



VALWOOD

GO BEYOND

Public Speaking Curriculum

Public Speaking Course Overview

Course Description		Topics at a Glance
<p>Senior Speech focuses on the organization of materials and the vocal and physical aspects of delivery in various speaking situations. By the end of the semester, speakers will be able to identify the roles of speakers and the audience within the context of public speaking, learn how to develop rhetorical invention through audience analysis, develop dynamic presentations including clear thesis statements, careful organization of material, and substantive support for main points, appropriate introduction and conclusion. Through the use of effective language and nonverbal expression, speech students will be able to control communication anxiety while increasing dynamism and to sharpen critical thinking abilities through critique of evidence and reasoning.</p>		<ul style="list-style-type: none"> Stage Fright Informative Speech Nonverbal Communication Speech Preparation Famous Speeches Persuasive Speech Delivery Skills Demonstrative Speech Persuasive Techniques Analytical Skills Debate Extemporaneous Domestic Extemporaneous International
Assessments		Effective Components of English Language Arts
<p>Screeners, diagnostics, interim and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples:</p> <ul style="list-style-type: none"> Observations/Conversations/Work Samples Reading responses Student questions/comments Informal writing samples Formal essays Group/individual projects Graded discussion/presentations Tests/quizzes Peer- and Self-assessments 		<p>Components of Quality Instruction that Demand Student-Teacher Collaboration in the Learning Process</p> <ul style="list-style-type: none"> Clear and high expectation for all students Frequent, timely, meaningful feedback of student accomplishment Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls, and movement) <p>Students actively engage in learning by:</p> <ul style="list-style-type: none"> Participating in classroom talk (listening, elaborating, clarifying, expanding) Applying rigorous, strategic thinking (application, explanation, perspective-taking, interpretation, perspective, empathy, self-knowledge) <p>Teachers prepare for instruction by:</p> <ul style="list-style-type: none"> Scheduling 60 minutes each for reading, writing, speaking and listening each week Using Data Driven Balanced Literacy Instructional Approaches <ul style="list-style-type: none"> <input type="checkbox"/> Reading & writing demonstrations <input type="checkbox"/> Shared and guided reading & writing <input type="checkbox"/> Independent reading & writing Balancing whole group, small group, and individual instruction Using collaborative learning groups Planning opportunities to read and write multiple genres Providing opportunities for students to authentically respond to and judge what they read Requiring students to publish their writing (including individual and/or group anthologies) Integrating essential skills and strategies explicitly and systematically
Standards	Public Speaking Expectations	
1. Speaking and Listening	<ol style="list-style-type: none"> 1. Prepare for and communicate effectively by sharing reasoning and varied perspectives during oral presentations. 2. Initiate and participate effectively in a range of collaborative discussions. 3. Prepare for and communicate effectively during oral presentations. (Table 1) 4. Prepare for and communicate effectively during oral presentations. (Table 2) 	
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. Use textual evidence to support analysis, synthesis, and evaluation of informational and persuasive texts. 2. Analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases. 	
3. Writing and Composition	<ol style="list-style-type: none"> 1. With attention to audience and purpose, compose narrative writing. (Table 1) 2. With attention to audience and purpose, compose narrative writing. (Table 2) 	
4. Research and Reasoning	<ol style="list-style-type: none"> 1. Support own analysis, reflection, and research by using evidence from texts, critical thinking, and logical reasoning. 2. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence. (State) 	

1. Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standard requires students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE Anchor Standards Connected to Speaking and Listening

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. 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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies in the Speaking and Listening Standard:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Content Area: English Language Arts - Public Speaking	
Standard: 1. Speaking and Listening	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Deliver organized and effective oral presentations for diverse audiences and varied purposes. 	
GRADE LEVEL EXPECTATIONS	
Concepts and skills students master:	
1. Prepare for and communicate effectively by sharing reasoning and varied perspectives during oral presentations.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. b. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. c. Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience d. Choose specific words and word order for intended effect and meaning e. Select appropriate technical or specialized language f. Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives, or contexts (such as social, professional, political, cultural, historical or geographical) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do different purposes and audiences affect presentation outcomes? 2. What connections are there between print text structures (such as chronology, description, proposition-support, critique, inductive-deductive) and the organization and development of content for a specific oral presentation? 3. Why is it important to match the vocabulary used to a particular audience? (For example, scientific terms are important to use when talking with biologists or physicists.)
	Relevance and Application: <ol style="list-style-type: none"> 1. Strong communication and planning skills contribute to local and national stewardship. 2. Intentional word choice can influence the reader. 3. Political or social causes are only victorious when a representative can persuasively present. 4. Strategic use of multimedia elements and visual displays of data can gain audience attention and enhance understanding. 5. An audience can be influenced by the use of theatrical devices such as pausing for emphasis and loud and soft tones.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Strong critical thinking in a group setting occurs when an oral presentation is clear and effective. 2. Knowledge is attained through clear and effective communication. 3. Great presenters plan for a presentation by determining their audience, research a topic of interest, and use the best presentation methods to convey key points.

