

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on Range and Content of Student Speaking and Listening:** *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. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*

## **Speaking and Listening Standards**

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Grade 4 Speaking and Listening (4.SL) Comprehension and Collaboration**

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| 4.SL.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. |
| 4.SL.1a | 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.                                 |
| 4.SL.1b | Follow agreed-upon rules for discussions and carry out assigned roles.   |

\* Denotes a revision has been made to the original Common Core State Standard.



- 4.SL.1c 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.
- 4.SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

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- 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.
- 4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4.SL.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate ; use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)\*

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