

Grade: 5th

Strand: Speaking and Listening - Comprehension & Collaboration

Standard/Topic: ELA-05.SL.01

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 discussion.



		Sample Activities
Score 4.0 Complex	In addition to Score 3.0, in-depth inferences and applications that go beyond the target content. The student will: <ul style="list-style-type: none">• Create higher level thinking questions to facilitate and engage others effectively in a range of collaborative discussions with diverse partners.	<ul style="list-style-type: none">• Student facilitates discussions by assigning roles, providing topics, keeping the discussion going, providing feedback, and ensuring agreed-upon rules are being carried out.
	3.5 In addition to target performance, in-depth inferences and applications with partial understanding	
Score 3.0 Target	The student will: <ul style="list-style-type: none">• engage effectively in a range of collaborative, one-on-one, group, and teacher-led discussions on grade level topics with diverse partners, building on others' ideas and expressing their own clearly<ul style="list-style-type: none">◦ comes to discussions prepared◦ follows agreed upon rules◦ carries out assigned roles◦ poses and responds to questions by contributing to the discussion and elaborating on the remarks of others◦ reviews key ideas and draws conclusions based on knowledge gained from the discussion The student exhibits no major errors or omissions.	<ul style="list-style-type: none">• Monitor preparedness and use a rubric for an assessment tool• Establish agreed upon rules which could include preparedness, wait time, respectfully agreeing or disagreeing, supporting claims with evidence, participate, actively listening, and purposefully engage and carry out assigned roles which could be monitored through peer assessment and self-reflection• Pose a question or discussion that has many possible answers and contribute to the discussion which can be monitored by peer assessment or teacher rubric (ex. If you knew a friend was involved in illegal activities, would you tell someone?)• Summarize the discussion and their understanding of the knowledge which can be assessed through a written reflection, presentation, or peer assessment.
	2.5 No major errors or omissions regarding the simple content and partial understanding of the target content	
Score 2.0 Simple	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none">• The student will recognize or recall specific terminology, such as:<ul style="list-style-type: none">◦ collaborate, engage, respectfully agree/disagree, elaborate• The student will perform basic processes, such as:<ul style="list-style-type: none">◦ Engages in a limited range of collaborative discussions (small group, one-on-one, and	<ul style="list-style-type: none">• Make observations to monitor collaborative discussion

	<p>teacher led) with diverse partners.</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial understanding of the simple, but major errors or omissions regarding the target content	
Score 1.0	With help, partial understanding of the simple and target content	
	0.5 With help, partial understanding of the simple content, but not the targeted content	