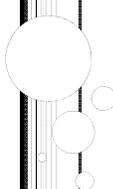


**EXPANDING THE LITERACY TOOLKIT:
INTERVENTIONS TO PROMOTE THE
LITERACY ACHIEVEMENT FOR
STUDENTS WHO ARE DEAF AND HARD OF HEARING**

RETELLING TOOLKIT

Retelling:
Building Comprehension with Text Structure and Retelling
Interventions

April 18, 2013



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 - o This material does not necessarily represent the policy of the U.S. Department of Education, nor is the material necessarily endorsed by the Federal Government.
- o Through PaTTAN's "*Growing from the Roots of Research: Promising Practices*" Initiative (2010), teachers who work with students who are deaf and hard of hearing participated in a component of the Read Aloud Project's professional development training series and implemented some of the practices discussed in this webinar.

2

AGENDA

1. Why is retelling an effective intervention for building comprehension? 
2. How should a classroom or itinerant setting be organized for student retelling? What do retelling routines look like? 
3. How is retelling taught? What are effective intervention routines?
 1. Experience-based retelling (personal recounts) 
 2. Text-based retelling 
 3. Retelling extensions 
4. How do you assess student retells? What are effective assessment routines? 

3

COMMON CORE STANDARDS

<http://www.pdesas.org/Standard/CommonCore>



- o Reading Standards for Literature and Informational Text (K-5, 6-12)
 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - Range of Reading and Level of Text Complexity: Read and comprehend complex literacy and informational texts independently and proficiently.

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COMMON CORE STANDARDS

<http://www.pdesas.org/Standard/CommonCore>



- o Speaking and Listening (K-5, 6-12)
 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.
 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- o Writing Standards (K-5, 6-12)
 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

5

WHY IS RETELLING AN INTERVENTION FOR BUILDING COMPREHENSION?

- o Retelling is an effective practice for determining and ensuring reading comprehension. When retelling, *students are actively engaged in a mental reconstruction of the text*. The active process of text reconstruction builds comprehension by helping students develop an *internal representation of the text's structure*.

Retelling builds comprehension through content engagement and *expressive language use*.

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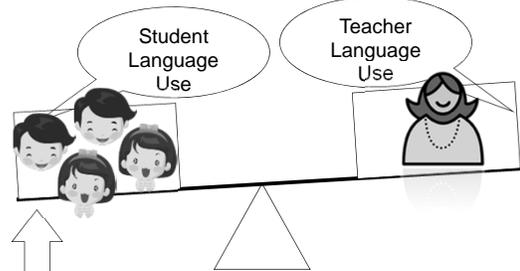
If you do most of the presenting and discussing, you are probably doing most of the thinking!



Blah...Blah...
Blah...Blah...
Blah...

7

STUDENTS MUST BECOME PART OF THE TEACHER-STUDENT DIALOGUE BY ACTIVELY USING EXPRESSIVE LANGUAGE



Increase students' expressive language use.

8

RETELLING

- o Comprehension (and retelling) begins as a language experience.
 - Personal sharing (e.g., “What did you do over the weekend?” “What are you wearing?”)
 - “Show and Tell”
 - Discussing school events (e.g., assemblies, lunch, recess, field trips)
- o All students, including students who are deaf and hard of hearing, can be taught retelling.
 - Expressive language: speech or sign
- o Retelling can be taught across grades K-12.

9

TOOLKIT APPLICATION



- o What does expressive language use look like in your instruction?
- o How do you integrate language instruction in your classroom activities?
- o Who does most of the presenting and discussing in your classroom (i.e., active use of expressive language) – You? Your student(s)?
- o How do you support students in becoming part of the teacher-student dialogue with an active use of expressive language?

