

4th Grade Literacy

SL.4.1 – Speaking and Listening

Vertical Progression:

2nd grade	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and the texts under discussion.
3rd grade	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussion 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 (e.g. <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). c. Ask questions to check for understanding or 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.
4th grade	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussion 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
5th grade	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussion 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.

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Students will demonstrate command of the Standard by:

- Participating in different discussions with a range of peers
- Citing evidence in the texts during the discussions
- Following the guidelines for the discussions and their role in them
- Asking and answering questions to clarify or follow up on information
- Offering comments and contributions that link to the remarks of others
- Reviewing the key ideas expressed
- Explaining their own ideas clearly

Vocabulary:

- | | | |
|------------------------------------|------------------------------|--------------------|
| • Ask and answer for clarification | • Discussion | • Linking comments |
| • Citing evidence | • Diverse | • Prose |
| • Clarify | • Examples | • Preparation |
| • Comments | • Explanation | • Question |
| • Conclusion | • Explicit | • Respond |
| • Contribute | • Guidelines for discussions | • Role |
| • Details | • Information | • Text |
| | • Key ideas | • Topic |

Discussion Questions/Sentence Stems:

Agreement

- “I agree with ____ because ____.”
- “I like what ____ said because ____.”
- “I agree with ____; but on the other hand, ____.”
- “Why do you agree with ____?”

Disagreement

- “I disagree with ____ because ____.”
- “I’m not sure I agree with what ____ said because ____.”
- “I can see that ____; however, I disagree with (or can’t see) ____.”
- “Why do you disagree with ____?”

Clarifications

- “Could you please repeat that for me?”
- Paraphrase what you heard and ask, “Could you explain a bit more, please?”
- “I’m not sure I understood you when you said _____. Could you say more about that?”
- “Why do you think that?”
- “What’s your evidence?”

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- “How does that support our work at _____?”

Confirmation

- “I think _____.”
- “I believe _____.”

Confusion

- “I don’t understand _____.”
- “I am confused about _____.”

Extension

- “I was thinking about what _____ said, and I was wondering what if _____.”
- “This makes me think _____.”
- “I want to know more about _____.”
- “Now I am wondering _____.”
- “Can you tell me more about _____?”
- “Can you tell me more about what _____ is thinking?”

Review

- “I want to go back to what _____ said.”
- “How did your understanding of the topic deepen?”
- “What key ideas did you learn?”

*Adapted from Institute for Learning: http://ifl.pitt.edu/index.php/educator_resources/accountable_talk

Sample Instructional Strategies

- 1) Create a specific plan for introducing students to habits of discussions. Introduce 1-2 habits at a time, first modeling how they can be used and then allowing students several opportunities to practice.
- 2) Use various strategies (i.e. Stop and Jot, Turn and Talk, Fishbowl Discussions, Socratic Seminar, etc.) that require students work with different people in various contexts to solve problems, develop ideas, or improve each other’s work.
- 3) Explain, model and support students in prompting their peers for follow-up, clarification or expansion of ideas.
- 4) Help students explore complex issues and engage in discussions by asking open-ended text-dependent questions.
- 5) Provide students with sentence stems to respond to a comment or to clear up confusion such as “I agree with what _____ said about _____, but disagree that _____.”
- 6) Use [rubrics](#) and [checklists](#) to show what success looks like in a discussion and have students reflect and analyze on how effectively they participated in the discussion. (Examples provided below.)

Commented [WS1]: It may also be a good idea to include “Create a specific plan for introducing students to habits of discussions.” And “Introduce 1-2 habits at a time, first modeling how they can be used and then allowing students several opportunities to practice.”

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Collaborative Discussion Rubric - Assessed Standard(s): SL.4.1/SL.4.3

Comprehension and Collaboration

	2-Point Participation	1-Point Participation	0-Point Participation
Preparation SL.4.1.a	Student demonstrates strong evidence of preparation; student thoroughly draws on preparation and background knowledge to explore ideas under discussion.	Student demonstrates some evidence of preparation; student somewhat draws on preparation and background knowledge to explore ideas under discussion.	Student demonstrates no evidence of preparation; student does not draw on preparation and background knowledge to explore ideas under discussion.
Collaboration SL.4.1.b	Student collaborates well with peers to promote discussions, often engaging in the following: helping set rules for discussion; carrying out assigned roles.	Student collaborates with peers, occasionally engaging in the following: helping set rules for discussion; carrying out assigned roles.	Student does not collaborate with peers, rarely engaging in the following: helping set rules for discussion; carrying out assigned roles.
Response to Others SL.4.1.c/SL.4.3	Student responds well to others by often engaging in the following: poses and responds to specific questions by commenting and linking to others' remarks; identifying reasons and evidence a speaker provides to support particular points.	Student responds to others, occasionally engaging in the following: poses and responds to specific questions by commenting and linking to others' remarks; identifying reasons and evidence a speaker provides to support particular points.	Student does not respond to others, rarely engaging in the following: poses and responds to specific questions by commenting and linking to others' remarks; identifying reasons and evidence a speaker provides to support particular points.
Response to Evidence SL.4.1d	Student responds thoughtfully to evidence by often engaging in the following: reviewing the key ideas expressed and explaining their own ideas and understanding in light of information/knowledge gained from the discussions.	Student responds occasionally to evidence by engaging in the following: reviewing the key ideas expressed and explaining their own ideas and understanding in light of information/knowledge gained from the discussions.	Student does not respond to evidence, rarely engaging in the following: reviewing ideas or explaining their own ideas and understanding in light of information/knowledge gained from the discussions.

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Speaking and Listening Checklist

Assessed Standard: SL.4.1/SL.4.3

Comprehension and Collaboration in Discussion

Preparation	Did I prepare for the discussion by reading all the necessary material, marking my text(s), and organizing my notes?	<input type="checkbox"/>
	Did I refer to my notes and other information during the discussion?	<input type="checkbox"/>
Collaboration	Did I follow the rules for discussion?	<input type="checkbox"/>
	Did I carry out my assigned role in the group?	<input type="checkbox"/>
Response to Others	Did I ask and respond to specific questions by making comments that contribute to the discussion?	<input type="checkbox"/>
	Did I connect my questions and responses to what others say?	<input type="checkbox"/>
	Did I identify the reasons and evidence a speaker provides to support particular points?	<input type="checkbox"/>
Response to Evidence	Did I review the key ideas expressed in the discussion?	<input type="checkbox"/>
	Did I explain my ideas and understanding in light of the discussion?	<input type="checkbox"/>