

Idaho Content Standards English Language Arts/ Literacy Speech Guidance

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Idaho State Department of Education
Content and Curriculum | English Language Arts/Literacy

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Introduction

Idaho's education system should ensure that students are fully prepared for college and a career in the 21st century upon graduation. Idaho's education system should also ensure that students are prepared to be civically engaged and knowledgeable adults who make positive contributions to their communities. Nothing could be more vital for our state's future.

To reach this goal, Idaho engaged numerous stakeholders in a multi-layered process to revise its former English language arts standards. The new [English language arts standards](#) were adopted in January, 2022. A representative group of speech teachers have reviewed and analyzed the grade 9/10 standards to create this guidance document highlighting standards most relevant to the Speech Arts classroom. Additionally, suggested topics and resources have been added to support teachers and encourage consistency across classrooms.

Organization and Substance of Key Aspects of the Standards Related to Speech

- Reading Comprehension
- Vocabulary Development
- Research
- Writing
- Oral and Digital Communications
- Grammar and Conventions

Appreciation

We express our appreciation to those who served on the speech guidance review committee, representing Idaho's Speech teachers and students in this vital effort.

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Grades 9/10 Standards Relevant to Speech

Reading Comprehension Strand	
	9/10.RC-
Textual Evidence (TE)	
3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.	
Literature (L)	
5. Use evidence from literature to demonstrate understanding of grade-level texts. 5d. Analyze points of view or cultural experiences that represent diverse voices and perspectives in works of literature. 5e. Compare multiple interpretations of texts (including recorded or live production), evaluating how each version interprets the source text.	
Nonfiction Text (NF)	
6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 6d. Assess the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements. *Specific to debate	

Vocabulary Development Strand	
	9/10.VD-
Word Building (WB)	
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade-level content</i> , choosing flexibly from a range of strategies. 1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning, its part of speech, or its etymology.	
2. Determine how words and phrases provide meaning and nuance to texts. 2b. Interpret figurative language (e.g., hyperbole, paradox) in context and analyze its role in texts (e.g., <i>The Party's embrace of the slogans "War is Peace" and "Freedom is Slavery" in Orwell's 1984</i>). 2d. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").	

Research Strand

9/10.RS-

Inquiry Process to Build, Present, and Use Knowledge (IP)

1. *Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety of authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.*

Writing Strand

9/10.W-

Range of Writing (RW)

3. *Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.*

5. *Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.*

6. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)*

Handwriting and Keyboarding (HWK)

7. *Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*

Oral and Digital Communications Strand

9/10.ODC-

Oral Communications (OC)

- 1. Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.*
- 2. Analyze the effect of text and images on the reader's or viewer's emotions in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.*
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*
- 4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.*

Digital Communications (DC)

- 6. Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source.*
- 8. Make strategic use of digital media presentations to enhance understanding of findings, reasoning, and evidence and to add interest.*

Grammar and Conventions Strand

9/10.GC-

Grammar and Usage (GU)

- 1i. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.*
- 1j. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Mechanics (M)

- 3. Spell correctly, consulting reference materials to check as needed.*

Suggested Topics in the Speech Classroom

Communication	Speech Preparation	Speech Types	Speech Evaluation
<ul style="list-style-type: none"> • Communication process • Formal • Informal • Verbal • Nonverbal • Intrapersonal • Interpersonal • Group • Speech anxiety 	<ul style="list-style-type: none"> • Audience analysis • Topic selection • Outline format • Organizational structures • Finding and using sources • Using verbal Citations • MLA or APA • Physical elements of delivery 	<ul style="list-style-type: none"> • Informative • Persuasive • Entertain 	<ul style="list-style-type: none"> • Evaluation techniques • Speaker credibility • Ethos, Pathos, Logos • Speech analysis

Possible Oral/Digital Projects in the Speech Classroom

- Independent Speech Project- For this project try to prepare a speech that will work in a setting such as competitive IHSAA events, FFA, BPA, FCCLA, American Legion Oratorical or Other
- Loom, Screencastify, Adobe Spark, Movie Maker projects
- Introductory Speech
- Impromptu Speaking
- Job Interview Questions
- Bag Speech
- Elevator Speech
- Music Speech
- Celebration Speech
- Interview Speech
- Memorized Poetry
- Famous Speech Evaluation/Analysis
- Humorous/Serious Prose
- Debate Activities