

Reading Literature/ Informational Text		
Weeks 1-3		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RL7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RS Weeks 4-6 and 7-9)</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>The student can...</p> <ul style="list-style-type: none"> Identify inferences from a text. Identify explicit information from a text. Recognize credible resources/sources. Analyze several pieces of text to determine what it explicitly says. Formulate inferences from textual material. Cite resources that support analysis of a text. Cite several pieces of textual evidence to support an analysis of what the text says and inferences it makes. 		
<p>Standard Unpacked</p> <p>Question Stems</p> <ol style="list-style-type: none"> Cite three pieces of textual evidence to support the author's main point. Analyze the passage. What can you conclude? Provide textual evidence that supports your conclusion. Analyze the passage. What is implied? Provide textual evidence that supports the implication(s). Use three pieces of text to prove _____. 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RL7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RS Weeks 7-9)</p>	<p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves</p>	<p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>

	toward a resolution.	
Standard Unpacked		
The student can...		
<ul style="list-style-type: none"> Analyze how elements of a story or drama interact. Identify and understand literary elements in a text. Analyze how literary elements interact in a prose. Analyze how a particular character is shaped by the setting of a story or drama. Recognize the role a setting plays in shaping the plot of a story or drama. 		
Question Stems		
<ol style="list-style-type: none"> How did a character evolve with the plot of the story or drama? Describe the conflict and resolution of the story or drama. How did the mood of the text change with the resolution? How did the character change affect the tone of the piece? How does flashback impact the story/drama? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
RL7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text	RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Standard Unpacked		
The student can...		
<ul style="list-style-type: none"> Analyze how an author develops the points of view of characters and narrators. Identify point of view Understand and explain how points of view of characters or narrators are developed by the author Analyze how and explain why characters'/narrators' points of view differ Analyze how an author develops the points of view of multiple narrators or characters in a text. Compare and contrast the points of view of multiple narrators or characters in a text. 		
Question Stems		

1. From whose point of view is the text written? Who is speaking? To whom?
2. How does the narrator’s point of view differ from the _____character’s point of view? How do you know they differ?
3. How does the author develop the narrator’s point of view? What strategies does he use?
4. How does the point of view of the protagonist differ from the antagonist?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RI7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>RI 6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>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</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Understand how claims and/or arguments are supported by evidence from the text • Trace the specific claims of an argument. • Evaluate evidence relevant to the claims • Outline the argument and specific claims presented in a text, and evaluate whether the reasoning is logical and the evidence is relevant and sufficient. • Recognize when a text presents irrelevant evidence, and can explain how I know 		
<p>Question Stems</p> <ol style="list-style-type: none"> 1. What is the argument in the text? 2. Identify the claims used to support the argument. 3. Are these claims valid/invalid, and if so, why? 4. Is the argument well developed and supported? Explain your answer. 		
Weeks 4-6		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RL 7.2 Determine a theme or central idea of a text and</p>	<p>RL 6.2 Determine a theme or central idea of a text</p>	<p>L 8.2 Determine a theme or central idea of a text</p>

<p>analyze its developments over the course of the text; provide an objective summary of the text</p>	<p>and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Explain how particular details work together over the course of a text to create a theme. • Determine the central idea of a text and describe how it evolves over the course of a text. • Summarize the text objectively • Derive the theme of a literacy text through analysis of key details 		
<p>Question Stems</p> <ol style="list-style-type: none"> 1. Cite evidence from the text to support your determination of the theme/central idea. 2. ____ best captures the theme. 3. An example of how the theme recurs/is developed in the text is_____. 4. How can you objectively summarize the text? 		
<p>TN Academic Standard</p>	<p>Prior Grade Standard</p>	<p>Future Grade Standard</p>
<p>RI 7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>RI 6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text</p>	<p>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.</p>
<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"> • Identify and analyze purpose • Identify and analyze point of view • Determine the author’s point of view or purpose in a text. • Understand and explain how the point of view/purpose is distinguished from that of others 		

Question Stems

1. What is the author's point or view or purpose?
2. How does the author's word choice help develop the point of view/purpose?
3. How does the author distinguish their position from that of others?

Weeks 7-9**TN Academic Standard****RL 7.5**

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

Prior Grade Standard**RL 6.5**

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot

Future Grade Standard**RL 8.5**

Compare and contrast the structure of two or more texts and analyze how the differing structure of each texts contributes to its meaning and style

Standard Unpacked**The student can:**

- Understand and identify types of drama and poetry
- Analyze the form or structure of drama and poetry
- Interpret the meaning of drama and poetry
- Understand and analyze how text structure contributes to the meaning of a drama or poem

Question Stems

1. What is the structure of the text?
2. What is the meaning of the text?
3. How does the structure of the text contribute to its meaning?
4. How does the sentence, chapter, scene, or stanza fit into the overall structure of a _____?
5. How would the meaning of the poem /drama have been different if it were written as a _____?

