Jan. SW Gr.8 Reading Nonfiction

Content Area: **English**
Course(s): **Language Arts**
Time Period: **January**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader! Students will spend a great deal of time in school (and their lives outside of school) reading nonfiction, from newspaper articles to textbooks, from recipes to biographies, from travel brochures to informational web sites. Reading nonfiction is empowering. So often students feel like "experts" on the topics or subjects they have read about. Nonfiction reading sparks students' curiosity and opens their eyes to new worlds and different points of view. Nonfiction has so much to offer readers and is an essential genre to study.

Enduring Understandings

Students will: ■ Read a variety of types of reference and literary nonfiction, including essays, speeches, memoirs, and biographies; ■ Use knowledge of genre, text structure, and text features to support understanding; ■ Use comprehension strategies before, during, and after reading to monitor and deepen comprehension; ■ Employ a repertoire of strategies to figure out unfamiliar vocabulary (including technical language) while reading; ■ Use textual evidence to support thinking about nonfiction reading in both conversation and writing; ■ Infer an author’s purpose or viewpoint; ■ Summarize and synthesize information to determine important ideas; ■ Analyze the impact of the author’s language choices on the meaning and tone of the text; ■ Analyze and evaluate arguments presented in nonfiction texts; ■ Synthesize and compare information across texts and in various formats (e.g., print, visual, multimedia); and ■ Determine and pursue meaningful goals for enhancing the reading of nonfiction.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

How do good readers read and interpret nonfiction texts.

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: Introduction to Nonfiction uses Don't Sweat It!: Regulating Body Temperature by Mary Kay Carson, Shipwreck at the Bottom of the World by Jennifer Armstrong, and Roughing It by Mark Twain. Rationale: Readers of nonfiction have opportunities to learn about every imaginable topic. Students will recognize the characteristics of different types of nonfiction, including reference nonfiction and various forms of literary nonfiction. Common Core State Standards: RI.8.1, RI.8.10, RI.8.4, SL.8.1, L.8.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Finding Word Meaning (Vocabulary), Listening and Responding

Lesson 2: How Do We Read Nonfiction? uses Shipwreck at the Bottom of the World by Jennifer Armstrong. Rationale: Readers understand the challenges of nonfiction text. They monitor their comprehension and take action if they are losing meaning. Students will use reading comprehension strategies before, during, and after reading to support their learning. Common Core State Standards: RI.8.1, RI.8.4, RI.8.10, RI.8.2, RI.8.3, RI.8.5, SL.8.1, L.8.4, L.8.6, W.8.10 Skills and Strategies: Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Nonfiction Text Features uses Shipwreck at the Bottom of the World by Jennifer Armstrong and Don't Sweat It!: Regulating Body Temperature by Mary Kay Carson. Rationale: Readers of nonfiction use text features to help them more fully understand information they encounter. Students will identify text features, their purposes, and how the features support comprehension. Common Core State Standards: RI.8.1, RI.8.4, RI.8.7, L.8.4, RI.8.3, RI.8.5, RI.8.10, SL.8.1, SL.8.2 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating Mentor Texts Don't Sweat It!: Regulating Body Temperature by Mary Kay Carson ODYSSEY Magazine April 2012 Issue Roughing It by Mark Twain Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance by Jennifer Armstrong The Trouble Begins at 8 by Sid Fleischman Nonfiction Shared Texts Excerpt of Chapter VII of Roughing It by Mark Twain (Lexile Level: 1270L) Excerpt of "Op-Ed: In Defense of Gaming" from The Daily by Trevor Butterworth (Lexile Level: 1240L) "Shackleton and Amundsen: Heroes of Polar Exploration" by Ed Combs (Lexile Level: 930L) "Steve Jobs's 2005 Stanford Commencement Address" by Steve Jobs (Lexile Level: 900L) "Troubled Daughter Grows Up" from the Chicago Tribune by Mary Schmich (Lexile Level: 930L) "Violence in Video Games Causes Desensitization to Violence in Reality" from the South High Southerner by Hannah Garry (Lexile Level: 1240L)

