

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grade 6

<b>SL. 6. 1</b>	<p><b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</b></p>	<p><b>Essential Components SL.6.1.a-d</b></p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li><li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li></ul> <p><b>*Extended Understanding</b></p> <ul style="list-style-type: none"><li>-Modify others' views during discussion</li></ul>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"><li>-cite</li><li>-collaborate/collaborative</li><li>-collegial</li><li>-comment</li><li>-contribute</li><li>-detail</li><li>-discussion</li><li>-diverse</li><li>-draw</li><li>-elaborate</li><li>-engage</li><li>-explicit</li><li>-express</li><li>-evidence</li><li>-issue</li><li>-multiple</li><li>-perspective</li><li>-probe</li><li>-respond</li><li>-specific</li><li>-textual evidence</li><li>-paraphrase</li><li>-pose</li><li>-reflect</li><li>-role</li><li>-texts</li><li>-topics</li></ul>
<b>ULTIMATE LEARNING TARGET TYPE: SKILL</b>	<p><b>BROAD LEARNING TARGET:</b> The student can 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.  The student can express his/her own ideas clearly and build on the ideas of others.</p> <p><b>Underpinning Knowledge Learning Targets:</b> The student can identify and use key evidence from required readings and from other speakers in collaborative discussions. The student can recognize, define, and follow rules, roles, and goals for collegial discussions.</p> <p><b>Underpinning Reasoning Learning Targets:</b> The student can refer to relevant, prepared textual material in a collaborative discussion to probe, connect, or reflect on the ideas under discussion. The student can distinguish between formal and informal speaking styles and use formal style in collegial discussions.</p> <p><b>Underpinning Skill Learning Targets:</b> The student can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. The student can demonstrate understanding of and review key ideas and multiple perspectives through reflection and paraphrasing in a collaborative discussion.</p>		
<b>CCS ELA 6-12 PAGE:</b> <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b>			

## Question Ideas

**Argumentation/Analysis:** After researching \_\_\_\_ (informational texts) on \_\_\_\_ (content), engage in a \_\_\_\_ (Socratic seminar or substitute) that argues your position on \_\_\_\_ (content). Support your position with evidence from your research.

Using teacher-given big questions, prepare responses on note cards for the Socratic seminar. PREPARE FOR SIX QUESTIONS. You may use one or several note cards for each question. Make a point on the front of the note card and put your proof/textual evidence on the back. All points must be backed up with proof in the forms of text, research, packet information, etc. Label your proof so that you can direct the other seminar members where to find it.

According to the Limbrunner article, bullying prevention should begin in Kindergarten. Is Limbrunner correct? Is there a better time or better place to begin bullying prevention? Prepare to discuss this question with textual references in groups of four.

**Argumentation/Evaluation:** After researching \_\_\_\_ (informational texts) on \_\_\_\_ (content), prepare for a \_\_\_\_ (scored discussion) that discusses \_\_\_\_ (content) and evaluates \_\_\_\_ (content). Support your position with evidence from your research.

Prepare for a scored discussion on the following prompt: In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are depicted as times of tribulation and terror. Focusing on our novels, explain how each of their representations of childhood or adolescence shapes the meaning of the works as a whole. Be sure to prepare your answer with textual citations.

Before beginning your literature circles, assign each of the following roles and set the length of time each student will be in a role before switching to a new role: Researcher, Literary Luminary, Vocab Enricher/Word Wizard, Connector, Questioner/Discussion Director, Summarizer, and Illustrator.

## Ohio Department of Education [Model Curriculum Instructional Strategies and Resources](#)

**Discussion Question Stems** When participating in class discussions (either whole group, small group, or partners) students should respect each other. Using [question stems](#) the students will be able to agree and disagree with each other in a respectful way. These will also provide a much smoother process for any discussion that may happen in the classroom.

**Discussion Strategies for Teachers and Students** [This website](#) provides different strategies for teachers and students to use during classroom discussions. You will find strategies here to ensure students are prepared for the discussion in the classroom.

### SL.5.1 (Prior Grade Standard)

**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.**

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### SL.7.1 (Future Grade Standard)

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.)

