

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grades 9-10

**SL.9-10.1**

**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.**

**CCR Anchor:** 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.

### Essential Components

#### SL.9-10.1.a-d

- 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.
- b. 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.
- c. 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.
- d. 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.

### Academic

#### Vocabulary/Language

- alternate
- collaborate/collaborative
- collegial discussions
- connect
- clarify
- draw
- incorporate
- issue
- paraphrase
- persuasive
- probe
- qualify
- research
- role
- texts
- textual evidence
- topics
- warranted
- cite
- consensus
- diverse
- evidence
- initiate
- justify
- perspective
- pose
- propel
- reflect
- respond
- specific
- verify
- well-reasoned

**ULTIMATE  
LEARNING  
TARGET  
TYPE: SKILL**

#### **BROAD LEARNING TARGET:**

**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 9-10 topics, texts, and issues.**

**The student can express his/her own ideas clearly and persuasively, while building on the ideas of others.**

#### **Underpinning Knowledge Learning Targets:**

**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 collegial discussions.**

#### **Underpinning Reasoning Learning Targets:**

**The student can explicitly draw on relevant, prepared textual material in a collaborative 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 relate the current discussion to broader themes or larger ideas.**

**The student can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, justify their own views and understanding and make new connections in light of the evidence and reasoning presented, and clarify, verify, or challenge ideas and conclusions.**

#### **Underpinning Skill Learning Targets:**

**The student can actively incorporate others into collaborative discussions.**

**CCS ELA 6-12**

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CONNECTIONS)**

## 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 the student-generated 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.

Do you agree or disagree with Gabriel Garcia Marquez when he says that in order to deal with colliding languages in the information age we should discard standardized spellings, assimilate new expressions quickly, humanize grammar rules, make language more musical, and get rid of outdated rules. Why? 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 literary exploration of *To Kill a Mockingbird*, 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

**Jigsaw Method** Like a jigsaw puzzle, [this method](#) allows student groups of 5-6 people to collaborate and share knowledge. After students designate a leader, each group is assigned a source of information to evaluate and present back to the classroom as a whole. The link included above provides ten easy steps to structure a jigsaw within a classroom and tips for educators to implement this strategy.

**Socratic Seminars** [Socratic Seminars](#) are inquiry-based, student led discussions about specific text(s). These discussions allow students to explore ideas, issues, and values by making new connections, summarizing points of agreement and disagreement, challenging ideas, actively incorporate others into the discussion, and justifying their own point of view through the use of textual evidence. In the hyperlink above, videos and further resources modeling the use of a Socratic seminar can be found for use within an ELA classroom. The link also features sample scoring guides for students.

**Conversation Challenge** A “conversation challenge” is a smaller group discussion among either pairs or groups of 3-5 students that challenges each student to actively talk for a required, set time by a teacher about an assigned topic. Students must support their claims with reasons and evidence and may thoughtfully respond to diverse perspectives of their peers during their allotted timed discussion.

**Literature Circles** Literature circles encourage academic discussion about a text while still requiring independent work. Students are assigned roles as they read through a common text, and then present their findings. Texts selected for literature circles may be chosen to address specific reading needs/levels. Reports should be done orally, but may have a written component to address writing standards as well. Reference this [link](#) for additional supports for diverse learners.

**Literary Speed Dating** In [this activity](#), teachers give each student a picture that reflects an aspect of an assigned text such as characterization, setting, conflict, literary elements, etc. After receiving their focus cards, students discuss what is on their card with various people around the room. Teachers can structure conversations much like speed dating to generate rich discussion on an assigned text. Educators can also use this discussion format for potential role-play of assigned characters within a text.

### SL.8.1 (Prior Grade Standard)

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.**

- 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.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### SL.11-12.1 (Future 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 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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.

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grades 9-10

<p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>Essential Understanding</b>            -Integrate information from multiple, varied media formats            -Evaluate the credibility and accuracy of the source of information from multiple, varied media formats            -Reading, viewing, and listening comprehension</p> <p><b>*Extended Understanding</b>            -Evaluate the usefulness of information from multiple, varied media formats</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-clarify</li> <li>-diverse</li> <li>-explain</li> <li>-evaluate</li> <li>-format</li> <li>-information</li> <li>-media</li> <li>-motives (social, commercial, political)</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></p> <p>The student can integrate multiple sources of information presented in diverse media or formats.</p> <p>The student can evaluate the credibility and accuracy of sources.</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></p> <p>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></p> <p>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 a succinct answer to \_\_\_\_ (question).

