

Board letter sent home: December 16, 2010

Dear Parents/Guardians,

The Halton Catholic District School Board offers all students an opportunity to build confidence and further develop oral communication and writing skills through the development of a speech. We have been called through our Focus on Faith themes to encourage students to connect the Catholic social teachings in their work. This will be achieved through preparing and effectively presenting a speech to an audience.

This year at St. Francis of Assisi Catholic School in accordance with our School Improvement Plan students in Grades 4-8 will be asked to write a speech that links directly with the Focus on Faith theme and essential question for their grade.

Grade	Theme	Essential Question
4	Option for the Poor and Vulnerable	What does Jesus ask of us?
5	Community and the Common Good	How do we live in community?
6	Human Rights and Responsibilities	How do we live in accordance with God's will?
7	Human Dignity	What is our story?
8	Solidarity	How are we Church in the World?

Students will be asked to plan, draft, revise, edit and publish their speeches **at school** with the guidance and ongoing feedback from their teachers. This timely feedback provides students with next steps and areas of focus to write an effective speech. Students will be asked to practice their oral presentation skills at school and at home.

Over the next few weeks, you may wish to support your child by discussing various topics related to the grade level themes. Please be assured that students will be given ample class time to plan, write and practice their speech at school.

Timeline:

January 5th – Topics due for approval to classroom teacher

January 20th – Rough draft which has been edited to be submitted

January 27th – Final draft to be submitted

February 7th – 11th – Oral presentations in class

Sincerely,

Public Speaking - Student Planning Guide

Topic: _____

Student Name: _____

Due Date: _____

Parent Signature:

Step 1: Generating Ideas

There are three different forms of text you can use to write your speech:

1. Persuasive

This type of speech is written to argue or persuade a case for or against a particular point of view or position.

2. Recount

This type of speech is written to retell an event or situation in order to inform or entertain your audience.

3. Report / Description

This type of speech is to provide a precise, organized, factual record on a specific topic.

Answer these questions before you start to write the speech:

1. Who is going to listen to my speech (my audience)?

2. Which one of the three types of speeches do I want to write? Why?

Get the "Success Criteria" sheet and graphic organizer for the form you have chosen.

Select a Topic:

My topic is: _____

Follow these steps before you start writing your speech:

1. How does your topic connect to our Focus on Faith or Catholic social teachings?

2. What do you already know about your topic?

3. What would you like to learn about your topic? List your questions.

4. Now you will have to do some research in order to answer the questions. This research may involve interviewing someone (e.g. a family member, an expert, or a professional). You may also be required to consult encyclopaedias, texts, articles, media such as the Internet.

Begin to record your research here:

Big Idea: _____

Resources: *(use a wide variety)*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Organizing Your Information:

Please locate and highlight the appropriate graphic organizer. This will be where you organize your information using point form notes. Your speech should be a collection of sub-topics that are all related to the main idea. You must now look at the information you have already gathered and organize it into the specific graphic organizer.

Step 2: Drafting

Now you are ready to write the first draft of your speech. Organize the information from your graphic organizer in complete sentences.

INTRODUCTION *(what you're going to say)*

Your introduction should be as short and as interesting as possible. It is also the place to begin to make your audience aware of how your topic relates to our Focus on Faith and Catholic social teachings. This is the time to let your listeners know what the topic is. Here are some proven techniques to help get your audience's attention.

- Start by telling a funny story, human interest story, or an anecdote about your topic;
- Use a proverb, striking fact, or quotation from a famous person or expert;
- Start with a challenging question; and,
- Show the importance of your topic by listing some astonishing facts about your topic.

On a separate sheet of lined paper, write your introduction.

BODY *(say it)*

The body of your speech contains all the important information that helps develop your topic. This will consist of paragraphs that support your big idea (your speech topic).

- Be sure your purpose is defined and clearly developed.
- Give support for ideas you present.
- Use quotations from the Bible that reinforce your facts and opinions.
- Be concrete and definite in your statements.
- Define technical terms if you have to use them.
- Restate important ideas.
- Don't try to cover too much.

