Standards Focus

Objectives

Students will adapt a written response into an oral response and present it to the class.

Preteach

Speak with a Purpose Tell students that many people share recommendations and reviews in casual conversation.

- Ask students to create a class "top five" list of their favorite novels. Write suggestions on the board.
- Lead a discussion of the pros and cons for each item on the list.
- Point out that the class discussion is one way that students may give an oral response to literature.

Direct Teach

Guided Practice

Adapt Your Response

- Give students starter phrases such as "I strongly recommend…" to help them clarify their stance to the audience.
- Have students describe their response to the work using statements that describe feelings, such as "I felt excited when…"

SKILLS FOCUS pp. 354–355

Listening and Speaking Skills

- Deliver oral responses to literature.
- Prepare and organize oral messages.
- Speak appropriately and use appropriate word choice when speaking.
- Match elements of oral communication to audience.
- Demonstrate effective verbal techniques when speaking.
- Adapt presentation according to audience feedback when speaking.
- Practice/rehearse before presenting oral messages.

Listening & Speaking Workshop

Presenting a Response to Literature

Speak with a Purpose

Adapt your written response to literature into an oral response. After you have rehearsed your response, present it to your class.

Think as a Reader/Writer Throughout life, people will ask you for your responses to different subjects—perhaps to a musician's new album or to a business strategy at work. You will need to communicate your responses not only through writing but through speaking as well. Just as a writer keeps the readers in mind, you, as an effective speaker, will need to keep your listeners in mind when you present an oral response.

Adapt Your Response

Organize Your Presentation

An effective oral response to a piece of literature includes

- **a well-supported, insightful interpretation of the work.** Show your knowledge, and familiarize your audience with your topic.
- **a description of the writer's technique.** Identify and illustrate how the writer chooses and arranges his or her words.
- **an explanation of the literature's effects.** Describe the work's effects on its intended audience. Provide support for your inference.

As you consider what to include in your speech, think about your audience. What will interest them most? Decide the order in which to present your main ideas, and be sure to follow a coherent pattern of organization.

Organization of an Oral Review

Introduction	Grab your audience's attention. Introduce the work by title and author, and give a brief preview of your main points. State your thesis in a way that suggests whether you recommend the work.
Body	Support your thesis primarily with references to the text, but also refer to other works of literature, to other authors, or to personal knowledge.
Conclusion	Restate your thesis, and make sure your recommendation is clear. Tell your audience how you believe the work will affect its readers.



Reader/Writer Notebook

Use your **RWN** to complete the activities for this workshop.

Resources

Writing and Speaking Workshops, on-level practice and assessment, p. 40

Differentiating Instruction, modified lesson plans and teaching strategies

Teacher One Stop™, on-level lesson plans and all print resources

Rehearse and Deliver Your Response

Put Yourself in the Audience's Shoes

One of the most important things you can do to keep your audience engaged is to make sure your presentation is clear and easy to follow. If someone gets confused while reading a review, he or she may take the time to re-read it. If someone gets confused while *listening* to a review, he or she may decide to daydream! As you rehearse your presentation, ask yourself the following questions:

- ✓ Are my **word choices** appropriate for my audience? Are there any technical terms I need to define? Is my vocabulary too simple or too advanced for my listeners?
- ✓ Am I enunciating clearly so that everyone can understand what I am saying? **Enunciation** refers to the distinctness of the sounds you make when you speak. Good enunciation is clear and precise. Poor enunciation often causes words to be slurred or word endings to be left off.
- ✓ Does the **pace** of my delivery sound unhurried, yet not so slow as to lull my listeners to sleep?

Ask for Feedback

Practice delivering your presentation two or three times in front of your family or friends. As you practice, keep in mind the questions you answered above. After you have rehearsed your presentation, ask for feedback. Was anything you said confusing? Were your examples interesting, and did they support your points well? Use the feedback to rework your presentation as necessary.

Be Prepared

Prepare notecards to use as you give your presentation. Make your notes brief and clear so that they help you remember what you need to say but do not tempt you simply to read them to the class. Arrange your notecards in the order in which you want to present your ideas.

A Good Oral Response

- offers a clear interpretation of the piece of literature
- organizes ideas in a way that is easy to follow
- describes the writer's techniques
- explains how the work affects its audience
- includes support for the presenter's opinions
- uses effective words and clear pronunciation

Speaking Tip

Believe it or not, the audience may take their cues from you on how to respond to your presentation. Enthusiasm is contagious: The more engaged the audience feels *you* are, the more they will want to pay attention to your presentation.

Learn It Online
Turn your response into a multimedia presentation. Find out how at MediaScope online:
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Differentiating Instruction

English-Language Learners

Using a work of literature that you have read as a class, review the process of introducing a work of literature, developing a thesis, using examples and quotations to support the thesis, and making a recommendation.

- Refer students to the Organization of an Oral Review chart. Have students raise their hands when they hear the introduction, the body, and the conclusion of the oral presentation.
- Point out how the examples and quotations add interest to the listener and support your thesis.

Guided Practice

Rehearse and Deliver Your Response

Have students practice their oral responses to literature in groups of four.

- Have each listener in the group choose two of the criteria from "A Good Oral Response." After the presentation, each listener can provide the speaker with detailed feedback based on the criteria.
- Guide the class in a discussion about how the speaker's enthusiasm affects the audience.

Reteach

Organization To reteach the concept of organization, have students outline the introduction, body, and conclusion of their presentations, including key references to the text. Remind students that their outlines should follow the order in which they will present the information in their presentation. Then, tell them to transfer this information to note cards to use during the presentation. Point out that writing out the information will help students to remember it.

Assess

Writing and Speaking Workshops, Response to Literature analytical scale and rubric

Learn It Online
If students need help adding multimedia features to their projects, send them to the **MediaScope** mini-site, where students can work through an interactive tutorial on creating multimedia. Preview at **go.hrw.com**.
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