

# ORAL READING

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**Goodnight MS SMCISD**

# What is Oral Reading?

The rules clearly state, as does the title of the contest, that students are to READ their selection in poetry or prose out loud with voice inflection.

Contestants should read their selections from a manuscript, and should hold that manuscript throughout their performance.

It is recommended that the script be held in a small notebook.

- ❖ No props or costumes should ever be used in any contest. It's strictly forbidden.
- ❖ If an introduction is used in oral reading, the introduction is counted as part of the time allowed for the presentation.
- ❖ Maximum time for each presentation is six minutes; there is no minimum time limit.
- ❖ The selection format is **POETRY for 6<sup>th</sup> grade** and **PROSE for 7<sup>th</sup> and 8<sup>th</sup>** according to the UIL Constitution and Contest Rules for 2016-2017 .

# What is the Difference Between Prose and Poetry?

## Prose

Fables

Yarns

Tales

Science fiction

Fantasy

Mysteries

Fiction /non fiction

## Poetry

published works

- ❖ In speaking contests, participants from the same team will be divided among the contests flights to the extent as possible to avoid members of the same school competing against each other.
  
- ❖ However, if teams are not full, a contestant may compete against their own school.

# Oral Reading and Spanish Oral Reading

**6<sup>th</sup> Grade is POETRY 2016/2017**

**7<sup>th</sup> and 8<sup>th</sup> PROSE 2016/2017**

The oral reading contest will be judged on voice inflection, eye contact, and facial expression. The use of hand movement is allowed but students must remain stationary while reading. These guidelines are to be given to the judges.

# NOTE TO JUDGES

Fellow Teachers,

Thank you so much for volunteering to judge our UIL District Meet at Miller this Saturday, December 12<sup>th</sup>.

We are excited and looking forward to a successful meet and it would not be possible if it were not for people like you who are willing to give their time to be our judges. We will be providing breakfast and lunch for you for your convenience and enjoyment. Our meet consist three schools, Goodnight, Lockhart, and Miller with grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> and three contestants to a team.

**Oral Reading and Spanish Oral Reading will take place at 8:30.** Our students will be in a holding room prior to competing. **We ask that you arrive at 8:00** so you may be briefed as to UIL judging criteria. If teams are full, there will be a total of nine contestants for each grade level. You will be judging one grade level.

**Impromptu Speaking will take place at 9:30.** Students will also be held in a holding room prior to competing. **We ask that you arrive at 9:00** so you may be briefed as to the UIL judging criteria.

**Art judging is to begin at 8:45.** Art teachers will set up Art pieces from 7:30 to 8:30 am. **Please plan to arrive by 8:15.** Judging will take place from 8:45 – 10:15. Viewing of the ART works by contestants, coaches, and parents will take place from 10:30 to 12:30. Art is divided into three categories and we will have one judge for each category. Each judge will judge nine pieces of art for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades for a total of 27 pieces of art in your category.

# Judges

- Selecting Judges
- Briefing Judges

**Be sure you have provided folders to  
INFORM your judges.**

**Include the following forms**



# UIL Oral Reading/ Spanish Oral Reading

## Speaking Event

This is an individual competition.

Each school may enter as many as three contestants per grade level.

Oral Reading for 2016-17 year is Poetry for 6 grade and Prose for 7 and 8 grade levels

Presentation time has a **maximum of six minutes**.... No minimum time limit.

Contestants who go over the allotted six minutes shall be penalized one rank. If a judges rank a student second place and the time keeper called time, that student shall be penalized and be assigned third place and the contestant who as ranked third will be given second place.

Timekeeper will be provided by the door keeper.

Selections shall be published although the author may be unknown or anonymous.

Same selection may be read in all rounds.

There are no ties in the preliminary rounds.

An introduction is not required but is permitted. Introductions are included within the time limit of six minutes.

