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GRADE 8

Speaking
and Listening
Handbook

McGraw Hill Education

SPEAKING AND LISTENING HANDBOOK

Grade 8

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Table of Contents

Collaborative Discussion

CCSS: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.6

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

BEFORE THE DISCUSSION

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

Determine Goals and Deadlines (SL.8.1b) Have students form their discussion groups. Using the bank of questions under the heading Determine Goals and Deadlines on their **Preparing for a Discussion** handout, have them collaborate to set their own goals and deadlines.

Establishing Rules (SL.8.1b) Explain to students that collaborative discussions are orderly. During discussions, participants express their ideas clearly, listen carefully to the ideas of others, and show respect for each other's ideas and feelings. Ask them what would happen if these three simple rules weren't followed? Then have students brainstorm what other rules are needed to make collaborative discussions run smoothly. Tell them to add these to the Establishing Rules section on their **Preparing for a Discussion** handout.

Assign Roles (SL.8.1b) Tell students that discussions may work more effectively if they assign specific roles. Discuss the roles below with them and encourage them to modify these roles and/or add different ones. Explain to students that regardless of the role assigned to them, each participant in a collaborative discussion needs to come prepared to share their ideas.

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

Prepare (SL.8.1a) Tell students that in order to have an effective discussion, each student has the responsibility to come to the discussion prepared. This means they should read and study the required material beforehand. Most importantly, they should think about it and form their own conclusions. They should come to the discussion with ideas from the text to probe and have evidence to back up their thoughts. In addition, they should clarify the meaning of any words or references they do not know.

DURING THE DISCUSSION

Participate (SL.8.1c, SL.8.1d) Distribute copies of the **Collaborative Discussion Strategies** handout and discuss the strategies with the students. Then tell students they are going to look at a model of a collaborative discussion to see these strategies in action.

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

01:04 Tyler helps to focus the discussion on the assignment by suggesting they review the prompt. Maxine reads it aloud, and Aidan analyzes it. *What strategy are the students demonstrating? (Strategy 4)*

03:33 Maxine helps restart the discussion by suggesting that the author used point of view to create suspense. *What strategy does she demonstrate? (Strategy 1)* Tyler and Aidan respond to Maxine's suggestion by looking at the text evidence to determine whether they will accept her idea. *What two strategies do they demonstrate? (Strategy 3 and Strategy 6)*

03:56 Aidan and Christina demonstrate their understanding of all the ideas that the students have contributed to the discussion. They explain that the text describes the different reactions of the people on board and that those different reactions can make the reader's emotions go up and down. *What strategy do they demonstrate? (Strategy 5)*

05:32 Aidan makes a comment that builds on the ideas the students have been discussing in their group. He states that the points of view represented in the text are different but not competing, and therefore, they help move the story along. *What strategy does he demonstrate? (Strategy 2)*

A Note About Language (SL.8.6)
Explain to students that in many ways, language is like the clothes they wear. They should adapt it to their audience and purpose. This means making choices about words and sentence structure. Formal occasions such as presentations to the whole class demand formal language, which includes standard words and full sentences. Informal language is casual and is appropriate for collaborative discussions with classmates and friends. It may include colloquial expressions, some slang, short sentences, and even some incomplete sentences.

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

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

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

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

AFTER THE DISCUSSION

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

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

FORMATIVE ASSESSMENT

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

Adapting the lesson for ELD students:

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

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

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

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

CA ELD: ELD.PI.8.1

Handout: Preparing for a Discussion

CCSS: SL.8.1a, SL.8.1b

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

Establish Rules:

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

1. Express ideas clearly.

2. Listen carefully to the ideas of others.

3. Show respect for other's ideas and feelings.

4. _____

5. _____

6. _____

7. _____

8. _____

Assign Roles:

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

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

Prepare:

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

Idea	Textual Evidence

Jot down any words or references you do not know. Use a dictionary, encyclopedia, or other reference to clarify their meaning.

Word or Reference	Meaning

Handout: Collaborative Discussion Strategies

CCSS: SL.8.1c, SL.8.1d

1. Ask questions or make comments that start a discussion or help keep a discussion going.

2. Ask questions or make comments that connect or build upon the ideas of other students.

3. Respond to other's questions and comments with relevant evidence, ideas, and observations.

4. Focus the discussion back on the topic, as needed.

5. Demonstrate that you understand other students' perspectives by paraphrasing or reflecting on key ideas expressed by others.

6. Recognize new information expressed by others. If the new information is convincing, modify your view of the text or topic. If you remain unconvinced, explain and justify your view to the others in your group.

