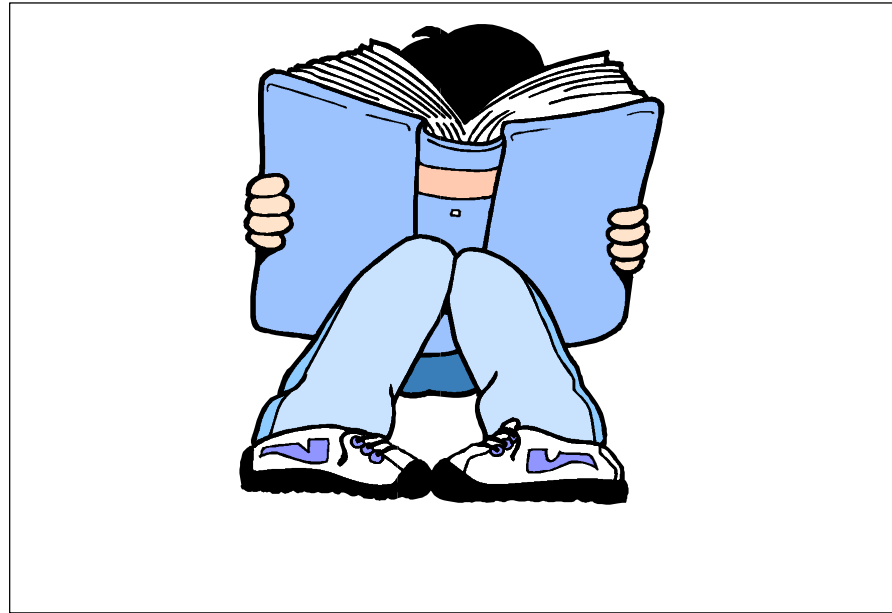


PUBLIC SPEAKING



Grade 6: Unit 1

Title of Unit: Becoming a Competent Communicator

Course Description *(Workshop Model)*

Public Speaking is introduced to students in the sixth grade as an important component of their academic work and academic success. In addition, it is also introduced as an important component of their social lives. Students will be introduced to Becoming a Competent Communicator by preparing for and participating effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will also integrate and evaluate information presented in diverse media and formats, including visual, quantitative, and oral. Students will learn how to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Students will also present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience. Students will include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.

To make learning active, engaging, and responsive to students' needs, a workshop model is employed. Teachers use the "I Do, We Do, You Do" instructional method. This model proactively supports student learning and develops their voices as public speakers through teacher modeling, guided practice, and independent demonstration of learning or understanding. The sixth grade Public Speaking course and instruction builds on prior learning while supporting student achievement in Speaking and Listening. The Common Core Standards are designed to provide a clear understanding of what students are expected to learn so teachers and parents can take ownership in the education process. The standards are designed to be robust and relevant to the real world while reflecting on the knowledge and skills young learners need for future success in college and career readiness. By providing a rigorous education that supports student achievement, we prepare them for a future where they can successfully compete in the global economy. It is our goal to establish a community of learners that become productive members of society striving to achieve their life-long goals.

Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

Pacing Chart – Unit 1

Topic: Becoming a Competent Communicator	NJSLS	
<p>DISTRICT RESOURCES</p> <p>Students will learn and practice the following in the Public Speaking Curriculum:</p> <ul style="list-style-type: none"> Oral Communication (weekly vocabulary building) Elements of Communication Grammar Usage Articulation Pronunciation Verbal and Nonverbal Messages Channels of Communication Volume and Rate Body Movement Informative Speech Writing Persuasive Speech Writing Speaking from an Outline Speaking from Notecards Speaking from a Manuscript Impromptu Speaking Extemporaneous Speaking Audience Analysis Audience Management 	<p style="text-align: center;">Speaking and Listening Standards:</p> <p style="text-align: center;">SL.6.1A,B,C,D, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6</p> <p style="text-align: center;">Language Standards:</p> <p style="text-align: center;">L.6.1A, B, C, D,E, L.6.2A,B, L.6.3A,B, L.6.4A,B,C,D, L.6.6</p>	<p style="text-align: center;">Instruction: 7 weeks</p> <p style="text-align: center;">Assessment: 1 week</p> <p style="text-align: center;">Remediation/Enrichment: 1 week</p>

