

# ELD Intervention

## Speaking Task Type

### Retell a Narrative

### Grade 3





## LOCAL DISTRICT SOUTH ELD Intervention

### GRADE 3

#### SPEAKING – RETELL A NARRATIVE

**TASK TYPE OVERVIEW:**

In this task type, the student listens to a story that follows a series of pictures. The student then uses the pictures to retell the story.

**ELD STANDARDS:**

- PI.C.9 – Express information and ideas in formal oral presentations on academic topics.
- PI.B.5 – Listen actively to spoken English in a range of social and academic contexts.
- PI.C.12 – Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.
- PII.A.1 – Understand text structure and organization based on purpose, text type, and discipline.
- PII.A.2 – Understand cohesion and how language resources across a text contribute to the way a text unfolds and flows.
- PII.B.3 – Use verbs and verb phrases to create precision and clarity in different text types.
- PII.B.4 – Use nouns and noun phrases to expand ideas and provide more detail.
- PII.B.5 – Modify to add details to provide more information and create precision.
- PII.C.6 – Connect ideas within sentences by combining clauses.

**RUBRICS:**

| Score    | Descriptors  |
|----------|--|
| <b>4</b> | <ul style="list-style-type: none"> <li>Response provides a clear and detailed retelling of the narrative as supported by the pictures.</li> <li>Ideas are cohesive and connected.</li> <li>Grammar and word choice are varied and effective; errors do not impede meaning.</li> <li>Pronunciation and intonation do not impede meaning.</li> <li>Speech is usually smooth and sustained.</li> </ul>                            |
| <b>3</b> | <ul style="list-style-type: none"> <li>Response retells the narrative as supported by the pictures with basic detail.</li> <li>Ideas are usually cohesive and connected.</li> <li>Grammar and word choice are adequate; errors occasionally impede meaning.</li> <li>Pronunciation and/or intonation occasionally impede meaning.</li> <li>Speech is fairly sustained, though some choppiness or halting may occur.</li> </ul> |
| <b>2</b> | <ul style="list-style-type: none"> <li>Response retells the narrative as supported by the pictures, and may be incomplete and lack clarity.</li> <li>Ideas are sometimes cohesive and connected.</li> <li>Grammar and word choice are simple and repetitive; errors often impede meaning.</li> <li>Pronunciation and/or intonation often impede meaning.</li> <li>Speech may be slow, choppy, or halting.</li> </ul>           |
| <b>1</b> | <ul style="list-style-type: none"> <li>Response attempts to retell the narrative but conveys little relevant information.</li> <li>Ideas are rarely cohesive and connected.</li> <li>Grammar and word choice are limited and impede meaning.</li> <li>Pronunciation and/or intonation often impede meaning.</li> <li>Speech may consist of isolated word(s) or phrase(s).</li> </ul>   |



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#### TEACHING TIPS:

- Practice retelling/summarizing/paraphrasing daily.
- Teach students to add details and address all four picture prompts.
- Engage students in dialogue about the 4-picture prompt and chart language generated.
- Review the rubric with students *prior* to the activity to ensure students know what is expected in order to receive a Score of 4, 3, 2, 1, or 0.
- Monitor students' oral output and provide actionable feedback
- Provide sentence frames to support oral responses.
- Provide students with model and non-model exemplars for each score on the rubric.
- Students can work in pairs and/or small groups to take turns retelling the narrative and give each other feedback.