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grade 6

**SL. 6. 2**

**Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**

**CCR Anchor:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### Essential Understanding

- Identify and interpret information on the same topic, text, issue presented in diverse media and formats
- Explain how information on the same topic, text, issue presented in diverse media and formats contributes to that topic, text, issue
- Reading, viewing, and listening comprehension

### \*Extended Understanding

- Integrate varied information

### Academic

### Vocabulary/Language

- contribute
- diverse
- explain
- format
- interpret
- issue
- media
- oral
- quantitative
- summarize
- synthesize
- topic
- visual

**ULTIMATE LEARNING  
TARGET TYPE:  
REASONING**

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### BROAD LEARNING TARGETS:

The student can interpret information from different media, formats, and texts to develop an understanding of a topic, text, or issue.

The student can explain how information on the same topic, text, issue presented in diverse media and formats contributes to that topic, text, or issue.

### Underpinning Knowledge Learning Targets:

The student can identify and summarize information on the same topic, text, or issue presented in different media, formats, and texts.

## Question Ideas

**Definition:** After researching \_\_\_\_ (information from various media) on \_\_\_\_ (topic), make a \_\_ (speech) that defines \_\_\_\_ (term or concept) and explains how each source contributed to your understanding of the topic. Support your discussion with evidence from your research.

What information on \_\_\_\_\_ topic/issue is presented in each of the sources?

Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source.

Summarize each of the sources of information on the issue of \_\_\_\_\_.

What are the similarities and differences between the information presented in the text and the video? Write a summary of both the text and the video that interprets the information presented by both sources on the topic.

List three ideas that you have interpreted concerning \_\_\_\_\_ after having read the article, watched the Youtube video, and listened to the lecture.

After reading/experiencing three digital/print sources on \_\_\_\_\_, make a presentation that illuminates your understanding of the topic and support your understanding with textual citations.

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Research Pairs** Working with a partner, research two people (a list of research pairs provided by the teacher), record information on a Venn diagram, use the information to create dialogue, and turn the dialogue into a poem for two voices to be orally performed, (e.g., Edison and Bell, DuBois and B.T. Washington, Carnegie and Darrow, Bethune and E. Roosevelt). This is modeled in *Joyful Noise, Poem for Two Voices* by Paul Fleishman.

**Video Curriculum** [EdTechTeacher](#) - teaches students to plan, organize, write, communicate, collaborate, and analyze videos.

### SL.5.2 (Prior Grade Standard)

**Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

### SL.7.2 (Future Grade Standard)

**Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grade 6

**SL. 6. 3**

**Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**

**CCR Anchor:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Essential Understanding

- Define and identify an argument
- Define and identify a claim
- Delineate a speaker's arguments and claims
- Identify reasons and evidence in a text that support claims
- Distinguish claims supported by reasons and evidence from claims that are not

### \*Extended Understanding

- Determine if reasoning is sound
- Determine if evidence is sufficient

### Academic Vocabulary/Language

- argument
- claim
- data
- delineate
- distinguish
- evaluate
- evidence
- reasoning/reasons
- specific
- trace
- warrant

**ULTIMATE LEARNING TARGET TYPE:  
REASONING**

### BROAD LEARNING TARGETS:

The student can delineate a speaker's argument and specific claims.

The student can distinguish a speaker's claims that are supported by reasons and evidence from claims that are not.

### Underpinning Knowledge Learning Targets:

The student can define argument and claim.

The student can identify an argument and claims made in a speech.

The student can identify reasons and evidence in a speech.

### Underpinning Reasoning Learning Targets:

The student can trace the argument and specific claims in a speech.

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(CAREER CONNECTIONS)

### **Question Ideas**

What is the main argument made in the speech?

What claims support the argument in the speech?

What data, evidence, or reasoning is presented to support claim #1? To support claim #2? To support claim #3?

Which of the speaker's claims was not supported? What reasons/evidence could the speaker use?

Delineate one of the claims made by the speaker: List the claim made, the reasons given, and the evidence provided in support of the claim.

Are the data, evidence, and reasoning given to support claim # 1 better or worse than those given to support claim #2? Support your answer with text.

After watching the commercial, identify the speaker's claim, reason, data, and warrant. Also identify the counterclaim if one was given.

After reciting the first draft of your speech, decide which claims were sufficiently supported and which ones were not.

