

## AOL: Analysis Out Loud Oral Presentation Guidelines

Each week, in accordance with our reading, a student will be chosen at random to give an AOL, or Analysis Out Loud to the class based on the chapter/article/essay/poem that the class read. Before someone is chosen, all students will have 10 minutes to prepare an analysis of the article for the class, writing a brief outline for themselves that will then be turned into me. They will then have the opportunity to present what they found to the class, while their peers watch, and take notes on not only what they speak about, but also the way in which the material is delivered.

### Guidelines

- needs to be *at least* 5 minutes
- should reference 3 quotes while they discuss and analyze the passage
- an outline will be made during the preparation period, in which the student explains the organization and structure of the items that they will discuss

### Preparing for an AOL

Asking and answering the following questions while you read is a good way to prepare for the AOL:

- What is the author's argument as they are writing?
- Does the author speak in the first person, or is he speaking through another voice? Does he believe in the speaker's argument?
- What is the theme of the work? How do I know?
- What are some prominent literary techniques in the passage? How do they contribute to the author's intention and overall message? Why did she/he use them?
- What is the genre of the work? Why is this important?
- How does the author use genre to support their argument?
- What is the author's purpose and/or occasion for writing?
- What parts do not seem to fit with the rest of the work? Is this done for a specific reason?

### Rubric

**Delivery:** Student appears confident in her delivery, and knowledgeable about the topic that she is discussing. She makes her points and speaks clearly and loud enough for everyone to hear. She uses formal language while discussing the passage, and avoids slang, and continuous use of words such as "like," and "umm."

**Organization:** student has a clear structure to the delivery of her presentation, even introducing that structure when she begins to speak for the audience. Her main points are presented and expanded upon, and she

**Critical thinking:** student performs an analysis of the passage that goes deeper than surface level, and shows that she is thinking independently about the passage, and interpreting it based on aspects of genre, theme, or purpose.