Grade 7: Unit 4

Title of Unit: Presenting Speeches
Course Description
(Workshop Model)

Public Speaking is introduced to students in the seventh 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 practice and present speeches by engaging effectively in a range of collaborative discussions 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 evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. 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 plan and present an argument that supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provide a concluding statement that supports the argument presented. Students will also adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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 seventh 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 4

<table>
<thead>
<tr>
<th>DISTRICT RESOURCES</th>
<th>NJSLS</th>
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<tr>
<td><strong>Topic:</strong> Presenting Speeches</td>
<td><strong>Instruction:</strong> 7 weeks</td>
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<tr>
<td><strong>Students will learn and practice the following in the Public Speaking Curriculum:</strong></td>
<td><strong>Assessment:</strong> 1 week</td>
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<td></td>
<td><strong>Remediation/Enrichment:</strong> 1 week</td>
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<tr>
<td><strong>DISTRICT RESOURCES</strong></td>
<td><strong>NJSLS</strong></td>
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<tr>
<td>Textbook, “The Basics of Speech: Learning to Be a Competent Communicator” by Galvin &amp; Cooper.</td>
<td>Speaking and Listening Standards:</td>
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<tr>
<td></td>
<td>SL.7.1A,B,C,D, SL.7.2, SL.7.5, SL.7.6</td>
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<td></td>
<td>Language Standards:</td>
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<tr>
<td></td>
<td>L.7.2B, L.7.3A, L.7.4A,B,C,D, L.7.6</td>
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<tr>
<td><strong>Students will learn and practice the following in the Public Speaking Curriculum:</strong></td>
<td><strong>Guidelines for giving and accepting Constructive Criticism</strong></td>
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<td></td>
<td><strong>Audience member Etiquette</strong></td>
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<tr>
<td>• Oral Communication (weekly vocabulary building)</td>
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<td>• Elements of Communication</td>
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<td>• Grammar Usage</td>
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<td>• Articulation</td>
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<td>• Pronunciation</td>
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<td>• Verbal and Nonverbal Messages</td>
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<td>• Channels of Communication</td>
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<td>• Volume and Rate</td>
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<td>• Body Movement</td>
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<td>• Informative Speech Writing</td>
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<td>• Persuasive Speech Writing</td>
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<td>• Speaking from an Outline</td>
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<td>• Speaking from Notecards</td>
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<td>• Speaking from a Manuscript</td>
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<tr>
<td>• Impromptu Speaking</td>
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<tr>
<td>• Extemporaneous Speaking</td>
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<tr>
<td>• Audience Analysis</td>
<td></td>
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<tr>
<td>• Responding to and Controlling all types of questions</td>
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<tr>
<td>• Guidelines for giving and accepting Constructive Criticism</td>
<td></td>
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<tr>
<td>• Audience member Etiquette</td>
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</tbody>
</table>
• 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
<table>
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<th>Effective Pedagogical Routines/Instructional Strategies</th>
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<td>Note-taking</td>
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<td>Rereading &amp; rewriting</td>
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<tr>
<td>Establishing text-based norms for discussions &amp; writing</td>
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<td>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</td>
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<td>Quick writes</td>
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<td>Modeling</td>
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<td>Word Study Drills</td>
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<td>Flash Cards</td>
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<td>Interviews</td>
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<td>Role Playing</td>
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<td>Diagrams, charts and graphs</td>
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<td>Storytelling</td>
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<td>Visuals</td>
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<td>Multiple Response Strategies</td>
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<td>Choral reading</td>
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<td>Reader’s/Writer’s Notebooks</td>
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<td>Conferencing</td>
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</tbody>
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Educational Technology Standards


- **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

Spreadsheets
- Apply number formats
- Format chart text and backgrounds
- Format category and value axes

Electronic Organizers
- Create a new chart
- Format shapes by color, size, and object
- Format backgrounds
- Import graphics from outside sources

Internet, Networking, & Online Communication
- Explain and use age appropriate online tools and resources (e.g. tutorial, assessment, Web browser)
- Save, retrieve, and delete electronic files on a hard drive or school network
- Explain terms related to the use of networks (e.g. username, password, network, file server)
- Identify and use terms related to the Internet (e.g. Web browser, URL, keyword, World Wide Web, search engine, links)
- Use age appropriate Internet-based search engines to locate and extract information, selecting appropriate key words.

