(4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:

[Streamline - this language may be inferred that all four domains need to be done at all times which may not be appropriate. Therefore we moved the language to the end of the KS statement noting "as appropriate."]

OR-

(**4**) **Collaboration:** Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the domains of listening, speaking, reading, and writing as appropriate. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
[Copied from Grade 1 and was from original 2.28A; changed "attentively" to actively which aligns with CCRS in upper grades. Grades K-5, and added to 6-8] (A) listen actively by facing speakers and ask questions to understand information; [ER - "in teams" was too limiting and potentially seen as competitive] (B) work productively with others by following agreed-upon rules for discussion, including taking turns and speaking one at a time; (C) share ideas by speaking audibly and clearly; and (D) understand his/her own responsibility in collaboration.	(A) listen actively and ask relevant questions to clarify information; (B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions; (C) share ideas about the topic under discussion, speak clearly at an appropriate pace, and build on the ideas of others; and (D) recognize effective collaboration.	(A) listen actively and ask relevant questions to clarify information; (B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; (C) share ideas about the topic under discussion, speak clearly and to the point, and build on the ideas of others; and (D) distinguish between effective and ineffective collaboration.	(A) listen actively, ask relevant questions, and make pertinent comments; (B) work productively with others by following agreed upon rules for discussion; (C) participate in teacher- and student-led discussions by speaking coherently with appropriate detail about the topic and providing suggestions that build upon the ideas of others; and (D) reflect on the effectiveness of collaboration.	(A) listen actively, ask relevant questions, and make pertinent comments; (B) work productively with others by following agreed upon rules for discussion; (C) participate in teacher- and student-led discussions by speaking coherently with appropriate detail about the topic and providing suggestions that build upon the ideas of others; and (D) reflect on the effectiveness of collaboration.	(A) listen actively to interpret verbal and nonverbal messages and ask clarifying questions; (B) work productively with others by following agreed upon rules for discussion to develop a plan with clear goals; (C) participate in teacher- and student-led discussions by speaking coherently with appropriate detail about the topic and providing suggestions that build upon the ideas of others; and (D) reflect on the effectiveness of collaboration.	(A) listen actively to interpret verbal and nonverbal messages and ask clarifying questions; (B) work productively with others to develop a plan with clear goals; (C) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement; and (D) evaluate the effectiveness of collaboration.	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes; (B) analyze a problem to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals; (C) contribute relevant information and provide and receive constructive feedback by posing and answering questions, and conveying viewpoints; and [ER - Anderson suggested adding in interactive structure language] (D) analyze, and evaluate, collaborative interactions.	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes; (B) analyze a problem to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals; (C) contribute relevant information and provide and receive constructive feedback by posing and answering questions, and conveying viewpoints; and (D) analyze, and evaluate, collaborative interactions.