

## Writing &amp; 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: describing and explaining information related to everyday topics
- Grammar: superlatives (-est, most)
- Writing Genre: opinion
- Oral presentation: speaking about a person, group, or place that is important to you

**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**

 You're going to write and present an opinion script that describes a person, group, or place that is important to you. 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:
    - \_\_\_\_ (proper noun/pronoun) is **one of the** \_\_\_\_ **-est** (superlative) \_\_\_\_ (noun phrase).
    - \_\_\_\_ (proper noun/pronoun) is **one of the most** \_\_\_\_ (superlative) \_\_\_\_ (noun phrase).

**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 superlative phrases *one of the* \_\_\_\_-est and *one of the most* (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.

*say* Later you will write a script about a person, group, or place that is important to you. You will use the words and phrases you've learned about in your presentation.

## PART B: Graphic Organizer

### Step 1: Draw–Pair–Share

*say* Sometimes presenters use visual aids, pictures, or drawings to help their audience better understand their ideas. Think about who or what you'd like to write and speak about and take a moment to draw them or it on your graphic organizer.

→ Distribute the *My Opinion* graphic organizer (Reproducible page 2).

*say* Think about a person, group, or place that is important to you. Share your opinion about what makes them or it important with three reasons.

→ Have students draw a picture that represents the person or place they are writing a script about.

→ Place them in pairs and have them share their drawings, encouraging students to use the superlative *most* and ending *-est* 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

*say* 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 "My opinion" and I'll share an example. My Uncle Claudio is one of the smartest people I know. He's been teaching math for 15 years. My uncle taught algebra at a high school in Nicaragua.

→ 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. Make sure to review how details can support students' reasoning, using the model provided or one of your own.

### Step 3: Write–Pair–Share


→ Provide sufficient time for students to fill out all parts of the *My Opinion* 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


 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

 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.\*

 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


 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

 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: \_\_\_\_\_

LEVEL 14  
Opinion Text  
Superlatives

## PART A: Grammar Practice

## Writing &amp; Presenting

**Directions:** Fill in the blanks with **one of the**, **one of the most**, or the ending **-est** to correctly complete each sentence.

We use the phrases **one of the** \_\_\_\_ **-est** and **one of the most** to describe a person or thing that stands out from its group.

Example: Playland is **one of the coolest** theme parks I've been to.

Example: She is **one of the most** daring people I know.

1. He is one of the greatest magicians that ever lived.
2. They are one of the biggest universities in the country.
3. The soccer team is one of the most impressive teams in the league!
4. Sara is one of the smartest students in the school.
5. My uncle is one of the most well-respected dentists in New Jersey.
6. They are one of the best rock groups in music history.
7. Haiwen is the tallest kid in his class.
8. She is the fastest runner on the cross-country team.
9. The president is one of the most interesting we've had—he knows 5 languages!
10. My brother is one of the finest chefs in the country.

## Teacher Reference

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

LEVEL 14  
Opinion Text  
Superlatives

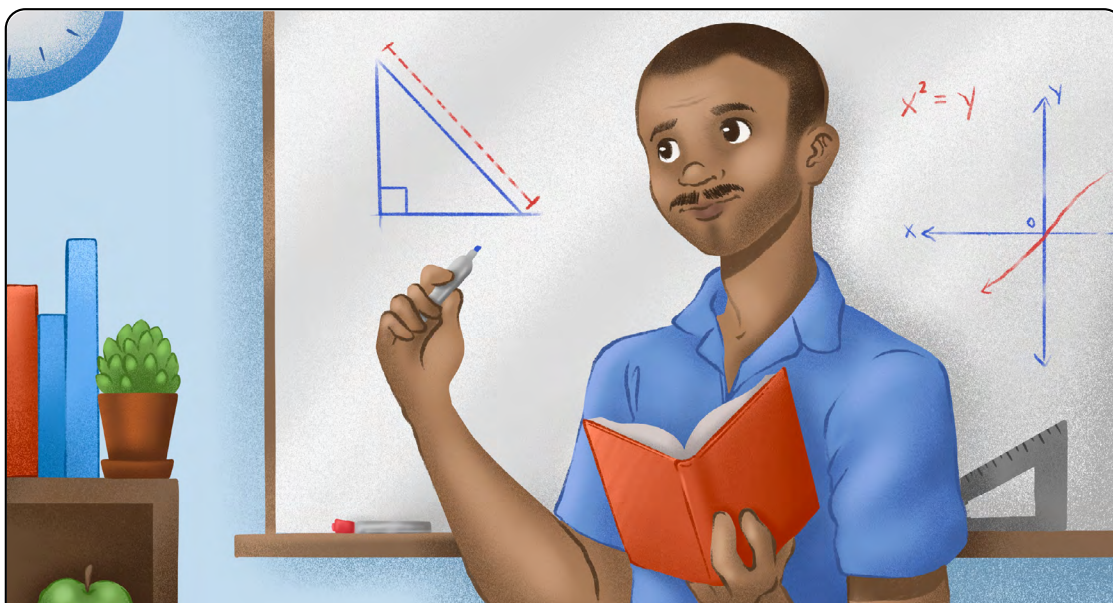
## PART B: My Opinion–Graphic Organizer

## Writing &amp; Presenting

**Oral Presentation Prompt:**

Think about a person, group, or place that is important to you. Share your opinion about what makes them or it important with three reasons.

