## E/LA Common Core Standards for Speaking and Listening Grade 4

Comprehension and Collaboration – Anchor Standards									
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.									
<ol> <li>Integrate and evaluate information presented in diverse media and formats, including</li> </ol>									
visually, quantitatively, and orally.									
<ol> <li>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ol>									
Indicator Date Date Date Date Date Date									
indicator	Taught	Retaught	Reviewed	Assessed	ReAssessed				
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.									
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.									
Follow agreed-upon rules for									
discussions and carry out assigned									
roles.									
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. Review the key ideas expressed									
and explain their own ideas and									
understanding in light of the									
discussion.									
SL.4.2. Paraphrase portions of a text read aloud or information									
presented in diverse media and									
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formats, including visually,									
quantitatively, and orally.									
SL.4.3. Identify the reasons and									
evidence a speaker provides to									
support particular points.									

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Make strategic use of digital media and visual displays of data to express information								
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appropriate to enhance								
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Differentiate between								
cts that call for formal								
n (e.g., presenting ideas)								
tuations where informal								
rse is appropriate (e.g.,								
group discussion); use								
l English when								
priate to task and								
on.								
	Present information, finding the line of reasoning and th task, purpose, and audience Make strategic use of digita and enhance understanding Adapt speech to a variety o	Present information, findings, and supported line of reasoning and the organization task, purpose, and audience. Make strategic use of digital media and and enhance understanding of presental Adapt speech to a variety of contexts and command of formal English when indication indicator indicator Date Taught and ence in an organized er, using appropriate facts levant, descriptive details port main ideas or es; speak clearly at an estandable pace. Add audio recordings and displays to presentations appropriate to enhance evelopment of main ideas mes. Differentiate between ests that call for formal informal in	Present information, findings, and supporting evider         the line of reasoning and the organization, development task, purpose, and audience.         Make strategic use of digital media and visual display and enhance understanding of presentations.         Adapt speech to a variety of contexts and communic command of formal English when indicated or approximated or approximate facts         Indicator       Date         Taught       Retaught         Report on a topic or text, story, or recount an ence in an organized       Present indicated or appropriate facts         Ievant, descriptive details port main ideas or       Sis speak clearly at an standable pace.         Add audio recordings and displays to presentations appropriate to enhance velopment of main ideas mes.       Differentiate between ts that call for formal n (e.g., presenting ideas) tuations where informal rise is appropriate (e.g., group discussion); use I English when priate to task and	Present information, findings, and supporting evidence such that the line of reasoning and the organization, development, and sty task, purpose, and audience.         Make strategic use of digital media and visual displays of data to and enhance understanding of presentations.         Adapt speech to a variety of contexts and communicative tasks, or command of formal English when indicated or appropriate.         Indicator       Date       Date         Report on a topic or text, story, or recount an ence in an organized er, using appropriate facts levant, descriptive details port main ideas or is; speak clearly at an standable pace.       Image: Context an ence in an organized ere ence in a organized ere ence ence in a organized ere ence in a organized ere ence in a organized ere ence in an organized ere ence in a organized ere ence ence ence ence ence ence ence	Make strategic use of digital media and visual displays of data to express inforAdapt speech to a variety of contexts and communicative tasks, demonstratinAdapt speech to a variety of contexts and communicative tasks, demonstratinIndicatorDateDateIndicatorDateDateReport on a topic or text, tory, or recount an ence in an organized er, using appropriate facts levant, descriptive details port main ideas or is; speak clearly at an standable pace.DateDateAdd audio recordings and displays to presentations appropriate to enhance velopment of main ideas mes.Image: Communicative tasks, demonstrating resentations appropriate to enhance velopment of main ideas mes.Date RetaughtDate ReviewedDate AssessedDifferentiate between cts that call for formal in (e.g., presenting ideas) tuations where informal rrse is appropriate (e.g., group discussion); use I English when 			