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# **Retell a Narrative Grade 3**

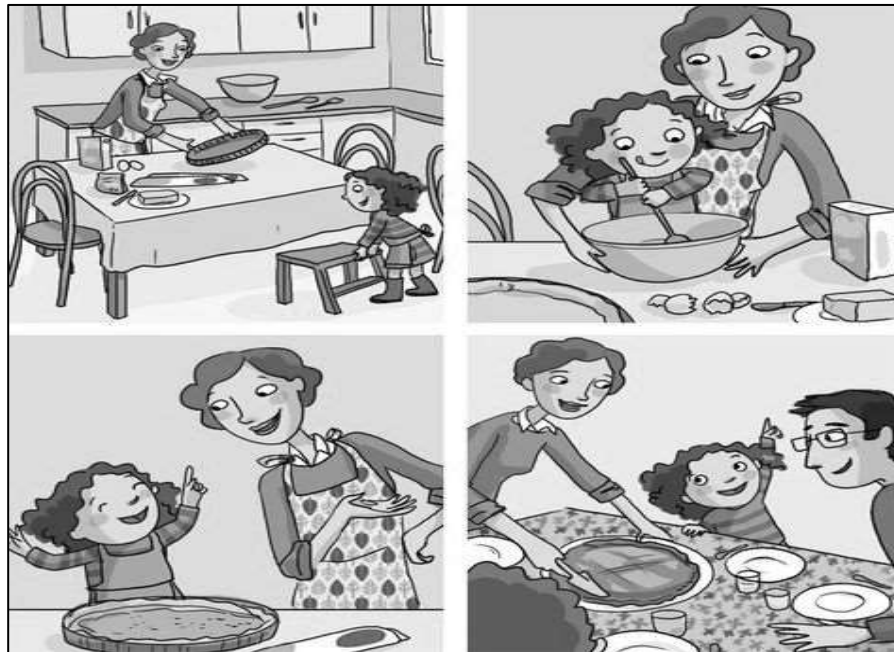
## **Teacher Pages**

**SPEAKING – RETELL A NARRATIVE #1**

**Instructions:** Look at the pictures. I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

**1** Point to the first picture.

**SAY:** Kimberly wanted to help her mother make a pie for the family. They went to kitchen to set out all the ingredients they will need on the table.



Point to the second picture.

**SAY:** Kimberly mixed the eggs, flour, butter, and sugar in a bowl with help from her mother.

Point to the third picture.

**SAY:** After it finished baking, mom set the pie on the table to cool. Kimberly was proud of the pie she helped to make.

Point to the fourth picture.

**SAY:** Kimberly and her family sat down at the dinner table to enjoy the pie.

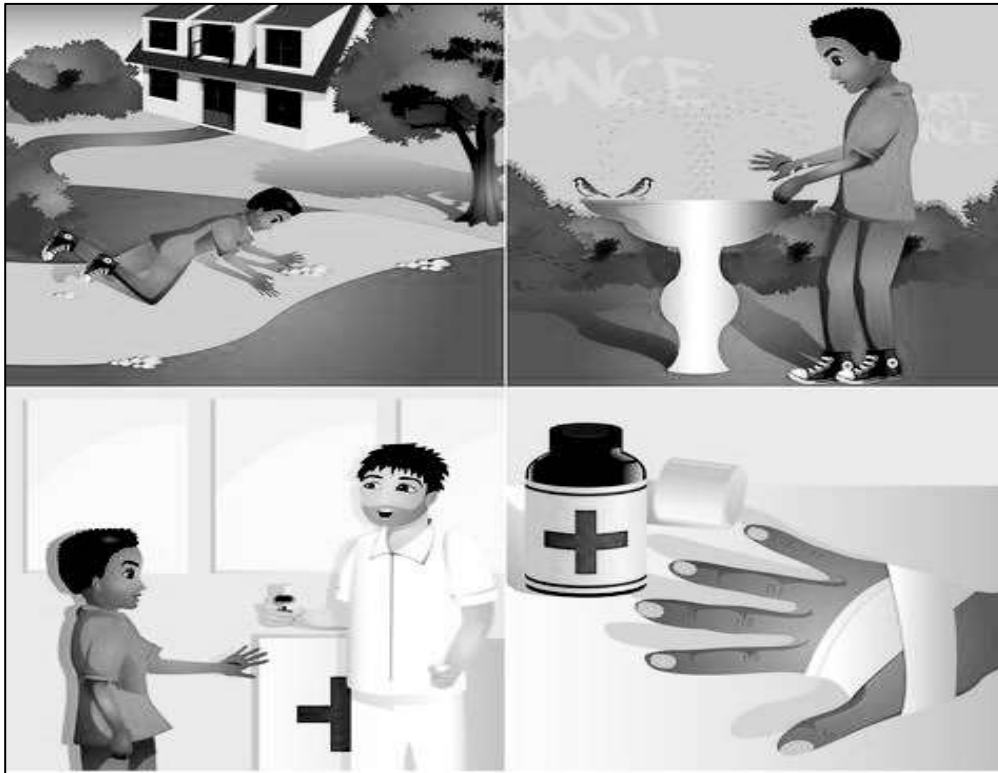
**SAY:** Now use all the pictures to tell the story back to me.