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 what is added to your knowledge of the topic from each source.

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 understanding of the topic and notes any biases in the sources.

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

**CRAAP Method** The acronym "[CRAAP](#)" stands for currency (the timeliness of the information), relevance (the importance of the information), authority (the source of the information), accuracy (the reliability, truthfulness, and correctness of the content), and purpose (the reason the information exists). Students can utilize this acronym when conducting research to help determine the validity and relevancy of sources.

#### **SL.8.2 (Prior Grade Standard)**

**Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**

#### **SL.11-12.2 (Future Grade Standard)**

**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.**

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grades 9-10

<p><b>SL.9-10.3</b> Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>Essential Understanding</b>          -Identify perspective, reasoning (both valid and fallacious), evidence (both relevant/sufficient and exaggerated/distorted), and rhetorical devices (parallelism, antithesis, enumeratio, litotes) used by a speaker          -Identify and understand logical, ethical, and emotional appeals          -Determine if speaker uses sound reasoning with relevant and sufficient evidence or has included fallacious reasoning or exaggerated/distorted evidence.  <b>*Extended Understanding</b>          -Identify fallacious reasoning used for comic effect</p>	<p><b>Academic Vocabulary/Language</b>          -determine -distorted          -ethos -exaggerated          -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          -logos          -pathos          -perspective          -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)          -sufficient</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:</b> REASONING</p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>          The student can evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.          The student can identify any fallacious reasoning or exaggerated or distorted evidence used by a speaker.</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>          The student can define and identify perspective, reasoning (both valid and fallacious), evidence (both relevant/sufficient and exaggerated/distorted), and rhetorical devices (parallelism, antithesis, enumeratio, litotes, etc.).          The student can identify and understand logical, ethical, and emotional appeals and fallacies.  <b><u>Underpinning Reasoning Learning Targets:</u></b>          The student can distinguish between logical and fallacious reasoning and sound and distorted/exaggerated evidence.</p>	

## Question Ideas

What is the speaker’s perspective in the speech? How does the speaker convey his perspective using rhetoric?

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

Identify the reasoning fallacy/fallacies that occurred and evaluate their effect on the overall speech.

How does the author use rhetoric to strengthen his perspective?

How is the speaker’s reasoning made clearer through rhetorical strategies?

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

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

After reading the first draft of your speech, decide which points were sufficiently supported and which ones were not. Decide if you used any logical fallacies. Mark any distorted evidence and change your logical fallacies to valid reasoning.

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

**P.V.L.E.G.S.-Evaluation Tool for Public Speaking** The acronym “PVLEGS” was developed by Erik Palmer in his book *Well Spoken* and stands for poise, voice, life, eye contact, gestures, and speed. These criteria provide teachers areas of focus for assessing public speaking skills. Teachers would use this strategy in a workshop atmosphere to help students analyze other speakers and to self-critique their own performance. P.V.L.E.G.S inspires dialogue to discuss the strengths and areas of improvement in public speaking performances. This [link](#) provides information on supporting English Language Learners as they prepare for a Reader’s Theater and evaluating the students on their work.

### **SL.8.3 (Prior Grade Standard)**

**Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**

### **SL.11-12.3 (Future Grade Standard)**

**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.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Speaking & Listening, Grades 9-10

**SL.9-10.4**

**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.**

**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 information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning

-Match the organization, development, substance, and style of a speech to its purpose, audience and task

-Use appropriate eye contact, adequate volume, nonverbal cues, and clear pronunciation in oral presentations

### \*Extended Understanding

-Address opposing views in oral presentations

### Academic

#### Vocabulary/Language

-[ABTATO](#), [PETS](#), [TOO](#) (or comparable organizational structures for writing speeches with developed intros, bodies, and conclusions)

-adequate

-appropriate

-concise

-eye contact

-findings

-logical reasoning

-logos/pathos/ethos

-nonverbal cues

-organizational strategies (definition, classification, comparison/contrast, cause/effect)

-present

-pronunciation

-reasons/reasoning

-task

-volume

**ULTIMATE LEARNING TARGET TYPE: SKILL**

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### BROAD LEARNING TARGET:

The student can orally present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

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 task.

