

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grades 11-12

<p><b>SL.11-12.1</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</b></p>	<p><b>Essential Components</b> <b>SL.11-12.1.a-d</b></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-alternate</li> <li>-challenge</li> <li>-cite</li> <li>-civil, democratic discussion</li> <li>-claim</li> <li>-collaborative</li> <li>-connect</li> <li>-consensus</li> <li>-contradictions</li> <li>-clarify</li> <li>-divergent</li> <li>-diverse perspectives</li> <li>-draw</li> <li>-evidence</li> <li>-explicitly</li> <li>-incorporate</li> <li>-initiate</li> <li>-investigation</li> <li>-issue</li> <li>-justify</li> <li>-perspective</li> <li>-pose</li> <li>-probe</li> <li>-promote</li> <li>-propel</li> <li>-qualify</li> <li>-reflect</li> <li>-research</li> <li>-respond</li> <li>-role</li> <li>-stimulate</li> <li>-synthesize</li> <li>-task</li> <li>-verify</li> <li>-well-reasoned</li> </ul>
<p><b>CCR Anchor:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: SKILL</b></p>	<p><b><u>BROAD LEARNING TARGET:</u></b> The student can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues. The student can express his/her own ideas clearly and persuasively, while building on the ideas of others.</p>	
<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></p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b> The student can identify and use key evidence from readings, research, and other speakers in collaborative discussions. The student can recognize, define, set, and follow rules, roles, goals, and deadlines for decision-making (consensus, vote, etc.) and civil, democratic discussions.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b> The student can explicitly draw on relevant, prepared textual material in a civil, democratic discussion by probing, connecting, or reflecting on the ideas under discussion for a thoughtful, well-reasoned exchange of ideas. The student can pose and respond to questions that probe reasoning and evidence and ensure a hearing for a full range of positions. The student can promote and respond thoughtfully to creative and diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions; and clarify, verify, or challenge ideas and conclusions, determining when additional information is required.</p>	

## 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 student-generated 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, investigative information, etc. Label your proof so that you can direct the other seminar members where to find it. Each time you speak, you need to respond to what other speakers have said concerning the question, give your own answer to the question, and back up your answer with textual evidence.

Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed. In each of our novels, show how that character's alienation reveals the surrounding society's assumptions or moral values. Prepare to discuss this issue 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 literary exploration of *The Mayor of Casterbridge*, 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 Device Luminary, Vocab Enricher, Context Director, Discussion Director, and Summarizer.

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

**Socratic Seminar** Students learn and participate in a Socratic Seminar based on texts they are reading. Students can be assigned different sections of the writing and then alternate as discussion leaders. Information about a Socratic Seminar can be found at [How To Bring Socratic Seminar Method Into Your Classroom](#) (teachers need to create an account, but it does not cost).

### SL.9-10.1 (Prior Grade Standard)

**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.**

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grades 11-12

<p><b>SL.11-12.2</b></p> <p><b>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p>	<p><b>Essential Understanding</b>                  -Integrate information from multiple, varied media formats in order to make informed decisions and solve problems                  -Evaluate the credibility and accuracy of the source of information from multiple, varied media formats                  -Determine discrepancies among the data from multiple varied media sources on the same topic                  -Reading, viewing, and listening comprehension</p> <p><b>*Extended Understanding</b>                  -Contextualize multiple sources of information on the same topic</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-clarify</li> <li>-data</li> <li>-diverse</li> <li>-explain</li> <li>-evaluate</li> <li>-format</li> <li>-information</li> <li>-media</li> <li>-motives (social, commercial, political, etc.)</li> <li>-oral</li> <li>-presentation</li> <li>-purpose</li> <li>-quantitative</li> <li>-synthesize</li> <li>-topic</li> <li>-visual</li> </ul>
<p><b>CCR Anchor:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>                  The student can integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems.                  The student can evaluate the credibility and accuracy of sources, noting any discrepancies among the data.</p>
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CSEnglish6-12">https://tinyurl.com/CSEnglish6-12</a>                  (CAREER CONNECTIONS)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b>                  The student can identify multiple sources of information presented in diverse media or formats on a topic, issue, concept, idea, etc.</p> <p><b><u>Underpinning Skill Learning Targets:</u></b>                  The student can research effectively in order to gather multiple sources of information from diverse media and formats.</p>

### Question Ideas

After watching and listening to the video, reading the article, and gathering two more sources of information on \_\_\_\_ (content), write and deliver speech that integrates the information into solution to the problem of \_\_\_\_\_.

Engage in *Sourcing* of all of your articles by identifying each author's position on historical event, identifying and evaluating each author's purpose in producing the article, predicting what author will say BEFORE reading the article, and evaluating the source's believability/trustworthiness by considering genre, audience, and author's purpose.

Experience each source of information on the topic. Explain where the sources have discrepancies in their data.

