



A McGraw-Hill Education Partnership

GRADE
6

Speaking and Listening Handbook

SPEAKING AND LISTENING HANDBOOK

Grade 6

**Mc
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Education



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Collaborative Discussions

CCSS: SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6

Explain to students that collaboration involves working together toward a common goal. Tell them that taking part in collaborative discussions allows them to express their own ideas about a topic and deepen their understanding as they listen to the ideas of others. These discussions may take place one-on-one or in small groups. They may be student led or teacher led. Through these discussions, they have the opportunity to refine their own ideas as they build on the thoughts of others.

BEFORE THE DISCUSSION

To help students get ready to take part in a discussion about a text, distribute copies of the **Preparing for a Discussion** handout. Review it with students. Explain that before their discussion, they will collaborate using the first page of this handout to determine the goals of the discussion, set deadlines, establish rules for the discussion, and assign roles for each participant. After reading the text, they will fill in the second page of the handout on their own to prepare for the discussion.

Determine Goals and Deadlines (SL.6.1b) Have students form their discussion groups. Using the bank of questions under the heading Determine Goals and Deadlines on their **Preparing for a Discussion** handout, have them work collaboratively to set their own goals and deadlines.

Establishing Rules (SL.6.1b) Explain to students that collaborative discussions are orderly. During discussions, participants express their ideas clearly, listen carefully to the ideas of others, and show respect for each other's ideas and feelings. Ask them what would happen if these three simple rules weren't followed? Then have students brainstorm what other rules are needed to make collaborative discussions run smoothly. Tell them to add these to the Establishing Rules section on their **Preparing for a Discussion** handout.

Assign Roles (SL.6.1b) Tell students that discussions may work more effectively if they assign specific roles. Discuss the roles below with them and encourage them to modify these roles and/or add different ones. Explain to students that regardless of the role assigned to them, each participant in a collaborative discussion needs to come prepared to share their ideas.

| Role | Responsibility |
|--------------------------|--|
| Discussion Leader | Starts the discussion and keeps it going. Introduces topics. Asks other group members questions. Engages quiet or shy students. Makes sure everyone participates. |
| Clarifier | Clarifies terms and concepts. Makes sure key points and terms are understood. Pauses discussion at key points to paraphrase ideas and/or summarize what has been said. |
| Recorder | Takes notes during the discussion and distributes the notes at the end. |
| Timekeeper | Makes sure the group stays on track so that it will accomplish its goals within the specified amount of time. |

Prepare (SL.6.1a) Tell students that in order to have an effective discussion, each student must come to the discussion prepared. This means they should read and study the required material beforehand. Most importantly, they should think about it and form their own conclusions. They should come to the discussion prepared with ideas to explore and have evidence to back up their thoughts. In addition, they should clarify the meaning of any words or references they do not know prior to the discussion.

DURING THE DISCUSSION

Participate (SL.6.1c, SL.6.1d) Distribute copies of the **Collaborative Discussion Strategies** handout and discuss the strategies with the students. Then tell students they are going to look at a model of a collaborative discussion to see these strategies in action.

With the class, view the SyncTV discussion of *Hatchet*. Stop the video at the times given below. Ask the group to identify how the students in the video demonstrate collaborative discussion strategies.

00:40 One student tries to focus everyone on the assignment by suggesting that they talk about the prompt. *What strategy does she demonstrate?*

(Strategy 4)

03:15 One student states that Brian does not seem worried enough about his dangerous situation. Two other students counter with evidence from the text that suggests Brian is in fact worried but he is just trying to talk himself out of being scared. *What strategy are these two students demonstrating?*

(Strategy 3) The interpretation expressed by these two students may lead the student who thought Brian was not worried enough to adjust her view. If so, what strategy would she be demonstrating? *(Strategy 6)*

04:40 When the students reconvene, one student helps start up the discussion again by stating that Brian experiences a turning point in his way of thinking. *What strategy does he demonstrate? (Strategy 1)*

05:16 One student paraphrases the key ideas expressed during the discussion about Brian’s state of mind and another student completes his line of thought by stating Brian’s turning point occurs when he realizes that he is his most valuable asset. *What strategy do they demonstrate? (Strategy 5)*

05:20 One student has been listening to the ideas expressed by the other students about Brian’s turning point and asks, “So the turning point in the story is just the turning point in his head?” *What strategy does she demonstrate? (Strategy 2)*

A Note About Language (SL.6.6)

Explain to students that in many ways, language is like the clothes they wear. They should adapt it to their audience and purpose. This means making choices about words and sentence structure. Formal occasions such as presentations to the whole class demand formal language, which includes standard words and full sentences. Informal language is casual and is appropriate for collaborative discussions with classmates and friends. It may include colloquial expressions, some slang, short sentences, and even some incomplete sentences.

Distribute copies of the **Formality of Speech** handout. Have students work with a partner to discuss the characteristics of formal and informal language before doing the Practice.

PRACTICE

Form pairs of students. Have students imagine that they have been selected by their teacher to talk about the benefits of a project the class has completed or a trip the class has taken (purpose) to a parent-teacher group (audience). Ask: *What type of language would you use and why?* Then, with a partner acting as the parent-teacher group, have students turn to their partner and tell about the project or trip. Next, have students change roles.

Now have them imagine they want to share their excitement about the project or trip (purpose) with a group of friends (audience). Have them turn to a partner and tell about it. Then have students change roles.

Finally, have the partners discuss how they adapted their language to each audience and purpose. Ask: *What would have been the effect of using the same type of language for each group?*

AFTER THE DISCUSSION

Distribute index cards. On the front of the card, have each student jot down the most important thing he or she learned from the discussion. Then on the back of the card, have them write what strategy or strategies they could have used to make the discussion more effective. Give the group time to share and discuss the ideas on the cards.

Then distribute copies of the **Discussion Evaluation Checklist**. Have the group review each point and evaluate its performance.

FORMATIVE ASSESSMENT

As groups carry on their collaborative discussions, visit with each group to observe each student's participation. Use the **Formative Assessment: Discussion** handout to record your observations. After the group discussion, you may want to meet with each student to discuss your observations and provide guidance for improvement. During these meetings, encourage students to provide ideas for their own improvement.

Adapting the lesson for ELD students:

After students has read the passage, meet with them individually. Try to create a relaxed environment. Explain that this is not a test even though you are going to ask them questions.

Emerging: Prepare a list of *yes-no* and *wh-* questions about the passage. Tell the student that you want to talk about the passage to help him or her understand it before the discussion. Then ask your questions, allowing plenty of time for the student to form an answer to each one. If the student has trouble with a question, provide simple hints or tips.

Expanding: Before meeting individually, ask students to identify two or three parts of the passage they found confusing. Have them formulate a question about each part. As the student tells you each question, have him or her identify the part, read this section aloud and then have the student read it aloud after you. Based on this rereading, have the student try to formulate an answer to the question.

Bridging: Before meeting with you individually, have each student jot down two or three points to make about the selection. As students tell you each point, ask them to identify evidence in the text that backs it up. In other words, say: *Why do you think this?* Ask the student to read this evidence aloud and then put it in his or her own words.

CA ELD: ELD.PI.6.1

Handout: Preparing for a Discussion

CCSS: SL.6.1a, SL.6.1b

Determine Goals and Deadlines:

- What is the goal of this discussion?
- What do we need to cover to achieve this goal?
- How much time do we have for this discussion?
- How can we divide up the time to cover all parts of this goal?
- How should we prepare for the discussion?

