

# 4th Writing 2024-2025 Unit 2 Persuasive Essay (Weeks 7-14)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## **Unit 2 Persuasive Essay**

---

### **Unit Rationale**

This persuasive essay unit is the first of two opinion writing units in 4th grade. Opinion writing represents 1/3 of the 4th grade NJ writing standards and appears on the NJSLA. This unit allows students to explore and express opinions that they are passionate about. Students are given the opportunity to choose a topic, state their opinion and support it and support it with reasons and thinking. Students will research, draft revise, edit, and share a persuasive essay. Students will also research their opinions, collecting and organizing facts and experiences. They will organize their opinion, reasons, and evidence into an essay. Students will organize their essays in paragraphs and use transitions to move the reader through the text. Essays will include correctly cited evidence. Students will also craft engaging introductions and conclusions that suggest a call to action. Throughout this unit students will have an opportunity to share and support their opinions with their peers, working to have respectful and logical conversations about important topics within their world. This unit also gives students an opportunity to focus on punctuation and capitalization with an emphasis on correct usage of quotation marks and commas. Completion of the persuasive essay unit is a strong foundation for the upcoming Unit 4, Literary Essay.

### **SEL Competencies**

---

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

## 21st Century Life and Career

---

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	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.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	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.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	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.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	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.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

CRP.K-12.CRP6.1	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.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	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.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	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.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	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.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	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.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Essential Questions**

---

What is the purpose of writing a persuasive essay?

What big opinions do I have about my world?

How can I support my opinion through research?

How can I best use text evidence to support my opinions?

How can I write an introduction and a conclusion that states my claim as well as gets my reader thinking?

How can I use paragraphs and transitions to organize my essay?

## **Pre-Assessments**

---

[Opinion Pre-Assessment On Demand](#)

[Opinion Assessment Guidance For Teacher](#)

[Opinion Rubric 4th](#)

## **Instructional Plan**

---

1. Writers state an opinion/claim about a topic within their world that they are passionate about.
2. Writers use paragraphs and transitions to organize and move readers from one reason/detail to the next.
3. Writers support their opinion/claim with personal knowledge, experiences, and/or researched facts.
4. Writers begin with an engaging introduction that states their opinion/claim and end with a conclusion that restates their opinion/claim and suggests a call to action.
5. Writers correctly cite sources within the essay using proper punctuation and capitalization.

Grammar:

- Grammar Concepts to Teach:
  - Writers organize texts by forming paragraphs.
  - Writers use commas and quotation marks to mark quotations from a text.
- Grammar Concepts to Revisit:
  - Writers use linking words and phrases to connect ideas
- Grammar Concepts Already Mastered (3rd Grade):
  - Writers use commas and quotation marks in dialogue
  - Writers produce simple, compound, and complex sentences
  - Writers ensure subject, verb, and pronoun agreement in sentences

- Writers use apostrophes appropriately to show possessions
- Writers use linking words and phrases

[Collingswood 4th Persuasive Essay Unit with Lessons and Resources](#)

[Persuasive Essay Resources](#)

[Opinion Learning Progressions and Rubrics](#)

## **Persuasive Collecting**

---

### **Collecting For A Persuasive Essay**

#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT collect opinion topics.

WALT state an opinion/claim about a topic.

WALT use reasons and details to explain a topic

#### **Student Success Criteria ... “I can statements”**

I can... list opinions in my writer's notebook.

I can... explore opinion topics.

I can... state my opinion and explain it with reasons.

I can... choose a topic that I am passionate about.

#### **Instructional Strategies and Activities**

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

### **Formative Assessments**

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

### **Instructional Materials and Resources**

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

BrainPop

### **Reflections and Suggested Modifications**

## **Persuasive Developing**

---

### **Developing For A Persuasive Essay**

#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT support an opinion with reasons.

WALT cite text evidence to support an opinion.

WALT use thinking stems and transitions to elaborate.

WALT research an opinion topic.

#### **Student Success Criteria ... "I can statements"**

I can... list opinions in my writer's notebook.

I can... state my opinion and explain it with reasons.

I can... choose a topic that I am passionate about.

#### **Instructional Strategies and Activities**

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

## **Formative Assessments**

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

## **Instructional Materials and Resources**

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

BrainPop

## **Reflections and Suggested Modifications**

## **Persuasive Drafting**

---

### **Drafting For A Persuasive Essay**

#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT draft a persuasive essay.

WALT draft an introduction that grabs the reader's attention.

WALT draft paragraphs using transitions to organize and move readers from one reason/detail to the next.

WALT correctly cite sources within the essay using proper punctuation and capitalization.

## **Student Success Criteria ... “I can statements”**

I can...hook my reader with an interesting introduction.

I can... draft my persuasive essay organizing it into reason paragraphs.

I can... support my reasons by citing text evidence.

I can...support my opinion with personal knowledge and experiences.

## **Instructional Strategies and Activities**

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

## **Formative Assessments**

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

### **Instructional Materials and Resources**

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

BrainPop

### **Reflections and Suggested Modifications**

## **Persuasive Revising**

---

### **Revising For A Persuasive Essay**

#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT revise to end our essays with a conclusion that relates an opinion and suggests a call to action.

WALT revise to add a counter argument.

WALT revise to elaborate using thinking stems.

#### **Student Success Criteria ... “I can statements”**

I can...write a conclusion that restates my opinion and tells the reader what to do next.

I can... revise to add more thinking and analysis to my essay.

I can... revise to make sure my essay makes sense, adding and taking away.

I can... revise using a checklist.

## **Instructional Strategies and Activities**

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

## **Formative Assessments**

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

## **Instructional Materials and Resources**

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

## Reflections and Suggested Modifications

### **Persuasive Editing**

---

#### **Editing For A Persuasive Essay**

#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT edit a persuasive essay.

WALT use commas correctly

WALT use quotation marks correctly.

WALT capitalizes correctly.

#### **Student Success Criteria ... “I can statements”**

I can... reread my persuasive essay, checking for editing errors.

I can... edit my essay to make sure I used commas correctly.

I can... edit my essay to make sure I used quotation marks correctly.

I can... check my essay for capitalization errors and fix them.

#### **Instructional Strategies and Activities**

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

### **Formative Assessments**

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

### **Instructional Materials and Resources**

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

BrainPop

### **Reflections and Suggested Modifications**

### **Persuasive Publishing**

---

Collecting For A Persuasive Essay

**Student Learning Intentions or We are learning to ... (WALT)**

WALT publish persuasive essays.

WALT present our persuasive essays to our class.

Student Success Criteria ... "I can statements"

I can... finalize my essay, ensuring it's my best work.

I can... share my essay with my class by reading a portion of it out loud.

I can... celebrate my published essay!

### **Instructional Strategies and Activities**

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

### **Formative Assessments**

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

## **Instructional Materials and Resources**

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

BrainPop

## **Reflections and Suggested Modifications**

### **Modifications and/or Accommodations**

---

#### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful

units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

---

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

See Crosswalks

## **New Jersey Student Learning Standards: Content Area**

---

ELA.W.AW.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.AW.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
ELA.W.AW.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
ELA.W.AW.4.1.D	Provide a conclusion related to the opinion presented.
ELA.W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA.SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## **Integration of Career Readiness. Life Literacies and Key Skills**

---

TECH.9.4.5.CI	Creativity and Innovation
TECH.9.4.5.CT	Critical Thinking and Problem-solving

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## **Integration of Computer Science and Design Thinking**

---

CS.K-12.1	Fostering an Inclusive Computing and Design Culture
CS.K-12.2	Collaborating Around Computing and Design
CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.  Computing devices may be connected to other devices to form a system as a way to extend their capabilities.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

---

SOC.K-4.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.K-4.1.3	Critical Thinking
SOC.K-4.1.3.2	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).
SOC.K-4.1.4	Presentational Skills
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.