

Texas University Interscholastic League

**Contest Event: Extemporaneous Speaking
(Informative and Persuasive Speaking)**

The contests are designed to stimulate an active interest in current affairs at the state, national and international levels, and to teach the students to present extemporaneously in a clear and articulate manner information about a subject from the best available sources. The contests are an exercise in clear thinking and either informing or persuading the public on issues of concern to the American people.

The Texas Essential Knowledge and Skills (TEKS) are categorized by course area and grade level. The following are course area abbreviation used for the TEKS in Speaking:

English Language Arts and Reading = ELAR 1-4

Social Studies = SS, World Geography = WG, World History = WH, US History = USH, Government = G
Speech Communication = SC. Communication Applications = CA. Public Speaking = PS I-III

Each TEKS begins with the outline number for the appropriate course area.

Texas Essential Knowledge and Skills	Contest Knowledge and Skills
<p><u>Topic Analysis, Research and Evidential Support:</u></p> <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; (B) differentiate between opinions that are substantiated and unsubstantiated in the text; (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and (D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. (ELAR 1-4)</p> <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and (B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. (ELAR 1-4)</p> <p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions</p>	<p><u>Topic Analysis, Research and Evidential Support:</u></p> <p>-Conduct research and analyze issues related to general areas of political, social, economic, education and cultural events and interests.</p> <p>-Utilize news magazines such as <i>Time</i>, <i>Newsweek</i>, and <i>US News and World Report</i>; and major newspapers, such as <i>Christian Science Monitor</i>, <i>Wall Street Journal</i>, and <i>New York Times</i> to gather information for speeches.</p> <p>-Read and analyze writings of individuals with expertise related to specific issues and events; i.e., speeches, diaries, letters, journals, and editorials provide insights and information for speeches.</p> <p>-Analyze and apply information from various media including radio, television, film electronic databases, and the internet to gather information for speeches.</p> <p>-Analyze research material to identify logical claims and arguments to evaluate and develop positions for informative and persuasive speeches.</p> <p>-Analyze research materials to identify and evaluate logical proofs; i.e., statistics, instances, and expert testimony to evaluate and consider for supporting claims in informative and persuasive speeches.</p> <p>-Analyze terms, language, and rhetorical strategies for their appropriateness and effectiveness and possible use in informative and persuasive speeches.</p>

for software, warranties, consumer publications); and

(B) analyze factual, quantitative, or technical data presented in multiple graphical sources. (ELAR 1-4)

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;

(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). (ELAR 1-4)

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) modify the major research question as necessary to refocus the research plan;

(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and

(C) critique the research process at each step to implement changes as the need occurs and is identified. (ELAR 1-4)

(24)(A) & (25)(B) Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States. (SS, USH, WH)

(B). Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, and finding main idea, summarizing, making generalizations, and predictions and drawing inferences, and conclusions.

(D) Use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

(E) Evaluate the validity of sources based on language, corroboration with other sources, and information about the author. (SS, USH)

(F) Identify bias in written, oral, and visual material. (SS, USH)

(26)(A) Use a problem solving process to identify a problem, gather information, list and consider

<p>options, consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution.</p> <p>(B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (SS, USH)</p> <p>(15)(A) Identify and give examples of different points of view that influence the development of public policies and decision-making processes on the local, state, national, and international levels.</p> <p>(B) Explain how citizenship practices public policies, and decision-making may be influenced by cultural beliefs.</p> <p>(C) Compare different points of view on geographic issues. (SS, WG)</p> <p>(4)(D) research topics for speeches using a variety of primary, secondary, and electronic sources;</p> <p>(E) organize speeches using the traditional elements of speech form, including an introduction, body, and conclusion;</p> <p>(F) use logical patterns of organization such as chronological, topical, and cause/effect to develop specific topics; (SC)</p> <p>(3)(D) research topics using primary and secondary sources, including electronic technology; and</p> <p>(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion. (PS I-III)</p> <p>(4)(B) determine specific topics and purposes for presentations;</p> <p>(C) research topics using primary and secondary sources, including electronic technology; (CA)</p>	
<p><u>Plan, Prepare, and Organize:</u></p> <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;</p> <p>(C) revise drafts to improve style, word choice,</p>	<p><u>Plan, Prepare, and Organize:</u></p> <p>-Develop strategies for taking notes, compiling, and organizing information to be used for analyzing speech topics and preparing speeches.</p> <p>-Prepare a variety of informative and persuasive speech on a variety of current event topics drawn and selected in speech competitions for a 7 minute speech.</p> <p>-Analyze topic/questions drawn to use logical information and evidence to support logical claims and a position directly addressing the question drawn and selected.</p> <p>-Utilize standard speech form including effective introduction, body, and conclusion to organize</p>