Establish Rules:

Here are three important rules that will help your collaborative discussions run smoothly. Work with your group to add your own rules for your group to follow.

1. Express ideas clearly.
2. Listen carefully to the ideas of others.
3. Show respect for other's ideas and feelings.
4. _____
5. _____
6. _____
7. _____
8. _____

Assign Roles:

You may want to assign the following roles to your group.

| Role | Responsibility |
|--------------------|--|
| Discussion Leader: | Starts the discussion and keeps it going. Introduces topic. Asks other group members questions. Makes sure everyone participates. |
| Clarifier: | Clarifies terms and concepts. Makes sure key points and terms are understood. Pauses discussion at key points to paraphrase ideas and/or summarize what has been said. |
| Recorder: | Takes notes during the discussion and distributes the notes at the end. |
| Timekeeper: | Makes sure the group stays on track so that it will accomplish its goals within the specified amount of time. |

Prepare:

Jot down two or three ideas you would like to bring up in the discussion. Note evidence from the text that will help you explore each idea.

| Idea | Textual Evidence |
|------|------------------|
| | |
| | |
| | |

Jot down any words or references you do not know. Use an online resource to clarify their meaning.

| Word or Reference | Meaning |
|-------------------|---------|
| | |
| | |
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| | |

Handout: Collaborative Discussion Strategies

CCSS: SL.6.1c, SL.6.1d

1. Ask questions or make comments that start a discussion or help keep a discussion going.
2. Ask questions or make comments that connect or build upon the ideas of other students.
3. Respond to other's questions and comments with relevant evidence, ideas, and observations.
4. Focus the discussion back on the topic, as needed.
5. Demonstrate that you understand other students' perspectives by paraphrasing or reflecting on key ideas expressed by others.
6. Recognize new information expressed by others. If the new information is convincing, modify your view of the text or topic. If you remain unconvinced, explain and justify your view to the others in your group.

Handout: Formality of Speech

CCSS: SL.6.6

| FORMAL LANGUAGE | INFORMAL LANGUAGE |
|---|---|
| <p>Possible Audiences</p> <ul style="list-style-type: none">• Adults• Teachers• Principal• Acceptance committee• School board members <p>Possible Purposes</p> <ul style="list-style-type: none">• Give a presentation• Apply for admissions• Make an appeal for funds• Present a proposal• Request help <p>Characteristics</p> <ul style="list-style-type: none">• Standard English• Respectful tone• Academic words• Longer words, some based on Latin and Greek word parts• Complete sentences• Varied sentences with simple, compound, and complex sentences• No errors in grammar, usage, and mechanics | <p>Possible Audiences</p> <ul style="list-style-type: none">• Friends• Classmates• Team members• Close relatives• Study groups <p>Possible Purposes</p> <ul style="list-style-type: none">• Share ideas• Entertain or amuse• Chat or have casual conversation• Express likes and dislikes <p>Characteristics</p> <ul style="list-style-type: none">• Casual language• Personal or friendly tone• Short words• Some colloquial expressions, idiomatic expressions, and slang• Contractions and other shorthand ways of saying things• Short sentences• Some incomplete sentences• May contain a few errors in grammar, usage, and mechanics |

Handout: Discussion Evaluation Checklist

CCSS: SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6

Use this checklist to rate your group on a scale of 1-5, with 5 being the top rating.

Goals and Deadlines

Rating

My group fully understood the goal of the discussion.

My group stayed focused on the goal of the discussion.

My group managed its time well and met its deadline.

My group accomplished its goal.

What should my group do next time to improve its performance in this area?

Rules

Rating

Members of the group expressed their ideas clearly.

Members of the group listened closely to others.

Members of the group showed respect for others.

Members of the group followed the other rules we established.

What should my group do next time to improve its performance in this area?

Assign Roles

Members of the group followed their assigned roles.

Each member of the group actively participated in the discussion.

What should my group do next time to improve its performance in this area?

Preparation

Each member of the group read the assignment. _____

Each member of the group made insightful comments and asked and answered questions. _____

Each member of the group came prepared to provide support for their comment. _____

What should my group do next time to improve its performance in this area?

Formality of Language

Each member of the group used language that was appropriate to the audience and purpose. _____

Summary

Reflect on your ratings. Now write a summary of your group's performance.

Self-Evaluation

Now think about your own participation in the group. Write an evaluation of your participation in the collaborative discussion. At the end, tell one thing you will do in the future to improve your participation.

Formative Assessment: Discussion

CCSS: SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6

Student Name:

Date:

Discussion Topic:

As you visit each group and observe each student, check off the behaviors you notice. Most likely, each student will not demonstrate all behaviors during one observation period.

Goals and Deadlines

- Student stayed focused on the goal of the discussion.
- Student used time effectively and paid attention to deadlines.

Rules and Roles

- Student followed the rules established for the discussion.
- Student carried out the tasks of his/her assigned role.

Preparation and Participation

- Student demonstrated that he/she had read the passage.
- Student came prepared with comments, questions, and support.
- Student expressed his/her ideas clearly.
- Student showed insight and understanding.
- Student was engaged in the discussion.
- Student listened carefully and respectfully to the ideas of others.

Formality of Language

- Student used language that was appropriate for the audience and purpose.

One area where student could improve:

One area where student excelled:

Suggestions for next discussion:

Critical Listening

CCSL: SL.6.3, SL.6.6

Tell students that an argument is a set of reasons and evidence presented to persuade someone to do something, change his or her point of view, or accept the speaker's judgment or explanation. A formal argument is not like an argument or disagreement between friends, which is often heated and emotional. Instead, a formal argument is based on sound reasoning and logic.

Explain that we listen to arguments every day. For example, when we listen to speeches and debates, to commercials, and to news editorials, we are listening to arguments. Because the speaker is trying to persuade, it is important to listen critically and not just accept what is being said. This means evaluating and analyzing the argument to judge how accurate and trustworthy the speaker's opinion is.

BEFORE THE DISCUSSION

Distribute copies of the **Critical Listening Vocabulary** handout. Discuss each term with students to make sure they understand the parts of an argument.

MODEL

Distribute the **Critical Listening** handout. Have student listen to the audio for the Point portion of "Bullying in Schools." Pause the audio where indicated below to model how to apply the strategies in the handout.

Pause audio after title:

- What issue or question is the speaker going to address? (*Whether schools are doing enough to stop bullying*)

Pause audio at the end of 1st paragraph:

- What is the speaker's purpose in this essay? (*To convince readers that schools are not doing enough to prevent bullying*)
- In which sentence does the speaker state the claim or opinion about the issue? (*The first sentence in the paragraph*)
- What three reasons does the speaker give to explain why schools are not doing enough to prevent bullying? (*Teachers don't witness it, they don't recognize it or ignore it, and they don't think it is important*)
- What statement does the speaker make to show why the issue is important? (*The effects of bullying can be lasting and severe and may end in tragedy.*)

Pause audio at the end of the 2nd paragraph:

- Why does the speaker provide facts and statistics about the number of students bullied? (*To support the idea that not enough is being done to solve the problem*)

- The last two sentences in this paragraph support what statement that the speaker made earlier? *(The effects of bullying can be lasting and severe.)*

Pause audio at the end of the 3rd paragraph:

- In your own words, tell why the speaker includes details about unsupervised areas in schools? *(To show that although bullying is happening in these areas, schools do not have enough staff to supervise them.)*
- Do you think that this point is relevant to the argument? Why or why not? *(Yes. It shows another way schools are not doing enough to prevent bullying.)*

