

4-H/Tropicana Public Speaking Program (Grades 4-6) 4-H School Enrichment Series (Organized by Speech Breakdown)

	Next Generation SSS:	Common Core:	
Reseach of Materials <i>(Reading)</i>	4th Grade		
	LA.4.1.7.2 The student will identify the authors purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;	LACC.4.RI: 3.9 LACC.4.RI.4.10	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);	LACC.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	LA.4.6.1.1 The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).	LACC.4.RL.1.2 LACC.4.RL.1.3	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
	LA.4.6.2.1 The student will select a topic for inquiry, refine a predetermined search plan;	LACC.4.RL.3.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
	LA.4.6.3.1 The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda;	LACC.4.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
Reseach of Materials	5th Grade		

(Reading)

LA.5.1.5.1	The student will demonstrate the ability to read grade level text	LACC.5.RI.2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.5.2.1.5	The student will demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media	LACC.5.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.5.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations)	LACC.5.RF.4.4	Read with sufficient accuracy and fluency to support comprehension. -Read on-level text with purpose and understanding. -Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).		
LA.5.6.3.1	The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda		
6th Grade			
LA.6.6.2.1	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources	LACC.6.W.3.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
		LACC.6.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Preparation and	4th Grade		

Preparation and Writing (Writing)	LA.4.1.4.2	The student will use structural analysis	LACC.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension. -Read on-level text with purpose and understanding.
	LA.4.1.7.8	The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	LA.4.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);	LACC.4.RI.2.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	LA.4.2.2.3	The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing	LACC.4.W.2.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	LA.4.3	Writing Process	LACC.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	LA.4.6.2.4	The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).		
	LA.4.6.4.2	The student will determine and use appropriate digital tools(e.g.,word processing,multimedia authoring,web tools,graphic organizers) for publishing and presenting a topic.		
Preparation and Writing (Writing)	5th Grade			
	LA.5.3	Writing Process	LACC.5.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	LA.5.4	Writing Application		

	LA.5.6.4.2	The student will determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.	LACC.5.L.2.3 LACC.5.RI.3.9 LACC.5.RL.1.1 LACC.5.SL.2.4 LACC.5.W	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Writing Standards
6th Grade				
	LA.6.1.7.1 LA.6.3 LA.6.4 LA.6.6.2.2 LA.6.6.2.3	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection Writing Process Writing Application The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used	LACC.6.L.1.1 LACC.6.SL.2.4 LACC.6.W.2.4 LACC.6.W.2.5	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
4th Grade				
Presentation and Response <i>(Listening, Viewing and Speaking)</i>	LA.4.5.2.2	The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;	LACC.4.SL.1.1	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

	LA.4.5.2.5	The student will make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.	LACC.4.SL.1.3 LACC.4.SL.2.4	Identify the reasons and evidence a speaker provides to support particular points. 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.
5th Grade				
	LA.5.5.2.2	The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.	LACC.5.L.3.6 LACC.5.SL.1.1	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
6th Grade				
	LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	LACC.6.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Vary sentence patterns for meaning, reader/listener interest, and style -Maintain consistency in style and tone. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Presentation (Language)	4th Grade			
	LA.4.5.2.2	The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;	LACC.4.SL.1.1 LACC.4.SL.2.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use knowledge of language and its conventions when writing,

		LACC.4.SL.3.5	<p>speaking, reading, or listening.</p> <ul style="list-style-type: none"> -Choose words and phrases to convey ideas precisely. -Choose punctuation for effect. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). <p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> -Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. -Recognize and explain the meaning of common idioms, adages, and proverbs. -Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
5th Grade			
LA.5.5.2.2	The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.	LACC.5.L.2.3 LACC.5.L.1.1	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
6th Grade			
LA.6.5.2.2	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.	LACC.6.L.1.1 LACC.6.L.2.3	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> -Vary sentence patterns for meaning, reader/listener interest, and style -Maintain consistency in style and tone.
LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		

4-H/Tropicana Public Speaking Program (Grades 4-6) 4-H School Enrichment Series (Organized by Grades)

	Next Generation SSS:	Common Core:
4th Grade:		
<p>Research of Materials <i>(Reading)</i></p>	<p>LA.4.1.7.2 The student will identify the authors purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;</p> <p>LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p>LA.4.6.1.1 The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).</p> <p>LA.4.6.2.1 The student will select a topic for inquiry, refine a predetermined search plan;</p> <p>LA.4.6.3.1 The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda;</p>	<p>LACC.4.RI: 3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LACC.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>LACC.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LACC.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>LACC.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>LACC.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>LACC.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>

Preparation and Writing <i>(Writing)</i>	LA.4.1.4.2	The student will use structural analysis	LACC.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
	LA.4.1.7.8	The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		-Read on-level text with purpose and understanding. -Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	LA.4.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);	LACC.4.RI.2.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	LA.4.2.2.3	The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing	LACC.4. W.2.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	LA.4.3	Writing Process	LACC.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	LA.4.6.2.4	The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).		
	LA.4.6.4.2	The student will determine and use appropriate digital tools(e.g.,word processing,multimedia authoring,web tools,graphic organizers) for publishing and presenting a topic.		
Presentation and Response <i>(Listening ,Viewing and Speaking)</i>	LA.4.5.2.2	The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;	LACC.4.SL.1.1	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.
	LA.4.5.2.5	The student will make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.	LACC.4.SL.1.3 LACC.4.SL.2.4	Identify the reasons and evidence a speaker provides to support particular points. 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.
Presentation	LA.4.5.2.2	The student will plan, organize, and give an oral presentation	LACC.4.SL.1.1	Demonstrate command of the conventions of standard English

Writing (Writing)	LA.5.4	Writing Application		grammar and usage when writing or speaking.
	LA.5.6.4.2	The student will determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.	LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
			LACC.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
			LACC.5.RL.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
			LACC.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
			LACC.5.W	Writing Standards
Presentation and Response (Listening, Viewing and Speaking)	LA.5.5.2.2	The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.	LACC.5.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).
			LACC.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Presentation (Language)	LA.5.5.2.2	The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.	LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
			LACC.5.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6th Grade:

<p>Research of Materials <i>(Reading)</i></p>	<p>LA.6.6.2.1</p>	<p>The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources</p>	<p>LACC.6.W.3.8 LACC.6.W.3.9</p>	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Preparation and Writing <i>(Writing)</i></p>	<p>LA.6.1.7.1 LA.6.3 LA.6.4 LA.6.6.2.2 LA.6.6.2.3</p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection Writing Process Writing Application The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used</p>	<p>LACC.6.L.1.1 LACC.6.SL.2.4 LACC.6.W.2.4 LACC.6.W.2.5</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>Presentation and Response <i>(Listening, Viewing and Speaking)</i></p>	<p>LA.6.1.5.1</p>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p>	<p>LACC.6.L.2.3 LACC.6.SL.1.1</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Vary sentence patterns for meaning, reader/listener interest, and style -Maintain consistency in style and tone. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
<p>Presentation</p>	<p>LA.6.5.2.2</p>	<p>The student will deliver narrative and informative</p>	<p>LACC.6.L.1.1</p>	<p>Demonstrate command of the conventions of standard English</p>

<i>(Language)</i>	presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.	LACC.6.L.2.3	<p>grammar and usage when writing or speaking.</p> <p>-Vary sentence patterns for meaning, reader/listener interest, and style</p> <p>-Maintain consistency in style and tone.</p>
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Standards correlated by Rachelle Spry, Student Intern, IFAS Extension, March 2014