Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 8

SL. 8. 1

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.

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.8.1.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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

Academic Vocabulary/Language

-acknowledge	-address
-cite	-collaborate/collaborative
-collegial	-comment
-connect	-contribute
-decision	-detail
-discussion	-diverse
-draw	-elaborate
-elicit	-engage
-explicit	-express
-evidence	-issue
-justify	-multiple
-observation	-paraphrase
-perspective	-pose
-probe	-qualify
-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 8 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 readings, research, and other speakers in collaborative discussions. The student can recognize, define, and follow rules, roles, goals, and deadlines for decision-making and collegial discussions.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**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 qualify/justify his/her own view in a collaborative discussion. **Underpinning Skill Learning Targets:** The student can pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas concerning 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 and student-generated big questions, prepare responses on note cards for the Socratic seminar. PREPARE FOR SIX QUESTIONS. You may use one or several note cards for each question. Make a point on the front of the note card and put your proof/textual evidence on the back. All points must be backed up with proof in the forms of text, research, packet 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.

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

Advertisement An advertisement's single purpose is to persuade the audience to buy a particular product or service or to form an agreeable opinion about a specific issue. To accomplish their persuasive purpose, advertisers commonly employ motive appeals (Pride, Personal Enjoyment, Love and Affection, Imitation, and Reverence). In pairs, students will create a scrapbook with an example of an ad from the print media, representing each of the five motive appeals. In addition, they will create an ad of their own for any product or service, real or imagined. Each page must be clearly labeled with the motive appeal it represents, including a brief written explanation of how the motive appeal operates in the ad. Finally, they will make an attractive cover for your scrapbook (perhaps a collage). Of course, all ads will be in good taste. Evaluation will be based on accuracy and attractiveness.

SL.7.1 (Prior Grade Standard)	SL.9-10.1 (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.	**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.**
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.	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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	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. 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.	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. Acknowledge new information expressed by others and, when warranted, modify their own views.	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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 8

SL. 8. 2

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.

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

Essential Understanding
-Identify and analyze the purpose of information presented in diverse media and formats
-Evaluate the motives behind information presented in diverse media and formats
-Reading, viewing, and listening comprehension

*Extended Understanding
-Evaluate the use of rhetoric in an oral presentation

Academic Vocabulary/Language

-analyze   -clarify
-diverse   -explain
-evaluate
-format
-information
-media
-motives (social, commercial, political, etc.)
-oral
-presentation   -purpose
-quantitative   -synthesize
-topic   -visual

ULTIMATE LEARNING TARGET TYPE: REASONING	**BROAD LEARNING TARGETS:**

BROAD LEARNING TARGETS:

The student can analyze the purpose of information presented in different media, formats, and texts.

The student can evaluate the motives behind information presented in diverse media and formats

Underpinning Knowledge Learning Targets:

The student can identify the purpose of information presented in different media, formats, and texts.

The student can identify motives behind information presented in an oral presentation.

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(CAREER CONNECTIONS)

Question Ideas

Analysis: After researching an <u>informational text</u> on ___ (content), write a ___ (speech or substitute) that analyzes the purpose of the <u>informational text</u>, providing evidence to clarify your analysis. What ___ (conclusions or implications) can you draw?

What purpose could there have been behind this speech? Back up your answer with sections of the speech showing the author distinguishing his purpose from that of others.

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.

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. What were the motives behind each?

After reading/experiencing three digital/print sources on _____, make a presentation that illuminates your understanding of the topic and any biases in the sources.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Socratic Seminars A Socratic Seminar is a motivating form of scholarly discourse based on "essential" open-ended questions. Essential questions are defined as questions that point to the heart of a topic and its controversies and that generate multiple answers and perspectives. To participate, students must first examine a text (e.g., novel, movie, poem, piece of music or art) and generate open-ended questions for discussion of the text. Open-ended questions allow students to think critically, analyze multiple meanings in the text, and express their ideas and opinions with clarity and confidence. This Bloom's Taxonomy document may be used to assist students in developing higher level questioning. During the seminar, students listen attentively and respond to one another with respect. Before agreeing or disagreeing with a classmate, they summarize classmate's ideas/opinions and then express their own with clarity and supporting evidence from the text. Prior to starting the seminar, the teacher may want to review the general guidelines associated with Socratic Seminars using the following presentation. While this presentation uses the mini-documentary "Bring Your A Game" directed by Mario van Peebles, it might be modified to include content and questions from other forms of print or digital media. In order for students to prepare for the Socratic Seminar, students may use the Student Scoring Sheet to jot down their thoughts, then track the quality of their comments and reflect. Teachers may use the Teacher Scoring Sheet to keep track of student feedback.

SL.7.2 (Prior Grade Standard)	SL.9-10.2 (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.	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 8

SL. 8. 3

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.

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

*Extended Understanding
- Identify fallacious reasoning

Academic Vocabulary/Language
- argument
- claim
- data
- delineate
- determine
- distinguish
- evaluate
- evidence
- irrelevant
- reasoning/reasons
- relevant   -specific
- sufficient   -trace
- valid   -warrant

ULTIMATE LEARNING TARGET TYPE: REASONING

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BROAD LEARNING TARGETS:

The student can delineate a speaker's argument and specific claims and recognize when irrelevant evidence is introduced.

