Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 7

SL. 7. 1

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.

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.7.1.a-d

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

*Extended Understanding
-Justify others' views during discussion

Academic Vocabulary/Language

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

ULTIMATE LEARNING TARGET TYPE: SKILL	**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 7 topics, texts, and issues. The student can express their own ideas clearly and build 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.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	The student can recognize, define, and follow rules, roles, goals, and deadlines 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. The student can acknowledge other's new information or views and modify his/her own view in a collaborative discussion. **Underpinning Skill Learning Targets:** The student can pose and respond to questions with elaboration and detail by making comments that contribute to or bring the discussion back to the topic, text, or issue under 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 the teacher-given 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, especially if you need to bring the seminar back on topic or modify others' viewpoints or information.

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

Cubing Strategy Students will address statements regarding nonfictional or fictional text using the Cubing Strategy. Teachers will create three sets of cubes with the following levels of thinking on each side: *Compare it, Associate it, Analyze it, Apply it, Argue for it,* and *Argue against it.* Students will be grouped in readiness levels and take turns rolling the die to address the given statement using what the die tells them to do. The statements may vary to challenge the different readiness groups, *i.e., Students who play sports get good grades.*

SL.6.1 (Prior Grade Standard)	SL.8.1 (Future Grade Standard)
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**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.**
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.	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	b. Follow rules for collegial discussions and decision-making, track progress toward 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.	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 7

SL. 7. 2

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.

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

Essential Understanding
-Identify and analyze main ideas and supporting details on a topic, text, issue presented in diverse media and formats
-Explain how main ideas and details on the same topic, text, issue presented in diverse media and formats clarify the topic, text or issue
-Reading, viewing, and listening comprehension

*Extended Understanding
-Integrate varied information

Academic Vocabulary/Language

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

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:

The student can analyze the main ideas and supporting details presented in different media, formats, and texts to develop an understanding of a topic, text, or issue.

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

Underpinning Knowledge Learning Targets:

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

Question Ideas

Analysis: After researching ____ (informational texts) on ___ (content), write a ___ (speech) that analyzes ___ (content), providing evidence to clarify your analysis. What ___ (conclusions or implications) can you draw?

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

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

Analyze each of the mains ideas in the speech 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 analyzes the information presented by both sources on the topic.

List three main ideas that you have found concerning _____ after having read the article, watched the speech, 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

Carousel The teacher identifies five key questions on a particular content/topic and posts those questions on chart paper throughout the room. The students are divided into five small groups and "carousel" to each question. Students are encouraged to put comments, questions, and insights on each chart paper. After completion of the carousel, a full-class discussion is held about comments from each chart.

SL.6.2 (Prior Grade Standard)	SL.8.2 (Future Grade Standard)
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.	**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.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 7

SL. 7. 3

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

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

Essential Understanding
- Define and identify an argument
- Define and identify a claim
- Delineate a speaker's arguments and claims
- Identify reasons and evidence in a text that support claims
- Determine if claims are supported by sound reasoning with relevant and sufficient evidence
- Evaluate the soundness or reasoning and the relevance/sufficiency of evidence in a speaker's argument

*Extended Understanding
- Recognize when irrelevant evidence is introduced into an argument and specific claims

Academic Vocabulary/Language

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

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
 The student can delineate a speaker's argument and specific claims.

 The student can evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence used to support a speaker's argument.

Underpinning Knowledge Learning Targets:
 The student can define and identify an argument and claims made in a speech.

 The student can identify reasoning and evidence in a speech.

Underpinning Reasoning Learning Targets:
 The student can trace the argument and specific claims in a speech.

 The student can distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate 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? Which claim is supported with the soundest reasoning?

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

Four Corner Debates The teacher identifies several statements on a particular topic or issue that has two or more sides. In each corner of the classroom, the teacher puts a different sign, "strongly agree," "agree," "strongly disagree" and "disagree." The teacher reads one statement at a time, and students choose a corner of the room to go to based upon how they feel about the statement. From there, students must justify their thoughts and provide relevant evidence to back up their claims.

SL.6.3 (Prior Grade Standard)	SL.8.3 (Future Grade Standard)
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 7

SL. 7. 4

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.