Handout: Formality of Speech

CCSS: SL.8.6

FORMAL LANGUAGE	INFORMAL LANGUAGE
Possible Audiences • Adults • Teachers • Principal • Acceptance committee • School board members	**Possible Audiences** • Friends • Classmates • Team members • Close relatives • Study groups
Possible Purposes • Give a presentation • Apply for admissions • Make an appeal for funds • Present a proposal • Request help	**Possible Purposes** • Share ideas • Entertain or amuse • Chat or have casual conversation • Express likes and dislikes
Characteristics • Standard English • Respectful tone • Academic words • Longer words, some based on Latin and Greek word parts • Complete sentences • Varied sentences with simple, compound, and complex sentences • No errors in grammar, usage, and mechanics	**Characteristics** • Casual language • Personal or friendly tone • Short words • Some colloquial expressions, idiomatic expressions, and slang • Contractions and other shorthand ways of saying things • Short sentences • Some incomplete sentences • May contain a few errors in grammar, usage, and mechanics

Handout: Discussion Evaluation Checklist

CCSS: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.6

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

Goals and Deadlines	Rating
My group fully understood the goal of the discussion.	_____
My group stayed focused on the goal of the discussion.	_____
My group managed its time well and met its deadline.	_____
My group accomplished its goal.	_____

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

Rules	Rating
Members of the group expressed their ideas clearly.	_____
Members of the group listened closely to others.	_____
Members of the group showed respect for others.	_____
Members of the group followed the other rules we established.	_____

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

Assign Roles

Members of the group followed their assigned roles.	_____
Each member of the group actively participated in the discussion.	_____

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

Preparation

Each member of the group read the assignment. _____

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

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

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

Formality of Language

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

Summary

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

Self-Evaluation

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

Formative Assessment: Discussion

CCSS: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.6

Student Name:

Date:

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

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

Rules and Roles
❏ Student followed the rules established for the discussion.
❏ Student carried out the tasks of his/her assigned role.

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

Formality of Language
❏ Student used language that was appropriate for the audience and purpose.

One area where student could improve:

One area where student excelled:

Suggestions for next discussion:

Critical Listening

CCSL: SL.8.3, SL.8.6

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

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

BEFORE THE DISCUSSION

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

MODEL
Distribute the **Critical Listening** handout. Have student listen to the audio for the Point portion of "Violence in the Movies: Cinematic Craft or Hollywood Gone Too Far?" Pause the audio where indicated below to model how to apply the strategies in the handout.

Pause audio after title:

- What issue will the speaker address? Put it in your own words. *(Whether there is too much violence in movies)*

Pause audio at the end of the 1st paragraph:

- Which sentence in this paragraph expresses the most important idea about the issue and why it is important? Put it in your own words. *(The first sentence. There is too much violence in Hollywood movies, and this violence is bad for kids and society.)*

- What does the speaker want to happen about this issue? *(The speaker believes that Hollywood should make movies that contain less violence.)*

- The speaker compares movies in the past with movies today. What adverb does the speaker use to emphasize the opinion about movies today? What details back up this opinion? *(Unfortunately. The details are action-packed violence, brutal murders, and mass destruction.)*

Pause audio at the end of the 2nd paragraph:

- What reason does the speaker give for needing to act now to control the amount of violence? *(The amount of violence in movies is on the rise.)*

- How does the speaker back up this reason? *(The speaker provides an expert opinion by citing a study by the Annenberg Public Policy Center.)*

- Why does the speaker include facts and statistics from research by the American Academy of Children and Adolescent Psychology? *(To support the idea that media exposes children to a high level of violence throughout their childhood.)*

- What type of source is this? *(An expert source)*

Pause audio at the end of the 3rd paragraph:

- What reason does the speaker give for needing to reduce the amount of violence in movies? *(There is a link between exposure to violence in media and violent behavior in children.)*

- How does the speaker support this reason? (By quoting the conclusion of researchers from six major medical organizations)

Pause audio at the end of the 1st sentence in the 4th paragraph:

So far, the speaker has cited study reviews from 2000 and 2005. Going forward, how could the speaker make the evidence more relevant? *(By citing more recent studies and reviews)*

Pause audio at the end of the 4th paragraph:

- Why does the speaker question how anyone could deny the link between media violence and violence in children? *(To suggest that if you disagree, you are wrongheaded.)*

- The speaker quotes Jeffrey McIntyre as saying, "To argue against it [evidence] is like arguing against gravity." What type of source is this? Why? *(It's an expert opinion.)*

- Do you think everyone would agree with McIntyre's statement? Why or why not? *(No. There is evidence on the other side of the issue.)*

Pause audio at the end of the 5th paragraph:

- What inference does the speaker want the listener to draw from the figures included from the U.S. Bureau of Statistics? *(The 597,500 victims are likely to go out and victimize others.)*

Pause audio at the end of the 6th paragraph:

- What type of evidence does the speaker include in paragraph 6? *(Expert opinion)*

- How does the speaker suggest that people who think we don't need to limit violence are morally wrong? *(By questioning whether we want to teach our children that guns and violence are the answers to our problems)*

Pause audio at the end of the 7th paragraph:

- According to the speaker, why don't some people believe there is a link between violence in movies and violent behavior? *(They've watched violent movies and aren't violent.)*

- The speaker uses an analogy to disprove this belief. How is this analogy an example of flawed reasoning? *(It's faulty reasoning to generalize from one example or instance. Just because something hasn't happened to one person doesn't mean it will not happen to others.)*

Pause audio at the end of the 8th paragraph:

- The speaker provides another reason why some people might disagree with his or her claim. In your own words, tell this reason. *(Parents can choose to protect their children from violence in movies by following rating guidelines.)*

- How does the speaker refute this reason? *(The speaker cites a report by an APPC researcher that shows there is as much violence in PG-13 movies as in R-rated movies.)*

- Do you think that this evidence is relevant? Explain. *(Yes. It suggests that parents can't depend of the rating system because it isn't reliable when it comes to violence.)*

Pause audio at the end of the 9th paragraph:

- What conclusion does the speaker reach at the end of this essay? *(It's time to hold filmmakers accountable for the violent messages they are sending out to society and to our children.)*

- Do you think the speaker has included sufficient evidence to support this conclusion? *(Yes. The speaker has included many facts and statistics and expert opinions to back up the conclusion.)*

PRACTICE

Now have students practice critical listening skills on their own. Have them listen again to the Point portion of "Violence in the Movies: Cinematic Craft or Hollywood Gone Too Far?" Then have them fill out the **Critical Thinking** handout on their own.