Responding to and Controlling all types of questions
Guidelines for giving and accepting Constructive Criticism
Audience member Etiquette
Public Speaking and PowerPoint Presentations (Elements of a good PowerPoint presentation)
Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric
Planning and delivering presentations on the following: argument, narrative, informative/explanatory and response to literature
Preparing and participating effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively
Using transitional statements

The learning objectives of Public Speaking are as follows:

- Students will improve vocabulary**
- Students will understand oral communication**
- Students will practice grammar usage**
- Students will take part in articulation drills**
- Students will practice pronunciation**

- Students will learn how to read verbal and nonverbal messages in public speaking**
- Students will learn how to control their volume and rate while speaking publicly**
- Students will understand and control their body movement while speaking publicly**
- Students will learn how to write an informative speech**

Students will learn how to write a persuasive speech
Students will learn strategies how to speak from an outline
Students will learn strategies how to speak from notecards
Students will learn strategies how to speak from a manuscript
Students will learn impromptu speaking strategies
Students will learn extemporaneous speaking strategies
Students will learn how to analyze their audience
Students will learn strategies for controlling different types of questioners during question and answer sessions

Students will learn how to respond to a variety of questions
Students will learn the guidelines of giving and accepting constructive criticism

Students will learn proper audience etiquette
Students will learn how to create an effective PowerPoint Presentation

Students will be able to identify claims and arguments
Students will be able to identify the reasons and evidence that support a person's claims
Students will know how to incorporate evidence or information about a topic, text, or issue during a discussion
Students will select appropriate multimedia components that have clear meaning to the presentation
Students will plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion
Students will 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
Students will learn how to effectively utilize transitions in their writing

Effective Pedagogical Routines/Instructional Strategies

<p style="text-align: center;">Collaborative problem solving</p> <p style="text-align: center;">Writing to learn Making thinking visible Note- taking</p> <p style="text-align: center;">Rereading & rewriting</p> <p style="text-align: center;">Establishing text-based norms for discussions & writing Establishing metacognitive reflection & articulation as a regular pattern in learning</p> <p style="text-align: center;">Quick writes</p> <p style="text-align: center;">Pair/trio Sharing</p> <p style="text-align: center;">Turn and Talk</p> <p style="text-align: center;">Charting</p> <p style="text-align: center;">Gallery Walks Whole class discussions</p> <p style="text-align: center;">Modeling</p>	<p style="text-align: center;">Word Study Drills</p> <p style="text-align: center;">Flash Cards</p> <p style="text-align: center;">Interviews</p> <p style="text-align: center;">Role Playing Diagrams, charts and graphs</p> <p style="text-align: center;">Storytelling</p> <p style="text-align: center;">Coaching</p> <p style="text-align: center;">Reading partners</p> <p style="text-align: center;">Visuals</p> <p style="text-align: center;">Reading Aloud</p> <p style="text-align: center;">Model (I Do), Prompt (We Do), Check (You Do)</p> <p style="text-align: center;">Mind Mapping</p> <p style="text-align: center;">Trackers</p> <p style="text-align: center;">Multiple Response Strategies</p> <p style="text-align: center;">Choral reading</p> <p style="text-align: center;">Reader's/Writer's Notebooks</p> <p style="text-align: center;">Conferencing</p>
--	--

Educational Technology Standards

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.B.2, 8.1.8.C.1, 8.1.8.D.1,8.1.8.D.2, 8.1.8.D.3, 8.1.8.D.4, 8.1.8.D.5, 8.1.8.E.1, 8.1.8.F.1

Technology Operations and Concepts

Demonstrate knowledge of a real world problem using digital tools.

Create a document using one or more digital applications to be critiqued by professionals for usability.

Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Creativity and Innovation

Synthesize and publish information about a local or global issue or event.

Communication and Collaboration

Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Digital Citizenship

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Demonstrate the application of appropriate citations to digital content.

Demonstrate an understanding of fair use and Creative Commons to intellectual property.

Assess the credibility and accuracy of digital content.

Understand appropriate uses for social media and the negative consequences of misuse.