# Style and Delivery of Message:

Contestants may **not** use costumes or props in the contest. Spontaneous changes in posture, gestures, and place to place moment is allowed. Active use of the body should be appropriate to the demands of the selection. Hand gestures, eye contact and voice inflection should add to the reading, not distract from it.

Names of contestants or names of schools should not be revealed to the judges or inquired by a judge.

Ranking of contestants should be 1-9 being 1 the highest scoring performer and 9 the lowest performing contestant – or however many contestants are in each heat. Example: if there are six contestants in a heat, rank the highest scoring performer a 1 and the lowest performing contestant a 6. No ties.

Do not confer with other judges before ranking students.

# **Oral Reading Events Criteria for judges:**

A)Text: Did the performer understand and recreate the speaker, narrator or the scene in the selection?

B)Performer: Was performer in control of the mood of the selection?

C)Audience: Introductions are optional, if presented, did performer prepare you to listen to the selection? Was reading memorable to you? Was message clear ?

D)Performance: Was climax of the selection evident? Did the performer use pacing, pauses, and were voice inflection of characters distinctly portrayed vocally, physically, emotionally, and intellectually? Did performance capture and communicate essence of the literary work? Was it effective?

# **UIL Modern Oratory**

This is an individual competition.

Each school may enter as many as three contestants per grade level.

In Modern Oratory, the contestant will select one of the topics, determine the critical issue in the topic, and acknowledge both pro and con points citing support discovered in their research. Students will choose a side to defend and support that side with additional evidence in a three to six minute speech without the use of notes.

Delivery may include an introduction, statement of the question, development of both pro and con points, statement of the position, defense of that position and a conclusion.

Contestants may not use costumes or props in the contest.

## **Modern Oratory**

Time allotted: Maximum time limit for each speech is six minutes. Each speech should be at least three minutes long.

Students who exceed the allotted six minutes shall be penalized one rank. For example: if the judges rank a contestant second who has gone overtime, that student shall be assigned third place and the student who was ranked third will advance to second place.

Names of contestants or names of schools should not be revealed to the judges or inquired by a judge.

Ranking of contestants should be 1-9 being 1 the highest scoring performer and 9 the lowest performing contestant – or however many contestants are in each heat. Example: if there are six contestants in a heat, rank the highest scoring performer a 1 and the lowest performing contestant a 6. No ties.

Do not confer with other judges before ranking students.

# Modern Oratory

## Criteria for judges:

- A) Delivery: Did the speaker demonstrate effective communication; did the reader hold the interest of the audience?
- B) Content: did the student analyze the topic, giving both sides of the issue?
- C) Organization of ideas: Did the student have an appropriate introduction? Did they define the problem and show both sides of the issue. Did they reach and support a conclusion?
- D) Overall effectiveness

# UIL Impromptu Speaking

This is an individual competition.

Each school may enter as many as three contestants per grade level.

Impromptu speaking provides opportunities for students to explore the use of the voice and body in speaking situation, to examine the different purposes for speaking, to organize ideas, to prepare and deliver various speeches and to develop self-confidence.

Contestants will draw three topics, select one topic and return the other two into the bag. They have three minutes to prepare a speech, which shall be presented without any notes. This contest gives contestants experience in thinking, organizing, formulation clear thoughts, and effectively delivering those thoughts to an audience. Blank paper may be used to organize ideas during preparation; however, notes may not be used during the speech.

# UIL Impromptu Speaking

Contestants may not use costumes or props in the contest.

Time allotted: Maximum time limit for each speech is five minutes. There is no minimum time limit.

Timekeeper will be provided by the door keeper.

Students who exceed the allotted five minutes shall be penalized one rank. For example: if the judges rank a contestant second who as gone overtime, that student shall be assigned third place and the student who was ranked third will advance to second place.

Names of contestants or names of schools should not be revealed to the judges or inquired by a judge.

Ranking of contestants should be 1-9 being 1 the highest scoring performer and 9 the lowest performing contestant – or however many contestants are in each heat.

