

A Resource Guide for K-12 Teachers

Successful Speaking for Oregon Students

- ⦿ Teaching Ideas
- ⦿ Student Handouts
- ⦿ Speaking Activities

Created by the Multnomah Education Service District
Sponsored by the Oregon Education Association



Acknowledgements

- ◆ The Oregon Education Association Teaching and Learning Capacity Grant funded the development of this Speaking Assessment Resource Guide. The following advisory committee of educators was instrumental in creating and reviewing the content of this document:

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- ◆ Special thanks to these individuals and groups for their contribution:

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Introduction

Not everyone can become a spellbinding orator like Dr. Martin Luther King, Jr. or Winston Churchill, speaking confidently and persuasively in front of a large group. However, it is possible to teach students the fine art of speaking and effective communication for a variety of audiences and purposes.

Teachers across the state of Oregon are asking students to create and deliver speeches as part of their collection of evidence showing progress toward state standards. However, many educators do not have a background in speaking instruction or do not feel confident in helping students meet this standard.

This **Speaking Resource Guide** has been developed to provide teaching strategies for public speaking and to share a collection of quality classroom speaking activities at each Benchmark level. This document compliments speaking assessment resources developed by the Oregon Department of Education (ODE).

Inside the Resource Guide you will find official and student speaking scoring guides, suggestions and score sheets for evaluating student presentations, and additional information from the ODE regarding the variety of presentations necessary to meet the benchmark Performance Standards.

Other features include suggestions on finding an appropriate topic through “brain mapping”, creating and delivering a successful speech, using visual aids, crediting sources, and minimizing speech anxiety.

The latter part of this Resource Guide contains both general ideas for speeches and actual speaking activities which have been successfully used in Oregon classrooms. Although the tasks are divided by Benchmark I, II, III and CIM, please adapt any of these activities to fit the needs of your classroom and students. Also, feel free to photocopy any of the student handouts.

We hope that this Resource Guide will help you become an effective teacher of speaking and that your students will create, organize and deliver polished and dynamic speeches.

Penny Plavala and Brian Goldman
Multnomah Education Service District

Penny Plavala, School Improvement Specialist and Brian Goldman, Measurement Specialist work for the Multnomah Education Service District (ESD) in Portland, Oregon.

The Multnomah ESD provides cost-effective, regional educational services to Multnomah County schools. These services include special and alternative education, school nursing, networking and information technology, environmental education, school improvement and a variety of other direct and administrative services and support.

ISBN# 1-880118-26-2



Overview of Speaking Assessment

- ◎ Background and Resources
- ◎ Length of Presentation
- ◎ Audience Considerations
- ◎ Visual Aids
- ◎ Suggestions for Scoring Presentations
- ◎ Opportunities for Revision
- ◎ Crediting Sources
- ◎ Unrehearsed Speaking Tasks
- ◎ Definitions of Speaking Modes
- ◎ Domain Specifications
- ◎ Sample Entry Sheets

Background and Resources

In 1996, Oregon established standards of student performance in English, giving teachers and students a common goal. The Communication standard requires students to “speak effectively for a variety of audiences and purposes.”

To measure student progress toward these standards, teachers are creating classroom assignments in speaking (work samples) and assessing students using the official scoring guide.

The Oregon Department of Education has produced three important resources to assist teachers in the process of instruction and assessment of student speaking.

- ***Teaching and Learning to Standards***

This publication offering information on the number of work samples required at each grade level, ideas for teaching in a standards-based system, suggestions for creating performance assessments, and additional information for the classroom teacher. This document is available by visiting the ODE website at www.ode.state.or.us or calling (503) 378-3310 ext. 485.

- ***Oregon Speaks: Classroom Speaking Assessment***

This new video series highlights student speeches that meet or exceed benchmark standards. Educators are encouraged to use these example speeches with students when teaching the speaking scoring guide. The set of four videos (one for each benchmark) is available at school district offices and local education service districts.

- ***Hitting the Mark in Speaking Assessment***

This set of teacher training videos includes an introduction tape providing an overview of the scoring guide and four additional tapes with benchmark student speeches for use in practice scoring sessions. Contact your local ESD. .

For more information about the speaking assessment, please contact Ken Hermens, Assessment Specialist, Oregon Department of Education at ken.hermens@state.or.us or (503) 378-5585 ext. 247.

Length of Presentations and Preparation Time

Although individual districts may set minimum and/or maximum times for the length of speaking presentations, there are some general guidelines that should be considered.

1. Time should not be the primary factor to determine if a speech meets the requirements for a particular benchmark. If a speech receives scores meeting the standard on the official scoring guide, the fact that it fell below a suggested minimum length should not prevent it from inclusion in the student's collection of evidence. Speeches that are unusually brief will most likely score low in the areas of Ideas and Content and Organization and would be nonstandard for that reason, not because they failed to meet a standard of length.
2. Time limits placed on third grade presentations should be aligned with those for fifth grade speeches. (The same for fifth, eighth and tenth.) It would be inappropriate to ask more of a younger student since the older students should show more sophistication and skill in their speaking ability.
3. The expectation for a prepared speech would probably be higher both in terms of the length and the quality of the presentation than it would be for an unrehearsed speech. A two or three-minute rehearsed speech for a third or fifth grade presentation would probably be appropriate. A three to five-minute minimum for an eighth and tenth grade rehearsed presentation is appropriate for both an expository and persuasive speech. Unrehearsed speeches (where students are given at most 15 to 20 minutes to prepare) would be somewhat shorter, perhaps 2 to 3 minutes in length.
4. Similar to writing, a student's best work is usually developed over a period of time. Even the best speakers will benefit from activities that help polish the presentation during its preparation. While some of this preparation can occur outside of the classroom, a reasonable amount of class time should also be allotted. These activities might include:
 - researching the topic
 - organizing the material into an outline
 - making note cards that reflect key ideas and their sequence in the speech
 - creating visual aids (if appropriate)
 - practicing the speech individually and with peer partners or in small groups
5. One excellent method of preparation that can help maximize student success would be to thoroughly familiarize students with the scoring guide. In addition to studying this guide, watching videotapes of scored sample speeches would be an effective class activity. In addition, student language scoring guides have been developed that can be used as a guide for developing a presentation as well as part of the peer reviewing process. By scoring each other's presentations students will learn how to effectively prepare for their own.

Audience Considerations

1. There is no specific number of people that would constitute a "group" which is the term used in the Performance Standards to describe the audience in front of which a presentation must be made. The intent, however, is that speeches be given to the rest of the class if they are given in a classroom setting. While presenting to small groups in a corner of the room is good preparation, it should not replace a more formal presentation in front of the entire class.
2. Speeches can also be assessed when given to groups outside of the classroom.
Possible venues might be:
 - school board meetings
 - student body assemblies
 - civic groups
 - faculty meetings
 - speech competitions

In these settings the size of the audience may vary. The key requirement is that the student's presentation is assessed by a trained rater using the official speaking scoring guide.

3. In classroom settings where there is some control over the audience, instruction should be given in appropriate listening behavior so that the speaker can make the most effective presentation possible.

While districts are not required to do a formal listening assessment, it is a skill that is part of the Common Curriculum Goals and should be addressed in the context of watching presentations.

Visual Aids

Visual aids (two and three-dimensional) can be an effective tool in presentations for both the speaker and the audience. For audience members, they can provide additional information that adds to their understanding of the topic being discussed.

For the speaker, visual aids can fulfill several functions:

- They can give the presenter something to refer to in order to keep the speech organized and flowing smoothly;
- They can provide the speaker with opportunities to use gestures and movement as important information can be pointed to;
- They can make a speaker more comfortable since it gives an audience something to look at rather than giving the impression of "staring" at the speaker.

While there is no requirement that visuals aids be used and nothing in the scoring guide specifically relates to their use, they certainly should be considered when designing a speaking task.

Speeches Outside the "Speech" and "English" Classrooms

There is no reason to limit speaking opportunities to speech and/or English classrooms — although they certainly can and should occur there. Especially in the upper grades (7 through 10), activities in other content areas such as science and social studies lend themselves to oral presentations. The following section includes a list of different types of tasks that could be used to satisfy the speaking component of the Performance Standards.

Potential Tasks for Speaking Assessments

While the following is by no means a complete list, it does give an idea of the rich range of topics that could be used as ways to elicit work samples in the area of speaking. Keep in mind, though, that no matter where an assessment takes place, it does need to be scored by a trained rater using the Official Scoring Guide.

- Classroom reports on noted individuals: authors, inventors, scientists, historical figures, artists, celebrities, sports figures, politicians
- Classroom reports on places: countries, cities, monuments, tourist attractions, natural wonders, civilizations throughout history
- Classroom reports on notable events: battles, discoveries, disasters, historical events, sporting events
- Classroom reports on phenomena: natural (e.g., Northern Lights, Black Holes, hurricanes, volcanoes, etc.) and unnatural (ESP, UFO's, etc.)
- Reports on experiments/labs done in a science class
- Debates on public issues in a social studies class
- News editorial on a controversial issue pertaining to the school, community, state or nation
- Analysis of a work of art (e.g., a poem, novel, short story, play, painting, sculpture, a vocal or instrumental piece of music, a dance)
- Campaign speech at a school assembly
- Report on an Future Farmers of America project
- Persuasive speech on environmental, legal, educational, social or political issues

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- Reports on student exchange experiences to rotary clubs or other sponsoring civic groups
 - Reports on a specific occupation and the training skills required to qualify for a job in that field

* Note: Please see specific speaking activities in second half of this document.

It should be noted that the speaking assessment can be done in conjunction with other types of assessments. For example, a written report that covers the material used in a speech could be scored using the writing scoring guide and be included as part of the writing component of the collection of evidence.

An analysis of a poem or novel could be structured in such a way that it could be scored using the Reading Scoring Guide and be used as a Reading/Literature work sample.

As scoring guides are developed for other content areas such as social studies and science, projects targeted for those areas could include speaking tasks which could then be used as one of the speaking work samples. The more speaking becomes a regular part of classroom activities, the more proficient students will become when they are faced with an actual assessment.

Documentation of Student Speeches

After scoring a speech, you may be required by your district to fill out an entry sheet. (Sample entry sheets are provided in this section.) These list the type of work sample completed, date of completion and scores received. They include a space for the raters written comments and several signatures verifying that the speech is the student's original work. Entry sheets may include the student's reflection on the speech and why it is included in the collection of evidence.

If the speech was videotaped, be sure to note on the entry sheet the title or number of the videotape and where it is stored so it can be located later.

The entry sheet need not be the only tangible evidence of a speaking assessment. To further substantiate the assessment, the following items could also be used:

- From the rater – an explanation of how the student's scores relate to key points on the scoring guide.
- From the student – a reflection piece written soon after giving the speech; a list of resources used and/or an outline or manuscript of the presentation.

These are just suggestions. Districts may set their own requirements for evidence to include in the collection of student work.

Suggestions for Scoring Presentations

All presentations used as part of a student's collection of evidence should be scored by trained raters using the Official Speaking Scoring Guide. Other considerations relating to scoring:

Who Should Score

Questions have been raised as to whether a teacher should score his or her own students' presentations. As long as the teacher has been trained in using the Speaking Scoring Guide, this should not be a problem.

However, to make sure that bias is not an issue in the scoring, the teacher could verify the validity of the scores by having another trained rater present for a few speeches to independently give scores. Comparing the two sets of scores should give an indication of the validity of the classroom teacher's scoring.

Videotaping Presentations

If it is feasible to videotape presentations, it might be a good idea to do so. This does not mean that the actual videotape needs to be physically present in the student's collection of work. A notation could be made on the entry sheet that corresponds to one made on the actual tape which could be kept elsewhere. This way a separate tape does not have to be kept for each individual student. Keeping a videotape would be most useful at the CIM level where certification is required.

Peer Scoring

When students are practicing their speeches on the days prior to the scored presentations, encourage them to use the Student Language Scoring Guide to evaluate their peers. This activity can be managed effectively by having a student rotate to groups of four or five peers – repeating their speech several times for small audiences.

On the day of the scored presentations, ask audience members to fill-out a speaking evaluation form for each speaker. The observers can be assessing one or two traits of the scoring guide or all four. Encourage them to write constructive comments to provide additional feedback for the speaker.

Opportunities for Revision

The area of speaking is unlike other areas such as writing where conditions easily allow for revision of work that may not meet a standard the first time it is scored. Since the Performance Standards state that presentations take place before a group, students may only have one opportunity per speaking activity to meet the scoring standards; time will probably not allow for a student to give the same presentation again and again in front of an audience. It becomes increasingly important, then, for preparation to be so thorough that a student gives the best performance possible, hopefully one that meets the standard the first time a speech is given before a large group.

If time allows and a teacher wishes to, a student can revise a presentation and give it again. This might work best where there are multiple sections of a given class or the speech is related to the work being done in another content class, and the student can be brought in to present to a new audience. These are only a few methods to accommodate the student who fell just short of receiving scores that meet the standard in the area of speaking. The important element of the assessment to remember is that it must be done by a trained rater. It would also be crucial to provide a student with multiple opportunities to obtain work samples so that meeting a benchmark is not reliant upon the minimum number of presentations.

Crediting Sources

In order to achieve a score of 4 in Ideas and Content, students at the eighth and tenth grade levels are required to cite their sources. (This would apply only to prepared speeches and not to the unrehearsed presentation at the tenth grade level.) The scoring guide specifically states: "The communication is characterized by use and citation of resources, when appropriate, that provide accurate and adequate support." The scoring guide also states that students not only cite their sources when appropriate but locate resources that are credible.

With the persuasive speech, this would mean that as the student presented statistics or quoted material to support arguments or contentions, the source for the information would be identified (e.g., "According to the Department of Transportation, more than 20,000 people each year die in traffic accidents.")

For an expository (informative) speech, the student would identify where specific facts or details were found within the presentation itself, when appropriate.

To further solidify their scores in this area, students could turn in a bibliography of sources to show where they obtained their information. However, the scoring guide does indicate that there should be some citation that occurs during the speech itself.

Unrehearsed Speaking Tasks

Unrehearsed tasks assessed at the tenth grade level will need some special planning in order to be completed successfully. The following guidelines will be helpful in designing these tasks.

1. The Performance Standards allow for preparation time "limited to about 15-20 minutes." Unless a school is on a block schedule, a typical period may not allow enough time for a significant number of students to prepare and present a speech on a single day. It is possible to schedule other activities that take place while a few students are preparing their unrehearsed speeches, but this may not be the most effective use of time.

As an alternative, teachers might limit the time of preparation to 5 to 10 minutes with each student using the time during the presentation of the previous speaker, as well as some critique time, to prepare his or hers. If a teacher wanted to give 15 minutes of preparation time, students could draw topics at 5 minute intervals with the first speech beginning 15 minutes after the topic was drawn, a schedule which could be maintained if each presentation/feedback session lasted 5 minutes.

2. However much time is given to preparation, students will need instruction and practice on strategies that will allow them to use the available time as efficiently as possible to produce the best possible results. This could include experience developing a three-part organization with an attention-getting introduction, a body that consists of three or more major points, and a summation or conclusion.
3. Developing topics that will appeal to students and that will allow them to draw from their existing knowledge is crucial to their success on unrehearsed presentations. There are several ways that this could be accomplished. One way is to have the students write the potential topics themselves keeping in mind that they are unlikely to draw the specific topics they have written. Another method would be to choose topics that have been discussed in class so that some material would at least be familiar to them. A third option is to let students know that topics will address issues that are currently in the news so they will be motivated to watch news broadcasts and read newspaper and magazine articles.
4. However topics are developed, students should be given the chance to draw three potential topics and choose which one they would feel most comfortable speaking about. Limiting a student to drawing one topic could result in poor performance based on a topic unfamiliar to the student.

Definitions of Speaking Modes

In order to have a clearer view of what is required by the eighth and tenth grade Performance Standards, it would be helpful to refer to a standard definition of what is meant by "informative" and "persuasive" speeches.

Expository (Informative)

An expository or informative speech provides information, explains, clarifies, or defines. The speaker informs or adds to the audience's understanding through a presentation of key points, explanations, and supportive details. The speech contains clear ideas that are focused and fully explained. When appropriate, the presenter has utilized a variety of credible resources to gather accurate, relevant information that provides a strong base of support in the form of facts, examples, illustrations, incidents, or explanations.

Visual aids may be used to add detail to the speech or to clarify a point the speaker is attempting to make. Strong speakers show a concern for audience and purpose by carefully selecting words and details; they also recognize that greater distance may be required in a formal presentation than in an informal one, but that expository speaking can be lively, engaging, and indicative of the speaker's commitment to the topic.

Persuasive

Persuasive speaking attempts to convince the audience to agree with a particular point of view and/or to persuade members of the audience to take specific action. The topic must be debatable; there are clearly reasons for more than one point of view.

Persuasive speaking differs from expository (informative) in that it does more than explain; the speaker also takes a stand and endeavors to persuade the listener to take that same stand. Strong persuasive speakers support their clearly stated position with reasoned arguments supported by credible evidence, facts, anecdotes, and statistics; if used, emotional appeals are well-balanced by these and other objective forms of documentation. Strong speakers also address other points of view, but acknowledge or counter points without seeming to shift positions. When a specific audience has been identified, the nature of the arguments and the style of presentation are designed to appeal to that audience.

For the tenth grade standard, students must also complete an unrehearsed presentation. Below is a description of that type of presentation:

Unrehearsed Presentation

An unrehearsed presentation is one where the student is given no time (impromptu) or very limited period time (extemporaneous) to prepare for giving a speech. The primary purpose for such an assignment is to assess a student's ability to "think on his/her feet", a skill that has wide application to situations encountered in life.

These might include:

- responding to questions during a job interview or training session
- expressing one's views in a public or semi-public forum
- making an unexpected presentation to an employer or employees in the workplace, etc.

To make this speaking experience as beneficial and low-stress as possible, effort should be made to ensure that the available topic or topics are familiar and are of some interest/importance to the student. In the brief preparation time available (no more than 20 minutes), the strong speaker will be able to develop an attention-getting introduction as well as a plan of attack for the body that will lead to a recognizable conclusion.

Domain Specifications, Speaking
Benchmark I (Grades 1-3)

IDEAS AND CONTENT, Grade 3

<p>Content Standard Communication knowledge of the topic, including relevant examples, facts, anecdotes and details.</p> <p>Third Grade Benchmark Convey main ideas with some supporting details appropriate to audience and purpose.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the speaker's theme (the point of the speaker's message) along with the supporting details that develop and enrich that theme. Main ideas are communicated and are supported by details that show an exploration of the topic appropriate to audience and purpose.</p> <p>Standard Expectations and Skills Students address ideas and content in their speaking by</p> <ul style="list-style-type: none">• providing easily identifiable purpose and main idea(s), although the main idea(s) may be obvious.• using some supporting details, although they may be limited in scope, uneven, somewhat off-topic, too predictable, overly general, or based on questionable information.
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ORGANIZATION, Grade 3

<p>Content Standard Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.</p> <p>Third Grade Benchmark Demonstrate organization by developing a beginning, middle and end with some transitions.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the structure of an oral presentation including the sequence of ideas and the patterns that hold the speech together. Transitions move the speaker from one point to the next.</p> <p>Standard Expectations and Skills Students demonstrate organization in their speaking by</p> <ul style="list-style-type: none">• developing an identifiable beginning, middle and end. (At this level, the beginning and end may be either underdeveloped or obvious.)• attempting sequencing, although attempts may occasionally be unclear and supporting details may be absent or confusing.• attempting transitions, although the same few might be overused.
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Domain Specifications, Speaking
Benchmark I (Grades 1-3)

LANGUAGE, Grade 3	
<p>Content Standard</p> <p>Select words that are correct, functional and appropriate to audience and purpose.</p> <p>Third Grade Benchmark</p> <p>There is no standard in the area of language for the third grade benchmark.</p> <p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<p>Explanation</p> <p>This trait reflects the speaker's use of specific words and phrases to convey the intended message in an interesting, precise, and natural way appropriate to the audience and purpose.</p> <p>Standard Expectations and Skills</p> <p>Students demonstrate language skills in their speaking by</p> <ul style="list-style-type: none"> • accurately using common words although less common words may sometimes be misused; mistakes in the use of words and grammar do not take away from the message. • using words that fit together and are generally appropriate to the topic, audience and purpose. • making some attempts at colorful language although these may take the form of slang and clichés.

* *While language skills are being developed in the classroom, students should be given feedback for instructional purposes, they will not be required to meet a standard score in Language at the grade 3 benchmark.*

Domain Specifications, Speaking
Benchmark I (Grades 1-3)

DELIVERY, Grade 3

<p>Content Standard</p> <p>Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.</p> <p>Third Grade Benchmark</p> <p>Demonstrate some control of eye contact and speak at an appropriate rate and volume.</p> <p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<p>Explanation</p> <p>Delivery skills include the rate of the spoken words, how clearly they are pronounced, the volume of the speaker and the expressiveness of the voice. Other aspects are physical posture, gestures and movements, and maintaining eye contact with the audience.</p> <p>Standard Expectations and Skills</p> <p>Students demonstrate delivery skills in their speaking by</p> <ul style="list-style-type: none">• generally speaking clearly and pronouncing common words correctly; some mistakes on less common words.• speaking at a volume that can be heard by the audience although the speaker may occasionally be too soft.• speaking at a rate that can be understood by the audience although it may sometimes be too fast or too slow.• showing a smooth delivery although there may be an occasional "um" or other space filler.• some use of appropriate gestures and facial expressions, but they may not be used consistently.• making eye contact with members of the audience although the contact may be limited to the teacher or just a few people near the speaker.
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Domain Specifications, Speaking

Benchmark II (Grades 4-5)

IDEAS AND CONTENT, Grade 5

<p>Content Standard Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.</p> <p>Fifth Grade Benchmark Convey clear, focused main ideas with supporting details appropriate to audience and purpose.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the speaker's theme (the point of the speaker's message) along with the supporting details that develop and enrich that theme. Main ideas are communicated and are supported by details that show an exploration of the topic appropriate to audience and purpose.</p> <p>Standard Expectations and Skills Students address ideas and content in their speaking by</p> <ul style="list-style-type: none"> • providing clear and easily identifiable purpose and main ideas. • providing relevant supporting details although they may be overly general or limited in places. • providing content and selected details that consider audience and purpose although they may not be consistently well chosen.
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ORGANIZATION, Grade 5

<p>Content Standard Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.</p> <p>Fifth Grade Benchmark Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the structure of an oral presentation including the sequence of ideas and the patterns that hold the speech together. Transitions move the speaker from one point to the next.</p> <p>Standard Expectations and Skills Students demonstrate organization in their speaking by</p> <ul style="list-style-type: none"> • developing a recognizable beginning that introduces the audience to the topic. • developing a clearly sequenced body that contains identification of main topics and supporting details about the topics. • using a conclusion (end) that summarizes or retells and communicates an ending without being too obvious. • attempting transitions by using transitional words (e.g., first, then, finally, also).
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Benchmark II (Grades 4-5)

LANGUAGE, Grade 5

Content Standard	Explanation
<p>Select words that are correct, functional and appropriate to audience and purpose.</p> <p>Fifth Grade Benchmark</p> <p>Use descriptive and accurate words appropriate to audience and purpose.</p> <p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<p>This trait reflects the speaker's use of specific words and phrases to convey the intended message in an interesting, precise, and natural way appropriate to the audience and purpose.</p> <p>Standard Expectations and Skills</p> <p>Students demonstrate language skills in their speaking by</p> <ul style="list-style-type: none">• using words that communicate the main idea although they may not paint a picture in the reader's mind.• the use of a variety of words that seem to fit the topic, audience, and purpose.• some experimentation with new words or everyday words being used in new ways; occasional mistakes in the use of words and grammar are not distracting.• using slang only when appropriate and technical words in a way that does not take away from the message.

**Domain Specifications, Speaking
Benchmark II (Grades 4-5)**

DELIVERY, Grade 5	
<p>Content Standard</p> <p>Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.</p>	<p>Explanation</p> <p>Delivery skills include the rate of the spoken words, how clearly they are pronounced, the volume of the speaker and the expressiveness of the voice. Other aspects are physical posture, gestures and movements, and maintaining eye contact with the audience.</p>
<p>Fifth Grade Benchmark</p> <p>Demonstrate some control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.</p>	<p>Standard Expectations and Skills</p> <p>Students demonstrate delivery skills in their speaking by</p> <ul style="list-style-type: none"> • speaking clearly and pronouncing common words correctly with a few mistakes on less common words or proper names. • speaking at a volume level that is consistently loud enough to be heard. • speaking at a moderate rate that can be understood by the audience. • maintaining a smooth delivery; breaks or space fillers (e.g., "um") may be present but do not hurt the message. Speaker shows some independence from notes. • using appropriate gestures and facial expressions to help convey the message. • making eye contact with members of the audience although some areas may receive the majority of the focus.
<p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	

Domain Specifications, Speaking
Benchmark III (Grades 6-8)

IDEAS AND CONTENT, Grade 8	
<p>Content Standard Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.</p> <p>Eighth Grade Benchmark Convey clear, focused main ideas with supporting details appropriate to audience and purpose.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the speaker's theme (the point of the speaker's message) along with the supporting details that develop and enrich that theme. Main ideas are communicated and are supported by details that show an exploration of the topic appropriate to audience and purpose.</p> <p>Standard Expectations and Skills Students address ideas and content in their speaking by</p> <ul style="list-style-type: none">• providing clear and easily identifiable purpose and main ideas.• providing relevant supporting details but they may be overly general or limited in places.• providing content and selected details that consider audience and purpose.• using resources, when appropriate, to provide accurate support.

ORGANIZATION, Grade 8	
<p>Content Standard Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.</p> <p>Eighth Grade Benchmark Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the structure of an oral presentation including the sequence of ideas and the patterns that hold the speech together. Transitions move the speaker from one point to the next.</p> <p>Standard Expectations and Skills Students demonstrate organization in their speaking by</p> <ul style="list-style-type: none">• developing a recognizable beginning that introduces the audience to the topic.• developing a clearly sequenced body that is easy to follow with accurate placement of supporting details.• using a conclusion (end) that summarizes or retells and communicates an ending.• using transitional words or phrases that are clear although they might be somewhat stilted.

Domain Specifications, Speaking
Benchmark III (Grades 6-8)

LANGUAGE, Grade 8	
<p>Content Standard</p> <p>Select words that are correct, functional and appropriate to audience and purpose.</p> <p>Eighth Grade Benchmark</p> <p>Use descriptive and accurate words appropriate to audience and purpose.</p> <p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<p>Explanation</p> <p>This trait reflects the speaker's use of specific words and phrases to convey the intended message in an interesting, precise, and natural way appropriate to the audience and purpose.</p> <p>Standard Expectations and Skills</p> <p>Students demonstrate language skills in their speaking by</p> <ul style="list-style-type: none">• using words that communicate the intended message or idea.• the use of a variety of words that fit the topic, audience and purpose.• occasional experimentation with language to add interest and liveliness; grammar and usage are usually correct.• using slang and jargon only when they do not detract from the message or purpose.• competently using necessary technical language to make the content clear.

