

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 6

SL. 6. 1

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, building on others' ideas and expressing their own clearly.

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.6.1.a-d

- 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.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- *Extended Understanding**
-Modify others' views during discussion

Academic Vocabulary/Language

- cite
- collaborate/collaborative
- collegial
- comment
- contribute
- detail
- discussion
- diverse
- draw
- elaborate
- engage
- explicit
- express
- evidence
- issue
- multiple
- perspective
- probe
- respond
- specific
- textual evidence
- paraphrase
- pose
- reflect
- role
- texts
- topics

ULTIMATE LEARNING TARGET TYPE: SKILL

Career Connections

<http://www.ccssoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

BROAD LEARNING TARGET:

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.

Underpinning Knowledge Learning Targets:

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.

Underpinning Reasoning Learning Targets:

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.

Underpinning Skill Learning Targets:

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.

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 these 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

Prepare to Discuss

Have students prepare for literary discussions on trade books by having them note character changes, determine a significant event in the story, identify a change in setting and the influence on the plot, make text-to-text connections and/or text-to-self-connections, or find answers to general story questions. Answers are noted with sticky notes.

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. (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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 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. (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, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views.)

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English Language Arts-Speaking & Listening, Grade 6

<p>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.</p>	<p>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</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -contribute -diverse -explain -format -interpret -issue -media -oral -quantitative -summarize -synthesize -topic -visual
<p>CCR Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>*Extended Understanding -Integrate varied information</p>	

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can interpret information from different media, formats, and texts to develop an understanding of a topic, text, or issue.</p> <p>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.</p>
<p>Career Connections</p> <p>http://www.ccschools/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify and summarize information on the same topic, text, or issue presented in different media, formats, and texts.</p>

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 Prezi, 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.

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.

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

Academic Vocabulary/Language

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

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

- *Extended Understanding**
- Determine if reasoning is sound

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.**

Career Connections

<http://www.ccssoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

Underpinning Reasoning Learning Targets:

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

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?

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

Enduring Understanding

Strong listening and speaking skills are critical for learning, communicating, and allowing us to understand our world better. Applying these skills to collaboration amplifies individual’s contributions and leads to new and unique understandings and solutions.

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

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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 making 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
- accentuate
- appropriate
- cite
- clarify
- details
- eye contact
- findings

ULTIMATE LEARNING TARGET TYPE: SKILL

Career Connections

<http://www.ccsok.us/EL A6-12.aspx> (Click on Career Connections for English Language Arts)

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.

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 the 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.

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.

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<p>SL. 6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>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, 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</p>	<p>Academic Vocabulary/Language -access -clarify -communication -component -demonstrate -download/upload/attach/link -formatting -graphics -images -Internet -multimedia -presentation -presentation software (Prezi, PPT, Keynote, etc.) -produce -social media -sound display -technology -visual display -word processing</p>
<p>CCR Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can include multimedia components (e.g., graphics, images, music, sound) and visual displays in oral presentations to clarify information.</p> <p><u>Underpinning Knowledge Learning Targets:</u> 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.</p>	
<p>Career Connections http://www.ccsok.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Reasoning Learning Targets:</u> The student can determine which multimedia components/visual displays best clarify oral presentations.</p> <p><u>Underpinning Skill Learning Targets:</u> The student can download, save, upload, link, and attach varied formats of files.</p>	

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 PPT that will play continually in the background as you give your speech. Each PPT 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/PPT 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 Prezi/PPT presentation on _____.

PRODUCE A FIVE MINUTE MULTIMEDIA 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.

As a review of this course for you and an introduction to this course for next year's 6th graders, you will work in groups to present the seven aspects of language learned in Language Arts 6.

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

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Enduring Understanding

Proficient speakers make deliberate choices regarding language, content, and media to capture and maintain the audience in order to convey their message.

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

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h3>SL. 6.6</h3> </div>	<h3>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</h3>	<p>Essential Component -Demonstrate command of grade-level language standards (L.6.1 & 3)</p> <p>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</p> <p>*Extended Understanding -Give impromptu speech with correct language for context and audience</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -adapt -command -demonstrate -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.)
<p>CCR Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>			
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u> 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.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and understand a variety of speech types, contexts, tasks, purposes, audiences, organizational strategies, developmental strategies, and delivery styles.</p> <p><u>Underpinning Reasoning Learning Targets:</u> 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><u>Underpinning Skill Targets:</u> The student can demonstrate command of grade-level language standards (L.6.1 & 3).</p>		
<p>Career Connections</p> <p>http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</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 8th 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.

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 on pages 28 and 29 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 on page 52 for specific expectations.)