

# Sixth Grade Oral Language

**Rationale:** Communication skills are central to both cognitive and social development. People read, write, talk, listen, view and represent ideas visually to find and interpret information; to combine knowledge and experience' to reflect and relax; to explore possibilities and generate new ideas; to solve problems; to make decisions; and to communicate their experiences to others.

CPS students are able to successfully apply literacy skills in all academic, professional and personal areas of their lives as a result of the K-12 Language Arts curriculum.

**Course Description:** Aligned with the Missouri Grade Level Expectations (GLEs), the CPS Oral Language curriculum enables students to employ listening and speaking skills for a variety of purposes. Students practice oral language as a means of enhancing collaboration, presenting information, posing questions and discussing ideas. Oral reading also contributes to improved reading fluency which impacts comprehension and learning.

**Learning Goal:** Independently generate topic and thesis for formal and informal presentations

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Apply brainstorming techniques (e.g., research, discussion, questioning, investigation) to generate a topic		
		Judge appropriateness of topic for purpose, context and audience	
	Broaden or narrow a topic based on context		
		Clarify the importance and relevance of a topic	

**Learning Goal:** Select effective communication formats to develop and clarify information for the intended audience and purpose

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify various communication formats (e.g., persuasive speech, informal discussion, debate)			

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Identify purpose for communication (e.g., present literary forms, entertain, defend a position, explain information, persuade)		
		Anticipate audience needs (e.g., background, age, knowledge, beliefs)	
	Identify techniques and impact of media (e.g., images, camera angles, lighting, color, sound, music, symbols, messages, cultural perceptions, graphics, stereotypes)		
		Evaluate and use media and technology to support the communication of ideas	

**Learning Goal:** Establish and maintain focus based on audience and purpose

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify a main topic and statement of thesis			
	Use knowledge of purpose, content, and audience to determine optimal organization		
	Use organizational tools for planning and delivery (e.g., note cards, cue cards, outlines, visual aids)		
	Apply organizational patterns (e.g., preview/review, cause/effect, problem/solution, chronology)		
	Use effective transitions		

**Learning Goal:** Provide adequate support and development

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Collect information to support ideas, observations and opinions		
	Provide relevant details and examples		
		Consider alternate points of view	
		Defend and refute ideas	
	Paraphrase information and acknowledge sources		
		Differentiate between factual support and personal opinion	
	Use illustrations, statistics, comparisons, and analogies		

**Learning Goal:** Communicate effectively and expressively by choosing and adjusting tone and style of speech to audience and purpose

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Identify sender-receiver feedback loop in all communications		
			Control pitch and inflection for intended purpose and effect
			Articulate words clearly
			Pronounce words correctly
			Select speaking tone based on purpose, context and audience
			Select appropriate diction (e.g., standard English, dialect, accent)

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
			Eliminate verbal distractions (e.g., um, like, okay, you know)
			Use timing effectively (e.g., rate, pause, pace)
			Use speaking structures effectively (e.g., opening lines, repetition of key phrases, conclusions)
			<b>Demonstrate appropriate body language, posture, eye contact, physical appearance and gestures</b>
			<b>Regulate volume appropriately</b>
			Demonstrate sensitivity in language use regarding stereotypes, gender, and ethnicity
			Demonstrate increasing fluency in a variety of situations (e.g., reading aloud, speaking from notecards, speaking extemporaneously, memorizing)

**Learning Goal:** Contribute to group discussions

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
			<b>Observe, listen and reflect upon ideas</b>
			Contribute to creating and supporting agreed-upon group rules and procedures
			<b>Display appropriate turn-taking behaviors</b>
			<b>Volunteer contributions and respond appropriately</b>
			<b>Support and/or disagree with others in a constructive manner</b>
			Pose relevant questions (e.g., probing, clarifying)
			Formulate a position

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
			Support an opinion with relevant and logical arguments
			Provide a summary, clarification, illustration and evidence for ideas
			Solicit another person's comments and questions
			Synthesize ideas
			Initiate new topics when appropriate
			Fulfill individual purposes and needed roles within collaborative groups
			Respond to and demonstrate appropriate non-verbal communication
			Employ democratic principles to fulfill purpose of the discussion

**Learning Goal:** Analyze and evaluate style and content in presentations

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Identify elements of an effective presentation			
		Recognize barriers to effective communication	
Identify formal and informal style			
		<b>Listen to identify key ideas, tone, point of view, structure and verbal &amp; non-verbal messages</b>	
		Evaluate appropriateness of vocabulary	
		Evaluate the quality of support for idea	
		Identify logical fallacies/faulty reasoning	
		Identify propaganda techniques	
		Identify bias, objectivity and reliability	

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Evaluate presentations in terms of purpose, content & audience (e.g., genre, format, language use, visual aids)	

**Learning Goal:** Apply and adjust listening strategies for various purposes

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Set a listening goal prior to oral communication		
			Apply strategies to focus attention on the oral communication (e.g., note taking, sketching, graphic organizers, questions of the speaker, use of body language and facial expressions to indicate agreement, disagreement or confusion)
			Paraphrase and summarize oral communications
			Apply multi-step oral directions to perform complex tasks
			Formulate a judgment about the issues under discussion

**Learning Goal:** Align self-evaluation with external evaluations of product

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Use a holistic scoring guide to evaluate peer and own oral speaking	
		Revise oral communication based on scoring guide criteria and audience feedback	
		Critically compare own oral communication to models	

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
		Objectively evaluate one's oral communication based on quality rather than on effort	