Domain Specifications, Speaking

Benchmark III (Grades 6-8)

DELIVERY, Grade 8

Content Standard	Explanation
<p>Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.</p>	<p>Delivery skills include the rate of the spoken words, how clearly they are pronounced, the volume of the speaker and the expressiveness of the voice. Other aspects are physical posture, gestures and movements, and maintaining eye contact with the audience.</p>
<p>Eighth Grade Benchmark</p> <p>Demonstrate some control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.</p>	<p>Standard Expectations and Skills</p> <p>Students demonstrate delivery skills in their speaking by</p> <ul style="list-style-type: none">• clearly enunciating and correctly pronouncing most words.• some effective use of vocal variation, including changes in tone, rate and volume as appropriate to audience and purpose.
<p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<ul style="list-style-type: none">• speaking at a moderate rate that can be understood by the audience.• maintaining a smooth delivery with only minor breaks in the flow; minimal reliance on space fillers (e.g., "um", "like"); material is spoken rather than merely "read."• using appropriate facial expressions, gestures and body movements to help convey the message and hold the audience's interest.• making eye contact with most of the members of the audience.

Domain Specifications, Speaking
Benchmark CIM (Grades 9-10)

IDEAS AND CONTENT, Grade 10

<p>Content Standard Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.</p> <p>Tenth Grade Benchmark Convey clear, focused main ideas with accurate supporting details appropriate to audience and purpose.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the speaker's theme (the point of the speaker's message) along with the supporting details that develop and enrich that theme. Main ideas are communicated and are supported by details that show an exploration of the topic appropriate to audience and purpose.</p> <p>Standard Expectations and Skills Students address ideas and content in their speaking by</p> <ul style="list-style-type: none">• providing clear and easily identifiable purpose and main ideas.• providing relevant supporting details that develop the ideas adequately.• providing content and details that consistently show an awareness of audience and purpose.• using resources, when appropriate, to provide accurate support.
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ORGANIZATION, Grade 10

<p>Content Standard Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.</p> <p>Tenth Grade Benchmark Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the structure of an oral presentation including the sequence of ideas and the patterns that hold the speech together. Transitions move the speaker from one point to the next.</p> <p>Standard Expectations and Skills Students demonstrate organization in their speaking by</p> <ul style="list-style-type: none">• developing an effective introduction that brings the audience to the topic.• developing a clearly sequenced body that is easy to follow with effective placement of supporting details.• using a conclusion (end) that summarizes or retells and communicates an effective ending.• using a variety of transitions that may include coordinating and subordinating conjunctions, repetition, and key phrases.
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Domain Specifications, Speaking
Benchmark CIM (Grades 9-10)

LANGUAGE, Grade 10	
<p>Content Standard</p> <p>Select words that are correct, functional and appropriate to audience and purpose.</p> <p>Tenth Grade Benchmark</p> <p>Use descriptive and accurate words appropriate to audience and purpose.</p> <p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<p>Explanation</p> <p>This trait reflects the speaker's use of specific words and phrases to convey the intended message in an interesting, precise, and natural way appropriate to the audience and purpose.</p> <p>Standard Expectations and Skills</p> <p>Students demonstrate language skills in their speaking by</p> <ul style="list-style-type: none">• using words that effectively and accurately convey the intended message.• the use of a variety of words that are functional and appropriate to the topic, audience, and purpose.• attempting to use colorful language that adds interest and liveliness; grammar and usage are generally correct.• using slang and jargon only when they do not detract from the message or purpose.• effectively using necessary technical language to make the content clear.

Domain Specifications, Speaking
Benchmark CIM (Grades 9-10)

DELIVERY, Grade 10

Content Standard	Explanation
<p>Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.</p>	<p>Delivery includes the rate of the spoken words, how clearly they are pronounced, the volume of the speaker and the expressiveness of the voice. Other aspects are physical posture, gestures and movements, and maintaining eye contact with the audience.</p>
<p>Tenth Grade Benchmark</p> <p>Demonstrate fluent delivery with varied inflections, effective eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.</p>	<p>Standard Expectations and Skills</p> <p>Students demonstrate delivery skills in their speaking by</p> <ul style="list-style-type: none">• clearly enunciating and correctly pronouncing words.• generally effective use of vocal variation, including changes in tone, rate and volume as appropriate to the room, audience and purpose.
<p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<ul style="list-style-type: none">• maintaining a smooth delivery with few breaks in the flow; infrequent reliance on space fillers (e.g., "um", "like"); material is spoken rather than merely "read".• using effective facial expressions, gestures and body movements to help convey the message and hold the audience's interest.• making eye contact with members of the audience.

Model Speaking Work Sample Entry Sheet
Benchmark I: Grades 1-3

Student Name _____ Grade in School _____

Subject/Title of Presentation _____

Date of Presentation _____

Scores Earned: (Circle the appropriate scores)

Ideas and Content	Organization	Delivery
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Language*

1 2 3 4 5 6

*No standard score required at this benchmark

First Rater Name _____

Second Rater Name _____

Rater Comments:

Student Self-Reflection:

Model Speaking Work Sample Entry Sheet
Benchmark II: Grades 4-5

Student Name _____ Grade in School _____

Subject/Title of Presentation _____

Date of Presentation _____

Scores Earned: (Circle the appropriate scores)

Ideas and Content	Organization	Language	Delivery
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

First Rater Name _____

Second Rater Name _____

Rater Comments:

Student Self-Reflection:

Model Speaking Work Sample Entry Sheet

Benchmark III: Grades 6-8

Student Name _____ Grade in School _____

Subject/Title of Presentation _____

Date of Presentation _____

Type of Presentation: Persuasive Informative

Scores Earned: (Circle the appropriate scores)

Ideas and Content	Organization	Language	Delivery
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

First Rater Name _____

Second Rater Name _____

Rater Comments:

Student Self-Reflection:

Model Speaking Work Sample Entry Sheet
Benchmark IV: CIM Level (Grades 9-10)

Student Name _____ Grade in School _____

Subject/Title of Presentation _____

Date of Presentation _____

Type of Presentation: Persuasive Informative Unrehearsed

Scores Earned: (Circle the appropriate scores)

Ideas and Content	Organization	Language	Delivery
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

First Rater Name _____

Second Rater Name _____

Rater Comments:

Student Self-Reflection:



Preparing and Delivering Speeches

- ◎ Speech Assignment Guidelines
- ◎ Speech Checklist
- ◎ Finding a Good Topic / Brainstorming
- ◎ Five Steps to Super Speeches
- ◎ Guidelines for Visual Aids
- ◎ Steps to Creating an Informative Speech
- ◎ Steps to Creating a Persuasive Speech
- ◎ Modeling Delivery Techniques
- ◎ Tips for Successful Speaking
- ◎ Speech Anxiety

Speech Assignment Guidelines

Students will need the following information to be able to prepare a successful speech.

- The purpose of giving the speech:
 1. To entertain
 2. To share information
 3. To convince (logical argument, persuasive)
 4. To persuade the audience to take action (logical and emotional argument)
- The criteria and process of evaluation to be used.
- What knowledge will be introduced in this assignment.
- Who the audience will be.
- When the speech is to be given.
- The formality of presentation expected.
- The topic limitations or focus. How this assignment fits with other aspects of the class.
- The amount of time given to prepare (impromptu, extemporaneous, or prepared)
- The minimum and maximum length of the presentation.
- The process for preparation.
- The kinds of support expected including visual aids.
- The level of research and source citation expected.
- The paperwork expected and when it is due.
- The delivery style expected (reading, memorized, notecards, off the cuff).
- The specific speaking skills to be demonstrated.
- The appropriate use of notecards.
- The method of determining speaking order.
- If the speech will be videotaped, who will provide the tape and care of videotaping.
- Who will be timing the speech and what kind of time signals will be given.
- The speaker's responsibility for evaluation and meeting standards.
- The process for giving the speech over again, in order to meet standards.

Submitted by: Jennifer Arns, N. Clackamas SD

Preparing and Delivering a Speech Student Checklist

1. Choose a topic both you and your audience will like.
2. Make sure your topic fits the assignment and time limit.
3. Do a good job of thinking about and researching your topic. Explore all sides of the topic.
4. Think about the topic information you have gathered and use only the details which will work well for you.
5. Write an introduction which will gain the interest of your audience as well as introduce your topic.
6. Think about how you can move from one point to another smoothly.
7. Use your own language. Speak as if you were actually talking to someone.
8. Don't use a "big" word when a small one will do.
9. Make sure everything you say is clear and understandable.
10. Speak loudly enough so that everyone can hear you.
11. Don't rush! – Take your time and your voice will naturally add color and interest to your topic.
12. Use your hands to help you in some way. Sometimes you will need your hands to hold a chart or a poster. Other times, your hands will be busy operating part of your demonstration. At the very least, let your hands hold your notecards or paper (if they are allowed). Never leave your hand movements to chance. They'll end up picking lint off your shirt or dangling nervously at your side.
13. Keep both feet on the floor. Don't slouch, sway, or teeter.
14. Show enthusiasm for your topic from start to finish.
15. Look at your audience as you speak.
16. End with a strong, interesting idea.

Finding a "Good" Topic

If you are having difficulty finding a topic, it helps to realize that it's not the *topic* that makes a speech effective. There are no "bad" topics, but there are inappropriate or poorly developed ones. At this stage you should focus on choosing a topic:

- that you have some knowledge about, or wish to gain knowledge about.
- that you care about.
- that is appropriate for the audience and the setting.

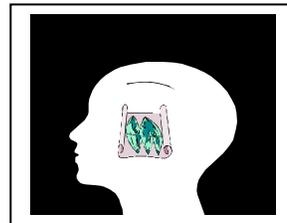
Appropriateness is especially important, because some topics simply don't work in a class setting. You should always strive to select topics that will not offend any members of the audience or promote harmful or illegal actions. In addition, avoid topics that the audience already knows.

In addition, use caution in selecting topics where your audience might have extremely political opinions on subjects like abortion and school prayer.

For example, if your audience agrees with your viewpoint, then you are "preaching to the choir" – redundantly persuading those who are already persuaded. Likewise audience members who disagree with you probably won't change their minds based on a short speech, especially one that they are forced to sit through.

However, you should not avoid all controversial topics. Instead, you should consider the pre-existing attitudes of your audience when attempting to create an effective message. When in doubt, always check about the appropriateness of a topic with your instructor well in advance of speaking day.

Use the following 'Brain Hurricane' or 'Brain Mapping' exercises as a good place to start.



Brain Hurricane

(or: Brainstorming a good speech topic)



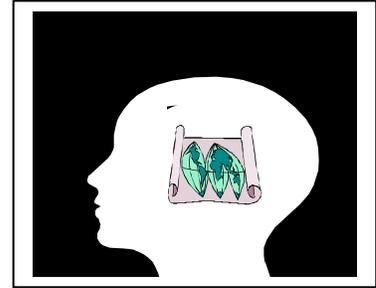
How to Brain Hurricane:

1. On a clean sheet of paper, write down a phrase that describes the concept, for example, "Using the Internet" or "College Football."
2. Now start writing whatever ideas come to mind when you think about this concept. Try to write short phrases instead of paragraphs.
3. After each phrase is written, turn the page slightly so that your writing forms a spiral around the middle of the page.
4. Keep writing and turning the page for at least 10 minutes. Don't stop to think—just keep writing without pausing. If you run out of space go to a new page.
5. Don't worry if your thoughts stray from the original concept. The purpose of this exercise is to let your mind freely associate terms, ideas, and concepts. You will analyze and evaluate the content later, so for now just generate ideas.

When you've finished, you should have a page of related ideas that represent potential topics. Examine your results an hour or so later and select the most interesting of your new ideas.

Brain Mapping

(or: Brainstorming a good speech topic)



How to Brain Map

1. Find a quiet place, free of distractions, and allow yourself at least 30 minutes to complete the exercise.
2. Get a clean sheet of paper and several pens of different colors. (Felt tip markers or crayons are ideal.)
3. In the center of the page, draw a small picture of your topic. This can be either abstract or representational, and the purpose is to jump-start creative thinking.
4. To generate ideas about your topic, start writing key words and spokes radiating out from the central picture. Write only single words (NOT PHRASES), and keep the lines connected to the central picture.
5. Free-associate rapidly, and DO NOT censor any idea! Keep writing constantly and try to fill the page as rapidly as possible. (Start another page if necessary.)
6. Draw pictures and use different colors whenever possible.
7. When you run out of ideas concerning your central picture, begin associating ideas from the key words that you've generated.
8. After you've run out of words, look at the results and try to find patterns and associations between ideas. Draw arrows and use colors and pictures to connect related ideas.
9. Redraw your map, eliminating any extraneous ideas and grouping related ideas into some kind of organization. You should now have several important concepts related to your topic. You might also have a rudimentary structure for how to present these ideas.

If your results don't provide a suitable topic, then wait a while. Return later and select one of your new ideas/concepts and repeat the exercise.

Five Steps to Super Speeches

1) Plan 2) Prepare 3) Polish 4) Practice 5) Present

1. PLAN YOUR SPEECH

- A. Who am I going to be speaking to?
- B. Where will I be speaking?
- C. When will I be giving the speech?
- D. How much time is allowed for my speech?
- E. What will the message of my speech be?
- F. Do I know enough about my topic or should I do more research?
- G. How will I present my information and develop my topic?
- H. Do I have my thesis stated in the introduction of my speech in one sentence?

2. PREPARE

- A. Review the main idea (thesis) of the speech
- B. Choose a plan of organization
- C. Develop an outline using the main points
- D. Add supporting details to the outline
- E. Write the introduction
 - 1) To get the audience's attention (hook)
 - 2) To motivate the audience
 - 3) To let the audience know what the speech is about
 - 4) To gain the audience's trust
- F. Write the conclusion
 - 1) To get the audience's attention (hook)
 - 2) To motivate the audience
- G. Rearrange the speech
 - 1) Intro 2) Body 3) Conclusion

3. POLISH

- A. Time your speech
- B. Add connecting words (transitions)
- C. Review and improve your vocabulary:
 - 1) No grammatical errors or slang
 - 2) Use words your audience will understand
 - 3) Make descriptions detailed
- D. Prepare your outline for the teacher
 - 1) Hand your outline to the teacher before you speak.
- E. Prepare notecards for practicing and presenting (4x6 CARDS)
 - 1) **NEVER EVER READ TO YOUR AUDIENCE.**
YOUR GOAL IS TO TALK WITH PEOPLE.

Continued →

Five Steps to Super Speeches

1) Plan 2) Prepare 3) Polish 4) Practice 5) Present

4. PRACTICE

- A. Everyone must practice
 - 1) Practice a half hour for every minute of your speech
- B. Decide what style you will use to present
 - 1) Friendly and sincere
 - 2) Casual and informal
 - 3) Serious and formal
- C. Set goals for each session
 - 1) Time the speech
 - 2) Polish your language
 - 3) Use notecards
 - 4) Use your visual aids when appropriate
 - 5) Use your voice and body language appropriately
- D. Practice in many ways
 - 1) Time the speech
 - 2) Polish your language
 - 3) Use notecards
- E. Be patient

5. PRESENT

- A. Attitude
- B. Dress for success
- C. Project confidence
- D. Prepare your materials ahead of time
- E. Use all of the skills of speaking
 - 1) Eye contact
 - 2) Sound confident
 - 3) Emphasize key ideas and words
 - 4) Concentrate on what you're saying
 - 5) Make sure your audience is understanding
 - 6) Smile and gesture
- F. Finish with confidence
 - 1) Pause and smile
 - 2) Ask for questions
 - 3) Give clear answers

Scoring Guide Review

Speaking: Ideas and Content

Good thoughts that fit

Content should be adapted to audience interest. Details should be clear, focused and carefully selected for strong support. Insightful connections between main topic and supporting information must be strong. The purpose must be clear and focused with supporting information. The adaptation of complex content to support the presentation (surveys, charts, facts and research information) is essential. Asking questions of your audience to draw them into the presentation is a very strong way of linking information with life.

Speaking: Organization

Keeping it straight and in order

Organization ensures audience understanding. A strong preview to introduce your presentation will enhance your speech. The use of an imaginative introduction and conclusion are essential to a well-balanced presentation. Well thought out details and clear sequencing enhances understanding. Details must fit; random ones make it difficult to wrap your conclusion back to your introduction. Presentations should be easy to follow with strong, organizational clarity.

Speaking: Language

What is appropriate to your presentation?

The use of strong, functional, creative and audience appropriate language will keep interest high. You must show total control of the subject through proper language. Use of proper grammar is important when clarifying complex messages or when dealing with scientific information. Use technical terms when appropriate. You must understand the language you are presenting. Any language outside your knowledge base will detract from your presentation. Explain and define terms, which were difficult for you to understand. They are just as hard for your classmates to understand and this might be the first time they have heard these terms. Your lack of knowledge will distract from your presentation.

- ◆ Don't use slang or jargon that may be hard to connect to the meaning or main thought.
- ◆ Avoid weak word choices like "guy", "um", and "everything".

Speaking: Delivery

Avoiding the pitfalls of delivery

Use the delivery section of the scoring guide to critique this portion of your speech. Have your parents listen to your presentation. If they are not available ask a friend to critique your presentation. Practice will ensure that you do not have lapses in fluency. Presenters must act interested and enthusiastic about their topic.

- Do not wear a watch, hat, coat, or sweatshirt that may distract you or be distracting to listeners
- No gum or mints.
- Do not take a pen, pencil, or any other distraction with you to the front of the room when you are ready to give your speech.
- Only write an outline for your speech. You cannot read your speech. You must know what you are going to say.
- Notes should be written on only one side of 3x5 or 4x6 cards. Have notecards in order.
- Only use your notecards when you lose your place.
- Practice in front of a mirror so you can look up and make eye contact with the audience.

Practice is the most important thing you can do!!!

Important Guidelines for Using Visual Aids

Experience has shown several important guidelines for using visual aids:

1. Visuals support the presentation. They're not a substitute for the presenting.
2. The visual should assist in making the instructional point, not become an entertainment vehicle on its own.
3. Good visuals increase retention, reinforce ideas presented, and build the confidence of the presenter.
4. Deadly visual aid mistakes include:
 - Don't talk to the visual aids or the items you're demonstrating; talk to the audience.
 - Don't show everything at once. Focus attention on one point, step, or object at a time.
 - Don't pass objects around the audience. Project small items on an overhead.
 - Don't limit the action to yourself. Give each audience member a task, handout, or object to work with.
 - Don't apologize for your aids or equipment.
 - Don't try to perform with visual aids unless you've practiced with them.
 - Don't use all the bells, whistles, and gongs.

What Visual Aids Should I Use In My Speech?

1. What is the subject of my speech?
2. What points will be clearer if illustrated by a visual aid?
3. What type of visual aid best illustrates each point (graph, chart, map, picture, etc.)?
4. What type of visual aid can I best prepare? (Assess your talent as an artist when asking this question.)
5. Do I need assistance in lettering, such as using stencils or rub-on letters?
6. Would it be better to use the actual object than to try to draw a picture or prepare a model of it?
7. Will a two-dimensional aid or a three-dimensional aid best illustrate my speech?
8. How long will it take me to prepare the visual aid(s) that I need?
9. When is my speech due for performance?

Submitted by: Tim Adsit, Brookings-Harbor SD

Visual Aid Guidelines

1. Color: Whenever possible, use color in your visuals.

Color attracts attention, adds vitality and increases people's willingness to pay attention to your visuals. Keep your general color scheme and design consistent throughout your presentation. The background color, font style, colors and logo should be the same throughout.

2. Simplicity: Visuals should be easy to read and understand.

Follow the "one concept per visual" rule, and try not to use more than three bullets per slide/poster. Consider putting as much text as you would on a billboard or T-shirt. Always remember to say more than you show.

3. Balance: Design your visuals to help your listeners follow their natural tendencies.

Words and phrases should read left to right and top to bottom, the way audiences are used to seeing them. Don't put the title anywhere but at the top. Use arrows and other visual cues to help guide your audience immediately through the visual.

4. Evaluation: Step into an audience member's shoes.

When evaluating your visuals before delivering your presentation, ask yourself these questions:

- Is this visual easy to understand within five to eight seconds?
- Is it clear where the eye should travel and what the listener should look at first?
- Does the visual hold your attention and support a key point in your overall message?

If you answer "yes" to these questions, you will be well on your way to increasing what your audience remembers.



Formatting Your Outline on Notecards

1. Introduction

Attention Getter: _____

Topic Sentence: _____

Preview: _____

2. Body

I.

A.

B.

3. Body

II.

A.

1.

2.

B.

(Add additional "Body" card for each main point of speech.)

4. Conclusion

Review: _____

Final Statement: _____

Five Steps To Creating An Informative Speech

You are to prepare a 6-8 minute informative speech on a subject of your choice.

The following is an outline of the steps you should take along the way.

- I. Choose a topic...
 - A. ...that interests you
 - B. ...that will interest your audience
 - C. ...that is appropriate
 - D. ...that is not too broad or too specific
 - E. ...that is not persuasive
(See sample topics)
- II. Research
 - A. ...Nonfiction books
 - B. ...Periodicals (Use the *Reader's Guide to Periodic Literature* to help you)
 1. Newspapers
 2. Magazines
 3. Journals
 4. Vertical files
 5. Facts on file
 - C. Interviews
 - D. Pamphlets
 - E. Encyclopedias
 - F. Electronic sources, Internet searches
 - G. Summarize at least 2 articles on your topic (1 page) citing the documentation (title, publications, date and page #). Include this when you turn in your outline.
- III. Focus
 - A. Answer the questions: who, what, when, where, how and why?
 - B. Focus on one.
 - C. Write 1 paragraph stating your topic, your purpose, and at least 3 relevant issues that you will deal with in the body of this speech.
 - D. Organize your notes.
 - E. Write a brief outline of your speech. Be sure it follows an appropriate, logical organizational pattern, i.e. chronological, spatial, comparison and/or contrast, order of importance, etc.
(For a 6 Minute Speech...)
 1. Introduction Approximately 1 Minute
 - a. Use a "Hook" to capture the attention of the audience:
 1. Humor
 2. Rhetorical question
 3. Definition
 4. Starting fact or statistic
 5. Quotation
 6. Story
 7. Comparison/contrast
 - b. State topic
 - c. Apply topic to audience
 - d. Preview your main points
 - e. State thesis
 2. Body Approximately 4_ Minutes
 - a. History
 - b. Uses
 - C. Production

Continued →

- d. Equipment
- e. Humor
- f. Rhetorical question
- g. Definition(s)
- h. Statistic(s)
- i. Quotation(s)
- j. Examples/stories
 - 1. Personal
 - 2. Others'
- k. Expert testimony
- l. Comparison/contrast
- m. Repetition
- n. Restatement
- o. Description

- 3. Conclusion Approximately 30 Seconds
 - a. Summarize
 - b. "Upbeat" ending
 - c. Make a final point
 - d. Tie back to introduction

- 4. Do not write out a manuscript. The outline is due on _____.

F. Compile your speech.

- 1. You must use at least 2 quotes and you must cite the source in the body of your speech.
- 2. Prepare a bibliography with a minimum of 7 sources of 3 types.
- 3. You may use no more than 4 notecards.

IV. Prepare Visual Aid

(May include a chart, graph, photos, drawings, demonstration, timeline, etc).

A. Purpose should be to:

- 1. Explain
- 2. Illustrate
- 3. Demonstrate
- 4. Clarify
- 5. Enhance

B. Be sure that the audio/visual aid(s)...

- 1. ...are easily audible/visible to all.
- 2. ...are easily understood.
- 3. ...are not the central purpose of the speech.
- 4. ...are not living, valuable, or dangerous.

V. Practice!!!Practice!!!Practice!!!

- A. The introduction and conclusion must be memorized.
- B. The speech must fall within the time limits of 6-8 minutes.
- C. You must utilize good eye contact, lots of vocal variation (yet remain conversational in tone), appropriate gestures and movement.

Remember: some of the best speakers don't look or sound like they're giving a speech.

Continued →

Over 100 Sample Topic

Energy:

Nuclear
Solar
Geothermal
Hydroelectric
Natural Gas
Tidal

The History of:

Automobiles
Airplanes
Money
Any Sport
Any Animal
Any Food
Any Famous Place
Any Musical Instrument
Any Famous Person

Biographies:

Anastasia
Thomas Edison
William Randolph Hurst
JP Morgan
JD Rockefeller
Andrew Carnegie
Elizabeth the 1st
Henry Ford
Henry the 8th
Hitler
Howard Hughes
Jimmy Hoffa
Attila the Hun

Any:

Artist
Writer
Musician
Inventor
Ruler
Politician

The Cultural Traditions Of:

Courtship
Marriage
Birth
Death

Technology:

Lasers
Running Shoe Technology
Computers
Space Travel/Station
Mars Exploration

Animals:

Dog Obedience School
Unicorns

Bats
Hermit Crabs
Raising Thoroughbred Dogs
Dog Shows
Horse Shows
Rats
Wolves
Dragons
Guide dogs
Piranhas
Penguins
Cat Yoga

Hobbies and Games:

Sail boat Racing
Radio Controlled Toys
History of Karate
Fashion Modeling
Backgammon
Computers
Rocketry
Belly Dancing
Go-Cart Racing
Beatlemania
Dungeons and Dragons
History of Monopoly
Motorcross Racing
Stradivarius Violins
Boomerangs
Origami
Collecting Comic Books
Snow Camping
Antique Books
Etching Glass
Cake Decorating
How to Find Fossils
Unicycles
Juggling
Heraldry
Harlequin Romances
Collecting Movie Posters
Wind Surfing
Skate Boarding
Snow Boarding

Medicines/Diseases:

Diabetes
Hemophilia
Epilepsy
Anorexia Nervosa
Acupuncture
Bio-Feedback
Bionic Man
Dyslexia
Hormones
"Zone Therapy" (Foot Rubs)
Scoliosis
Cloning

Black Death/Bubonic Plague
Steroids

Mother Nature:

Natural/Cycles: Insects, Plants
The Sun/Solar Flares/Eclipses
Super Novas
Black Holes
Constellations
Volcanoes
Earthquakes
Plate Tectonics
Continental Drift
Mosquitoes
The Differences between Men and Women
Pearls
Flies
Twins
Communicating With Plants
Colors In Flowers
Mushrooms
"Greenhouse Effect"
Atmosphere
Why the Dinosaurs Died
Gyroscope

Places:

Globe Theater
Stonehenge
Atlantis
Living in a Kibbutz
Tower Of London
Auschwitz
Great Pyramids
Pompeii
Easter Island
Tillamook Burn

Sports:

Football Protective Gear
Backpacking Equipment
Hiking Boots
Running Shoes
Scuba Diving
Cross Country Skiing
Water-Skiing
Sports Photography
Collecting Baseball Cards
Sports Superstitions
Kayaking
Cheating In College Athletics
Polo
Aerobics

END

Persuasive Speech – Evidence Worksheet

Name: _____

Testimony/Quotes:

1.

