

ELD Intervention

Speaking Task Type

Summarize an Academic Presentation

Grade 3



LOCAL DISTRICT SOUTH

*Successful Students,
Supporting Schools &
Strengthening Communities*



LOCAL DISTRICT SOUTH ELD Intervention

GRADE 3

SPEAKING – SUMMARIZE AN ACADEMIC PRESENTATION

TASK TYPE OVERVIEW:

In this task type, the student listens to a recording of an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points of the presentation using the illustration(s) and key terms of the presentation, if provided.

ELD STANDARDS:

- PI.C.9 – Express information and ideas in formal oral presentations on academic topics.
- PI.B.5 – Listen actively to spoken English in a range of social and academic contexts.
- PII.A.2 – Understand cohesion and how language resources across a text contribute to the way a text unfolds and flows.
- PII.B.3 – Use verbs and verb phrases to create precision and clarity in different text types.
- PII.B.4 – Use nouns and noun phrases to expand ideas and provide more detail.
- PII.B.5 – Modify to add details to provide more information and create precision.
- PII.C.6 – Connect ideas within sentences by combining clauses.
- PII.C.7 – Condense ideas within sentences using a variety of language resources.

RUBRIC:

Score	Descriptors
4	<ul style="list-style-type: none"> A full response includes a clear summary of the main points and details of the presentation. Ideas are cohesive and connected. Grammar and word choice are varied and effective; errors do not impede meaning. Pronunciation and intonation do not impede meaning. Speech is usually smooth and sustained.
3	<ul style="list-style-type: none"> Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. Ideas are usually cohesive and connected. Grammar and word choice are adequate; errors occasionally impede meaning. Pronunciation and/or intonation occasionally impede meaning. Speech is fairly sustained, though some choppiness or halting may occur.
2	<ul style="list-style-type: none"> Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. Ideas are sometimes cohesive and connected. Grammar and word choice are simple and repetitive; errors often impede meaning. Pronunciation and/or intonation often impede meaning. Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none"> Response includes an attempt to reference the presentation/picture but conveys little relevant information. Ideas are rarely cohesive and connected. Grammar and word choice are limited and impede meaning. Pronunciation and/or intonation often impede meaning. Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	<ul style="list-style-type: none"> Response is not relevant. Response contains no English. No response, "I don't know," or is completely unintelligible.

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.



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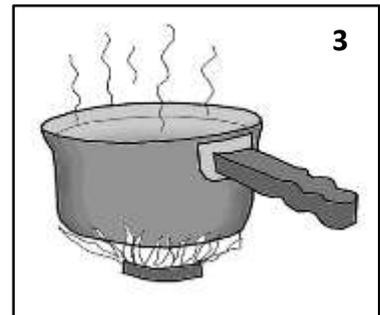
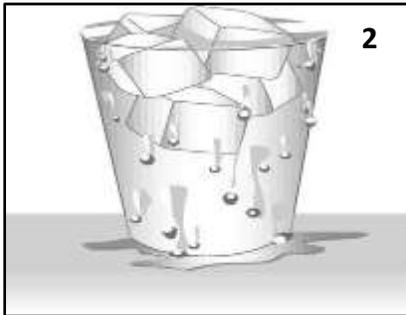
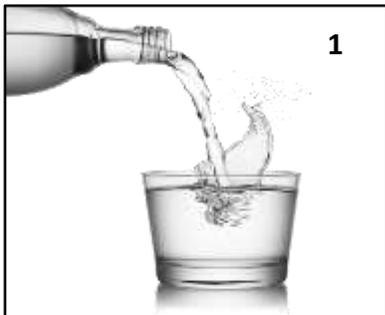
TEACHING TIPS:

- Review the rubric with students *prior* to the activity to ensure students know what is expected in order to receive a Score of 4, 3, 2, 1, or 0.
- Use the Note-Taking template to support students with taking notes while listening to academic content presented.
- Engage students in dialogue about the prompt and chart vocabulary generated prior to beginning the activity.
- Teach students to add details using the pictures as a resource.
- Multiple reads of the academic presentation may be necessary as students learn the skills required to master these standards.
- Provide sentence frames to support oral responses, if needed.
- Provide students with model and non-model exemplars for each score on the rubric.
- Incorporate science topics during read alouds to maximize exposure to content.

SPEAKING – SUMMARIZE AN ACADEMIC PRESENTATION #1

Instructions: You are going to listen to some information about the three states of water. As you listen, look at the pictures. You may take notes as you listen. When the presentation ends you will summarize the information you heard. You will explain the main idea, include all steps described in the presentation, and use relevant details and clear language.

- 1** Point to the first picture and read the passage. Point to each subsequent picture as the passage transitions from one picture to the next.



