Lexia ENGLISH LANGUAGE DEVELOPMENT | *Lexia Skill Builders*

Writing & Presenting

DESCRIPTION

Objective

Students will be able to apply speaking and listening concepts from the student program to an oral presentation based on an independently written script.

Instructional Focus Areas

- Language purpose: explaining information related to everyday topics
- Grammar: adverbs (therefore, otherwise)
- Writing Genre: creative
- Oral presentation: speaking about a solution to a problem or issue in a community

Prepare

- Create the following Anchor Charts with students beforehand (see **Anchor Charts** on page 5 in the ***Implementation Guide*** for instructions):
  - *What Good Presenters Do*
  - *TAG Feedback*

PART A: Grammar Practice

Step 1: *Language Frames* Anchor Chart

(say) *You're going to write and present a creative script that describes one problem or issue in your community and design a solution to fix it. First we'll make an Anchor Chart with the language frames you've learned about. This will help you talk about the topic and draft a script for your presentation.*

→ Create and display the language frames anchor chart for students to refer to as they complete the activities.

- Example target language frames:
  - An issue in my community is _____ (verb); ***therefore,*** the _____ (noun) _____ (verb phrase).
  - _____ (verb) has caused _____ (noun) to _____ (verb phrase).
  - A lot can be done _____ (infinitive) _____ (noun phrase).
  - We should _____ (verb phrase); ***otherwise,*** _____ (verb) may continue.

Lexia **ENGLISH**
LANGUAGE DEVELOPMENT

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LEVEL 13
Creative Text
Adverbs

Step 2: Grammar Practice Activity

➡️ Distribute the **Grammar Practice** activity page (Reproducible page 1).

➡️ Review the definitions and examples at the top of the page for the adverbs *therefore* and *otherwise* (see **Scaffolding Suggestions** on page 9 in the ***Implementation Guide***).

➡️ Have students complete the **Grammar Practice** activity page with the targeted grammar words/phrases.

Step 3: Review & Discuss

➡️ Review student answers using the answer key provided in the **Teacher Reference** section.

🗣️ *Later you'll write a script about one problem or issue in your community and design a solution to fix it. You will use the words and phrases you've learned about in your presentation.*

PART B: Graphic Organizer

Step 1: Draw–Pair–Share

🗣️ *Sometimes presenters use visual aids, pictures, or drawings to help their audience better understand their ideas. Think about a solution to a problem or issue in your community you'd like to write and speak about and take a moment to draw it on your graphic organizer.*

➡️ Distribute the *My Community Solution* graphic organizer (Reproducible page 2).

➡️ Have students draw a picture that represents the solution to the problem or issue they are writing a script about (reference the drawing from the sample student graphic organizer in the **Teacher Reference** section as needed).

➡️ Place them in pairs and have them share their drawings, encouraging students to use the adverbs *therefore* and *otherwise* as they describe their pictures.

➡️ Remind students to use the sentences from the *Language Frames* Anchor Chart in their conversations.

Step 2: Graphic Organizer Brainstorm

🗣️ *Now that you've had an opportunity to share your drawings, let's think about how to fill in the graphic organizer. Look at the box titled "What is the problem or issue?" and I'll share an example. An issue in my neighborhood is pollution; therefore, the streets are covered in litter. It has caused my neighborhood to look and smell bad. My solution is to organize a neighborhood clean up team; otherwise, littering may continue.*

➡️ Model how to complete the graphic organizer (there is a sample student graphic organizer in the **Teacher Reference** section).

➡️ As needed, guide students through completing the remainder of the graphic organizer.

➡️ Remind students that their solutions will vary in length but need to be creative and specific; stress the importance of collaboration and encourage students to include community members in their solutions.

Step 3: Write–Pair–Share

➜ Provide sufficient time for students to fill out all parts of the *My Community Solution* graphic organizer.

➜ Have students share their graphic organizers with a partner.

➜ Display the *TAG Feedback* Anchor Chart and remind students to use the questions on the poster to help them provide feedback to their partner.

PART C: Presentation Script

Step 1: Presentation Script Checklist

(say) *You're going to write a first draft of your script. It's important for good writers and speakers to draft and edit their work. Use this checklist to make sure that you included all the necessary information in your script.*

➜ Review the **Presentation Script** activity page (Reproducible page 3) and make sure students have a clear understanding of each item on the *Presentation Script Checklist*.

➜ Invite students to generate examples for each item from their graphic organizer (see the sample student script in the **Teacher Reference** section for a model).