Research and Information Literacy

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Critical Thinking, Problem Solving, Decision Making

Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Computer Skills

Keyboarding - Students should have a working knowledge of:

- Alphabetic keys
- Number pad
- Function row
- Understand insert and type over functions

Basic Computer Skills – Students should have a working knowledge of:

- Copy and Paste
- Drag and Drop
- Increased knowledge of word processing functions (outlines, page numbering, highlighting, etc.)
- Play videos
- Spell Check and Grammar Check to edit
- Save and retrieve files
- Technology to publish individual work
- Domain specific vocabulary (cut, copy, paste, highlight)

Stamina – In accordance with CCSS.ELA-Literacy.W.6.6

- Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the

directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<p>Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers</p>
5- Bridging	<p>Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</p>
4- Expanding	<p>Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</p>
3- Developing	<p>General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</p>
2- Beginning	<p>General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</p>
1- Entering	<p>Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</p>

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<p>Extra time for assigned tasks</p> <p>Adjust length of assignment</p> <p>Timeline with due dates for reports and projects</p> <p>Communication system between home and school</p> <p>Provide lecture notes/outline</p>	<p>Extra Response time</p> <p>Have students verbalize steps</p> <p>Repeat, clarify or reword directions</p> <p>Mini-breaks between tasks</p> <p>Provide a warning for transitions</p> <p>Reading partners</p>	<p>Precise step-by-step directions</p> <p>Short manageable tasks</p> <p>Brief and concrete directions</p> <p>Provide immediate feedback</p> <p>Small group instruction</p> <p>Emphasize multi-sensory learning</p>	<p>Teacher-made checklist</p> <p>Use visual graphic organizers</p> <p>Reference resources to promote independence</p> <p>Visual and verbal reminders</p> <p>Graphic organizers</p>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<p>Computer/whiteboard</p> <p>Tape recorder</p> <p>Spell-checker</p> <p>Audio-taped books</p>	<p>Extended time</p> <p>Study guides</p> <p>Shortened tests</p> <p>Read directions aloud</p>	<p>Consistent daily structured routine</p> <p>Simple and clear classroom rules</p> <p>Frequent feedback</p>	<p>Individual daily planner</p> <p>Display a written agenda</p> <p>Note-taking assistance</p> <p>Color code materials</p>

Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.

Pose questions and exhibit sincere curiosity about principles and how things work.

The ability to grasp concepts and make real world and cross-curricular connections.

Generate theories and hypotheses and pursue methods of inquiry.

Produce products that express insight, creativity, and excellence.

Possess exceptional leadership skills.

Evaluate vocabulary

Elevate Text Complexity

Inquiry based assignments and projects

Independent student options

Tiered/Multi-level activities

Purposeful Learning Center

Open-ended activities and projects

Form and build on learning communities

Providing pupils with experiences outside the 'regular' curriculum

Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.

A higher quality of work than the norm for the given age group.

The promotion of a higher level of thinking and making connections.

The inclusion of additional subject areas and/or activities (cross-curricular).

Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

Study Island
(Refer to district assessment calendar for appropriate testing window)

Demonstration Speeches

DRA2

PARCC

Suggested Formative/Summative Classroom Assessments

Short constructed response questions

Multiple Choice questions

Quizzes

Journals

Essays

Quick writes

Summative chapter test

Projects

Portfolio

Exit Slips

Graphic Organizers

Presentations (incorporating Web 2.0 tools)

Homework

Anecdotal Notes

Student Conferencing

Grade: 6	Unit: 1	Topic: Becoming a Competent Communicator
-----------------	----------------	---

Standards: NJSL:

Speaking and Listening: SL.6.1A,B,C,D, SL.6.4, SL.6.6

Language: L.6.1A,E, L.6.2A,B, L.6.3A,B, L.6.4A,C,D, L.6.6

DISTRICT RESOURCES

Textbook, “The Basics of Speech: Learning to Be a Competent Communicator” by Galvin & Cooper.

Students will learn and practice the following in the Public Speaking Curriculum:

Oral Communication (weekly vocabulary building)

Elements of Communication

Grammar Usage

Articulation

Pronunciation

Verbal and Nonverbal Messages

Channels of Communication

Volume and Rate

Body Movement

Informative Speech Writing

Persuasive Speech Writing

Speaking from an Outline

Speaking from Notecards

Speaking from a Manuscript

Impromptu Speaking

Extemporaneous Speaking

Audience Analysis

Audience Management

Responding to and Controlling all types of questions

Guidelines for giving and accepting Constructive Criticism

Audience member Etiquette

Public Speaking and PowerPoint Presentations (Elements of a good PowerPoint presentation)

Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric

Planning and delivering presentations on the following: argument, narrative, informative/explanatory and response to literature

Preparing and participating effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively

Using transitional statements

The learning objectives of Public Speaking are as follows:

