

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

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Other Activities

Listing

Writing

Editing

Summarizing the Passage

Using Question Cards

Summarizing the Passage

Using a Card Pyramid

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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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5W Chart

Who?	What?	When?	Where?	Why?

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Three Sentence Summary

The story was about
(WHO). It took place
(WHEN) and (WHERE).
(WHAT) because (WHY).

OLLC Card Pyramid

Main
Idea 1

Supporting
Idea 2

Supporting
Idea 4

Supporting
Idea 6

Details
3

Details
5

Details
7

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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

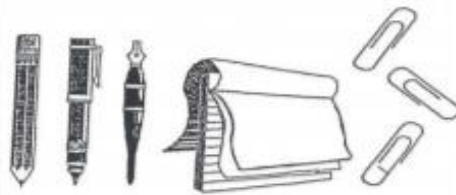
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Describing Hierarchy

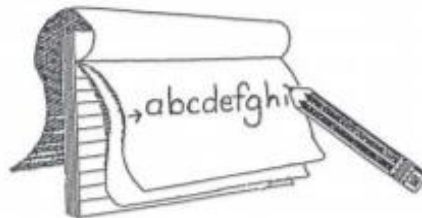
NAME



CATEGORY



FUNCTION



ATTRIBUTES

1. COLOR, SIZE, SHAPE, FEEL.
2. MAKE A COMPARISON.
3. MAKE A SIMILE.
4. MAKE A METAPHOR.

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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 _____.

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Retelling

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

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Retelling Rubric

RETELLING RUBRIC

Name _____

Date _____

Objective	Beginning 1	Developing 2	Mastery 3	Exemplary 4	Score
<i>Uses complete sentences in retelling the passage</i>	Uses incomplete sentences	Uses complete and incomplete sentences – not all sentences are cogent	Uses complete sentences with simple structure	Uses complete sentences with varied structures	_____
<i>Captures the salient idea of each event</i>	Does not recall all salient ideas or inaccurately expresses two or more ideas	Expresses one salient idea incompletely or inaccurately	Accurately captures the salient idea of each event but is overly verbose or not specific enough	Accurately and succinctly captures the salient idea of each event	_____
<i>Sequences events cohesively</i>	Does not include all events or does not state all events in correct order	States events in order but without any transitions	Sequences events using traditional transition words (e.g., <i>first, then, next, finally</i>)	Sequences events using adverbs (e.g., <i>then, next, therefore, that's why</i>) and conjunctions (e.g., <i>so, if, because</i>)	_____
<i>Incorporates vocabulary from the passage</i>	Does not incorporate any vocabulary words from the passage	Incorporates vocabulary words exactly as used in the passage	Uses appropriate synonyms for vocabulary words from the passage	Uses vocabulary words from the passage in novel ways	_____
<i>Retells the passage with prosody</i>	Does not complete the retelling of the passage and may say "I can't remember" or "I forget"	Restates, pauses, or self-corrects while retelling the passage and may overuse "um"	Retells the passage haltingly but persistently	Retells the passage with ease, confidence, and expression	_____



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Sample Unit Plan

Unit 16- Weather, p. 50-52

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)