Stamina-In accordance with CCSS.ELA-Literacy.W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
**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.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| 6- Reaching | - 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 |
| 5- Bridging | - 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. |
| 4- Expanding | - 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 |
| 3- Developing | - 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 |
| 2- Beginning | - 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 |
| 1- Entering | - 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 |
# Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

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

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

**Tests/Quizzes/Grading**

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
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.

Seeking to build each learner’s capacity to do the following:

- 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**
- Star Early Literacy or STAR Reading  
  (Refer to the district assessment calendar for the appropriate testing window)
- Unit Assessment
- Model Curriculum
- 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
<table>
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<th>Standards: NJSLS:</th>
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**DISTRICT RESOURCES**


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
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- Persuasive Speech Writing
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- Speaking from Notecards
- Speaking from a Manuscript
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- 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
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- Students will improve vocabulary
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- Students will practice pronunciation
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- Students will learn how to control their volume and rate while speaking publicly
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- 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
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- Students will learn strategies how to speak from a manuscript
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- 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 (NJSLS) SL.7.A,B,C,D

NJSLS: SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.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.

SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.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.

SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
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</table>
| General Education  | • Read required texts prior to discussions  
• Prepare for discussions  
• Use previous knowledge to expand discussions about a topic  
• Engage in conversations about grade-appropriate topics and texts  
• Participate in a variety of rich, structured conversations  
• Define and identify rules for discussions, including group and individual roles  
• Model appropriate behavior during discussions  
• Craft and respond to specific questions based on the topic or text, elaborating when necessary  
• Reflect on and paraphrase what was discussed | • How did you prepare for today's discussion?  
• What are some questions you might ask during the discussion?  
• Based on what you read, what might you want to discuss more deeply with your group?  
• What are some rules that help make the discussion collegial?  
• What is your role in the discussion?  
• What are the specific goals of the discussion, and how long do we have to meet them?  
• How will we track the progress?  
• How will you contribute to the progress of the group?  
• Reflect on what you heard, what ideas can you add to | • Prepare for collaborative discussions  
• Know how to incorporate evidence or information into the discussion which is relevant to the topic  
• Know the rules for participating in a discussion  
• Assign and assume roles in the discussion  
• Set goals and deadlines, then track progress  
• Pose and respond to questions posed by others  
• Make relevant comments that help return the discussion to the topic  
• Be willing to acknowledge new information expressed by others  
• Be willing to modify your own views based on the comments and information of others |
<p>| ESL                |                               |                    |                                  |
| Special Education  |                               |                    |                                  |</p>
<table>
<thead>
<tr>
<th>Summarize the ideas expressed</th>
<th>the discussion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have your partners said anything that made you change your ideas? Did you acknowledge them?</td>
<td></td>
</tr>
<tr>
<td>Use this language frame: I agree/disagree with what you said.</td>
<td></td>
</tr>
<tr>
<td>Use this language frame: In addition to what ____ you said, I think….</td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standard (NJSLS) SL.7.2

NJSLS: SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Extract the main ideas and the details used to support it presented in different media formats</td>
<td>• What is the main idea of _____?</td>
<td>• Be able to identify and analyze main ideas in diverse media and formats</td>
</tr>
<tr>
<td>ESL</td>
<td>• Synthesize the information, sorting between the main points and smaller details that work to support the main points</td>
<td>• Did you evaluate how those ideas are presented in the different media? Is the message the same?</td>
<td>• Be able to identify and analyze supporting details and ideas in diverse media and formats</td>
</tr>
<tr>
<td>Special Education</td>
<td>• Use a graphic organizer (e.g., web, outline, etc.) to analyze presented information</td>
<td>• How does using visual media/formats help clarify the ideas within a topic of study?</td>
<td>• Be able to explain how ideas, information, or data clarify a topic, text or issue under study</td>
</tr>
<tr>
<td></td>
<td>• Explain how the main idea and supporting details help to clarify a topic, text, or issue</td>
<td>• Which format or media made the topic easier for you to understand?</td>
<td></td>
</tr>
</tbody>
</table>
## New Jersey Student Learning Standard (NJSLS) SL.7.5