2.

3.

4.

Statistics:

1.

2.

3.

4.

Examples:

1.

2.

3.

4.

Facts:

1.

2.

3.

4.

Persuasive Speech

Monroe Motivated Sequence – Brainstorming Sheet

Introduction Paragraph: Step 1

Attention Step. Use attention getter to capture the attention of the audience. Give background on topic so audience will want to listen.

Body: Step 2

Need Step. Make your audience feel that something needs to be done by describing the problem.

I. PROBLEM

A.

B.

C.

D.

Body: Step 3

Satisfaction Step. Now that you have shown the audience a need for action or belief, present a solution.

II. SOLUTION

A.

~

Persuasive Speech

Monroe Motivated Sequence – Brainstorming Sheet

Introduction Paragraph: Step 1

Attention Step. Use attention getter to capture the attention of the audience. Give background on topic so audience will want to listen.

Body: Step 2

Need Step. Make your audience feel that something needs to be done by describing the problem.

I. PROBLEM

A.

B.

C.

D.

Body: Step 3

Satisfaction Step. Now that you have shown the audience a need for action or belief, present a solution.

II. SOLUTION

A.

B.

C.

D.

Body: Step 4

Visualization Step. The audience has accepted the need for the solution and now you need to help the listeners visualize their own involvement in making it come about.

III. VISUALIZATION

A.

B.

C.

D.

Body: Step 5

Action Step. Request action or approval for your proposed solution.

Example Outline Using the Monroe Motivated Sequence

◆ Introduction Paragraph

(Attention)

- Information which should be included in paragraph:
- Fire is closely related to our lives.
 - Newspapers tell stories of loss of property and lives from fires.
 - Fire sirens make us conscious of the danger of fire.
- This scene may be your home (show picture)
 - Fire kills about 12,000 in the U.S. per year.
 - Destroys \$1.5 to \$1.75 billion worth of property.
 - Fire is a big problem yet people aren't concerned about its prevention until it strikes them.

◆ Body

- I. Need
 - A. More than 400,000 home fires in the U.S. per year
 1. 800 homes suffer fire losses each day
 2. Fire occurs in a home every 1.75 minutes
 3. 60% of all deaths from fire occur in home fires
 - B. Few homes are free from dangerous fire hazards.
 1. Attics with piles of damp clothing and paper are highly combustible
 2. Storage closets containing oily cleaning mops and paint brushes are dangerous
 3. Electrical defects cause fires:
 - a. Overloading circuits
 - b. Defective and faulty wiring
 - c. Worn-out cords on lamps and appliances
 4. Basements are often filled with dangerous piles of trash:
 - a. Trash usually highly combustible
 - b. If placed near heating unit, chance of fire increases

Continued →

II. Satisfaction – To protect your home, follow a general clean-up program.

- A. Thorough cleaning of all combustible materials
- B. Use care when storing oily mops, paint brushes, and rags
 - 1. Clean before storing
 - 2. Place in airtight containers
 - a. Prevents oxidation
 - b. Prevents spontaneous combustion
 - 3. Best solution with rags is to just throw them away

III. Visualization – Results of such a program are practical and enjoyable.

- A. Clean-up program in Evanston, Illinois kept insurance rates at "Class1" bracket
- B. Similar program in Fort Wayne, Indiana helped reduce number of fires
- C. Provide neat and attractive surroundings
- D. Home will be safe from fire

◆ **Conclusion Paragraph** - Information which should be included in a paragraph:
(Action)

- Fire will be with us forever
- Don't wait till you hear sirens to have a destructive fire of your own
- Begin the fight against fire today:
 - Start a clean-up program
 - Remove all fire hazards
 - Protect your family and property
- We can't completely remove danger of fire, but can make the possibility more distant and remote.

Modeling Speech Delivery Techniques

One way to teach is to show. Try the following activity to help students "see" good public speaking techniques.

Announce to your class that you will demonstrate a speech for them during their next class meeting. You will ask them to evaluate your presentation based on:

- Physical appearance
- Use of appropriate gestures
- Eye contact
- Handling of notes

You can demonstrate poor presentation by arriving for class dressed disheveled with notes on a sheet of 8 _ x 11 paper (which you hold in the corner with one hand so that it flops when you speak), look only at the paper for the first portion of your speech, next look up, look over the heads of the students, then look only at one side of the classroom. Of course, while you are delivering your talk, speak rapidly and sloppily with poor articulation.

If you can manage all this without giggling, add such distracting movements as shuffling your feet or intermittently swinging one leg, or pacing with your shoulder to the class.

Pause at the end of the "demonstration" and give the students a moment to fill out their evaluations. Then ask them how they felt about your presentation when they noticed your disarrayed appearance, distracting notes, lack of eye contact or looking only at one side of the class, inability to understand clearly what you were saying, etc.

Next, have students look at the delivery trait on the Speaking Scoring Guide. Ask them to give specific suggestions on how you could have improved your performance (encouraging them to demonstrate when appropriate).

Actions speak louder than words! Have fun.



Activity to Improve Delivery Techniques

(A.K.A. "Motor Mouth")

This activity is a fun, timed impromptu speaking activity with emphasis on avoiding detracting habits.

1. The teacher and students write down several easy topics on notecards. Students are then divided into teams.
2. One team member draws a card and speaks on that topic as long as possible, (depth of content is not important). Students continue to speak until they make a vocalized pause (umm, err, etc.) or pause longer than 10 seconds. If they pause 10 seconds it is then subtracted from their time.
3. When the first speaker is done, a member from the opposing team speaks. No speaker is allowed to take a second turn until everyone on his/her team has spoken. No one but the teacher can call a speaker out.
4. Teams should also be penalized if they are not considerate. You may wish to keep the same teams all year.
5. Whenever you have extra time because of absenteeism, unprepared speakers, or shorter speeches than expected, you can pull out the subject cards along with the speaker and time sheet.

As the year progresses, you may add more no-no's to the list:

- hands in pockets
- playing with hair or jewelry
- aimless movement
- non sequitur change of topic
- beginning a speech with "There are many kinds of"(whatever the topic was)
- pauses longer than five seconds
- or any other idiosyncrasy that was common

Six Delivery Tips From Nervous to Natural

1. Know what you're talking about

Thorough preparation equals total confidence. Prepare – then rehearse, rehearse, rehearse! Practice meaningfully, the way you'll actually deliver your presentation, and understand that your audience really wants you to succeed.

2. Be yourself

Use your own natural speaking style. Don't try to be someone you're not.

3. Psyche yourself up

Use positive self-talk and visualize success; picture your audience applauding you at the end of your presentation, then work toward it.

4. Work with your body and its physical reaction to nervousness

Do stretching, isometrics or other exercise to relieve physical stress. Take deep breaths to control breathing. Remember to pause; proper pausing conveys relaxation and confidence.

5. Bond with your audience

Keep the audience on your side. Pick two or three friendly faces; speak to them in your opening and feed off their energy. In your opening, let them know they aren't wasting their time.

6. Get a good night's sleep

Before your presentation.

10 Tips for Successful Public Speaking

Feeling some nervousness before giving a speech is natural and healthy. It shows you care about doing well. But, too much nervousness can be detrimental. Here's how you can control your nervousness and make effective, memorable presentations.

1. **Know the room.** Be familiar with the place in which you will speak. Arrive early, walk around the speaking area and practice using the podium and any visual aids.
2. **Know the audience.** Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.
3. **Know your material.** If you're not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech and revise it if necessary.
4. **Relax.** Ease tension by doing simple stretching exercises.
5. **Visualize yourself giving your speech.** Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.
6. **Realize that people want you to succeed.** Audience members want you to be interesting, stimulating, informative, and entertaining. They don't want you to fail.
7. **Don't apologize.** If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed.
8. **Concentrate on the message – not the medium.** Focus your attention away from your own anxieties, and outwardly toward your message and your audience. Your nervousness will be reduced.
9. **Turn nervousness into positive energy.** Harness your nervous energy and transform it into vitality and enthusiasm.
10. **Gain Experience.** Experience builds confidence, which is the key to effective speaking.

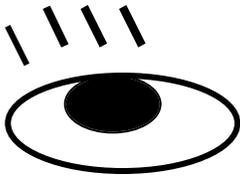
Toastmasters International, 1998

Delivery Shorthand

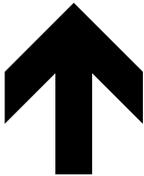
Ask students to put these symbols on their notecards to remind them of delivery techniques used in a successful speech.



PAUSE



LOOK UP!



LOUDER, STAY
LOUD ENOUGH

Look at This!

EMPHASIZE
WORDS



GESTURE!

Reducing Speech Anxiety

Even though most people do experience some anxiety about public speaking, a lot can be done to increase confidence and reduce the degree of anxiety students experience. Here are ***ten tips to reduce communication anxiety levels concerning oral presentations:***

1. ***Talk openly about communication anxiety.***

By openly talking about speaking anxiety, students quickly learn that they are not alone in how they might feel. Often, students are more willing to offer support for each other after these very real feelings are discussed.

2. ***Be honest about your own communication anxiety.***

Students are usually relieved to know that even though many of us have experienced anxiety, it does not have to control us forever.

3. ***Assure students that even people we think of as really good speakers must practice a great deal.***

Also let students know that no matter how effective a speaker is, just about all speakers have plenty of room to improve.

4. ***Give students numerous opportunities to experience success.***

Start with nonthreatening opportunities to stand up and speak in front of others. Activities might include choral readings, group panel discussions, or a simple group or team demonstration speech. *Be sure to give students lots of feedback about what they are doing right when trying to build initial confidence.*

5. ***Help students to recognize that giving a speech is similar to other skills they might already have.***

For example, in some ways, speaking is similar to writing. Effective writers and oral communicators use the same critical thinking processes as they develop, interpret, and synthesize ideas. Not surprisingly, as students become more effective speakers, they also are more likely to become better writers.

In other ways, giving a speech is similar to natural conversation. Speakers are sharing ideas with a group of people rather than talking "at" them or performing in front of them. Both the person speaking and the audience listening are engaged in the communication process. As students "reframe" how they perceive public speaking, they often become more relaxed and are better able to relate to their audience as a group of individuals who have common interests.

6. **Give students as much control as possible.**

Ask speakers what they want from their audience before they begin speaking. Help speakers to think of themselves as "in charge" when they are presenting.

7. **Provide students with a copy of the speaking criteria and encourage self-assessment.**

Ask students to identify their own strengths and areas where they want to set goals to improve.

8. **Give students opportunities to assess other speakers.**

You may choose to bring in outside speakers or assign students to listen to outside speakers. Film clips of other speakers also can be used for this purpose. You may even choose to intentionally craft a speech that is weak in a particular area. Present a speech to your students and tell them you would like feedback on how to improve the speech in the area you purposefully underdeveloped.

Students can also offer some very helpful feedback to each other. Start by encouraging students to identify what other student speakers are doing right.

Students can gain confidence and skill as they learn to identify behaviors that strengthen or weaken various presentations.

9. **Sandwich evaluations when giving feedback in front of the entire class.**

Start with positive encouragement, then offer constructive feedback on just one or two areas, then offer more positive areas related to delivery (eye contact, vocal variety, volume, gestures, etc.). Avoid initially providing constructive or critical feedback about delivery (any area where many students feel very self-conscious). Rather, focus constructive feedback on idea development, organization, or language. As students gain confidence, begin offering feedback on how to improve delivery.

10. **Engage in activities just for fun.**

Encourage students to tell funny (but appropriate) stories in class. Tell students your own funny stories. Create a relaxed atmosphere where positive human communication can flourish.

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Assessing Student Speeches

- ◎ Classroom Management of Speeches
- ◎ Official Speaking Scoring Guide
- ◎ Student Language Scoring Guide
- ◎ Audience Participation
- ◎ Effective Listening

☆ Create a positive routine for managing speeches in your classroom so that each student has a successful experience.

1. When presenting the speaking assignment, include the specific presentation dates. Ask students to add their names to a sign-up sheet which will serve as the speaking order.
2. On the day of the speeches, arrange for a student helper to time the speeches for you (using a stopwatch, if available). The speaker may ask the timer to give him/her time signals.
3. A parent or student helper may be asked to operate the video camera during the presentation (if available). Each student may have his or her own videotape – or a class tape can be used. Make sure the tape is set at the appropriate place for recording.
4. Pass out comment sheets or student language scoring guides to audience members to encourage active involvement during the presentations.
5. When all students are ready and settled, announce the name of the first speaker. This student should hand you the outline of their speech as they walk to the front of the room (rehearsed speeches).
6. Review the outline and follow along as the student speaks. Write comments as you listen on a scoring template – or highlight appropriate phrases on the official speaking scoring guide (one for each speaker).
7. When the speech is completed, record the time and offer positive feedback about the presentation. Collect the audience feedback forms.
8. (Optional) During the last 10-15 minutes of class – or for homework – ask the student speakers to write a short evaluation paper about their presentation using the scoring guide criteria.
9. When scoring, take the time needed to write positive comments and suggestions for improvement. Review the videotape if necessary. Be sure to complete the work sample entry form reflecting the student's score.

Ideas and Content

<p>6 The content is extremely clear, focused and well-suited to audience and purpose. Main ideas significantly draw the audience’s attention and are developed by strong and compelling supporting details. The communication is characterized by</p> <ul style="list-style-type: none"> • an extremely clear, focused purpose and main ideas. • carefully selected supporting details that are significant and command the audience’s attention. • insightful, complex connections or conclusions; more than one perspective may be included. • use and citation of a variety of conventional and creative resources, when appropriate, that provide accurate and credible support. • an impressive and creative adaptation of content and details 	<p>5 The content is clear, focused and well-suited to audience and purpose. Main ideas stand out and are developed by strong supporting detail. The communication is characterized by</p> <ul style="list-style-type: none"> • a clear, focused purpose and main ideas. • strong supporting details that contribute to the audience’s understanding. • insightful connections or conclusions although only one perspective may be included. • use and citation of resources, when appropriate, that provide accurate and credible support. • a highly successful attempt to adapt content and details to audience and purpose. 	<p>4 The content is clear, focused, and appropriate to audience and purpose. Support is present although it may be limited or general. The communication is characterized by</p> <ul style="list-style-type: none"> • a clear purpose and main ideas. • supporting details that are relevant, but may not be consistently strong. • valid connections or conclusions although only one perspective may be included. • use and citation of resources, when appropriate, that provide accurate and adequate support. • a successful attempt to adapt content and details to the audience and purpose.
<p>3 The content is clear and appropriate to audience and purpose although it may be overly broad or simplistic. Support is present but may lack development or relevance. The communication is characterized by</p> <ul style="list-style-type: none"> • identifiable main ideas and purpose that may be slightly unfocused. • supporting details that are often limited, overly general or slightly off-topic. • connections or conclusions that seem to echo observations heard elsewhere and offer no new insights. • use of resources that do not provide consistently strong, accurate or credible support. • an attempt to adapt content and details to the audience and purpose. 	<p>2 The content requires extensive inferences by the audience. Development is attempted but is minimal or may be unsuited to audience and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> • an unclear purpose and/or main ideas. • too little supporting detail or too much irrelevant, inaccurate or redundant material. • connections or conclusions that present internal contradictions or inconsistencies. • reliance on questionable sources, clichés or stereotypes. • minimal or unsuccessful attempts to take the audience or purpose into account. 	<p>1 The content lacks an apparent purpose or central theme. The communication is characterized by</p> <ul style="list-style-type: none"> • no apparent purpose or main ideas. • confusing or missing supporting detail; the communication may be too short to demonstrate the development of an idea. • a lack of knowledge and/or understanding of the topic. • inaccurate interpretation of a resource, or disregard for resources other than personal experience or opinions. • no discernible attempt to take the audience or purpose into account.

Organization

<p>6 The organization enhances the main ideas and their development. The order and structure are strong and support the audience’s understanding and involvement. The communication is characterized by</p> <ul style="list-style-type: none"> • a strong, creative introduction that brings the audience to the topic and creates a desire to hear more. • a clear, complex organizational structure that enhances the purpose and message. • smooth, well-designed transitions that contribute to the message. • details that are carefully selected and strategically placed for optimum impact. • an imaginatively designed conclusion that matches the content and purpose of the speech. 	<p>5 The organization enhances the main ideas and their development. The order and structure support the audience’s understanding. The communication is characterized by</p> <ul style="list-style-type: none"> • a highly effective introduction that brings the audience to the topic. • a clear organizational structure that enhances the audience’s understanding of the purpose and message. • smooth transitions. • carefully selected details that are placed for impact. • a well-designed conclusion that matches the content and purpose of the speech. 	<p>4 The organization is easy to follow but may seem stilted, overly obvious, or not consistently effective. The communication is characterized by</p> <ul style="list-style-type: none"> • an effective introduction that brings the audience to the topic. • a clear organizational structure that is relatively easy to follow. • transitions that work, but that may be formulaic or predictable. • details that fit within a planned structure. • a planned conclusion that may lack subtlety, but still matches the content and purpose of the speech.
<p>3 The organization has been attempted but the overall structure is inconsistent or skeletal. The communication is characterized by</p> <ul style="list-style-type: none"> • an introduction that is either underdeveloped or awkward. • organizational structure that is occasionally unclear. • transitions that usually work, but may be repetitive or sometimes unclear. • details that sometimes leave the audience confused. • a conclusion that is underdeveloped, obvious, or fails to match the content and purpose of the speech. 	<p>2 The organization lacks a clear structure. An occasional organizational device is discernible; however, the communication is difficult to follow or too short to demonstrate organizational skills adequately. The communication is characterized by</p> <ul style="list-style-type: none"> • an introduction extremely undeveloped, or missing. • a limited organizational structure that is confusing. • transitions that are ineffective, overused or missing. • random details that do not fit within the limited structure. • a conclusion that is extremely undeveloped, or missing. 	<p>1 The organization lacks structure. An occasional organizational device may be discernible; however, the communication is extremely difficult to follow or too short to demonstrate organizational skills. The communication is characterized by</p> <ul style="list-style-type: none"> • a missing or unrelated introduction. • no apparent organizational structure; it is difficult to follow the message or understand the purpose. • no transitions. • isolated details that have no apparent relationship or purpose. • a missing or unrelated conclusion.

Language❖

<p>6 The language is original, with a wide range of words carefully selected to impact the purpose and impress the audience. The intended message is conveyed clearly and word choice is precise and vivid. The communication is characterized by</p> <ul style="list-style-type: none"> • fresh, colorful, precise language that makes a strong and purposeful impact. • impressive figurative or creative language that evokes clear images and an appropriate emotional response from the audience. • slang or jargon that, if used, skillfully enhances the message or purpose. • clear command of the technical language necessary to make the content of the speech clear. • correct grammar and usage 	<p>5 The language is original with a variety of carefully selected words to impact the purpose. The intended message is conveyed clearly and vividly. The communication is characterized by</p> <ul style="list-style-type: none"> • precise, descriptive language that makes a strong impact. • figurative or creative language that, if used, evokes clear images and an appropriate emotional response from the audience. • slang or jargon that, if used, enhances the message or purpose. • effective use of the technical language necessary to make the content of the speech clear. • grammar and usage that are almost entirely correct. 	<p>4 The language is original, functional and appropriate to audience and purpose. The intended message is conveyed clearly, but word choice may be somewhat lacking in vividness, precision, or interest. The communication is characterized by</p> <ul style="list-style-type: none"> • words that work but do not create a strong impact. • attempts at colorful language that occasionally evoke an appropriate emotional response from the audience, but at times may seem awkward or overdone. • slang or jargon that, if used, does not detract from the message or purpose. • competent, practiced use of the technical language necessary to make the content of the speech clear. • grammar and usage that are usually correct.
<p>3 The language is quite ordinary, lacking precision, variety and clarity; or it reveals a limited sense of audience and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> • words that rarely hold the audience's interest; occasional mundane expressions or clichés. • attempts at colorful language that, if present, are awkward and forced. • slang or jargon that is sometimes inappropriate or ineffective. • attempts to use technical language to make the content clear. • distracting lapses in grammar and usage. 	<p>2 The language is awkward, repetitive or misused with a very limited sense of audience and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> • words that are flat or vague; colorful language, if used, is exaggerated and forced. • inappropriate or ineffective use of slang or jargon. • misunderstood, misused or underused technical language. • frequent errors in grammar and usage that interfere with meaning. 	<p>1 The language is extremely limited or so misused that the meaning is obscured with no sense of audience and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> • words that are vague, inadequate or just plain wrong; no attempt to use colorful language. • inappropriate or ineffective use of slang or jargon. • no evidence of ability to use technical language. • significant errors in grammar and usage that may compromise meaning and speaker credibility.

* While language skills are being developed in the classroom, and students should be given feedback for instructional purposes, they will not be required to meet a standard score in language at the grade 3 benchmark.

Delivery*

<p>6 The speaker demonstrates skillful control of technique and an ability to use technique to bring about a thoughtful response in the audience. The communication is characterized by</p> <ul style="list-style-type: none"> consistently effective eye contact that commands audience involvement. exceptionally clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns. outstanding variations in rate, volume, tone, and voice inflection that are designed to impact the purpose and message. superior fluent delivery. exceptional use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to effectively impact the audience's understanding of the message. 	<p>5 The speaker demonstrates skillful control of technique. The communication is characterized by</p> <ul style="list-style-type: none"> effective eye contact that supports audience involvement. clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns. effective variations in rate, volume, tone, and voice inflection that are appropriate to audience and purpose. fluent delivery. strong use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to effectively impact the audience's understanding of the message. 	<p>4 The speaker demonstrates control of technique. Minor weaknesses, while perhaps noticeable, do not detract from the message and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> eye contact that is present but may not be made consistently with all members of the audience. mostly clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns. effective rate, volume, tone, and voice inflection that are appropriate to audience and purpose. generally fluent delivery. appropriate use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that helps convey the message.
<p>3 The speaker demonstrates limited control of technique. Though the delivery may have effective moments, weaknesses, such as reading the content, detract from the message and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> minimal eye contact with audience; some reading of content. some rate or volume inadequacies; little variation in tone and voice inflection. a somewhat halting delivery with frequent space fillers such as "um," "like," "you know," "whatever." inconsistent use of appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence). 	<p>2 The speaker demonstrates little control of technique. Problems are significant and numerous and interfere with audience's ability to understand and maintain interest. The communication is characterized by</p> <ul style="list-style-type: none"> little or no eye contact; speaker reads the content. frequent unclear enunciation or incorrect pronunciation. rate that is too fast or too slow; volume that is too loud or too soft; a monotone or highly erratic voice inflection. a halting delivery with frequent distracting space fillers such as "um," "like," "you know," "whatever." few, if any, appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence). 	<p>1 The speaker is unable to develop rapport with the audience. Lack of clarity or distracting errors and gestures impede meaning. The communication is characterized by</p> <ul style="list-style-type: none"> no eye contact; total dependence on notes. unclear enunciation or pronunciation that is frequently incorrect. rate that is too fast or too slow; a monotone or too soft to hear. a halting delivery that seriously detracts from the speaker's credibility and message. nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that, if used, are distracting.

* Teachers should work with students to help them meet school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).

SPEAKING: Primary (Grades K-2) Student Language Scoring Guide

Used only for classroom instruction

Ideas and Content

Clear ideas and details

- Strong**
- My message is complete and clear.
 - I use strong supporting details.

- Meets Standard**
- My message is clear.
 - I use some details.

- Emerging**
- My message is not clear.
 - I need details.

Organization

Planning from beginning to end

- Strong**
- My message is easy to follow and holds the listener's attention.
 - I have a strong beginning, middle and end.

- Meets Standard**
- My message can be followed, but the listener may get confused along the way.
 - My beginning, middle, and end need work.

- Emerging**
- My message is not easy to follow.
 - I need a beginning, middle or an end.

Delivery

Information presented clearly

- Strong**
- I speak clearly and look at my listeners.
 - I speak in a normal voice that is loud enough to be heard.
 - I speak smoothly without lots of "um's," "uh's," or "and's."

- Meets Standard**
- I usually speak clearly but may not look at all my listeners.
 - I may speak too fast or too slow.
 - I may have too many "um's," "uh's," or "and's."

- Emerging**
- I do not speak clearly, and I have trouble looking at the audience.
 - I speak too fast or too slow
 - What I have to say is filled with "um's," "uh's," or "and's."

While language skills are being developed in the classroom, they will not be assessed for Benchmark 1 standards.

Language

Clear and interesting words

- Strong**
- I use a variety of interesting words.
 - My sentences are correct and easy to understand.

- Meets Standard**
- I use words that the listener can understand.
 - My sentences are mostly correct.

- Emerging**
- I use words that do not make sense.
 - My sentences sound confusing.

SPEAKING SCORING GUIDE: Third Grade Student Version

Ideas and Content Explaining my topic or message

<p>6 The student's message is very clear, focused and interesting. The student</p> <ul style="list-style-type: none">• has clear main ideas that are well thought out.• has important details that are carefully selected and catch the listeners' attention.• is creative and very successful in choosing ideas and details that are interesting and understandable to the listeners.	<p>5 The student's message is clear, focused and interesting. The student</p> <ul style="list-style-type: none">• has clear main ideas.• has strong details that help the listeners understand the message.• is very successful in choosing ideas and details that are interesting and understandable to the listeners.	<p>4 The student's message is clear and sticks to the topic. The student</p> <ul style="list-style-type: none">• has clear main ideas.• has details that fit the message but may not be strong.• is successful in choosing ideas and details that are interesting and understandable to the listeners.
<p>3 The student's message is understandable but may be too general or stray off the topic. The student</p> <ul style="list-style-type: none">• has main ideas that can be found, but may not be clear.• has some details, but they may be off the subject.• tries to choose ideas and details that are interesting and understandable to the listeners but may not always succeed.	<p>2 The student tries to present a message, but it is hard to understand. The student</p> <ul style="list-style-type: none">• has main ideas that are not clear.• has only a few details; they do not fit the main idea or make sense.• makes little effort to choose ideas and details that are interesting and understandable to the listeners.	<p>1 The student's purpose and/or ideas are not clear. The student</p> <ul style="list-style-type: none">• has no main ideas.• has details that do not make sense or no details at all; speech may be too short to develop an idea.• does not choose ideas and details that are interesting and understandable to the listeners.

Organization

Planning and using clear connections from beginning to end

<p>6 The student organizes the message in an effective and unusual way. The student</p> <ul style="list-style-type: none"> • uses a strong, creative beginning that leads to the main ideas and creates a desire to hear more. • carefully and creatively places ideas and details to make the message clear. • makes smooth, well-planned connections that allow the ideas to flow from one to the next. • uses a creative, well designed ending that matches the message. 	<p>5 The student organizes the message in an effective way. The student</p> <ul style="list-style-type: none"> • uses a strong beginning that leads to the main ideas. • carefully places ideas and details to make the message clear. • makes connections that allow the ideas to flow from one to the next. • uses a strong, well planned ending that matches the message. 	<p>4 The student organizes the message in a clear but plain way. The student</p> <ul style="list-style-type: none"> • uses a beginning that leads to the main ideas. • places ideas and details that make the message easy to follow. • makes connections that allow the ideas to flow from one to the next, but the connections may be ordinary. • uses a planned ending that may be ordinary but still matches the message.
<p>3 The student’s message can be followed for the most part. The student</p> <ul style="list-style-type: none"> • uses a beginning that is either not thought-out or is awkward. • places ideas and details in a way that is occasionally unclear or confusing. • has ideas that usually flow from one to the next, but the connections may be unclear or are overused. • uses an ending that is too short or does not match the message. 	<p>2 The student’s message is often difficult to follow. The student</p> <ul style="list-style-type: none"> • uses a beginning that is too short to present the main ideas, or the beginning is missing. • makes little effort to place ideas and details so that they make sense. • has ideas that do not flow from one to the other; the connections are unclear, overused or missing. • uses an ending that is too short, or there is no ending at all. 	<p>1 The student’s message is difficult to follow. The student</p> <ul style="list-style-type: none"> • uses a beginning that is not on the subject, or the beginning is missing. • makes no effort to place ideas and details so that they make sense; the message is muddled. • does not connect ideas together. • uses an ending that is not on the subject, or the ending is missing.

Delivery*
Information presented clearly

<p>6 The student shows outstanding skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • uses eye contact that makes the audience pay attention. • speaks very clearly and correctly; no mistakes are made. • has creative changes in rate, volume, and tone that match the message and make the speech interesting and easy to understand. • has a delivery that is always smooth. • has excellent use of gestures and facial expressions that make the message clear and interesting. 	<p>5 The student shows very effective skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • uses eye contact that helps the audience pay attention. • speaks clearly and correctly. • has changes in rate, volume, and tone that make the speech interesting and easy to understand. • has a delivery that is almost always smooth; very few pauses. • uses gestures and facial expressions properly to make the message clear and interesting. 	<p>4 The student shows satisfactory skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • makes eye contact with most of the audience. • speaks clearly and correctly; some mistakes are made. • has a rate, volume, and tone that are understandable. • has a delivery that is usually smooth; some breaks or pauses, but not enough to hurt the message. • uses gestures and facial expressions to help explain the message.
<p>3 The student shows some skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • makes some eye contact with the audience; sometimes reads notes. • uses words that are usually clear and correct; some mistakes may be made. • has a rate, volume, and tone that may at times be too fast or slow, too soft, or have too few changes. • has a delivery that is sometimes smooth; too many pauses and space fillers such as “um,” “whatever.” • uses some gestures and facial expressions. 	<p>2 The student shows little skill in speaking to the audience. The student</p> <ul style="list-style-type: none"> • makes little or no eye contact; reads notes. • is often hard to understand, or some words are said incorrectly. • often speaks too fast or slow, too soft, or in the same tone. • has a delivery that is rarely smooth; many pauses and space fillers such as “um,” “whatever.” • uses few, if any, gestures or facial expressions. 	<p>1 The student does not seem to know how to speak to the audience. The student</p> <ul style="list-style-type: none"> • makes no eye contact; reads notes. • is hard to understand, or many words are said incorrectly. • speaks too fast or slow, too soft, or in the same tone. • has a delivery that is not smooth and takes away from the message. • uses few, if any, gestures or facial expressions; those used take away from the message.

* Students should work to balance school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).

Language❖

Choosing words carefully to create a picture in the listeners' minds

<p>6 The student thoughtfully uses language that makes the message very clear and interesting. The student</p> <ul style="list-style-type: none"> carefully selects original, expressive, strong words that paint a clear picture in the listeners' minds. uses words and grammar correctly to make the message clear. 	<p>5 The student uses language that makes the message clear and colorful. The student</p> <ul style="list-style-type: none"> uses many interesting words that paint a picture in the listeners' minds. almost always uses words and grammar correctly to make the message clear and interesting. 	<p>4 The student uses language that helps make the message clear. The student</p> <ul style="list-style-type: none"> uses words that tell the message but may not paint a picture in the listeners' minds. has a few mistakes in the use of words and grammar which do not take away from the message.
<p>3 The student uses ordinary language. The student</p> <ul style="list-style-type: none"> uses words that are not interesting. makes mistakes in the use of words and grammar that take away from the message. 	<p>2 The student sometimes has a difficult time finding the right words. The student</p> <ul style="list-style-type: none"> uses words that are dull and too general. makes many mistakes in the use of words and grammar that hurt the meaning of the message. 	<p>1 The student's use of language is limited. The student</p> <ul style="list-style-type: none"> uses words that are dull, too general, and/or wrong. makes important mistakes in the use of words and grammar that greatly hurt the meaning of the message.

❖ While language skills are being developed in the classroom, and students should be given feedback for instructional purposes, they will not be required to meet a standard score in language at the grade 3 benchmark.

SPEAKING SCORING GUIDE: Fifth Grade Student Version

Ideas and Content Explaining my topic or message

<p>6 The speaker's message is very clear, focused and interesting. The speaker</p> <ul style="list-style-type: none">• has very clear, focused main ideas and purpose.• has important details that are carefully selected and catch the audience's attention.• makes connections or conclusions which show understanding and may take several different viewpoints into consideration.• uses a variety of carefully chosen resources, when appropriate, to provide strong and accurate support.• is creative and highly successful in fitting ideas and details to the audience and purpose.	<p>5 The speaker's message is clear, focused and interesting. The speaker</p> <ul style="list-style-type: none">• has clear, focused main ideas and purpose.• has strong details that help the audience understand the message.• makes connections or conclusions which show understanding but may consider only one viewpoint.• uses resources, when appropriate, to provide strong and accurate support.• is highly successful in fitting ideas and details to the audience and purpose.	<p>4 The speaker's message is clear and sticks to the topic. The speaker</p> <ul style="list-style-type: none">• has clear main ideas and purpose.• has details that go with the topic, but they may not be consistent or strong.• makes adequate connections or conclusions but may consider only one viewpoint.• uses resources, when appropriate, to provide accurate support.• is successful in fitting ideas and details to the audience and purpose.
<p>3 The speaker's message is understandable but may be too general or stray off the topic. The speaker</p> <ul style="list-style-type: none">• has main ideas and purpose that can be identified, but may not be clear.• has details that are often limited and are slightly off-topic.• makes connections or conclusions which add no new information.• uses resources, but they do not provide consistently strong or accurate support.• attempts to fit ideas and details to the audience and purpose, but may not be successful.	<p>2 The speaker tries to present a message, but it is hard to understand. The speaker</p> <ul style="list-style-type: none">• has main ideas and purpose that are not clear.• has details that are limited; off-topic, inaccurate or repeated.• makes connections or conclusions that are not consistent.• uses questionable resources.• makes only a few attempts or is unsuccessful in fitting ideas and details to the audience and purpose.	<p>1 The speaker's purpose and/or ideas are not clear. The speaker</p> <ul style="list-style-type: none">• has no obvious purpose or main ideas.• has details that are confusing, or they are missing; the speech may be too short to develop an idea.• shows a lack of knowledge and/or understanding of the topic.• uses no resources other than own experience or does not use resources correctly.• shows no attempt to consider audience or purpose.

Organization

Planning and using clear connections from beginning to end

<p>6 The speaker organizes the message in an effective and unusual way. The speaker</p> <ul style="list-style-type: none"> • has a strong, creative introduction that leads to the main ideas and creates a desire to hear more. • carefully places ideas and details to increase understanding and make the most impact on the audience. • has smooth well-planned transitions that tie the presentation together. • has a creatively designed conclusion that matches the message. 	<p>5 The speaker organizes the message in an effective way. The speaker</p> <ul style="list-style-type: none"> • has a highly effective introduction that leads to the main ideas. • carefully places ideas and details to increase understanding and make an impact on the audience. • has smooth transitions. • has a strong, well-planned conclusion that matches the message. 	<p>4 The speaker organizes the message in a clear but obvious or ordinary way. The speaker</p> <ul style="list-style-type: none"> • has an effective introduction that leads to the main ideas. • places ideas and details to make the message easy to follow. • has transitions that work but may be ordinary. • has a planned conclusion that may be ordinary but still matches the message.
<p>3 The speaker’s message can be followed for the most part. The speaker</p> <ul style="list-style-type: none"> • has an introduction that is either not thought out or is awkward. • places ideas and details in a way that is occasionally unclear or confusing. • has transitions that usually work, but they may be unclear or overused. • has a conclusion that is too short, too obvious, or does not match the message. 	<p>2 The speaker’s message is often difficult to follow. The speaker</p> <ul style="list-style-type: none"> • has an introduction that is too short to present the main ideas, or it is missing. • makes little effort to place ideas and details so that they make sense. • has transitions that do not work, are unclear, overused or missing. • has a conclusion that is too short, or it is missing. 	<p>1 The speaker’s message is difficult to follow. The speaker</p> <ul style="list-style-type: none"> • has an introduction that is either off-topic or is missing. • makes no effort to place ideas and details so that they make sense; the message is muddled. • does not use transitions. • has a conclusion off-topic or is missing.

Language

Choosing words carefully to create a picture in the audience's mind

<p>6 The speaker thoughtfully uses language that makes the message very clear and interesting. The speaker</p> <ul style="list-style-type: none"> carefully selects original, expressive, strong words that paint a clear picture in the audience's mind. skillfully uses slang, when appropriate, and technical words to increase the audience's understanding of the message. uses words and grammar correctly. 	<p>5 The speaker uses language that makes the message clear and colorful. The speaker</p> <ul style="list-style-type: none"> uses a variety of interesting words that paint a picture in the audience's mind. uses slang, when appropriate, and technical words to increase the audience's understanding of the message. almost always uses words and grammar correctly. 	<p>4 The speaker uses language that helps make the message clear. The speaker</p> <ul style="list-style-type: none"> uses words that communicate the speaker's message but may not paint a picture in the listener's mind. uses slang, when appropriate, and technical words in a way that does not take away from the message. makes a few mistakes in the use of words and grammar which are not distracting.
<p>3 The speaker uses ordinary language. The speaker</p> <ul style="list-style-type: none"> uses words that are not interesting. tries to use slang, when appropriate, and technical words appropriately and correctly, but does not always succeed. makes mistakes in the use of words and grammar that are distracting. 	<p>2 The speaker sometimes has a difficult time finding the right words. The speaker</p> <ul style="list-style-type: none"> uses words that are dull or too general. uses slang inappropriately or incorrectly; makes little effort to use technical words correctly. makes many mistakes in the use of words and grammar that damage the meaning of the message. 	<p>1 The speaker's use of language is limited. The speaker</p> <ul style="list-style-type: none"> uses words that are dull, too general, and/or wrong. uses slang inappropriately or incorrectly; does not show ability to use technical words. makes many mistakes in the use of words and grammar that seriously damage the meaning of the message.

Delivery*

Choosing verbal and nonverbal techniques that enhance the message

<p>6 The speaker shows outstanding skill in speaking to an audience. The speaker</p> <ul style="list-style-type: none"> • makes meaningful eye contact that draws the audience’s attention. • speaks very clearly with no mistakes in pronunciation of words. • uses creative changes in rate, volume and tone that match the message and make the speech interesting and easy to understand. • has a delivery that is always smooth. • shows outstanding use of gestures and facial expressions that make the message clear and interesting. 	<p>5 The speaker shows very effective skill in speaking to an audience. The speaker</p> <ul style="list-style-type: none"> • makes frequent eye contact that involves the audience. • speaks clearly and correctly. • uses meaningful changes in rate, volume and tone to make the speech interesting and easy to understand. • has a delivery that is almost always smooth; very few pauses. • uses gestures and facial expressions properly to make the message clear and interesting. 	<p>4 The speaker shows satisfactory skill in speaking to an audience. The speaker</p> <ul style="list-style-type: none"> • makes eye contact with most of the audience. • speaks clearly and correctly; some mistakes are made. • uses a rate, volume and tone that are appropriate to the audience and message. • has a delivery that is usually smooth; some breaks or pauses, but not enough to hurt the message. • uses gestures and facial expressions to help explain the message.
<p>3 The speaker shows some skill in speaking to an audience. The speaker</p> <ul style="list-style-type: none"> • makes some eye contact with the audience; sometimes reads notes. • usually speaks clearly and correctly; some mistakes may be made. • has rate, volume and tone that may sometimes be too fast or slow, too soft, or have too few changes. • has a delivery that is sometimes smooth; too many pauses and space fillers such as “um,” “whatever”. • uses some gestures and facial expressions. 	<p>2 The speaker shows limited skill in speaking to the audience. The speaker</p> <ul style="list-style-type: none"> • makes little or no eye contact; reads notes. • is often hard to understand, or some words are said incorrectly. • frequently speaks too fast or slow, too soft, or in the same tone. • has a delivery that is rarely smooth; many pauses and space fillers such as “um,” “whatever,” detract from the message. • uses few, if any, gestures or facial expressions. 	<p>1 The speaker does not seem to know how to speak to the audience. The speaker</p> <ul style="list-style-type: none"> • makes no eye contact; reads notes. • is hard to understand, or many words are said incorrectly. • speaks too fast or slow, too soft, or in the same tone. • has a delivery that is not smooth and seriously detracts from the message. • uses few, if any, gestures or facial expressions; those used are distracting.

* Students should work to balance school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).

SPEAKING SCORING GUIDE: Eighth and Tenth Grade Student Version

Ideas and Content

Communicating knowledge of the topic,
including relevant examples, facts, anecdotes and details

<p>6</p> <p>The content is extremely clear, focused and well-suited to the audience and purpose. Main ideas easily stand out and are developed by strong supporting details. The speaker has</p> <ul style="list-style-type: none">extremely clear, focused purpose and main ideas.carefully selected details that are significant and catch the audience's attention.insightful, complex connections or conclusions that may include more than one point of view.carefully chosen information from a variety of conventional and creative sources, appropriately cited, that provides accurate and credible support.creative and impressive ways to adapt content and details to fit the audience and purpose.	<p>5</p> <p>The content is clear, focused, and well-suited to the audience and purpose. Main ideas stand out and are developed by strong supporting details. The speaker has</p> <ul style="list-style-type: none">a very clear purpose and main ideas that stay on topic.strong supporting details that contribute to the audience's understanding.insightful connections or conclusions, although only one point of view may be considered.chosen and cited resources, when appropriate, that provide strong, accurate and credible support.a highly successful attempt to adapt the content and details to the audience and purpose.	<p>4</p> <p>The content is clear, focused and appropriate to the audience and purpose. Support is present but may be limited or general. The speaker has</p> <ul style="list-style-type: none">a clear purpose and main ideas.supporting details that are relevant, but may not be consistently strong or credible.valid connections or conclusions, although only one point of view may be included.chosen and cited resources, when appropriate, that provide accurate and adequate support.a successful attempt to adapt content and details to the audience and purpose.
<p>3</p> <p>The audience can understand the main ideas, although they may be overly broad or unfocused. Supporting detail is often limited. The speaker has</p> <ul style="list-style-type: none">a purpose and main ideas that can be identified, but may be slightly out of focus.supporting details that are often limited, overly general, or slightly off-topic.connections or conclusions that seem to echo observations heard elsewhere and offer no new insights.information from resources that do not provide consistently strong, accurate, or credible support; they may be based on clichés, stereotypes or sources that are biased or unreliable for other reasons.an attempt to adapt content and details to the audience and purpose, but one that may not be effective.	<p>2</p> <p>The audience must work to understand the main ideas and purpose of the speech. Development is attempted but is unclear or unsuited to the audience. The speaker has</p> <ul style="list-style-type: none">an unclear purpose and/or main ideas. Content is limited.too little supporting detail or too much unrelated, inaccurate, or repeated material.connections or conclusions that are contradictory or inconsistent.information from questionable sources, or that relies on many clichés and/or stereotypes and unsupported thoughts.minimal or unsuccessful attempts to adapt content and details to the audience and purpose.	<p>1</p> <p>The content lacks an apparent purpose or central idea. The speaker has</p> <ul style="list-style-type: none">no apparent purpose or main ideas.confusing or no supporting detail; the speech may be too short to show the development of an idea.a lack of knowledge and/or understanding of the topic.inaccurate interpretation of a resource or disregard for resources other than personal experience or opinions.no apparent attempt to adapt content and details to the audience and purpose.

Organization

Structuring information in logical sequence, making connections and transitions among ideas, sentences and paragraphs

<p>6 The organization strengthens and clarifies the main ideas. The order and structure support the audience’s understanding. The speaker has</p> <ul style="list-style-type: none"> • a strong, creative introduction that creates a desire to hear more. • clear, complex organizational structure that helps explain the purpose and message. • smooth, well-designed transitions that easily move the speech and listener from point to point and motivates the audience to hear more. • details that are clearly related to key points and placed carefully for the greatest impact. • an imaginatively designed conclusion that matches the content and purpose of the speech. 	<p>5 The organization has an effective order that helps the understanding of the main ideas. The speaker has</p> <ul style="list-style-type: none"> • a highly effective introduction that brings the audience to the topic. • clear organizational structure that helps explain the purpose and message. • smooth transitions that easily move the listener from point to point in the speech. • details that are related to key points and are placed for impact. • a well-designed conclusion that matches the content and purpose of the speech. 	<p>4 The organization is easy to follow but may seem overly obvious or not consistently effective. The speaker has</p> <ul style="list-style-type: none"> • an effective introduction that brings the audience to the topic. • clear organizational structure that is relatively easy to follow. • transitions that work, but that may be basic or predictable. • details that fit within a planned structure. • a planned conclusion that may lack refinement, but matches the content and purpose of the speech.
<p>3 The organization is clear and can be followed for the most part, but the overall organization may sometimes be ineffective or too obvious. The speaker has</p> <ul style="list-style-type: none"> • an introduction that is either underdeveloped or awkward. • attempts to structure organization, but the order or relationship among ideas is sometimes unclear. • transitions that usually work but are unclear, repetitive or not consistently effective; overuse of the same few transitional devices (“and,” “but,” “for,” “so,” numbering). • placement of details that sometimes leaves the audience confused. • a conclusion that is underdeveloped, obvious, or fails to match the content and purpose of the speech. 	<p>2 The organization lacks a clear structure. The speech occasionally holds together but is difficult to follow, or too short to demonstrate organizational skills adequately. The speaker has</p> <ul style="list-style-type: none"> • an introduction that is extremely undeveloped or missing. • a limited organizational structure that is confusing. • transitions that are ineffective, overused or missing. • random details that do not fit within the limited structure. • a conclusion that is extremely undeveloped or missing. 	<p>1 The organization doesn’t hold together; order is weak and ideas seem fragmented and hard or impossible to follow. The speaker has</p> <ul style="list-style-type: none"> • a missing or unrelated introduction. • no apparent organizational structure; it is difficult to follow the message or understand the purpose. • no transitions. • isolated details that have no apparent relationship or purpose. • a missing or unrelated conclusion.

Language

Selecting functional, precise and descriptive words appropriate for audience and purpose

<p>6 The language is original and clear, with a wide range of expressive words appropriate to audience and message. The speaker has</p> <ul style="list-style-type: none"> • a fresh, rich variety of words that creates a strong and purposeful impact. • creative language that is colorful, using techniques such as humor, imagery, metaphor or simile, to help the audience visually and emotionally respond to the message. • skillful use of slang or jargon, if appropriate, to enhance the purpose and message. • clear command of the technical language necessary to make the content clear. • correct use of words and grammar. 	<p>5 The language is original with a range of carefully selected words that make the message clear and colorful. The speaker has</p> <ul style="list-style-type: none"> • a carefully selected variety of descriptive words that make a strong impact. • language that is frequently colorful, such as humor, imagery, metaphor or simile, that helps the audience visually and emotionally respond to the message. • slang or jargon that, if used, is appropriate for purpose and message. • effective use of the technical language necessary to make the content clear. • almost entirely correct grammar and usage. 	<p>4 The language is original, practical, appropriate to audience and supports the message. The speaker has</p> <ul style="list-style-type: none"> • words that work but lack expression, precision, or energy and do not create a strong impact. • attempts at colorful language that occasionally evoke an appropriate emotional response from the audience, but at times may seem awkward or overdone. • slang or jargon that, if used, does not detract from the message or purpose. • competent, practiced use of the technical language necessary to make the content clear. • grammar and usage that are usually correct.
<p>3 The language works but is ordinary. Often the speaker does not use variety, communicating in an ordinary way with familiar words and phrases. The speaker has</p> <ul style="list-style-type: none"> • words that rarely create a strong impact; expressions seem ordinary and general, with too many clichés and overused expressions. • attempts at colorful language that are awkward and forced. • slang or jargon that, if used, does not fit the speech or purpose and is not effective. • attempted to use technical language to make the content clear. • distracting lapses in grammar and usage; misused or inaccurate words may sometimes appear. 	<p>2 The language is awkward, dull or misused. The speaker has</p> <ul style="list-style-type: none"> • words that are flat or vague; colorful language, if attempted at all, is exaggerated and forced. • inappropriate or ineffective use of slang or jargon. • misunderstood, misused or underused technical language. • frequent errors in grammar and usage that interfere with meaning. 	<p>1 The language is so vague, careless, awkward and/or missing in detail that only the most general sort of message comes through. The speaker has</p> <ul style="list-style-type: none"> • words that are vague, weak or just plain wrong; no attempt at fresh or colorful language. • inappropriate or ineffective use of slang or jargon. • no evidence of the ability to use technical language. • significant errors in grammar and usage that may compromise meaning and speaker credibility.

Delivery*

Choosing verbal and nonverbal techniques that enhance the message

<p>6 The speaker’s skillful control of the craft and use of technique bring about a thoughtful response from the audience. The speaker has</p> <ul style="list-style-type: none"> consistently effective eye contact that commands the audience’s attention. exceptionally clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. consistently effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow) and volume (soft/loud), that clarify the meaning of and increase the interest in the message. a natural, fluent delivery; few, if any, space fillers such as “um,” “ya know,” “like,” “...and...,” etc. One sentence flows smoothly into the next. consistently skilled use of nonverbal techniques such as facial expressions, gestures, body movements, and stage presence, that helps convey the message with energy and enthusiasm. 	<p>5 The speaker’s control of the craft and technique contributes to the effectiveness of the message. The speaker has</p> <ul style="list-style-type: none"> effective eye contact that helps the audience to pay attention. clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow), and volume (soft/loud), that clarify the meaning of and increase the interest in the message. fluent delivery; infrequently used space fillers such as “um,” “ya know,” “like,” “...and...,” etc. skilled use of nonverbal techniques such as facial expressions, gestures, body movements, and stage presence, that helps convey the message with energy and enthusiasm. 	<p>4 The speaker demonstrates control of the technique. Minor weaknesses, while perhaps noticeable, do not detract from the message and purpose. The speaker has</p> <ul style="list-style-type: none"> eye contact with some members of the audience. mostly clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. reasonably effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow), and volume (soft/loud), that are appropriate to audience and purpose. smooth delivery with some minor breaks in the flow. control of nonverbal techniques such as facial expressions, gestures, body movements, and stage presence, that helps convey the message.
<p>3 The speaker has limited control of the technique. Delivery may have memorable moments, but weaknesses, such as reading the content and other errors, detract from the message or purpose. The speaker has</p> <ul style="list-style-type: none"> minimal eye contact with audience; some reading of content. some enunciation or pronunciation problems (word endings or beginnings may be dropped, and some words may run together). some inadequacies in voice variations, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow), and volume (soft/loud). a delivery that is somewhat halting with occasional space fillers such as “um,” “ya know,” “like,” “...and...,” etc. inconsistent control of nonverbal techniques (facial expressions, gestures, body movements, stage presence). 	<p>2 The speaker shows little control of the technique. Problems interfere with the listener’s ability to understand and maintain interest. The speaker has</p> <ul style="list-style-type: none"> little or no eye contact; reads the speech. enunciation that is frequently unclear or incorrect pronunciation. frequent inadequacies in voice; tends to speak in a monotone, at times too fast/slow or too soft/loud, or overall pitch may be high or strained. a halting delivery with frequent distracting space fillers such as “um,” “ya know,” “like,” “...and...,” etc. very limited control, if any, of nonverbal techniques (facial expressions, gestures, body movements, stage presence). 	<p>1 The speaker demonstrates little control of the craft and technique. Errors distract from the communication. The speaker has</p> <ul style="list-style-type: none"> no eye contact or total dependence on notes. unclear enunciation or pronunciation that is frequently incorrect. a voice that is monotone or too soft to hear; a dull or rambling delivery that lacks voice inflection; rate that is too fast or too slow. a halting delivery that seriously detracts from the speaker’s credibility and message. no control of nonverbal techniques (facial expressions, gestures, body movements, stage presence) that are distracting.

* Students should work to balance school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).

STUDENT CHECKLIST

Students: Your speech will be evaluated in four areas – ideas and content, organization, language and delivery. Below are statements summarizing the skills you need to demonstrate in each area. Use this checklist as you prepare your presentation.

Ideas and Content

- My speech has a clear purpose and main ideas stand out.
- I use clear details that support the main idea.
- I am familiar with my topic.
- I have thought about my audience. I have tried to make my message clear to my audience

Organization

- My presentation is easy to follow.
- I tell things in an order that makes sense.
- I have an effective beginning, middle, and end.
- My conclusions are clear and valid.
- My transitions flow smoothly.

Language

- I choose words that are expressive and accurate.
- I use proper grammar.
- I use humor when appropriate or words to convey the seriousness of my topic when appropriate

Delivery

- I make eye contact with the audience.
- I speak at an appropriate speed and volume and my voice is energetic
- I speak fluently without unnecessary fillers like “um” or “like”.
- My body language matches the tone of the speech and does not distract the audience.