Analyze each of the sources of information on the issue of \_\_\_\_\_. For each, determine the motive of the author.

Integrate the information presented in the text and the video? Write and deliver one speech that analyzes the information presented by both sources on the topic.

After reading/experiencing three digital/print sources on \_\_\_\_\_, make a presentation that illuminates your decision and notes any biases in the sources.

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

**Research and Present** Using a major current event (e.g., BP Oil Spill), students evaluate multiple sources, speeches, reports and documentaries covering the event to determine similarities and differences of the various representations of biases from *most* to *least* objective. Extended: Using the continuum of bias, students analyze two sources on the extreme end of the spectrum. Then, students create a biased piece from the most unbiased piece and vice-versa. In an oral and written presentation, students present the products and justifications.

### SL.9-10.2 (Prior Grade Standard)

**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grades 11-12

<p><b>SL.11-12.3</b> Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><b>Essential Understanding</b>          -Identify a speaker's perspective, reasoning, evidence, rhetorical devices (parallelism, antithesis, enumeration, litotes), stance, premise, linked ideas, diction, emphasized points, and tone          -Identify and understand logical, ethical, and emotional appeals          -Determine if speaker uses sound reasoning with relevant and sufficient evidence.          -Assess a speaker's stance, premises, links among ideas, diction, points of emphasis, and tone.</p>	<p><b>Academic Vocabulary/Language</b>          -assess          -diction (word choice)          -ethos/logos/pathos          -evaluate          -evidence          -fallacies (see <a href="http://changingminds.org/disciplines/argument/fallacies/fallacies_alpha.htm">http://changingminds.org/disciplines/argument/fallacies/fallacies_alpha.htm</a>)          -fallacious reasoning          -perspective          -points of emphasis          -premise          -reasons/reasoning          -relevant          -rhetoric (see <a href="http://www.virtualsalt.com/rhetoric.htm">http://www.virtualsalt.com/rhetoric.htm</a> for a detailed list of devices/strategies)          -stance          -sufficient          -tone</p>
<p><b>CCR Anchor:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.</b>  <b>The student can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by a speaker.</b></p>	
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>          (CAREER CONNECTIONS)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can define and identify perspective, reasoning (valid/invalid), evidence (relevant/sufficient), rhetorical devices (parallelism, antithesis, enumeratio, litotes, etc.), stance, premise, linked ideas, diction, emphasized points, and tone.</b>  <b>The student can identify and understand logical, ethical, and emotional appeals.</b></p>	

### Question Ideas

What is the speaker's perspective in the speech? How is the speaker's perspective mirrored in his premise?

What reasoning, evidence, and rhetoric support the speaker's perspective?

Evaluate the effectiveness of the overall speech.

How does the author convey his perspective using rhetoric? How is his perspective reflected by his diction and his tone?

How does the author use rhetoric to strengthen his perspective? What is his overall stance?

How is the author's reasoning made clearer through points of emphasis?

What appeals are used by the speaker to promote his perspective? Are they effective?

How was parallelism used by the author to advance his/her viewpoint?

After reading the first draft of your speech, decide which points were sufficiently supported and which ones were not. Revise to strengthen insufficiently supported points.

How did the speaker link his three main ideas? Would you have linked them differently?

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

**SOAPSTone** SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that students can ask themselves, and then answer, as they begin to analyze a speech for a presenter's structure and craft.

### SL.9-10.3 (Prior Grade Standard)

**Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grades 11-12

**SL.11-12.4**

**Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**

### Essential Understanding

- Orally present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning and alternate/opposing perspectives are addressed
- Match the organization, development, substance, and style of a speech to its purpose, audience and a range of formal and informal tasks
- Use appropriate eye contact, adequate volume, nonverbal cues, and clear pronunciation in oral presentations

### \*Extended Understanding

- Participate in a symposium

### Academic

#### Vocabulary/Language

- [ABTATO, PETS, TOO](#) (or comparable organizational structures for writing speeches with developed intros, bodies, and conclusions)
- adequate
- concise
- distinct
- findings
- logical reasoning
- logos/pathos/ethos
- nonverbal cues
- organizational strategies (definition, classification, comparison/contrast, cause/effect)
- perspective
- pronunciation
- reasons/reasoning
- tasks (informal/formal)
- volume
- appropriate
- convey
- eye contact
- present
- style

**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.

**ULTIMATE LEARNING TARGET TYPE: SKILL**

### BROAD LEARNING TARGET:

The student can orally present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning and alternative or opposing perspectives are addressed.

The student can orally present information, findings, and supporting evidence so that the organization, development, substance, and style are appropriate to the purpose, audience, and a range of formal and informal tasks.

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

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[\(CAREER CONNECTIONS\)](#)

### Underpinning Knowledge Learning Targets:

The student can recognize and use strategies and techniques for presenting information, findings, and supporting evidence, conveying distinct and alternate perspectives, and organizing information clearly, concisely, and logically in oral presentations.

