

## Notes



# Resources for the Illinois Speaking and Listening Standards in 4<sup>th</sup> Grade



**In grade 4, students speak (both in informal discussions and in more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups. (PARCC)**

The speaking and listening standards expect students to participate in “rich, structured conversations” in which they are building on the ideas of others and speaking in complete sentences. Teachers need to create models and routines for deliberate and intentional dialogue that builds bridges to the students’ reading and writing.

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner.

<http://www.corestandards.org/ELA-Literacy/CCRA/SL/>

## Standard #1: Tips and Resources

### SL.4.1

Engage effectively in a range of collaborative discussions (one-to-one, groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.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.

SL.4.1.B - Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C – Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion and link to the remarks of others.

SL.4.1.D – Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

### ISBE Collaboration Kit

Collaborative Strategy Technique Cards– 29 Activities

Discussion Guide with Sentence Stems

Role Identifiers for Classroom Grouping Ideas

Student Sorting Sticks

<http://www.ilclassroomsinaction.org/classroom-collaboration.html>



### Strategy Guide for Think Pair Share

In this strategy guide, teachers will learn how to organize students and classroom topics to encourage a high degree of classroom participation and assist students in developing a conceptual understanding of a topic through the use of the Think-Pair-Share technique.

<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html#strategy-practice>

## Additional Resources

### Fourth Grade Speaking and Listening Standards Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/SL/4/>

### Speaking and Listening Appendix A – pg.26-27

[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

### Fourth Grade Language Standards Common Core State Standards

<http://www.corestandards.org/ELA-Literacy/L/4/>

### Language Standards Appendix A – pg. 28-31

[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

### Rhode Island's Speaking and Listening Module

<http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStateStandardsforELALiteracy.aspx#13552-educators>

## Assessment for Speaking and Listening

PARCC's Speaking and Listening assessment measures how well students absorb information by listening, and how well they communicate that knowledge orally. The new standards include expectations for speaking and listening – a first for most systems of standards. The assessment serves as a useful tool in determining college and career readiness. Higher education institutions are interested in this component as most require oral competencies for students.

The PARCC governing board voted unanimously to make the first-of-its-kind Speaking and Listening portion of the PARCC assessment system **optional** for states.



The Illinois State Board of Education **does not intend to require** the administration or reporting of speaking and listening data back to the state. It is their hope to be able to make it available to schools and districts as they believe that instructing and assessing speaking and listening is important in terms of providing full coverage to the ELA/Literacy Standards.

### Assessment Design

1. MODE 1: Students will listen to a pre-recorded speech and/or media production and speak/respond using spontaneous oral responses. ( Grades 3, 5, 7, 9, and 11)
2. MODE 2: Students will perform research using authentic and grade-appropriate topics, share their findings in the form of a formal presentation (speaking) and respond spontaneously to audience questions (listening and speaking); (Grades 4, 6, 8, 10, and 12)

In both cases, teachers will have the ability to score student-produced content based on what they present or what they hear.

## Standard #2: Tips and Resources

### SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Strategy Idea

**Paraphrasing:** Students need ample practice in paraphrasing in order to do it independently. The following are two ideas that teachers may want to use.

#### 1. Look away from the source then write.

Read the text you want to paraphrase several times until you feel that you understand it and can use your own words to restate it to someone else. Then, look away from the original and rewrite the text in your own words.

#### 2. Take notes.

Take abbreviated notes; set the notes aside; then paraphrase from the notes later.

If students have difficulty with the above, this may mean they do not understand the passage completely or that they need to use a more structured process until they have sufficient experience in paraphrasing. For more information, click on the following link.

[https://writing.wisc.edu/Handbook/QPA\\_paraphrase2.html](https://writing.wisc.edu/Handbook/QPA_paraphrase2.html)

### Lesson Plans

#### I Used My Own Words! Paraphrasing Informational Texts

In this lesson, students will demonstrate comprehension by paraphrasing facts from informational texts. They will also gain knowledge and apply what they have learned about paraphrasing by reading information about three unusual animals. <http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html?tab=6>



#### Note Taking for Grades K-5

To reverse the trend of plagiarizing and to prepare students to write without copying text verbatim, teachers should teach students to take good notes. Click on this link for more ideas.

<http://www.scoop.it/t/notetaking-for-grades-k--5>

## Standard #3: Tips and Resources

### SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

#### Tip

SL.4.3 does not ask students to identify the main points a speaker makes; instead, they are only asked to find the reasons and evidence used as support. Since RI.4.3 requires students to find main ideas, it is imperative that these standards go hand in hand. Try the following approach to assist students with finding a main idea which is a necessary step in finding reasons and evidence to support particular points.

- 1<sup>st</sup> Part of the Year: Teacher provides students with the main point(s) of a speaker
- Mid -Year: Ask students to help identify main point(s) of a speaker
- End of the Year: Ask students to find the main point(s) of a speaker independently

#### Speech Resources

The following speeches can be used to provide students opportunities to identify how speakers support particular points. Always provide students with a purpose for listening in order to identify key pieces to meet the standard.



View "[The Girl Who Silenced the World at the U.N. for 5 Minutes](#)" (6:42) Ask students to list reasons and evidence for 12 year old Severn Suzuki's stance on the environment and poverty.

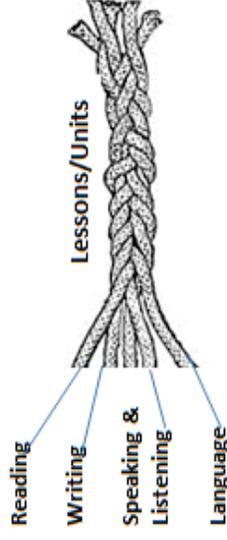


Watch "[Michelle Obama Talks Bullying on 'Ellen'](#)" (3:22) and discuss. List the main points Mrs. Obama makes to support her anti-bullying message.