### **Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

**Questioning** Students should be able to answer the following questions once the speaker has finished making an argument. Provide students the following questions before a speech is made to help students focus on the key ideas. • What is the speaker's goal? Is it to educate, to motivate, to persuade, or to entertain? • What are the claims made by the speaker's argument? • Were the claims supported by evidence? • Why is this person delivering this speech? Are they the right person?

**Do You Hear What I Hear** Eight different ways to build students' listening skills: [How to Improve Listening Skills.](#)

#### **SL.5.3 (Prior Grade Standard)**

**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**

#### **SL.7.3 (Future Grade Standard)**

**Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grade 6

**SL. 6. 4**

**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.**

**CCR Anchor:** 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.

### Essential Understanding

- Orally present claims and findings, sequencing the ideas logically
- Support claims and findings with pertinent descriptions, facts, and details that accentuate the main ideas or themes in an oral presentation
- Establish and maintain a formal style in oral presentation
- Use appropriate eye contact, adequate volume, and clear pronunciation in oral presentations

### \*Extended Understanding

- Adjust oral presentations for diverse purposes and audiences

### Academic

#### Vocabulary/Language

- [ABTATO](#), [PETS](#), [TOO](#) (or comparable organizational structures for writing speeches with developed intros, bodies, and conclusions)
- adequate
- analyze/analysis
- argument
- claim
- descriptions
- establish
- facts
- formal style
- logical reasoning
- logos/pathos/ethos
- main idea
- pertinent
- present
- pronunciation
- reasons
- relevant
- textual evidence
- theme
- volume

**ULTIMATE  
LEARNING TARGET  
TYPE: SKILL**

### BROAD LEARNING TARGET:

The student can orally present claims and findings, sequencing the ideas logically.

The student can support claims and findings with pertinent descriptions, facts, and details that accentuate the main ideas or themes in an oral presentation.

The student can use appropriate eye contact, adequate volume, and clear pronunciation when speaking.

### Underpinning Knowledge Learning Targets:

The student can recognize and use strategies and techniques for presenting claims/findings, organizing them logically, and supporting them with descriptions, facts, and details in oral presentations.

### Underpinning Reasoning Learning Targets:

The student can determine appropriate eye contact, volume, and pronunciations in diverse speaking environments.

The student can distinguish between formal and informal speaking styles and use formal style in academic settings.

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([CAREER  
CONNECTIONS](#))

## Question Ideas

**Argumentation/Comparison:** After researching \_\_\_ (informational texts) on \_\_\_ (content), make a \_\_\_ (speech) that compares \_\_\_ (content) and argues \_\_\_ (content). Support your position with evidence from the texts.

**Argumentation/Cause-Effect:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), make a \_\_\_ (speech) that argues the causes of \_\_\_\_\_ (content) and explains the effects \_\_\_\_\_ (content). What \_\_\_\_\_ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

**Informational/Definition:** After researching \_\_\_ (informational texts) on \_\_\_ (content), make a \_\_\_ (speech) that defines \_\_\_ (term or concept) and explains \_\_\_ (content). Support your discussion with evidence from your research.

**Informational/Description:** After researching \_\_\_ (informational texts) on \_\_\_ (content), make a/an \_\_\_ (oral presentation or report) that describes \_\_\_ (content). Support your discussion with evidence from your research.

**Informational/Procedural or Sequential:** After researching \_\_\_ (informational texts) on \_\_\_ (content), make a/an \_\_\_ (oral report or substitute) that relates how \_\_\_ (content). Support your discussion with evidence from your research.

Prepare your speech knowing that you will be evaluated in the following four areas:

**Organization** (Did the intro gain attention, relate the topic to the audience, and clearly state purpose/thesis? Were the body points identifiable, supported, and logically organized? Did the conclusion give a summary of purpose and main points? Did the conclusion leave the audience interested? Did the transitions connect parts and points of the speech?);

**Content** (Does the speech contain evidence of preparation and is the content appropriate for the speech purpose? Does the speaker understand the topic, have logical main points, and support the main points? Has the speaker shown consideration of the audience and developed credibility? Has the speaker varied types of supports? Were audiovisuals used effectively?);

**Language** (Did the speaker use specific, concrete words and concise, vivid descriptions? Was the speech grammatically correct? Was the tone formal? Was the language adapted to the audience?);

**Delivery** (Was the speaker confident and enthusiastic? Evaluate the speaker's nonverbals: appearance, eye contact, facial expressions, gestures, and posture. Evaluate the speaker's vocal quality: articulation, enunciation, pronunciation, pitch, volume, rate, vocal variety, and vocalized pauses. Was the speech the appropriate length? How did the speaker respond to audience feedback and distractions?)

