

Domain: <i>Strand Speaking & Listening</i>		
Cluster: <i>Grade SL4.1</i>		
Standards: <i>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</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it necessary to work and discuss in collaborative groups?</i>	<i>Students will understand, after discussing and working in collaborative groups, the importance of sharing ideas, learning from others, and reflecting on discussions.</i>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Use Jigsaw Method <ul style="list-style-type: none"> - Students are assigned a "home" group. Each member in the group reads about one aspect of the topic. Students meet with members from other groups who are assigned the same aspect, and after discussing and mastering the material, they return to their "home" group and teach the material they learned to their group members. • Move from pairs, to groups of four, to whole class discussion • Use self-assessment checklists • Participate in student-led discussions on a given topic • Reflect upon key ideas from previous class discussions and write personal conclusions
Content Statements		
Students will understand it is necessary to work and discuss in collaborative groups.		
Assessments:		Teacher Resources
<i>Student create rubric that will assess strengths and weaknesses within the group.</i>		<p>Information on Jigsaw Method: http://www.readingrockets.org/strategies/jigsaw/Rubric</p>
Equipment Needed		<p>Sample rubrics obtained from: Rubistar.4teachers.org http://curriculum.org/storage- formal assessment of group discussion</p>
Computer with internet access Grade level texts		

New Jersey Model Curriculum Objective 2013	Reading Street 2012 Alignment
<p>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.</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>SE 1: 20–21, 26–27, 255 SE 2: 51</p> <p>TE 1: 20–21, 21a–21b, 21c, 22–23, 24a–24b, 26–27, 27a, 31e, 32a–32b, 42a–42b, SG•2, SG•3, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•16, 47a–47b, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•24, SG•29, 82a–82b, 94a–94b, 104a–104b, 111a–111b, 114a–114b, 124a–124b, 134a–134b, 139a–139b, 142a–142b, 152a–152b, 160a–160b, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p>TE 2: 173a–173b, 176a–176b, 184a– 184b, 192a–192b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 197a–197b, 200a–200b, 212a– 212b, 224a–224b, SG•18, SG•19, SG•22, SG•23, SG•28, SG•32, 229a– 229b, 232a–232b, 242a–242b, 252a– 252b, 254–255, 257a–257b, 260a– 260b, 268a–268b, 278a–278b, 278c– 278d, 278–279, 279a, 285a–285b, 287a, 287b, 288a–288b, 298a–298b, 303a, 306a–306b, 309a, SG•66, SG•71, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p>TE 3: 317a–317b, 320a–320b, 330a– 330b, 340a–340b, 348a–348b, 358a– 358b, 366a–366b, 371n, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 373a–373b, 376a–376b, 388a–388b, 396a–396b, 403a–403b, 406a–406b, 424a–424b, SG•62, SG•63, 431a– 431b, 433a, 433b, 434a–434b, 444a–444b, 451c, 454a–454b, 459n, SG•66, SG•70, SG•75, SG•79, SG•80, UR•6, UR•16, UR•26, UR•36, UR•46</p>

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Domain: <i>Speaking & Listening</i>		
Cluster: <i>Grade SL4.2</i>		
Standards: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is paraphrasing of various sources important to comprehend the given text?</i>	<i>Students will identify the most important information found in various media, such as slideshows, video clips, photos, and graphs by:</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Work with partners to interpret and paraphrase information • Create and share multi-media presentations to paraphrase read aloud texts • Read a text as a class and be able to paraphrase it in 5 sentences or less. Share and compare with the rest of the class.
Content Statements	<i>Outlining ideas Taking notes Making charts</i>	
Students will be able to comprehend the importance of paraphrasing various texts.		
Assessments:		Teacher Resources
-Benchmark Assessment -Teacher Made Assessment -Paraphrase a specific given text- grade based on teacher made rubric		www.storyarts.org www.pearsoned.ca www.wvcc.wy.edu
Equipment Needed		Reading Street 2012 Alignment
<ul style="list-style-type: none"> • Computer for internet access • Interactive Whiteboard • Headphones (availability) • Senteo/Active Votes 		SE 1: 22 TE 1: 21c, 22–23, SG•74 TE 2: 184c–184d, 189a, 221a, 249a, 255n, 268c–268d, 275a, 303a TE 4: 68c–68d, 126c–126d, 131a, 165n TE 5: 250–251, 251a, 252–253, 253a TE 6: 336c–336d, 342a, SG•9