**SPEAKING – RETELL A NARRATIVE #2**

**SAY:** Look at the pictures. I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

**1** Point to the first picture.

**SAY:** Marcus was walking home from the park after playing soccer with his friends. As he was exiting the park, Marcus tripped and fell to the ground. He suffered a bad scrape to his hand.



Point to the second picture.

**SAY:** His hand would not stop bleeding so Marcus tried to wash it off in a nearby fountain.

Point to the third picture.

**SAY:** When he got home, he showed his mother the wound. She was very worried and decided to take Marcus to see the doctor for an examination.

Point to the fourth picture.

**SAY:** The doctor cleaned the wound, applied some medicine, and wrapped a bandage around Marcus's hand.

**SAY:** Now use all the pictures to tell the story back to me.

**SPEAKING – RETELL A NARRATIVE #3**

**Instructions:** Look at the pictures. I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

**1** Point to the first picture.

**SAY:** Emily was so excited about her upcoming birthday party that she was unable to fall asleep. Her mother walked into Emily’s bedroom to say goodnight but found her jumping up and down on the bed.



Point to the second picture.

**SAY:** Emily’s mother explained that she must get some sleep to be prepared for her big birthday party the next day. She offered to read Emily her favorite story if she promised to get in bed.

Point to the third picture.

**SAY:** As her mother read, Emily imagined tall buildings and superheroes. Oh, how she loved this story!

Point to the fourth picture.

**SAY:** Within a short time, Emily fell fast asleep. Her mother kissed her goodnight as she slept.

**SAY:** Now use all the pictures to tell the story back to me.

**SPEAKING – RETELL A NARRATIVE #4**

**Instructions:** Look at the pictures. I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

**1** Point to the first picture.

**SAY:** Freddy and his family went to the park for a picnic. It was a hot, sunny day. The family found a tall, shady tree and set up their picnic lunch.



Point to the second picture.

**SAY:** After the picnic was set up, the father offered Freddy and his sister some food. They each ate a sandwich and some fruit.

Point to the third picture.

**SAY:** After they ate their sandwiches, the father served the two kids some cake while their mom was relaxing on the blanket.

Point to the fourth picture.

**SAY:** As soon as they were done eating, Freddy and sister went to play tag while the father was finally able to relax with his wife.

**SAY:** Now use all the pictures to tell the story back to me.



**SPEAKING – RETELL A NARRATIVE #5**

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**Instructions:** Look at the pictures. I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

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**1** Point to the first picture.

**SAY:** Jenny and her family went to the zoo. They arrived at the zoo early. This was Jenny's first trip to the zoo. She, and her brother, Chris, were so excited.



Point to the second picture.

**SAY:** The father took Jenny and Chris to see the baboon exhibit near the entrance. The baboons were sitting in the tree.

Point to the third picture.

**SAY:** Chris and Jenny enjoyed watching the baboons doing tricks and hanging from the tree.

Point to the fourth picture.

**SAY:** Jenny and her mom moved on to the exhibit. Jenny was amazed; she had never seen a real tortoise before.

**SAY:** Now use all the pictures to tell the story back to me.

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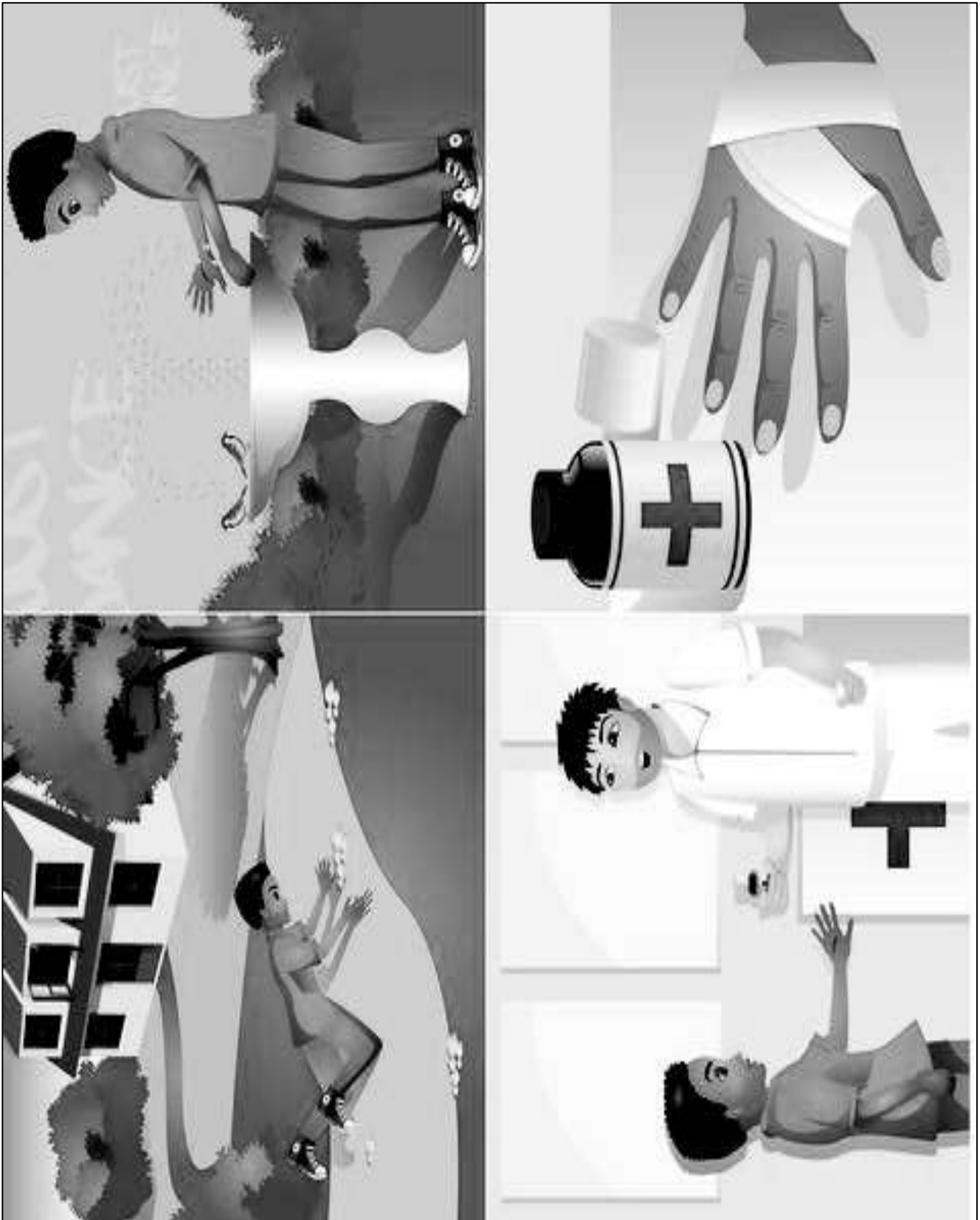
## **Student Pages**

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