Content Area: English Language Arts - Public Speaking		
Standard: 1. Speaking and Listening		
Valwood Graduates:		
<ul style="list-style-type: none"> ➤ Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective. 		
GRADE LEVEL EXPECTATIONS		
Concepts and skills students master:		
2. Initiate and participate effectively in a range of collaborative discussions.		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
Students can: <ol style="list-style-type: none"> a. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. c. Implement an effective group effort that achieves a goal d. Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities e. Assume a leadership role in a group that is collaboratively working to accomplish a goal f. Self-evaluate roles in the preparation and completion of the group goal g. Critique and offer suggestions for improving presentations given by own group and other groups h. Use responsive listening skills (e.g., paraphrasing, summarizing, asking questions, giving feedback, note taking, judging, and evaluating peer presentations 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is being able to effectively function in a collaborative group a necessary skill? 2. How do effective groups balance individual responsibility with group interdependence? 3. What criteria could be used to measure the effectiveness of a group? 	
		Relevance and Application: <ol style="list-style-type: none"> 1. Assuming responsibility for and participation in small group activities (such as a sports team, debate team, fundraising, part-time job, service project) improves the quality of the intended goal. 2. Raising questions in a group setting can often lead to new and unexpected outcomes. 3. Using a shared online workspace enables groups to build collective knowledge. 4. Enlisting all members of a sports team to do their part ensures a win and a successful team.
		Nature of Discipline: <ol style="list-style-type: none"> 1. Use of skilled communication in group settings creates collaboration and understanding. 2. Good communicators acknowledge the ideas of others.

Content Area: English Language Arts - Public Speaking

Standard: 1. Speaking and Listening

Valwood Graduates:

- Articulate the position of self and others using experiential and material logic.

GRADE LEVEL EXPECTATIONS

Concepts and skills students master:

- 3. Prepare for and communicate effectively during oral presentations

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">b. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. Select organizational patterns and structures and choose precise vocabulary and rhetorical devicesc. Make decisions about how to establish credibility and enhance appeal to the audienced. Rehearse the presentation to gain fluency, to adjust tone and modulate volume for emphasis, and to develop poisee. Use feedback to evaluate and revise the presentation	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What are some messages that may be conveyed using only nonverbal techniques?2. Why is it important for communicators to organize their thinking when trying to support a position?3. How can strong preparation be a useful tool in defending a position or trying to persuade others? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Authors use relevant examples from knowledge and experience to support main ideas.2. The legal system has people who gather and organize evidence to present to a jury (such as lawyers, legal assistants, and criminal investigators).3. Databases can categorize and scaffold content searches.4. Electronic journaling tools can be used for reflection. <p>Nature of Discipline:</p> <ul style="list-style-type: none">1. Skilled communicators can speak to both sides of an issue because they look at topics from multiple perspectives.2. Good presenters automatically prioritize the big idea and its supporting evidence.

Content Area: English Language Arts - Public Speaking

Standard: 1. Speaking and Listening

Valwood Graduates:

- Deliver organized and effective oral presentations for diverse audiences and varied purposes.

GRADE LEVEL EXPECTATIONS

Concepts and skills students master:

- 4. Prepare for and communicate effectively during oral presentations

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.b. Use verbal and nonverbal techniques to communicate informationc. Define a position and select evidence to support that positiond. Develop a well-organized presentation to defend a positione. Use effective audience and oral delivery skills to persuade an audiencef. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How do different purposes and audiences affect the preparation content and language of presentation?2. How do presenters know if an audience is interested in their topic?3. How can nonverbal cues change the intent of a presentation?4. How do presenters know when they are ready to deliver a presentation? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Humor, poise, and intuition give society alternative ways to access information.2. Politicians seek to persuade voters by offering compelling arguments developed through well-organized speech writing.3. Actors research and study the history of their character to present an authentic portrayal.4. Media technologies offer opportunities for viewing presentations on a variety of topics and observing various styles.5. Electronic presentation tools can be used to enhance oral presentation. <p>Nature of Discipline:</p> <ul style="list-style-type: none">1. Skilled communicators use nonverbal techniques in their presentations to help them convey a particular message.2. Effective communicators understand the necessity for developing presentations with sequential and relevant information for a particular audience.

2. Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

READING

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

LANGUAGE Anchor Standards Connected to Reading

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. 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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies in the Reading for All Purposes Standard:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Content Area: English Language Arts - Public Speaking

Standard: 2. Reading for All Purposes

Valwood Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks.

GRADE LEVEL EXPECTATIONS

Concepts and skills students master:

1. Use textual evidence to support analysis, synthesis, and evaluation of informational and persuasive texts.

Evidence Outcomes

Students can:

- a. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- b. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- c. Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
- d. Use semantic cues, signal words, and transitions to identify text structures (such as critique, proposition/support, inductive/deductive) and to summarize central ideas and supporting details
- e. Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems
- f. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do different genres, formats, and text features used in informational text help readers understand the author’s purpose?
2. What gives the written word its power?
3. How do rhetorical devices and logic impact the reader?
4. What is the role of logic in informational texts?
5. What are rhetorical devices that can destroy a valuable piece of substantive text?

Relevance and Application:

1. Interpretation of text, supported by citing evidence, fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and postsecondary settings.
2. Civil engineers interpret legislative and legal terms as they construct bridges, roads, and reservoirs.

Nature of Discipline:

1. Critical readers ask questions in their mind as they read.
2. Skilled readers study and apply information from Science, Technical Subjects, and History/Social Studies

Content Area: English Language Arts - Public Speaking

Standard 2: Reading for All Purposes

Valwood Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary.

GRADE LEVEL EXPECTATIONS

Concepts and skills students master:

2. Analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.

Evidence Outcomes

Students can:

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 - Consult general and specialized 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, its part of speech, its etymology, or its standard usage.
 - 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).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does having a sound knowledge of English Language aid in text comprehension of difficult text?
- Describe how content specific academic language is beneficial to the development of comprehension in content areas, i.e. science, social studies, and health and PE, specific vocabulary.
- What is the significance of being able to correctly use patterns of word changes to bring meaning to text?

Relevance and Application:

- Doctoral students are required to write a thesis with a dissertation. Having a sound knowledge of language, and how language functions, is a necessity to this type of work.

Nature of Discipline:

- Sound readers are able to immerse into the English Language to derive and infer meaning from difficult text.

3. Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

WRITING

Text Types and Purposes (*These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE Anchor Standards Connected to Writing

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies in the Writing and Composition standard:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

Content Area: English Language Arts - Public Speaking

Standard: 3. Writing and Composition

Valwood Graduates:

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes.

GRADE LEVEL EXPECTATIONS

Concepts and skills students master:

1. With attention to audience and purpose, compose narrative writing.

Evidence Outcomes

Students can:

- a. Use a range of elaboration techniques (such as questioning, comparing, connecting, interpreting, analyzing, or describing) to establish and express point of view and theme
- b. Create a clear and coherent, logically consistent structure appropriate to the chosen literary genre (biographical account, short story, personal narrative, narrative poem or song, parody of particular narrative style, play script)
- c. Develop context, character/narrator motivation, problem/conflict and resolution, and descriptive details/examples to support and express theme
- d. Manipulate elements of style, imagery, tone, and point of view to appeal to the senses and emotions of the reader
- e. Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does figurative language enhance the writer's intended meaning?
2. In what way is the setting a significant part of a text?
3. How might events in a story be different if the setting were different?
4. What literary genre best fits your interest and why?
5. If you were invited to write a short story about an event in your life or that of another person, what would you write about and why?
6. Who would your intended audience be for this piece of work?
7. How are the lyrics of a song directed at a particular audience?

Relevance and Application:

1. In an adapted film, screenwriters must effectively synthesize original, literary writing to produce an action-oriented screenplay.