<p>figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. (ELAR 1-4)</p> <p>(4)(E) organize speeches using the traditional elements of speech form, including an introduction, body, and conclusion;</p> <p>(F) use logical patterns of organization such as chronological, topical, and cause/effect to develop specific topics;</p> <p>(G) organize and develop outlines to reflect logical speech form;</p> <p>(H) use appropriate logical, ethical, and emotional proofs to support and clarify points;</p> <p>(I) choose appropriate devices for introductions and conclusions;</p> <p>(J) use appropriate rhetorical strategies such as clear transition statements, signposts, previews, and summaries for clarity; (SC)</p> <p>(4) Organization. The student organizes speeches. The student is expected to:</p> <p>(A) apply knowledge of speech form to organize and design speeches;</p> <p>(B) organize speeches effectively for specific topics and purposes, audiences, and occasions;</p> <p>(C) choose logical patterns of organization for bodies of speech;</p> <p>(D) prepare outlines reflecting logical organization; and</p> <p>(E) analyze and evaluate the organization of oral or written speech models. (PS I-III)</p> <p>(4)(J) prepare, organize, and participate in an informative or persuasive group discussion for an audience; (CA)</p>	<p>speeches logically and effectively.</p> <p>-Use an effective pattern of organization i.e., chronological, spatial, topical to organize points in an informative answer speech to the thesis statement i.e. question drawn.</p> <p>-Use an effective pattern of organization i.e., cause effect, problem solution, to organize points in a persuasive speech to support a position on the question drawn.</p> <p>-Utilize logical proofs; i.e., statistics, instances, testimony, from a variety of valid sources to support positions and claims in speeches.</p> <p>-Use appropriate amplifying devices; i.e., examples, ethical proofs, analogies, literary devices to add clarity, interest, and appropriate emotional appeals to speeches.</p>
<p><u>Apply and Use Insights From Research and Planning and Organizing Processes to Make Oral Presentations:</u></p> <p>24G. support a point of view on a social studies topic. (SS, US)</p> <p>25A. Use social studies terminology correctly. (SS, US)</p> <p>22B. Apply appropriate vocabulary, geographic models, generalizations, theories and skills to present geographic information. (SS, WG)</p> <p>22C. Use geographic terminology correctly. (SS, WC)</p> <p>17C. Express and defend a point of view on an</p>	<p><u>Apply and Use Insights From Research and Planning and Organizing Processes to Make Oral Presentations:</u></p> <p>-Select a point of view or comprehend the various points of view on a current issue.</p> <p>-Analyze and apply the appropriate information, expert testimony and terminology to develop the point(s) of view.</p> <p>-Express or defend the point(s) of view in a 7 minute speech.</p>

issue of contemporary interest in the United States. (SS, G)

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

- (A) marshals evidence in support of a clear thesis statement and related claims;
- (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;
- (C) uses graphics and illustrations to help explain concepts where appropriate;
- (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and
- (E) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials. (ELAR 1-4)

(6)(A) use appropriate techniques and strategies to overcome communication apprehension, build self-confidence, gain command of ideas and information, and revise speeches;

