

4TH GRADE SPEAKING AND LISTENING STANDARDS BREAKDOWN

Anchor Standard/ Domain Name: Speaking & Listening

Comprehension and Collaboration SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Standard Text:

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 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 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.**

Students who can demonstrate understanding can:

- engage in discussions and share knowledge with various audiences.
- create and follow agreed upon rules for discussions.
- actively participate in class discussions and are not only able to build on others' ideas, but also express their own ideas and connections to the discussion.
- ask clarifying questions that help them better understand the discussion.
- stay on topic while adding to others' ideas and comments.

Vertical Alignment to Previous Grades:

SL.2.1, SL.3.1

Vertical Alignment to Future Grades:

SL.5.1, SL.6.1

Clarification Statement:

Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on fourth grade topics and texts. They communicate their own ideas and add to what others are saying. Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence).

	<ul style="list-style-type: none"> • students know the rules for class discussions and take on meaningful roles by following those guidelines. • students ask and answer specific questions to deepen understanding, clear up any confusion, and connect to others' comments. • following a discussion, students review key ideas made during the discussion, explain their own ideas, and communicate their understanding of the topic. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • key ideas – most important thoughts addressed in a text or discussion • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Comprehension and Collaboration SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>Standard Text:</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • paraphrase textual evidence presented from a variety of media. • paraphrase textual evidence presented in a variety of formats.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.2.2, SL.3.2</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.5.2, SL.6.2</p>	<p>Clarification Statement:</p> <p>Students restate in their own words information from parts of a text that is read aloud or presented to them in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos).</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Comprehension and Collaboration SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	

<p>Standard Text:</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> list and understand the reasons and evidence a speaker gives to support specific points. work in whole group, small group, and/or independently to identify key points of a speech.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.2.3, SL.3.3</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.5.3, SL.6.3</p>	<p>Clarification Statement:</p> <p>Students name the reasons and evidence a speaker uses to reinforce specific points.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p>Standard Text:</p> <p>SL.4.4 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; speak clearly at an understandable pace.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> report on a topic or text with facts, relevant details and themes. use a logical sequence of events to tell a story, to report on a topic or text, or to recount an experience. speak clearly and an understandable pace while reporting on a topic or telling a story.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.2.4, SL.3.4</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.5.4, SL.6.4</p>	<p>Clarification Statement:</p> <p>Students present information, tell a story, or tell about an experience in a structured way. They use relevant facts and vivid, related details that support main ideas or themes. Students consider formal and informal language and change their approaches to suit the needs of the audience.</p> <p>Vocabulary for Teacher Development:</p>

	<ul style="list-style-type: none"> ● formal discourse – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue ● informal discourse – dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English ● main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning ● recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) ● relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p>Standard Text:</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● use audio to enhance the main idea or theme. ● use visual displays to enhance the main idea or theme.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.2.4, SL.3.5</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.5.5, SL.6.5</p>	<p>Clarification Statement:</p> <p>Students include audio recordings and visuals to their presentations to strengthen the development of main ideas and themes.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning

	<ul style="list-style-type: none"> ● theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Standard Text:</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● identify characteristics of formal and informal speaking. ● analyze a situation to determine appropriate speech use. ● determine when a speaking task or situation requires a formal or an informal use of language.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.2.6, SL.3.6</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.5.6, SL.6.6</p>	<p>Clarification Statement:</p> <p>Students should be exposed to a variety of speaking tasks in order to understand the difference between formal and informal English. Based on this understanding they can use appropriate speech when engaging with different audiences.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● formal discourse – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue ● informal discourse – dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English ● main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas:</u> New Mexico State Standards</p>	
<p>Standard Text: 4th grade students will:</p> <p>(a) understand the influence of heritage language in English speech patterns;</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● Listen to an audio recording of an English speaker and identify specific speech patterns.

<p>(b) orally compare and contrast accounts of the same event and text;</p> <p>(c) Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</p>	<ul style="list-style-type: none"> • Identify within those speech patterns where heritage language has been influential. • Discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words. • Compare and contrast accounts of the same event and text verbally • identify various types of listening skills (paying attention, maintaining eye contact, asking questions, giving feedback, etc) and describe which skills are appropriate in a given environment. • demonstrate their knowledge of listening skills in a variety of cultural settings in a way which allows for mutual understanding and cooperation between everyone present.
<p>Vertical Alignment to Previous Grades:</p> <p>3.a, 3.b, 3.c,</p> <p>Vertical Alignment to Future Grades:</p> <p>5.a, 5.b, 5.c</p>	<p>Clarification Statement Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p> <p>In addition, students can compare and contrast accounts of the same event by describing aloud, through class discussion or oral presentation, their analysis of similarities and differences between them.</p> <p>Students will understand the importance of listening skills for both understanding and for working together and will use this knowledge to apply the appropriate listening skill depending on the cultural setting they are in.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • heritage language- language other than the dominant language in a given social context. Heritage languages are often learned at home and connect the speaker culturally and linguistically to their forebears. • speech pattern-a distinctive manner of oral expression • cultural setting- the context, environment, or situation that is relevant to the beliefs, values, and practices of a particular nation, people, or other social group • cooperation- the process of working together toward the same end • appropriate- suitable or proper in the circumstances