <li>● Main Idea</li> <li>● Supporting Details</li> <li>● Active listening</li> <li>● Media</li> </ul> <p><b>3.SL.3</b></p> <ul style="list-style-type: none"> <li>● Asking and answering questions</li> <li>● Active listening</li> <li>● Elaborating responses</li> </ul>	<p><b>3.SL.1</b> Effective engagement includes being prepared, asking questions for clarification, and discussing ideas.</p> <p><b>3.SL.2</b> Active listening builds comprehension.</p> <p><b>3.SL.3</b> Asking and answering questions about a presentation improves comprehension.</p>	<p><b>3.SL.1</b> Engage effectively with others. .</p> <p><b>3.SL.2</b> Be an active listener.</p> <p><b>3.SL.3</b> Ask and answer questions to clarify understanding about a presentation.</p>

## Student Friendly Language

### 3.SL.1

I can engage in discussions through collaboration by being prepared, asking questions for clarification, and discussing ideas.

### 3.SL.2

I can listen actively to determine the main idea of a presentation.

### 3.SL.3

I can ask and answer questions to clarify understanding of the topic.

## Key Vocabulary

### 3.SL.1

- Collaboration
- Active listening

### 3.SL.2

- Main idea
- Supporting details
- Media

### 3.SL.3

- Asking and answering questions
- Elaboration

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

Collaboration helps us communicate with peers, family, and community.

Active listening helps me identify and relay a message/ idea accurately.

We ask and answer questions to understand the world around us.

## Resources

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

## Achievement Level Descriptors

### Comprehension and Collaboration:

**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.

- 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.
- c. Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.
- e. Cooperate and problem solve as appropriate for productive group discussions.

**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.

**3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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"> <li>• Interpret and use information delivered orally or audio-visually with significant support.</li> <li>• Prepare to collaborate with others by asking and answering questions.</li> </ul>	<p>Students should be able to provide partial evidence that they can</p> <ul style="list-style-type: none"> <li>• Interpret and use information delivered orally or audio-visually with minimal support.</li> <li>• Prepare to collaborate with others by asking and answering some questions about speaker's information and reviewing own key ideas and understandings.</li> </ul>	<p>Students should be able to provide adequate evidence that they can</p> <ul style="list-style-type: none"> <li>• Prepare and use grade-level information delivered orally or audio-visually including collaborative discussions.</li> <li>• Prepare to collaborate with others by asking and answering questions about speaker's information and reviewing own key ideas and understandings.</li> </ul>	<p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> <li>• Prepare and use grade-level information delivered orally or audio-visually, including collaborative discussions.</li> <li>• Prepare to collaborate with others by asking and answering thorough questions about speaker's information and reviewing own key ideas and understandings.</li> </ul>