Water is the one of the most important resources on Earth. When water is pure, it does not smell, taste, or have color. Today, we are going to talk about the three states of water. Water comes in three forms: liquid, solid, and gas.

Look at **picture one**. Water can be a liquid. It flows. It has no shape of its own. A liquid takes the shape of its container. You can find water as a liquid in rivers, lakes, oceans, and from your faucet. You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer.

Look at **picture two**. The next day, the water will have turned into ice. Water also can be a solid. Water in its solid form is called ice. Solids have their own shape. Ice can change back to liquid water. Take ice cubes from the freezer. Put a few of them on a plate. They will melt and turn into the liquid form of water.

Look at **picture three**. Water can be a gas. Heat can change water to a gas. What happens when a pot of water boils? Bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor. Water in its gas form is called vapor. Gas is often invisible and has no shape.

Water can exist either as a solid (ice), a liquid (water), or a gas (water vapor). Water on the surface of Earth is constantly changing between these three states. Ice can change to become water or water vapor. Water can change to become ice or water vapor. Water vapor can change to become ice or water.

SAY: Summarize the information you heard. Be sure to:

- Explain the main idea,
- Include all the steps discussed in the presentation, and
- Use relevant details and clear language.



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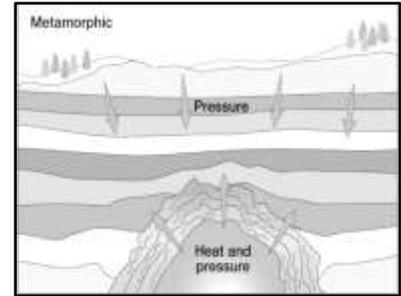
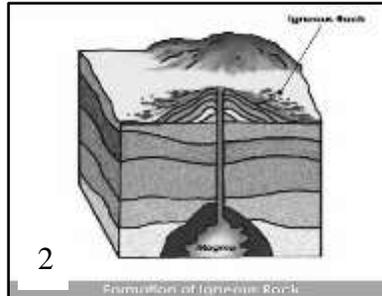
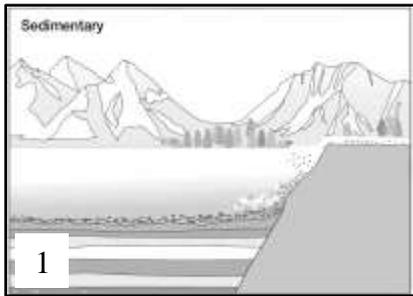
Academic Presentation Note Taking Sheet

Main Idea of Presentation	
Supporting Detail #1	
Supporting Detail #2	
Supporting Detail #3	
Other Important Information	

SPEAKING – SUMMARIZE AN ACADEMIC PRESENTATION #2

Instructions: You are going to listen to some information about rocks. As you listen, look at the pictures. You may take notes as you listen. When the presentation ends you will summarize the information you heard. You will explain the main idea, include all steps described in the presentation, and use relevant details and clear language.

- 1 Point to the first picture and read the passage. Point to each subsequent picture as the passage transitions from one picture to the next.



Earth is made of rocks. They can be small enough to fit in your hand or as big as a house. Rocks have different colors and textures. Rocks form, break apart, and then form again. You know a rock when you see one—but can you identify the three basic groups of rocks?

Look at **picture one**. One rock type is sedimentary. Sedimentary rocks begin as **sediment** at the bottom of rivers, lakes, and oceans. Sediment is made of small pieces of sand, clay, and shells. The weight of water presses down on the sediment until it becomes hard.

Look at **picture two**. Another rock type is igneous. Igneous rocks are created by heat. They start off as **magma**, which is hot, melted rock deep within a volcano. When magma cools and hardens, igneous rock forms. Igneous rock also forms when **lava** cools. Lava is magma that erupts from a volcano.

Look at **picture three**. The final basic group of rock is metamorphic. Metamorphic rocks start as igneous or sedimentary rocks. Heat and heavy pressure cause the rock to undergo a **metamorphosis**, or a change. The new rock often has a different color.

These are the three major types of rocks: Sedimentary, Igneous, and Metamorphic. Rocks are solids made up of a bunch of different minerals. Scientists generally classify rocks by how they were made or formed.