Speaking Standard Scoring Guide

Benchmark I (2-3)*

Scoring Key

- 6. Exemplary: Exceptional and memorable
- 5. Strong: Thoroughly developed
- 4. Proficient: Exceeds the standard
- 3. **Developing: Meets the standard**

Name _____

Date _____

Assignment _____

Scored by _____

<p>Ideas and Content <i>Explaining my topic or message</i></p> <p>Score: _____</p>	<p>Organization <i>Planning and using clear connections from beginning to end</i></p> <p>Score: _____</p>	<p>Language** <i>Choosing words carefully to create a picture in the listener's mind</i></p> <p>Score: _____</p>	<p>Delivery <i>Information presented clearly</i></p> <p>Score: _____</p>
<ul style="list-style-type: none"> <input type="checkbox"/> My main ideas are clear. <input type="checkbox"/> I chose details that fit the message. <input type="checkbox"/> I chose ideas that are interesting to the listeners. 	<ul style="list-style-type: none"> <input type="checkbox"/> My beginning leads to the main ideas. <input type="checkbox"/> The order of my speech is easy to follow. <input type="checkbox"/> I have a planned ending to my speech. 	<ul style="list-style-type: none"> <input type="checkbox"/> I try to use interesting words. <input type="checkbox"/> I try to make few mistakes in use of words and grammar. 	<ul style="list-style-type: none"> <input type="checkbox"/> I look at my audience some of the time. <input type="checkbox"/> I speak at the right speed and volume most of the time. <input type="checkbox"/> I try not to pause or use space fillers (uh, like, um, and, etc.) <input type="checkbox"/> I use some gestures and facial expressions.

Reynolds School District

* The standard for Pre-Benchmark and Benchmark I is a '3'. This scoring guide represents a '3'.

** While language skills are being developed in the classroom, students should be given feedback for instructional purposes. Students will not be required to meet a standard score in "language" until Benchmark 2.

Speaking Standard Scoring Guide

Benchmark II

Scoring Key

- 6. Exemplary: Exceptional and memorable
- 5. Strong: Exceeds the standard
- 4. Proficient: Meets the standard**
- 3. Developing: Basic but inconsistent

Name _____

Date _____

Assignment _____

Scored by _____

Ideas and Content <i>Explaining my topic or message</i> Score: _____	Organization <i>Planning and using clear connections from beginning to end</i> Score: _____	Language <i>Choosing words carefully to create a picture in the listener's mind</i> Score: _____	Delivery <i>Information presented clearly</i> Score: _____
<ul style="list-style-type: none"> <input type="checkbox"/> I clearly present the main idea. <input type="checkbox"/> I use some supporting details that fit the purpose. <input type="checkbox"/> I make adequate connections or conclusions. <input type="checkbox"/> I use accurate resources to support my ideas. <input type="checkbox"/> I present ideas and details that fit the audience or purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> I have a well-developed beginning that leads to the main idea. <input type="checkbox"/> I organize ideas or details that make my message easy to follow. <input type="checkbox"/> I use connecting words that keep my speech together. <input type="checkbox"/> I use a planned ending that matches the message. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use words that communicate my message. <input type="checkbox"/> I use correct or appropriate grammar. <input type="checkbox"/> I use slang, when appropriate, or technical language only to enhance my message. 	<ul style="list-style-type: none"> <input type="checkbox"/> I make eye contact with some of my audience. <input type="checkbox"/> I speak clearly and pronounce words correctly. <input type="checkbox"/> I speak at an understandable speed and volume. <input type="checkbox"/> I speak smoothly using few space fillers (um, uh, like, and). <input type="checkbox"/> I speak with an interesting voice and use appropriate gestures.

Speaking Standard Scoring Guide

Benchmark III

Scoring Key	
6. Exemplary:	Exceptional and memorable
5. Strong:	Exceeds the standard
4. Proficient:	Meets the standard
3. Developing:	Basic but inconsistent
2. Emerging:	Fragmented or incomplete
1. Beginning	Little or no application of knowledge and skills

Name _____

Date _____

Assignment _____

Scored by _____

Ideas and Content <i>Explaining my topic or message</i> Score: _____	Organization <i>Planning and using clear connections from beginning to end</i> Score: _____	Language <i>Choosing words carefully to create a picture in the listener's mind</i> Score: _____	Delivery <i>Information presented clearly</i> Score: _____
<ul style="list-style-type: none"> <input type="checkbox"/> I have a clear purpose and clear main ideas. <input type="checkbox"/> I use supporting details that are relevant, but may not be consistently strong or credible. <input type="checkbox"/> I use valid connections or conclusions, although only one point of view may be included. <input type="checkbox"/> I have chosen and cited resources, when appropriate, that provide accurate and adequate support. <input type="checkbox"/> I made a successful attempt to adapt content and details to the audience and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use an effective introduction that brings the audience to the topic. <input type="checkbox"/> I have clear organizational structure that is relatively easy to follow. <input type="checkbox"/> I use transitions that work, but that may be basic or predictable. <input type="checkbox"/> I use details that fit within a planned structure. <input type="checkbox"/> I have a planned conclusion that may lack refinement, but matches the content and purpose of the speech. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use words that communicate my message. <input type="checkbox"/> I use correct or appropriate grammar. <input type="checkbox"/> I use slang, when appropriate, or technical language only to enhance my message. 	<ul style="list-style-type: none"> <input type="checkbox"/> I make eye contact with some members of the audience. <input type="checkbox"/> I use mostly clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. <input type="checkbox"/> I use reasonably effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow) and volume (soft/loud), which are appropriate to audience and purpose. <input type="checkbox"/> I use a smooth delivery with some minor breaks in the flow. <input type="checkbox"/> I have control of non-verbal techniques, such as facial expressions, gestures, body movements and stage presence, which helps convey the message.

Speaking Standard Scoring Guide

CIM Level

Scoring Key

- 6. Exemplary: Exceptional and memorable
- 5. Strong: Exceeds the standard
- 4. Proficient: Meets the standard**
- 3. Developing: Basic but inconsistent

Name _____

Date _____

Assignment _____

Scored by _____

<p>Ideas and Content <i>Explaining my topic or message</i></p> <p>Score: _____</p>	<p>Organization <i>Planning and using clear connections from beginning to end</i></p> <p>Score: _____</p>	<p>Language <i>Choosing words carefully to create a picture in the listener's mind</i></p> <p>Score: _____</p>	<p>Delivery <i>Information presented clearly</i></p> <p>Score: _____</p>
<ul style="list-style-type: none"> <input type="checkbox"/> I have a clear purpose and clear main ideas. <input type="checkbox"/> I have supporting details that are relevant, but may not be consistently strong or credible. <input type="checkbox"/> I use valid connections or conclusions, although only one point of view may be included. <input type="checkbox"/> I have chosen and cited resources, when appropriate, that provide accurate and adequate support. <input type="checkbox"/> I made a successful attempt to adapt content and details to the audience and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use an effective introduction that brings the audience to the topic. <input type="checkbox"/> I have clear organizational structure that is relatively easy to follow. <input type="checkbox"/> I use transitions that work, but that may be basic or predictable. <input type="checkbox"/> I use details that fit within a planned structure. <input type="checkbox"/> I have a planned conclusion that may lack refinement, but matches the content and purpose of the speech. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use words that work but lack expression, precision or energy and do not create a strong impact. <input type="checkbox"/> My attempts at colorful language occasionally evoke an appropriate emotional response from the audience, but at times may seem awkward or overdone. <input type="checkbox"/> I use slang or jargon, when appropriate, that does not detract from the message or purpose. <input type="checkbox"/> I have competent, practiced use of the technical language necessary to make the content clear. <input type="checkbox"/> I use grammar that is usually correct. 	<ul style="list-style-type: none"> <input type="checkbox"/> I make eye contact with some members of the audience. <input type="checkbox"/> I use mostly clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. <input type="checkbox"/> I use reasonably effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow) and volume (soft/loud), which are appropriate to audience and purpose. <input type="checkbox"/> I use a smooth delivery with some minor breaks in the flow. <input type="checkbox"/> I have control of non-verbal techniques, such as facial expressions, gestures, body movements and stage presence, that helps convey the message.

Student Speech Evaluation

☆ Please score yourself on the speech you presented. Use the rating comments and numbers below.

- 6. **Exceptional**
- 5. **Exceeds the standard**
- 4. **Meets the standard**
- 3. **Basic but inconsistent**
- 2. **Fragmented or incomplete**
- 1. **Little or no application of knowledge and skills**

<u>Ideas and Content</u>	<u>Organization</u>
<p>Explaining my topic or message I...</p> <ul style="list-style-type: none"> ◆ clearly presented the main idea. ◆ used some supporting details that fit the purpose. ◆ made adequate connections or conclusions. ◆ presented ideas and details that fit the audience or purpose. ◆ timed my speech between 5-8 minutes. <p style="text-align: right;">Score _____</p>	<p>Planning and using clear connections from the beginning to the end I...</p> <ul style="list-style-type: none"> ◆ had a well-developed beginning that lead to the main idea. ◆ organized ideas or details to make the message easy to follow. ◆ used connecting words that kept the speech together. ◆ used a planned ending that matched the message. <p style="text-align: right;">Score _____</p>
<u>Language</u>	<u>Delivery</u>
<p>Choosing words carefully to create a picture for the listeners I...</p> <ul style="list-style-type: none"> ◆ used words that communicated the message. ◆ used correct and appropriate grammar. ◆ used appropriate language to enhance the message. <p style="text-align: right;">Score _____</p>	<p>Information presented with Pizzazz! I...</p> <ul style="list-style-type: none"> ◆ made eye contact with all students at least once. ◆ spoke clearly and loudly. ◆ spoke at an understandable rate. ◆ spoke smoothly using few fillers (umm, oh, like, and). ◆ spoke with an interesting voice using pizzazz! ◆ interacted with the audience. <p style="text-align: right;">Score _____</p>

**Peer
Evaluation
of Demonstration Speech**

Speaker _____	Evaluator _____					
	6	5	4	3	2	1
1. Eye Contact	()	()	()	()	()	()
2. Poise and Composure	()	()	()	()	()	()
3. Voice Level/Inflection	()	()	()	()	()	()
4. Organization	()	()	()	()	()	()
5. Knowledge of Topic	()	()	()	()	()	()
Comments						

**Peer
Evaluation
of Demonstration Speech**

Speaker _____	Evaluator _____					
	6	5	4	3	2	1
1. Eye Contact	()	()	()	()	()	()
2. Poise and Composure	()	()	()	()	()	()
3. Voice Level/Inflection	()	()	()	()	()	()
4. Organization	()	()	()	()	()	()
5. Knowledge of Topic	()	()	()	()	()	()
Comments						

Name of Rater: _____

Name of Speaker: _____

Title of Speech: _____

Speaking Delivery

HIGHLY SUCCESSFUL

- Speaker kept eye contact for most of the presentation and considered the whole audience.
- The speaker spoke clearly, slowly, loudly, and used an animated voice.
- There were no distracting movements.
- The speaker faced the audience.
- Natural gestures were used.

SUCCESSFUL

- Some eye contact, but maybe directed towards only one area of the audience.
- Normal conversational voice, doesn't show confidence.
- Voice is forceful but not real animated.
- A few distracting movements.
- Few or unnatural gestures.

NOT YET SUCCESSFUL

- Very little or no eye contact.
- Mumbled or soft (quiet) voice or spoken in monotone.
- Swaying, shifting of weight, or distracting movements.
- Back to audience during part of speaking.
- No gestures.

Your score on delivery is _____.

Comments:

Submitted by: Susan Smith, Corbett Elementary, Corbett SD

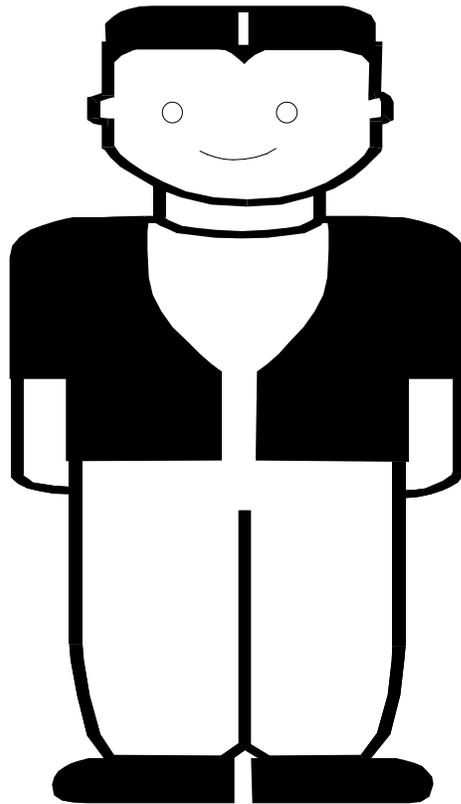
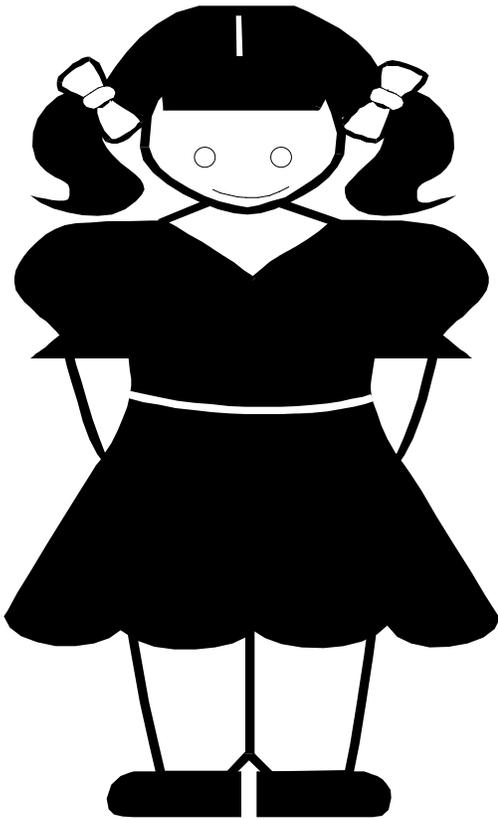
Primary Scoring Guide

_____ I look at the group.

_____ I speak loudly and clearly.

_____ I stand up straight with my hands away from my mouth.

_____ I talk about one idea, only.



Peer Evaluation of Persuasive Speeches

☆ Your opinion of how your fellow students deliver their speeches is very important. We all need each other's input to help us improve. Your POSITIVE comments and criticisms are essential in pointing out to us what we do well and what we can improve on.

☆ Below is a list of questions you will need to answer during the speech you will be evaluating. Please remember to be positive and supportive. Giving a speech is often very intimidating and frightening for some.

Was the topic stated clearly? Yes No

Identify something positive about the speaker's "hook".

Name a way in which the speaker could have improved their "hook".

Did the speaker have informative facts to support their opinion? Yes No

Identify the two most positive aspects of the speech.

Name one way the speaker could improve their speech.

Was the speech free of distracting behaviors? (Did they use their hands properly? Did they avoid saying, "um, ya know?, like,....."?)

On a scale of 1-6 how would you rate the quality of the speech? Why?

Rating to agree with the Scoring Guide

Peer Feedback Form →

Peer Feedback

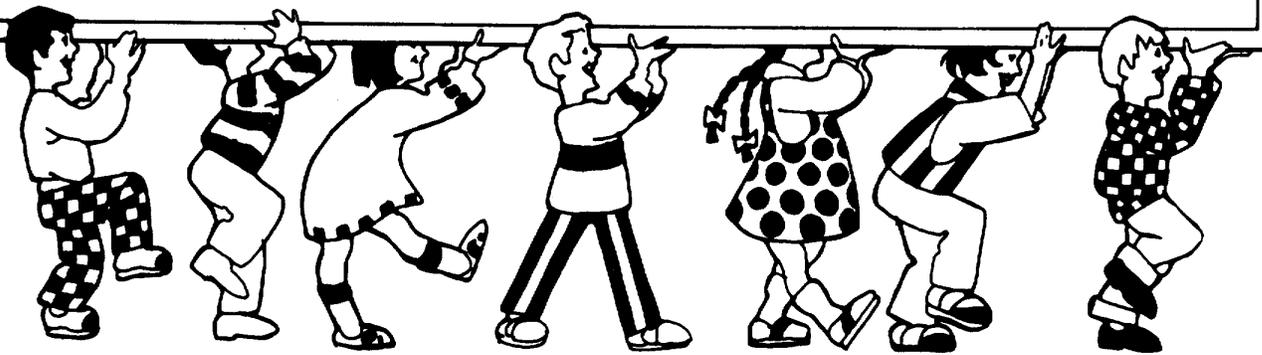
Before a student gives a speech, ask them to hand out the half sheets below to two classmates for their scores and comments.

Name _____	Date _____
Type of Speech _____	Title of Speech _____
Ideas and Content <input type="checkbox"/>	Comments:
Organization <input type="checkbox"/>	
Language <input type="checkbox"/>	
Delivery <input type="checkbox"/>	

Name _____	Date _____
Type of Speech _____	Title of Speech _____
Ideas and Content <input type="checkbox"/>	Comments:
Organization <input type="checkbox"/>	
Language <input type="checkbox"/>	
Delivery <input type="checkbox"/>	

Audience Participation Activity

- ☆ Have each student speaker make up a "prepared" question based on the subject of his/her presentation. (This question can be typed or handwritten and then duplicated for each student.)
- ☆ The speaker passes out the question at the beginning of the presentation.
- ☆ The audience members have to listen closely and take notes to determine the answer.



Effective Listening Activity

Grade Level: 4-6

Performance Objective: Following a general discussion of how good listeners behave, students will differentiate listening behaviors from non-listening behaviors from a list.

Outline of Lesson

1. Write "Behave like a listener" on the board and ask students, "How do good (effective) listeners behave?"
2. Ask students to give answers orally that are recorded on board or in writing on their own paper to use during a discussion.
3. Throughout the discussion, lead students to discover these qualities: Good listeners make bodies ready for listening task, use nonverbal behaviors – posture, eye contact, body movement – all say "I am listening", give verbal responses such as asking questions and making comments about the information.
4. Give students the following list of behaviors and ask them to put a check beside the behaviors an effective listener would exhibit:
 - a. Look out the window (no)
 - b. Doodling in your notebook (no)
 - c. Writing down important points the speaker makes (yes)
 - d. Looking directly at the speaker when he/she talks (yes)
 - e. Bringing up a new topic instead of answering the speaker (no)
 - f. Nodding and saying "um hmm" and "o.k." as the speaker talks (yes)
 - g. Playing with your pencil (no)
 - h. Leaning forward slightly in your seat (yes)
 - i. Cutting into the speaker's comments to ask your question (no)
 - j. Smiling and/or frowning as you respond to different comments the speaker makes (yes)
5. Review/discuss student responses.
6. Discuss: When you are the speaker, how does it make you feel when someone uses the behaviors you have checked (listening behaviors)? How does it make you feel when someone uses the non-listening behaviors when you are the speaker?
7. Variation: Follow the discussion with a quick partner activity. Divide class into dyads. Person A speaks on a given topic for one minute, while person B uses several of the non-listening behaviors from the list. Have students discuss their reactions/feelings. Switch roles if time permits.

Listening Scoring Guide

_____ I look at the speaker

_____ I listen to the speaker.

_____ My body is quiet.

_____ I raise my hand when I want to talk.





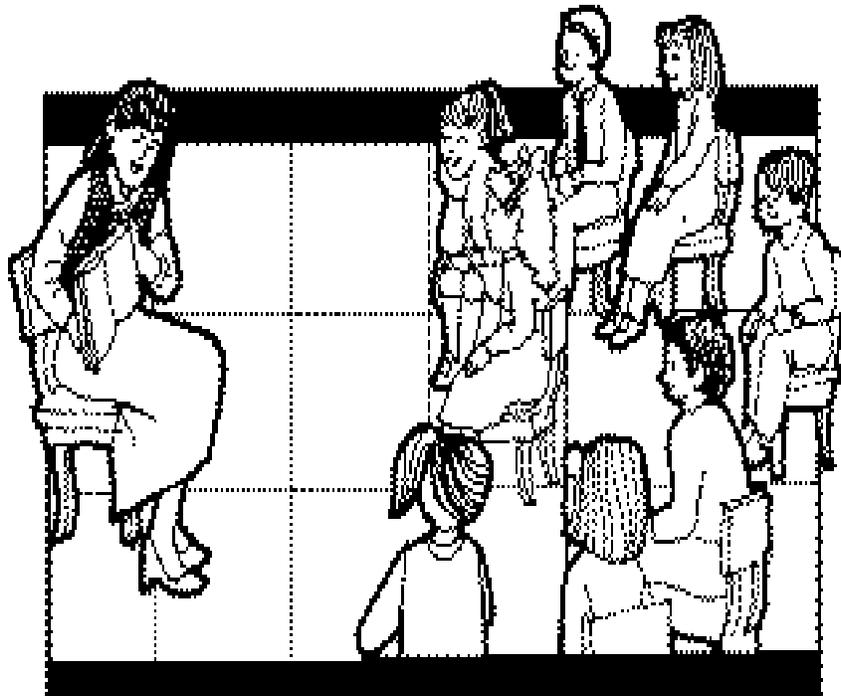
Sample Benchmark Speaking Activities

- ◎ Benchmark I
- ◎ Benchmark II
- ◎ Benchmark III
- ◎ CIM

Speaking Activities

Benchmark I

The following Speaking Activities were submitted by classroom teachers.
Please adapt them to fit the needs of your classroom and students.



General Ideas For Speeches

Often a speaking activity can be used across content area and grade levels. The following ideas can be adjusted to fit the needs of your topic of study or area of current focus (informative, persuasive, etc.)

Consider using these as “practice” activities in preparation for the speech you will score on the official scoring guide.

Shoebox Speech

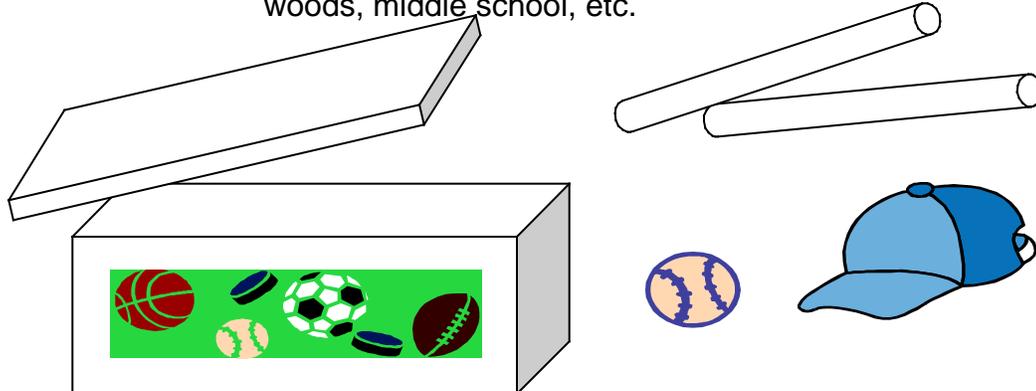
Students gather or create a predetermined number of objects that will fit into a shoebox. They take out the items in the box as they deliver their speech. This idea works well as an organizational tool for an initial speaking experience in K-12 settings as students often feel more comfortable holding something as they talk.

Variations

Personal Introduction: Students gather items that represent some aspect of their life – or serve as symbols.

Biography Report: Students read a biography and gather items that represent the life of that individual. (They could also act and dress as that person, if possible.)

Survival Speech: Students fill the box with items they would need to survive any occasion tied to a “fun topic” or current theme of study: vacation with their family, the first day of school, babysitting, homework, a day at the mall, lost in the woods, middle school, etc.



Demonstration or Expert Speech

The students select a topic on which they have prior experience – or consider themselves “an expert” (snowboarding, playing soccer, repairing bikes, etc.). They share the information with the class in an organized manner. If they are going to demonstrate a process, the students need to practice the speech many times before presenting to the class.

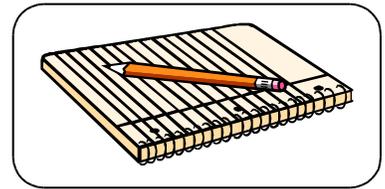


Variations

Demonstrate a science experiment, magic trick, hobby, sport, or favorite recipe.

Book Report

The students read a book on their own and prepare a written and oral book report. The teacher provides the required elements of the report with an opportunity for the students to personalize through a creative activity (make a visual aid, write a diary entry from a character’s viewpoint, dress-up as a character, write “the next chapter”, etc.)

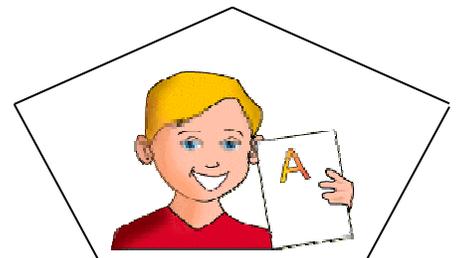


Memorable Moment Speech

The student chooses a memorable experience to share with the class. They must organize the content and use descriptive words to convey the event.

Variations

Students share an embarrassing moment, a time they were frightened, a time they felt proud, etc.



Speaking Activity

Title of Speech: My Treasure

Time Limit: 5 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

- Read the book, *Wilfred Gordon McDonald Partridge*, by Mem Fox.
- Brainstorm writing ideas of "treasures" students have that bring them good memories.
- Students write about one "treasure" they have and explain why it's so special. They draw a picture to illustrate their own story.
- Students bring the "treasure" to school, if possible. If not, they share their picture.

Each child shows and tells their treasure as the teacher scores them with the Speaking Scoring Guide.

Submitted By: Jeneé Tilson, Winchester Elementary, Roseburg SD

Speaking Activity

Title of Speech: History of Community Interview
Project

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

This activity will give 3rd graders a chance to learn about the history of their community.

- Each student will have to interview someone who has been a member of the community for a long time.
- There is no rule about how long the person has to have lived in the area, but they should have seen enough changes in the area to make your presentation interesting.
- After interviewing the person, each student will prepare an oral presentation in which they will tell the other students what they learned.

(See attached interview questions)

Student handout follows →

Submitted By: Kristen Wold, Corbett Elementary, Corbett SD

Community History Interview Questions

1. How long have you lived in this area? (include name of your town)
2. What do you like most about living here?
3. What do you like least about living here?
4. Which buildings are new (or different) since you came here?
5. Is there anything that used to be in this town that isn't here anymore?
6. Are the people who live here different than they used to be (occupations, lifestyles, attitudes)?
7. What is one wish you have for our town?
8. What else would you like to tell me about changes you've seen?

STUDENTS: On the back, make up 3 more questions of your own.

Speaking Activity

Title of Speech: Animal Research Poster Research **Time Limit:** 5-7 min.
Type of Speech: Informative **Grade Level:** 3

Directions or Description of Activity:

- Students select an animal and then complete a report after doing research.
- Each student creates a poster about their animal.
- The poster includes photos, illustrations, and a world map to show the animal's habitat.
- Students write facts to go with the poster pictures and include:
 - * habitat
 - * physical characteristics
 - * fascinating facts, food, defense, etc.
- Students write a "cheat sheet" (5x7 index card) that includes what they want to include in their speech.