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ORGANIZE AND PRACTICE CLASSROOM ROUTINES

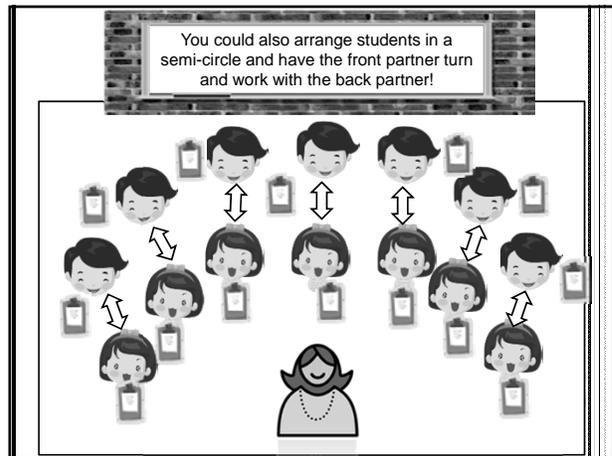
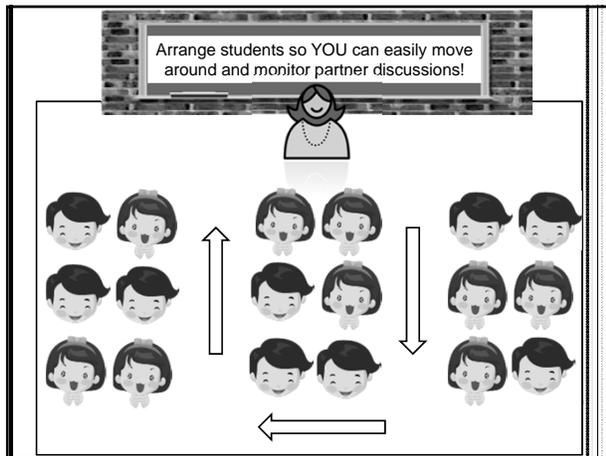
11

ORGANIZE THE CLASSROOM



- Plan where students will sit for vocabulary and comprehension lessons.
- Arrange desks so students can easily turn to a *discussion partner* easily.
 - Retell Partner
 - Book Buddy
 - Study Buddy
 - Others?
- Set up a carpet area to allow students to sit next to their partner and to allow easy movement between the students for monitoring.
- Plan where students will sit for writing responses.

12



DEVELOP DISCUSSION RULES

<ul style="list-style-type: none"> □ Listen when your teacher is talking □ Talk to your partner on signal when it is your turn □ Answer in a complete sentences □ Give your partner polite feedback □ Ask questions when you don't understand 	<ul style="list-style-type: none"> □ Watch when your teacher is signing □ Sign to your partner on signal when it is your turn □ Answer with clear signing □ Give your partner polite feedback □ Ask questions when you don't understand
--	--

15

DISCUSSION PARTNERS

- Rank order students according to reading fluency.
- Split the rank ordered list into the top and bottom halves.
- Pair the top ranked student in the upper half with the top ranked student in the lower half (i.e., #1 with # 13 if class has 26 students).
- Adjust pairings according to "personality" issues.
- Maintain pairs approximately 4 weeks.

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MAKING DISCUSSION PARTNERS WORK

1. Give partners names to rotate which partner speaks first (e.g., Blue Partner and Yellow Partner; #1 and #2).
2. Signal for when students are to begin (e.g., "Knee to knee...and go!").
3. Provide sentence starters or sentence frames for student responses (and have these sentence starters posted where all students can see them).
4. Monitor approximately 1-3 student/partner discussions, depending on time, each practice session with support and feedback.
5. Use an appropriate pace (length of discussion time) and limit the amount of time partners discuss (e.g., 2 minutes with reminders to take turns at 30 sec., 60 sec., etc.)

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MAKING DISCUSSION PARTNERS WORK

6. Require students to always answer in complete sentences and/or sign with clarity.
7. Signal to gain student attention (e.g., "May I have your attention please? 5...4...3...2...1").
8. Switch partners every 3-6 weeks (e.g., at the end of each Theme or Unit).
9. Behavior expectations are ESSENTIAL!



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PREPARE MATERIALS



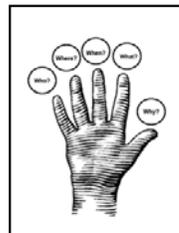
- Post Discussion Rules in a prominent place.
- Prepare a Vocabulary Wall to display vocabulary words and student-friendly definitions.
- Prepare Sentence Strips, Sentence Starters, or Sentence Frames to display as language prompts.
- Display the Retell Organizer (large classroom copy) before each lesson.
- Have student texts ready for use.
- Have *student copies* of the Retell Organizer ready for use.
- Have *student copies* of the Writing Frame (for written responses/written retells) ready for use.
- Pencils.
- Clipboards or writing boards (if students are writing while at the carpet area).

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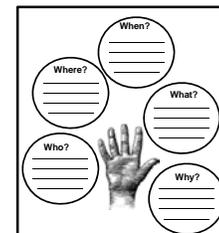
(See Toolkit Packet – 5 "Ws" Retell Organizers, pp. 3-9)

PREPARE MATERIALS

o Retell Organizer



o Writing Frame



NOTE: "All-in-One:" Retell Organizer & Writing Frame

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DISCUSSION PARTNER FOLDERS

Retell Organizer

Writing Frame

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PRACTICE DISCUSSION ROUTINES

- ❑ Teach and practice the Rules (I do...We do...You do...)
- ❑ Review Rules before each session
- ❑ Teach distribution of materials routines to the group (I do...We do...You do...).
- ❑ Review routines before each session.

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TOOLKIT APPLICATION

- Think about your instructional space. What classroom arrangement will facilitate student discussion?
- How will you determine student partners?
- Where will students sit for partner discussions?
- Where will students sit for work on written responses?
- How/where will you store the materials?
- How will the materials be distributed?
- What will the discussion rules be?

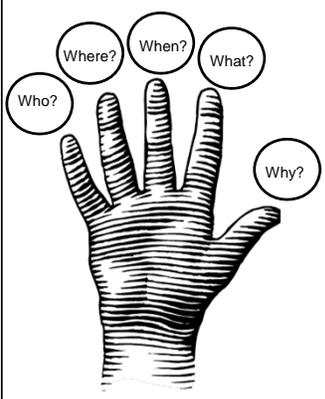
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INTERVENTION ROUTINES

- Experienced-based Retelling (Personal Recounts)

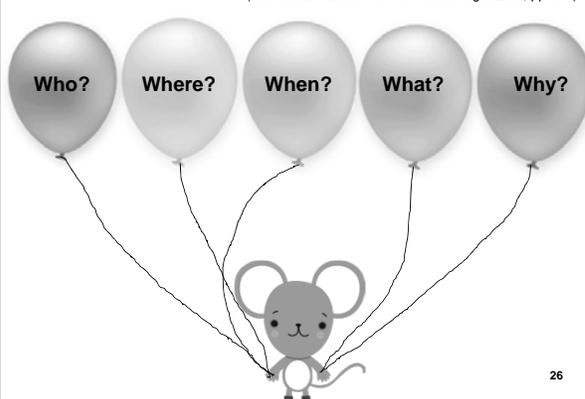
24

Display a large class-size Retell Organizer to refer to during the personal recounts lesson.



Who? Where? When? What? Why?

(See Toolkit Packet – 5 “Ws” Retell Organizers, pp. 3-9)



Who? Where? When? What? Why?

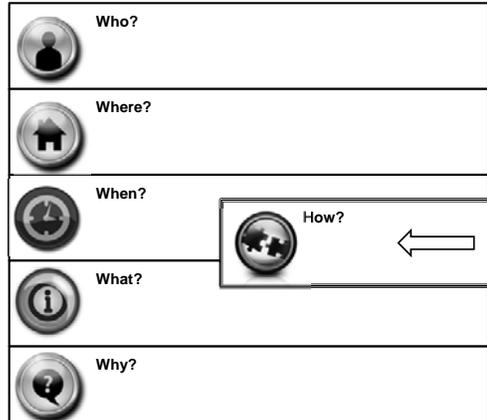
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(See Toolkit Packet – 5 “Ws” Retell Organizers, pp. 3-9)



Who? Where? When? Why?