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 of the claims has the most relevant and sufficient evidence?

Delineate one of the claims made in the argument: List the claim made, the reasons given, and the evidence provided in support of the claim. Decide if the reasons are sound. Decide if the evidence is sufficient and relevant.

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 claim, reason, data, and warrant. Also identify the counterclaim if one was given. Decide if any irrelevant evidence was introduced.

After reading the first draft of your speech, decide which claims were sufficiently supported and which ones were not. Mark any irrelevant evidence.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Corner Conversations Possible themes (based on a fictional selection) or viewpoints (based on an information selection) are posted in each corner (or wall) of the room. Students select one of the posted themes or viewpoints. The teacher should determine a reasonable limit of students in each corner. Students share evidence for their choice. Evidence should be transferred to chart paper. Corner groups select a spokesperson that shares the groups' reasoning with the whole class, one group at a time. The teacher facilitates the class discussion and students work toward determining the "best" choice.

SL.7.3 (Prior Grade Standard)	SL.9-10.3 (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.	**Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 8

SL. 8. 4

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.

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 relevant evidence, sound valid reasoning, and well-chosen details
-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	-detail
-emphasize	-establish
-eye contact	-example
-facts	-findings
-formal style	-logical reasoning
-logos/pathos/ethos	-main idea
-pertinent	-present
-pronunciation	-reasons/reasoning
-relevant	-salient
-textual evidence	-theme
-valid	-volume
-well-chosen	

ULTIMATE LEARNING TARGET TYPE: SKILL

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(CAREER CONNECTIONS)

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 relevant evidence, sound valid reasoning, and well-chosen details.

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 relevant evidence, sound valid reasoning, and well-chosen 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 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

Persuasive Speech Students are asked in a previous unit to write a letter to the editor based on a topic in the news that is of interest to them. They are then asked to turn their letter the editor into a persuasive speech. It is important to teach students the difference between a persuasive piece of writing and a persuasive speech, like formal versus informal language, pacing, sentence structure, etc. In the speech, they are to begin with a strong introduction that grabs the listener's attention and makes their claim obvious. The details in the speech should consistently support the claim. Students should incorporate rhetorical devices in the speech, and the conclusion should restate the main points and stir the emotions of the listener. The tone and pace should be appropriate to the content and task. Speakers should use emphasis to draw attention to phrases and words of importance. The speaker should be in control of the subject and of the delivery of the speech. Students can include various multimedia platforms to enhance their ideas, increase audience understanding, and add interest. Visual displays should be relevant and attractive in order to draw the eye of the listener.

SL.7.4 (Prior Grade Standard)	SL.9-10.4 (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.	**Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Speaking & Listening, Grade 8

SL. 8. 5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and 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 use multimedia components/visual displays, including graphics, images, music, sound, etc., for clarifying and strengthening claims 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 varied formats of files
- Determine which multimedia/ visual displays best clarify and strengthen claims/findings and add interest to oral presentations

*Extended Understanding
- Evaluate effectiveness of multimedia components and visual displays in oral presentations

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

ULTIMATE LEARNING TARGET TYPE: SKILL	**BROAD LEARNING TARGETS:** **The student can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.** **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, strengthening, and adding interest to information in oral presentations. **Underpinning Reasoning Learning Targets:** The student can determine which multimedia/visual displays best clarify/strengthen/heighten oral presentations. **Underpinning Skill Learning Targets:** The student can download, save, upload, link, share, and attach varied formats of files.
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Question Ideas

After choosing one of the Civil War-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 Slides 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/Slides presentation on _____.

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

Both of the following PPTs are accurate. Which of them provides the most interest and clarity?

Which of the following graphics best clarifies the information in the speech? What could be added to the graphic to strengthen it?

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
Podcasts Individually or in pairs, students plan and produce a podcast about a topic relative to the current unit of study or issue. Directions and resources are given at Reading Rocket Podcast Resources.

SL.7.5 (Prior Grade Standard)	SL.9-10.5 (Future Grade Standard)
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**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, Grade 8

SL. 8. 6	**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**	**Essential Component** -Demonstrate command of grade-level language standards (L.8.1 & 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.8.1 & 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) -task -speech types (argument, persuasion, informational/expository, procedural, narrative, etc.)
CCR Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate			

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.8.1 & 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 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

Adapt a Speech Choose a speech from a historical figure from the American Revolution or the American Civil War and create a multimedia presentation to show how the words of our forefathers relate to our modern culture. Visuals, music, and text will be used to present those words to the audience to show the connections from the past to present. Students can also take two speeches from different time periods to merge the two speeches into one presentation about the same basic idea of rights or responsibilities of American citizens.

SL.7.6 (Prior Grade Standard)	SL.9-10.6 (Future Grade Standard)
Adapt speech to a variety of contexts and tasks, using formal English when indicated or appropriate. (See grade 7 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 grades 9-10 Language standards 1 and 3 for specific expectations.)**