

KPBSD ELA CURRICULUM

4TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Desired Results

<p>PRIORITY STANDARDS</p> <p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fourth grade topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b) Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4.SL.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>SUPPORTING STANDARDS</p> <p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> 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. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> Discussing and working with a collaborative group, sharing ideas, learning from others, and reflecting on discussions is important to the writing process. Presenting 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>Students will keep considering...</p> <ul style="list-style-type: none"> Why is it necessary to work and discuss in collaborative groups? Why is it important to be able to clearly present a report on a given topic?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to work and discuss in collaborative groups. To support a main idea, the writer should report on a topic or tell a story with correct and appropriate facts and details. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Being prepared for discussions and carrying out assigned roles. Following agreed upon rules for discussion. Posing and responding to specific questions to follow up on information and make comments that contribute to the discussion and link to remarks of others. Paraphrasing portions of a text, read aloud, or information presented in diverse media and formats. Identifying the reasons and evidence a speaker provides to support particular points. Adding audio recordings and visual displays to presentations, when appropriate to enhance 	

KPBSD ELA CURRICULUM

4TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).</p> <p>4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p> <p>4.SL.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. (See fourth grade Language standards 1 and 3 for specific expectations.)</p>		<p>the development of main ideas or themes, and engage listeners more fully.</p> <ul style="list-style-type: none"> • Differentiating between contexts that call for formal English and situations where informal discourse is appropriate.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>BASED ON STANDARDS: Teacher and Student Self-Reflection Rubric Teacher and Student Self-Reflection Checklist Socratic Seminar Teacher and Learner Conference Journaling</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Use Jigsaw Method for collaborative discussions of texts. • Move from pairs to groups of four to whole class discussions. • Use self-assessment checklists. • Participate in student led discussions on a given topic. • Reflect upon key ideas from previous class discussions and write a personal conclusion. • Gather information and formulate opinions. • Create a Soundtrack/Movie/Recorded Narration for project or presentation. • State reasons supporting an opinion during a discussion/debate. • Present oral reports on a favorite topic, book report, or research. • Recite poetry written in different styles about the same topic. <p>OTHER EVIDENCE: District/State Assessments</p>	

KPBSD ELA CURRICULUM

4TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Vocabulary

Clarify
Key Ideas
Facts
Details
Clear Language
Reasons
Evidence
Paraphrase

Technology Skills

I can...

- Use audience response tools and apps to participate in class discussions.
- Use social media tools to connect, collaborate, and share.
- Use tools such as blogs, websites, and social media to mobilize a community toward a goal.
- Create and maintain a digital portfolio or collection of works related to my learning.
- Attach a document or file to an email.
- Record and use editing equipment to record, edit, and publish audio.