SAY: Summarize the information you heard. Be sure to:

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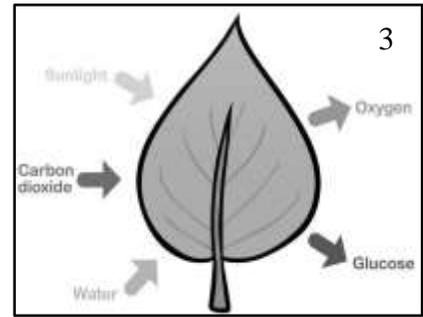
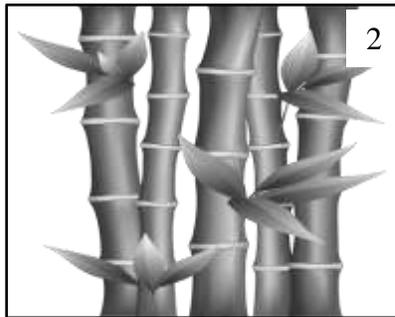
Academic Presentation Note Taking Sheet

Main Idea of Presentation	
Supporting Detail #1	
Supporting Detail #2	
Supporting Detail #3	
Other Important Information	

SPEAKING – SUMMARIZE AN ACADEMIC PRESENTATION #3

Instructions: We are going to listen to a presentation about plants. As you listen, look at the pictures. You may take notes as you listen. When the presentation ends you will summarize the information you heard. You will explain the main idea, include all steps described in the presentation, and use relevant details and clear language.

- 1** Point to the first picture and read the passage. Point to each subsequent picture as the passage transitions from one picture to the next.



Plants, like all living things, need food to survive. Plants make their food using a process called photosynthesis, which means “putting together through light.” They depend on water and light to help them grow. But how do plants find what they need?

In **picture one**, you can see the roots keep a plant attached to the soil and help the plant take in water. They pull in the water and minerals from the soil the plant sits on. Root systems also provide support for plants in the form of an anchor in the soil. If the wind blows hard, the roots keep the plant from falling over.

Next, in **picture two**, water moves up the plant’s stem to the leaves. The stem also supports the plant so it stays up straight. The majority of the plant you see is made up of **stems** and **leaves**. Think about a tree. The stems are the trunks and branches. Stems are all about transporting food and water and acting as support structures.

Finally, in **picture three**, the **photosynthesis** process takes place in the **leaves** of plant. Leaves take in light energy from the sun. The leaves use water, light energy, and a gas called carbon dioxide to make glucose. Glucose is a kind of sugar. It is food for the plant. Yes, plants make their own food! They use it to grow.

SAY: Summarize the information you heard. Be sure to:

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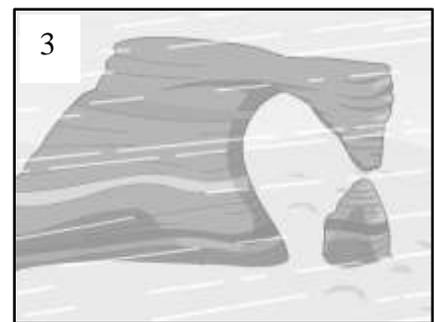
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Main Idea of Presentation	
Supporting Detail #1	
Supporting Detail #2	
Supporting Detail #3	
Other Important Information	

SPEAKING – SUMMARIZE AN ACADEMIC PRESENTATION #4

Instructions: We are going to listen to a presentation about erosion. As you listen, look at the pictures. You may take notes as you listen. When the presentation ends you will summarize the information you heard. You will explain the main idea, include all steps described in the presentation, and use relevant details and clear language.

- 1 Point to the first picture. Play or read the passage. Point to each subsequent picture as the passage transitions from one picture to the next.



Nature is always changing. Those changes are called natural events. Some natural events happen quickly. Think of a fire that starts when lightning strikes a tree. Other events occur slowly, such as when rocks are worn down over hundreds of years. This happens because of weathering and erosion.

In **picture one**, moving water can cause weathering and erosion. Have you ever seen waves crash against rocks on the shore? The water can chip off small pieces of rock and carry them away. As more waves hit the rocks, more pieces are chipped off and carried away. Because of this, the rocks get smaller and smaller over time.

In **picture two**, moving ice can cause weathering and erosion. Some mountains have solid sheets of ice near the top. During warmer weather, a bit of ice melts. Then the sheet of ice may move slowly down the mountain. As the solid ice moves, it scrapes rocks, breaking off pieces. Then the pieces are taken away by the moving ice.

In **picture three**, wind also causes weathering and erosion. Wind can blow sand and dirt. It can carry the dirt far away. In some places, strong wind will push sand against rocks. Over a long period of time, the wind wears down those rocks.

Weathering is what happens when a part of a rock is loosened. Parts of rocks are usually loosened by nature. Erosion happens after weathering. It is the process of moving water, moving ice, or wind carrying away a part of a rock.

