Guiding Questions

What is the purpose of this component of the lesson?

What materials do I need?

What do I need to read and prepare before I teach?

What am I doing during this part of the lesson?

What is the appropriate pacing?

How should I expect students to participate?
Oral Language and Listening Comprehension

Units 1-10: Listening Comprehension

Units 11-21: Transitional Comprehension and Metacognitive Skills
Oral Language and Listening Comprehension

Day 1 - Naming
Day 2 - Describing
Day 3 - Listening and Questioning
Day 4 - Listening and Modeling a Retell
Day 5 - Retelling with a Partner
OLLCC
Other Activities

Listing
Writing
Editing
Summarizing the Passage
Using Question Cards
Summarizing the Passage
Using a Card Pyramid
OLLC
5W Question Cards

Who?  
Who is the story about?

What?  
What happened and what is the most important event?

When?  
When did the story take place (time of day, year, season...)?

Where?  
Where did the story take place?

Why?  
Why did the most important event happen?
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The story was about (WHO). It took place (WHEN) and (WHERE). (WHAT) because (WHY).
OLLC

Naming Benchmarks

2nd grade - 14 items/minute
3rd grade - 15 items/minute
4th grade - 18 items/minute
5th grade - 22 items/minute
6th grade - 25 items/minute
OLLCC
Describing Hierarchy

NAME

CATEGORY

FUNCTION

ATTRIBUTES
1. COLOR, SIZE, SHAPE, FEEL.
2. MAKE A COMPARISON.
3. MAKE A SIMILE.
4. MAKE A METAPHOR.
OLLC
Sentence Frames for Describing

1. The name of the object is _____.

2. A _____ belongs in the category of _____.

3. The purpose of a _____ is to _____.

4. The color, shape, and size are _____, _____, and _____.

5. A ___ is _____ than a _____.

6. A _____ is as _____ as a _____.
OLLC
Retelling

1. Uses complete sentences
2. Captures salient ideas of each event
3. Sequences events
4. Incorporates vocabulary
5. Retells with prosody
# Retelling Rubric

## RETELLING RUBRIC

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<tr>
<th>Objective</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Mastery 3</th>
<th>Exemplary 4</th>
<th>Score</th>
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<tr>
<td>Uses complete sentences in retelling the passage</td>
<td>Uses incomplete sentences</td>
<td>Uses complete and incomplete sentences – not all sentences are cogent</td>
<td>Uses complete sentences with simple structure</td>
<td>Uses complete sentences with varied structures</td>
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<tr>
<td>Captures the salient idea of each event</td>
<td>Does not recall all salient ideas or inaccurately expresses two or more ideas</td>
<td>Expresses one salient idea incompletely or inaccurately</td>
<td>Accurately captures the salient idea of each event but is overly verbose or not specific enough</td>
<td>Accurately and succinctly captures the salient idea of each event</td>
<td></td>
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<tr>
<td>Sequences events cohesively</td>
<td>Does not include all events or does not state all events in correct order</td>
<td>States events in order but without any transitions</td>
<td>Sequences events using traditional transition words (e.g., first, then, next, finally)</td>
<td>Sequences events using adverbs (e.g., then, next, therefore, that's why) and conjunctions (e.g., so, if, because)</td>
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<tr>
<td>Incorporates vocabulary from the passage</td>
<td>Does not incorporate any vocabulary words from the passage</td>
<td>Incorporates vocabulary words exactly as used in the passage</td>
<td>Uses appropriate synonyms for vocabulary words from the passage</td>
<td>Uses vocabulary words from the passage in novel ways</td>
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<tr>
<td>Retells the passage with prosody</td>
<td>Does not complete the retelling of the passage and may say “I can’t remember” or “I forget”</td>
<td>Restates, pauses, or self-corrects while retelling the passage and may overuse “um”</td>
<td>Retells the passage haltingly but persistently</td>
<td>Retells the passage with ease, confidence, and expression</td>
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</table>
1. Naming
2. Describing (a sun, a rain cloud, a raindrop, and a snowflake)
3. Listening to a Passage (teacher will read “Clouds”)
4. Card Pyramid (9 cards per student)
5. Summarizing the Passage (oral summary with a partner using the card pyramid)
6. Writing (written summary using the card pyramid)
7. Editing (the written summary)