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

Domain: <i>Strand(SL4.3)</i> <i>Speaking & Listening</i>		
Cluster: <i>Grade 4</i>		
<i>Standard: Identify the reasons and evidence a speaker provides to support particular points.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to identify the main idea and supporting details?</i>	<i>Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric are important tools in speaking.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Read a text and argue the speaker's point of view. Give reasons why the author feels this way- citing the text.</i> • <i>Write supporting evidence when given an opinion</i> • <i>Critique outlines</i> • <i>Work with partners to summarize key points, citing evidence from presentations to justify main points.</i>
<p>Content Statements</p> <p>Students will identify the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
Assessment		Teacher Resources:
<ul style="list-style-type: none"> - <i>peer evaluation</i> - <i>-teacher generated tests</i> - <i>-listen to a particular speech and conduct a group discussion, use a venn diagram</i> 		<p>www.storyarts.org</p> <p>www.cc.wy.edu</p> <p>www.teachingideas.co.uk</p>

	Reading Street 2012 Alignment
Equipment Needed	<p>SE 2: 51, 349, 413</p> <p>TE 1: SG•22, SG•23, SG•27, SG•32, 136–137a, 165a TE 2: 221a, SG•55, SG•59, SG•64 TE 4: 42–43, 51a, 139q</p> <p>TE 6: SG•70, SG•71, SG•74, SG•75, SG•80</p>
<ul style="list-style-type: none"> • Internet • Interactive whiteboard • Headphones • Senteo/Active Votes 	
New Jersey Model Curriculum Objective 2013	
<p>Identify the reasons and evidence a speaker provides to support particular points.</p>	

Domain: <i>Strand(SL4.4)</i> <i>Speaking & Listening; and</i> <i>Language.</i>		
Cluster: <i>Grade 4</i>		
<i>Standard: 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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to be able to clearly present a report on a given topic?</i>	<i>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.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Gather information and formulate opinions</i> • <i>State reasons supporting opinions during discussions/debates</i> • <i>Research topics and record key points on note cards. Then, refer to notes while reporting on the topic to the class. Student will pay attention to the speed at which they speak and noise level.</i> • <i>Present oral report on a favorite topic of the students choice OR tell a favorite memory to the class. Student will be graded on the organization of ideas, how detailed their account is, and the speed at which they speak.</i>
Content Statements		
Effective reporting using appropriate technology will ensure validity.		
Assessment		Teacher Resources
<ul style="list-style-type: none"> • <i>Peer generated rubric</i> • <i>Teacher generated test</i> • <i>Rating sheet that will scale a novice through intermediate speakers, the speech starters provide ideas teachers can use to support conversation</i> • <i>3 Part rubric assessing listening and speaking</i> 		<ul style="list-style-type: none"> • www.rubistar.4teachers.org • www.readtennessee.org • www.rubrics4teachers.com/languagearts.php • www.readwritethink.org

