

SUBJECT: Language Arts

Grade: Four

Term: Three

BROAD OUTCOMES: Listening and Speaking

| TOPIC | SPECIFIC OBJECTIVES | ASSESSMENT |
|---|---|--|
| <p>A. Interpersonal Communication A-1. Listening and speaking to interact socially</p> | <p>1. listen attentively to oral presentations given by others</p> <p>2. display ability to use conventional conversational principles during conversations with other (e.g. take turns for speaking)</p> <p>3. listen to determine the literal and implied meanings in a speaker’s message</p> <p>4. use appropriate register (formal, casual) tone and choice of language required by the context and situation</p> | <p>1. questioning</p> <p>2. observation</p> <p>3. questioning</p> <p>4. role play, drama, observation</p> |
| <p>A-2. Communicating to get and give information</p> | <p>6. listen to a news forecast and give a brief summary of it</p> <p>8. give a short informative report on a topic of interest</p> <p>9. give an account of an event, e.g. a field trip, a local celebration</p> <p>10. give an oral report on a book that was read or a film that was viewed</p> <p>11. give clear directions on how to get from one place to another</p> <p>12. ask pertinent questions to get information</p> | <p>6. peer critique, checklist, rubric</p> <p>8. peer critique, checklist, questioning, retelling</p> <p>9. peer critique, checklist, questioning, retelling</p> <p>10. peer critique, checklist, questioning, retelling</p> <p>11. peer critique, checklist, questioning, retelling</p> <p>12. peer critique, checklist, questioning, retelling</p> |
| <p>B. Listening and speaking to develop oral communication skills for academic and other purposes B-1. Listening and speaking for enjoyment and to express personal response</p> | <p>13. listen to a variety of literacy materials, e.g. poems, stories, songs / song lyrics, to express a personal response</p> <p>14. participate in choral recitations</p> <p>15. express views, feelings and opinions in discussions with classmates and others</p> <p>16. retell a favourite story and recount the events in a film that was viewed</p> | <p>13. questioning, drama, role play, observation, checklist, rubric, quick write</p> <p>questioning, drama, role play*, observation, checklist, rubric, quick write</p> <p>questioning, drama, role play*, observation, checklist, rubric, quick write</p> <p>questioning, drama, role play*, observation, checklist, rubric, quick write</p> |

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| B-2. Listening and speaking to develop comprehension | 17. describe a favourite place / activity / hobby, and explain why it is special 18. listen to determine the gist of a conversation, speech or other type of oral presentation 19. listen to an oral presentation to draw conclusions from it 20. listen to generate a topic for a passage based on the information given in it 21. listen to a short passage to identify the main idea 22. listen to a short passage to distinguish between the main idea and supporting information 23. listen to an oral report to follow the chronology of events 24. listen to a short selection to explain its meaning 25. listen to a spoken message or oral presentation to summarise the ideas expressed in it 26. select and use relevant details to support a central idea in an oral presentation 27. ask questions to elicit information | 17. rubric, self assessment |
| B-3. Listening and speaking to evaluate oral and media communication | 28. listen to identify and discuss the claims made in simple advertisements 29. listen to distinguish between fact and an opinion (or belief) 30. listen to two reports about an incident from two different newspapers to detect different emphases / slant and bias | |
| C. Vocabulary and concept development | 31. listen to identify key words used in a speaker's contribution or in a presentation on a given topic | |

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| | <p>32. listen to determine word meanings from contexts in which they occur</p> <p>33. use words for their literal and connotative meanings in planned oral presentations</p> <p>34. use new words that they have encountered in reading in their planned oral presentations</p> | |
| D. Voice Skills- developing clear articulation –enunciation - pronunciation | <p>35. use acceptable intonation for different sentence patterns</p> <p>36. vary the rate their speech according to the communicative event, situation and message</p> <p>37. project and modulate the voice, volume and pitch depending on the setting, situation and context</p> <p>38. show greater control over pronunciation of longer words that they encounter in their reading or use in their oral presentations</p> <p>39. recite short poems or dramatic selections using appropriate pacing and volume, and clear enunciation</p> | |
| E. Attitudes and Interest | <p>40. show enthusiasm for and participate actively in the activities and exercises prepared for the listening and speaking</p> <p>41. speak with confidence in different situations</p> <p>42. show courtesy and respect in conversations</p> <p>43. respond appropriately to the other speakers in a conversation</p> <p>44. invest time in listening activities that are intended to develop their learning abilities</p> | |