

## Discourse and Presentation Standards (3-5)

### Grade 3 Students

### Grade 4 students

### Grade 5 students

#### Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
    - Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, signing one at a time about the topics and texts under discussion).
    - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
    - Explain their own ideas and understanding in light of the discussion.
  - Determine the main ideas and supporting details of a storytelling or storysigning or information signed or through diverse media and formats, including quantitatively and visually.
  - Ask and answer questions about information from a signer, offering appropriate elaboration and detail.
- Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
    - Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - Follow agreed-upon rules for discussions and carry out assigned roles.
    - 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.
    - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
  - Paraphrase portions of a text signed or information presented in diverse media and formats, live or published, including those with visual or quantitative information.
  - Identify the reasons and evidence a signer provides to support particular points.
- Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
    - Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - Follow agreed-upon rules for discussions and carry out assigned roles.
    - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
    - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
  - Summarize a text signed or information presented in diverse media and formats, live or published, including those with visual or quantitative information.
  - Summarize the points a signer makes and explain how each claim is supported by reasons and evidence.

#### Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, signing clearly at an understandable pace.
  - Create engaging stories or poems that demonstrate fluid signing at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
  - Sign in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3)
- Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; sign clearly at an understandable pace.
  - Add video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
  - Differentiate between contexts that call for formal ASL (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal ASL when appropriate to task and situation. (See grade 4 Language standards 1)
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; sign clearly at an understandable pace.
  - Include multimedia components (e.g., graphics, animation) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
  - Adapt sign to a variety of contexts and tasks, using formal ASL when appropriate to task and situation. (See grade 5 Language standards 1)