Example: if there are six contestants in a heat, rank the highest scoring performer a 1 and the lowest performing contestant a 6. No ties.

Do not confer with other judges before ranking students.



# Impromptu Speaking

## Criteria for judges:

A) effectiveness of delivery;

B) organization of ideas; and

C) overall impression of the  
speech

# Oral Reading and Spanish Oral Reading

## Holding Room

Oral Reading- Students enter room and draw for speaking places (1-9, if only 6 then 1-6).

Record contestants into Contest Roster Sheet.

Send contestant # 1 to judging room to read for judges.

When reader one returns, wait 3-4 minutes; then send contestant two to Oral Reading Room to read for judges.

Check on judges about every two contestants. Make sure you are giving judges enough time between readers to evaluate readers.

Readers are not allowed to read beyond six minutes. Timers must be set and followed. Students that read over the 6 minute limit will be asked to stop and dismissed, then one rank will be deducted from contestant. (As per UIL Constitutional Rules)

Continue until last reader reads.

Once all contestants have read, tell contestants to remain in the holding room until you return.

**Go to the judges' room and ask if the judges would like to hear any of them again.**

If so, remind contestants to give **contestant number** only when returning to judges and for them to read again.

Check on judges before releasing contestants. If judges are finished you may release the readers.

Stay with judges until the final decision and have them give **you** the results.

Fill out Contest Director's Ranking sheet ONE PER GRADE LEVEL

**Bring results to the library for verification and record the time.**

## Example I

Often children are caught playing hooky in order to skip school. As for Peggy Ann, she has come up with every excuse she can think of in order stay home today.

In this clever poem, you can decide if Peggy Ann has made a mistake.

### Sick By Shel Silverstein

"I **cannot** go to school today,"

Said little Peggy Ann McKay.

"I have the **measles** and the **mumps**,

A gash, a rash and **purple bumps**.

My mouth is wet, my throat is dry,

I'm going blind in my right eye.

My tonsils are as big as rocks,

I've counted **sixteen chicken pox**

And there's one more--**that's seventeen**,

And don't you think my face looks green?

My leg is cut--my eyes are blue--

**It might be instamatic flu.**

I **cough** and **sneeze** and **gasp** and **choke**,

I'm sure that my **left leg is broke--**

My hip hurts when I move my chin,  
My **belly button's caving in**,  
My back is wrenched, my ankle's sprained,  
**My 'pendix pains each time it rains.**

My **nose is cold**, my **toes are numb**.  
I have a sliver in my **thumb**.  
My neck is stiff, my voice is weak,  
I hardly whisper when I speak.

My tongue is filling up my mouth,  
**I think my hair is falling out.**  
My elbow's bent, my spine ain't straight,  
My temperature is **One-O-EIGHT!**

My brain is shrunk, **I cannot hear**,  
There is a **hole** inside my ear.  
I have a hangnail, and my heart is--**what?**  
What's that?               **What's that you say?**  
You say today is. . . . .**Saturday?**  
G'bye, **I'm** going out to play!"

## Example II

Most childhood fairy tales finish with a predictable happy ending. But one small change in the story.... Can really **SPICE THINGS UP!** As in the following poem:

### **Little Red Riding Hood and the Wolf      By Roald Dahl**

As soon as Wolf began to **feel**  
That he would like a **decent** meal,

He went and **knocked** on Grandma's door.  
When Grandma opened it, **she saw**

The **sharp white teeth**, the **horrid** grin,  
And **Wolfie** said, "May I come in?"

I haven't yet **begun** to feel  
That I have had a **decent** meal!"

He ran around the kitchen **yelping**,  
"I've **got** to have a **second helping!**"

Then **added** with a frightful leer,  
“I’m therefore going to **wait...right... here**

Till Little Miss **Red Riding Hood**  
Comes home from walking **in** the wood.”

He **quickly** put on Grandma’s clothes,  
(Of course he hadn’t eaten **those**). He dressed himself in **coat** and **hat**.  
He put on shoes, and after **that**,

He even **brushed** and **curled** his hair,  
Then sat himself in **Grandma’s** chair.