- (B) use language clearly and appropriately;
- (C) use nonverbal strategies appropriately;
- (D) use notes, manuscripts, rostrum, visual aids, or electronic devices appropriately; (SC)

(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:

- (A) distinguish between oral and written language styles;
- (B) write manuscripts to facilitate language choices and enhance oral style;
- (C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect;
- (D) use informal, standard, and technical language appropriately;
- (E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity; (PS I-III)

(4)(D) use effective strategies to organize and outline presentations;

- (E) use information effectively to support and clarify points in presentations;
- (F) prepare scripts or notes for presentations;
- (G) prepare and use visual or auditory aids, including technology, to enhance presentations;
- (H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;
- (I) use effective verbal and nonverbal strategies in

<p>presentations; (CA)</p>	
<p><u>Make Effective Informative and Persuasive Presentations on a variety of state, national and international topics:</u></p> <p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. (ELAR 1-4)</p> <p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making. (ELAR 1-4)</p> <p>(6) (7) Speech presentation. The student uses appropriate strategies to rehearse and present. The student is expected to:</p> <p>(A) use appropriate techniques and strategies to overcome communication apprehension, build self-confidence, gain command of ideas and information, and revise speeches;</p> <p>(B) use language clearly and appropriately;</p> <p>(C) use nonverbal strategies appropriately;</p> <p>(D) use notes, manuscripts, rostrum, visual aids, or electronic devices appropriately; and</p> <p>(E) demonstrate a lively sense of interaction with audiences. (SC, PS I-III)</p> <p>(4)(K) make individual presentations to inform, persuade, or motivate an audience; (CA)</p>	<p><u>Make Effective Informative and Persuasive Presentations on a variety of state, national and international topics:</u></p> <p>-Make clear, interesting and effective presentations of informative and persuasive speeches.</p> <p>-Use appropriate and effective language and rhetorical strategies; i.e., preview, sign posts, strong transitions, rhetorical questions, internal summaries, and summary to lend clarity and orality to speech presentations.</p> <p>-Use clear and appropriate diction; i.e., articulation, enunciation, and pronunciation.</p> <p>-Demonstrate appropriate and effective use of voice with appropriate variety in volume, rate, inflection, pitch, and pause to create a pleasant, conversational, easy-to-follow and understandable style of delivery.</p> <p>-Use posture, gesture, movement, facial expression, and eye contact appropriately and effectively to promote a lively sense of communication with the audience.</p> <p>-Demonstrate a strong command of ideas and information, poise, and confidence to promote a strong sense of communications with the audience.</p>
<p><u>Develop and Apply Listening Skills to Understand, Analyze, Evaluate, and Appreciate Speeches:</u></p> <p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen responsively to a speaker by taking</p>	<p><u>Develop and Apply Listening Skills to Understand, Analyze, Evaluate, and Appreciate Speeches:</u></p> <p>-Develop and apply effective critical listening skills as a tone for analyzing, evaluating, and critiquing speeches.</p> <p>-Develop and refine listening skills to analyze, evaluate, appreciate, and reflect upon, apply skills</p>

<p>notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p> <p>(C) evaluate the effectiveness of a speaker's main and supporting ideas. (ELAR 1-4)</p> <p>(7) Speech evaluation. The student uses appropriate strategies to analyze and evaluate speeches. The student is expected to:</p> <p>(A) analyze and evaluate oral and written speech models;</p> <p>(B) use critical listening skills to evaluate speeches; and</p> <p>(C) provide oral or written critiques of his/her own and others' speeches. (SC)</p> <p>(8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:</p> <p>(A) use critical, deliberative, and appreciative listening skills to evaluate speeches; and</p> <p>(B) critique speeches using knowledge of rhetorical principles. (PS I-III)</p> <p>(4)(M) apply critical-listening strategies to evaluate presentations; and</p> <p>(N) evaluate effectiveness of his/her own presentation. (CA)</p>	<p>and insights gained from listening experiences.</p>
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