Pause audio at the end of the 4th paragraph:

- Why does the speaker include details about cyber-bullying? *(To support the idea that this is another area where schools aren't doing enough. Much bullying goes on over the Internet, and schools need to learn to deal with it.)*

Pause audio at the end of the 5th paragraph:

- What reason does the speaker give to support the claim about schools not doing enough to prevent bullying? *(Schools don't have a clear procedure or policy for investigating bullying.)*
- What evidence does the speaker give to support the point that schools need to develop a clear procedure or policy for investigating bullying? *(Many students who come forth don't receive help.)*

Pause audio at the end of the 6th paragraph:

- What is the speaker's purpose in paragraph 6? *(To show why schools need more programs to help students address the problem)*
- Restate this as a reason that supports the claim. *(Schools aren't doing enough to help students address the problem themselves.)*
- What evidence does the speaker provide to support the idea that students need these programs? *(Top-down approaches do not work, students often don't understand the effects of their words and actions, a student who is bullied one day may be the bully the next)*
- Based on your own knowledge and experience, does the evidence the speaker provide seem accurate and valid? Why or why not? *(Sample answer: I've seen these things happen around school, so these reasons seem accurate and valid.)*

Pause audio at the end of the 8th paragraph:

- What is the main point the speaker makes in paragraphs 7 and 8? *(Although many schools have zero-tolerance policies, the policies aren't sensitive enough to students' needs and reasons for bullying.)*
- How does this support the claim? *(It's another reason that shows how schools aren't doing enough to prevent bullying.)*

- How does the speaker support this idea? *(With reasons explaining why the policies must change)*
- How could the speaker strengthen the argument? *(By including facts, statistics, and specific examples supporting this.)*

Pause audio at the end of the 9th paragraph:

- Which sentence in this paragraph states the speaker’s conclusion? *(The last sentence)*
- Do you think the speaker included enough reasons and evidence to support this opinion? *(Sample answer. The speaker included many relevant reasons showing why he/she believes schools aren’t doing enough to prevent school bullying. The essay may have been strengthened if it had included more facts and statistics.)*

PRACTICE

Now have students practice their Critical Listening skills on their own. Have them listen again to the Point portion of “Bullying in the Schools” Then have them fill out the **Critical Thinking** handout on their own.

APPLICATION

Tell students to listen to the audio for the Counterpoint portion of “Bullying in Schools” As they listen, students should fill out the **Critical Thinking** handout. Tell them they can listen to the audio several times.

Weigh Evidence

After students have completed the handout, have them work in pairs to share their evaluations. Explain that part of critical listening is weighing the evidence on both sides of an issue. Suggest that they begin by discussing the work they did filling out the handout for both the pro and con side of the issue. Then have them use a two-column chart, with one side labeled Pro and the other Con, to list reasons and evidence supporting both sides of the issue. After they create this chart, have them discuss the merits of both arguments. Then they should decide which side won their argument and be prepared to tell why.

AFTER THE DISCUSSION

Visit with pairs as they share their work on the **Critical Listening** handout and discuss the pros and cons from the passages. Use the **Formative Assessment: Critical Listening** handout to record your observations about the areas of strength and weakness revealed by the discussions.

A Note About Language (SL.6.6)

In small groups, have students discuss the language used in both the Point and Counterpart passage. Ask them to determine whether it was appropriate for the

audience and purpose and why. Then have them talk about how the language would change if the speaker were discussing this issue in a casual conversation with friends.

At the end of the discussion, have each group identify four or five formal or academic words from the selections. (The words in boldface in the transcript of the recording are good examples of this.) Then ask them to suggest an informal word for each of them.

Adapting the lesson for ELD students:

Before modeling how to listen critically for the whole class, meet with students individually.

Emerging: Review the terms from the **Critical Listening Terms** handout, first putting the definition in simpler words and then asking a question relating the term to the students' experience. For example, for *argument* you might say, "This is what the person you are listening to wants you to agree with or wants you to do. It includes reasons why you should believe or do something. It also includes evidence to support the reasons." Ask: *What argument might someone running for class president make?*

After you have discussed the terms, explain the Point-Counterpoint structure of the passages. Tell students that they are going to listen to two passages about the same issue. One takes one stand on the issue. The other takes the opposite stand. Ask: *Suppose the issue is requiring people to wear bicycle helmets. What could be one opinion about this issue? What would be the opposite opinion?* Ask students to suggest other issues and tell two different opinions about each.

Then have students listen to the model selection. Pause after each paragraph and ask: *What is this paragraph mostly about?*

Expanding: Review the **Critical Listening Terms** handout. Simplify each definition. Ask students to put the definition in their own words.

Then listen to the model selection. Pause audio at key points to allow students to ask questions about what they heard. Simplify the model questions that go with each paragraph. To help students answer the questions, you might use sentence frames such as "This passage is about _____. The speaker thinks that _____. One reason the speaker thinks this is because _____."

Bridging: Listen to the audio for the model selection. Pause after each paragraph to allow students to ask questions about what they just heard and to clarify words and misunderstandings. Then play the selection again. Guide students through the first part of the **Critical Listening** handout. Simplify each question. For example, you might ask: *Why did the speaker write this? What is this passage about? What does the speaker think about this issue? Why does the speaker think this? What facts and details prove this? Did the speaker convince me?*

CA ELD: ELD.PI.6.5

Handout: Critical Listening Terms

CCSS: SL.6.3

An **argument** is a claim and the support provided for the claim.

| | |
|--|--|
| Claim a statement of opinion about a debatable topic | |
| Support reasons and evidence that back up a claim | |
| Reasons statements that explain why the audience should accept/agree with the claim | Evidence facts, statistics, quotations, examples, or expert opinions that support each reason |

| | |
|---|--|
| Sound Reasoning is based on relevant and sufficient evidence. | |
| Relevant evidence is logically related to a reason provided in support of an argument. | Sufficient evidence is enough information to make an informed decision. |

Handout: Critical Thinking

CCSS: SL.6.3

In order to evaluate an argument, keep these questions in mind while listening to the spoken message.

- **Purpose:** What does the speaker want the listener to do or believe?
- **Claim:** What is the speaker's main point or opinion about the topic or issue?
- **Reasons:** What reasons does the speaker give for thinking this? The reasons explain why the listener should accept the claim or think it is important.
- **Evidence:** What evidence does the speaker make to support each reason? Evidence includes facts, statistics, quotations, examples, or expert opinions that support each reason.
- **Soundness:** Is the speaker's reasoning sound? Reasoning is sound when it is based on relevant and sufficient evidence.
- **Relevance:** Is the evidence relevant or not? Evidence is relevant when it logically relates to a reason provided in support of an argument. Examples of irrelevant evidence include a personal attack, an appeal to pity, or speech that aims to cause angry or violent feelings.
- **Sufficiency:** Is there enough evidence to support each reason? Is there enough to make an informed decision?
- **Conclusion:** What conclusion does the speaker reach? This is the decision the speaker makes based on the evidence. It is a restatement of the claim.
- **Connections:** How does the speaker's reasons and evidence agree with or conflict with what you already know or believe?

Now reflect on what you have heard. Answer these questions.

1. Summarize the speaker's argument.

The speaker wants the listener to _____.

The speaker makes the claim that _____.

The speaker supports this claim with the following reasons and evidence:

The speaker reaches the conclusion that _____.

