Oral Interpretation

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

FOCUS: "To read fiction means to play a game by which we give sense to the immensity of things that happened, are happening, or will happen in the actual world. By reading narrative, we escape the anxiety that attacks us when we try to say something true about the world. This is the consoling function of narrative — the reason people tell stories, and have told stories from the beginning of time." ***Umberto Eco, Six Walks in the Fictional Woods***

This unit centers on the importance of effective communication including interpretation, para language, and nonverbal movement skills. The unit enables students to use interpretation and analytical skills to develop voice and movement delivery techniques. The students will understand the importance of communication by analyzing various excerpts of prose and poetry, presenting Oral Interpretations, and critiquing and reflecting peers and self. Students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students may complete para language and pantomine activities, characterization analysis, and a literary analysis essay. Personalized Learning allows students to self reflect and assess their own listening and speaking skills using the development and competition of a electronic porfolio. Students will understand that developing communication skills builds and maintains relationships, facilitates innovation, builds effective partnerships, and develops leadership.

Revision Date: July 2023

Standards

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the

	characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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.

Essential Questions

How does an audience member understanding of para language effects a reading or presentation?

How do body language and para language work in combination to convey meaning?

How does understanding the various types of non verbal communications.enhance discussions, readings, and presentations?

How do literary devices apply to prose and poetry?

How can performers adapt to audience feedback?

How does an author affectively demonstrate his/her ideas to the audience?

How may oral interpretation of a work be used to enhance its meaning?

What are common errors in articulation?

What are some ways you can adapt vocally to depict a character much different from you?

What are some suggestions for marking your script to emphasize certain words?

What are the differences between interpretation and mere oral reading?

What are the three distinct purposes for providing an introduction to your presentation?

What is the value of studying Oral Interpretation?

What makes effective non verbal communication and para language?

What rhetorical strategies do successful speech writers and authors use to obtain their purpose and tone?

Students will know/students will be skilled at

How basic oratorical skills in both language usage and delivery effects communication

How analyze techniques can enhance the understanding of a reading

How analyzing the impact of the author's choices develop enhances their own interpretation and reading

How determining the purpose and/or claim of a presentation enhances understanding

How developing para language skills enhances communication, specifically intonation, gestures, pitch, tone, volume, and pacing appeals to the audience

How to articulate ideas into effective dialogue

How to become effective listeners

How to gain confidence in communication activities

The elements of argument--claim, counterargument, appeals, concessions and the like.

Adapting Oral Interpretation selections to a variety of contexts and tasks,

demonstrating a command of effective speaking techniques

Collaborating with peers to promote civil, democratic discussions and decision-making.

Setting clear goals and deadlines, and establish individual roles as needed.

Engaging others using various techniques in a discussion

Establishing confidence in communication activities.

Evaluating 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.

Identifying skills in effective listening.

Identifying characteristics of effective readers

Understanding the various types of non verbal communications.

Utilizing communication skills and body language to enhance the delivery of a speech: eye contact, posture, stance, voice projection, intonation, volume, and vocal expressiveness.

identifying and understanding of literary device and figurative language in prose and poetry

Reading and interpreting prose.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- NJSLA (grade 9)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- Creation of Self-Reflection
- Critique Rubric and Response Activities (self and cooperative) for Para Language skills
- Creation of an Introduction for the Oral Interpretation Presentation
- Creation of an Literary Analysis Essay
- Development of electronic portfolios for self-reflection and assessment
- Development, Draft, Revision and Publication of a Literary Analysis essay
- Rehearsal of the Oral Interpretation Presentation

Learning Plan

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text targets not only comprehension, but also analysis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self reflect and assess their own reading, writing, listening, viewing and speaking skills using the development and competition of a electronic porfolio, journal writing, writer's workbooks, independent reading, and/or book talks.

Common Reading, Nonfiction Visual

- Read selections from various websites for excerpts of prose and poetry
- Reading of definitions and purpose of elocution

- Read various prose and poetry selections for modeling of Oral Interpretation activities
- Read, view, model, and critique various Oral Interpretation samples using you tube, nflonline, org, and speechanddebate.org

Differentiated Reading, Literature Circles, and Independent Reading

- Student selections from various individual classrooms, Cranford High School, and Cranford Public Libraries
- Student understanding of modeling of various excepts of poetry and prose selections
- Student analysis of individual reading selections for Oral Interpretation Presentation
- Student identifies individual reading selections based on purpose, audience, and speaker

Speaking and Listening

- Complete activities on communication confidence building strategies
- Initiate discussion of listening techniques through a connection of students' experience
- Interpretation and presenting of an Oral Interpretation excerpt
- Introduction of essential questions and academic language
- Listening to peers' Oral Interpretation selections for critique and self reflection

Writing

- Literary analysis essay for Oral Interpretation Presentation
- Student critiques on peers' Oral Interpretation Presentations
- Student self-reflection from Oral Interpretation Presentation

Research

- Assess website and online source credibility during the research process
- Complete a biographical study details and highlights facets of his/her identity
- Utilize MLA formats to properly designate sources used during research
- Utilize library databases to conduct research related to topics discussed in class
- View you tube and other visual clip versions to evaluate the effectiveness of delivery

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Instructional Materials

TED Talks: The Official Guide to Public Speaking, Anderson, 2017.

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

Excerpts from various individual reading selections from independent classroom libraries, Cranford High School and Cranford Public Libraries

Excerpts from commonlit.org

NonFiction Text (Short, Long)

Library media databases including Facts on File, Ebsco, and Points of View

Visual Text (Art, Photography, Infographic, Film)

Online website including youtube.com, Library of Congress, and other databases

Independent/Small Group Reading:

Excerpts from various individual reading selections from independent classroom libraries, Cranford High School and Cranford Public Libraries

Speaking and Listening

Models of online sources including nflonline.org

Models of online sources including speechanddebate.org

Models of online sources including the Library of Congress and online historical foundations

Writing (Narrative and Literary Analysis):

Student sample for modeling

Teacher-generated power points on thesis and essay development

Research:

JStor

MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08

Purdue Owl:https://owl.english.purdue.edu/owl/

Cranford Public Library Online Resources: http://cranford.com/library/

Teacher Resources

Buys, Sill, and Beck Text- Speaking by Doing

Barnet and Bedau's Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings.

Carlin and Paync Text- Public Speaking Today

Glencoe McGraw Hill Text- The Basics of Speech

McGutcheon, Schaffer, and Wycoff Text- Glencoe Speech

Nextext- Essentials of Speech

National Forensics League (NFLonline,org)

Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is more accessible for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines
- Encourage students to self-advocate and use alternate methods of presenting information
- Encourage the use of asynchronous learning to promote student autonomy and flexibility throughout the analysis and writing process.

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan