

# Oral Interpretation/Dramatic Reading

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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The Oral Interpretation/Dramatic Reading Unit will introduce students to the basics in vocal production. Students will be introduced to the biology of speech and how it assists vocal production. Students will discover elements of their voice and how to improve upon their vocal production. Students will learn the skill of manuscripting and apply this to a poem for the purposes of a dramatic reading. The elements of volume, rate and pitch will be practiced to successfully present an oral interpretation of the poem.

## Transfer

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Students will be able to use their skills to interpret a work of literature.

Students will be able to predict skills needed to give a successful dramatic reading.

Students will appreciate their own vocal production.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand the importance of vocal production as a part of the communication process.

Students will apply their understanding of vocal production to a dramatic reading of a poem.

Students will practice manuscripting as a visual representation of volume, rate and pitch.

### **Essential Questions**

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How do different types of literature affect the oral interpretation?

Why is vocal emphasis critical in an oral interpretation?

Of which verbal and non-verbal strategies should I be aware?

Can I present orally using verbal and non-verbal techniques I learned?

Can I memorize a poem and perform it with feeling, using clear articulation, correct pauses, volume and inflection?

Can I determine the tone of the poem?

How are the processes of articulation and voice production used for effective speech delivery?

### **Application of Knowledge and Skill**

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#### **Students will know...**

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- \* the selection process of literature appropriate for the presenter and audience
- \* the biology of speech
- \* the elements of vocal production: volume, rate, pitch/inflection
- \* the connection between manuscripting and vocal production

#### **Students will be skilled at...**

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- \* Transcribing a manuscript for a dramatic reading
- \* Determining the central theme of a literary work.
- \* Present orally using verbal techniques: volume, rate, pitch, inflection
- \* Refine speaking voice for presentations.

## Academic Vocabulary

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- \* respiration
- \* diaphragm
- \* fixed resonators
- \* movable resonators
- \* volume
- \* rate
- \* pitch
- \* pause
- \* framing
- \* manuscripting
- \* inflection
- \* vocal production

## Learning Goal

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Students will apply vocal production knowledge to a dramatic reading.

LA.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly

	fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

## Target 1-- Level 1 Retrieval

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1. Label the anatomy involved in speech.
2. Determine individual nuances of vocal production.
3. State the differences between volume, rate and pitch.

## Target 2-- Level 2 Comprehension

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1. Create a model of vocal production
2. Describe the effects of proper vocal production
3. Describe the relationship between a literary work and its oral interpretation

### **Target 3-- Analysis**

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1. Draw inferences from a literary works theme and tone
  2. Critique a literary works tone for the purpose of vocal production

### **Target 4-- Knowledge Utilization**

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1. Adapt a literary work to a dramatic reading
  2. Test manuscript of literary work in front of audience

### **Summative Assessment**

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1. Manuscript of literary work/poem
2. Presentation of Dramatic Reading
3. Teacher observation/evaluation of Dramatic Reading

## **Formative Assessment and Performance Opportunities**

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1. In-class vocal production practice: articulation drills, choral readings of tongue twisters, breath control practice
2. Group analysis of Voice Qualities
3. Manuscripting of Poem
4. Teacher observation.
5. Paired practice of dramatic reading
6. Journal: self-reflection; evaluation of presenters; teacher comments

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

### **Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

## **Unit Resources**

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*Public Speaking Today*

Discovery Streaming Video " The Human Voice" Part 2

Articulation and Phonation Diagrams

Speech Accent Archive <http://accent.gmu.edu/>