2. Did the speaker do a good job of making the case? Why or why not?

3. Did the speaker persuade you to do something or to accept his or her opinion about the issue? Why or why not?

Formative Assessment: Critical Listening

CCSS: SL.6.3

Write each student's name in the first column. Then check any of the skills that a student appears to be struggling with. This will help you identify individual and class needs for reteaching.

| Student Name | Purpose | Claim | Reasons | Evidence | Soundness | Relevance | Sufficiency | Conclusion | Connections |
|--------------|---------|-------|---------|----------|-----------|-----------|-------------|------------|-------------|
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Research Using Various Media: To Build Knowledge

CSSL: SL.6.2; RI.6.7; W.6.7

Tell students that we receive information from many different sources. Some of this information is in print and some is in audio format such as recordings of speeches and of songs from a certain time period. Some is visual such as photographs and posters and some is in video format. Often information is communicated using a combination of these formats.

Explain that when we research a topic, we need to formulate questions about the research topic and choose the best sources to answer our questions. These sources should come from a variety of different media. When we read, listen, and view this material, we need to interpret and synthesize the information to see how it contributes to our understanding of the topic. In addition, we need to analyze the purposes and evaluate the motives behind each presentation.

BEFORE THE DISCUSSION

Distribute copies of the **K-W-H-L Chart**, **Evaluating Sources**, **Integrating Sources**, **Write a Summary**, and **Create an Outline** handouts. Review the purpose of each handout.

MODEL

Tell students that sometimes they are assigned a topic for research. Other times, they can choose a topic themselves. To model how to build knowledge from different sources, you are going to select a topic.

Divide the class into groups of four. Tell students that in Unit 1, they reflected on the theme of Turning Points. One possible area for research for the end of unit research paper is a person whose work created a turning point or change in direction. Have groups brainstorm a list of writers, actors, filmmakers, painters, musicians, and musical groups that might fit this description. Then ask each group to choose a research topic and formulate a research question about this topic related to the theme. The research question is the overall question that guides all their research. They should write both the topic and research question on the top of the **K-W-H-L Chart**.

Tell students that you have chosen Harriet Beecher Stowe. The research question you want to explore is *How did Harriet Beecher Stowe create a turning point in American history?*

Then explain that the first step in building knowledge is determining what they already know about the topic. This is their prior knowledge. Have students look at

the first column of the **K-W-H-L Chart**: *What I Know*. Say that you might write in the column these details that you know:

- born in Litchfield, Connecticut
- father was a minister and both parents were socially conscious
- moved to Cincinnati, Ohio, in 1832
- wrote *Uncle Tom's Cabin*
- book aroused strong feelings about slavery

Then have groups collaborate to fill out the first column of the K-W-H-L Chart with what they know about their own topic.

Next ask students to look at the second column: *What I Want to Learn*. Explain that these are the questions that you want your research to answer. Say that you might want to find out:

- Why did Stowe become concerned about in the issue of slavery?
- How widely read was *Uncle Tom's Cabin*?
- How did *Uncle Tom's Cabin* stir up feelings about slavery?
- What other articles and books did Stowe write and what was their effect?

Ask students to tell you how each of these questions relate to the research question.

(They all will provide information that helps show how Stowe created a turning point.)

Have groups collaborate to fill in the second column of their **K-W-H-L Chart**.

Then tell students that the next step is to identify sources to help them answer their questions. These sources might be nonfiction books, websites, articles on the Internet, documentaries, and recordings, for example. They might include primary sources such as posters and diaries from the time as well as secondary sources such as encyclopedia articles and biographies.

Say that some sources you might use for your research are:

- the official website of the Harriet Beecher Stowe Center
<http://www.harrietbeecherstowecenter.org>
- a biography *Harriet Beecher Stowe: Author and Abolitionist* by Ryan P. Randolph (New York: Rosen Publishing, 2004)
- video and article on about the abolitionist movement on the website history.com
<http://www.history.com>

- website of the University of Virginia providing many responses to and other articles about *Uncle Tom's Cabin* from 1852-1856 <http://utc.iath.virginia.edu>
<http://utc.iath.virginia.edu/sitemap.html>
- *Uncle Tom's Cabin* by Harriet Beecher Stowe (Random House, 2015; originally published 1852)

Then provide time for groups to use the Internet and the library to identify sources to help them answer their questions about their topic. They should write these in the third column of the **K-W-H-L Chart**.

Next tell students that it is important to evaluate the sources of information they use. The **Evaluating Sources** handout should help them. Model how you would use these criteria to evaluate the sources you selected.

Ask students the following questions:

- Do you think the website of the Harriet Beecher Stowe Center is an authority? Why or why not? (*Yes. It is set up to provide information about her life and work.*) What relevant information would you look for? (*I would look for information about why she wrote Uncle Tom's Cabin.*)
- Is the biography a primary or a secondary source? (*A secondary source.*) The biography was written in 2004. Is currency an important issue for addressing the research question? Why? (*Sample Answer: Not especially, since Stowe lived and wrote in the 1800s.*) What would you like to know about the author to determine whether he is reliable? (*Sample Answer: I would like to know his field of expertise and how critics regard his work.*) How could you find out whether the author has drawn upon other reliable sources? (*Sample Answer: I'd look to see whether the book had a bibliography listing sources consulted.*)
- Why would the video and article about the abolitionist movement from history.com be relevant? (*Sample Answer: It might help me understand the issues Stowe was responding to when she wrote Uncle Tom's Cabin.*)
- What type of information could you obtain from the University of Virginia website? (*Sample Answer: This site offers primary source information that would help me understand reactions at the time.*) How do you know this site is an authority? (*Sample Answer: It's the site of a respected university.*) Do you think this site would contain sufficient information to help you determine reactions? (*Sample Answer: Yes. It contains many responses and articles from 1852-1856.*)
- Why would *Uncle Tom's Cabin* be a good source for the research project? (*Sample Answer: I could read it and see for myself the details that aroused strong feelings.*)

Now have each group use the criteria provided on the **Evaluating Sources** handout to determine whether they should use the sources they listed on the **K-W-H-L Chart**. After their discussion, they should fill out p. 2 of the handout.

Tell students that as they research, they should jot down answers to the questions they wrote in the What I Learned column of the **K-W-H-L Chart**.

Model how to do this by saying:

I started out wanting to know why Stowe became interested in the issue of slavery. I found out that her father was a clergyman who was concerned about this issue and that Ohio was a state where the abolitionist movement flourished. I'll write these two details in the What I Learned column.

Next tell students that an important part of research is integrating it into their work. When they do this, they must cite the source. Then they can either quote directly from the text or paraphrase it. Explain that when you quote directly, you use the exact words from the text. When you paraphrase, you put information in your own words.

Model how you might integrate one of your sources by quoting directly. Point out that you use quotation marks in writing when you include a direct quotation:

According to the website of the Harriet Beecher Stowe Center, "The informal, conversational style of her many novels permitted her to reach audiences that more scholarly or argumentative works would not, and encouraged everyday people to address such controversial topics as slavery, religious reform, and gender roles."

Then model how you would paraphrase the same information. Point out that you do not use quotation marks when you paraphrase. In a written essay, this statement would still require an in-text citation:

According to the website of the Harriet Beecher Stowe Center, Stowe was able to reach so many people and get them thinking about controversial subject because of her informal style.

Another part of integrating sources is analyzing or thinking about why the information is important. For example:

I think this is important because it shows how Stowe changed history. Her work had a great impact since she was able to reach the everyday person when others could not.

Now have students work in small groups to complete the **Integrating Sources** handout.

