

**Domain:** *Strand: Speaking & Listening*

**Cluster:** *Comprehension and Collaboration*

**Standards:** 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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>To what extent can a conversation affect change?</p> <p>Why is discussion important to consensus building?</p>	<p>Language is a powerful tool that can stir emotions and spark people to act.</p> <p>Effective discussion can build consensus and function as the catalyst for change.</p>	<p>To assist in meeting this standard, students may:</p> <ol style="list-style-type: none"> <li>1. Introduce and rehearse the foundational processes involved in public speaking.</li> <li>2. Construct open-ended questions appropriate for interviews.</li> </ol>
Content Statements		<ol style="list-style-type: none"> <li>3. Examine a model conversation such as a fish-bowl activity that is guided by teacher's questions. Topics: literature read in class, school culture issues, or community issues.</li> </ol>
<p>Careful preparation and research makes one prepared to effectively discuss a topic.</p> <p>Participating in collaborative discussions provides students with the</p>		<ol style="list-style-type: none"> <li>4. Introduce the fundamentals of successful and appropriate research (plagiarism vs. paraphrasing, outlining, note-taking, appropriate sources).</li> <li>5. Examine and critique a model of a successful and age appropriate interview.</li> </ol>

<p>ability to communicate a point of view.</p> <p>Appropriate questioning technique can lead to better understanding of a topic.</p>		<p>6. Identify pros/cons of a class initiated topic.</p>
<p>Assessments</p>		<p>Teacher Resources</p> <ul style="list-style-type: none"> <li>- Presentation Rubric <a href="http://www.rubistar.4teachers.org">www.rubistar.4teachers.org</a></li> <li>- <a href="http://www.blabberize.com">www.blabberize.com</a></li> <li>- Conducting Expert Interviews: <a href="http://www.edutopia.org">www.edutopia.org</a></li> <li>- <a href="http://www.nytimes.com">www.nytimes.com</a></li> <li>-</li> <li>- Scholastic News (spotlight student interviews)</li> <li>- <a href="http://www.teachertube.com">www.teachertube.com</a></li> <li> <a href="http://www.voki.com">www.voki.com</a></li> </ul>
<p>1. One-on-one interview with a classmate using open-ended questions generated by the student.</p> <p>2. Create a multimedia presentation to inform an audience about a given topic.</p> <p>3. Present a well rehearsed oral presentation (at least 2 minutes) to a classmate based on a topic chosen by the student.</p>		
<p><b>Equipment Needed</b></p>		
<p>1. Internet Access</p> <p>2. Periodicals</p> <p>3. Audio/Visual Equipment</p> <p>4. Class Text/Novel</p>		

<b>Domain:</b> <i>Strand: Speaking &amp; Listening</i>		
<b>Cluster:</b> Comprehension and Collaboration		
<b>Standards:</b> SL.6.2. Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
How can different types of messages be interpreted?  How does media hook and hold their audience?	Students will understand that interpreting a speaker's message requires careful listening skills.  Students will understand that a speaker's message may offer valuable insight to a particular topic.	<p><i>To assist in meeting this standard, students may:</i></p> <p>1. Identify 'hooks' in various media sources: movies, book trailers, music, movie trailers.</p>
<b>Content Statements</b>	Students will understand the speaker's message requires careful listening skills.  Students will understand why the speaker's message has value.	
Specific language used in multiple formats determines the intent of the speaker.		
<b>Assessments</b>		<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>1. Create a multimedia presentation public service announcement related to school culture or community with an emphasis on the hook</p>		<p>- <b>Presentation Rubric</b>  <a href="http://www.rubistar.4teachers.org">www.rubistar.4teachers.org</a>  - <a href="http://www.blabberize.com">www.blabberize.com</a></p>

<b>Equipment Needed</b>	
<ol style="list-style-type: none"><li>1. Internet Access</li><li>2. Periodicals</li><li>3. Audio/Visual Equipment</li><li>4. Class Text/Novel <b><u>Equipment needed</u></b></li></ol>	<ul style="list-style-type: none"><li>- <b>Conducting Expert Interviews:</b><ul style="list-style-type: none"><li><a href="http://www.edutopia.org">www.edutopia.org</a></li><li>- <a href="http://www.nytimes.com">www.nytimes.com</a></li><li>-</li></ul></li><li>- <b>Scholastic News</b> (spotlight student interviews)<ul style="list-style-type: none"><li>-<a href="http://www.teachertube.com">www.teachertube.com</a></li><li><a href="http://www.voki.com">www.voki.com</a></li></ul></li></ul>

<b>Domain:</b> Speaking & Listening		
<b>Cluster:</b> Comprehension and Collaboration		
<b>Standards:</b> SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
Why is it important to support one’s opinion?	Students will understand that claims must be supported by reason and evidence.	<ol style="list-style-type: none"> <li>1. Observe and define the components of a round table discussion (i.e. <i>Meet The Press</i>, <i>Charlie Rose</i>).</li> <li>2. Observe and define the components of a political debate.</li> <li>3. Review persuasive arguments and strategies.</li> <li>4. Create activity that is not political based – incorporate 21<sup>st</sup> Century themes</li> </ol>
<b>Content Statements</b>		
An argument and/or claim must be supported with valid reasoning and evidence.		
<b>Assessments</b>	<p style="text-align: center;"><b>Teacher Resources</b></p> <p style="text-align: center;">- <b>Presentation Rubric</b>  <a href="http://www.rubistar.4teachers.org">www.rubistar.4teachers.org</a></p> <p style="text-align: center;">- <a href="http://www.blabberize.com">www.blabberize.com</a></p>	
Present an oral report on the findings related to speaker’s argument, identifying claims that supported versus claims that are not in a small group setting (2-3 in each group).		
<b>Equipment Needed</b>		