On separate sheets of lined paper, write the body of your speech.

CONCLUSION *(what you said)*

The ending of your speech should be short. It should help your listeners remember your main points and how they relate to our Focus on Faith and Catholic social teaching in a meaningful way. It must also bring your speech to a definite close. Here are some proven techniques that may be useful.

- Reiteration: restate the position in light of argument presented
- Use a quote from the Bible, an expert, or a personal comment
- Retell your introduction in an interesting way
- Call on the audience to support your idea and to do something to help promote that idea
- Your audience should know why you gave your speech (why you picked your topic)

On a separate sheet of lined paper, write your conclusion.

Step 3: Rethinking and Revising

Before writing your final draft, reread what you have written so far.

- Is it long enough? (3 full pages on average)
- Does it make sense? Did I express my thoughts clearly?
- Is it interesting?
- Did I include everything I wanted to? (add what is needed)
- Do I have extra information that I really don't need and might distract the audience from what I am really trying to say? (take out what is not needed)
- Does each paragraph present one idea? Are all the sentences on topic?
- Are my points presented clearly and in a logical order? Do ideas need rearranging?
- Could some of the sentences be moved or changed around to make them sound better?

Once you're finished revising, ask a peer to read your writing using the same questions.

Step 4: Editing and Proofreading

This is the step where you go back into your speech again, and proofread your work.

- Have I started a new paragraph (new line, indent) with every new subtopic?
- Have I used capital letters correctly (beginning sentences, proper names, title)?
- Have I punctuated my sentences properly? Have I fixed any run-on sentences or sentence fragments?
- Did I spell words correctly?

Ask a peer to proofread your writing using the same questions.

Step 5: Publishing

Now you are ready to write your final draft. You must use your best handwriting or you may want to use a word processor on the computer. Make sure to include all the changes you made in Step 3 and 4. You may want to transfer this final draft to cue cards in preparation for your presentation. You will hand in both your rough copy and your good.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
<ul style="list-style-type: none">• Purpose or main idea of writing is clear• Writes for specific audience• Makes connections with the reader	limited	some	considerable	thorough
Thinking				
<ul style="list-style-type: none">• Ideas are clear, focused, and support the topic	limited	some	considerable	high degree
Communication				
<u>Voice</u> <ul style="list-style-type: none">• Communicates an awareness of audience and purpose	limited	some	considerable	high degree
<u>Word Choice</u> <ul style="list-style-type: none">• Enhances the written piece through effective word choice and descriptive language	limited	some	considerable	high degree
<u>Conventions</u> <ul style="list-style-type: none">• Effective use of grammar, spelling and punctuation	limited	some	considerable	high degree
<u>Sentence Fluency</u> <ul style="list-style-type: none">• Sentences are varied in structure and allow for fluent reading	limited	some	considerable	high degree
Application				
<ul style="list-style-type: none">• Applies knowledge of paragraph writing (e.g. topic, supporting and concluding sentences) and skills in familiar contexts• Multiple paragraphs are well-linked	limited	some	considerable	high degree
<ul style="list-style-type: none">• Makes connections to Catholic Social Teachings within the content of the speech	limited	some	considerable	high degree

Step 6: Sharing **Practicing the Presentation of your Speech**

The final step in the speech writing process is to practice presenting your speech. The use of your voice, proper pronunciation, gesture, and posture are all very important elements to consider when presenting your speech.

VOICE

You should be loud enough to be heard by everyone in the room. Your voice should be clear, pleasant and relaxed. Volume, pitch, and rate should be changed depending on the material presented in the speech. This will give your voice expression.

PRONUNCIATION

Good pronunciation requires practice. Use your tongue and lips in a deliberate manner to give clarity to your words. Avoid slurring your words (e.g. wanna, gonna). Avoid saying “um” and misusing the word “like”.