**NJSLS: SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Use multimedia and visual displays to enhance work</td>
<td>• How does the use of_____ enhance your presentation? The message?</td>
<td>• Select appropriate multimedia components that add meaning to the presentation</td>
</tr>
<tr>
<td>• ESL</td>
<td>• Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props)</td>
<td>• What digital media could you use to present your data clearly?</td>
<td>• Know what elements are needed to create visual displays</td>
</tr>
<tr>
<td>• Special Education</td>
<td>• Find meaningful ways to include these tools in presentations</td>
<td>• Do the components help clarify the presentation?</td>
<td>• Add photos, video, audio, animation, and text to emphasize the important points of the presentation</td>
</tr>
<tr>
<td></td>
<td>• Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning</td>
<td>• What is the message or information you want to convey to your audience?</td>
<td>• Add photos, video, audio, animation, and text to clarify the important points of the presentation</td>
</tr>
<tr>
<td></td>
<td>• Use multimedia to help make claims and findings clear and to emphasize important points for the audience</td>
<td>• How would including media help the presentation?</td>
<td>• Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors, and other presentation programs</td>
</tr>
<tr>
<td></td>
<td>• Determine when it is appropriate to use informal language versus formal English</td>
<td>• Does the media help underscore your important points?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• How did you decide which images you would include?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Did you strategically place your media components and visual displays to enhance understanding of your presentation</td>
<td></td>
</tr>
</tbody>
</table>
# New Jersey Student Learning Standard (NJSLS) SL.7.6

**NJSLS: SL.7.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Orally present information, using appropriate speech, in a variety of situations</td>
<td>• What is the purpose of your speech and who is your intended audience?</td>
<td>• Identify the audience and purpose</td>
</tr>
<tr>
<td>ESL</td>
<td>• Recognize and consider the audience</td>
<td>• Are you trying to persuade or convince your audience?</td>
<td>• Know the differences between informal and formal English</td>
</tr>
<tr>
<td>Special Education</td>
<td>• Determine if the topic and language style correspond appropriately</td>
<td>• Will you need formal or informal English? Why?</td>
<td>• Vary sentence patterns for style</td>
</tr>
<tr>
<td></td>
<td>• Reflect on the use of language and revise as needed</td>
<td>• Are you delivering a formal presentation? How will this affect your choice of words?</td>
<td>• Understand and adapt the delivery to appeal to the audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Are there places where you can substitute precise engaging language to keep the listeners interested?</td>
<td>• Enunciate and speak at appropriate volume and pace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How will your word choice impact your listeners?</td>
<td>• Use conventions of language to improve expression and understanding</td>
</tr>
<tr>
<td>New Jersey Student Learning Standard (NJSLS) L.7.2B</td>
<td></td>
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<td></td>
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<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>NJSLS: L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
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<tr>
<td>L.7.2.B. Spell correctly.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Apply common rules and patterns to spell words correctly</td>
<td>• What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence?</td>
<td></td>
</tr>
<tr>
<td>• ESL</td>
<td></td>
<td>• What is the correct spelling of this word?</td>
<td></td>
</tr>
<tr>
<td>• Special Education</td>
<td></td>
<td>• Are Standard English conventions correctly demonstrated?</td>
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<tr>
<td></td>
<td></td>
<td>• What might the author/you do to address conventional errors and improve clarity?</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Use commas to separate coordinate adjectives</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Punctuate correctly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spell correctly</td>
<td></td>
</tr>
</tbody>
</table>
**New Jersey Student Learning Standard (NJSLS) L.7.3A**