Next explain that one way to build knowledge is to summarize what they have learned. A *summary* contains all the important ideas and information and leaves out unimportant ones. Another way is to create an *outline*. An outline lists main ideas and supporting details.

Also explain that their research might lead to further questions. For example, tell them that in your research you learned that some abolitionists reacted negatively to *Uncle Tom's Cabin*. You wonder why and want to do additional research to find out more.

Have students work in groups to review the information they wrote in the last column of their **K-W-H-L Chart**. Then ask them to complete the **Write a Summary** and **Create an Outline** handouts.

APPLICATION

Tell students that they can use the strategies taught in this lesson to build knowledge about the topics they will research for any written or oral research report assigned in this program.

FORMATIVE ASSESSMENT

Use the **Formative Assessment: Research Using Various Media** handout to record your observations about the areas of strength and weakness revealed by each student.

A Note About Language (SL.6.6)

Ask students to talk about the type of language they use when they discuss their research in their small groups. Have them tell how and why it is different from the type of language they should use when they create their research report.

Adapting the lesson for ELD students:

Emerging: Tell students that as they read their research sources, they should think about the most important idea each source shows. They should frame this idea the following way: *This source shows that _____*. Then they should think about how they reached this answer. They should frame their response this way: *My answer is based on _____*.

Expanding: Tell students that as they read their research sources, they should think about the inference they can draw from the information in each source. They should frame this inference the following way: *This source suggests that _____*. Then they should think about what conclusion they can draw from this. They should frame their response this way: *This leads me to think that _____*.

Bridging: Tell students that as they read their research sources, they should think about the inference they can draw from the information in each source. They should frame this inference the following way: *This source indicates that _____*. Then they should think about how this information influences their thinking. They should frame their response this way: *This influences my thinking because _____*.

CA ELD: ELD.PI.6.6a

Handout: K-W-H-L Chart

CCSS: SL.6.2; W.6.7

Research Topic:

Research Question:

| | | |
|----------|----------------------|--|
| L | What I LEARNED | |
| H | HOW I Will Learn | |
| W | What I WANT to Learn | |
| K | What I Know | |

Handout: Evaluating Sources

CCSS: SL.6.2; W.6.7

Criteria for Evaluation of Sources

Use the following questions to determine whether your sources are reliable:

- Authority:** Think about where the information comes from. It might be a person or a group, organization, and government agency. *Does the author have the background and expertise in the field to provide information on this subject?*
- Reliability:** Think about how dependable and trustworthy the source is. *Is the author reliable?*
- Objective:** Think about the author's purpose for providing this information. An author who wants personal gain or to obtain something may present biased or one-sided information. *Is the author objective?*
- Currency:** Think about how up-to-date the information is. Look at when it was published. Currency is more important in some areas than in others. For example, you would want an article on new approaches to dealing with superbugs to be current. Currency would not be as important for an article about Clara Barton's effects on the field of medicine in the second half of the 19th century. *Is the information current enough for the topic?*
- Accuracy:** Think about whether the information can be verified by what you know or by other sources. Determine whether the author draws on other reliable sources. *Is the information accurate?*
- Relevance:** Think about whether the source contains information that connects logically to the topic. *Is the source relevant?*
- Sufficiency:** Think about how complete the information is. *Is there enough information to help you answer your questions?*

Evaluation Chart

Now use the following chart to show the results of your evaluation.

Research Question:

| Source | Media Type | Should I use this source in my research? Why? | | | | | | | | | | | | | | | |
|--------|------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | |

Handout: Integrating Sources

CCSS: SL.6.2; RI.6.7; W.6.7

Use the chart below to integrate information from three of your sources.

When you integrate information from your sources, you

- cite the source
- quote directly from it or paraphrase it
- explain why it is important

A **direct quotation** contains the exact words from the text in quotation marks.

A **paraphrase** uses your own words. There are no quotation marks.

| Source | Quotation | Paraphrase | Why Is It Important |
|--------|-----------|------------|---------------------|
| | | | |
| | | | |
| | | | |

Handout: Write a Summary

CCSS: SL.6.2; RI.6.7; W.6.7

Use the following worksheet to build knowledge about your topic based on your research.

A **summary** includes only the important ideas and information about a topic. It leaves out unimportant information.

Write a summary of your findings on the lines below.

Handout: Create an Outline

An **outline** shows main ideas and the information that supports these ideas.

Use the form below to create an outline for your report.

Research Question:

I.

A.

B.

C.

II.

A.

B.

C.

III.

A.

B.

C.

After summarizing and outlining you might find you need to do more research.

Write additional questions you want to research in the box below.

What additional questions do I have about my research topic?

Formative Assessment: Research Using Various Media

CCSS: SL.6.2

Student Name:

Date:

Topic:

As you visit each group and observe each student or review each student's work, check the applicable boxes:

- Student uses criteria to evaluate sources.
- Student integrates the information from sources by quoting directly from them.
- Student integrates information from sources by paraphrasing.
- Student builds knowledge by summarizing.
- Student builds knowledge by outlining.

One area where student could improve:

One area where student excelled:

Presentation Skills

CCSS: SL.6.4, SL.6.6

Explain to students that some presentations are made orally. Just like with written presentations, when they make oral presentations, students must present their ideas clearly and organize the information logically. In addition, they must support ideas with descriptions, facts, and details. However, oral presentations differ from written presentations. To give a successful oral presentation, they must make eye contact with their audience, use appropriate volume, and speak clearly, pronouncing all words correctly. Students should be reminded that oral presentations are a more formal mode of communication and therefore, they should use formal English when speaking.

BEFORE THE DISCUSSION

Tell students that the purpose of an *informative presentation* is to provide information about a topic or explain it. For example, an oral presentation telling how animals become endangered or extinct is informative.

Distribute copies of the following handouts:

- Informative Presentation: Checklist
- Informative Presentation: Student Model
- Informative Presentation: Rubric
- General Speaking Skills Rubric

Let students know that you will demonstrate how to use these handouts to help them plan and deliver their oral presentations.

Discuss the Checklists

- **The Prompt:** Explain that a *prompt* is the statement that presents the assignment or task. For example, a prompt addressing the theme *Turning Points* for Unit 1 might be *Explain how social media has affected print and broadcast news over the last five years. Tell the causes of the changes and how they have created a turning point.*

Point to the verb *explain*. This shows their purpose and form. (*to explain, informative*) Ask them to identify other words in the prompt that clarify the task. (*Affected, causes, created*)

Have students look at the **Informative Presentation: Checklist** handout. The first part of the checklist provides the prompt. This prompt is general. They have to focus or narrow it themselves.

Ask students to read the prompt and tell what they learn about purpose and form from the handout. (*The purpose is to provide information. The form is an oral informative presentation.*) Have them suggest topics they might use to focus the prompt. (*Sample Answers: Using DNA in police work, finding a live giant squid, creating wearable computer devices*)

- **Oral Presentation Checklist:** Then point to the checklist. Explain that this checklist gives the criteria for the presentation. It tells what is expected. It's a good idea to keep this checklist handy for reference when they create their presentations.
- **Speaking and Listening Skills:** Next discuss the Speaking and Listening Skills. These skills point out two essential ways an oral presentation is different from a written essay. To be successful, the speaker must employ speaking skills to deliver the presentation. The listener must use the listening skills to comprehend and build knowledge from the presentation.

Discuss the Student Model

Explain that there is a student model accompanying each checklist. Callouts with the model point to how it demonstrates each of the criteria.

- **Present the Model the First Time:** Tell students you are going to deliver the student model of an informative presentation. They should pay attention to how you speak loudly enough to be heard, speak at an appropriate pace, pronounce words clearly, and make eye contact. In addition, they need to listen carefully to comprehend what they hear
- **Present the Model Again:** Present the presentation a second time. This time, stop at each call-out. Using the checklist, have students tell you what criteria is demonstrated at each point. Explain that they will need to include all of these items in their own presentations.

Discuss the Rubric

A *rubric* provides a set of criteria for evaluating the presentation. It shows what performance at different levels of success looks like. Have students look at the **Informative Presentation: Rubric** handout. Explain that this is the rubric you will use to evaluate their informative presentations. Although this rubric is for you, knowing what a presentation looks like at each level will help them as they prepare and deliver their presentations.

Point out the different levels. Using the first criterion, show what each level of achievement looks like by reading across the row.

Then have them look at the **General Speaking Skills: Rubric** handout. Explain that this rubric applies to any oral presentation they give.

Multimedia and Visual Displays

Explain to students that many informative presentations contain multimedia and visual displays to clarify information. These include charts, drawings, diagrams, and photographs as well as videos, music, and sound.

Then distribute copies of the following handouts:

- Using Multimedia and Visual Displays: Checklist
- Using Multimedia and Visual Displays: Model
- Using Multimedia and Visual Displays: Rubric

Let students know that you will demonstrate how to use these handouts to help them plan and deliver oral presentations with multimedia and visual displays.

Discuss the Checklist

- **Using Multimedia and Visual Displays: Checklist** Point to the checklist. Explain that this checklist gives the criteria for using multimedia and visual displays in a presentation. It tells what is expected. It's a good idea to keep this checklist handy for reference when they develop the multimedia and visual displays for their presentations.

Discuss the Student Model

Explain that there is a student model accompanying the checklist. Callouts with the model point to how it demonstrates each of the criteria.

Discuss the Rubric

A *rubric* provides a set of criteria for evaluating the presentation. It shows what performance at different levels of success looks like. Have students look at the **Using Multimedia and Visual Displays: Rubric** handout. Explain that this is the rubric you will use to evaluate their use of multimedia and visual displays in their informative presentations. Although this rubric is for you, knowing what a presentation looks like at each level will help them as they plan to use multimedia and visual displays in their presentations.

Point out the different levels. Using the first criterion, describe what each level of achievement looks like by reading across the row.

AFTER THE DISCUSSION

A Note About Language (SL.6.6)

Remind students that the language they use in their presentations depends on their audience as well as their purpose. In small groups, have students discuss how their language would differ if they were delivering their presentation in the school auditorium to all students at their grade and their teachers and if they were delivering the presentation to a small group of 8-year-olds visiting their class from the local elementary school.

Adapting the lessons for ELD students:

Informative Presentation

Emerging: Review the informative presentation checklist with students. Rephrase the criteria in simpler language. Then have students put each one in their own words. Guide students to use a web to focus the prompt. Then have students create a one-paragraph oral presentation with a main idea and topic sentence. Students should first rehearse the presentation in front of a mirror. Then each student should practice by delivering the presentation to another student.

Expanding: Review the informative presentation checklist with students. Ask students to put the criteria in their own words. Have students collaborate with a partner on ways to focus the prompt. Then have students create a two-paragraph oral presentation. Pairs should practice by taking turns delivering their own presentation and listening to their partner's presentation.

Bridging: Discuss the informative presentation checklist with students. Ask students if they have any questions so that you can clarify any criteria. Students should then focus the prompt and create a three-paragraph oral presentation. Students should practice by taking turns delivering their own presentation and listening to each other's presentation in a small group.

CA ELD: ELD.PI.6.9

Using Multimedia and Visual Displays

Emerging: Meet with each student individually. Have the student suggest one illustration to include in the presentation and one video or sound component. Discuss with student the reason for each choice.

Expanding/Bridging: Meet with each student individually. Have student tell you three facts or ideas he or she wants to illustrate or explain. Then have student suggest multimedia or other visuals to include.

CA ELD: ELD.PI.6.9

Informative Presentation: Checklist

CCSS: SL.6.4a, SL.6.6

Prompt: Write about a topic you have read about in the news or seen on television. Then plan and deliver an informative presentation that educates the audience about this topic.

Purpose: to inform or explain

Audience: your classmates and teacher

Informative Oral Presentation Checklist:

- I introduced the topic and stated my overall main idea or thesis about the topic.
- I organized my information and ideas.
- I developed my ideas with relevant facts, details, and other evidence.
- I stayed focused on my topic and stuck to the point.
- I used transitional words and phrases to connect ideas and sentences and show their relationship to one another.
- I used precise language to express my ideas and describe people, places, and things.
- I used vocabulary that is appropriate to the content area.
- I kept a formal style throughout the presentation.
- I ended with a concluding sentence or statement.

Speaking Skills:

- I spoke loudly enough to be heard.
- I spoke at an appropriate pace—neither too slowly nor too fast.
- I pronounced words clearly.
- I made eye contact with the audience.

Listening Skills:

- I paid attention to what the speaker was saying.
- I did not interrupt the speaker.
- I asked questions only after the speaker had finished.

Informative Presentation: Model

CCSS: SL.6.4a, SL.6.6

Model

The Kraken: A Legendary Monster Lives

[1] Imagine you are an ancient seafarer out at sea, staring into the frigid night for any signs of trouble. Weary and bone cold, the thick darkness fills your soul with dread. Suddenly, hundreds of small fish rise to the surface of the water. Then the boat begins to shake violently. A gigantic tentacle rises from the waves, ready to crash down on the deck. “The kraken,” you shout, sending the alarm. Does this seem like the stuff of myth and legend? **[2]** Today, many believe that the legends may be based on sightings of the real-life giant squid.

[3] Let’s look at these ancient tales. Dating back to the twelfth century, many come from Iceland and Norway. **[4]** They tell of a sea monster the size of a small island destroying ships with its massive arms and tentacles, seizing sailors, and carrying them to their deaths. However, the worst danger came after the attack. As the kraken sank back under water, it created a whirlpool that sucked in everything in its vicinity, carrying all to the bottom of the sea. These stories of a giant sea monster continued to be told and believed for centuries.

For years, people have asked each other, **[5]** “Could a giant cephalopod like the kraken exist?” With their long arms and tentacles and horny beak, squid seemed to fit much of the description of kraken. **[6]** However, the majority of squid are no more than 24 inches long, so a search for a giant squid began.

Many looked for evidence. **[7]** In 2004, a fishing trawler caught a giant squid off the coast of the Falkland Islands. Its remains can still be seen in the Natural History Museum in London. Also in 2004, researchers in Japan took photographs of a live giant squid in its natural environment. **[8]** In 2007, a New Zealand fisherman caught a giant squid near Antarctica. Other specimens have been found, both live creatures and the remains of stranded squid. Then in 2012, several hundred miles off the coast of Japan, a team of researchers took video footage of a live giant squid, following it to a depth of almost 3,000 feet before losing it.

[9] How does the real-life giant squid compare with the legendary kraken? First, let’s look at its size. The giant squid is large, but it wouldn’t be mistaken for an island come to life. **[10]** From the end of the fins to the tip of the two long tentacles, the estimated length of the largest female is about 43 feet and the largest male about 33 feet, though some scientists claim it can grow to 50 or 60 feet. It’s heavy, though, with the female weighing about 600 pounds and the male about 330 pounds.