Language – Vocabulary/Conventions		
Weeks 1-3		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (RS Weeks 4-6 and 7-9)	L 6.4 b Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase	L 8.4 b Use common, grade-appropriate Greek or Latin affixes and roots a clues to the meaning of a word (e.g., precede, recede, secede).
Standard Unpacked The student can: <ul style="list-style-type: none"> • Use context clues to derive word meaning • Use Greek and Latin affixes and roots to derive word meaning • Use reference materials to derive word meanings • Use reference materials to determine correct pronunciation of words • Trace the etymology of words • Verify word meaning 		
Question Stems <ol style="list-style-type: none"> 1. Based upon the use of the word in the sentence, what can you deduce the word_____ means? 2. Does the positioning of the word_____assist in deteremining meaning? Is an appositive clue provided? 3. Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide? 4. Has the meaning/use of the word_____changed over time? How? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a	L 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a	L 8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a

<p>word or phrase important to comprehension or expression. (RS Weeks 4-6 and 7-9)</p>	<p>word or phrase important to comprehension or expression.</p>	<p>word or phrase important to comprehension or expression.</p>
<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"> Identify, understand and use general academic terms Identify, understand, and use domain-specific terms Independently build vocabulary 		
<p>Question Stems</p> <ol style="list-style-type: none"> What is the meaning for the term_____? Can you provide an example of how the word_____is used in different subject areas? Why is it important to understand the meaning of the domain-specific word_____when studying this subject? What strategies do you use for identifying, understanding, and using high-utility academic words? 		
<p>TN Academic Standard</p>	<p>Prior Grade Standard</p>	<p>Future Grade Standard</p>
<p>L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and general and their functions in specific sentences. b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationship among ideas c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers (RS Weeks 4-6 and 7-9)</p>	<p>L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. c. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). d. Recognize variations from standard English in their own and others' writing and speaking, and identify and use</p>	<p>L 8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood</p>

	strategies to improve expression in conventional language.	
Standard Unpacked		
<p>The student can:</p> <ul style="list-style-type: none"> • Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.) • Identify and correctly use phrases and clauses • Identify and correctly use simple sentences • Identify and correctly use compound sentences • Identify and correctly use complex sentences • Identify and correctly use compound-complex sentences • Identify and correctly use (place) modifiers 		
Question Stems		
<ol style="list-style-type: none"> 1. What is a phrase? How does it differ from clause? 2. What is an independent clause? What is a dependent clause? Which is the same as a simple sentence? 3. What is a compound sentence? 4. Name the words that are used to connect two independent clauses. 5. What is a complex sentence? How does it differ from a compound sentence? 6. What types and how many clauses are used in a compound-complex sentence? 7. Is the position of the modifier correct? What word is being modified? 8. What is a dangling modifier? 9. In what way does the passage deviate from conventional use? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives b. Spell correctly (RS Weeks 4-6 and 7-9)	W 6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic or thesis statement; organize ideas, concepts, and information,	W 8.2: Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.

	<p>using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
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Standard Unpacked

The student can:

- Use commas to separate coordinate adjectives
- Punctuate correctly
- Spell correctly

Question Stems

1. What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence?
2. What is the correct spelling of this word?
3. Are standard English conventions correctly demonstrated?
4. What might the author/you do to address conventional errors and improve clarity?

Writing		
Weeks 1-3		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
W 7.1 Write arguments to support claims with clear reasons and relevant evidence. (RS Weeks 7-9)	W6.1 Write arguments to support claims with clear reasons and relevant evidence.	W8.1 Write arguments to support claims with clear reasons and relevant evidence.
Standard Unpacked The student can: <ul style="list-style-type: none"> • Establish and maintain formal text structure • Use words, phrases, and clauses to create cohesion • Write arguments to support claims with clear reasons and relevant evidence. • Develop claims fairly, supplying evidence while pointing out the strengths that anticipates audience's knowledge level. 		
Question Stems <ol style="list-style-type: none"> 1. Introduce a claim, acknowledge and address alternate/opposing claims. 2. In sentence _____, the author supports his counter argument with relevant evidence. 3. Which sentences best support the counterargument? 4. What data does the author use to support his claim? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
W7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (RS Weeks 4-6 and 7-9)	W6.1a Introduce a claim(s) and organize the reasons and evidence clearly	W8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Standards Unpacked The student can:		

- Demonstrate an understanding of the text
- Support claim(s) with logical reasoning and relevant evidence
- Support claim(s) using accurate, credible sources

Question Stems

1. What data does the author use to support his claim?
2. Does the data come from a credible source?
3. Rewrite the concluding statement to support the argument presented.