POSTURE

Body language is very important in delivering your speech. You can use body language to emphasize important points. Good posture is very important. Some important point to consider are:

- You should stand straight.
- Feet should be kept apart.
- Avoid shifting from one foot to the other.
- Look directly at the audience. Your eyes should scan from one area to another.

Oral Presentation Rubric for Public Speaking

Categories	Level 1	Level 2	Level 3	Level 4
Clarity and Coherence				
• Orally communicates in a clear coherent manner	expresses ideas and information with limited effectiveness	expresses ideas and information with some effectiveness	expresses ideas and information with considerable effectiveness	expresses ideas and information with a high degree of effectiveness
Vocal Skills & Strategies				
• Uses an expressive voice through tone, pitch, pace and volume	orally communicates with limited effectiveness	orally communicates with some effectiveness	orally communicates with considerable effectiveness	orally communicates with a high degree of effectiveness
Non-Verbal Cues				
Voice • Uses facial expression and eye contact to connect with the audience	connects to the audience with limited effectiveness	connects to the audience with some effectiveness	connects to the audience with considerable effectiveness	connects to the audience with a high degree of effectiveness

Writing Rubric for Public Speaking

Full version

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge, and the comprehension of its meaning and significance (understanding).				
<ul style="list-style-type: none"> Purpose or main idea of writing is clear Writes for specific audience Makes connections with the reader 	demonstrates limited knowledge and understanding of content	demonstrates some knowledge and understanding of content	demonstrates considerable knowledge and understanding of content	demonstrates thorough knowledge and understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
<ul style="list-style-type: none"> Ideas are clear, focused, and support the topic 	uses limited ideas that are clear, focused, and support the topic	uses some ideas that are clear, focused, and support the topic	uses ideas that are clear, focused, and support the topic with considerable effectiveness	uses ideas that are clear, focused, and support the topic with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
<u>Voice</u> <ul style="list-style-type: none"> Communicates an awareness of audience and purpose 	communicates an awareness of audience and purpose with limited effectiveness	communicates an awareness of audience and purpose with some effectiveness	communicates an awareness of audience and purpose with considerable effectiveness	communicates an awareness of audience and purpose with a high degree of effectiveness
<u>Word Choice</u> <ul style="list-style-type: none"> Enhances the written piece through effective word choice and descriptive language 	enhances the written piece through effective word choice and descriptive language with limited effectiveness	enhances the written piece through effective word choice and descriptive language with some effectiveness	enhances the written piece through effective word choice and descriptive language with considerable effectiveness	enhances the written piece through effective word choice and descriptive language with a high degree of effectiveness
<u>Conventions</u> <ul style="list-style-type: none"> Effective use of grammar, spelling and punctuation 	effective use of grammar, spelling and punctuation with limited effectiveness	effective use of grammar, spelling and punctuation with some effectiveness	effective use of grammar, spelling and punctuation with considerable effectiveness	effective use of grammar, spelling and punctuation with a high degree of effectiveness
<u>Sentence Fluency</u> <ul style="list-style-type: none"> Sentences are varied in structure and allow for fluent reading 	sentences are varied in structure and allow for fluent reading with limited effectiveness	sentences are varied in structure and allow for fluent reading with some effectiveness	sentences are varied in structure and allow for fluent reading with considerable effectiveness	sentences are varied in structure and allow for fluent reading with a high degree of effectiveness
Application –The use of knowledge and skills to make connections within and between various contexts				
<ul style="list-style-type: none"> Applies knowledge of paragraph writing (e.g. topic, supporting and concluding sentences) Multiple paragraphs are well-linked 	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
<ul style="list-style-type: none"> Makes connections to Catholic Social Teachings within the content of the speech 	makes connections to Catholic Social Teachings with limited effectiveness	makes connections to Catholic Social Teachings with some effectiveness	makes connections to Catholic Social Teachings with considerable effectiveness	makes connections to Catholic Social Teachings with a high degree of effectiveness