

Discipline: Reading, Writing, Speaking, and Listening

Standard Category: Speaking and Listening

Lesson Focus: Oral story retelling

PA Standard(s):	Related TESOL Standard(s):
1.6.8C: Speak using skills appropriate to formal speech situations.	Goal 2: To use English to achieve academically in all content areas. Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none">• Draw the story’s action in sequence.	Students will be able to: <ul style="list-style-type: none">• Write the story’s action sequence with teacher guidance and helpful graphic organizer• Student then “rehearses” with a partner for story retell.	Students will be able to: <ul style="list-style-type: none">• Work independently to fill in the story review graphic organizer.• Student, independently or with teacher guidance, writes out story summary and orally retells story.

Materials:

1. A favorite storybook that has been read and understood
2. Story Review Organizer—multiple copies for rewriting draft versions
3. Index cards for summarizing key points of story plot for demonstration in story retell

Procedures:

1. Student recall the story’s main points and summarize its plot by filling out the “Story Review Organizer”.
2. Student rewrites story’s important points onto index cards for demonstrating an oral retell .
3. Students rehearse oral story retell for demonstration to the class

Assessment:

Beginning

Language learners may rearrange pictures of the story’s action sequences, using as much English as they are able.

Suggested

Level:

Middle

Lesson Focus:

Oral story retell

Teaching

Strategies:

Whole group instruction

Teacher guided along with peer work

Modeling and practice

Assessment

Strategies:

Audio visual tape recording of oral presentations

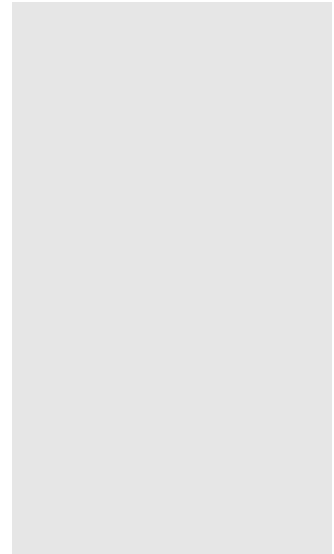
Rubric assessing oral presentations

Intermediate

Language learners may rehearse and practice, telling a story out loud in the correct order. With teacher's help student can fill out a sample story review organizer. Teacher-created rubric that will assess a student's rehearsed and final polished piece that can also be recorded.

Notes:

1. The Story Review Form is very helpful for **all** students to focus.
2. Several drafts will be necessary in order to produce the best-written piece.
3. Keep in mind that many students consider oral presentations in front of their peers daunting at best.



Story Retelling - Level III

Intermediate Level Activity

Story Review

Directions to Student: Retell the story you just read by answering the questions below.

QUESTIONS	ANSWER
Who is the story about?	<hr/> <hr/> <hr/> <hr/> <hr/>
What does/do the character(s) want?	<hr/> <hr/> <hr/> <hr/> <hr/>
What does the character try to do?	<hr/> <hr/> <hr/> <hr/> <hr/>
What is the problem?	<hr/> <hr/> <hr/> <hr/> <hr/>
How is the problem solved?	<hr/> <hr/> <hr/> <hr/> <hr/>

Oral Retelling Rubric

Name: _____

Date: _____

Retelling Qualities	Exceptional 4	Admirable 3	Acceptable 2	Developing 1
Content	<p>An abundance of material clearly related to the storyline Story elements are given in detail</p> <p>Points are clearly made and retelling is comprehensive and evidence of student's understanding of the story</p>	<p>Sufficient information that relates to the storyline Story elements are evident</p> <p>Many good points are made, a few missing important details, Shows a good understanding of the story</p>	<p>Evidence of some of the story's information</p> <p>Some story elements are missing</p> <p>Some information needs clear connection to the story Partial understanding is evident</p>	<p>Information is sketchy</p> <p>More elements need included</p> <p>Relevant points need to be made</p> <p>Understanding of the story needs to be more evident</p>
Coherence and Organization	<p>Retelling is succinct and well organized</p> <p>Transition throughout the delivery is clearly smooth and flows naturally</p> <p>Conclusions is strong and meaningful</p>	<p>Most of the information follows a logical sequence</p> <p>Transitions are good.</p> <p>Well organized</p> <p>Conclusion is evident</p>	<p>Concept and ideas are loosely connected;</p> <p>Transitions could be more clear;</p> <p>Flow and organization are choppy Ending is so, so</p>	<p>Presentation is choppy and disjointed</p> <p>Needs to flow</p> <p>Logical order is missing</p> <p>Needs an ending</p>

Creativity	Very original presentation of material; uses the unexpected to full advantage captures	Some originality apparent; good variety	More variation needed to build interest	Very straight forward and basic
Speaking Skills	Poised, clear articulation Proper volume; Steady rate Good posture and eye contact enthusiasm; confidence	Clear articulation but not as polished Steady pace and good expression Varied eye contact	More deliberate speech needed Pay attention to pace Needs more expression Eye contact was minimal	Difficult to hear or too loud too loud; no Monotone Too fast or too slow; Monotone Needs to make eye contact
Engagement of audience	Audience completely engaged	Audience is connected	Audience showed some interest	Audience needs to be captured
Length of Presentation	Within two minutes +/- of allotted time	Within four minutes +/- of allotted time	Within six minutes +/- of allotted time	Too long or too short Needs to address time

Scores for Retelling	Exceptional 4	Admirable 3	Acceptable 2	Developing 1	Totals
Content					
Coherence & Org					
Creativity					
Speaking Skills					
Audience					
Length					

Comments: