READY-TO-USE ENGLISH TEACHING MODULE

Recount Text

Retell an event in a way readers can follow

BACKWARD DESIGN x TPACK

GRADE 8 | PHASE D

A memorable school or community event

3 meetings x 40 minutes | 120 minutes

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Retell an event in a way readers can follow

1 | Module at a glance

Learners reconstruct an event in time order, choose meaningful details, and shape a clear recount for a real audience.

Identity

Subject: English | Grade: VIII | Phase: D

Topic: Recount text - a memorable school or community event

Time: 3 meetings x 40 minutes (120 minutes)

Grouping: individual, pairs, and groups of four

Prerequisites & materials

Learners can discuss familiar past events, recognize basic time expressions, and write simple sentences. Prepare a neutral event photo/timeline, board or projector, paper or devices, and learner pages in this module.

Curriculum connection

This Phase D example integrates reading/viewing, listening, speaking, writing, and presenting through a simple multimodal recount. Grade VIII writing/presenting can build on learners' ability to communicate experiences using appropriate text organization and language. Check the selected genre and targets against the school ATP.

Language focus: simple past regular/irregular verbs, time connectors, who/where/when, event sequence, and a brief personal response.

2 | Backward Design - Stage 1: desired results

Transfer goal

Given a purpose and audience, learners can independently recount an event in a logical sequence, select relevant details, and communicate what happened and why it mattered.

Enduring understandings

- A recount helps a reader understand an event by locating it in time and context.
- Chronological order and time connectors make events easier to follow.
- Writers use past-tense verbs and details to communicate experience and reflection.

Essential questions

- How can a reader follow what happened and when?
- Which details make an event meaningful to someone who was not there?
- How does a writer balance facts about the event with a personal response?

Measurable learning objectives

By the end of the sequence, learners can:

- identify orientation, event sequence, and reorientation/closing in a model recount;
- place at least six event cards in chronological order and select suitable time connectors;

- write a 100-130-word recount with a clear orientation, three or more ordered events, and a closing reflection;
- use at least eight past-tense verbs and four time expressions with enough accuracy for the reader to follow;
- revise chronology or verb choices after peer review and present a concise oral/digital/print version.

3 | Backward Design - Stage 2: evidence of learning

Authentic performance task: "A moment we remember"

Role: student contributor | Audience: classmates or school community | Situation: a class memory wall is being prepared | Product: a 100-130-word recount, shared as a short illustrated timeline, one digital slide, or a 60-90-second spoken story.

Required evidence: who/when/where; a logical sequence of at least three events; time expressions; past-tense verbs; a closing comment/reflection; relevant visual or timeline.

Analytic rubric (20 points)

Criterion | 4 | Strong | 3 | Meets | 2 | Developing | 1 | Beginning

Content & relevance | Specific details build a meaningful, focused account | Relevant details explain the event | Some details are missing or unclear | Very limited or unrelated details

Chronology & structure | Orientation, ordered events, and reflection are cohesive | Clear orientation, event sequence, and closing | Some sequence/sections need repair | Reader cannot follow the event

Past-tense language | Past verbs/connectors are varied and mostly accurate | Mostly understandable; a few errors do not block sequence | Errors sometimes obscure when events happened | Verb/time language often blocks meaning

Visual & communication | Timeline/visual supports an engaging, clear retelling | Visual fits; message is understandable | Visual or delivery partly supports message | Visual absent/unrelated or message difficult

Scoring: add four criteria (maximum 16), then convert to 100 by x 6.25. Suggested interpretation: 86-100 exceeds; 70-85 meets; 50-69 developing; below 50 needs targeted support. Use school grading policy where different.

Evidence checkpoints

- Diagnostic: one-minute "What happened first, next, last?" oral response; teacher notes past verbs already known.
- Formative: timeline sort, model annotation, verb-bank practice, shared recount, draft conference, peer chronology check, exit ticket.
- Summative: final recount + timeline/visual + presentation assessed with rubric.

4 | Backward Design - Stage 3: learning plan

Use genre-based stages to make the structure and language visible, then gradually transfer authorship to learners.

Time & phase | Teacher and learner actions | TPACK in action / evidence

Meeting 1 | 40 minLaunch + BKoF (10) | Show a school-event photo or six simple event icons. Learners predict what happened, then share a safe memorable event or choose a fictional one. | CK: event sequence/context. PK: retrieval and oral rehearsal. TK: image prompt/projector or printed cards. Evidence: baseline first/next/last.

Meeting 1 | 40 minMoT (20) | Read model recount. Learners label orientation, number events, box time connectors, and highlight past verbs. Think aloud: "How do I know this happened before the next event?" | Shared projected text or printed copy; color annotations reveal text structure and tense. Evidence: model annotation.

Meeting 1 | 40 minLanguage noticing (10) | Sort regular/irregular verbs: visited, played, went, saw, felt. Transform three present-tense prompts into past-tense sentences. | Mini whiteboards/forms show errors; teacher gives quick corrective feedback and maintains a verb bank.

Meeting 2 | 40 minJCoT (15) | As a class, build a recount of a fictional school reading day. Learners arrange event cards and contribute time connectors and past verbs. | Shared document/timeline or magnetic/paper cards. Teacher models chronology decisions and checks verb forms.

Meeting 2 | 40 minPlan + draft (20) | Learners select a safe event or fictional prompt and complete a five-step timeline. Draft 100-130 words independently. Partner asks: "What happened next?" | Optional digital timeline/shared doc; paper timeline is equivalent. Teacher conferences on chronology and verb choice.

Meeting 2 | 40 minPeer response (5) | Partners number the events in the draft and underline one clear past-tense sentence. Writer circles one point to revise. | Use supportive peer feedback and do not ask learners to disclose private experiences.

Meeting 3 | 40 minICoT + revise (20) | Learners revise independently, check sequencing, past verbs, word count, and closing reflection; add a simple visual/timeline. | Use slide/poster or paper. Optional spellcheck is used only after content/chronology are checked.

Meeting 3 | 40 minStory gallery (15) | Learners share in pairs or small groups (60-90 seconds). Listeners note one event they followed easily and one question. | Teacher scores final work; audio recording is optional and private unless consent is given.

Meeting 3 | 40 minExit reflection (5) | Complete: "One connector I used... / One verb I corrected... / One detail that made my recount clear..." | Teacher groups follow-up instruction by chronology, verb forms, or audience detail.

5 | TPACK design and classroom setup

Technology supports the content and pedagogy when it makes chronology visible, enables drafting/revision, and gives learners a safe way to share.

Knowledge area | Intentional choice in this module

CK | Content | Recount purpose and structure (orientation, events, closing), past tense, time expressions, and event-specific vocabulary.

PK | Pedagogy | Genre-based modeling, timeline sequencing, gradual release, collaborative composition, peer feedback, and short formative checks.

TK | Technology | Projected model, shared timeline/document, optional slide, simple audio recording, or approved writing support.

PCK | Contrast the model's sections; color-code verbs/connectors; use oral rehearsal and an irregular-verb bank.

TCK | A timeline, image, or audio supports temporal order and gives the audience context without replacing the written recount.

TPK | Shared drafting and peer comments make revision concrete; teacher keeps feedback focused on sequence and clarity.

TPACK | Learners select a relevant medium to present a coherent recount for an audience; the tool is evaluated by how well it supports chronology and meaning.

Before class

- Prepare a safe, age-appropriate model event and a sequence of 5-6 event cards.
- Print learner pages or prepare a device-accessible copy and paper backup.
- Display a past-tense verb bank including common irregular forms.
- Offer a fictional/public-event option; explain that personal disclosure is never required.
- Use only school-approved platforms; do not publish students' names, images, or personal stories without permission.

Common difficulties and responses

- Events are listed without a time anchor. Ask "When did this happen?" and add first/then/later/finally.
- Past and present tense are mixed. Circle verbs first; revise one paragraph at a time using the verb bank.
- Every event has too much detail. Ask which detail helps the audience understand what changed or mattered.

6 | Model text and learner handout

Model: Our Class Reading Day

Teacher annotation: orientation = who/when/where; events = ordered actions and reactions; closing = reflection. Time connectors: last Friday, first, then, after that, later, at the end. Past verbs: held, organized, brought, arranged, introduced, felt, smiled, helped, began, read, shared, listened, asked, discovered, wanted.

Plan your recount

Part | Guiding questions / notes

Orientation | Who was involved? When and where did it happen?

Event 1 | What happened first?

Event 2 | What happened next?

Event 3 | What happened after that?

Closing | How did you feel? What did you learn/notice?

Time connectors

At firstFirstThenAfter thatLaterFinallyAt the end

Useful verb bank

Regular: visited, watched, joined, prepared, played, started, finished, enjoyed | Irregular: went, saw, had, made, took, felt, came, ate, met, wrote, read (past: /red/)

Draft frame (use only if helpful)

Last _____, I/we _____ at _____. First, _____. Then, _____. After that, _____. I felt _____ because _____. At the end, _____. I learned/noticed _____.

7 | Feedback, differentiation, and reflection

Peer feedback checklist

- I know who, when, and where the event happened.
- I numbered the events in an order that makes sense.
- I found time connectors that guide the reader.
- I underlined past-tense verbs and marked one to check.
- The closing tells me how the writer felt or what they learned.
- I can ask one question that helps the writer add a useful detail.

Support and extension

Support

- Offer event-picture cards, a five-box timeline, bilingual verb list, and oral rehearsal.
- Provide sentence starters and allow a 70-90-word target while preserving the structure.
- Pre-teach 8-10 high-frequency past verbs; invite learners to write from a fictional prompt.
- Use speech-to-text or teacher scribing as an access support, followed by learner review.

Extension

- Write 150-180 words with a short opening hook and a more developed reflection.
- Compare a personal recount and a news-style recount of the same public event.
- Add a captioned timeline or a 60-second audio story for a defined audience.
- Revise verbs and connectors to improve pace and emphasis, not merely length.

Teacher reflection after teaching

Could learners distinguish orientation, ordered events, and closing? Which verb forms caused confusion? Did the timeline help learners who struggled with sequence? Did students have a genuine, safe choice of topic and format?

Reference and alignment note

Adapted with reference to Panduan Mata Pelajaran Bahasa Inggris: Fase B-F (Kemendikdasmen, 2025), including integrated language skills and genre-based stages (Building Knowledge of the Field, Modelling, Joint Construction, Independent Construction). Official repository: repositori.kemendikdasmen.go.id. Confirm the school ATP, current learning outcomes, duration, and grading policy before classroom use.

Prepared as an adaptable classroom example for the Klaten teacher seminar | Andi Widdaya Sofyana, M.Pd.