Step 2: Write & Review

(say) *Now you'll start writing your presentation script. Remember to use the* Presentation Script Checklist *and your graphic organizer to guide your writing.*

➜ Provide sufficient time for students to engage in the writing process.*

(say) *Before you share your draft with a partner, take a moment to review it using the checklist. Make sure all items on the checklist are included in your script and place a check mark next to each completed item in the* **Self** *column.*

➜ Encourage students to highlight or circle the parts of their scripts that reflect each requirement from the checklist.

Step 3: Read–Pair–Share

➜ Have students read aloud their own scripts to a partner.

➜ Instruct the listening partner to place check marks in the **Partner** column of the checklist for all items that have been included in the script.

➜ Refer students to the *TAG Feedback* Anchor Chart to help guide their partner feedback.

➜ Provide time for students to edit their scripts based on feedback.

*While this process is focused on oral language development, feel free to modify this step for additional engagement in the writing process, using approaches students are familiar with.

PART D: Final Presentation Practice & Edits

Step 1: Presentation Delivery Checklist

(say) *Now that you've completed your graphic organizer and had opportunities to improve your draft, it's time to practice your presentation skills. You'll also have an opportunity to finalize your script before you present it to your audience.*

➡ Review the **Final Presentation** activity page (Reproducible page 4) and make sure students have a clear understanding of each item on the *Presentation Delivery Checklist*.

➡ Display the *What Good Presenters Do* Anchor Chart and remind students of what they brainstormed.

Step 2: Read–Pair–Share

➡ Have students read aloud their scripts to a partner.

➡ Instruct the listening partner to place check marks in the **Partner** column of the checklist for all items that have been included in the delivery of their partner's presentation.

➡ Remind students to use the *TAG Feedback* Anchor Chart to guide their feedback.

Step 3: Final Edits

(say) *Take time now to finalize your script and make sure to include any items you missed from the* Presentation Delivery Checklist.

➡ Make sure students have practiced how to incorporate any missing items from the checklist into the delivery of their presentations.

➡ Model, as needed, any presentation notes that will help students deliver their final scripts (see **Scaffolding Suggestions** on page 9 in the ***Implementation Guide***).

➡ Provide sufficient time for students to write their final scripts and any presentation notes at the bottom of the **Final Presentation** activity page.

PART E: Final Presentation

Step 1: Teacher Prep

➡ Review **Oral Presentation Supports** on page 11 in the ***Implementation Guide*** for ideas on how to best support students in preparing to give their oral presentations, as well as options for presentation formats, groupings, and assessment of presentations.

➡ Select the appropriate **Oral Presentation Rubric** you will share with students from pages 12-14 of the ***Implementation Guide***.

Step 2: Oral Presentation Rubric

🗨 *Before you deliver your final script, let's review how your presentation will be assessed.*

➡ Provide students with the **Oral Presentation Rubric** and review the criteria for each category.

➡ Make connections from this criteria to the ideas brainstormed on the *What Good Presenters Do* Anchor Chart.

Step 3: Final Presentation

🗨 *You'll now have an opportunity to schedule your final presentations, present, and celebrate all the progress you've made!*

➡ Provide students with additional time to practice before presenting their final scripts.

Teacher Reference

NAME: _____   DATE:_____

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with *therefore* and *otherwise* to correctly complete each sentence.

The word **therefore** is used to explain the result of an event or action. Example: I did not study; **therefore**, the test was hard.	The word **otherwise** is used to tell others what may happen if an event or action doesn't occur. Example: I need to study; **otherwise**, the test will be hard.

1. I should finish my homework; __otherwise__ , I'll be unprepared for class.

2. An issue in my community is pollution; __therefore__ , the streets are covered in litter.

3. This area has experienced a lot of drought; __therefore__ , the animal populations have suffered.

4. We should organize a clean-up team; __otherwise__ , littering may continue.

5. Landon should stop talking in class; __otherwise__ , he may get in trouble.

6. Jamila has been studying hard; __therefore__ , the exam was easy for her.

7. The damaged tree should be cut down; __otherwise__ , it may cause harm to others.

8. We should help the teacher with the laptops; __otherwise__ , it'll take the class too long to sign in to Lexia English.

9. An issue at my house is dirty dishes; __therefore__ , they always pile up in the sink.

10. A problem in my neighborhood is crime; __therefore__ , the cars are often stolen.

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Teacher Reference

NAME: _____ DATE:_____

PART B: My Community Solution – Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Describe one problem or issue in your community that you see a solution for. Design a creative solution to fix it and explain your solution.

Directions: First, draw an image that represents the solution to the problem/issue. Then, write your answer to each question. Make sure to use **therefore** and **otherwise**.

What is the problem/issue?

An issue in my community is pollution; therefore, the streets are covered in litter.

Why is this a problem/issue in your community?

