### Standards Relating to Comprehension and Collaboration

**5.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 and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- e. Cooperate and problem solve as appropriate for productive group discussions.

**5.SL.2** Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

**5.SL.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

<table>
<thead>
<tr>
<th>Essential Questions (Drive Intellectual Curiosity-The Hook)</th>
<th>Big Idea Statements (What students need to discover)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does a good conversation look and sound like?</td>
<td>Conversations are effective when all participants are engaged.</td>
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<tr>
<td>Where do people get new information?</td>
<td>New information can be learned through the main points of various sources including visual, print and verbal.</td>
</tr>
<tr>
<td>How do students know a speaker is credible?</td>
<td>Speakers create strong presentations when their ideas are supported by evidence.</td>
</tr>
</tbody>
</table>

### Learning Progression: Comprehension and Collaboration (5.SL.1  5.SL.2  5.SL.3)

<table>
<thead>
<tr>
<th>Correlating Standard in Previous Year</th>
<th>Number Sequence &amp; Standard</th>
<th>Correlating Standard in Following Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. a. Come to discussions prepared, having read or</td>
<td>5.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</td>
<td>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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information</td>
</tr>
</tbody>
</table>
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 and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

e. Cooperate and problem solve as appropriate for productive group discussions.

4.SL.2 Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

5.SL.2 Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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.

Rigor and Cognitive Complexity

<table>
<thead>
<tr>
<th>Know (Factual)</th>
<th>Understand (Conceptual)</th>
<th>Do (Procedural/ Application)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.SL.1</strong></td>
<td>5.SL.1</td>
<td>5.SL.1</td>
</tr>
<tr>
<td>Collaborative discussion</td>
<td>Preparing helps participants become familiar with the topic of the discussion.</td>
<td>Engage in a variety of discussions.</td>
</tr>
<tr>
<td>Rules of discussion</td>
<td>Participants who prepare are more comfortable and confident to contribute to the discussion.</td>
<td>Follow generally accepted principles for a discussion forum.</td>
</tr>
<tr>
<td>Elaboration</td>
<td>Discussion rules help the discussion stay on topic and ensure that participants are respectful in their contributions.</td>
<td>Prepare information to engage in effective discussion.</td>
</tr>
<tr>
<td>Discussion preparation</td>
<td>Questions advance the discussion</td>
<td>Express ideas clearly in a discussion and stay on topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pose questions to advance a discussion.</td>
</tr>
</tbody>
</table>
### 5.SL.2
- Summarize
- Diverse media
- Diverse formats
- Visually
- Quantitatively
- Orally

### 5.SL.3
- Summarize
- Reasons supported by claims

**Student Friendly Language**

**5.SL.1**
I can come to a discussion prepared, having read the material.
I can follow the agreed upon rules.
I can pose and respond to questions during a discussion.
I can contribute to and elaborate on ideas of others during the discussion.
I can review key ideas and draw conclusions using information gained in a discussion.

**5.SL.2**
I can summarize information from a visual source.
I can summarize information from a quantitative source.
I can summarize information from an oral source.

**5.SL.3**
I can summarize a speaker’s main points.
I can explain each claim in my summary using the speaker's reasons and evidence.

### Key Vocabulary

<table>
<thead>
<tr>
<th>5.SL.1</th>
<th>5.SL.2</th>
<th>5.SL.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative discussion</td>
<td>Summarize</td>
<td>Summarize</td>
</tr>
<tr>
<td>One-on-one discussion</td>
<td>Diverse</td>
<td>Claim</td>
</tr>
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ELA Unpacked Standards 2018
### Relevance and Applications:
How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Everything I hear and read gives me information of some kind.

We find the main points of things we hear all the time: movies, Youtube videos, social media, teachers’ lectures, songs, audiobooks, sermons, presenters.

I am involved in conversations every day with my family, my friends, my classmates, my teachers, and my neighbors.

### Resources

[https://doe.sd.gov/octe/ELA-resources.aspx](https://doe.sd.gov/octe/ELA-resources.aspx)
Achievement Level Descriptors

Comprehension and Collaboration:

5.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 and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
   e. Cooperate and problem solve as appropriate for productive group discussions.

5.SL.2 Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Students should be able to provide evidence that they can • Minimally prepare, interpret, summarize and apply information delivered through diverse media, minimally building on others’ ideas to express own ideas in collaborative discussions. • Minimally summarize and explain the speaker's main ideas, reasons, and evidence.</td>
<td>Students should be able to provide evidence that they can • Prepare, interpret, summarize and apply information delivered through diverse media, partially building on others’ ideas to express own ideas in collaborative discussions. • Partially summarize and explain the speaker's main ideas, reasons, and evidence.</td>
<td>Students should be able to provide evidence that they can • Accurately prepare, interpret, summarize and apply information delivered through diverse media, building on others’ ideas to express own ideas in collaborative discussions. • Summarize and explain the speaker's main ideas, reasons, and evidence.</td>
<td>Students should be able to provide evidence that they can • Thoroughly prepare, interpret, summarize and apply information delivered through diverse media, building on others’ ideas to express own ideas in collaborative discussions. • Thoroughly summarize and explain the speaker's main ideas, reasons, and evidence.</td>
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