APPLICATION

Tell students to listen to the audio for the Counterpoint portion of "Violence in the Movies: Cinematic Craft or Hollywood Gone Too Far?" As they listen, they should fill out the Critical Thinking handbook. Tell them they can listen several times.

Weigh Evidence

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

AFTER THE DISCUSSION

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

A Note About Language (SL.8.6)

In small groups, have students discuss the language used in both the Point and Counterpart passage. Ask them to determine whether it was appropriate for the audience and purpose and why. Then have them talk about how the language would change if the speaker were discussing this issue in a casual conversation with friends.

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

Adapting the lesson for ELD students:

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

Emerging: Review the terms from the **Critical Listening Terms** handout, first putting the definition in simpler words and then asking a question relating the

term to the students' experience. For example, for *argument* you might say, "This is what the person you are listening to wants you to agree with or wants you to do. It includes reasons why you should believe or do something. It also includes evidence to support the reasons." Ask: *What argument might someone running for class president make?*

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

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

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

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

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

CA ELD: ELD.PI.8.5

Handout: Critical Listening Terms

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

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

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

Handout: Critical Listening

CCSS: SL.8.3

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

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

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

1. Summarize the speaker's argument.

The speaker wants the listener to ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ .

The speaker makes the claim that ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ .

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

The speaker reaches the conclusion that ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ .

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

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

Formative Assessment: Critical Listening

CCSS: SL.8.3

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

Student Name	Purpose	Claim	Reasons	Evidence	Soundness	Relevance	Sufficiency	Conclusion	Connections

Research Using Various Media: To Build Knowledge

CSSL: SL.8.2; RI.8.7; W.8.7

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

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

BEFORE THE DISCUSSION

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

MODEL

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

Divide the class into groups of four. Tell students that in Unit 1, they reflected on the theme of suspense and why we love it. One possible area for research for the end of the unit research paper is how a film, text, and radio version of the same story treats the elements of suspense and horror. Have groups brainstorm a list of works they might use to compare two versions of the same story. Then ask each group to choose a research topic and formulate a research question about this topic related to the theme. The research question is the overall question that guides all their research. They should write both the topic and research question on the top of the **K-W-H-L Chart.**

Tell students that you have chosen *Jaws.* The research question you want to explore is: *How did the movie version of Jaws intensify the elements of suspense in the novel?*

Then explain that the first step in building knowledge is determining what they already know about the topic. This is their prior knowledge. Have students look at the first column of the **K-W-H-L Chart:** *What I Know.* Say that you might write in the column these details that you know:

- novel *Jaws* was a bestseller
- movie was directed by Steven Spielberg, a master of suspense
- music was created by John Williams
- movie caused people around the world to become terrified of shark attacks
- movie was one of the most successful in Hollywood history

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

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

- What changes from the novel did Spielberg make in the script to heighten the suspense?
- How did Spielberg use special effects to heighten the suspense?
- How did Spielberg use music to heighten the suspense?
- How did Spielberg use camera angles and other filming techniques to heighten the suspense?
- How did the use of crowd scenes heighten the suspense?

Ask students to tell how each of these questions relate to the research question. *(Sample Answer: Answering them will help me understand how the movie version of the novel heightened the suspense.)*

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

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

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

- Recording of *Jaws* theme song with images from movie
  https://www.youtube.com/watch?v=wCfWHqrYUqo
- Article titled "Why Is Scary Music Scary? Here's the Science" from *Time* magazine. Includes trailer for movie Jaws
  http://newsfeed.time.com/2012/06/19/why-is-scary-music-scary-heres-the-science/
- Review of movie *Jaws* titled "One of the Greatest Thrillers Ever Made"
  http://www.imdb.com/title/tt0073195/reviews

- Review of movie *Jaws* by Roger Ebert discussing effects of casting, use of mechanical shark, and actual footage of sharks
  http://www.rogerebert.com/reviews/jaws-1975
- Documentary titled "Jaws: The Inside Story" from *Bio Inside Story*
  https://www.youtube.com/watch?v=pC3bh0Yj-Fs

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

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

Ask students the following questions:

- What type of source is this? Why? *(It's a primary source. It was created for the movie.)* How is this source relevant to the research question? *(Sample Answer: It allows me to judge for myself how the music creates suspense.)*
- What aspect of the research question does this article address? *(The effect of the music)* How is the trailer from the movie relevant? *(Sample Answer: It helps me observe for myself the way the suspense is heightened.)* *Time* magazine is a respected source. How does this knowledge affect your evaluation? *(Sample Answer: It makes me think that the information in the article will be accurate and objective.)*
- "One of the Greatest Movies Ever Made" contains detailed information about both the novel and the movie and the use of special effects and actors in the movie. Do you think this information is relevant? Why or why not? *(Sample Answer: Yes. It relates directly to the research question.)* The author is identified only as eht5y from United States. How does this affect your evaluation of the article? *(Sample Answer: It tells me nothing about the author so I cannot judge his or her authority, reliability, or objectivity.)* The Internet Movie Database (IMBd) website rates this article as the best on this topic in its collection. How does this affect your evaluation? *(Sample Answer: This is a reputable source so its rating the article as #1 raises my evaluation.)*
- Roger Ebert worked for over 40 years as a film critic for the *Chicago Sun-Times.* What two criteria does the information allow you to evaluate? *(His authority and reliability)* Like other reputable newspapers, the *Chicago Sun-Times* fact checks the information it prints. What criteria does this allow you to evaluate? *(The accuracy of the article)* The review was written in 1975. Is currency a major issue in evaluating this article? Why or why not? *(No. The topic of the movie Jaws is not time-sensitive. In fact, since the movie was released in 1975, the date of the article tells me that the review was written at the time of the movie.)*

- The documentary "Jaws: The Inside Story" is 1 ½ hours long. Do you think it is likely to contain sufficient information to help you address the research question? Why or why not? *(Sample Answer: Yes. The time allows it to cover many aspects of the research question.)* Where are you likely to find information about the producers and writers of the documentary? *(At the end)* What will this information help you judge? *(Whether they have the experience and expertise to provide information about the topic.)*

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

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

Model how to do this by saying:

I started out wanting to know how Spielberg used camera angles to heighten suspense. I learned that his underwater shots looking up at the shark heightened the suspense.

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

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

"Why Is Scary Music Scary? Here's the Science" states, "The Jaws theme creates a sinister feeling of suspense with its chilling, crescendoing minor chords."

Then model how you would paraphrase the same information. Point out that you do not use quotation marks when you paraphrase.

"Why Is Scary Music Scary? Here's the Science" claims that the Jaws theme uses music that swells and increases in loudness to create an ominous feeling of disaster that creates suspense.

Another part of integrating sources is analyzing or thinking about why the information is important. For example, you might react this way:

This is important because this music makes you feel tense, as though you are right there in that setting and the looming disaster will happen to you.

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

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

Also explain that their research might lead to further questions. For example, tell them that in your research you started out wanting to know how special effects heightened the suspense in *Jaws*. You learned that there were three sequels to the movie. You know that computer animation wasn't well developed at the time of the first movie, so now you wonder how it was used in the sequels and want to do additional research to find out more.

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

APPLICATION

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

AFTER THE DISCUSSION

FORMATIVE ASSESSMENT

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

A Note About Language (SL.8.6)

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

Adapting the lesson for ELD students:

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

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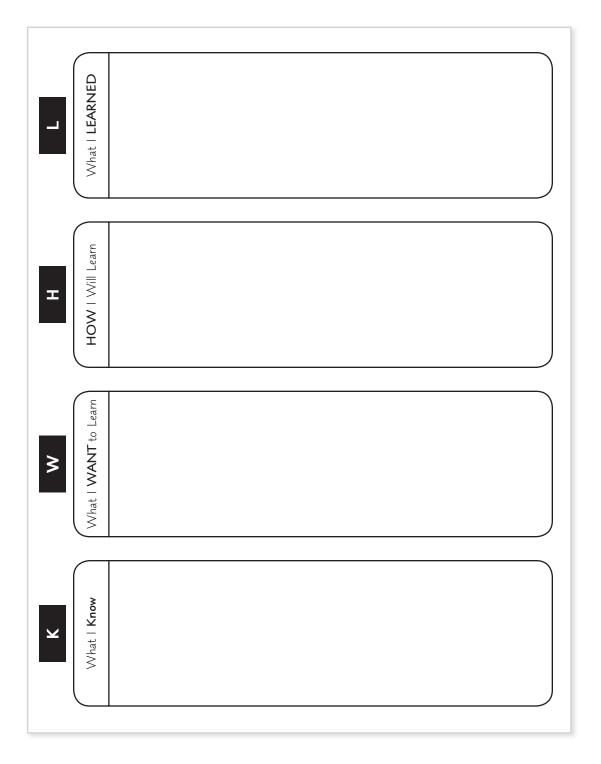
Bridging: Tell students that as they read their research sources, they should think about the inference they can draw from the information in each source. They should frame this inference the following way: *This source indicates that* _____. Then they should think about how this information influences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

CA ELD: ELD.PI.8.6a

Handout: K-W-H-L Chart

CCSS: SL.8.2; W.8.7

Research Topic:

Research Question:

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

Handout: Evaluating Sources

CCSS: SL.8.2; W.8.7

Criteria for Evaluation of Sources

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

❑ **Authority:** Think about where the information comes from. It might be a person or a group, organization, and government agency. *Does the author have the background and expertise in the field to provide information on this subject?*

❑ **Reliability:** Think about how dependable and trustworthy the source is. *Is the author reliable?*

