

ADDRESSING SPEAKING AND
LISTENING STANDARDS THROUGH
BOOK TALKS

MENA CCC
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 - EXPERIENCE TEACHING EVERYTHING FROM AP LITERATURE TO GRADE 6 ELA
- CREATING A VISION FOR MY CLASSROOM INSPIRED BY LUCY CALKINS, NANCY ATWELL, AND OTHER TEACHERS I ADMIRE

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LET'S TALK ABOUT BOOKS...

There are some assumptions about reading that you have to believe...

LET'S TALK ABOUT BOOKS...

Students should read books *at their level*, not above, to improve test scores.

LET'S TALK ABOUT BOOKS...

**Students should read a lot...an awful
lot...**

LET'S TALK ABOUT BOOKS...

Students should self-select books.

FINDING BOOKS FOR THE READING CLASSROOM

Follett Titlewave

Goodreads.com

Amazon

Booksource

LET'S TALK ABOUT BOOKS...

**Students should have a social life
around reading.**

WHY *BOOK TALKS?*

- ❖ **Students share what they are reading.**
- ❖ **Reading becomes more social.**
 - ❖ **More confident and more comfortable = more *successful.***

GREAT RESOURCE IF YOU NEED SUPPORT FOR CREATING A READING ENVIRONMENT IN YOUR CLASSROOM...

**Donalyn Miller, The Book Whisperer
also featured in ACSD, Education Week, TCRWP (Columbia
University of New York, and Scholastic**

TEACHER BOOK TALKS

- ★ I give book talks a minimum of every other class.
- ★ Less than 5 minutes.
- ★ Spark interest for book choices.
- ★ Model Book Talks and CCSS S&L

HOW TO TRANSFER BOOK TALKS TO STUDENTS

Start Small

QUICK TALKS TO START...

Quick Book Talk

I am reading _____ by _____.

The genre of this book is _____.

I chose this book because _____.

I give this book _____ stars so far because _____...

EXPLAIN THE STANDARDS THEY ARE
WORKING TOWARDS

CCSS S&L 4 and 6

CCSS SPEAKING & LISTENING

CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.SL.6.6: *UNPACKED BY NC*

▲ Students must be able to **determine language that is appropriate and effective for addressing a variety of audiences and purposes.**

▲ Students need assignments that allow them to **manipulate their speech based upon context.**

CCSS SPEAKING & LISTENING

CCSS.ELA-LITERACY.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.6.4: *UNPACKED BY NC*

▲ During speaking tasks and activities, sixth grade students will utilize skills that are common to the language production domain of writing.

▲ While communicating orally, students **organize their ideas in a logical, sequential order.**

▲ Students may benefit from a graphic organizer and rubric during the planning stages of presentation in order to make sure that all expected elements are incorporated.

▲ Some elements students should include are using **appropriate eye contact, volume and clear pronunciation.**

CREATING A RUBRIC

CCSS S&L 4 and 6

TURN AND TALK

What are the standards really asking students to know and be able to do?

1. Create a list of what a good presentation looks like and sounds like.
2. Which standards do each of those descriptors fall under?

PRESENTATION RUBRIC for Book Talks

(for grades 6-8; Common Core ELA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard
Explanation of Ideas & Information (CC 6-8.SL.4)	<ul style="list-style-type: none">uses ineffective, too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas	<ul style="list-style-type: none">uses moderately effective, mostly appropriate descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant	<ul style="list-style-type: none">uses effective, appropriate descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question.	<ul style="list-style-type: none">uses highly effective, appropriate descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question.
Organization (CC 6-8.SL.4)	<ul style="list-style-type: none">Presentation of idea impossible to follow; unclear main idea and lack of organization.Includes an ineffective introduction and conclusion.Serious misconceptions of idea of presentation.	<ul style="list-style-type: none">Difficult to follow presentation of ideas, main idea lacks clarity, and organization lack clarity.Includes a moderately effective introduction and conclusion.Incomplete presentation.	<ul style="list-style-type: none">Able to follow presentation of ideas, main idea and subsequent points are generally clear.Includes an effective introduction and conclusion.Substantial presentation, but not overdone.	<ul style="list-style-type: none">Easy to follow presentation of ideas, main idea exceptionally clear, and moves from one idea to the next logically, emphasizing main points.Includes a highly effective introduction and conclusion presentation is highly effectiveThorough presentation, but not overdone.

Eyes & Body (CC 6-8.SL.4)	<ul style="list-style-type: none"> • rarely makes eye contact; reads notes or slides most of the time • never uses a gestures or movements, but they do not look natural • never shows poise and confidence (fidgets, slouches, appears nervous) 	<ul style="list-style-type: none"> • sometimes makes eye contact; reads notes or slides most of the time • occasionally uses a gestures or movements, but they do not look natural • sometimes shows poise and confidence (only a little fidgeting or nervous movement) 	<ul style="list-style-type: none"> • generally keeps eye contact with audience; only glances at notes or slides • frequently uses natural gestures and movements • generally looks poised and confident 	<ul style="list-style-type: none"> • consistently makes eye contact with audience; rarely glances at notes or slides, if ever. • consistently uses natural gestures and movements • always looks poised and confident
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Voice (CC 6-8.SL.4)	<ul style="list-style-type: none"> • mumbles or speaks too quickly or slowly • rarely speaks loudly enough for the audience to hear • consistently uses “filler” words (“uh, um, so, and, like, etc.”) 	<ul style="list-style-type: none"> • sometimes speaks clearly of the time; sometimes too quickly or slowly • occasionally speaks loudly enough for most of the audience to hear, but may speak in a monotone • frequently uses filler words 	<ul style="list-style-type: none"> • generally speaks clearly; usually not too quickly or slowly • generally speaks loudly enough for everyone to hear; frequently changes tone to maintain interest • occasionally uses filler words 	<ul style="list-style-type: none"> • consistently speaks clearly; not too quickly or slowly • always speaks loudly enough for everyone to hear and changes tone to maintain interest • rarely uses filler words
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Context & Task (CC 6-8.SL.6)	<ul style="list-style-type: none"> • rarely speaks appropriately for the context and task (may be too informal, use slang) 	<ul style="list-style-type: none"> • occasionally speaks appropriately for the context and task, occasionally demonstrating command of formal English 	<ul style="list-style-type: none"> • generally speaks appropriately for the context and task, frequently demonstrating command of formal English 	<ul style="list-style-type: none"> • always speaks appropriately for the context and task, demonstrating command of formal English
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BOOK TALKS

**Do them frequently to allow
students to meet or exceed
the standards.**