SAY: Summarize the information you heard. Be sure to:

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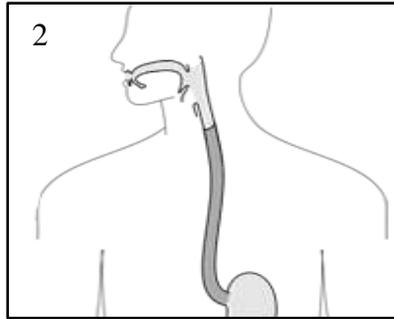
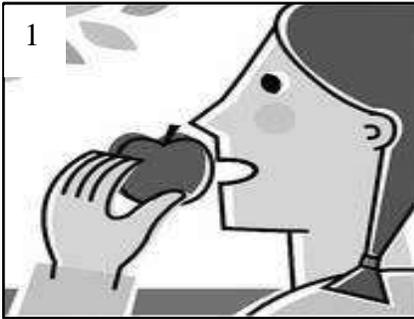
Academic Presentation Note Taking Sheet

<p>Main Idea of Presentation</p>	
<p>Supporting Detail #1</p>	
<p>Supporting Detail #2</p>	
<p>Supporting Detail #3</p>	
<p>Other Important Information</p>	

SPEAKING – SUMMARIZE AN ACADEMIC PRESENTATION #5

Instructions: We are going to listen to a presentation about digestion. As you listen, look at the pictures. You may take notes as you listen. When the presentation ends you will summarize the information you heard. You will explain the main idea, include all steps described in the presentation, and use relevant details and clear language.

- 1 Point to the first picture. Play or read the passage. Point to each subsequent picture as the passage transitions from one picture to the next.



What happens after you bite into a piece of food? First you chew the food, and then it travels through your body's digestive system. That system breaks down the food into small pieces so that it can be used as energy for your body. Open up and follow the path of food.

In **picture one**, digestion begins at the mouth. When you take a bite out of an apple and start to chew, the apple mixes with the liquid in your mouth called saliva. Your saliva helps break down food. Your saliva has an enzyme that starts to break down some of the starches and sugars in the food even before it leaves the mouth.

In **picture two**, when you swallow food, it travels down a tube called the esophagus. That tube leads to your stomach. Muscles push the food along the esophagus until it gets to our stomach. The stomach is made up of muscles that squeeze the food and mix it with special juices. That turns the food into liquid.

In **picture three**, the liquid moves to the intestines, where it is broken down again. The healthy parts of food that your body needs, called nutrients, are sent to other parts of your body. The unhealthy parts are pushed out of your body.

Our body needs food to provide it with energy, vitamins, and minerals. However, in order to use food, we must first break it down into substances that the various organs and cells in our body can use. This is the job of our digestive system.

SAY: Summarize the information you heard. Be sure to:

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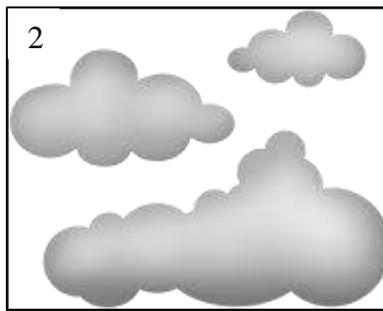
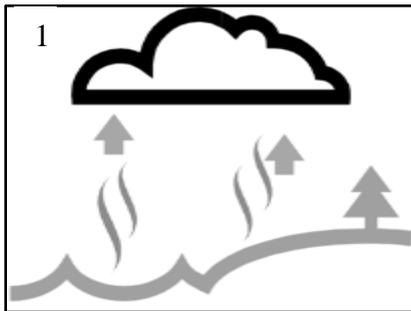
Academic Presentation Note Taking Sheet

Main Idea of Presentation	
Supporting Detail #1	
Supporting Detail #2	
Supporting Detail #3	
Other Important Information	

SPEAKING – SUMMARIZE AN ACADEMIC PRESENTATION #6

Instructions: We are going to listen to a presentation about the water cycle. As you listen, look at the pictures. You may take notes as you listen. When the presentation ends you will summarize the information you heard. You will explain the main idea, include all steps described in the presentation, and use relevant details and clear language.

- 1** Point to the first picture. Play or read the passage. Point to each subsequent picture as the passage transitions from one picture to the next.



Water is always moving. It moves between the earth and the sky. This movement is called the water cycle. Here is how it happens.

In **picture one**, evaporation occurs when the sun heats up water in the ocean, rivers, or lakes and turns it into a gas. The gas is called water vapor. The water vapor leaves the oceans, rivers, or lakes and goes into the air. Plants also lose water out of their leaves. This is known as transpiration.

In **picture two**, water vapor in the air gets cold and changes back into liquid, forming clouds. This is called condensation. You can see the same sort of thing at home. Pour a glass of cold water on a hot day and watch what happens. Water forms on the outside of the glass. Water vapor in the warm air turns back into liquid when it touches the cold glass.

In **picture three**, precipitation occurs when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the earth in the form of rain, hail, sleet, or snow. Rain falls into the oceans, rivers, and lakes. That change is called collection. What happens next? The water cycle starts over!

SAY: Summarize the information you heard. Be sure to:

- Explain the main idea,
 - Include all the steps discussed in the presentation, and
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