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Kinesthetic Activity** Have students practice writing directions (how to carve a pumpkin, etc.), then read their directions having other students physically follow those directions. This should show students the importance of clarity and word choice as well as the importance of structure, sequencing and organization.

**Impromptu Speeches with Newspaper Headlines** Gather newspaper headlines that could possibly create an interesting fun speech on the fly. Students will be assigned or choose a headline. Give the student 3-5 minutes to prepare a short speech directed to a specific audience. For example, the student may be asked to prepare a speech for a group of Kindergarten students, a group of parents, or peers. Once the student gives the short speech, peers will provide constructive feedback.

### SL.5.4 (Prior Grade Standard)

**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.**

### SL.7.4 (Future Grade Standard)

**Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grade 6

**SL. 6. 5**

**Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

**CCR Anchor:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Essential Understanding

- Understand how to access and use multimedia components, including graphics, images, music, sound, etc., for clarifying information in oral presentations
  - Understand how to access and use presentation software in oral presentations
  - Know how to download, save, upload, link, share, and attach varied formats of files
  - Determine which multimedia components/visual displays best clarify oral presentations
- \*Extended Understanding**
- Evaluate effectiveness of multimedia components and visual displays in oral presentations

### Academic

#### Vocabulary/Language

- |                                                                   |            |
|-------------------------------------------------------------------|------------|
| -access                                                           | -clarify   |
| -communication                                                    | -component |
| -demonstrate                                                      |            |
| -download/upload/attach/link/share                                |            |
| -formatting                                                       | -graphics  |
| -images                                                           | -Internet  |
| -multimedia                                                       |            |
| -presentation                                                     |            |
| -presentation software (Google Slides, Prezi, PPT, Keynote, etc.) |            |
| -produce                                                          |            |
| -social media                                                     |            |
| -sound display                                                    |            |
| -technology                                                       |            |
| -visual display                                                   |            |
| -word processing                                                  |            |

**ULTIMATE  
LEARNING TARGET  
TYPE: SKILL**

### BROAD LEARNING TARGETS:

**The student can include multimedia components (e.g., graphics, images, music, sound) and visual displays in oral presentations to clarify information.**

### Underpinning Knowledge Learning Targets:

The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, multimedia components, including graphics, images, music, sound, etc., and visual displays for clarifying information in oral presentations.

### Underpinning Reasoning Learning Targets:

The student can determine which multimedia components/visual displays best clarify oral presentations.

### Underpinning Skill Learning Targets:

The student can download, save, upload, link, share, and attach varied formats of files.

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[\(CAREER  
CONNECTIONS\)](#)

## Question Ideas

After choosing one of the early Chinese/Indian people from the list, prepare a four to five minute speech that includes the following: an **introduction** that gives a short biography of the person, a **body** that explains three important contributions the person made to humanity/culture, and a **conclusion** that explains the main message given by the person on a global, contemporary, or social scale. You will need to have at least five note cards for this speech. One way to organize them is to have one note card for the intro/short bio, one note card for the first important contribution, one note card for the second important contribution, one note card for the third important contribution, and one note card for the conclusion/main message. These note cards will be turned in immediately after your speech. Also prepare a **four to five-minute media presentation** that will play continually in the background as you give your speech. Each slide should last about 20 seconds. (Prezi has an auto play function with a set amount of time per move.) You SHOULD NOT refer to the slides/presentation at any time in your speech—it should clarify your speech, not be your speech. It will be playing behind you and you will be facing the audience. Have at least fifteen slides/fifteen moves. The first fourteen (or more) slides should be mostly image with either a title or VERY BRIEF description (5 to 8 words). The final slide should give a brief overview of the main points of your speech. Deliver your speech with media presentation on \_\_\_\_\_.