	Reading Street 2012 Alignment
	<p>SE 1: 137, 195, 227, 309, 343, 401, 429, 459 SE 2: 81, 111, 139, 165, 227, 255, 287, 381, 473</p>
<p>Equipment Needed</p>	<p>TE 1: 32c–32d, SG•16, 77n, SG•32, 109n, SG•48, 111b, 136–137a, 137n, SG•64, 165n, SG•80 TE 2: 194–195, 195a, 195n, SG•16, 226–227, 227a, 227n, 227q, 255n, SG•48, 283n, SG•64, 308–09a, 309n, SG•80</p>
<ul style="list-style-type: none"> • video camera • interactive whiteboard 	
<p>New Jersey Model Curriculum Objective 2013</p>	<p>TE 3: 330c–330d, 337d, 342–343a, 343n, SG•16, 371b, 371n, SG•32, 388d, 392–393a, 400–401a, 401n, SG•48, 429n, 450–451a, 458–459a, 459n, SG•80</p>
<p><i>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.</i></p>	<p>TE 4: 51n, SG•16, 72–73, 73a, 80–81, 81a, 81n, SG•32, 96c–96d, 105a, 110–111a, 111n, SG•48, 138–139a, 139n, SG•64, 157a, 164–165a, 165n, SG•73, SG•80</p> <p>TE 5: 193a, 199n, SG•16, 226–227a, 227n, SG•22, SG•25, SG•32 242c–242d, 247d, 254–255a, 255n, SG•48, 270c–270d, 287n, SG•64, 302c–302d, 307a, 315n, SG•72, SG•73, SG•80</p> <p>TE 6: 349n, SG•16, 364c–364d, 373a, 380–381a, 381n, SG•32, 396c–396d, 413n, SG•48, 428c–428d, 443n, SG•64, 465d, 473a, 472–473, 473n, SG•80</p>

Domain: <i>Strand(SL4.5)</i> <i>Speaking & Listening</i>		
Cluster: <i>Grade 4</i>		
Standard: <i>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to include multimedia components in presentations?</i>	<i>By using various communication techniques, they will be able to express themselves in diverse settings. Students will understand that they must alter their delivery method to match their audience.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Design book jackets containing authors, titles, settings, characters, conflicts, and themes • Create Power Point Presentation to show to class. • Display book jackets during oral presentation to pique classmates' interests
Content Statements		
Using visual and audio displays, students will develop a voice about issues of great importance. The form of language they use will depend upon the audience and the message they want to convey.		
Assessment		Teacher Resources
<ul style="list-style-type: none"> - <i>multimedia rubric</i> - <i>rating scale</i> - <i>speaking behavior checklist</i> 		<p>Ncsu.edu Ngresa.org Readtennessee.org Readwritethink.org</p>
		Reading Street 2012 Alignment

<p>Equipment Needed</p>	
<ul style="list-style-type: none"> • video camera • interactive whiteboard 	<p>SE 1: 109, 137, 165, 429, 459 SE 2: 51, 81, 227, 255</p> <p>TE 1: 45q, 77q, 137q, 164–165a, SG•70 TE 2: 189d, 195q, 227q TE 3: 429a, 458–459a, SG•70, SG•75, SG•79</p>
<p>New Jersey Model Curriculum Objective 2013</p>	<p>TE 4: 50–51a, 80–81a TE 5: 226–227, 254–255 TE 6: 380–381a, SG•32</p>
<p><i>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i></p> <p><i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</i></p> <p><i>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</i></p> <p><i>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</i></p>	

Domain: <i>Strand(SL4.6)</i> <i>Speaking & Listening</i>		
Cluster: <i>Grade 4</i>		
Standard: <i>Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is important to be able to identify the differences between formal and informal English?</i>	<i>Through an author's voice, new points of view can be formed. Students understand that an author's voice sets the tone for a piece of writing depending on the situation.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Read two passages with common topics, one passage using formal language and the other using informal language Use two column charts (T chart) to record required information about each passage -Read a teacher-made text written in informal language and convert it into formal English -Read story excerpts that model formal and informal English usage -Use Venn Diagrams to record likenesses and differences within word choices, tasks, and situations
Content Statements		
Students will be able to use Standard English conventions in writing (sentence structure, grammar and usage punctuation, capitalization, spelling, and handwriting)		
Assessment		Teacher Resources
<ul style="list-style-type: none"> -teacher generated test -venn diagrams - grammar checklist 		<ul style="list-style-type: none"> -www.readwritethink.org -grammar flip chart/flash cards
Equipment Needed		
<ul style="list-style-type: none"> • textbooks • internet 		

<p>New Jersey Model Curriculum Objective 2013</p>	<p>Reading Street 2012 Alignment</p>
<p><i>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.</i></p>	<p>SE 1: 77, 195, 429 TE 1: 45a, 76–77a, 137a □ TE 2: 194–195a, SG•11, 227a, 242a TE 3: 320d, 334–335, 343i, 428–429</p>