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 that emphasize salient points in a focused, coherent manner
-Orally support claims and findings with pertinent descriptions, facts, details, and examples
-Establish and maintain a formal style in oral presentation
-Use appropriate eye contact, adequate volume, and clear pronunciation in oral presentations

*Extended Understanding
-Adjust oral presentations for diverse purposes and audiences

Academic Vocabulary/Language
-ABTATO, PETs, TOO (or comparable organizational structures for writing speeches with developed intros, bodies, and conclusions)
-adequate   -accentuate
-analyze/analysis   -appropriate
-argument   -cite
-claim   -clarify
-coherent   -descriptions
-detail -emphasize -establish -eye contact
-example -facts -findings -formal style
-logical reasoning
-logos/pathos/ethos
-main idea   -pertinent
-present   -pronunciation
-reasons   -relevant
-salient   -textual evidence
-theme   -volume

ULTIMATE LEARNING TARGET TYPE: SKILL	**BROAD LEARNING TARGET:**
	The student can orally present claims and findings, emphasizing salient points in a focused, coherent manner.
	The student can orally support claims and findings with pertinent descriptions, facts, details, and examples.
	The student can use appropriate eye contact, adequate volume, and clear pronunciation when speaking.
CCS ELA 6-12 PAGE: https://tinyurl.com /CCSEnglish6-12 (CAREER CONNECTIONS)	**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, details, and examples 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 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

Demonstration/Peer Review Have students write and present a demonstration while their peers evaluate based on a rubric. This should allow students a chance to see how others view their speaking skills and identify which areas they need to improve.

SL.6.4 (Prior Grade Standard)	SL.8.4 (Future Grade Standard)
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.	**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.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 7

SL. 7. 5	**Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

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

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

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:**

BROAD LEARNING TARGETS:
The student can include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Underpinning Knowledge Learning Targets:
 The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, multimedia components, including graphics, images, music, sound, etc., and visual displays for clarifying and emphasizing information in oral presentations.
Underpinning Reasoning Learning Targets:
 The student can determine which multimedia components/visual displays best clarify/emphasize oral presentations.
Underpinning Skill Learning Targets:
 The student can download, save, upload, link, share, and attach varied formats of files.

CCS ELA 6-12 PAGE:

https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

Question Ideas

After choosing one of the Islamic/African 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/Google 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 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/slide presentation on _____.

PRODUCE A FIVE-MINUTE MULTIMEDIA PRESENTATION USING PREZI, ANIMOTO, POWERPOINT OR GOOGLE SLIDES ON THE FOLLOWING TOPIC: Explore **Early Mesopotamian Civilization**. Include important people, organizations, literature, art, and events. Decide what is the most important event, work of literature, or piece of art in the history of the civilization 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 7th graders, you will work in groups to present the five strands of Standards mastered in English Language Arts 7.

Which of the following graphics best emphasizes the main point in the speech?

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

What kind of visual can best clarify your claims vs the counterclaims?

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Living Museums Students present exhibits portraying characters and artifacts as they would have existed during a given time period.

SL.6.5 (Prior Grade Standard)	SL.8.5 (Future Grade Standard)
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 7

SL. 7. 6 **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

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

Essential Component
-Demonstrate command of grade-level language standards (L.7.1 &3)

Essential Understanding
-Identify and understand speaking context, task, purpose, and audience
-Match content, organization, language, delivery, and style of speech to a variety of contexts, tasks, purposes, and audiences
-Distinguish between formal and informal English and use formal when indicated and appropriate

*Extended Understanding
-Give impromptu speech with correct language for context and audience

Academic Vocabulary/Language

-adapt   -appropriate
-command   -context
-demonstrate   -determine
-development (analysis, synthesis, summary, evaluative, etc.)
-formal/informal English
-indicate
-language standards (L.7.1 &3)
-organization (causation, narration, sequential, descriptive, comparison, etc.)
-purpose (to inform, argue, defend, etc.)
-style (formal, informal, diction, syntax, mood, tone, figurative language, patterns, repetitions, etc).
-task
-speech types (argument, persuasion, informational/expository, procedural, narrative, etc.)

ULTIMATE LEARNING TARGET TYPE: SKILL	**BROAD LEARNING TARGETS:** The student can adapt speech to a variety of contexts and tasks. The student can demonstrate appropriate command of formal English when speaking in a variety of contexts. **Underpinning Knowledge Learning Targets:** The student can identify and understand a variety of speech types, contexts, tasks, purposes, audiences, organizational strategies, developmental strategies, and delivery styles.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**Underpinning Reasoning Learning Targets:** The student can match content, organization, language, delivery, and style of speech to a variety of contexts, tasks, purposes, and audiences. The student can distinguish between formal and informal English. **Underpinning Skill Targets:** The student can demonstrate command of grade-level language standards (L.7.1 & 3).

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 sophomores?

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.6.6 (Prior Grade Standard)	SL.8.6 (Future Grade Standard)
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	**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.)**