Lesson 4: Structures of Nonfiction uses Shipwreck at the Bottom of the World by Jennifer Armstrong and "Queasy?" by Ruth Tenzer Feldman from ODYSSEY Magazine. Rationale: Readers of nonfiction pay attention to text structures to support their understanding. Students will identify various text structures and how they support a writer's intentions in a text. Common Core State Standards: RI.8.5, RI.8.1, RI.8.2, RI.8.3, RI.8.10, SL.8.1 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Vocabulary in Nonfiction Texts uses Shipwreck at the Bottom of the World by Jennifer Armstrong. Rationale: Readers of nonfiction encounter particular challenges with vocabulary. Students will use a variety of approaches to handle these challenges. Common Core State Standards: RI.8.4, RI.8.5, L.8.4, L.8.5, L.8.6, RI.8.1, RI.8.10, SL.8.1 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Learning From and About Biographies uses The Trouble Begins at 8 by Sid Fleischman and Roughing It by Mark Twain. Rationale: Literary nonfiction takes many forms, including biography. Students will note characteristics of this genre to support their understanding as they read biographies. Common Core State Standards: RI.8.3, RI.8.1, RI.8.5, RI.8.10, SL.8.1, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Author's Point of View uses Shipwreck at the Bottom of the World by Jennifer Armstrong and The Trouble Begins at 8 by Sid Fleischman. Rationale: Authors of nonfiction often have perspectives that determine how they present their topics. Students will infer the author's point of view to gain deeper insights into the text. Common Core State Standards: RI.8.2, RI.8.4, RI.8.6, RI.8.1, RI.8.3, RI.8.5, RI.8.10, SL.8.1, L.8.5 Skills and Strategies: Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Understanding Authors' Messages in Nonfiction uses The Trouble Begins at 8 by Sid Fleischman. Rationale: Readers develop their understanding of a writer's central messages as they continue reading a nonfiction text. Students will think, write, and talk as they gather evidence to support, expand, and revise their interpretations of an author's messages. Common Core State Standards: RI.8.2, RI.8.5, SL.8.1, RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.10, L.8.4, W.8.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Exploring Authors' Use of Language uses an excerpt of Chapter VII of Roughing It by Mark Twain from the Nonfiction Shared Texts and The Trouble Begins at 8 by Sid Fleischman. Rationale: Readers of nonfiction notice the style and tone created by writers' use of language. Students will examine the effects of writers' language choices in literary nonfiction. Common Core State Standards: RI.8.4, RI.8.5, L.8.5, RI.8.1, RI.8.6, RI.8.10, SL.8.1, L.8.4, W.8.10 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: Understanding the Power of a Speech uses the video and text of "Steve Jobs's 2005 Stanford Commencement Address" from the Nonfiction Shared Texts. Rationale: Speeches can be powerful forms of literary nonfiction. Students will examine the characteristics of a speech and note their reactions to watching and listening to a speech and to reading one. Common Core State Standards: RI.8.7, RI.8.3, RI.8.5, SL.8.1, SL.8.2, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Analyzing a Speech uses “Steve Jobs’s 2005 Stanford Commencement Address” from the Nonfiction Shared Texts. Rationale: Readers of literary nonfiction notice how a speech is structured to support their understanding of its central points. Students will summarize each part of a speech, note its main lesson or message, and make connections to the author’s ideas. Common Core State Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.4, RI.8.7, RI.8.10, SL.8.1, SL.8.3 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Analyzing Rhetorical Devices in a Speech uses “Steve Jobs’s 2005 Stanford Commencement Address” from the Nonfiction Shared Texts. Rationale: Speeches are designed to hold the audience’s interest and clearly make their points. Students will analyze a speech to discover how speakers make use of rhetorical devices. Common Core State Standards: RI.8.1, RI.8.4, RI.8.5, L.8.5, RI.8.6, RI.8.10, SL.8.1, L.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Understanding an Essay uses “Stay Hungry, Stay Foolish” by Susan Barnes from ODYSSEY Magazine. Rationale: Essays are another powerful form of literary nonfiction. Students will examine the characteristics of an essay and summarize the main parts of an essay. Common Core State Standards: RI.8.1, RI.8.2, RI.8.5, RI.8.6, RI.8.10, SL.8.1, L.8.5, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Analyzing an Essay uses “Stay Hungry, Stay Foolish” by Susan Barnes from ODYSSEY Magazine and “Troubled Daughter Grows Up” by Mary Schmich from the Chicago Tribune from the Nonfiction Shared Texts. Rationale: Readers use their knowledge of the structure of an essay to help them understand a writer’s big ideas. Students will analyze an essay to determine how the introduction, thesis, body, and conclusion present and support the author’s message. Common Core State Standards: RI.8.2, RI.8.5, RI.8.1, RI.8.3, RI.8.10, SL.8.1 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Discussing Essays uses “Troubled Daughter Grows Up” by Mary Schmich from the Chicago Tribune from the Nonfiction Shared Texts and “Stay Hungry, Stay Foolish” by Susan Barnes from ODYSSEY Magazine. Rationale: Readers recognize that an essay can be understood more deeply through sharing ideas. Students will engage in group conversations about an essay to probe its meaning. Common Core State Standards: RI.8.1, RI.8.3, SL.8.1, RI.8.2, RI.8.10, W.8.10 Skills and Strategies: Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Analyzing an Argument uses "Violence in Video Games Causes Desensitization to Violence in Reality" by Hannah Garry from the South High Southerner from the Nonfiction Shared Texts and the excerpt of "Op-Ed: In Defense of Gaming" by Trevor Butterworth from The Daily from the Nonfiction Shared Texts. Rationale: Readers of persuasive essays are critical readers. Students will identify the claim, reasons, and evidence in a persuasive essay to discern how an author has supported his or her argument about a topic. Common Core State Standards: RI.8.1, RI.8.5, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.10, SL.8.1, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Evaluating an Argument uses "Violence in Video Games Causes Desensitization to Violence in Reality" by Hannah Garry from the South High Southerner from the Nonfiction Shared Texts and the excerpt of "Op-Ed: In Defense of Gaming" by Trevor Butterworth from The Daily from the Nonfiction Shared Texts. Rationale: Readers of persuasive essays study both sides of the argument and analyze the validity of each writer's perspective. Students will compare the reasons and evidence writers provide and evaluate which better support the writers' claims. Common Core State Standards: RI.8.1, RI.8.5, RI.8.6, RI.8.8, RI.8.9, RI.8.4, RI.8.10, SL.8.1, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Reexamining Nonfiction uses all of the mentor texts from the unit. Rationale: Readers develop more sophisticated understandings of nonfiction as they read different types of texts included in this genre. Students will evaluate their goals for this unit and what they have learned about reading nonfiction. Common Core State Standards: SL.8.1, W.8.10, RI.8.10 Skills and Strategies: Synthesizing, Monitoring and Repairing Comprehension, Listening and Responding, Engaging in Discussion/ Collaborating