TN Academic Standard	Prior Grade Standard	Future Grade Standard
W7.1b Supports claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic text. (RS Weeks 4-6 and 7-9)	W 6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W 8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Standard Unpacked The student can: <ul style="list-style-type: none"> • Develop support for a claim that is credible and relevant • Sequence supporting evidence in a logical order 		
Question Stems <ol style="list-style-type: none"> 1. Which sentences best support the argument? 2. What is credible source? 3. Rewrite the concluding statement to support the argument presented. 		
Weeks 4-6		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
W7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence (RS Weeks 7-9)	W 6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons	W 8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"> • Use words, phrases, and clauses to create cohesion • Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence 		
<p>Question Stems</p> <p>1. In sentence _____, the author supports his counter argument with relevant evidence</p>		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
W7.1d Establish and maintain a formal style.	SAME	SAME
<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"> • Maintain a formal style 		
<p>Question Stems</p> <p>1. What language indicates a formal style?</p> <p>2. Distinguish informal writing from formal writing. What are the distinctive features of formal writing?</p>		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
W7.1e Provide a concluding statement or section that follows from and supports the argument presented.	W 6.1e Provide a concluding statement or section that follows from the argument presented	W 8.1e Provide a concluding statement or section that follows from and supports the argument presented.
<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"> • Provide a concluding statement or section that supports the argument. 		

Question Stems		
1. Rewrite the concluding statement to support the argument presented.		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
W7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W 8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Standard Unpacked		
The student can:		
<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events. • Employ narrative techniques, provide descriptive details, and structure event sequences effectively. 		
Question Stems		
<ol style="list-style-type: none"> 1. What is the main problem or conflict in the story? 2. In which sentences does the author establish his/her point of view? 3. How does the author introduce the narrator? Who is the narrator? 4. Name the first event that leads to the unfolding of the story? 5. Which significant events reveal the problem in the story? 		
Weeks 7-9		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
W7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	W 6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W 8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Standard Unpacked**The student can:**

- keyboard accurately
- use computer publishing software
- format and design page layouts
- embed links into a document
- access collaborative sources to discuss topics of interest

Question Stems

1. How do you format a document before writing?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
W7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	W 8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Standard Unpacked**The student can:**

- Conduct shore research projects to answer questions or to address assigned topics
- Draw on several sources when conducting research
- Generate new questions based on research

Question Stems

1. What question does your essay/report answer?
2. Which thesis statement is the best for this essay?

Speaking and Listening		
Weeks 1-3		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>SL 7.1 (a-b) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed 	<p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed 	<p>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.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or research material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"> • Prepare for collaborative discussions • incorporate evidence or information into the discussion which is relevant to the topic • Know the rules for participating in a discussion • Assign and assume roles in the discussion • Set goals and deadlines, then track progress • Pose and respond to questions posed by others 		

- Make relevant comments that help return the discussion to the topic
- Be willing to acknowledge new information expressed by others
- Be willing to modify your own views based on the comments and information of others

Question Stems

1. How did you prepare for today's discussion?
2. What are some questions you might ask during the discussion?
3. Based on what you read, what might you want to discuss more deeply with your group?
4. What are some rules that help make the discussion collegial?
5. What is your role in the discussion?
6. What are the specific goals of the discussion and long do we have to meet them?
7. How will we track the progress?
8. How will you contribute to the progress of the group?
9. Reflect on what you heard, what ideas can you add to the discussion?
10. Have your partners said anything that made you change your ideas? Did you acknowledge them?
11. Use this language frame: I agree/disagree with what you said
12. Use this language frame: In addition to what ____ said, I think..

Weeks 4-6**TN Academic Standard**

SL7.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.)

Prior Grade Standard

SL 6.6:
Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Future Grade Standard

SL 8.6:
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Standard Unpacked**The student can:**

- Identify the audience and purpose
- Know the difference between informal and formal English

- Vary sentence patterns for style
- Understand and adapt the delivery to appeal to the audience
- Enunciate and speak at appropriate volume and pace
- Use conventions of language to improve expression and understanding

Question Stems

1. What is the purpose of your speech and who is your intended audience?
2. Are you trying to persuade or convince your audience?
3. Will you need formal or informal English? Why?
4. Are you delivering a formal presentation? How will this affect your choice of words?
5. Are there places where you can substitute precise engaging language to keep the listeners interested?
6. How will your word choice impact your listeners?
7. How will you emphasize the important points?