Submitted By: Cathy Irwin, Page Elementary, Springfield SD

Speaking Activity

Title of Speech: "When I Grow Up" **Time Limit:** 2-3 min.
Type of Speech: Informative **Grade Level:** 1-2

Directions or Description of Activity:

- As part of a unit on Community Helpers, each student chooses an occupation to research and prepares a 2-3 minute presentation.
- Students need to include information on what the job entails, the tools of the trade, and what they learned from an interview with someone in that occupation.
- Notecards may be used.
- Simple costumes are encouraged.

Each student will evaluate his or her presentation.

Student handout follows →

Submitted By: RoseAnn Garrett, Stayton Elementary, North Santiam SD

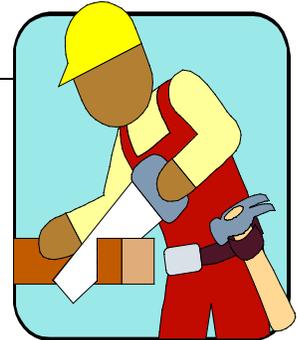
Community Helpers Presentation Evaluation



Student Name

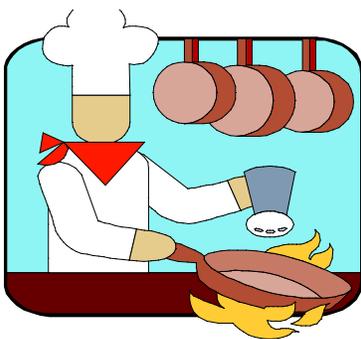
Occupation

This is how I would make my presentation better:

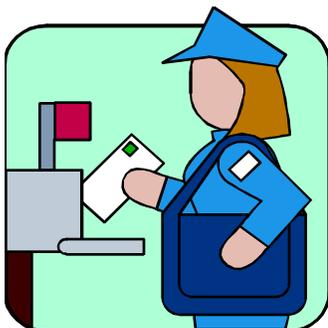


People could hear me.
People learned from me.

ME	CLASS



This is what my teacher says:



Speaking Activity

Title of Speech: A Place I'd Like To Go

Time Limit: 1-2 min.

Type of Speech: Persuasive

Grade Level: K-1

Directions or Description of Activity:

- Explain to students that they are going to select places they would like to visit from looking at pictures.
- Provide a collection of travel magazines/brochures for the students to look through.
- Have each student choose one place they would like to visit and cut out 3 or 4 pictures to paste on an 8" x 11" piece of construction paper.
- Introduce students to the idea of persuasion by asking them "What in the picture made you want to visit this place? Why do you think others should go there?"
- Students must think of 3 reasons they will use as they try to persuade the audience to visit the location they chose.
- The teacher should model this activity sharing pictures and a place he/she would like to visit.

Speaking Activity

Title of Speech: Newscast

Time Limit: 1-2 min.

Type of Speech: Informative

Grade Level: 1-2

Directions or Description of Activity:

- Each student picks an article to report about and then lists 3-4 main ideas about it.
- Students use a preprinted script outline to deliver their speech.

See attached script-outline.

Students are asked to work specifically on the skills of organization, ideas, and delivery in this speech.

Speaking Activity

Title of Speech: Buy My Dog!

Time Limit: 2 min.

Type of Speech: Persuasive

Grade Level: 2-3

Directions or Description of Activity:

In a unit on animals, the class studies dogs and their role in our world.

- Each student picks a different dog and uses research to compile data about their dog.
- Students learn how to organize their information into a persuasive speech.
- They create a poster showing the attributes of that breed.

The student's job is to sell their dog to a group of first graders. Each first grader has one dollar (play bill) to buy the dog of their choice. After all of the presentations, the first graders come up front and give the dollar to the best dog poster.

Submitted By: Sharon Gow, Green Primary, Douglas County SD

Speaking Activity

Title of Speech: Show & Tell

Time Limit: 1-2 min.

Type of Speech: Informative

Grade Level: 1-2

Directions or Description of Activity:

- Each student is allowed to bring something to show and tell. Limit a collection of items (ex. rocks, shells, pictures) to five of their favorites.
- They may do an experiment or demonstration, but it needs to be practiced at home first and cannot be longer than 5 minutes.
- Have students list three important facts about their item(s) to share with the class.
- Students then use a prepared script to deliver their speech.

Student handout follows →

SHOW AND TELL

When choosing for Show and Tell think about the following:

- You may bring stuffed animals, handmade items or educational toys.
- Limit a collection of items (ex. rocks, shells, pictures) to 5 of your favorite. Be sure the audience can see them at least 6 feet away.
- You may do an experiment or demonstration, but you need to practice it at home and it cannot be any longer than 5 minutes.
- ☆ Live animals are welcome. (If it is a small caged animal, it may stay all day.)

Hello. My name is _____.

Today for *Show and Tell* I brought _____
_____ to share with you.

Here are some important facts I'd like to share about my *Show and Tell*.

1. _____

2. _____

3. _____

Thank you for listening to my *Show and Tell*. I hope you now know more about _____

I have time for three questions.

Introduction

Be sure to look at the audience. You might want to memorize this part.

Body of Speech

This is the main part of the speech.

Write down three important facts you want to share with the class.

When presenting to the class, first you read a fact, then you tell about the fact. You do not need to write down everything you are going to say.

Conclusion

Speaking Activity

Title of Speech: Presidents' Day Speech

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

This activity will help students learn more about presidents prior to Presidents' Day. Each student will prepare a presentation for the class and will speak as if they are one of the presidents. Students choose which president they will research.

Sample Timeline for this project

WEEK ONE

Tuesday: Each student must tell the teacher which president they plan on studying.

Wednesday – Thursday: During reading time (and at home), students will go through their president books and write down interesting facts and information about the president they have chosen.

WEEK TWO

Monday: During reading time, the student will make up a comprehension worksheet with 3-5 questions that the audience can use while they are giving their presentation.

Tuesday: Students transfer their notes onto index cards and begin practicing for their presentation.

Wednesday – Thursday: Presentations are given to the class.



Submitted By: Kristin Wold, Corbett Elementary, Corbett SD

Speaking Activity

Title of Speech: Book Report in A Bag

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

"A Book Report in a Bag" is a great activity to "show and tell" about a book instead of writing about it.

- Each student decorates a paper bag with the title and author, as well as an illustration of something that happened in the book.
- Then they fill the bag with things that can help tell about the book.
- The students can draw items and characters on construction paper and cut them out.
- The students write the names of the characters or other important clues on the back of the items.
- As the student pulls out certain items (in sequence) they tell the book report.

This must be practiced before the actual presentation and is a great way to interest others in reading that book. Older students may be required to write a summary as well.

Speaking Activity

Title of Speech: RINGO Book Report
(Reading BINGO)

Time Limit: 3 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

- Students read a book of their choice then prepare and practice a presentation to give to the class. (See "types of books" on RINGO game board that follows.)
- The following items will assist the student in planning what information to include in their report.

Title

Author

Other books by this author

Illustrator

Why do you think the author wrote the book?

How did the story end?

What was the problem in this story?

Should we read it? Why?

Tell us about your activity. (See attached list)

Who helped you and what did they do?

How did you make the items you are sharing?

How does this activity fit into the story?

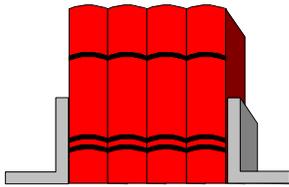
- After the presentation, have the student fill in the title, date, and activity name on his/her chart and then have the teacher initial that square. The student may now pick another book!

(See attached RINGO game board.)

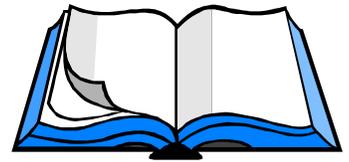
Student handouts follow →

Submitted Frank Leonard, Hartley Elementary, Reynolds SD

By:



Ringo



Mystery	Outdoor	Animal	Biography	Western
Fiction	Fantasy	Another Country	Adventure	Historical Fiction
Adventure	Science Fiction	FREE CHOICE	Poetry	Book about a state
Sports	Mystery	Science	Nonfiction	Humorous
Picture Book	Realistic Fiction	Book about a film	Mystery	Hobby Or Sport

Continued →

RINGO ACTIVITIES

Book Cover

Create a cover to look like the book you have just read. If the book you have read has a plain cover you may draw an exciting scene from the book. The cover should be made of heavy paper like a brown paper bag or heavy wrapping, construction or butcher paper.

Create a Poster

A poster is a large advertisement or notice that is designed to make those who see it want to read your book. Use butcher paper or tag-board that is at least 14" x 21". Use large lettering.

Model

A model is a small copy of something from the book. You may use any materials to model something that relates directly to your book (clay, wood, cardboard, etc.).

Mural

A mural is usually painted directly on the walls. Since that is not possible on our walls, you may use a long piece of butcher paper. On it draw characters, scenes, or objects from the story.

Character Interview

Write at least 10 interview questions for a chapter in your book. You need to supply an accurate answer to go with the questions. Have a friend interview you as that character during your speech.

Describe a Character

When you read a book that has an interesting character, write a paragraph that describes the character.

Mobile

A mobile hangs from the ceiling by one string and has one or more sticks from which pictures, symbols, or silhouettes are hung. Choose images, characters, or symbols from your story.

Scrapbook

People often keep a scrapbook filled with pictures and special items from their lives. For this activity, pretend you are one of the characters in your book and fill a scrapbook with the types of items that this person would collect. The scrapbook can be made from construction paper and should include at least 10 items. Please explain why the items are important.

Write a New Ending

If you can think of a better ending for your book, write a different ending chapter. You could also write an additional chapter to go along with the ending of your book.

RINGO ACTIVITIES

(Continued)

Vocabulary Words

For this activity, you write down any new word you come across as you read your book. As you come to a new word, look up the meaning in the dictionary and write down the definition for how it is used in your book. By the end of this activity, you will have at least twenty words on your list.

Write a Letter

For this activity, you will write a letter to a friend or the class telling them about and recommending your book.

Write About the Author

For this activity you will find out as much as you can about the author. Use the school media specialist as a resource to help you gather information. You could even write the author and tell how much you liked the book and ask for information for your report you will give to the class.

Build a Diorama

A diorama takes time to build, so plan ahead. Use a shoebox to create a 3-D scene from your book.

Can It

You will need a coffee can. Make a wrap-around cover of paper. This is the cover of your book. Tape it to the can. Next place 5 objects which have something to do with the story into the can. When you give your report, pull the items out and explain them to your audience.

Your Choice

Think of an activity on your own.

END

Speaking Activity

Title of Speech: Informative Speech

Time Limit: 3-4 min.

Type of Speech: Informative

Grade Level: 2-3

Directions or Description of Activity:

Schedule an afternoon research time. The students pick a topic.

Each topic is researched using:

- Internet
- Library books
- Magazines
- Etc.

** (Work is to be kept in a research notebook)

Steps in Project Presentations:

1. Read
2. Take notes
3. Create visuals
4. Gather all information to see how it looks
5. Add more information or begin to practice
6. Sign up for your presentation time

The children present individually or sometimes with a buddy or small group.

The audience listens and then scores based on the criteria of the Scoring Guide.

The criteria is on the recording sheet and read to the presenter before each presentation. (See attached.) The audience is reminded of scoring based on criteria. The best work is picked by the child and put in his or her CIM folder.

NOTE: This activity gives students freedom to study topics of their own choosing.

Student handout follows →

Speaking Criteria

Highly Successful 4

- ☆ The speaker stuck to the subject.
- ☆ Presented information in order.
- ☆ Kept good eye contact.
- ☆ Spoke in a clear, loud, slow voice.
- ☆ Used a visual that was neat and related to the topic.

Successful 3

- ☆ The speaker stayed on the topic most of the time.
- ☆ Most of the information was in order.
- ☆ There was some eye contact.
- ☆ Spoke in a clear voice most of the time.
- ☆ Visual could have been clearer.

Not as Successful 2

- ☆ The speaker did not stay on the topic.
 - ☆ Information was not in order.
 - ☆ Used little or no eye contact.
 - ☆ Speaking voice was hard to hear.
 - ☆ Did not use a visual.
-

Speaking Activities Benchmark II

The following Speaking Activities were submitted by classroom teachers.
Please adapt them to fit the needs of your classroom and students.



General Ideas For Speeches

Often a speaking activity can be used across content area and grade levels. The following ideas can be adjusted to fit the needs of your topic of study or area of current focus (informative, persuasive, etc.)

Consider using these as “practice” activities in preparation for the speech you will score on the official scoring guide.

Shoebox Speech

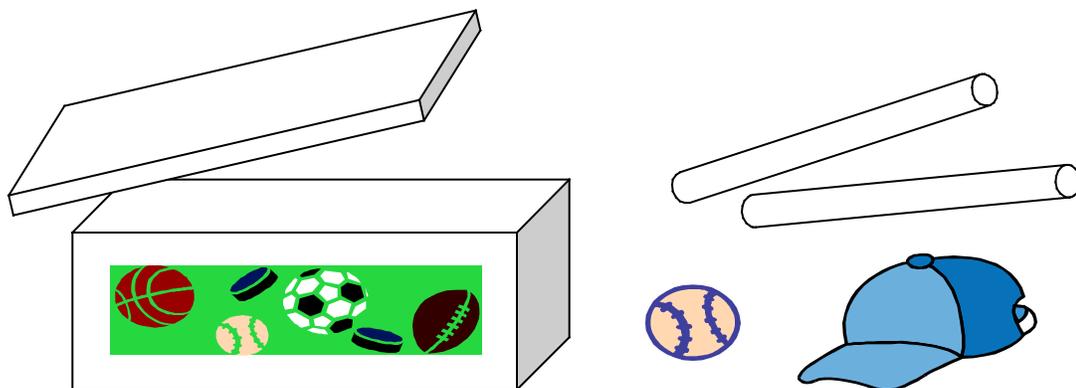
Students gather or create a predetermined number of objects that will fit into a shoebox. They take out the items in the box as they deliver their speech. This idea works well as an organizational tool for an initial speaking experience in K-12 settings as students often feel more comfortable holding something as they talk.

Variations

Personal Introduction: Students gather items that represent some aspect of their life – or serve as symbols.

Biography Report: Students read a biography and gather items that represent the life of that individual. (They could also act and dress as that person, if possible.)

Survival Speech: Students fill the box with items they would need to survive any occasion tied to a “fun topic” or current theme of study: vacation with their family, the first day of school, babysitting, homework, a day at the mall, lost in the woods, middle school, etc.



Demonstration or Expert Speech

The students select a topic on which they have prior experience – or consider themselves “an expert” (snowboarding, playing soccer, repairing bikes, etc.). They share the information with the class in an organized manner. If they are going to demonstrate a process, the students need to practice the speech many times before presenting to the class.

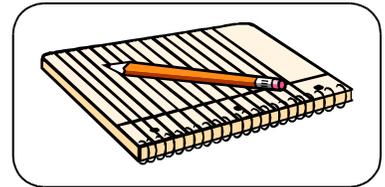


Variations

Demonstrate a science experiment, magic trick, hobby, sport, or favorite recipe.

Book Report

The students read a book on their own and prepare a written and oral book report. The teacher provides the required elements of the report with an opportunity for the students to personalize through a creative activity (make a visual aid, write a diary entry from a character’s viewpoint, dress-up as a character, write “the next chapter”, etc.)

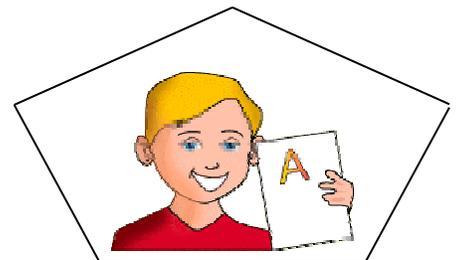


Memorable Moment Speech

The student chooses a memorable experience to share with the class. They must organize the content and use descriptive words to convey the event.

Variations

Students share an embarrassing moment, a time they were frightened, a time they felt proud, etc.



Speaking Activity

Title of Speech: A Computer for Roger

Time Limit: 3-5 min.

Type of Speech: Persuasive

Grade Level: 4-5

Directions or Description of Activity:

- Provide the following information to your students:

Roger wanted a computer very badly but he certainly did not have the \$2,000 a good system would cost. He asked his father to buy a computer for the family but his father thought it was just an expensive toy. Roger explained how a computer would be used for schoolwork, not just games, and would help him improve his grades. His father still was not convinced.

What ideas can you come up with that would help Roger persuade his father to see the value of a computer? These ideas would have to show that spending \$2,000 on a computer would benefit both Roger and the family. Use some examples to support your ideas. On a separate piece of paper, write a persuasive paper that Roger could use when he talks to his dad again about the computer.

- Using these written ideas, students create a persuasive speech to present to the class. They should speak in first person as Roger and pretend to convince his father.

Speaking Activity

Title of Speech: Science Experiment

Time Limit: 5-8 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- Students select a simple science experiment that they will do and then demonstrate it to the class.
- They need to do some research on the science behind the experiment so that when they present the experiment they are explaining "why" and "how" and not merely demonstrating the steps involved.
- Students need to provide the teacher with a list of materials they need and an outline of the speech several days before the presentations.
- Encourage students to practice their demonstration 2-3 times before presenting to the class.

Speaking Activity

Title of Speech: Solar System Report

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- Each student chooses and researches a component of space.
- After written tasks are scored and recorded in a grade book, students create a major model relevant to their topic.
- They become "Science Professors" and share the information they learned in a 3-5 minute speech.
- This is a great opportunity to share known and unknown facts in an enthusiastic manner.

Before the student presents his/her speech they will let the class know there will be questions at the end and that they need to "listen closely!"

Speaking Activity

Title of Speech: Time Travel Biography Report

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- Students select a biography or autobiography of a famous person (in colonial times, an explorer, etc.).
- After reading the book, they record factual information about the individual.
- Building on that background, the students use their imagination to pretend that person has traveled in time to the present day. Students predict what the person would be like, what job and friends they might have, etc. (See attached outline.)
- Students are encouraged to be creative but must base their predictions on evidence they read in the biography or autobiography.
- The students will prepare this information for a speech to give to the class.

Student handout follows →

GUIDESHEET – "IF YOU COULD SEE ME NOW..."

1. Name of individual _____
2. Facts about this person:
 - A. _____
 - B. _____
 - C. _____
 - D. _____
 - E. _____
 - F. _____
 - G. _____
3. What the person is best known for: _____
4. When he/she lived: from _____ to _____
5. Some things he/she would want to do if he/she were here now:
 - A. _____
 - B. _____
 - C. _____
6. What type of job he/she might have today? _____
7. Who might be his/her friends now? _____
8. Where do you think he/she would live now? _____
9. What do you think his/her favorite food, game, etc. would be? _____

10. Anything else you would like to project about this individual if he/she were here with you now? _____

Speaking Activity

Title of Speech: My Vacation Spot

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- When studying states and capitals in the U.S., students choose a favorite vacation site they have visited or would like to visit.
- Students must research background information about their vacation spot and give three reasons why they chose it.
- Oral presentations may include location, travel time, climate, recreation ideas, cost, etc.
- Encourage students to include visuals in their presentation.

NOTE: Activity could easily be adapted to a persuasive speech.

Speaking Activity

Title of Speech: Biography of a Famous Person

Time Limit: 5-7 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- Students read a biography of a famous person in history.
- After reading the book, the student creates a 5-7 minute presentation in first person as the subject of the biography.
- Students may dress-up, use props, or create an enlarged paper doll in authentic dress to go along with their presentation. (They will "become" that famous person – or share an image using the doll.)

Biography Paper Doll Directions

1. Must be at least 12" long, no longer than 18".
2. Make the person's clothing as authentic as possible, i.e., use material, wallpaper samples, yarn, fur, etc.
3. Use details from your book to help describe the physical characteristics such as hair color, texture, eye color, clothing, props like books, glasses, dolls pets, etc.
4. Make it colorful, creative, and neat.

Student handout follows →

Submitted By: Kim DeVries & Bonnie Bradley, N. Douglas Elementary, North Douglas SD

Biography Book Report

Title: _____

Author: _____

Birthdate: _____ Date of Death: _____

Birthplace: _____

Interesting facts you learned about this person.

1. _____

2. _____

3. _____

What made this person famous? _____

What is the most interesting thing you have learned about this person that has not been previously mentioned?

Speaking Activity

Title of Speech: Flat Stanley

Time Limit: 5-7 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- Read the book *Flat Stanley* to the class.
- Students will create/dress their own flat Stanley/Sally.
- They then choose someone they can send their character to for a "two-week vacation".
- The recipient takes Stanley/Sally to work, ball games, the beach, etc. and writes a short daily journal entry, takes pictures and/or gathers brochures/programs from their various visits.
- The information and Stanley/Sally return to the classroom. The students then present their Stanley/Sally adventures to the rest of the class.

Submitted By: Sue Egbers, Portland Public Schools

Speaking Activity

Title of Speech: Pioneer Project

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- After studying pioneer times, students act as "experts" and create a product (replica) of something used on the Oregon Trail journey.
- They may build a model, re-create artifacts, sew sample clothing, make a three-dimensional map, write a diary, etc. (Ask the class to brainstorm possibilities.)
- Once they finish creating the product, students will prepare a speech to present to the class.

See student directions that follow.

Student handouts follow →

Expert Project Presentation Guidelines

Congratulations for finishing an expert project. Your next step is to prepare to share your new learning experience with your classmates.

Note cards are really helpful when giving your presentation. Here are some ideas that should be written on note cards so that your presentation is easy to understand.

1. Begin with an introduction that tells the name of your project.
2. Tell about at least three ideas or facts that you learned while researching your product.
3. Tell about the steps you used to create your product.
4. Share your product with the class. How was it used? Why is it important?
5. Conclude your presentation by telling about your favorite part of this whole process.

Ask the audience if they have any questions about your research or your product.

Before you give your presentation, it is a good idea to practice at least three times. Practice in front of a pet or stuffed animal, practice in front of a mirror, and practice in front of a real person.

Good presenters stand tall, speak out so that everyone can hear, and occasionally make eye contact with audience members.



Project Presentation Requirements

Write out a script that includes the following ideas:

1. The name of your project.
2. Why you chose to do this project.
3. How your project helps others know more about the pioneer times. This should include a written report that tells at least three important ideas about your project's place in history.
4. What your favorite part of the project is.
5. What you learned while working on this project.

EXAMPLE:

1. My project is a pioneer dress, hat, and shawl.
2. I chose to do this project because I like to sew and I wanted to have a chance to dress up for our museum day.
3. My project helps others know about pioneer times by showing what the women wore while they were on the Oregon Trail.

Dressing for the Oregon Trail

Women on the Oregon Trail wore long dresses, bonnets, and shawls. They must have been hot and uncomfortable in the summer as they walked behind the dusty wagons in their long clothes.

The women's long dresses were made of a material called calico. It was a kind of cotton with little tiny flowers on it. The dresses had full skirts and long sleeves. They were hot, but they kept away insects and helped the women avoid insect bites.

The women also wore bonnets. The bonnets were sometimes called "poke bonnets." The bonnets kept the blistering, hot sun off of the women's faces. They made shade for the women and kept their hair protected from the dust.

Many of the women had shawls to wear when it was cold on the trail. The shawls were sometimes knitted and sometimes were made of calico to match the dresses.

The clothing that the women on the Oregon Trail wore included a long dress, a bonnet, and a shawl. They looked very colorful and pretty in books, but the dust of the wagons and the hot sun must have made them dirty and sweaty fast.

4. My favorite part of this project was buying the material. I liked going to the fabric store and picking out material that looked like a teacher might wear it. It is blue and it has little tiny apples in the calico print.
5. I learned that it took lots of time to sew a long dress, hat, and shawl. I was able to sew my project on an electric machine, but it must have taken the pioneer women much longer! Sewing my dress by hand would take a really long time. I have seen a sewing machine that people used before they had electricity and it seems like it would be very hard to pedal the machine, guide that material, and not go too fast or too slow.

Speaking Activity

Title of Speech: Personal Possession or Collection

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- At the start of the school year, each student is asked to bring in an important personal possession or collection to help their classmates get to know them. (Limit collection of items to five of their favorite.)
- Students are asked to tell why the item or collection is important and where they got it/them.
- Although they may use brief notes, students are encouraged to have an organized presentation that they deliver using a "conversational" tone.

My Favorite Book Collection



Student handout follows →

Personal Possession or Collection Speech

Possible topic ideas:

A. _____

B. _____

C. _____

Final topic choice: _____

GUIDELINES:

1. Notes are allowed.
2. You must bring the possession or collection to class. (No weapons or live animals, please.)
3. Practice your speech several times.
4. Time: 2-3 minutes.

Areas to Cover in the Speech:

Introduction

What is it? Use descriptive words.

Body

How and where did you get this?

How did your collection start and how do you add to it?

Include a special story or memory.

Why is this special to you?

Conclusion

Why and where do you keep this item or collection?

DUE DATE FOR YOUR SPEECH: _____

Speaking Activity

Title of Speech: Personality Poster/Speech

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- At the start of the school year, give each student a piece of 8" x 11" construction paper. (Allow them to choose the color.)
- Ask students to create a Personality Poster sharing likes/dislikes about themselves.
- They may include: photos of family and pets, magazine pictures of hobbies, sports, favorite foods, games, etc.
- The student must add their name to the front of the poster in a creative way.
- When posters are completed, each student is asked to prepare a short speech sharing items off of the poster, and thus, sharing information about themselves to the class.
- Encourage students to practice good delivery techniques while preparing and presenting their speech.

Speaking Activity

Title of Speech: Book Talk

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- Students pick a mystery book from the library. The book needs to meet the following requirements:
 - be at their reading grade level
 - not made into a movie
 - no less than 175 pages long
- After each chapter, students summarize the main events and include what characters were involved.

Using the chapter summaries, they prepare an oral presentation to give the class.

Speaking Activity

Title of Speech: No Homework!

Time Limit: 2-3 min.

Type of Speech: Persuasive

Grade Level: 4-5

Directions or Description of Activity:

- Students write a paper persuading their teacher to not give homework for one week using good supporting ideas.
- They present their paper to the class in the form of a speech, using body language to complement their written work.
- 80% of the class must meet a '4' in both writing and speaking for the teacher to cancel homework for one week.

NOTE: This is a good activity to practice delivery techniques.

Speaking Activity

Title of Speech: Oral State Report

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 4-5

Directions or Description of Activity:

- Students research a U.S. State.
- Their report must include the state's natural resources, some history and a few activities people do in that state (such as skiing, etc.).
- Students also create a visual display about their state.
- This display can include both photocopied pictures and/or drawings of their choice.

