

Make Your Recount Heard

Practice volume, pace, and expression.

4.C.2.A.ii "Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes: Speaking audibly with appropriate pacing, prosody, and voice level."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark each bracketed cue V for voice level, P for pace or pause, or E for expression. A cue may need two letters. Then read the recount aloud to a partner, using the cues without saying them.

A Welcome Display

[Use an audible, comfortable voice.] On Friday, our group made a welcome display for new students. First, we chose three pictures of places in our school. I wrote labels while Noor arranged the pictures on a large sheet of paper.

[Pause here.] Next, we checked whether a visitor could read the labels from a few steps away. One label was too small. We replaced it with larger writing and placed it beside the right picture.

[Slow down and sound pleased.] Finally, we showed our display to another group. They could read every label. [Use a thoughtful tone.] I learned that checking our work with a listener helped us improve it.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How should the opening voice cue help a listener? Must the speaker shout?

2 Which two labels fit "Slow down and sound pleased"? Explain each.

3 Your partner heard every word but could not follow the three events. What speaking change could you try?

3 YOUR TURN _____ Your own words

Prepare a short recount about helping someone or working with a group. Include a beginning, three events in order and an ending. Add cues for voice level, pacing and expression. Perform it for a listener; notes alone do not complete the task.

Prepare your recount

Write your recount and bracketed cues below. Place each cue before the words it guides; a pause cue means pause at that point. Choose expression that matches the meaning.

Speak, get feedback, speak again

Deliver your recount aloud without saying the cues. Your partner checks: Could I hear every word? Could I follow the events? Did the expression fit the meaning? Record one specific change below. Deliver the recount again using that change, then switch roles.

PART 1 • READ AND MARK

Mark each bracketed cue V for voice level, P for pace or pause, or E for expression. A cue may need two letters. Then read the recount aloud to a partner, using the cues without saying them. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How should the opening voice cue help a listener? Must the speaker shout?	The listener should hear every word comfortably. Audible does not mean shouting; the speaker adjusts volume for the room and listener.
2	Which two labels fit "Slow down and sound pleased"? Explain each.	P and E: slow down changes pace; sounding pleased changes expression. Both labels apply to the same cue.
3	Your partner heard every word but could not follow the three events. What speaking change could you try?	Slow the pace and pause between first, next and finally so the listener can follow the events. Accept another sensible change that preserves audible speech.

PART 3 • YOUR TURN (SAMPLE ANSWER)

[Audible, comfortable voice.] On Monday, I helped sort our class books. First, I carried a small pile to the table. Next, I matched each book to its labeled basket. [Pause.] I found a book in the wrong pile and moved it. [Slow down and sound pleased.] Finally, our group checked the baskets together. I felt proud that we had helped readers find the books. Possible listener feedback: "I heard the words, but pause longer before finally." The speaker then repeats with that change; actual feedback depends on the delivery.

TEACHER ASSESSMENT NOTES

Marking key: audible/comfortable voice = V; pause here = P; slow down and sound pleased = P and E; thoughtful tone = E. Accept equivalent labels and explain overlaps. The welcome-display recount is fictional. Grade the actual performance for audibility, an understandable pace with useful pauses, and prosody/expression suited to meaning. A loud monotone or a well-marked written draft alone does not meet the goal. Each student needs a first delivery, specific listener feedback and a second delivery demonstrating a change. Accept different coherent recounts and cues; do not require a fixed sentence count.