

# Unit 7: Oral Interpretation

Content Area: **ELA**  
Course(s): **Public Speaking 2**  
Time Period: **June**  
Length: **20 Days, Grades 11-12**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Public Speaking 2, Grades 11-12**

**Unit 7: Oral Interpretation**

**Belleville Board of Education**

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## **Unit Overview**

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The unit is designed to improve students' ability to analyze literature which will be the main focus of the unit. It will also increase students' appreciation for the art of Oral Interpretation and help to develop their public speaking skills through performance. It will also enhance students' critical thinking skills, vocabulary, research skills, public speaking ability, and listening skills. This unit will offer them a tool to use to understand literature beyond reading it on a printed page because it allows literature to come to life in a way that is educational and entertaining.

## **Enduring Understanding**

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- An oral interpretation involves the presentation of a work of literature to a group of listeners in order to express the meaning contained in the literacy work.
- Poetry, prose and drama are presented in a variety of ways depending on their meaning, mood and formats.
- Oral interpretation involves individual readings as opposed to reader's theatre which uses group dynamics and cooperative

functioning.

- An introduction prepares the audience by giving background information on the selection being read.
- The selection of the literature affects the performance of the reader or group in the quality of universal appeal.
- A reader analyzes the piece of literature for its characterization, narrative and theme in order to convey its meaning to the audience.
- The point of view of the author, whether subjective or objective, is important to understanding the theme of a work and choosing the correct delivery of the work.
- A transcribed manuscript indicates the use of pauses and vocal emphasis in order to demonstrate to an audience the meaning of a literacy work.
- The use of volume, eye contact, diction, body language and other delivery skills is fundamental to communicating the central idea of a literacy work.

## **Essential Questions**

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- What is oral interpretation?
- How do different types of literature affect the interpretation?
- How does oral interpretation differ from reader's theatre?
- Why is an introduction critical to the success of a reading?
- How does the choice of a selection affect the reader's interpretation?
- How do we analyze the type of selection?
- How is point of view important in oral interpretation?
- How do we transcribe a manuscript?
- Why is vocal emphasis critical in an oral interpretation?
- How can we use delivery skills for an effective presentation of an oral interpretation project?

## **Exit Skills**

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- Recognize the different types of literature.
- Understand the use of subjective and objective point of view.
- Select literature appropriate to a reader and audience.
- Write an introduction that will encompass the theme and purpose of a literacy work.
- Transcribe a manuscript for oral interpretation.
- Determine the central theme of a literacy work.
- Present an interpretive reading of selected materials for entertainment and insight.

|                     |   |
|---------------------|---|
| LA.L.11-12.1        | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.11-12.2        | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.11-12.3        | 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.   |
| LA.L.11-12.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   |
| LA.L.11-12.5        | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.L.11-12.6        | Acquire and use accurately 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 considering a word or phrase important to comprehension or expression. |
| LA.SL.11-12.1       | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  |
| LA.SL.11-12.2       | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.   |
| LA.SL.11-12.3       | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.   |
| LA.SL.11-12.4       | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.  |
| LA.SL.11-12.5       | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.   |
| LA.SL.11-12.6       | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.   |
| LA.11-12.SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.   |

## **Interdisciplinary Connections**

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|---------------|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills.            |

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|----------------|--|
| CRP.K-12.CRP3  | Attend to personal health and financial well-being.                                |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |

## **Learning Objectives**

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- Recognize the different types of literature.
- Understand the use of subjective and objective point of view.
- Select literature appropriate to a reader and audience.
- Write an introduction that will encompass the theme and purpose of a literacy work.
- Transcribe a manuscript for oral interpretation.
- Determine the central theme of a literacy work.
- Present an interpretive reading of selected materials for entertainment and insight.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| <b>Remember</b>   | <b>Understand</b>  | <b>Apply</b>  | <b>Analyze</b>   | <b>Evaluate</b>  | <b>Create</b>  |
|---|--|---|--|--|--|
| Choose<br>Describe<br>Define<br>Label<br>List<br>Locate<br>Match<br>Memorize<br>Name<br>Omit<br>Recite<br>Select<br>State<br>Count<br>Draw<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Classify<br>Defend<br>Demonstrate<br>Distinguish<br>Explain<br>Express<br>Extend<br>Give Examples<br>Illustrate<br>Indicate<br>Interrelate<br>Interpret<br>Infer<br>Match<br>Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Choose<br>Dramatize<br>Explain<br>Generalize<br>Judge<br>Organize<br>Paint<br>Prepare<br>Produce<br>Select<br>Show<br>Sketch<br>Solve<br>Use<br>Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Categorize<br>Classify<br>Compare<br>Differentiate<br>Distinguish<br>Identify<br>Infer<br>Point out<br>Select<br>Subdivide<br>Survey<br>Arrange<br>Breakdown<br>Combine<br>Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Appraise<br>Judge<br>Criticize<br>Defend<br>Compare<br>Assess<br>Conclude<br>Contrast<br>Critique<br>Determine<br>Grade<br>Justify<br>Measure<br>Rank<br>Rate<br>Support<br>Test | Combine<br>Compose<br>Construct<br>Design<br>Develop<br>Formulate<br>Hypothesize<br>Invent<br>Make<br>Originate<br>Organize<br>Plan<br>Produce<br>Role Play<br>Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |



### **Suggested Activities & Best Practices**

Students will do a "poetry slam" during class at our Coffeeshop themed class. This will get them comfortable with something that not many can or want to do; reading a piece of poetry or prose with emotion or feeling.

Students will perform "cold readings" from a manuscript in an attempt to deliver it with volume, eye contact, diction, body language and other delivery skills.

## **Assessment Evidence - Checking for Understanding (CFU)**

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Poetry Slam - summative assessment

Cold Reading Manuscript - summative assessment

Class Discussions - formative assessment

Public Speaking Graphic Organizers - alternative assessment

Other CFUs used at the teacher's discretion

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide



- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Speech for effective Communication by Robert F. Verderber (Holt, Rinehart and Winston)

Projects in Effective Communication, Editorial Director Carol Francis (Pearson Hall)

Plato

## **Ancillary Resources**

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<http://www.thinkinfinity.org>

<http://www.csus.edu/indiv/k/kiddv/comsites/speeches.html/>

<http://www.abolngman.com/ab/publicspeaking-2>

<http://www.newyorktimes.com>

## **Technology Infusion**

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Google Classroom

Google Website

Blogger

Google Docs

Google Slides

Screencastify

Other technology infusions are used at the teacher's discretion.

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Alignment to 21st Century Skills & Technology**

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### 21st Century Skills & Technology:

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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### Differentiations:

- Extra time to complete assignments
- Repeat directions in class and on teacher website
- Preview vocabulary and notes on teacher website

### Hi-Prep Differentiations:

- Leveled rubric (student made)
- Literature Circles/Socratic Seminar

### Lo-Prep Differentiations

- Flexible grouping/seating among classmates
- Think-Pair-Share Online Blog entries

## **Special Education Learning (IEP's & 504's)**

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- Provide modifications in workload and extended time as specified in the student's IEP/504 plan
- Allow extra time for online blog submissions
- Allow student to preview the material via teacher website
- Use of computer or electronic device during class to follow lesson, take notes, refer to HW for discussion
- Modeled techniques and speeches with discussions for student retention.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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-Allow for shorter blog and homework responses

-Use of Youtube videos and Screencasts of lessons for student retention and clarification of material located on teacher's website.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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-Reduce multiple choice options and build the options back into the lessons so students get a feel for true AP questions

-Provide a copy of the teacher's notes on the class website

-Screencast a lesson/discussion.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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-Create two blogs about the unit (before and after)

-Allow students to work at a faster pace by having material assessable two weeks prior.

-Allow students to make more than one required speech to practice techniques.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Sample Lesson is located in Unit 1.