❑ **Objective:** Think about the author's purpose for providing this information. An author who wants personal gain or to obtain something may present biased or one-sided information. *Is the author objective?*

❑ **Currency:** Think about how up-to-date the information is. Look at when it was published. Currency is more important in some areas than others. For example, you would want an article on new approaches to dealing with superbugs to be current. Currency would not be as important for an article about Clara Barton's effects on the field of medicine in the second half of the 19th century. *Is the information current enough for the topic?*

❑ **Accuracy:** Think about whether the information can be verified by what you know or by other sources. Determine whether the author draws on other reliable sources. *Is the information accurate?*

❑ **Relevance:** Think about whether the source contains information that connects logically to the topic. *Is the source relevant?*

❑ **Sufficiency:** Think about how complete the information is. *Is there enough information to help you answer your questions?*

Evaluation Chart

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

Research Question:

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

Handout: Integrating Sources

CCSS: SL.8.2; RI.8.7; W.8.7

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

When you integrate information from your sources, you

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

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

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

Source	Quotation	Paraphrase	Why It Is Important

Handout: Write a Summary

CCSS: SL.8.2; W.8.7

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

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

Write a summary of your findings in the box below.

Handout: Create an Outline

CCSS: SL.8.2; W.8.7

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

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

Research Question:

I.

    A.

    B.

    C.

II.

    A.

    B.

    C.

III.

    A.

    B.

    C.

After summarizing and outlining you might find you need to do more research. Write additional questions you want to research in the box below.

What additional questions do I have about my research topic?

Formative Assessment: Research Using Various Media

CCSS: SL.8.2

Student Name:

Date:

Topic:

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

❑ Student uses criteria to evaluate sources.

❑ Student integrates the information from sources by quoting directly from them.

❑ Student integrates information from sources by paraphrasing.

❑ Student builds knowledge by summarizing.

❑ Student builds knowledge by outlining.

One area where student could improve:

One area where student excelled:

Presentation Skills

CCSS: SL.8.4, SL.8.6

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

BEFORE THE DISCUSSION

Tell students that there are different types of oral presentations. Each has a different purpose. The purpose of an *informative presentation* is to provide information about a topic or explain it. For example, an oral presentation telling how animals become endangered or extinct is informative.

The purpose of a *narrative* presentation is to entertain an audience or tell a story that makes a point. A narrative can tell about a personal experience or a made-up event. For example, an oral presentation relating a personal experience aboard a whale-sighting boat is a narrative.

Distribute copies of the following handouts:

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

Discuss the Checklists

- **The Prompt:** Explain that a *prompt* is the statement that tells the assignment or task. For example, a prompt addressing the theme *Suspense* for Unit 1 might be *Suspense novels fill the bestseller lists, and these novels are often turned into movies. Choose a suspense novel or short story you would like to turn into a movie. Explain how you would use sound, camera angles, lighting, and other media techniques to create suspense. Tell the reasons for your choices and the effects of each technique.*

Read the prompt aloud. Ask students to tell you the topic. *(a suspense novel or short story to turn into a movie)*

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

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

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

- **Oral Presentation Checklist:** Then point to the checklist. Explain that this checklist gives the criteria for the presentation. It tells what is expected. It's a good idea to keep this checklist handy when they create their presentations.

- **Speaking and Listening Skills:** Next discuss the Speaking and Listening Skills. These skills point out two essential ways an oral presentation is different from a written essay. To be successful, the speaker must use the speaking skills to deliver the presentation. The listener must use the listening skills to comprehend and build knowledge from the presentation.

Discuss the Student Model

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

- **Present the Model the First Time:** Tell students you are going to deliver the student model of an informative presentation. They should pay attention to how you speak loudly enough to be heard, speak at an appropriate pace, pronounce words clearly, and make eye contact. In addition, they need to listen carefully to comprehend what they hear

- **Present the Model Again:** Present the presentation a second time. This time, stop at each call-out. Using the checklist, have students tell you what criteria is demonstrated at each point. Explain that they will need to include all of these items in their own presentations.

Discuss Rubric

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

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

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

Multimedia and Visual Displays
Explain that many oral presentations contain multimedia and visual displays to clarify information or emphasize points. These include charts, drawings, diagrams, and photographs as well as videos, music, and sound.

Distribute copies of the following handouts:

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

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

Discuss the Checklist

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

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

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

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

AFTER THE DISCUSSION

A Note About Language (SL.8.6)

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

Adapting the lessons for ELD students:

Informative Presentation

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

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

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

CA ELD: ELD.PI.8.9

Using Multimedia and Visual Displays

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

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

CA ELD: ELD.PI.8.9

Narrative Presentation

Emerging: Review first-person and third-person pronouns with students. Then discuss the difference between first-person and third-person point of view. Tell them that this sentence is in the first-person: *I took a ride on a roller-coast for the first and final time last weekend.* Ask students to give you an example of a sentence in the first person. Tell them that this sentence is in the third person: *He took a ride on a roller-coaster for the first and final time last weekend.* Ask students to give you an example of a sentence in third person. Review the narrative presentation checklist with students. Rephrase the criteria in simpler language. Then have students put each one in their own words. Finally have students create a one-paragraph narrative presentation addressing the prompt.