[11] Like the kraken, giant squid *do* capture their prey by using their tentacles with toothed suckers to grab their prey, hold on to it, and carry it to their razor-sharp beaks. **[12]** They are carnivores, but they prey on fish and other squid, not on humans. Some tales depict the giant squid as preying on whales. The truth is just the opposite. In fact, the giant squid is prey *for* the whale.

[13] The ancient tales portray the kraken as terrifying. Perhaps they are. However, the video footage of the giant squid also shows it as beautiful. One member of the research team that shot the footage described the creature as “changing from being silver to gold . . . just breathtaking.” Like much else, terror and beauty are in the eye of the beholder. **[14]** To some, the strange and unusual evokes fear; to others, awe. For myself, I am awestruck that this legendary creature is a reality.

Notes:

[1] Introduces the topic and puts the listener in this scene to arouse interest.

[2] States the overall main idea about the topic.

[3] Begins comparison-and-contrast organization. First discusses kraken in ancient legends. Then will discuss giant squid.

[4] Provides details from the legends.

[5] Uses the scientific word cephalopod for the creature.

[6] Uses transitional word to show comparison-and-contrast relationship.

[7] Uses dates to organize information and show the sequence of events.

[8] Includes specific details to show where and when specimens have been found.

[9] Maintains the comparison-and-contrast organization.

[10] Includes facts to show how the giant squid differs from the kraken.

[11] Describes suckers and beaks using precise adjectives.

[12] Stays on focus by showing how giant squid and kraken are alike and different.

[13] Maintains formal style through the end.

[14] Ends with an interesting conclusion.

Informative Presentation: Rubric

CCSS: SL.6.4a, SL.6.6

| Criteria | 4 Exceeds Expectations | 3 Meets Expectations | 2 Mostly Meets Expectations | 1 Does Not Meet Expectations |
|---|--|---|--|---|
| Introduces the topic and states main idea or thesis. | Effectively introduces the topic and states overall main idea or thesis about the topic clearly. | Introduces the topic and states overall main idea or thesis about the topic. | Introduces the topic but does not state an overall main idea or thesis about the topic. | Introduces the topic poorly and fails to state the overall main idea or thesis. |
| Organizes information and ideas. | Organizes information and ideas skillfully by using the most appropriate strategies. | Organizes information and ideas by using appropriate strategies. | Organizes information and ideas by using some appropriate strategies. | Does not organize information and ideas in a way that makes sense. |
| Develops ideas with relevant facts, details, and other evidence. | Develops ideas with ample facts, details, and other evidence that are relevant to the topic. | Develops ideas with sufficient facts, details, and other evidence that are relevant to the topic. | Develops ideas with a few facts, details, and other evidence that are relevant to the topic but some that are not. | Develops ideas poorly with facts, details, and other evidence that are irrelevant and insufficient. |
| Stays focused on the topic. | Consistently stays focused on topic and always sticks to the point. | Mostly stays focused on topic and sticks to the point. | Inconsistently stays focused on topic and does not always stick to the point. | Wanders from topic and does not stick to the point. |
| Uses transitional words and phrases to connect ideas and sentences and to show their relationship. | Uses transitional words and phrases skillfully to connect ideas and sentences and show their appropriate relationship. | Uses transitional words and phrases appropriately to connect ideas and sentences and show their relationship. | Uses a few transitional words and phrases to connect ideas and sentences and show their relationship. | Uses no transitional words and phrases to connect ideas and sentences and show their relationship. |
| Uses vocabulary that is appropriate to the content area. | Uses ample precise language to express ideas and describe people, places, and things. | Uses enough precise language to express ideas and describe people, places, and things. | Uses some precise language to express ideas and describe people, places, and things but also some vague language. | Uses vague language to express ideas and describe people, places, and things. |
| Uses precise language to express ideas and describe people, places, and things. | Uses ample vocabulary that is appropriate to the content area. | Uses enough vocabulary that is appropriate to the content area. | Uses a little vocabulary that is appropriate to the content area. | Uses no vocabulary that is appropriate to the content area. |

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Informative Presentation: Rubric (continued)

| Criteria | 4 Exceeds Expectations | 3 Meets Expectations | 2 Mostly Meets Expectations | 1 Does Not Meet Expectations |
|--|--|--|--|---|
| Maintains a formal style throughout the presentation. | Consistently keeps a formal style throughout the presentation. | For the most part, keeps a formal style throughout the presentation. | Varies between a formal style and an informal one in the presentation. | Uses an informal style throughout the presentation. |
| Ends with a concluding sentence or statement. | Ends with an effective concluding sentence or statement. | Ends with an adequate concluding sentence or statement. | Ends with an ineffective concluding sentence or statement. | Does not end with a concluding sentence or statement. |

Using Multimedia and Visual Displays: Checklist

CCSS: SL.6.5

Prompt: Develop a plan to use multimedia and visual displays to enhance your presentation and clarify information.

Purpose: To enhance presentation and clarify information

Audience: Your teacher and classmates

Using Multimedia and Visual Displays in Presentations: Checklist

- I used headings to organize information and aid comprehension.
- I identified ideas or details that would be aided by visuals or multimedia and selected the most appropriate.
- I chose relevant visuals and multimedia.
- I placed visuals and multimedia at appropriate points.
- I used visuals that were clear and readable.
- I removed the visual when it was no longer being discussed.
- I chose video clips of the appropriate length.
- I adjusted volume so that it was neither too loud nor too low.
- I integrated the visuals and multimedia into my presentation.

Using Multimedia and Visual Displays: Model

CCSS: SL.6.5

Plan for Integrating Multimedia and Visual Displays into The Kraken: A Legendary Monster Lives

[1] For 10 seconds before speaking, play recording of Mussorgsky's *Night on Bald Mountain* to set an eerie mood. Lower volume and play recording in background when presenting the first paragraph.

Imagine you are an ancient seafarer out at sea, staring into the frigid night for any signs of trouble. Weary and bone cold, the thick darkness fills your soul with dread. Suddenly, hundreds of small fish rise to the surface of the water. Then the boat begins to shake violently. A gigantic tentacle rises from the waves, ready to crash down on the deck. "The kraken," you shout, sending the alarm. Does this seem like the stuff of myth and legend? Today, many believe that the legends may be based on sightings of the real-life giant squid.

[2] In large type, display heading *The Kraken* in *Ancient Tales* on video screen.

Let's look at these ancient tales. Dating back to the twelve century, many come from Iceland and Norway. They tell of a sea monster the size of a small island destroying ships with its massive arms and tentacles, seizing sailors, and carrying them to their deaths. **[3]** Show illustration from old Norwegian manuscript depicting *kraken attacking ship*. However, the worst danger came after the attack. As the kraken sank back under water, it created a whirlpool that sucked in everything in its vicinity, carrying all to the bottom of the sea. These stories of a giant sea monster continued to be told and believed for centuries.

[4] Let first heading fade out. In large type, display heading *The Giant Squid* on video screen.

For years, people have asked each other, "Could a giant cephalopod like the kraken exist?" **[5]** Include diagram depicting parts of squid with labels. With their long arms and tentacles and horny beak, squid seemed to fit much of the description of kraken. However, the majority of squid are no more than 24 inches long, so a search for a giant squid began.

Many looked for evidence. In 2004, a fishing trawler caught a giant squid off the coast of the Falkland Islands. **[6]** Include photograph of remains of giant squid in the *Natural History Museum in London*. Its remains can still be seen in the *Natural History Museum in London*. **[7]** Show photograph of live giant squid taken by Japanese. Also in 2004, researchers in Japan took photographs of a live giant squid in its natural environment.