Nature of Discipline:

1. Writers look for symbolism, connections, and other elaboration techniques.
2. Writers increase their skill set in creating tone and imagery.
3. Skilled writers apply their knowledge when completing technical writing in Science, Technical Subjects, and History/Social Studies

Content Area: English Language Arts - Public Speaking		
Standard: 3. Writing and Composition		
Valwood Graduates:		
<ul style="list-style-type: none"> ➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail. 		
GRADE LEVEL EXPECTATION		
Concepts and skills students master:		
2. With attention to audience and purpose, compose narrative writing.		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
Students can: <ul style="list-style-type: none"> a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> i. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. vi. Use a range of strategies to evaluate whether the writing is presented in a clear and engaging manner (such as reading the text from the perspective of the intended audience, seeking feedback from a reviewer) vii. Evaluate and revise text to eliminate unnecessary details, ineffective stylistic devices, and vague or confusing language 	Inquiry Questions: <ul style="list-style-type: none"> 1. What are the implications if the revision process is not done? 2. Why do writers want to appeal to the readers' senses? 3. Why use sensory tools to influence the reader? 	
		Relevance and Application: <ul style="list-style-type: none"> 1. Many companies and colleges require a statement of intent when applying for a job or completing applications, respectively. 2. Conveying a point of view in writing is an important skill to have when applying for a competitive job or to college.
		Nature of Discipline: <ul style="list-style-type: none"> 1. Writers enjoy finding new ways to create tone or mood in writing. 2. Skilled writers apply their knowledge when completing technical writing in Science, Technical Subjects, and History/Social Studies

4. Research and Reasoning

Research and Reasoning skills are pertinent for success in postsecondary and workforce settings. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work. Below and on the next page are the Common Core Anchor Standards and Colorado's Prepared Graduate Competencies.

WRITING

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE Anchor Standards Connected to Research and Reasoning

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies in the Research and Reasoning standard:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

Content Area: English Language Arts - Public Speaking	
Standard: 4. Research and Reasoning	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Articulate the position of self and others using experiential and material logic. 	
GRADE LEVEL EXPECTATION	
Concepts and skills students master:	
1. Support own analysis, reflection, and research by using evidence from texts, critical thinking, and logical reasoning.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Synthesize information to support a logical argument b. Distinguish between evidence and inferences c. Identify false premises or assumptions d. Analyze rhetorical devices used in own and others' appeals e. Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do authors measure the quality of their argument along the way? 2. What criteria do authors use to evaluate the quality of their reasoning? (clarity, validity, logic, relevance, completeness, depth, breadth) 3. When have you last heard a "pitch" based predominantly using assumption? 4. When can a scattered argument ever be successful?
	Relevance and Application: <ol style="list-style-type: none"> 1. Editors at news agencies synthesize alternate views and vast appeals in order to make concise weekly editorials. 2. Expensive purchases such as a car, home or college education are usually made after a first impressions and false evidence have been eliminated. 3. Rhetorical devices are usually practiced and refined in most professions and jobs in order to advance reasoned activity. 4. Recognizing the difference between primary and secondary sources and analyzing primary sources applying our own knowledge and perspective can lead to deeper understanding.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Researchers are consumers of information. 2. Researchers are generators of information. 3. Investigative thinkers careful attend to language and the influence of bias or false premises

Content Area: English Language Arts - Public Speaking	
Standard: 4. Research and Reasoning	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning. 	
GRADE LEVEL EXPECTATION	
Concepts and skills students master:	
2. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence. (State)	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking b. Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision c. Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness) d. Evaluate the reasoning of self and others for quality, strong-sense thinking 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does one analyze the logic of thinking? 2. How does one evaluate the logic of thinking? 3. What does it look like to see intellectual humility or intellectual arrogance? 4. What types of complexities make it difficult for one to take apart his/her own thinking? 5. What obstacles interfere with quality reasoning?
	Relevance and Application: <ol style="list-style-type: none"> 1. Intellectual open-mindedness challenges rules and traditions and can instigate tension in a society. 2. The absence of logic and precision has steep consequences in medical, safety and judicial settings. 3. "Growing up" is a lifelong event and most often is noticed when faced with differing information, points of view, assumptions, and inferences. 4. Sociologists, anthropologists and historians make a living studying influence, bias, and patterns of quality thinking. 5. Reading and participating in social networking sites such as blogs give practice in applying humility, empathy and confidence through the engagement with an authentic audience.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Evaluating quality logic and mental flexibility is a trait that becomes a habit which improves the thinking of others. 2. Making connections and bringing fresh clarity to an intellectual assumption brings into mental focus the actual problem or a possible solution.