From Pile to Pick

Study how a speaker orders events and chooses details.

4.SL.4 "Present 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."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's main lesson, number three key events in the order they happened, and circle one detail that helps you picture the swap.

Our Class Book Swap

1. Last Friday, our class held a book swap in the library. I want to tell you how a messy pile became a neat place to find new stories. Before lunch, 24 students brought one book each. Some covers showed dragons, while others showed deep-sea fish. We laid the books on two tables, but readers could not find the kinds they liked.

2. First, Ms. Lee asked us to sort the books. My partner and I made three groups: animal stories, mysteries, and other books. We wrote large labels on folded paper and stood them in front of each group. Then I noticed a mystery book hiding under the animal stories. We moved it beside the other mysteries, where a classmate quickly spotted it.

3. After lunch, each student chose one book to take home. A classmate found a mystery with a bright red cover and read its first page right away. By the end, both tables were empty, and every book had a new reader. I learned that working together made the swap easier for everyone. The labels turned a confusing pile into a place where readers could make a choice.

2 ANSWER WITH EVIDENCE

Use the passage

1. What problem does the speaker explain at the start? Which detail helps you picture it?

2. What two actions did the speaker and a partner take to make the books easier to find?

3. Which detail in the middle shows that sorting helped someone find a book?

4. What lesson does the speaker share at the end? Give one earlier detail that supports it.

3 YOUR TURN

Your own words

Write a five- or six-sentence talk about a time you and someone else solved a problem, other than at a book swap. Tell events in order, add two details that help listeners picture them, end with what you learned, and practice saying it clearly at a pace listeners can follow.

ANSWER KEY

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GRADE 4 · 4.SL.4

PART 1 · READ AND MARK

Underline the speaker's main lesson, number three key events in the order they happened, and circle one detail that helps you picture the swap. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What problem does the speaker explain at the start? Which detail helps you picture it?	**Readers could not find the kinds of books they liked. The books were laid out on two tables.**
2	What two actions did the speaker and a partner take to make the books easier to find?	**They sorted the books into three groups and made labels for the groups.**
3	Which detail in the middle shows that sorting helped someone find a book?	**After they moved a mystery book beside the other mysteries, a classmate quickly spotted it.**
4	What lesson does the speaker share at the end? Give one earlier detail that supports it.	**Working together made the swap easier. The speaker and a partner sorted the books and labeled the groups.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Last Saturday, my brother and I cleaned a muddy path in our yard. Wet leaves covered the stones, and our shoes made soft squishing sounds. First, we raked the leaves into a pile. Next, we carried them to the compost bin and brushed dirt from the stones. Soon, we could see the whole path again. I learned that sharing a job can make a big mess feel smaller.

Accept other passage details that support a correct answer. For the talk, check for ordered events, two relevant descriptive details, and a closing lesson; listen for clear speech at an understandable pace.