**Reading Strategy Oral Presentation Rubric**

**NAME:** ____________Emily B_______________   **DATE:** _11.06.09_________

**TOTAL POINTS EARNED **__45__/45____________

### 5 Points

- **__x__** Presenter exhibits professional speaking skills (enthusiasm, clear tone, varied pitch, correct grammar usage, eye contact, etc.)
- **__x__** Depth of knowledge is evident; Knowledge is beyond content of speaker’s notes
- **__x__** Complete presentation of main ideas of the strategy
- **__x__** Information is presented in a logical sequence
- **__x__** Information is presented using a variety of instructional strategies (PowerPoint, visuals/posters, handouts, manipulative teaching tools, modeling/skit, etc.)
- **__x__** Teaching approach is appropriate for reading strategy being taught
- **__x__** Audience understanding is obvious through participation and active involvement
- **__x__** Written portion follows guidelines provided to produce well-organized, detailed outline of information about reading strategy
- **__x__** involved all team members equally

**Comments:** opened lesson with classroom management technique to bring class together; chose video clip that appealed to audience; incorporated motor imaging as culminating knowledge application; monitored small group activity which provided individual accountability; read from course text asking listeners to think about their thinking; strong teacher presence; this lesson showed your depth of understanding the reading strategy and how to help learners connect to content;

### 3 Points

- **___** Presenter appears comfortable in front of group (uses informal language; slouches, etc.)
- **___** Depth of knowledge is limited; Covers content within speaker’s notes
- **___** Vague presentation of main ideas of reading strategy
- **___** Information is presented in a type of sequence
- **___** Information is presented using limited instructional strategies (lecture and handout; PowerPoint and handout)
- **___** Teaching approach is appropriate, yet presented in a rote manner
- **___** Usually holds audience attention
- **___** Written portion follows guidelines provided

### 1 Points

- **___** Presentation skills need refinement or modification for effectiveness
- **___** Content covered can be found within speaker’s notes
- **___** Missed main ideas of reading strategy
- **___** Information is organized haphazardly
- **___** Information is presented using one instructional strategy; Heavy reliance on reading to audience
- **___** Teaching approach is inappropriate
- **___** Rarely holds audience attention

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5/10/2010
Lesson Plan by: Emily Bauman & Robin Harmon

Lesson: Say Something  Length: 20-25 minutes

Age/Grade Intended: 2nd – 3rd

Academic Standard(s):

English
2.7.2 Ask for clarification and explanation of stories and ideas.
3.7.1 Retell, paraphrase, and explain what a speaker has said.

Performance Objectives: After the presentation of Say Something Strategy, students will use three of the five prompts to verbally respond to the literature.

Assessment: Students will verbally respond to three of the five prompts and teacher will record student answers on a checklist.

Advanced Preparation by Teacher:
Teacher must locate poem of choice out of the text Mosaic of Thought. Teacher needs to collect trade books ensuring enough books for each pair of students. Have to dry erase board.

Procedure

Introduction/Motivation: Watch you tube video of sports pregame. (Gardner: Visual/Spatial) What kind of predictions, questions, clarifications, comments or connections did the sports casters use? (Bloom’s: Knowledge) These are all examples of the Say Something Strategy-and we can use this in reading too!!

Step-By-Step Plan:

1. Overview the technique of Say Something by incorporating the Say Something Prompts: “Make a prediction, ask a question, clarify something you misunderstood. Make a comment, make a connection, say something aloud and you’ll do very good!” (Gardner: bodily/Kinesthetic, visual/spatial) Explain to students that the Say Something Strategy is an excellent way to better understand what is read. Say Something is a simple reading strategy where students collaborate with a partner to read a selection and respond in various ways to what they read. This is done by using the Say Something Prompts before, during and after reading. Refer back to the video when sports casters used each prompt.
2. Think aloud using a trade book to show students how to “say something.”
3. The theory was created to encompass many different learning styles. For example, visual, auditory, and interpersonal learners will benefit from this strategy.
4. Read a poem to the class from Mosaic of Thought. (Gardner: Verbal/Linguistic) Have students use the Say Something Prompts to expand on the poem. Discuss some of the
responses and decide which prompt was being used. When students have a good grasp on the Say Something Prompts divide class into pairs.

5. Pass out a trade book to each pair of students. (Gardner: Interpersonal)
6. Have them read the assigned section. Use the Say Something handout as a guide for asking questions.
7. Students take turns saying something to their partner. Some possibilities are listed below, but students should be allowed to choose what they want to say. The list could be displayed to evoke ideas.
   · Ask a question to clarify meaning of a word or idea.
   · Identify an important question that is answered by the passage.
   · Ask a reflective question prompted by the content.
   · Relate the content to a personal situation or real-life example.
     - Clarify something you’ve misunderstood
     - Predict what will follow in the next section to be read.
     - Make a comment
7. Teacher will be walking around listening to assess the group members are using three of the five prompts.
8. Regroup and ask what kind of things were said.

Closure: How does using the Say Something strategy compare with a sports caster’s job? (Bloom’s: Analysis) What do you think is the most important prompt and why? (Bloom’s: Evaluation) Do you agree that this is an effective method to understanding what has been read? (Bloom’s: Evaluation)

Adaptations/Enrichment:

For student with visual impairment: Give handout with larger text.
For student with ADHD: Allow student to pass out papers and trade books.
For High-ability student: Have student create a new prompt to strategy and explain why.

Self-Reflection:

Did students take the topic seriously?
What went well? What didn’t?
What would we do differently next time?
Did students have enough time to successfully complete the project?
Was I enthusiastic?