

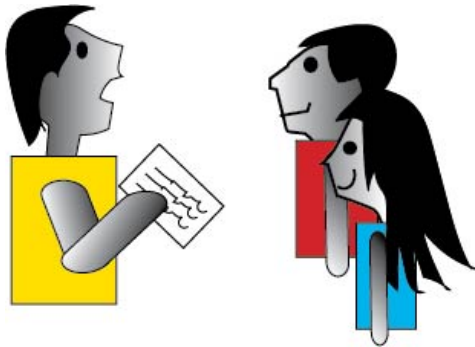


Elevator Talk

Getting fluent with what you want to say about a topic prior to writing

Having students practice brief spoken presentations about the topics they are researching prior to writing their formal papers really helps them figure out literally how to describe their understandings in “their own words.” After students have done all of their reading and note-taking, ask them to get in pairs or triads to practice “elevator speeches” (as if you were stuck in an elevator for 2 minutes and had to describe your feelings before the doors opened). Tell the students they will have 2 minutes to describe the most important understandings they have about their topics to their group.

Students will benefit from being allowed to have a single index card with bullet points reminding them of the key points they want to make. Give them time to do this and think about limiting them to 2-3 main points. Make sure they put their notes and books away before practicing their speeches, otherwise they will be tempted to simply read directly from their notes which won't help them find ways to describe the information in their own words.



When everyone is ready set a timer and have the students give their 2 minute speeches to their partner or group. After each speech, allow a minute or two for questions or positive comments. Take turns until everyone has done a 2 minute version. Next do a round of the same speech reducing the time to a single minute. During the final round, give them 30 seconds only. Ask them ahead of time to think about what is the most important information to share.

Using the Speaking Score Checklist:

Once students become comfortable with speaking in front of each other, you can introduce the checklist as a rubric for giving feedback on speeches. I always let the students score me first. I'll pass out the checklist, explain what each component is, and then do a very short speech that is not very well done. I'll use a quiet voice, make no eye contact, and go off topic, for example. The students have fun giving the low scores to the teacher and giving you advice on how to make it better. Next do a quality short speech so that they can see what you mean about good body posture, use of visuals, etc. Let the students use the rubric in small groups first before trying it in front of the whole class. Ultimately, you can send your students to other classrooms to give their mini-speeches and have the other classroom teachers score their presentations for you. This can be a big win-win in terms of other students learning from each other, and not needing as much class time to listen to every talk.

SPEAKING RUBRIC		SPEAKING SCORE CHECKLIST	
4: Exemplary	<input type="checkbox"/> Expressive, fluent	Name: _____ # _____	Date: _____
	<input type="checkbox"/> Loud, clear voice	Title: _____	
	<input type="checkbox"/> Eye contact with audience		
	<input type="checkbox"/> Good body posture		
3: Competent	<input type="checkbox"/> Confident	Your Rubric Score: _____	
	<input type="checkbox"/> Excellent content/ beyond expectations	_____ Expressiveness, fluency:	
	<input type="checkbox"/> Visuals used very effectively	_____ Voice	
	<input type="checkbox"/> Some expressiveness and fluency	_____ Eye contact with audience	
2: Developing	<input type="checkbox"/> Voice could be louder	_____ Body posture:	
	<input type="checkbox"/> Some eye contact with audience	_____ Confidence	
	<input type="checkbox"/> Good body posture	_____ Content	
	<input type="checkbox"/> Somewhat confident	_____ Visuals:	
1: Beginning	<input type="checkbox"/> Quality content/ meets expectations	_____ Other:	
	<input type="checkbox"/> Visuals used		
	<input type="checkbox"/> Poor expressiveness and fluency		
	<input type="checkbox"/> Soft voice, hurried/unclear speech		
	<input type="checkbox"/> No eye contact with audience		
	<input type="checkbox"/> Fair body posture		
	<input type="checkbox"/> Appeared nervous		
	<input type="checkbox"/> Poor content/ below expectations		
	<input type="checkbox"/> Visuals absent or ineffectively used		
	<input type="checkbox"/> Lacks expressiveness and fluency		
	<input type="checkbox"/> Unable to hear or understand		
	<input type="checkbox"/> No eye contact		
	<input type="checkbox"/> Poor body posture		
	<input type="checkbox"/> Appeared nervous, unprepared		
	<input type="checkbox"/> Little content/ does not meet expectations		
	<input type="checkbox"/> Visuals absent		
<small>Speaking & Listening Standards in the Common Core Standards SL2 (follow directions/establish main idea) SL 4 (use description) SL 6 (presentation) SL3 (ask/answer questions) SL 5 (use-visuals) Concept originally from Karen K. Garcia, M.A., kagarcia@mcquest.edu, for Knox Education Writing Handbook</small>			

Common Core Standards that apply to this lesson:

Speaking & Listening



SPEAKING & LISTENING Standards:

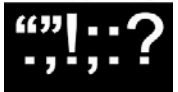
Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language



LANGUAGE Standards:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

SPEAKING RUBRIC

4: Exemplary

- Expressive, fluent
- Loud, clear voice
- Eye contact with audience
- Good body posture
- Confident
- Excellent content/ beyond expectations
- Visuals used very effectively

3: Competent

- Some expressiveness and fluency
- Voice could be louder
- Some eye contact with audience
- Good body posture
- Somewhat confident
- Quality content/ meets expectations
- Visuals used

2: Developing

- Poor expressiveness and fluency
- Soft voice, hurried/unclear speech
- No eye contact with audience
- Fair body posture
- Appeared nervous
- Poor content/ below expectations
- Visuals absent or ineffectively used

1: Beginning

- Lacks expressiveness and fluency
- Unable to hear or understand
- No eye contact
- Poor body posture
- Appeared nervous, unprepared
- Little content/ does not meet expectations
- Visuals absent

SPEAKING SCORE CHECKLIST

Name: _____ # _____

Date: _____

Title: _____

Your Rubric Score: _____

_____ Expressiveness, fluency:

_____ Voice

_____ Eye contact with audience

_____ Body posture:

_____ Confidence

_____ Content

_____ Visuals:

_____ Other:

Speaking & Listening



Speaking and Listening Standards in the Common Core Standards

SL2 (follow directions/establish main idea)

SL 4 (use description)

SL 6 (presentation)

SL3 (ask/answer questions)

SL 5 (use visuals)

Concept originally from Karen K. Garcia. M.A., karenkg@napanet.net, for Knox Education Writing Handbook