Students will improve vocabulary

Students will understand oral communication

Students will practice grammar usage

Students will take part in articulation drills

Students will practice pronunciation

Students will learn how to read verbal and nonverbal messages in public speaking

Students will learn how to control their volume and rate while speaking publicly

Students will understand and control their body movement while speaking publicly

Students will learn how to write an informative speech

Students will learn how to write a persuasive speech

Students will learn strategies how to speak from an outline

Students will learn strategies how to speak from notecards

Students will learn strategies how to speak from a manuscript

Students will learn impromptu speaking strategies

Students will learn extemporaneous speaking strategies

Students will learn how to analyze their audience

Students will learn strategies for controlling different types of questioners during question and answer sessions

Students will learn how to respond to a variety of questions

Students will learn the guidelines of giving and accepting constructive criticism

Students will learn proper audience etiquette

Students will learn how to create an effective PowerPoint Presentation

Students will be able to identify claims and arguments

Students will be able to identify the reasons and evidence that support a person's claims

Students will know how to incorporate evidence or information about a topic, text, or issue during a discussion

Students will select appropriate multimedia components that have clear meaning to the presentation

Students will plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion

Students will 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

Students will learn how to effectively utilize transitions in their writing

New Jersey Student Learning Standard (NJSL) SL.6.1A,B,C,D

NJSLS: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.

SL.6.1.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.

SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Read required texts prior to discussions</p> <p>Prepare for discussions</p> <p>Use previous knowledge to expand discussions about a topic</p> <p>Engage in conversations about grade-appropriate topics and texts</p> <p>Participate in a variety of rich, structured conversations</p> <p>Define and identify rules for discussions, including group and individual roles</p> <p>Model appropriate behavior during discussions</p> <p>Craft and respond to specific questions based</p>	<p>How did you prepare for today's discussion?</p> <p>What are some questions you might ask during the discussion?</p> <p>Based on what you read, what might you want to discuss more deeply with your group?</p> <p>Will your group need to designate group tasks? How will you decide what roles you will take?</p> <p>What words or phrases could you use to extend the conversation and build</p>	<p>Prepare for discussions by reading required material</p> <p>Express yourself clearly</p> <p>Know how to incorporate evidence or information about the topic, text, or issue during the discussion</p> <p>When working in groups:</p> <p>Know what behaviors are appropriate</p> <p>Know the roles and the tasks associated with the role</p> <p>Come to agreement on goals for the group and deadlines for completing the task</p> <p>Pose and respond to questions</p> <p>Contribute to the discussion by elaborating on the comments of others</p> <p>Demonstrate understanding of multiple</p>

	<p>on the topic or text, elaborating when necessary</p> <p>Reflect on and paraphrase what was discussed</p> <p>Summarize the ideas expressed</p>	<p>on another's ideas?</p> <p>What words or phrases could you use to counter someone's idea or opinion?</p> <p>What words or phrases could you use to introduce a new idea?</p> <p>In writing, review the key ideas expressed during the discussion.</p> <p>Was the group discussion effective?</p> <p>What did you learn?</p>	<p>perspectives by reflecting on the ideas expressed</p> <p>Review key ideas discussed by paraphrasing them</p>
--	--	--	---

New Jersey Student Learning Standard (NJSLS) SL.6.4

NJSLS: 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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Utilize skills that are common to the language production domain of writing</p> <p>Organize ideas in a logical, sequential order</p> <p>Present information using sound, detailed, and relevant evidence in a coherent manner</p> <p>Use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>What are some things you've seen effective presenters do?</p> <p>What is your plan for your presentation?</p> <p>How will you use notes to help your presentation?</p> <p>What topic will you inform your audience about?</p> <p>How will you present your claims and evidence?</p> <p>What tools/strategies/techniques will you use to make your presentation most effective?</p> <p>What is the difference between a claim and an argument?</p> <p>Do you have sufficient facts and evidence to support your claims?</p> <p>Is the presentation logical, moving from one point to</p>	<p>Plan and deliver presentations on argument, narrative, informative/explanatory and response to literature</p> <p>Distinguish between a claim and a finding</p> <p>Use an organizer to sequence ideas logically</p> <p>Sequence ideas logically</p> <p>Emphasize main ideas by using details, facts, gestures and body language</p> <p>Make appropriate eye contact, speak clearly and loudly enough for the audience</p> <p>Use precise language, including terms found in different subjects</p> <p>Provide a strong conclusion</p>