Speaking Activities

Benchmark III

The following Speaking Activities were submitted by classroom teachers.
Please adapt them to fit the needs of your classroom and students.



General Ideas For Speeches

Often a speaking activity can be used across content area and grade levels. The following ideas can be adjusted to fit the needs of your topic of study or area of current focus (informative, persuasive, etc.)

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Shoebox Speech

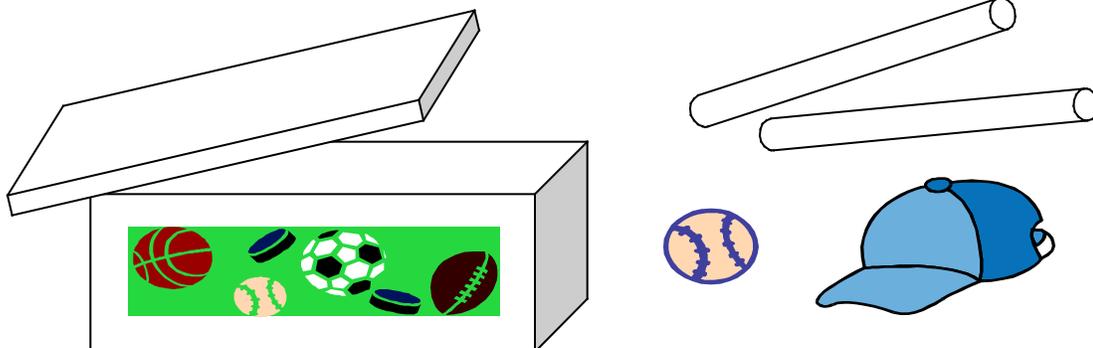
Students gather or create a predetermined number of objects that will fit into a shoebox. They take out the items in the box as they deliver their speech. This idea works well as an organizational tool for an initial speaking experience in K-12 settings as students often feel more comfortable holding something as they talk.

Variations

Personal Introduction: Students gather items that represent some aspect of their life – or serve as symbols.

Biography Report: Students read a biography and gather items that represent the life of that individual. (They could also act and dress as that person, if possible.)

Survival Speech: Students fill the box with items they would need to survive any occasion tied to a “fun topic” or current theme of study: vacation with their family, the first day of school, babysitting, homework, a day at the mall, lost in the woods, middle school, etc.



Demonstration or Expert Speech

The students select a topic on which they have prior experience – or consider themselves “an expert” (snowboarding, playing soccer, repairing bikes, etc.). They share the information with the class in an organized manner. If they are going to demonstrate a process, the students need to practice the speech many times before presenting to the class.

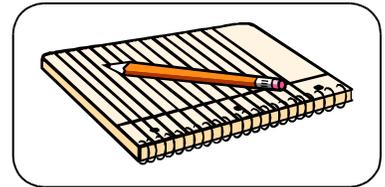


Variations

Demonstrate a science experiment, magic trick, hobby, sport, or favorite recipe.

Book Report

The students read a book on their own and prepare a written and oral book report. The teacher provides the required elements of the report with an opportunity for the students to personalize through a creative activity (make a visual aid, write a diary entry from a character’s viewpoint, dress-up as a character, write “the next chapter”, etc.)

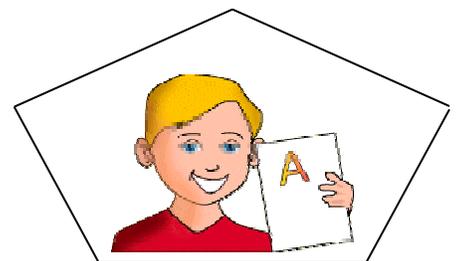


Memorable Moment Speech

The student chooses a memorable experience to share with the class. They must organize the content and use descriptive words to convey the event.

Variations

Students share an embarrassing moment, a time they were frightened, a time they felt proud, etc.



Speaking Activity

Title of Speech: My Favorite TV Show

Time Limit: 3-5 min

Type of Speech: Persuasive

Grade Level: 6-8

Directions or Description of Activity:

During a unit on persuasion, students will develop a persuasive presentation about their favorite television program.

- Students will tell the audience why they like the show and develop a persuasive argument (3 reasons) why their classmates should watch it.
- Students are encouraged to practice their speech in front of classmates and peers before presenting to the class.

NOTE: This activity can be used as a practice speaking assignment for a variety of "favorites" (music, group, vacation spot, fashion statement, etc.)



Student handout follows →

PERSUASIVE SPEECH

Name _____ Date _____

Purpose: To give a persuasive speech; to try to change someone's mind on an issue.

Opening statement

First Reason

Second Reason

Third Reason

Closing Statement

Speaking Activity

Title of Speech: It Was a Very Good Year

Time Limit: 5-7 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

- A cart of reference books from the library is brought into the classroom. This assortment includes history books, sports books, Guinness World Records, fashion books, books on music and movies, etc.
- The students then sign up for a year of their choosing between 1776 and the current year.
- They do research on what really stood out in their year. Who won the Superbowl? Was there a war? Who was president? What did people do for fun, fashion, music, movies, etc.
- Students make a poster to go with their research. They present the poster and information to the class in a speech.

NOTE: This speech can be adapted to fit specific content areas.

Submitted By: Kronser O. Schwendiman, Fremont MS, Lakeview SD

Speaking Activity

Title of Speech: Job Reports

Time Limit: 3 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

- Students gather/research information on the job/career of their choice.
- Using this information they will prepare notecards, a speech, and bring 1-2 props that represent aspects of that job.

Attached is an outline of the activity and what information students should be gathering.

Student handouts follow →

Submitted By: Kate Thomas Keown, Fremont MS, Roseburg SD

Name _____

Period # _____

STEPS FOR SUCCESS

Title of Speech: Job Report on: _____

Type of Speech: Informative

Length of Speech 3 min

Note cards? YES (You will hand these in)

Written report? NO

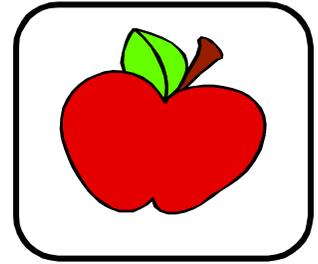
Gather information about the job/career of your choice.

Draft speech.

Copy onto note cards.

Gather 1-2 props that represent aspects of that job.

Rehearse speech with cards and props.



Benchmark CIM TASK: Job Report Speech

Job Research

Title

- Working
- Type of work done/Tasks involved
- Products/Services
- Aptitudes/strengths/talents
- Education/skills/certifications
- Where can you learn these skills?
- Associated clubs and activities
- Classes to take in high school
- Wages & benefits
- Related jobs
- Outlook
- Turnover?
- Rate of Growth
- Limitations
- Names of employers
- Why are you interested?
- Where could you go to get more information?
- References (Minimum of 3 types:
1 book/magazine, 1 newspaper,
1 Internet)

Scoring Guides Criteria

DELIVERY

- Minimal use of note cards
- Having fun yet?
- Eye contact maintained
- Speak clearly, use words/grammar properly
- Volume: Can we hear you?

CONTENT/IDEAS

- Follow the criteria?
- Extras: above and beyond?
- Make sense to audience?

ORGANIZATION

- Beginning, middle, end
- Logical
- Strong conclusion
- Language: Original? Technical terms explained?

PROPS

- Original?
- Appropriate/easy to understand
- Help to make a point?

GOAL

4's or better in all categories to meet benchmark.
5's or better in all categories to exceed benchmark.
(See the back)

Speaking Work Sample Entry Sheet

Benchmark CIM

Student: _____

Teacher: _____

Mode: _____

Date: _____

2nd rater (2nd rating is optional) _____

Circle the score earned:

Ideas/Content 1 2 3 4 5 6	Organization 1 2 3 4 5 6	Language 1 2 3 4 5 6	Delivery 1 2 3 4 5 6
<ul style="list-style-type: none"> • Is clear • Is focused • Appropriate to audience and purpose • Support is present although it may be limited • Valid connections and conclusions 	<ul style="list-style-type: none"> • Makes sense • Is easy to follow • Contains beginning, middle, end • Uses transitions • An effective introduction • A planned conclusion 	<ul style="list-style-type: none"> • Language is original, functional and appropriate to audience • Intended message is conveyed clearly • Competent practical use of technical language • Grammar and usage are correct 	<ul style="list-style-type: none"> • Control of technique • Eye contact • Clear enunciation • Effective rate, volume, and tone • Generally fluent delivery • Appropriate use of non-verbal techniques

Notes:

Task Context:

_____prepared and rehearsed

_____unrehearsed

Other notes:

Performance Level Key

- 6 Exemplary: Exceeds standard; work is exceptional, distinctive, unusually sophisticated.
- 5 Strong: Exceeds standard; work shows a thorough effective application of knowledge and skills.
- 4 Proficient: Meets standard; work demonstrates application of essential knowledge and skills.
- 3 Developing: Work does not meet standard; shows basic, but incomplete application of knowledge and skills.
- 2 Emerging: Work does not meet standard; shows partial application of knowledge and skills.
- 1 Beginning: The work shows little application of knowledge and skills and contains many errors or omissions.

Speaking Activity

Title of Speech: Demonstration Speech

Time Limit: 4-6 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

Students should choose to demonstrate something that is VERY FAMILIAR to them. They must narrow their topic to something SPECIFIC that they can show and explain in 4-6 minutes without feeling rushed.

SET-UP

- Choose a topic (motorcycles, cats, baseball, etc.).
- Narrow the topic (safety, grooming, how-to)
- Write an introduction. Include an attention-getting opening sentence. State what you are going to tell the class and why.
- List EVERY step needed to show what you are demonstrating.
- Using the above, make a complete list of the materials you will need for your speech.
- Set out your materials and practice following your own directions in step 4. Think each step through but don't worry about the time at this point. Make corrections if necessary.
- Now, time yourself and make any adjustments/changes if needed. Remember to explain each step as you go along.
- Write a conclusion that summarizes what you have shown in your speech.
- Practice before an audience (parents, friends, neighbors, etc.) at least three times. Have them time you and record their observations on the "Practice Makes Perfect!" worksheet. Listen to their observations. Members of the audience are usually much more accurate in evaluating a speech than the speaker is.



Student handouts follow →

Checklist for Demonstration Speech

Use this checklist to help you organize your outline. When you are finished, copy this information onto a sheet of paper. This will be the outline that you turn in when you give your speech. It should be typed or written neatly in cursive writing using blue or black ink.

_____ I. **Topic:**

_____ II. **Narrowed Topic:**

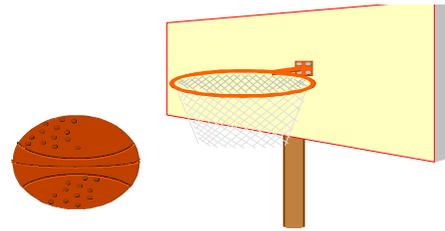
_____ III. **Introduction: (write this out)**

_____ IV. **Steps: (list steps needed to show what you are demonstrating)**

_____ V. **Materials: (list materials needed for speech)**

_____ VI. **Conclusion: (write this out)**

Continued →



I. Topic: Basketball

II. Narrowed Topic: Free-Throw Shooting

III. Introduction:

The free-throw is one of the most important shots in the game of basketball. Skilled players have been known to practice these shots for many hours at a time. Imagine this scenario: the game is on the line, time has expired, and you are at the free-throw line with one shot left, the game tied. This one shot could win it all or lose it all for your team. Through the course of a high scoring, fast-paced game it doesn't seem like a single point shot could have such a huge effect on the outcome. But as you have discovered, that one free-throw and every one before it has become very crucial. You step up to the line..... hold on minute, are you sure you know what you are doing? Maybe you should listen to these instructions and learn to perfect your free-throw and win that big game for your team. Just remember it is all about your state of mind. You can shoot like the NBA's Chris Dudley, a 45 percent free-throw shooter, or Mark Price, who shoots over 90 percent.

IV. Steps:

1. Catch the ball as the referee throws it to you.
2. Approach the foul line and place your right toe about half an inch behind the line.
3. Place your left hand on the side and your right hand on the top of the ball.
4. Raise your arms so the ball is directly in front of your right eye.
5. Bend your knees and as your legs straighten push the ball toward the basket.
6. After the ball leaves your hand leave your wrist hanging.

If you absolutely cannot shoot your free-throw this way do not despair. You can always resort to the underhand or granny shot. It worked for Rick Barry, who shot a career percentage of 90 at the line in the NBA. But most importantly, establish a routine that is right for you, doing the exact same thing and going through the same motions each time you approach the free-throw line.

V. Materials:

1. Basketball
2. Free-throw line (tape)

VI. Conclusion:

The coliseum is silent as your shot progresses towards the basket. Then, SWISH! The crowd erupts into a loud roar as your team jumps on you, still frozen at the free-throw line, amazed at your beautiful shot. Now, next time you find yourself at the line you will know exactly what to do.

Practice Makes Perfect!

You need to practice your speech at least three times before presenting it to the class. Remember **don't memorize**, just tell what you know, using your outline as a guide. Have a member of your audience time you and make comments to affirm what you are doing right and to help you improve areas that are weak.

1. _____
listener _____ time

+

+

+

☐

2. _____
listener _____ time

+

+

+

☐

3. _____
listener _____ time

+

+

+

☐

⊕ = *Good Points*

☐ = *Area for Improvement*

Speaking Activity

Title of Speech: Outdoor School
Dollars Well Spent?

Time Limit: 3-5 min.

Type of Speech: Persuasive

Grade Level: 6-8

Directions or Description of Activity:

Upon returning from Outdoor School, students are briefed on the amount of taxpayer dollars used to provide this opportunity for all 6th graders in our district. Students figure the amount of money needed for each sixth grader (a little math). Then students brainstorm other ways that money could be spent to benefit the students – either in favor of continuing Outdoor School or spending the money in another way.

The vast majority of my students chose to continue Outdoor School. The format for this choice must include:

1. The academic benefits of ODS.
2. Social benefits of ODS.
3. How the student has grown personally from the experience.

In the past, I have had a few students choose to spend the money "for other programs". The format for this choice is to divide up the money in existing programs or develop a new program to benefit students. Rationale for allocation of dollars must be provided.

NOTE from teacher designing this activity:

Upon completion of this activity, students value Outdoor School even more knowing that this opportunity may not be there for students in the future. We have had some very passionate speeches in the past urging school board members to continue to provide this learning experience to each new class of sixth graders.



Submitted By: Chris LaFrenz, Reynolds MS, Reynolds SD

Speaking Activity

Title of Speech: Famous Athlete Speech

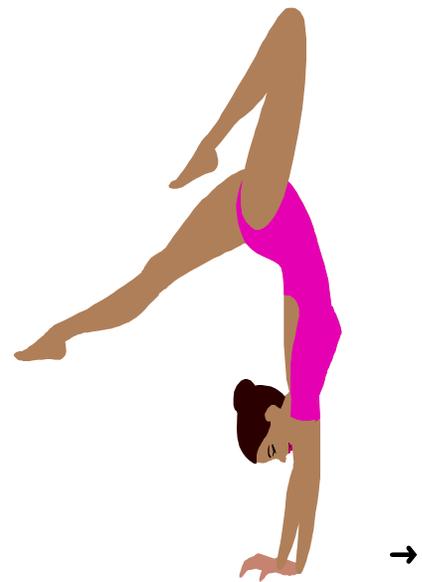
Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

- During a health or physical education unit (or class), students research the life of a famous professional athlete for an informative speech.
- The students deliver the speech in first person point of view as if they were that athlete.
- Visual aids, props and costumes are encouraged.



Famous Athlete Speech

1. For this presentation, you will do research on a famous sports figure.

Tell Us:

- Your name
 - When and where you were born
 - How you were inspired to become an athlete
 - The outstanding achievements of your athletic career
 - Whether you are still alive or deceased
2. Use first person point of view as if you are the athlete. ("I accomplished...." Or "One of my greatest moments was....")
 3. Explain how the person felt at different times of his/her life.
 4. You may choose any famous person in a sport as long as they are retired. Athletes who are currently competing should not be chosen for this project.
 5. We will discuss in class how to find information on sports personalities using a variety of resources. (In most cases, you will not have to read an entire book.)
 6. Your presentation must be 3-5 minutes long.
 7. You may use notes during your presentation. Please speak loudly, clearly, and expressively. Maintain eye contact with the audience.
 8. For added interest, you may dress as the athlete might have dressed, or bring in props that aid in telling the story. Visual aids are encouraged.
 9. Please practice your speech in front of friends and family members so that you will be ready on presentation day.



Speaking Activity

Title of Speech: Personal Possession or Collection **Time Limit:** 2-3 min.
Type of Speech: Informative **Grade Level:** 6-8

Directions or Description of Activity:

- At the start of the school year, each student is asked to bring in an important personal possession or collection to help their classmates get to know them. (Limit collection of items to five of their favorite.)
- Students are asked to tell why the item or collection is important and where they got it/them.
- Although they may use brief notes, students are encouraged to have an organized presentation that they deliver using a "conversational" tone.

My Favorite Book Collection



Student handout follows →

Personal Possession or Collection Speech

Possible topic ideas:

A. _____

B. _____

C. _____

Final topic choice: _____

GUIDELINES:

1. Notes are allowed.
2. You must bring the possession or collection to class. (No weapons or live animals, please.)
3. Practice your speech several times.
4. Time: 2-3 minutes.

Areas to Cover in the Speech:

Introduction

What is it? Use descriptive words.

Body

How and where did you get this?

How did your collection start and how do you add to it?

Include a special story or memory.

Why is this special to you?

Conclusion

Why and where do you keep this item or collection?

DUE DATE FOR YOUR SPEECH: _____

Speaking Activity

Title of Speech: "It's An Art" Speech

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 6-8

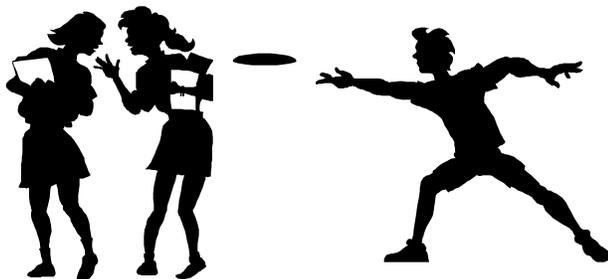
Directions or Description of Activity:

Here is a new twist on the traditional demonstration speech.

Assign speech topics that are light, specific, and familiar. The "art of" topics suggested below require careful thought and organization, but they are not difficult.

IDEAS: The art of....

- ◆ eating spaghetti, ice cream, popcorn, pizza, watermelon, etc.
- ◆ throwing a frisbee
- ◆ talking to the opposite sex
- ◆ making friends/enemies
- ◆ impressing the teachers
- ◆ overcoming fear



Speaking Activity

Title of Speech: Personality Poster/Speech

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

- At the start of the school year, give each student a piece of 8" x 11" construction paper. (Allow them to choose the color.)
- Ask students to create a Personality Poster sharing likes/dislikes about themselves.
- They may include: photos of family and pets, magazine pictures of hobbies, sports, favorite foods, games, etc.
- The student must add their name to the front of the poster in a creative way.
- When posters are completed, each student is asked to prepare a short speech sharing items off of the poster, and thus, sharing information about themselves to the class.
- Encourage students to practice good delivery techniques while preparing and presenting their speech.

Speaking Activity

Title of Speech: Book Talk

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

- Students pick a mystery book from the library. The book needs to meet the following requirements:
 - Be at their reading grade level.
 - Not made into a movie.
 - No less than 175 pages long.
- After each chapter, students summarize the main events and include what characters were involved.

Using the chapter summaries, they prepare an oral presentation to give the class.

Speaking Activities

Benchmark CIM

The following Speaking Activities were submitted by classroom teachers.
Please adapt them to fit the needs of your classroom and students.



General Ideas For Speeches

Often a speaking activity can be used across content area and grade levels. The following ideas can be adjusted to fit the needs of your topic of study or area of current focus (informative, persuasive, etc.)

Consider using these as “practice” activities in preparation for the speech you will score on the official scoring guide.

Shoebox Speech

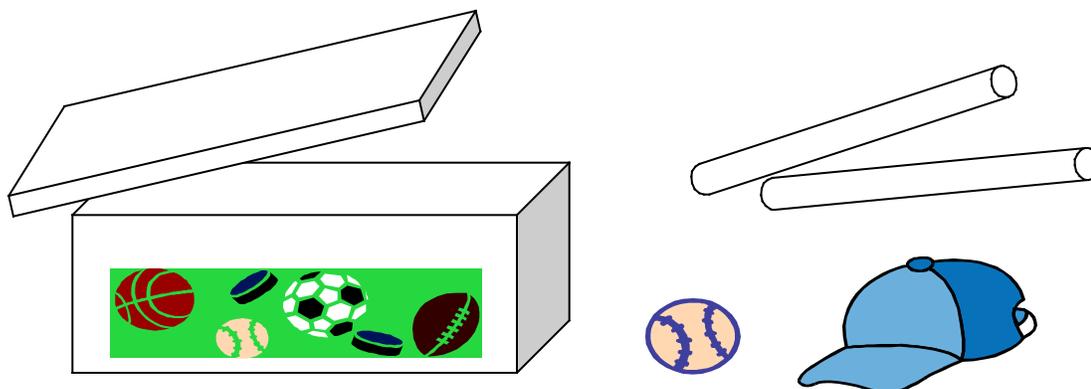
Students gather or create a predetermined number of objects that will fit into a shoebox. They take out the items in the box as they deliver their speech. This idea works well as an organizational tool for an initial speaking experience in K-12 settings as students often feel more comfortable holding something as they talk.

Variations

Personal Introduction: Students gather items that represent some aspect of their life – or serve as symbols.

Biography Report: Students read a biography and gather items that represent the life of that individual. (They could also act and dress as that person, if possible.)

Survival Speech: Students fill the box with items they would need to survive any occasion tied to a “fun topic” or current theme of study: vacation with their family, the first day of school, babysitting, homework, a day at the mall, lost in the woods, middle school, etc.



Demonstration or Expert Speech

The students select a topic on which they have prior experience – or consider themselves “an expert” (snowboarding, playing soccer, repairing bikes, etc.). They share the information with the class in an organized manner. If they are going to demonstrate a process, the students need to practice the speech many times before presenting to the class.

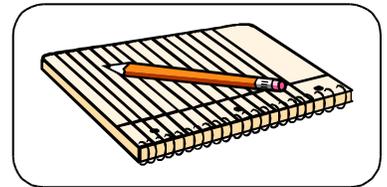


Variations

Demonstrate a science experiment, magic trick, hobby, sport, or favorite recipe.

Book Report

The students read a book on their own and prepare a written and oral book report. The teacher provides the required elements of the report with an opportunity for the students to personalize through a creative activity (make a visual aid, write a diary entry from a character’s viewpoint, dress-up as a character, write “the next chapter”, etc.)

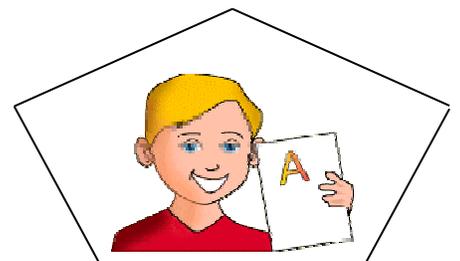


Memorable Moment Speech

The student chooses a memorable experience to share with the class. They must organize the content and use descriptive words to convey the event.

Variations

Students share an embarrassing moment, a time they were frightened, a time they felt proud, etc.



Speaking Activity

Title of Speech: Human Genetic Disorders

Time Limit: 3-6 min.

Type of Speech: Informative

Grade Level: 9-10

Directions or Description of Activity:

Goal: Research and present to the class an explanation of how a specific genetic disorder is carried and how it impacts its victims.

Students will select a human genetic disorder, research it, and prepare a 3-6 minute presentation to the class which includes:

- What the disorder is.
- How the disorder is genetically transmitted.
- The effects of the disorder.

Genetic Disorders Examples:

Schwachman Syndrome, Stickler Syndrome, Parphyria, Hemophilia, Tay Sachs, Sickle Cell Anemia, Huntington's Disease, Cystic Fibrosis, Fanconi Anemia, Fragile X Syndrome, Klinefelter's Syndrome, Langer-Giedion Syndrome, Marfan Syndrome, Nephrogenic Diabetes Insipidus, etc.

Submitted By: Robin Ritter, North Douglas HS, North Douglas SD

Speaking Activity

Title of Speech: Presentation to Persuade

Time Limit: 5-10 min.

Type of Speech: Persuasive

Grade Level: 10-12

Directions or Description of Activity:

Using Internet research,

- Students will prepare a speech to persuade their peers that a particular point of view is correct.

Sample topics:

- Every student should wear a school uniform.
 - Year-round schools are not effective.
 - NBA players receive too much money.
 - Assisted suicide should be legal.
- Students are required to use visual aids to enhance their speech. (Posters, overhead transparencies, Power Point presentation, handouts, etc.)
 - A list of Internet sites used in researching the topic will be turned into the instructor on the day the speech is due.
 - Classroom peers will evaluate each presentation using the attached form.

Student handout follows →

Submitted By: Sharon Doolittle, Roseburg HS, Roseburg SD

Presentations Using the Internet Speaker Evaluation

Name of Presenter _____

Name of Evaluator _____

Evaluate each of the following areas using a scale of 1-6.

	Poor	Needs work	Below Average	Average	Above Average	Excellent
Appearance of Speaker	1	2	3	4	5	6
Facial Expressions	1	2	3	4	5	6
Eye Contact of Speaker	1	2	3	4	5	6
Energy Level (Gestures)	1	2	3	4	5	6
Voice Projection (Volume, Level, Clarity, Tone)	1	2	3	4	5	6
Content of the Presentation	1	2	3	4	5	6
Length of Presentation	1	2	3	4	5	6
Relevance of the Presentation to the Topic	1	2	3	4	5	6
Organization of Ideas	1	2	3	4	5	6
Choice Topic for Audience	1	2	3	4	5	6
Visuals/Graphics (background, color, size of letters, pleasing to the eye)	1	2	3	4	5	6

Positive Comment: _____

Constructive Comment: _____

Speaking Activity

Title of Speech: Holocaust Background/History

Time Limit: 4-6 min.

Type of Speech: Informative

Grade Level: 9-10

Directions or Description of Activity:

Research a variety of World War II, Nazi, Jewish and Holocaust subjects under four categories:

- People
- Concentration Camps
- Events
- Terms

In connection with reading the novel *Night* by Elie Wiesel, the students present an informative speech and connect it with what they learned from the novel, class discussions, history classes, and personal stories they researched.

Part of the assignment is to read about and present a personal account, i.e., survivor, military personnel, family member, etc.