Expanding: Review first-person and third-person pronouns with students. Then discuss the difference between first-person and third-person point of view. Tell them that this sentence is in the first person: *I took a ride on a roller-coast for the first and final time last weekend.* Ask students to give you an example of a sentence in the first person. Tell them that this sentence is in the third person: *He took a ride on a roller-coaster for the first and final time last weekend.* Ask students to give you an example of a sentence in third person. Review the narrative presentation checklist with students. Rephrase the criteria in simpler language. Then have students put each one in their own words. Finally have students create a two-paragraph narrative presentation addressing the prompt.

Bridging: Discuss the difference between first-person and third-person point of view. Ask them which point of view they would use to tell about themselves and which they would use to tell about someone else. Have them give you examples of sentences in each point of view. Review the narrative presentation checklist with students. Ask students to put the criteria in their own words. Then have students create a three-paragraph narrative presentation.

CA ELD: ELD.PI.8.9

Informative Presentation: Checklist

CCSS: SL.8.4.A, SL.8.6; W.8.2d

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

Purpose: to inform or explain

Audience: your classmates and teacher

Informative Oral Presentation Checklist:

❑ I introduced the topic and stated my overall main idea or thesis about the topic.

❑ I organized my information and ideas.

❑ I developed my ideas with relevant facts, details, and other evidence.

❑ I stayed focused on my topic and stuck to the point.

❑ I used transitional words and phrases to connect ideas and sentences and show their relationship.

❑ I used precise language to express my ideas and describe people, places, and things.

❑ I used vocabulary that is appropriate to the content area.

❑ I kept a formal style throughout the presentation.

❑ I ended with a concluding sentence or statement.

Speaking Skills:

❑ I spoke loudly enough to be heard

❑ I spoke at an appropriate pace—neither too slowly nor too fast.

❑ I pronounced words clearly.

❑ I made eye contact with the audience.

Listening Skills:

❑ I paid attention to what the speaker was saying.

❑ I did not interrupt the speaker.

❑ I asked questions only after the speaker had finished.

Informative Presentation: Student Model

CCSS: SL.8.4, SL.8.6; W.8.2d

Student Model

The Kraken: A Legendary Monster Lives

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

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

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

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

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

[11] Like the kraken, giant squid *do* capture their prey by using their tentacles with toothed suckers to grab their prey, hold on to it, and carry it to their razor-sharp

beaks. **[12]** They are carnivores, but they prey on fish and other squid, not on humans. Some tales depict the giant squid as preying on whales. The truth is just the opposite. In fact, the giant squid is prey *for* the whale.

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

Notes:

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

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

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

[4] Provides details from the legends.

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

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

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

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

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

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

[11] Describes suckers and beaks using precise adjectives.

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

[13] Maintains formal style through the end.

[14] Ends with an interesting conclusion.

Informative Presentation: Rubric

CCSS: SL.8.4, SL.8.6; W.8.2d

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

Informative Presentation: Rubric (continued)

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

Using Multimedia and Visual Displays in Presentations: Checklist

CCSS: SL.8.5; W.8.2d

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

Purpose: To enhance presentation and clarify information

Audience: Your teacher and classmates

Using Multimedia and Visual Displays in Presentations: Checklist

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

Speaking Skills:

❏ I spoke loudly enough to be heard.

❏ I spoke at an appropriate pace—neither too slowly nor too fast.

❏ I pronounced words clearly.

❏ I made eye contact with the audience.

Listening Skills:

❏ I paid attention to what the speaker was saying.

❏ I did not interrupt the speaker.

❏ I asked questions only after the speaker had finished.

Using Multimedia and Visual Displays in Presentations: Model

CCSS: SL.8.5; W.8.2a

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

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

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

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

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

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

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

Many looked for evidence. In 2004, a fishing trawler caught a giant squid off the coast of the Falkland Islands. **[6]** *Include photograph of remains of giant squid in the Natural History Museum in London.* Its remains can still be seen in the Natural History Museum in London. **[7]** *Show photograph of live giant squid taken by Japanese.* Also in 2004, researchers in Japan took photographs of a live giant squid in its natural environment. **[8]** *Show photograph of New Zealand fisherman*

with giant squid. In 2007, a New Zealand fisherman caught a giant squid near Antarctica. Other specimens have been found, both live creatures and the remains of stranded squid. **[9]** *Play newscast from CNN of 2012 sighting including the video footage of giant squid.* Then in 2012, several hundred miles off the coast of Japan, a team of researchers took video footage of a live giant squid, following it to a depth of almost 3,000 feet before losing it.

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

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

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

Notes:

[1] Uses music to create an appropriate atmosphere. Adjusts volume so presentation can be heard clearly.

[2] Adds headings to help listener see organization of information.

[3] Adds headings to help listener see organization of information.

[4] Uses illustration to display kraken from ancient Norwegian tales.

[5] Includes diagram to clarify information about squid's appearance.

[6] Uses photograph to show what the actual remains of the giant squid found in 2004 looks like. Also, emphasizes point about reality of this creature.

[7] Includes photograph to show the live giant squid photographed by the Japanese.