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

### Underpinning Knowledge Learning Targets:

The student can recognize and use strategies and techniques for presenting information, findings, and supporting evidence, and organizing them 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

**Say Something** Students take turns leading discussions in a cooperative group on sections of a reading or a video. To begin, teachers should model [the strategy](#), stopping reading, or viewing to think aloud about questions, connections, or predictions. Students work with a partner and stop every three to four paragraphs or viewing minutes to question, connect, or predict. Partners will respond by answering questions or contributing to the discussion. If answers are unknown, they will be written down for further investigation.

**Role Playing with Sources** Students adopt or are assigned a particular perspective from which to view a topic as part of [this activity](#). They must then research and discuss the topic from that POV. Each student in the group has a different perspective. For example, in discussing a topic such as should college athletes get paid, students could research the perspective of the athlete, coach, University president, video game maker, merchandiser, parent etc. One of each perspective would be in the group. More information is available at [this link](#).

### SL.8.4 (Prior Grade Standard)

**Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.**

### SL.11-12.4 (Future Grade Standard)

**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.**

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grades 9-10

**SL.9-10.5**

**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.**

**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 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

**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 **information 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 (A OR B):

A. Explore the **Feminist Movement** from the 1960s to now. Include important people, organizations, and events. Include Feminist literature (Sylvia Plath, Anne Sexton, Sonia Sanchez, Adrienne Rich) and Feminist art (*Black Venus* by Niki De Saint Phalle, *The Dinner Party* by Judy Chicago, *Tree of Life* by Ana Mendieta, *Untitled #276* by Cindy Sherman, and *Your Body is a Battleground* by Barbara Kruger). 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.

B. Explore global **Literary Movements** in the Information Age: Postmodernism (Vaclav Havel), Magic Realism (Gabriel Garcia Marquez), Social Conscience Literature (Gary Snyder, Wislawa Szymborska, Salman Rushdie), Docufiction (Winston Groom's *Forrest Gump*), Hint Fiction (Hannah Craig), and Science Fiction (Ray Bradbury). Describe each movement, its originators, and sample authors/works. Decide which is the most important literary movement of the time period (c. 1950-present) 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

**Multimedia Format** After an analysis of a text, students present an interpretation of the text in a multimedia format. Using the actual text within the presentation, students find and/or create images and sounds that convey their personal interpretation (remix) of the piece in relation to the author's attitude, tone, theme, mood, connotations, etc. Within the presentation, students provide an oral delivery (live or recorded) of original text (in part or in whole).

### SL.8.5 (Prior Grade Standard)

**Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**

### SL.11-12.5 (Future 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 9-10

<p><b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Essential Component</b> -Demonstrate command of grade-level language standards (L.9-10.1 &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> <p>-adapt                      -appropriate -command                -context -demonstrate            -determine -development (analysis, synthesis, summary, evaluative, etc.) -formal/informal English -indicate -language standards (L.9-10.1 &amp; 3) -organization (causation, narration, sequential, descriptive, comparison) -purpose (to inform, argue, defend) -style (formal, informal, diction, syntax, mood, tone, figurative language, patterns, repetitions, etc.) -task -speech types (argument, persuasion, informational/expository, procedural, narrative, etc.)</p>
<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.9-10.1 &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 10<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

**Coffee House Readings** Students receive a topic for content such as a poem, government document (ex: Constitution Preamble), favorite book or excerpt. They have a set number of days to practice reading the text aloud with a partner for 10 minutes a day or at home. On the day of the [Coffee House](#), each student reads aloud the text he or she has practiced. Students evaluate their peers on fluency, pacing, pronunciation, and other traits for effective speaking.

**Reader's Theater** In this strategy, students work as a team to present any passage as a performance script. The focus is on reading fluency, and delivering a captivating presentation to an audience. Students determine which portions of the passage are most important, and emphasize that in their speaking. Students may speak individually, in duos, or chorally; they may change their volume, pacing, dialect, etc. to best communicate the main idea, theme, style, and voice of the passage. This [link](#) provides information on supporting English Language Learners as they prepare for Reader's Theater by evaluating the students on their work.

#### SL.8.6 (Prior Grade Standard)

**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)**

#### SL.11-12.6 (Future Grade Standard)

**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)**