NJSLS: L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

<table>
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</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Select precise language</td>
<td>• What sentence patterns are present/absent in this piece?</td>
<td>• Recognize and use a variety of sentence patterns</td>
</tr>
<tr>
<td></td>
<td>• Revise writing for wordiness and redundancies</td>
<td>• Does the piece address the needs/interests of the audience?</td>
<td>• Identify and use appropriate language to address audience</td>
</tr>
<tr>
<td>• ESL</td>
<td></td>
<td>• How can you more precisely express this idea?</td>
<td>• Express ideas precisely and concisely</td>
</tr>
<tr>
<td>• Special Education</td>
<td></td>
<td>• Are any of the words or sentences used redundant?</td>
<td></td>
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<td></td>
<td></td>
<td>What words can be removed without affecting the message?</td>
<td></td>
</tr>
</tbody>
</table>
**New Jersey Student Learning Standard (NJSLS) L.7.4A,B,C,D**

**NJSLS:** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

L.7.4.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.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.4.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.7.4.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).

<table>
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</table>
| • General Education | • Use a combination of context clues, structural clues, and the word’s position in a sentence to determine the meaning of unknown words or phrases  
• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word  
• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech  
• Determine the meaning of commonly used prefixes and suffixes  
• Separate a base word from the prefix or suffix | • Based upon the use of the word in the sentence, what can you deduce the word _______ means?  
• Does the positioning of the word _______ assist in determining meaning? Is an appositive clue provided?  
• Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?  
• What reference tool would best assist you in determining the pronunciation of a word, its meaning, or | • Use context clues to derive word meaning  
• Use Greek and Latin affixes and roots to derive word meaning  
• Use reference materials to derive word meanings  
• Use reference materials to determine correct pronunciation of words  
• Trace the etymology of words  
• Verify word meaning |
| • ESL |  |  |  |
| • Special Education |  |  |  |
| Use the definition of known prefixes and suffixes to define new words | its part of speech? |
| Identify root words in unknown words | What is the origin of the word? Did it derive from another language? |
| Use known root words to aid in defining unknown words | Has the meaning/use of the word changed over time? How? |
| Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses | |
| Consult reference materials that are both printed and digital | |
# New Jersey Student Learning Standard (NJSLS) L.7.6

NJSLS: L.7.6. 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.

<table>
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<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Understand and apply conversational, academic, and domain specific vocabulary</td>
<td>• What is the meaning for the term ______?</td>
<td>• Identify, understand, and use general academic terms</td>
</tr>
<tr>
<td>ESL</td>
<td>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</td>
<td>• How would you use the academic word ______ in a sentence?</td>
<td>• Identify, understand, and use domain-specific terms</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>• Can you give an example of how the word ______ is used in different subject areas?</td>
<td>• Independently build vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The word ______ is specific to what subject/domain?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Why is it important to understand the meaning of the domain-specific word ______ when studying this subject?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What strategies do you use for identifying, understanding, and using high-utility academic words?</td>
<td></td>
</tr>
</tbody>
</table>
### Additional Resources: Suggested in the NJ Curriculum Framework

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
</table>
| ● Close In on Close Reading  
● Teaching Channel: Thinking Notes Strategy For Close Reading  
● Summarizing, Paraphrasing & Retelling  
● Strategies for Analyzing Argument  
● Common Core Reading Strategies Informational Text  
● Summarizing Non-Fiction Text  
● YouTube Reading Lessons Middle School  
● Common Core Strategies  
● Teaching Reading  
● Teaching Theme  
● Exploring Character  
● Literary Analysis  
● Vocabulary: Doing It Differently | ● Teacher Tube - Counterclaims and rebuttals  
● Evidence Based Arguments  
● Writing Fix: Word Choice Resources  
● Writing Resources by Strand  
● Word Choice YouTube  
● Argumentative Writing YouTube  
● Writing Exemplars - Argument/Opinion  
● PARCC Writing Resources  
● Harvard College Writing Center  
● Teaching Narrative  
● Writing Exemplars by Grade Level and Aspects to Consider in Writing  
● Thesis Writing  
● Discussion, Planning and Questioning  
● Literary Analysis Writing Writing a Thesis Statement | ● 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 | ● 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 |

http://www.state.nj.us/education/cccs/frameworks/ela/  
http://www.state.nj.us/education/cccs/frameworks/ela/  
http://www.state.nj.us/education/cccs/frameworks/ela/  
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