		<p>the next?</p> <p>Are you using transitions to help your readers follow and understand your claim?</p> <p>Is the language in your presentation precise and relevant to the topic?</p> <p>How did you conclude your presentation?</p> <p>Was your conclusion strong? Why or why not?</p> <p>What kind of feedback do you want from your audience?</p> <p>How did your audience respond to your presentation?</p> <p>What clues do you have to support the effectiveness of your presentation?</p> <p>How do you think your presentation went?</p> <p>What would you do differently next time?</p>	
--	--	--	--

New Jersey Student Learning Standard (NJSLS) SL.6.6

NJSLS: SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Orally present information, using appropriate speech, in a variety of situations</p> <p>Manipulate the speech based upon context</p>	<p>What is the purpose for your speech?</p> <p>What are you trying to accomplish?</p> <p>Who is the audience?</p> <p>Are you delivering a formal or informal presentation?</p> <p>Will you need formal or informal English? Why?</p> <p>What are some words or phrases you might use?</p> <p>Are there places where you can substitute more precise, engaging language to keep the listeners interested?</p> <p>How is your selection or word choice going to impact your presentation?</p> <p>How will you engage the listeners and keep them interested?</p> <p>How will you emphasize the important points?</p> <p>How will you use</p>	<p>Identify the audience and purpose</p> <p>Know the difference between informal and formal English</p> <p>Vary sentence patterns for style</p> <p>Understand and adapt the delivery to appeal to the audience</p> <p>Enunciate and speak at appropriate volume and pace</p> <p>Use conventions of language to improve expression</p>

		intonation, voice, and pacing to convey your message effectively?	
--	--	---	--

New Jersey Student Learning Standard (NJSL) L.6.1A,E

NJSLS: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Identify pronouns in writing</p> <p>Ensure that pronouns are in the proper case (subjective, objective, possessive)</p> <p>Revise grammatical errors in writing</p> <p>Perform peer reviews of writing to identify and correct grammatical errors</p> <p>Identify and use strategies to revise writing</p>	<p>What are subjective pronouns? How do they differ from objective and possessive pronouns? How are they related?</p> <p>What is an intensive pronoun? How/when is it used?</p> <p>What are the singular/plural forms of the pronoun ___?</p> <p>Who or what is the pronoun ___ referring to? How can you clarify/reduce ambiguity?</p> <p>Identify the pronoun and describe the subject/object it refers to.</p> <p>In the line _____, is it best to use a pronoun or a noun/noun phrase. Why?</p>	<p>Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)</p> <p>Understand and correctly use pronouns, (subjective, objective, possessive; singular, plural; first, second and third person pronouns; antecedent, indefinite and intensive pronouns)</p> <p>Recognize variations from standard English</p>

New Jersey Student Learning Standard (NJSL) L.6.2A,B

NJSLS: L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2.B. Spell correctly.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Define and identify nonrestrictive/parenthetical elements in writing</p> <p>Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</p> <p>Apply common rules and patterns to spell words correctly in writing</p>	<p>What is a nonrestrictive element? How do you correctly punctuate a nonrestrictive element in a sentence?</p> <p>How does a nonrestrictive element differ from a restrictive element?</p> <p>How do parenthetical elements enhance a sentence? What is their purpose?</p> <p>How should parenthetical elements enhance a sentence? What is their purpose?</p> <p>How should parenthetical elements be punctuated?</p> <p>How can punctuation of parenthetical elements denote significance?</p> <p>Why does the author choose to employ _____ here in the text?</p> <p>How do/does the use of</p>	<p>Use commas, dashes, and/or parentheses</p> <p>Understand and punctuate nonrestrictive/parenthetical elements</p> <p>Spell correctly</p>

		<p>_____ enhance the reading for the reader? What tools did you choose to use to help you spell words you don't know? What other strategies did you try?</p>	
--	--	--	--

New Jersey Student Learning Standard (NJSL) L.6.3A,B

NJSLS: L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice**.**

L.6.3.B. Maintain consistency in style and tone.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Identify various sentence patterns in reading</p> <p>Incorporate various sentence patterns to create style and voice in writing</p> <p>Use a consistent style and tone when writing or speaking</p>	<p>What sentence patterns are present/absent in this piece: essay/presentation/passag e?</p> <p>How did you vary your sentences? Why did you design your writing this way?</p> <p>How does the piece address the needs/interests of the audience?</p> <p>What tone did you intend to use? How did you convey the tone in your piece?</p> <p>What style are you employing? Describe the stylistic techniques you tried.</p> <p>Is the piece consistent in style and tone? How?</p>	<p>Recognize and use a variety of sentence patterns</p> <p>Identify and use appropriate language to address audience</p> <p>Recognize and employ consistent style</p> <p>Recognize and employ consistent tone</p>