**Directions:** First, draw an image of the person, group, or thing you are going to write about. Then, fill in the correct information in the boxes. Make sure to use the phrases **one of the \_\_\_\_-est** and **one of the most**.



**My Opinion:** My Uncle Claudio is one of the smartest people I know.

**Main Reason:**

He's been teaching math for 15 years.

**Second Reason:**

He helped me learn about multiplication.

**Third Reason:**

He taught me how to play baseball.

**Details:**

My uncle taught algebra at a high school in Nicaragua.

**Details:**

I didn't understand how to multiply, and my uncle explained it in an easy way.

**Details:**

He's been coaching since he was 21.

**Conclusion:** For these reasons, my uncle is one of the smartest and one of the most important people in my life.

## 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: \_\_\_\_\_

LEVEL 14  
Opinion Text  
Superlatives

## PART C: Presentation Script

## Writing &amp; Presenting

**Oral Presentation Prompt:**

Think about a person, group, or place that is important to you. Share your opinion about what makes them or it important with three reasons.

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

**Presentation Script Checklist**

- |   | SELF<br>✓ | PARTNER<br>✓ |
|---|-----------|--------------|
| Do you have a clear introduction that tells your listener your opinion? |           |              |
| Do you have three reasons that support your opinion?                    |           |              |
| Do you have periods, commas, etc.?                                      |           |              |
| Do you include <i>one of the</i> _____-est and <i>one of the most</i> ? |           |              |
| Do you have a clear closing that summarizes your presentation?          |           |              |

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

You can mark up the text and say: This is an example of a **reason** that supports an opinion.

My Uncle Claudio is one of the smartest people I know. He's been teaching math for 15 years. My uncle taught algebra at a high school in Nicaragua. He helped me to learn about multiplication. I didn't understand how to multiply, and my uncle explained it in an easy way. Uncle Claudio taught me how to play baseball. He's been coaching since he was 21. For these reasons, my uncle is one of the smartest and one of the most important people in my life.

You can mark up the text and say: This is an example of how *one of the most* is used.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## PART A: Grammar Practice

# Writing & Presenting

**Directions:** Fill in the blanks with **one of the**, **one of the most**, or the ending **-est** to correctly complete each sentence.

We use the phrases **one of the** \_\_\_\_-**est** and **one of the most** to describe a person or thing that stands out from its group.

Example: Playland is **one of the coolest** theme parks I've been to.

Example: She is **one of the most** daring people I know.

1. He is one of the greatest magicians that ever lived.
2. They are one of the bigg\_\_\_\_\_ universities in the country.
3. The soccer team is \_\_\_\_\_ impressive teams in the league!
4. Sara is one of the smart\_\_\_\_\_ students in the school.
5. My uncle is \_\_\_\_\_ well-respected dentists in New Jersey.
6. They are \_\_\_\_\_ best rock groups in music history.
7. Haiwen is the tall\_\_\_\_\_ kid in his class.
8. She is the fast\_\_\_\_\_ runner on the cross-country team.
9. The president is \_\_\_\_\_ interesting we've had—he knows 5 languages!
10. My brother is \_\_\_\_\_ finest chefs in the country.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## PART B: My Opinion–Graphic Organizer

### Oral Presentation Prompt:

Think about a person, group, or place that is important to you. Share your opinion about what makes them or it important with three reasons.

**Directions:** First, draw an image of the person, group, or thing you are going to write about. Then, fill in the correct information in the boxes. Make sure to use the phrases **one of the \_\_\_\_-est** and **one of the most**.

My Opinion:		
Main Reason:	Second Reason:	Third Reason:
Details:	Details:	Details:
Conclusion:		

# Writing & Presenting







Think about a person, group, or place that is important to you. Share your opinion about what makes them or it important with three reasons.

<b>Presentation Script Checklist</b>	<b>SELF</b> ✓	<b>PARTNER</b> ✓
Do you have a clear introduction that tells your listener your opinion?		
Do you have three reasons that support your opinion?		
Do you have periods, commas, etc.?		
Do you include <i>one of the</i> ____-est and <i>one of the most</i> ?		
Do you have a clear closing that summarizes your presentation?		

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Writing & Presenting

Think about a person, group, or place that is important to you. Share your opinion about what makes them or it important with three reasons.

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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