Integration of Career Readiness, Life Literacies and Key Skills

Students will be exposed to a variety of career choices through the nonfiction texts.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship

9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.GCA	Global and Cultural Awareness
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate digital projects to document understanding.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

LA.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Writing Samples

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

- Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Summative Assessment Students will read the articles "Frederick Douglass" by Ed Combs and "Oration,

Delivered in Corinthian Hall, Rochester, By Frederick Douglass, July 5th, 1852" in order to answer selected and constructed response questions

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

Don't Sweat It: Regulating Body Temperature by Mary Kay Carson ODYSSEY Magazine April 2012 Issue Roughing It by Mark Twain Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance by Jennifer Armstrong The Trouble Begins at 8 by Sid Fleischman Nonfiction Shared Texts Excerpt of Chapter VII of Roughing It by Mark Twain (Lexile Level: 1270L) Excerpt of "Op-Ed: In Defense of Gaming" from The Daily by Trevor Butterworth (Lexile Level: 1240L) "Shackleton and Amundsen: Heroes of Polar Exploration" by Ed Combs (Lexile Level: 930L) "Steve Jobs's 2005 Stanford Commencement Address" by Steve Jobs (Lexile Level: 900L) "Troubled Daughter Grows Up" from the Chicago Tribune by Mary Schmich (Lexile Level: 930L) "Violence in Video Games Causes Desensitization to Violence in Reality" from the South High Southerner by Hannah Garry (Lexile Level: 1240L)

Standards

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-

	complexity or above, with scaffolding as needed.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.