Note: Group reports are possible if all students share the speaking responsibility equally.

Speaking Activity

Title of Speech: Job Reports

Time Limit: 3 min.

Type of Speech: Informative

Grade Level: 8-10

Directions or Description of Activity:

- Students gather/research information on the job/career of their choice.
- Using this information they will prepare notecards, a speech and bring 1-2 props that represent aspects of that job.

Attached is an outline of the activity and what information students should be gathering.

Student handouts follow →

Submitted By: Kate Thomas Keown, Fremont MS, Roseburg SD

Name _____

Period # _____

STEPS FOR SUCCESS

Title of Speech: Job Report on: _____

Type of Speech: Informative

Length of Speech 3 min

Notecards? YES (You will hand these in)

Written report? NO

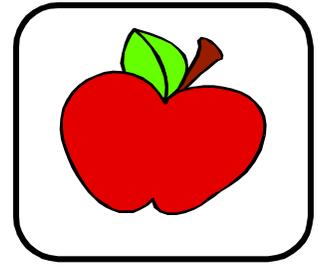
Gather information about the job/career of your choice.

Draft speech.

Copy onto notecards.

Gather 1-2 props that represent aspects of that job.

Rehearse speech with cards and props.



Benchmark CIM TASK: Job Report Speech

- Title
- Working Conditions
- Type of work done/Tasks involved
- Products/Services
- Aptitudes/strengths/talents
- Education/skills/certifications
- Where can you learn these skills?
- Associated clubs and activities
- Classes to take in high school
- Wages & benefits
- Related jobs
- Outlook
- Turnover?
- Rate of Growth
- Limitations
- Names of employers
- Why are you interested?
- Where could you go to get more information?
- References (Minimum of 3 types:
1 book/magazine, 1 newspaper,
1 Internet)

DELIVERY

- Minimal use of notecards
- Having fun yet?
- Eye contact maintained
- Speak clearly, use words/grammar properly
- Volume: Can we hear you?

CONTENT/IDEAS

- Follow the criteria?
- Extras: above and beyond?
- Make sense to audience?

ORGANIZATION

- Beginning, middle, end
- Logical
- Strong conclusion
- Language: Original? Technical terms explained?

PROPS

- Original?
- Appropriate/easy to understand
- Help to make a point?

GOAL

- 4's or better in all categories to meet benchmark
- 5's or better in all categories to exceed benchmark.

(See the back)

Job Research

•

Scoring Guides Criteria

Speaking Work Sample Entry Sheet Benchmark CIM

Student: _____

Teacher: _____

Mode: _____

Date: _____

2nd rater (2nd rating is optional) _____

Circle the score earned:

Ideas/Content 1 2 3 4 5 6	Organization 1 2 3 4 5 6	Language 1 2 3 4 5 6	Delivery 1 2 3 4 5 6
<ul style="list-style-type: none"> • Is clear • Is focused • Appropriate to audience and purpose • Support is present although it may be limited • Valid connections and conclusions 	<ul style="list-style-type: none"> • Makes sense • Is easy to follow • Contains beginning, middle, end • Uses transitions • An effective introduction • A planned conclusion 	<ul style="list-style-type: none"> • Language is original, functional and appropriate to audience • Intended message is conveyed clearly • Competent practical use of technical language • Grammar and usage are correct 	<ul style="list-style-type: none"> • Control of technique • Eye contact • Clear enunciation • Effective rate, volume, and tone • Generally fluent delivery • Appropriate use of non-verbal techniques

Notes:

Task Context:

_____prepared and rehearsed

_____unrehearsed

Other notes:

Performance Level Key

- 6 Exemplary: Exceeds standard; work is exceptional, distinctive, unusually sophisticated.
- 5 Strong: Exceeds standard; work shows a thorough effective application of knowledge and skills.
- 4 Proficient: Meets standard; work demonstrates application of essential knowledge and skills.
- 3 Developing: Work does not meet standard; shows basic, but incomplete application of knowledge and skills.
- 2 Emerging: Work does not meet standard; shows partial application of knowledge and skills.
- 1 Beginning: The work shows little application of knowledge and skills and contains many errors or omissions.

Speaking Activity

Title of Speech: Promote Your Country

Time Limit: 6-8 min.

Type of Speech: Informative

Grade Level: 9-12

Directions or Description of Activity:

(World Literature or World History Class)

- Divide the class into groups of four students and assign them a country to research.
- The group will create an exhibit for the country that includes a map, the flag, literature, art, music, culture, history, famous people, etc.
- Once the displays are completed, each group will prepare a 6-8 minute "tour" of their exhibit that will include speaking opportunities for each group member.

Submitted By: Constance Jellison, National Council of Teachers of English

Speaking Activity

Title of Speech: Informative Speech

Time Limit: 6-8 min.

Type of Speech: Informative

Grade Level: 9-12

Directions or Description of Activity:

Students will select an informative topic, research elements of support, and create a 6-8 minute speech.

Steps to completion:

- Choosing a topic
- Research
- Focus
- Preparation of Visual Aids
- Practice

Student handouts follow →

Submitted By: Michael Streeter, Clackamas HS, North Clackamas SD

Five Steps To Creating An Informative Speech

You are to prepare a 6-8 minute informative speech on a subject of your choice.
The following is an outline of the steps you should take along the way.

I. Choose a topic...

- A. ...that interests you
 - B. ...that will interest your audience
 - C. ...that is appropriate
 - D. ...that is not too broad or too specific
 - E. ...that is not persuasive
- (See sample topics)

II. Research

- A. ...Nonfiction books
- B. ...Periodicals (Use the *Reader's Guide to Periodic Literature* to help you)
 - 1. Newspapers
 - 2. Magazines
 - 3. Journals
 - 4. Vertical files
 - 5. Facts on file
- C. Interviews
- D. Pamphlets
- E. Encyclopedias
- F. Electronic sources, Internet searches
- G. Summarize at least 2 articles on your topic (1 page) citing the documentation (title, publications, date and page #). Include this when you turn in your outline.

III. Focus

- A. Answer the questions: who, what, when, where, how and why?
- B. Focus on one.
- C. Write 1 paragraph stating your topic, your purpose, and at least 3 relevant issues that you will deal with in the body of this speech.
- D. Organize your notes.
- E. Write a brief outline of your speech. Be sure it follows an appropriate, logical organizational pattern, i.e. chronological, spatial, comparison and/or contrast, order of importance, etc.
 - (For a 6 Minute Speech...)
 - 1. Introduction Approximately 1 Minute
 - a. Use a "Hook" to capture the attention of the audience:
 - 1. Humor
 - 2. Rhetorical question
 - 3. Definition
 - 4. Starting fact or statistic
 - 5. Quotation
 - 6. Story
 - 7. Comparison/contrast
 - b. State topic
 - c. Apply topic to audience
 - d. Preview your main points
 - e. State thesis
 - 2. Body Approximately 4_ Minutes
 - a. History
 - b. Uses
 - c. Production

Continued →

- d. Equipment
- e. Humor
- f. Rhetorical question
- g. Definition(s)
- h. Statistic(s)
- i. Quotation(s)
- j. Examples/stories
 - 1. Personal
 - 2. Others'
- k. Expert testimony
- l. Comparison/contrast
- m. Repetition
- n. Restatement
- o. Description

3. Conclusion Approximately 30 Seconds

- a. Summarize
- b. "Upbeat" ending
- c. Make a final point
- d. Tie back to introduction

4. Do not write out a manuscript. The outline is due on _____.

F. Compile your speech.

- 1. You must use at least 2 quotes and you must cite the source in the body of your speech.
- 2. Prepare a bibliography with a minimum of 7 sources of 3 types.
- 3. You may use no more than 4 notecards.

IV. Prepare Visual Aid

(May include a chart, graph, photos, drawings, demonstration, timeline, etc).

A. Purpose should be to:

- 1. Explain
- 2. Illustrate
- 3. Demonstrate
- 4. Clarify
- 5. Enhance

B. Be sure that the audio/visual aid(s)...

- 1. ...are easily audible/visible to all.
- 2. ...are easily understood.
- 3. ...are not the central purpose of the speech.
- 4. ...are not living, valuable, or dangerous.

V. Practice!!!Practice!!!Practice!!!

- A. The introduction and conclusion must be memorized.
- B. The speech must fall within the time limits of 6-8 minutes.
- C. You must utilize good eye contact, lots of vocal variation (yet remain conversational in tone), appropriate gestures and movement.

Remember: some of the best speakers don't look or sound like they're giving a speech.

Continued →

Over 100 Sample Topics

Energy:

Nuclear
Solar
Geothermal
Hydroelectric
Natural Gas
Tidal

The History of:

Automobiles
Airplanes
Money
Any Sport
Any Animal
Any Food
Any Famous Place
Any Musical Instrument
Any Famous Person

Biographies:

Anastasia
Thomas Edison
William Randolph Hurst
JP Morgan
JD Rockefeller
Andrew Carnegie
Elizabeth the 1st
Henry Ford
Henry the 8th
Hitler
Howard Hughes
Jimmy Hoffa
Attila the Hun

Any:

Artist
Writer
Musician
Inventor
Ruler
Politician

The Cultural Traditions Of:

Courtship
Marriage
Birth
Death

Technology:

Lasers
Running Shoe Technology
Computers
Space Travel/Station
Mars Exploration

Animals:

Dog Obedience School
Unicorns

Bats
Hermit Crabs
Raising Thoroughbred Dogs
Dog Shows
Horse Shows
Rats
Wolves
Dragons
Guide dogs
Piranhas
Penguins
Cat Yoga

Hobbies and Games:

Sail boat Racing
Radio Controlled Toys
History of Karate
Fashion Modeling
Backgammon
Computers
Rocketry
Belly Dancing
Go-Cart Racing
Beatlemania
Dungeons and Dragons
History of Monopoly
Motorcross Racing
Stradivarius Violins
Boomerangs
Origami
Collecting Comic Books
Snow Camping
Antique Books
Etching Glass
Cake Decorating
How to Find Fossils
Unicycles
Juggling
Heraldry
Harlequin Romances
Collecting Movie Posters
Wind Surfing
Skate Boarding
Snow Boarding

Medicines/Diseases:

Diabetes
Hemophilia
Epilepsy
Anorexia Nervosa
Acupuncture
Bio-Feedback
Bionic Man
Dyslexia
Hormones
"Zone Therapy" (Foot Rubs)
Scoliosis
Cloning

Black Death/Bubonic Plague
Steroids

Mother Nature:

Natural/Cycles: Insects, Plants
The Sun/Solar Flares/Eclipses
Super Novas
Black Holes
Constellations
Volcanoes
Earthquakes
Plate Tectonics
Continental Drift
Mosquitoes
The Differences between Men and Women
Pearls
Flies
Twins
Communicating With Plants
Colors In Flowers
Mushrooms
"Greenhouse Effect"
Atmosphere
Why the Dinosaurs Died
Gyroscope

Places:

Globe Theater
Stonehenge
Atlantis
Living in a Kibbutz
Tower Of London
Auschwitz
Great Pyramids
Pompeii
Easter Island
Tillamook Burn

Sports:

Football Protective Gear
Backpacking Equipment
Hiking Boots
Running Shoes
Scuba Diving
Cross Country Skiing
Water-Skiing
Sports Photography
Collecting Baseball Cards
Sports Superstitions
Kayaking
Cheating In College Athletics
Polo
Aerobics

END

Speaking Activity

Title of Speech: Commercial for the New Land

Time Limit: 2-3 min.

Type of Speech: Persuasive

Grade Level: 10-11

Directions or Description of Activity:

- Students put together a travel brochure to promote the settlement of the New Land, America.
- Then students must use the brochure as a prop and give a 2-3 minute commercial for the New Land urging the audience to come here and settle.

Submitted By: Vicki Barker, Creswell HS, Creswell SD

Speaking Activity

Title of Speech: Patrick Henry Rebuttal Speech

Time Limit: 3-5 min.

Type of Speech: Persuasive

Grade Level: 10-11

Directions or Description of Activity:

- Students are to read Patrick Henry's "Speech in the Virginia Convention"
- They are to prepare a rebuttal to Henry's speech. Henry urges the colonies to go to war against Britain, so the students must argue against going to war.
- They have to use logical reasons and various oratorical devices.

Note: This activity can be adapted by having each student prepare rebuttals to different historical or contemporary speeches, manuscripts, or viewpoints.

Student handout follows →

Submitted By: Vicki Barker, Creswell HS, Creswell SD

Persuasive Speech

"It's Not Our Cup of Tea, George"

Assignment: Present a 3-5 minute persuasive speech refuting Patrick Henry's arguments.

Imagine that you are a speaker in the Virginia Provincial Convention and Patrick Henry has just given his "Give me liberty or give me death!" speech. You are not convinced, so you get up directly after him and deliver your own persuasive speech refuting each of Henry's points and advancing your own reasons why we should not go to war.

Effective persuasive speakers use certain oratorical devices like rhetorical questions, restatement, repetition, and parallelism to emphasize points. They also use a blend of logical arguments and emotional appeals in speeches. As you give your reasons for not going to war, you should attempt to use all these different persuasion techniques in your own speech.

Please prepare an outline of your speech to hand in before you begin speaking. You may use notecards, but no full-page outlines or manuscripts during the speech.

The speech itself will be scored with the State's Scoring Guide on the traits of Content, Organization, Language, and Delivery.

Preliminary outline of speech due: _____

Actual presentation of speeches will start: _____

Like an essay, speeches have three parts: an introduction, a body, and a conclusion. In a persuasive speech, you must refute the arguments of the opposition (in this case, Patrick Henry) **before** you advance your own arguments. **Remember, you are attacking Henry's ideas, not Patrick Henry himself.**

Outline:

- I. Introduction
 - A. Attention statement and address your audience
 - B. Thesis

- II. Body
 - A. Refute your opposition's arguments
 - B. Advance your own reasons/arguments

- III. Conclusion
 - A. Restate Thesis
 - B. Urge your audience to action

Speaking Activity

Title of Speech: My Personal Odyssey

Time Limit: 4-6 min.

Type of Speech: Informative

Grade Level: 9-10

Directions or Description of Activity:

After reading *The Odyssey*, students will create a speech outlining their own personal attempt to reach a goal.

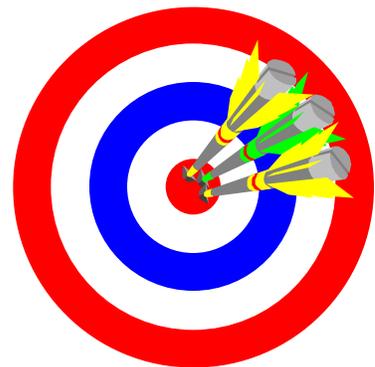
Students will make allusions to Odysseys' struggle by asking themselves:

- What am I striving for?
- What are the road blocks/barriers I face?
- Who are the people who have helped me along the way?

Outline Idea: (use a few – or all)

1. Introduction
2. New Beginnings
3. The Island of Trouble
4. The Stream of Doubt
5. Unfortunate Accidents
6. Guidance for Success (include what is within your control – and where you need help.)

Visuals are encouraged if they enhance the speech.



Submitted By: Rich Hansen, National Council of Teachers of English

Speaking Activity

Title of Speech: Symbols in Hand

Time Limit: 1-2 min.

Type of Speech: Informative

Grade Level: 9-12

Directions or Description of Activity:

(This is a good activity to get students used to speaking in front of the class.)

After reading a longer literary selection (example: *Dicken's Great Expectations*), students are asked to bring in an object representative of one of the characters.

- Day One: Each student stands at their desk and shows the object to the class. Other class members write down that student's name, their object, and what character they thought it represented.
- Day Two: Each student stands in front of the class and presents a 1-2 minute speech including:
 - a) A description of the object.
 - b) The character it represents.
 - c) The connection between the character and the object (why they chose this).

Submitted By: Mary M. Burman, Laramie Jr. HS, Laramie, Wyoming

Speaking Activity

Title of Speech: Power Point Informative Speech

Time Limit: 6-8 min.

Type of Speech: Informative

Grade Level: 9-12

Directions or Description of Activity:

Speech in Oregon needs to enter the 21st Century. The days of flip charts and cardboard graphs are numbered. Attached is an outline of how to give a brilliant Power Point presentation. With Power Point (or any other good presentation software) images can be obtained from a variety of sources and displayed with text, graphs, charts, web sites and other media as visual aids for an informative speech. You can also kill two CIM/CAM birds with one stone by providing an opportunity to meet one of the three speech requirements as well as incorporating the "use of technology".

With presentation software almost any image that can be placed in a computer or on a disk can be placed on a slide. A slide is an image with a colored background projected onto a screen not unlike a film-slide. But rather than a carousel, the image is projected via a high resolution LCD display device that connects to the computer in place of your monitor. Most school districts have at least one and it may be checked out like any other A.V. equipment. The software helps you design, organize and display the images and may be used to incorporate the items noted above and much more.

(Students also need handouts on page ___ & ___)

Student handout follows →

Submitted By: Michael Streeter, Clackamas HS, North Clackamas SD

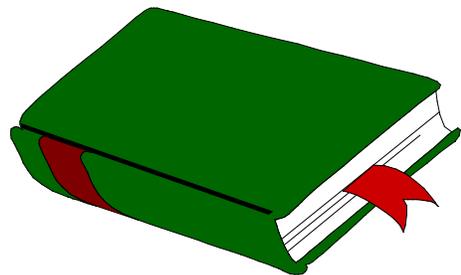
Speaking Activity

Title of Speech:	Biography/Autobiography Book Report	Time Limit:	6-8 min.
Type of Speech:	Informative	Grade Level:	10

Directions or Description of Activity:

- Students read a biography or autobiography and create a 4 minute presentation about that individual's life.
- The students "become" that person by wearing characteristic items of clothing, and/or using revealing mannerisms, speech patterns, or attitude. They must become so familiar with the life of this individual, that they can talk about it comfortably and in detail.
- Using interview questions provided by the teacher (handout included here), the students create a 4 minute overview of the person's life.
- When it is time for the presentation, the student writes the individual's name on the board and presents their overview.
- For the next 2-3 minutes, students in the audience may ask the speaker any questions from the interview list that were not addressed previously.
- At the end of the questioning period, the student "becomes himself" again and provides a short conclusion and evaluation of the book. Would they recommend the book to a friend? Why or why not.

Note: Audience members need to have a copy of the interview questions in order to participate in the second half of the presentation.



Student handouts follow →

Power Point Informative Speech

- ☆ Create an informative speech using the guidelines provided by your instructor.
- ☆ Your visual aid for this speech will be a Power Point presentation using the following guidelines:
 - Prepare a minimum of 7 slides
 - These may include:
 - Charts (pie, flow)
 - Graphs (bar, line)
 - Diagrams
 - Illustrations/drawings
 - Photos
 - Clip art
 - Timelines
 - Web sites
 - Cartoons
 - The purpose of the slides is to:
 - Explain
 - Illustrate
 - Demonstrate
 - Clarify
 - Enhance
- ☆ Choose a font size, style and color that is clear enough for everyone in the room to see.
- ☆ Although you can get quite creative with Power Point slides, be sure that the message you want to present is clear and not hidden by clever graphics and borders.
- ☆ Practice using the Power Point slide presentation in your speech.

Biography/Autobiography Book Report

In this book report assignment, you will be preparing a short presentation and be interviewed by members of the class. You will pretend you are the person in the book you have read and will respond to a variety of questions. In addition, you will conclude by rating the book and give an explanation of whether or not you would recommend the book to a friend.

PREPARING FOR THE INTERVIEW:

1. Spend some time reading and preparing for each question... you won't know each one. "I don't know..." or "the book didn't say..." are not acceptable responses because, technically, you are this person. If you aren't sure... guess according to what you DO know.
2. Your next job is to appear on the day of the interview as the person in the book you read. Any characteristic item of clothing, revealing mannerism, speech pattern, or attitude to make yourself credible is encouraged. You must make yourself so familiar with your person's life that you can talk about it comfortably and in detail.



When "acting the part" be sure to consider what is appropriate. Offensive language and/or inappropriate clothing for a classroom will not be tolerated. Have fun, but use good judgement. If there is a question, ask your teacher! Prepare a 4 minute overview of this person's life using a few of the interview questions.

3. Prepare a conclusion that includes a rating system (scale of 1-5, thumbs up or down, etc.) and an explanation of whether or not you'd recommend this book for someone. During this section, you are yourself, not the character. You may choose some kind of visual aid to use, but it is not required.
4. Practice. Have a friend/parent/sibling conduct a "practice" interview and have them listen to your overview.
5. When it is time to present, write the person's name on the board before you begin and then sit and wait for your introduction. Present your 4 minute overview. Then, begin answering questions as they are asked. You may have one notecard but warning: DO NOT READ FROM IT! Try to avoid one word/short answers.
6. You will not get credit for repeated information, so make sure your answers include as many different things about the character as possible.

YOU WILL BE SCORED ACCORDING TO THE FOLLOWING:

A score of 4 or better on each trait is needed for passing the benchmark requirements in the areas of:

Ideas/Content
Organization
Language
Delivery

Interview Questions follow →

Biography/Autobiography

Book Report

Interview questions that could be asked...

1. Why would someone want to write book about you?
2. What was the place where you grew up like?
3. How much of your life is covered in this book?
4. Tell me something important about your parents.
5. How did you prepare for what you became famous for?
6. What was the happiest period in your life?
7. What is the most difficult situation you ever faced?
8. What is something you're ashamed of?
9. Describe yourself emotionally.
10. Tell me about a turning point in your life.
11. How much education do you have?
12. Tell me about your family (not just parents). Do you have kids (if adult)? Marriage(s)?
13. What was the source of your motivation to accomplish what you did?
14. Tell me something about yourself that is not commonly known.
15. What part has romance played in your life?
16. How do you like to spend your free time?
17. Who was a very influential person in your life?
18. Explain whether your fame has brought you happiness or unhappiness.
19. How do you feel you were portrayed in this book?
20. What is something you'd like to be remembered for?
21. If your life story were to be made into a television movie, who would play your part?

☀ **REMEMBER:**

When preparing responses for these questions, be sure to consider them thoroughly. Your interviewer should not have to ask you to explain, or ask "why"... you should offer as much information as you can for each question.

Speaking Activity

Title of Speech: Persuasive Speech

Time Limit: 6-8

Type of Speech: Persuasive

Grade Level: 9-12

Directions or Description of Activity:

- After learning Monroe's Motivated Sequence (outlined below), students will select a speech topic that involves a problem, solution, and action step.
- Students will research the topic and prepare a 6-8 minute speech.

Monroe's Motivated Sequence (See below)

Monroe's Motivated Sequence

Aslan Monroe's "motivated sequence" follows the five steps he feels follow the psychological needs of the listener.

1. Attention Step – Capture attention; make them want to listen.
2. Need Step – Monroe says that the audience should feel that something needs to be done, so the speaker's job is to describe the problem.
3. Satisfaction Step – Having shown the audience a need for action or belief, the speaker then presents a solution.
4. Visualization Step – Now that the audience has accepted the need for the solution intellectually, the speaker directs his efforts to helping the listeners visualize their own involvement in making it come about.
5. Action Step – Finally, the speaker requests action or approval for his/her



Student handouts follow →

Persuasive Speech

Monroe Motivated Sequence – Brainstorming Sheet

Introduction Paragraph: Step 1

Attention Step. Use attention getter to capture the attention of the audience. Give background on topic so audience will want to listen.

Body: Step 2

Need Step. Make your audience feel that something needs to be done by describing the problem.

I. PROBLEM

A.

B.

C.

D.

Body: Step 3

Satisfaction Step. Now that you have shown the audience a need for action or belief, present a solution.

II. SOLUTION

A.

B.

C.

D.

Continued →

Body: Step 4

Visualization Step. The audience has accepted the need for the solution and now you need to help the listeners visualize their own involvement in making it come about.

III. VISUALIZATION

A.

B.

C.

D.

Body: Step 5

Action Step. Request action or approval for your proposed solution.

Example Outline Using the Monroe Motivated Sequence

◆ Introduction Paragraph

(Attention)

- Information which should be included in paragraph:
- Fire is closely related to our lives.
 - Newspapers tell stories of loss of property and lives from fires.
 - Fire sirens make us conscious of the danger of fire.
- This scene may be your home (show picture)
 - Fire kills about 12,000 in the U.S. per year.
 - Destroys \$1.5 to \$1.75 billion worth of property.
 - Fire is a big problem yet people aren't concerned about its prevention until it strikes them.

◆ Body

I. Need

A. More than 400,000 home fires in the U.S. per year

1. 800 homes suffer fire losses each day
2. Fire occurs in a home every 1.75 minutes
3. 60% of all deaths from fire occur in home fires

B. Few homes are free from dangerous fire hazards.

1. Attics with piles of damp clothing and paper are highly combustible
2. Storage closets containing oily cleaning mops and paint brushes are dangerous
3. Electrical defects cause fires:
 - a. Overloading circuits
 - b. Defective and faulty wiring
 - c. Worn-out cords on lamps and appliances
4. Basements are often filled with dangerous piles of trash:
 - a. Trash usually highly combustible
 - b. If placed near heating unit, chance of fire increases

Continued →

- II. Satisfaction – To protect your home, follow a general clean-up program.
 - A. Thorough cleaning of all combustible materials
 - B. Use care when storing oily mops, paint brushes, and rags
 - 1. Clean before storing
 - 2. Place in airtight containers
 - a. Prevents oxidation
 - b. Prevents spontaneous combustion
 - 3. Best solution with rags is to just throw them away

- III. Visualization – Results of such a program are practical and enjoyable.
 - A. Clean-up program in Evanston, Illinois kept insurance rates at "Class1" bracket
 - B. Similar program in Fort Wayne, Indiana helped reduce number of fires
 - C. Provide neat and attractive surroundings
 - D. Home will be safe from fire

◆ **Conclusion Paragraph** - Information which should be included in a paragraph:
(Action)

- Fire will be with us forever
- Don't wait till you hear sirens to have a destructive fire of your own
- Begin the fight against fire today:
 - Start a clean-up program
 - Remove all fire hazards
 - Protect your family and property
- We can't completely remove danger of fire, but can make the possibility more distant and remote.

Speaking Activity

Title of Speech: "It's An Art" Speech

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 9-10

Directions or Description of Activity:

Here is a new twist on the traditional demonstration speech.

Assign speech topics that are light, specific, and familiar. The "art of" topics suggested below require careful thought and organization, but they are not difficult.

IDEAS: The art of....

- ◆ eating spaghetti, ice cream, popcorn, pizza, watermelon, etc.
- ◆ throwing a frisbee
- ◆ talking to the opposite sex
- ◆ making friends/enemies
- ◆ impressing the teachers
- ◆ overcoming fear