PRODUCE A FIVE-MINUTE MULTIMEDIA PRESENTATION USING PREZI, ANIMOTO, POWERPOINT OR GOOGLE SLIDES ON THE FOLLOWING TOPIC: Explore the **Civil Rights Movement** from the 1960s to now. Include important people, organizations, literature, art, and events. Decide what is the most important event, work of literature, or piece of art in the movement's history and explain why it is the most important to humanity.

As a review of this course for you and an introduction to this course for next year's 6<sup>th</sup> graders, you will work in groups to present the five strands of standards mastered in English Language Arts 6.

Which of the following graphics best clarifies the information in the speech?

What kind of chart would make the data in your speech more accessible to your audience?

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Read Write Think: Multimedia – [Students as Creators](#)** This lesson introduces students to the genre of multimedia presentations. Working first as a class and then in small groups, students view and analyze sample multimedia presentations and develop a list of characteristics of the genre.

### SL.5.5 (Prior Grade Standard)

**Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**

### SL.7.5 (Future Grade Standard)

**Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grade 6

**SL. 6. 6**

**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

**CCR Anchor:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

### Essential Component

-Demonstrate command of grade-level language standards (L.6.1 & 3)

### Essential Understanding

-Identify and understand speaking context, task, purpose, and audience

-Match content, organization, language, delivery, and style of speech to a variety of contexts, tasks, purposes, and audiences

-Distinguish between formal and informal English and use formal when indicated and appropriate

### \*Extended Understanding

-Give impromptu speech with correct language for context and audience

### Academic

### Vocabulary/Language

-adapt	-appropriate
-command	-context
-demonstrate	-determine
-development (analysis, synthesis, summary, evaluative, etc.)	
-formal/informal English	
-indicate	
-language standards (L.6.1 & 3)	
-organization (causation, narration, sequential, descriptive, comparison, etc.)	
-purpose (to inform, argue, defend, etc.)	
-style (formal, informal, diction, syntax, mood, tone, figurative language, patterns, repetitions, etc.).	
-task	
-speech types (argument, persuasion, informational/expository, procedural, narrative, etc.)	

**ULTIMATE  
LEARNING  
TARGET TYPE:  
SKILL**

### BROAD LEARNING TARGETS:

The student can adapt speech to a variety of contexts and tasks.

The student can demonstrate appropriate command of formal English when speaking in a variety of contexts.

### Underpinning Knowledge Learning Targets:

The student can identify and understand a variety of speech types, contexts, tasks, purposes, audiences, organizational strategies, developmental strategies, and delivery styles.

### Underpinning Reasoning Learning Targets:

The student can match content, organization, language, delivery, and style of speech to a variety of contexts, tasks, purposes, and audiences.

The student can distinguish between formal and informal English.

### Underpinning Skill Targets:

The student can demonstrate command of grade-level language standards (L.6.1 & 3).

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(Click on Career Connections)

### **Question Ideas**

Underline all of the tasks listed in the speech prompt. How many tasks are there? What is the best organizational structure to use in a speech that addresses this prompt?

Is the prompt calling for analysis, synthesis, or evaluation?

Who will be the audience for this speech? How will you adjust your style to accommodate the audience?

The purpose of this speech is to defend a position. What type of speech will you use: procedural, persuasive, or argument?

How will you use word choice (diction) to impact the audience?

Read through your outline of the speech. Have you chosen the right organizational pattern to maximize the effect on an audience of 6<sup>th</sup> graders?

What would you change if you were to rewrite the speech for an audience of third-graders? For a large auditorium? For a principal's meeting?

Which of the following is in standard English?

### **Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources**

**Book Character** Students present book responses by assuming the identities of book characters. Students also could present the results of research as they assume the identities of historical figures or witnesses to historical events.

**Presenting for Different Audiences** When giving projects to students, create different types of audiences for the students to deliver their message. Some examples may include - • create a sales pitch for a Shark Tank type of audience • write an argument and present as if you would give the principal of your school, and/or present it to a state organization.

#### **SL.5.6 (Prior Grade Standard)**

**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)**

#### **SL.7.6 (Future Grade Standard)**

**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)**