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: justifying points with evidence
- Grammar: adverbs (probably, definitely)
- Writing Genre: opinion
- Oral presentation: speaking about the impact of a technology on future generations

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 an opinion script that describes whether a current technology will benefit or harm future generations. 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:
  - [A/An] _____ (noun 1/noun phrase 1) will/can ***probably*** [not] be [a/an] _____ (noun 2/noun phrase 2) because it is/isn't _____ (verb phrase).
  - [A/An]_____ (noun 1/noun phrase 1) will ***definitely*** [not] be [a/an] _____ (noun 2/noun phrase 2) because _____ (noun 3/pronoun) _____ (verb 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 adverbs *probably* and *definitely* (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'll write a script about whether a current technology will benefit or harm future generations. 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 what technology you'd like to write and speak about and take a moment to draw it on your graphic organizer.*

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

(say) *Think about a current technology you use every day. Share your opinion about how you think this technology will affect future generations. List three reasons you think it will benefit or harm them.*

→ Have students draw a picture that represents the technology they are writing a script about.

→ Place them in pairs and have them share their drawings, encouraging students to use the adverbs *probably* and *definitely* 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. Social media will probably not be a good influence on future generations because it makes it easy for people to bully others. Even though it was created to help people around the world connect, it is often used in a negative way.*

→ 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

(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.   page 3

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

(say) *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

(say) *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 **probably** or **definitely** to correctly complete each sentence.

We use the word **probably** to explain that something is very likely to happen.	We use the word **definitely** to explain that something is sure to happen.
Example: A penny will **probably** be a conductor because it's made of metal.	Example: An apple will **definitely** fall to the ground because of Earth's gravity.

1. A gas powered car will____probably____not be popular in the future because it isn't good for the environment.

2. A free hamburger will ____definitely____ not be a good prize because all the contestants are vegetarian.

3. Sara will ____definitely____ not be spelling bee champion because she is not getting good grades in her English class.

4. Tablets will ____probably____ be used in all future classrooms because they are easy to use.

5. Digital pencils will ____probably____ be used in the future because they will help save trees.

6. Artificial intelligence will ____probably____ be an important technology in the future because it is always improving.

7. Cell phones are ____definitely____ an important technology today because they help us connect with others.

8. Playing chess is ____definitely____ not an active sport because it requires little body movement.

9. My brother will ____probably____ be a great veterinarian when he graduates because he's at the top of his class.

Teacher Reference

NAME: _____ DATE:_____

PART B: My Opinion –Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Think about a current technology you use every day. Share your opinion about how you think this technology will affect future generations. List three reasons you think it will benefit or harm them.

Directions: First, draw an image of the technology you are going to write about. Then, fill out the information in each box. Make sure to use the words **probably** and **definitely**.

Technology: Social Media

Drawing:

My opinion: Social media will probably not be a good influence on future generations.

Main Reason: It is a platform for bullies.	**Second Reason:** It keeps you from learning how to connect in the real world.	**Third Reason:** It can misinform the public.
Details: Even though it was created to help people around the world connect, it is often used in a negative way.	**Details:** Social media keeps young people from interacting with other young people in positive and healthy ways.	**Details:** Many people post information that isn't true or backed up by evidence.

Conclusion: For these reasons, social media will definitely not be a good influence on future generations.

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:

Think about a current technology you use every day. Share your opinion about how you think this technology will affect future generations. List three reasons you think it will benefit or harm them.

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 your opinion?		
Do you have three reasons that support your opinion?		
Do you have periods, commas, etc.?		
Do you include *probably* and *definitely*?		
Do you have a clear closing sentence?		

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

Social media will probably not be a good influence on future generations. One reason is that it is a platform for bullies. Even though it was created to help people around the world connect, it is often used in a negative way. Social media will definitely not be positive for future generations because it keeps you from learning how to connect in the real world. It is important for young people to interact with other young people in positive and healthy ways. Lastly, social media can misinform the public. Much of the information on social media will probably not be true because it isn't backed by evidence. For these reasons, social media will not be a good influence on future generations.

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

NAME: _____   DATE:_____

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with **probably** or **definitely** to correctly complete each sentence.

We use the word **probably** to explain that something is very likely to happen. Example: A penny will **probably** be a conductor because it's made of metal.	We use the word **definitely** to explain that something is sure to happen. Example: An apple will **definitely** fall to the ground because of Earth's gravity.

1. A gas powered car will_____probably_____not be popular in the future because it isn't good for the environment.

2. A free hamburger will _____ not be a good prize because all the contestants are vegetarian.

3. Sara will _____ not be spelling bee champion because she is not getting good grades in her English class.

4. Tablets will _____ be used in all future classrooms because they are easy to use.

5. Digital pencils will _____ be used in the future because they will help save trees.

6. Artificial intelligence will _____ be an important technology in the future because it is always improving.

7. Cell phones are _____ an important technology today because they help us connect with others.

8. Playing chess is _____ not an active sport because it requires little body movement.

9. My brother will _____ be a great veterinarian when he graduates because he's at the top of his class.

NAME: _____   DATE:_____

PART B: My Opinion –Graphic Organizer

Writing & Presenting

> **Oral Presentation Prompt:**
>
> Think about a current technology you use every day. Share your opinion about how you think this technology will affect future generations. List three reasons you think it will benefit or harm them.

Directions: First, draw an image of the technology you are going to write about. Then, fill out the information in each box. Make sure to use the words **probably** and **definitely**.

Technology:		
Drawing:		
My opinion:		
Main Reason:	**Second Reason:**	**Third Reason:**
Details:	**Details:**	**Details:**
Conclusion:		

NAME: _____   DATE:_____

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Think about a current technology you use every day. Share your opinion about how you think this technology will affect future generations. List three reasons you think it will benefit or harm them.

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 your opinion?		
Do you have three reasons that support your opinion?		
Do you have periods, commas, etc.?		
Do you include *probably* and *definitely*?		
Do you have a clear closing sentence?		

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NAME: _____   DATE:_____

PART D: Final Presentation Practice & Edits

Writing & Presenting

> ### Oral Presentation Prompt:
> Think about a current technology you use every day. Share your opinion about how you think this technology will affect future generations. List three reasons you think it will benefit or harm them.

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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