Internet Access  
Recorders  
Visual Aids (where appropriate)

- **Conducting Expert Interviews:**
    - [www.edutopia.org](http://www.edutopia.org)
    - [www.nytimes.com](http://www.nytimes.com)
    -
  - **Scholastic News** (spotlight student interviews)
    - [www.teachertube.com](http://www.teachertube.com)
    - [www.voki.com](http://www.voki.com)
- Teacher resources needed**

<b>Domain:</b> Speaking & Listening		
<b>Cluster:</b> Presentation of Knowledge and Ideas		
<b>Standards:</b> SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>Why speak?</p> <p>What do good speakers sound like?</p> <p>Why do we use persuasion?</p>	<p>Students will understand that:</p> <p>Eye contact assists in engaging the listener.</p> <p>Adequate volume and clear pronunciation are important components of public speaking.</p> <p>Organization of ideas, including descriptions, facts, and details, is essential in presenting an idea orally.</p>	<p><i>To assist in meeting this standard, students may:</i></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1) Review classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker’s coordination of talking and action) that would be necessary to influence or change someone’s mind or way of thinking about a topic.</li> <li>2) Define the elements of persuasion.</li> <li>3) Recognize the elements of personal credibility.</li> <li>4) Develop methods to analyze other students’ speeches.</li> <li>5) Understand outlining main ideas.</li> </ol>
<b>Content Statements</b>		
<p>Organize ideas logically.</p> <p>Use eye contact, volume, and pacing to engage an audience.</p> <p>Identify the characteristics of a persuasive speech.</p>		
<b>Assessments</b>		<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>Prepare and deliver a 3-minute speech designed to persuade the audience to a particular point of view involving a topic related to civic, health, or environmental issues.</p>		<p>Rubric for presentation</p> <p><a href="http://www.teachnology.com/teachers/lesson_plans/languag">http://www.teachnology.com/teachers/lesson_plans/languag</a></p>
<b>Equipment Needed</b>		

**Internet access**  
**Multimedia**

[e\\_arts/speaking/](#)

Public Speaking for Teachers and Students:  
<http://www.capital.net/~bps2>



<b>Domain:</b> Speaking & Listening		
<b>Cluster:</b> Presentation of Knowledge and Ideas		
<b>Standards:</b> SL.6.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays and presentations to clarify information.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
What are the pros and cons of using technology to clarify and/or enhance information?	Student understands ways technology can enhance expression and communication.	<ol style="list-style-type: none"> <li>1. Power Point Presentations</li> <li>2. Polling Stations</li> <li>3. Conduct Interviews</li> <li>4. Use Sound Bites</li> </ol>
<b>Content Statements</b>		
Student will be able to identify appropriate multimedia tools that will support findings and/or claims.		
<b>Assessments</b>		<p><b>Teacher Resources</b></p> <p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Presentation Rubric <a href="http://www.rubistar.4teachers.org">www.rubistar.4teachers.org</a></li> <li>- <a href="http://www.blabberize.com">www.blabberize.com</a></li> <li>- Conducting Expert Interviews: <a href="http://www.edutopia.org">www.edutopia.org</a></li> </ul>
Create a presentation based on current unit of study, using multimedia components and visual displays to strengthen claims.		
<b>Equipment Needed</b>		
<b>Internet Access</b> <b>Audio/Visual Equipment</b>		

	<ul style="list-style-type: none"><li>- <a href="http://www.nytimes.com">www.nytimes.com</a></li><li>-</li><li>- <b>Scholastic News</b> (spotlight student interviews)</li><li>- <b>www.teachertube.com</b></li><li><a href="http://www.voki.com">www.voki.com</a></li></ul>
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<b>Domain:</b> Speaking & Listening		
<b>Cluster:</b> Presentation of Knowledge and Ideas		
<b>Standards:</b> SL.6.6 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 on page 52 for specific expectations.)		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>Why is it important to adapt speech for a target audience?</i>	Successful speeches require preparation.	<ol style="list-style-type: none"> <li>1. Watch public speeches, identifying strengths and weaknesses. Model good speaking habits</li> <li>2. Identify specific vocabulary used in persuasive speeches, as well as in critiquing.</li> <li>3. Speak extemporaneously on a topic for different audiences</li> </ol>
<b>Content Statements</b>		
<p>Content Statements should be “Student Will” statements.</p> <p>Promote public speaking</p> <p>Maintain steady and consistent eye contact with an audience</p> <p>Speak in a strong, clear voice (appropriate volume and enunciation)</p> <p>To maintain good posture and appropriate body language</p> <p>Gain confidence speaking in front of an audience</p>		
<b>Assessments</b>		<b>Teacher Resources</b>

Deliver a 2- minute speech on something the student feels strongly about, with a focus on 21 <sup>st</sup> century issues, i.e. global warming, animal rights, farming industry, health issues, issues of gender, race or equality.	<p><a href="http://www.rubistar.4teachers.org">www.rubistar.4teachers.org</a></p> <p><a href="http://www.blabberize.com">-www.blabberize.com</a></p> <p>- <b>Conducting Expert Interviews:</b></p> <p><a href="http://www.edutopia.org">www.edutopia.org</a></p> <p>- <a href="http://www.nytimes.com">www.nytimes.com</a></p> <p>-</p> <p>- <b>Scholastic News</b> (spotlight student interviews)</p> <p><a href="http://www.teachertube.com">-www.teachertube.com</a></p> <p><a href="http://www.voki.com">www.voki.com</a></p>
<b>Equipment Needed</b>	
Internet Access Audio/Visual Equipment	