Speeches for the month of October

Speeches will be an oral activity that each student will need to participate in once every month. This activity will allow the students to have exposure to public speaking skills and independent research skills. This research is to be done at home with the use of books, magazines, reference books, family member interviews, or research tools such as the internet to learn about the topic. The speech itself should be about 5 minutes long and a sign -up sheet will be posted in the classroom so each student may choose the day.

Students will present to their homeroom class in order to receive a speaking grade. Acceptable participation means that they retell the researched information that was found that enhances our knowledge of the topic. It will be a requirement now to use visual aid items to enhance the presentation. Students may use creative ways to present, power-point, small video clip, etc.

This activity should be a fun way to study something that is interesting to the student. If some are not of interest, plan to present on a current and/or global event.

October Topic

1. October is fire prevention month. Fire prevention started because of the Great Chicago Fire of 1871 that destroyed our great city. Please share **new** facts and information about the fire and how we can stay safe in a true fire emergency. You may also want to include fire safety tips.
2. You may also present on the Pesthigo fire in Wisconsin that happened to be on the same day but did not receive the same recognition as the Chicago Fire. Please compare and contrast this fire to The Chicago Fire.

Requirements: Please provide a list of 2-3 sources where you pulled new information from and the writing and notes taken when researching. The highlighted standards will be assessed.

Thank you,

Mrs. Zajac

Discovery Quest Rubric

Name _____   Topic_____   Date _____

Standard	1	2	3
CCSS.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Choose punctuation for effect. -Choose words or phrases to convey ideas. -Differentiate where formal or informal discourse is appropriate.	-demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.	-demonstrates emerging command of conventions, with some errors that may hinder comprehension.	-demonstrates grade appropriate command of conventions, with few errors.
CCSS.SL4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	-exhibit little attempt at organization -lack of linking words and phrases -main idea or supporting details are not present	-exhibit some attempt at organization and tone -inconsistently links ideas -main idea or supporting details are unclear	-exhibit, clear purposeful organization and tone -link ideas using grade appropriate words and phrases -supporting details and main idea is clear.
CCSS.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	-visual display and/or audio recording is present but doesn't enhance additional knowledge on main idea or theme.	-visual display and/or audio recording is present. -display somewhat enhances main idea or theme.	-visual display and/or audio recording enhance presentation. -display enhances main idea or theme.
CCSS.SL.4.6 Differentiate between contexts that call for formal English (presenting ideas) and situations where informal discourse is appropriate (small-group discussion); use formal English when appropriate to task and situation (audience specific).	-little to no differentiation between formal and informal audience presentation and/or discussion.	-some differentiation between formal and informal audience presentation and/or discussion.	-differentiated between formal and informal audience presentation and/or discussion.
CCSS.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; takes notes and categorize information, and provide a list of sources.	-some relevant information from print and digital sources is evident and a partial list of sources is provided.	-some relevant information from print and digital sources is evident and a partial list of sources is provided.	-relevant information from print and digital sources is evident and a list of sources is provided.
CCSS.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	-exhibit little attempt at providing evidence from literary and informational text.	-some relevant literary and informational evidence that supports presentation	-relevant literary and informational evidence that supports presentation
CCSS.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	-limited information from another text or no text at all is evident throughout presentation.	-some information from at least one or more texts is evident throughout presentation.	-information from at least two texts is evident throughout presentation.
CCSS.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -4.2A-Introduce a topic clearly and group related information in paragraphs and sections; include formatting to help aid in comprehension. -4.2B-Develop the topic with facts, definitions, concrete details, quotations or other information related to topic. -4.2.C Link ideas within categories of information using words and phrases (another, for example) -4.2.D Use precise language and domain specific vocabulary to inform about or explain the topic. -4.2E Provide a concluding statement or section related to the information presented.	-demonstrates little to no organization for the topic, linking ideas may not be present, limited or no evidence of a conclusion, conveys some ideas and information to help aid in comprehension but difficult to follow. -Development facts, definitions and concrete details are not present.	-demonstrates some organization for the topic, linking ideas may not be present, limited evidence of a conclusion, conveys some ideas and information to help aid in comprehension. -tries to develop topic with facts, definitions and concrete details. -some domain specific vocabulary is present.	-demonstrates clear organization for the topic and essay (concluding statement and linking ideas are present). Formatting helps aid in comprehension. -develops topic with facts, definitions and concrete details. -domain specific vocabulary is evident.

CCSS.W4.4 Produce clear and coherent writing in which the development and organization are appropriate for task, purpose and audience.	-limited topic development, irrelevant facts – or limited organization for the task, purpose and audience.	-partial development of topic, some relevant facts that are organized for the task, purpose and audience.	-developed the topic with relevant, well-chosen facts and clear coherent writing that is organized for the task, purpose and audience.