[8] Show photograph of New Zealand fisherman with giant squid. In 2007, a New Zealand fisherman caught a giant squid near Antarctica. Other specimens have

been found, both live creatures and the remains of stranded squid. **[9]** *Play newscast from CNN of 2012 sighting including the video footage of giant squid.* Then in 2012, several hundred miles off the coast of Japan, a team of researchers took video footage of a live giant squid, following it to a depth of almost 3,000 feet before losing it.

[10] *Include chart comparing giant squid and kraken.* How does the real-life giant squid compare with the legendary kraken? First, let's look at its size. The giant squid is large, but it wouldn't be mistaken for an island come to life. From the end of the fins to the tip of the two long tentacles, the estimated length of the largest female is about 43 feet and the largest male about 33 feet, though some scientists claim it can grow to 50 or 60 feet. It's heavy, though, with the female weighing about 600 pounds and the male about 330 pounds.

[11] *Show closeup photograph of tentacle of giant squid.* Like the kraken, giant squid *do* capture their prey by using their tentacles with toothed suckers to grab their prey, hold on to it, and carry it to their razor-sharp beaks. They are carnivores, but they prey on fish and other squid, not on humans. Some tales depict the giant squid as preying on whales. The truth is just the opposite. In fact, the giant squid is prey *for* the whale.

[12] *Play music from movie Gravity softly in background to create a sense of awe.* The ancient tales portray the kraken as terrifying. Perhaps they are. However, the video footage of the giant squid also shows it as beautiful. One member of the research team that shot the footage described the creature as "changing from being silver to gold . . . just breathtaking." Like much else, terror and beauty are in the eye of the beholder. To some, the strange and unusual evokes fear; to others, awe. For myself, I am awestruck that this legendary creature is a reality.

Notes:

- [1] Uses music to create an appropriate atmosphere. Adjusts volume so presentation can be heard clearly.
- [2] Adds headings to help listener see organization of information.
- [3] Adds headings to help listener see organization of information.
- [4] Uses illustration to display kraken from ancient Norwegian tales.
- [5] Includes diagram to clarify information about squid's appearance.
- [6] Uses photograph to show what the actual remains of the giant squid found in 2004 looks like. Also, emphasizes point about reality of this creature.
- [7] Includes photograph to show the live giant squid photographed by the Japanese.
- [8] Uses New Zealand photograph to illustrate difference in size between human and giant squid.
- [9] Includes short newscast to give information about the sighting as well as show the giant squid in action.
- [10] Uses chart to summarize details about giant squid and kraken.
- [11] Includes photograph of tentacle to help viewers see tentacles so they can understand how giant squid captures prey.
- [12] Ends with music to emphasize speaker's viewpoint.

Using Multimedia and Visual Displays: Rubric

CCSS: SL.6.5

| Criteria | 4 Exceeds Expectations | 3 Meets Expectations | 2 Mostly Meets Expectations | 1 Does Not Meet Expectations |
|---|---|---|---|---|
| Uses headings to organize information and aid comprehension. | Effectively uses headings to organize information and aid comprehension. | Adequately uses headings to organize information and aid comprehension. | Uses headings but they are only moderately successful in showing organization and aiding comprehension. | Does not use headings when they would be useful for organization and aid comprehension. |
| Identifies ideas or details that would be aided by visuals or multimedia and selects the most appropriate. | Successfully identifies all ideas and details that would be aided by visuals or multimedia and consistently selects the most appropriate. | Identifies some ideas and details that would be aided by visuals or multimedia but one or two times does not select the most appropriate. | Identifies only one or two ideas and details that would be aided by visuals or multimedia, but these are not necessarily the best ones. | Does not identify ideas and details that would be aided by visuals. |
| Chooses relevant visuals and multimedia. | Skillfully chooses visuals and multimedia and all are relevant. | Chooses visuals and multimedia but one or two are not completely relevant. | Chooses some visuals and multimedia that are relevant and some that are not. | Does not choose relevant visuals and multimedia. |
| Places visuals and multimedia at appropriate points. | Places visuals and multimedia skillfully at the best place to illustrate each point. | Mostly places visuals and multimedia at the best place to illustrate each point. | Sometimes places visuals and multimedia at the best place but sometimes places it too far away from the point. | Rarely places visuals and multimedia at appropriate points. |
| Uses visuals that are clear and readable. | Always uses visuals that are clear and readable. | Uses visuals that are mostly clear and readable. | Uses some visuals that are not clear enough or not readable enough. | Uses visuals that are unclear and unreadable. |
| Removes visual when it is no longer being discussed. | Always removes visual when it is no longer being discussed. | Usually removes visual when it is no longer being discussed. | Often leaves visual on when it is no longer being discussed. | Always leaves visual on when it is no longer being discussed. |
| Chooses video clips of the appropriate length. | Always chooses video clips of the appropriate length. | Sometimes chooses video clips that are a little too long or a little too short. | Mostly chooses video clips that are much too long or much too short. | Always chooses video clips that are much too long or much too short. |

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Using Multimedia and Visual Displays: Rubric (continued)

| Criteria | 4 Exceeds Expectations | 3 Meets Expectations | 2 Mostly Meets Expectations | 1 Does Not Meet Expectations |
|---|---|--|---|--|
| Adjusts volume so that it is neither too loud nor too low. | Always adjusts volume so that it is neither too loud nor too low. | Usually adjusts volume so that it is neither too loud nor too low. | Only sometimes adjusts volume so that it is neither too loud nor too low. | Fails to adjust volume so that it is neither too loud nor too low. |
| Integrates visuals and multimedia into presentation. | Smoothly integrates visuals and multimedia into presentation. | Integrates visuals and multimedia into presentation with only one or two problems. | Roughly integrates visuals and multimedia into presentation | Shows no skill in attempt to integrate visuals and multimedia into presentation. |

General Speaking Skills: Rubric

CCSS: SL.6.4

| Criteria | 4 Exceeds Expectations | 3 Meets Expectations | 2 Mostly Meets Expectations | 1 Does Not Meet Expectations |
|---|--|---|--|---|
| Speaks loudly enough to be heard. | Speaks loudly enough to be heard throughout the entire presentation, skillfully raising and lowering volume where appropriate. | Speaks loudly enough to be heard throughout most of the presentation, satisfactorily raising and lowering volume where appropriate. | Speaks loudly enough to be heard through only a small part of the presentation, and only a few times raises or lowers voice where appropriate. | Speaks too softly to be heard clearly. |
| Speaks at an appropriate pace—neither too slowly nor too fast. | Speaks at an appropriate pace throughout the entire presentation, skillfully speeding up or slowing down where needed. | Speaks at an appropriate pace throughout most of the presentation, satisfactorily speeding up or slowing down where needed. | Speaks at an appropriate pace throughout only a small part of the presentation, and only a few times changes pace where needed. | Speaks either too quickly or too slowly. |
| Pronounces words clearly. | Pronounces all words clearly. | Pronounces most words clearly, with only a few slight errors in others. | Pronounces only some words clearly, with a few serious errors in others. | Pronounces words poorly in a way that prevents listeners from understanding them. |
| Makes eye contact with the audience. | Skillfully makes eye contact with the audience. | Satisfactorily makes eye contact with the audience. | Makes eye contact with the audience only part of the time. | Does not make eye contact with the audience. |

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