### Underpinning Reasoning Learning Targets:

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

The student can match the organization, development, substance, and style of a speech to its purpose, audience and task.

## 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

**Dramatize** Students dramatize information from a scene in a non-fiction work or informational text conveying appropriate tone/mood and videotape for presentation. Students present information to aid understanding of material and creatively present to audience.

### SL.9-10.4 (Prior Grade Standard)

**Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grades 11-12

**SL.11-12.5**

**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

**Essential Understanding**

- Understand how to access and strategically use digital media for enhancing understanding of findings, reasoning, and evidence and adding interest to oral presentations
- Understand how to access and use presentation software in oral presentations
- Know how to download, save, upload, link, share, and attach textual, graphical, audio, visual, and interactive elements
- Determine which digital media best enhance understanding of findings, reasoning, and evidence and add interest to oral presentations

**\*Extended Understanding**

- Evaluate effectiveness of multimedia components in oral presentations

**Academic**

**Vocabulary/Language**

- access
- audio elements
- digital media
- download/upload/attach/link/save/share
- enhance                      -finding
- formatting
- graphical elements
- integrate
- interactive elements
- multimedia
- presentation
- presentation software (Prezi, PPT, Keynote, Google Slides, etc.)
- textual elements
- visual elements

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

**ULTIMATE LEARNING TARGET TYPE: SKILL**

**BROAD LEARNING TARGETS:**

**The student can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

**Underpinning Knowledge Learning Targets:**

**The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, digital and interactive media (graphics, images, music, sound, etc.).**

**Underpinning Reasoning Learning Targets:**

**The student can determine which digital media best enhance understanding of findings, reasoning, and evidence and add interest to oral presentations.**

**Underpinning Skill Learning Targets:**

**The student can download, save, upload, link, share, and attach textual, graphical, audio, visual, and interactive elements.**

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## Question Ideas

After choosing one of the Colonial age 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 Prezi or slideshow 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 Prezi/slides at any time in your speech—it should enhance 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 Prezi/slide presentation on \_\_\_\_\_.

PRODUCE A FIVE-MINUTE DIGITAL PRESENTATION USING PREZI, ANIMOTO, OR POWERPOINT ON ONE OF THE FOLLOWING TOPICS: Explore global **Literary Movements** in the Modern Age. Describe each movement, its originators, and sample authors/works. Decide which is the most important literary movement of the time period and explain why it is the most important to humanity.

Both of the following PPTs are accurate. Which of them provides the best enhancement for the text of the speech?

Which of the following graphics best enhances the understanding of the information in the speech?

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

**Digital Project** Students create a digital project to enhance understanding of their written findings/textual evidence. Keep the requirements broad enough to encourage creativity and choice. For example, require students to use one visual element, one audio element and one text element. Students can create a video with a song playing in the background that includes excerpts from the text. Students can write a song using excerpts from the text and sing it to the class.

### SL.9-10.5 (Prior Grade Standard)

**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grades 11-12

<p><b>SL.11-12.6</b></p> <p><b>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</b></p>	<p><b>Essential Component</b> -Demonstrate command of grade-level language standards (L.11-12.1 &amp; 3)</p> <p><b>Essential Understanding</b> -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</p> <p><b>*Extended Understanding</b> -Give impromptu speech with correct language for context and audience</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-adapt</li> <li>-command</li> <li>-demonstrate</li> <li>-development (analysis, synthesis, summary, evaluative, etc.)</li> <li>-formal/informal English</li> <li>-indicate</li> <li>-language standards (L.9-10.1 &amp; 3)</li> <li>-organization (causation, narration, sequential, descriptive, comparison, etc.)</li> <li>-purpose (to inform, argue, defend, etc.)</li> <li>-style (formal, informal, diction, syntax, mood, tone, figurative language, patterns, repetitions)</li> <li>-task</li> <li>-speech types (argument, persuasion, informational/expository, procedural, narrative, etc.)</li> </ul>
<p><b>CCR Anchor:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: SKILL</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b> The student can adapt speech to a variety of contexts and tasks. The student can demonstrate appropriate command of formal English when indicated or appropriate in a variety of speaking contexts.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b> The student can identify and understand a variety of speech types, contexts, tasks, purposes, audiences, organizational strategies, developmental strategies, and delivery styles.</p>	
<p><b>CCS ELA 6-12 PAGE:</b> <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a> (<a href="#">CAREER CONNECTIONS</a>)</p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b> 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.</p> <p><b><u>Underpinning Skill Targets:</u></b> The student can demonstrate command of grade-level language standards (L.11-12.1 &amp; 3).</p>	

### 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 12<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

For classroom strategies to improve listening and speaking, visit <http://writing.colostate.edu/guides/teaching/esl/listening.cfm>.

### SL.9-10.6 (Prior Grade Standard)

**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)**