Littering has caused my neighborhood to look dirty and smell bad. Litter can also be dangerous. My brother got hurt because he stepped on broken glass on the street.

What will happen if this problem/issue isn't addressed?

We should clean litter up; otherwise, people and animals may get hurt. Garbage also attracts rats, which can spread diseases and make people sick.

What can be done to solve the problem/issue?

A lot can be done to reduce litter in my community. We should organize a neighborhood clean up team; otherwise, littering may continue. Volunteers from the community can get together weekly to help out.

Why is your solution a good one?

My solution can keep the community clean and help neighbors get to know one another; therefore, I think it is a good one.

Teacher Reference

Use this **model** to help guide students' writing.

Have it visible to students and mark up the text so they can make connections to items from the checklist.

DATE:_____

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Describe one problem or issue in your community that you see a solution for. Design a creative solution to fix it and explain your solution.

Directions: Write your presentation script in the space below. Use the checklist to help guide your drafting.

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you have a clear introduction that tells your listener what you'll present on?		
Do you add details or evidence to support your ideas?		
Do you have periods, commas, etc.?		
Do you include *therefore* and *otherwise*?		
Do you have a clear closing that summarizes your presentation?		

You can mark up the text and say: This is an example of an **introduction**.

An issue in my community is pollution; therefore, the streets are covered in litter. Littering has caused my neighborhood to look dirty and smell bad. Litter can also be dangerous. My brother got hurt because he stepped on broken glass on the street. We should clean litter up; otherwise, people and animals may get hurt. Garbage also attracts rats, which can spread diseases and make people sick. A lot can be done to reduce litter in my community. We should organize a neighborhood clean up team; otherwise, littering may continue. Volunteers from the community can get together weekly to help out. My solution can keep the community clean and help neighbors get to know one another; therefore, I think it is a good one.

You can mark up the text and say: This is an example of how **otherwise** and **therefore** are used.

NAME: _____ DATE:_____

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with *therefore* and *otherwise* to correctly complete each sentence.

The word **therefore** is used to explain the result of an event or action. Example: I did not study; **therefore**, the test was hard.	The word **otherwise** is used to tell others what may happen if an event or action doesn't occur. Example: I need to study; **otherwise**, the test will be hard.

1. I should finish my homework; __otherwise___ , I'll be unprepared for class.

2. An issue in my community is pollution; _____ , the streets are covered in litter.

3. This area has experienced a lot of drought; _____ , the animal populations have suffered.

4. We should organize a clean-up team; _____ , littering may continue.

5. Landon should stop talking in class; _____ , he may get in trouble.

6. Jamila has been studying hard; _____ , the exam was easy for her.

7. The damaged tree should be cut down; _____ , it may cause harm to others.

8. We should help the teacher with the laptops; _____ , it'll take the class too long to sign in to Lexia English.

9. An issue at my house is dirty dishes; _____ , they always pile up in the sink.

10. A problem in my neighborhood is crime; _____ , the cars are often stolen.

NAME: _____ DATE:_____

Writing & Presenting

PART B: My Community Solution – Graphic Organizer

Oral Presentation Prompt:

Describe one problem or issue in your community that you see a solution for. Design a creative solution to fix it and explain your solution.

Directions: First, draw an image that represents the solution to the problem/issue. Then, write your answer to each question. Make sure to use **therefore** and **otherwise**.

What is the problem/issue?	
	Why is this a problem/issue in your community?
	What will happen if this problem/issue isn't addressed?
	What can be done to solve the problem/issue?
	Why is your solution a good one?

NAME: _____   DATE:_____

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Describe one problem or issue in your community that you see a solution for. Design a creative solution to fix it and explain your solution.

Directions: Write your presentation script in the space below. Use the checklist to help guide your drafting.

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you have a clear introduction that tells your listener what you'll present on?		
Do you add details or evidence to support your ideas?		
Do you have periods, commas, etc.?		
Do you include *therefore* and *otherwise*?		
Do you have a clear closing that summarizes your presentation?		

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NAME: _____ DATE:_____

PART D: Final Presentation Practice & Edits

Writing & Presenting

> **Oral Presentation Prompt:**
>
> Describe one problem or issue in your community that you see a solution for. Design a creative solution to fix it and explain your solution.

Directions: Write a final draft of your presentation script. Practice delivering your presentation to a partner. Use the checklist to help guide your delivery.

Presentation Delivery Checklist		PARTNER ✓
😊	My partner is prepared for their presentation with a final script.	
☰	My partner has an introduction and conclusion.	
📄	My partner uses details or evidence to support their ideas.	
👀	My partner keeps eye contact with their audience.	
🧍	My partner shows enthusiasm about the topic.	
📢	My partner's voice is loud and clear enough to understand.	

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