In came the little **girl** in red.  
She stopped ..... she stared..... And then she **said**,

“What **great big ears** you have, Grandma.”  
“All the better to **hear** you with”, the Wolf replied.

“What **great big eyes** you have, Grandma,” said Little Red Riding Hood.  
“All the better to **see** you with, “the Wolf replied.

He **sat** there **watching her** and smiled.  
He thought, I'm going to **eat** this child.

**Compared** with her old **Grandmamma**,  
**She's** going to taste like **caviar**.

**Then** .... Little Red Riding Hood said,  
But Grandma, what a lovely great big furry coat you have on.”

“**That's wrong!**” cried Wolf.  
“Have you **forgot?**

To **tell** me what **BIG TEETH** I've got?  
Ah well, no matter **what** you say,  
I'm going to **eat** you anyway.”  
The small girl smiles. One eyelid flickers.  
She **whips** a pistol from her knickers.

She aims it at the creature's **head**.  
And **bang, bang, bang**, she shoots him dead.

A few weeks later, in the **wood**,  
I came across Miss **Riding Hood**.



But what a **change!** No cloak of **red**,  
No silly hood upon her head.

She said, “**Hello**, and do please **note**,  
My **lovely**... **furry**..... **wolfskin** coat.

## Example III

### The PIG - By Roald Dahl

In England once there lived a big  
And wonderfully clever pig.  
To everybody it was plain  
That Piggy had a massive brain.

He worked out sums inside his head,  
There was no book he hadn't read.  
He knew what made an airplane fly,  
He knew how engines worked and why.

He knew all this, but in the end  
One question drove him round the bend:  
He simply couldn't puzzle out  
What LIFE was really all about.

What was the reason for his birth?  
Why was he placed upon this earth?  
His giant brain went round and round.  
Alas, no answer could be found.

Till suddenly one wondrous night.  
All in a flash he saw the light.  
He jumped up like a ballet dancer

And yelled, 'By gum, I've got the answer! '  
'They want my bacon slice by slice  
'To sell at a tremendous price!  
'They want my tender juicy chops  
'To put in all the butcher's shops!

'They want my pork to make a roast  
'And that's the part'll cost the most!  
'They want my sausages in strings!  
'They even want my chitterlings!

'The butcher's shop! The carving knife!  
'That is the reason for my life! '  
Such thoughts as these are not designed  
To give a pig great piece of mind.

Next morning, in comes Farmer Bland,  
A pail of pigswill in his hand,  
And piggy with a mighty roar,  
Bashes the farmer to the floor...  
Now comes the rather grisly bit,  
So let's not make too much of it,  
Except that you must understand  
That Piggy did eat Farmer Bland,

He ate him up from head to toe,  
Chewing the pieces nice and slow.  
It took an hour to reach the feet,  
Because there was so much to eat,

And when he finished, Pig, of course,  
Felt absolutely no remorse.  
Slowly he scratched his brainy head  
And with a little smile he said,

'I had a fairly powerful hunch  
'That he might have me for his lunch.  
'And so, because I feared the worst,  
'I thought I'd better eat him first.'

# List of Favorites

- ❖ The Unicorn – By Shel Silverstien
- ❖ The Pig – By Roald Dahl
- ❖ A Boy Named Sue – By Shel Silverstone
- ❖ Little Red-Roald Dahl
- ❖ Are You There GOD, It's Me, Margaret By Judy Blume
- ❖ Goldilocks and the Three Bears- By Roald Dahl
- ❖ They Don't Do Math in Texas- By Kalli Dakos
- ❖ Teddy Stoddard- Author Unknown
- ❖ You Are What You Eat –By David Lubar
- ❖ The Lion, the Witch and the Wardrobe- By C.S. Lewis

Thank you,  
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Goodnight Middle School  
SMCISD

Resources: UIL A+ Handbook