[8] Uses New Zealand photograph to illustrate difference in size between human and giant squid.

[9] Includes short newscast to give information about the sighting as well as show the giant squid in action.

[10] Uses chart to summarize details about giant squid and kraken.

[11] Includes photograph of tentacle to help viewers see tentacles so they can understand how giant squid captures prey.

[12] Ends with music to emphasize speaker's viewpoint.

Using Multimedia and Visual Displays in Presentations: Rubric

CCSS: SL.8.5; W.8.2a

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

Using Multimedia and Visual Displays in Presentations: Rubric (continued)

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

Narrative Presentation: Checklist

CCSS: SL.8.4a; W.8.3a, W.8.3b

Prompt: Think about a real or imagined experience that had an impact on your life or on the life of a character you make up. Write a narrative relating the experience and reflecting on its meaning.

Purpose: to entertain or tell a story that makes a point

Audience: your classmates and teacher

Narrative Oral Presentation Checklist:

❑ I engaged my reader by beginning in an interesting way.

❑ I introduced my narrator and established the point of view.

❑ I organized the events in a sequence that was natural and made sense.

❑ I used dialogue to develop characters and tell their experiences.

❑ I included description that helps listeners visualize setting and characters.

❑ I used transitional words, phrases, and clauses to show relationships.

❑ I used precise words and phrases and sensory language.

❑ I ended with a conclusion that follows logically and reflects on the narrator's experiences and events.

Speaking Skills:

❏ I spoke loudly enough to be heard.

❏ I spoke at an appropriate pace—neither too slowly nor too fast.

❏ I pronounced words clearly.

❏ I made eye contact with the audience.

Listening Skills:

❏ I paid attention to what the speaker was saying.

❏ I did not interrupt the speaker.

❏ I asked questions only after the speaker had finished

Narrative Presentation: Model

A Wrenching Move

[1] [2] I didn't want to do it. I was adamant and wouldn't let any of my parents' reasons change my mind. In fact, they had to pull me away kicking and screaming. The fuss I put up may sound immature for an eighth grader, but back then I couldn't imagine living anywhere outside the city.

My whole persona is based on the fact that I'm a city girl, born and bred. It's deep in my blood. **[3]** I understand carefully laid out streets with towering buildings, concrete canyons, and crowds so thick some people feel like an ant in an ant farm. With street smarts crafted from years of experience, I know how to survive in this environment. In fact, you might say I thrive on it.

[4] Things that trouble visitors to the city don't bother me. **[5]** They complain about the crowds; I relish them. There's no place where you can have as much privacy as in a crowd. People are so preoccupied, walking determinedly with their eyes straight ahead or scrutinizing the crowd for trouble. They don't have the where-with-all to know how to navigate the crowd or the confidence to relax enough to take notice of a mere individual in their midst, especially when the individual is a girl. On the other hand, in places where there aren't so many people around, even strangers expect you to be friendly. You can't escape their notice, like you can here. That's not something I like.

Visitors complain about the cramped living quarters. "How can people live in such small quarters," they say, "in places where they're always on top of each other?" What do they know? **[6]** We lived in a small two-bedroom apartment, with my little sister and I sharing a room. We didn't have a den or a study or a guest room. As a result, Mom, Dad, my sister and I all spent a lot of time together—something that doesn't happen much with the modern home. I loved it—the warmth, the companionship, the knowledge that we were all there for each other.

I knew how to operate in what visitors call "an urban jungle." I was comfortable and confident in this urban environment, had lots of friends, and knew what to see and do. I was a city kid, I knew the ropes, and I was cool.

[7] Then, much to my chagrin, my parents decided to haul me off to a small town upstate where I didn't know anyone, to live in a huge house with lots of rooms and land around it but nowhere to go. "No! Emphatically no!, " shouted. I couldn't go and I wouldn't go. "I'll live with my aunt," I told them, hoping they would see this as a reasonable solution, "at least I'll live with her through high school, and then I'll go off to college."

Now let me tell you something else about myself—something important. I stick up for my friends, even when it makes me unpopular with others. I take chances. I try out for parts even when my chance of success is slim. I snowboard, hurling myself down mountains. If the sport is extreme, I'm in for it. All of this makes me think I'm pretty brave.

[8] "Show some of that famous bravery now," said Dad. "You're introspective. Think about the real reason you don't want to move. I think you'll find that it's because you are afraid."

"No way!" I shouted, but it turned out he was right.

[9] Of course, we made the move, if on my part more than a little reluctantly. **[10]** My sister and I now have separate rooms. There are no kids to make friends with in the next-door apartment or even on the block. In fact, there are no apartment buildings, and nothing that seems like a block to me. There are only scattered houses spaced far apart—an alien environment, one in which I didn't fit and didn't know the ropes.

For the first time in my life, I was lonely. **[11]** Now there is a significant difference between being alone and having solitude. I missed the solitude you can feel in the midst of a busy street, but I was lonely for friends, and feared I would never make close friends like the ones I had back home. I was worried that now that we weren't sharing a room, my sister and I would grow apart. After all, there is that thing called an age difference. I was worried about all the time I was alone in my own room, not solitary, but alone, feeling lonely.

