

Speaking and Listening: Grade 4

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to strategically make decisions about content, language use, and discourse style in order to speak purposefully and effectively.***

Content Standards:

Comprehension and Collaboration

- 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.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- 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.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 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.

Transfer

Students will be able to independently use their learning to speak purposefully and effectively and engage in collaborative discussions.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- comprehension is enhanced through a collaborative process of sharing and evaluating ideas.
- presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.
- effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions.

ESSENTIAL QUESTIONS

- ***Who decides if communication is effective?***

Acquisition

Students will know...

- the agreed upon rules for classroom discussion.
- that descriptive details and visual displays enhance presentations.

Students will be skilled at...

- preparing for group discussions (having read or studied required material in diverse formats).
- following agreed-upon rules for discussions and carrying out assigned roles.
- posing and responding to specific questions to clarify or follow up on information.
- remaining on-topic during discussions.
- making comments that contribute to the discussion and link to the comments to the remarks of others.
- reviewing the key ideas expressed.
- explaining their own ideas and understanding in light of the discussion.
- paraphrase 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.

		● presenting a topic in a logical order using relevant and descriptive details to support the main idea or theme. ● speaking clearly, at an understandable pace. ● reading aloud with expression. ● creating audio recordings and visual displays of data to express information and enhance understanding. ● speaking in complete sentences when asked to provide details or clarification.
Content Area Literacy Standards		21st Century Skills
not applicable		● <i>communicate clearly</i> ● <i>interact effectively with others</i> ● <i>work creatively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	