American Rhetoric: Top 100 Speeches with Audio and Transcripts  
<http://www.americanrhetoric.com/top100speechesall.html>

## Connecting Speaking & Listening to the Other ELA Strands



Although reading, writing, and speaking and listening are articulated separately in the standards, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

### "Must Haves" for Lessons

	<p>1. Focus each lesson on a high-quality text (or multiple texts).</p>
	<p>2. Employ questions and tasks, both oral and written that are text specific and reflect the standards.</p>
	<p>3. Provide all students with opportunities to engage in the work of the lesson.</p>

## Classroom Evidences of Speaking and Listening in 4<sup>th</sup> Grade

### Comprehension and Collaboration

- Students effectively participate in different types of discussions and with different people. (SL.4.1)
- Students build on others' ideas and express their own ideas clearly. (SL.4.1)
- Students come to discussions prepared to participate because they have studied appropriate materials. (SL.4.1)
- Students follow agreed-upon rules for discussion and carry out assigned roles. (SL.4.1)
- Students ask and answer questions to help them understand discussions, stay on topic and that contribute to others' ideas and remarks. (SL.4.1)
- Students think about what is discussed and explain any new thinking that they have. (SL.4.1)
- Students paraphrase texts read aloud or information presented to them. (SL.4.2)
- Students identify the reasons a speaker gives to support his/her points. (SL.4.3)

### Presentation of Knowledge and Ideas

- Students report on a topic or tell a story with correct and appropriate facts and details to support the main idea. (SL.4.4)
- Students speak clearly and at an understandable pace. (SL.4.4)
- Students create engaging audio recordings or visual displays to help show main ideas or themes when necessary. (SL.4.5)
- Students figure out when to use standard formal English and when to use informal English. (SL.4.6)



## Standard #4: Tips and Resources

### 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.

### Tip

**Two Common Core Writing Standards give a more thorough understanding of what's expected with SL. 4.4.**

- W.4.2 provides guidance for reports. Specific steps include (a) introducing, grouping related information, (b) developing the topic with supporting details, (c) using transitional words and phrases, and (d) concluding.
- W.4.3 gives us a run-down of what's expected in storytelling. The student should (a) establish the situation and introduce characters at the beginning, organize to allow events to unfold naturally, (b) use dialogue and description, (c) employ transitional words and phrases, (d) use concrete and sensory words to "convey experiences and events precisely," and (e) conclude.

### Resource

This link provides teachers with 58 graphic organizers that can be used for report or story writing. Before writing a report or story, students need organizational structures such as graphic organizers as they prepare to present.

[http://www.educationoasis.com/curriculum/graphic\\_organizers.htm](http://www.educationoasis.com/curriculum/graphic_organizers.htm)

### Rubrics

ReadWriteThink: Rubrics for Assessing Speaking and Listening

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson38/RWT014-3.PDF](http://www.readwritethink.org/files/resources/lesson_images/lesson38/RWT014-3.PDF)



ProTeacher – Assessing Listening

<http://www.proteacher.com/redirect.php?goto=443>

## Standard #5: Tips and Resources

### SL.4.5

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

#### Tools and Apps for Student Projects and Presentations

The link below provides a resource compiled by S. Wilson of the Instructional Development Services at CSUSM (California State University, San Marcos). This document outlines digital presentations and websites, infographics, word clouds, screen casting, recording virtual meetings, annotated maps, and images - - all free! This resource is clickable, taking you directly to products and examples. Download this resource at the following link:

<https://www.csusm.edu/ids/course-design-and-instruction/teaching-methods-and-techniques/active-learning/student-presentation-tools.pdf>

#### Lesson Plans

Research Skills Lesson Plan: Be a Brain-Pop Expert

<http://educators.brainpop.com/lesson-plan/research-skills/?bp-topic=current-electricity>



Seasonal Haiku: Writing Poems to Celebrate Any Season

<http://www.readwritethink.org/classroom-resources/lesson-plans/seasonal-haiku-writing-poems-39.html>



#### Resources for Meeting Standard #5



This website offers educators high-quality, free Internet resources to use in classroom instruction. The following link provides resources for SL.4.5.

[http://www.internet4classrooms.com/common\\_core/add\\_audio\\_recordings\\_visual\\_displays\\_presentations\\_speaking\\_listening\\_fourth\\_4th\\_grade\\_english\\_language\\_arts.htm](http://www.internet4classrooms.com/common_core/add_audio_recordings_visual_displays_presentations_speaking_listening_fourth_4th_grade_english_language_arts.htm)

## Standard #6: Tips and Resources

### 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. (See Language standard 1 for specific expectations.)

#### Language Standards

##### L.4.1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- L.4.1.A - Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- L.4.1.B - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- L.4.1.C - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- L.4.1.D - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- L.4.1.E - Form and use prepositional phrases.
- L.4.1.F - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- L.4.1.G - Correctly use frequently confused words (e.g., *to, too, two; there, their*)\*.

#### Formal vs Informal English Resource

- ❖ Formal English is used in “serious” texts and situations — for example, in official documents, books, news reports, articles, business letters or official speeches.
- ❖ Informal English is used in everyday conversations and in personal letters.

Additional information concerning formal and informal English can be found on this webpage.

<http://www.antimoon.com/how/formal-informal-english.htm>