Deep down, I worried that I had nothing to offer, nothing that made me special or someone you want to know. It wasn't savvy. I was the newcomer who didn't know how to act, where to go, even what to wear. I was no longer cool.

The rumbled sheets on my bed attested to the bad nights I had that first month. Then one morning I woke up and saw the most glorious sight. The golden sun was rising over the field of grass. This is something I never saw back home. Then my little sister slipped into my room and crawled into my bed, cuddling up with me.

I heard Mom making breakfast downstairs. By the time my sister and I got up and went downstairs, Dad had set up the table on the porch outside. **[12]** It was one of those glorious mornings, the kind where the light has a fragile green hue from the sun turning the grass to sparkle. Why hadn't I noticed before how beautiful morning could be?

My parents had invited the couple who live down the road for breakfast. They brought their son. **[13]** He didn't look smart and hip, like the boys I was used to back home, but he looked nice, if you know what I mean, with a warm, open smile that was so unlike the guarded looks I was used to.

We got along and after breakfast he asked if I wanted to go riding with him, horseback riding, not bikes. I was going to say no—after all, I had never been on horseback—but maybe that was my problem. Maybe I really was afraid, afraid to do anything different, to change and to have change happen to the people around me.

That's when I dawned on me. It was time to open my eyes and see the beauty around me. It was time to grow, to not keep doing the same things and seeing the same people. It was time to be open to a world of possibility. It was time to not be afraid.

[14] Moving was hard. In fact, it was wrenching, but it was worth it. It's not that I no longer love the city, it's that now I love living here, too. Moving didn't take anything away from me. Instead, it added new people and experiences, and I'm a better, fuller, more complete person because of it.

Notes:

[1] Opens with situation to make listeners curious.

[2] Introduces narrator and first-person point of view.

[3] Uses precise language to describe the environment.

[4] Focuses on living in the city.

[5] Compares and contrasts visitors' complaints with what the narrator likes.

[6] Uses specific details to describe the city apartment.

[7] Changes focus from reasons for living in the city to moving to a small town.

[8] Includes dialogue to show reason for narrator's reluctance to move.

[9] Moves time to the present.

[10] Includes description to show the new environment.

[11] Shows distinction between terms.

[12] Includes sensory language to create a sense of hopefulness and possibility.

[13] Continues comparing life in the city with the new environment.

[14] Ends with a conclusion that shows what narrator learned.

Narrative Presentation: Rubric

CCSS: SL.8.4a; W.8.3a, W.8.3b

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Mostly Meets Expectations	1 Does Not Meet Expectations
Engages reader by beginning in an interesting way.	Skillfully engages reader by beginning in an interesting way.	Adequately engages reader by beginning in an interesting way.	Somewhat engages reader by beginning in an only partially interesting way.	Fails to engage reader and begins in a boring way.
Introduces narrator and establishes the point of view.	Successfully introduces narrator and clearly establishes the point of view.	Satisfactorily introduces narrator and establishes the point of view.	Introduces narrator but point of view is unclear or inconsistent.	Does not make the narrator or point of view clear.
Organizes events in a sequence that is natural and makes sense.	Skillfully organizes events in a sequence that is natural and makes sense.	Adequately organizes events but at times organization is inconsistent or does not seem natural.	Attempts to organize events but organization seems somewhat forced and doesn't quite makes sense.	Uses a forced or not logical way to organize events.
Uses dialogue to develop characters and tell their experiences.	Uses dialogue effectively to develop characters and tell their experiences.	Uses dialogue in a mostly successful manner to develop characters and tell their experiences.	Uses dialogue that is only somewhat successful in developing characters or telling their experiences.	Uses dialogues that rarely helps develop characters or tell their experiences.
Includes description that helps listeners visualize setting and characters.	Includes ample description that help listeners visualize setting and characters.	Includes sufficient description that help listeners visualize setting and characters.	Needs to include more description that helps listeners visualize setting and characters.	Fails to include description that helps listeners visualize setting and characters.
Uses transitional words, phrases, and clauses to show relationships.	Uses transitional words, phrases, and clauses skillfully to show the appropriate relationship clearly.	Uses enough transitional words, phrases, and phrases to show the appropriate relationship.	Uses a few transitional words, phrases, and clauses to show their relationship but relationship is not always clear.	Uses no transitional words, phrases, and clauses to show relationship or uses transitional devices that show the wrong relationship.

Narrative Presentation: Rubric (continued)

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Mostly Meets Expectations	1 Does Not Meet Expectations
Uses precise words and phrases and sensory language.	Uses ample precise language and sensory language and shows skill in word choice.	Uses enough precise language and sensory language to be effective.	Uses some precise language but also some vague language and little language that appeals to the senses.	Uses vague language and no language that appeals to the senses.
Ends with a conclusion that follows logically and reflects on the narrated experiences and events.	Skillfully brings the narrative to a conclusion and expertly reflects on what the experience meant to the narrator.	Brings the narrative to a successful conclusion but only adequately reflects on what the experience meant to the narrator.	Ends with a conclusion that does not seem entirely logical and/or does not show what the experience meant to the narrator.	Ends with a conclusion that does not follow logically and that does not show what the experience meant to the narrator.

General Speaking Skills: Rubric

CCSS: SL.8.4

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