New Jersey Student Learning Standard (NJSL) L.6.4A,C,D

NJSL: L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
General Education ESL Special Education	<p>Use a word's position in a sentence as a clue to the meaning of a word</p> <p>Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</p> <p>Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</p> <p>Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</p> <p>Use reference materials to check the inferred meaning of words</p>	<p>Based upon the use of the word in the sentence, what can you deduce the word _____ means?</p> <p>Does the positioning of the word _____ assist in determining meaning?</p> <p>Is an appositive clue provided?</p> <p>Do you recognize a familiar word part (affix or root) in the word?</p> <p>What does the word part mean? How does that affix/root help you understand what the word _____ might mean?</p> <p>What strategies did you use to help you understand the meaning of _____? What did you</p>	<p>Use context clues to derive word meaning</p> <p>Use Greek and Latin affixes and roots to derive word meaning</p> <p>Use reference materials to derive word meanings</p> <p>Use reference materials to determine correct pronunciation of words</p> <p>Verify word meaning</p>

		<p>predict it meant? Could you confirm that meaning through context?</p> <p>What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?</p> <p>What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?</p> <p>After using the reference tool, does the word mean what you thought it did?</p>	
--	--	---	--

New Jersey Student Learning Standard (NJSL) L.6.6

NJSL: L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Understand and apply conversational, academic, and domain specific vocabulary</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</p> <p>Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p> <p>Acquire and use accurately grade appropriate general academic and domain specific words and phrases</p> <p>Dissect assignments and determine the key processes required</p>	<p>What is the meaning for the term _____?</p> <p>How would you use the academic word _____ in a sentence?</p> <p>How could you define _____ in your own words?</p> <p>Can you give an example of how the word _____ is used in different subject areas?</p> <p>The word _____ is specific to what subject/domain?</p> <p>What does the word _____ mean in this subject/context?</p> <p>What are some other ways you've heard the word used?</p> <p>What are some other meanings you've heard associated with the word _____.</p>	<p>Identify, understand, and use general academic terms</p> <p>Identify, understand, and use domain-specific terms</p> <p>Independently build vocabulary</p>

		<p>Why is it important to understand the meaning of the domain-specific word _____ when studying this subject?</p> <p>What are some other words you know that are related to _____?</p> <p>What strategies do you use for identifying, understanding, and using high-utility academic words?</p> <p>How can you tell this word is important to this reading or this subject?</p> <p>What could you do to help you understand what the word _____ means?</p>	
--	--	---	--

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
<p> Close In on Close Reading How To Close Reading Video Teaching Channel: Thinking Notes Strategy For Close Reading Common Core Reading Strategies Informational Text Writing Summary Summary-Non-Fiction Text YouTube Reading Lessons Middle School Common Core Strategies Teaching Reading Close Reading Model Lessons Literary Analysis Teaching Theme Teaching Theme (video) Character Analysis Teaching Vocabulary </p> <p> http://www.state.nj.us/education/cccs/frameworks/ela/ </p>	<p> Evidence Based Arguments Writing Resources by Strand Argumentative Writing YouTube Writing Exemplars - Argument/Opinion Personal Narrative PARCC Writing Resources Writing Exemplars by Grade Level and Aspects to Consider in Writing Thesis Writing Discussion, Planning and Questioning Grammar Purdue OWL Writing Lab Writing a Book Summary </p> <p> http://www.state.nj.us/education/cccs/frameworks/ela/ </p>	<p> Inquiry Based Learning (Edutopia) Engaging Students Using Discussion Strategies for Student Centered Discussion Socratic Seminar: ReadWriteThink Fishbowl Strategy Stems on Fostering Class Discussion Fishbowl Strategies: Teach Like This Accountable Talk AVID Socratic Seminar </p> <p> http://www.state.nj.us/education/cccs/frameworks/ela/ </p>	<p> Levels of Thinking in Bloom's and Webb's Depth of Knowledge Cognitive Rigor Chart 5 Strategies For Middle School Classrooms Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons </p> <p> http://www.state.nj.us/education/cccs/frameworks/ela/ </p>