27



Who?

Where?

When?

How?

What?

Why?

28

(See Toolkit Packet – 5 “Ws” Retell Organizers, pp. 3-9)

5 “W” Questions

Word Stu Reading	Word Stu Spelling	Repeated Reading: Rules and Feedback
---------------------	----------------------	---

- Who?
- Where?
- When?
- What?
- Why?

29

PERSONAL RECOUNTS ROUTINE

- Students are sitting by their partners.
- Teacher models a personal recount (while referring to the Retell Organizer that is posted for all students to see).
 - NOTE: Sentence starters, sentence stems, or sentence frames, can be used to help “scaffold” language for students. Sentence frames can be modified to tell about a personal experience students are going to have!

(Who?)
And I went to (Where?)
On (When?).
We (What?)
because we (Why?).

30

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PERSONAL RECOUNTS ROUTINE

- Have students recount personal experiences with their partner. Provide sentence frames to support student responses (and have these sentence frames posted).
- Signal for when students are to begin their recount (e.g., “Knee to knee...and go!”).
- Monitor 1-3 student/partner discussions each time (with support and feedback).
- Use an appropriate pace (length of discussion time).
- Signal to gain student attention (e.g., “May I have your attention please? 5...4...3...2...1”).
- Have 1-2 students come up and share a personal recount to the entire group (while referring to the Retell Organizer).

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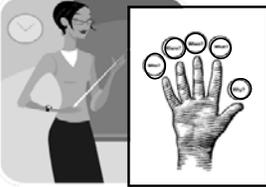
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PERSONAL RECOUNTS ROUTINE: MODEL (I DO!)

32

(Who?)
and we went to (Where?)
on (When?).
We (What?)
because we (Why?).

PERSONAL RECOUNTS ROUTINE: GUIDE (WE DO!)



(Who?)
and we went to (Where?)
on (When?)
We (What?)
because we (Why?).








33

PERSONAL RECOUNTS ROUTINE: PRACTICE (YOU DO!)










34

PERSONAL RECOUNTS ROUTINE: PRACTICE (YOU DO WITH PARTNERS!)

Now I want you to practice retelling to your partner. I have done you and your partner the hand organizer above. You and your partner will do the same. You do it first. Remember to touch each of the fingers as you present your trip to the museum.










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GIVING FEEDBACK

I Do

→

We Do

→

You Do

“Listeners, think about whether your partner said everything he or she was supposed to. If they included the *who*, *where*, *when*, *what*, AND *why*, tell them they did a good job. If your partner didn’t say one or more of those things, you need to tell him or her they should do so the next time.”

“Nice job. I like how you said *where* you went on vacation.”










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(See Toolkit Packet – Scaffolding, pp. 26-27)

SCAFFOLDING



- o Instructional supports provided to students during instruction.
- o Helps focus learning by introducing a limited amount of information at a time.
- o Temporary as new content and skills are presented and learned (i.e., supports are phased out over time).
- o Supports may come in the form of tasks, materials, or teacher/peer assistance.

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SCAFFOLDING RETELLS

- o **Teacher/Peer Assistance**
 - Explicit instruction with “I Do – We Do – You Do.”
 - o MODEL!: retelling, how to give feedback, using key vocabulary during the retell, etc.
 - o PRACTICE!
- o **Tasks**
 - Chunk the retell into parts (e.g., Day 1: Who, Where, and When; Day 2: What, Why, Day 3: Complete Retell)
 - Incorporate a feedback component
 - Emphasize language and vocabulary use
 - Discussion partners (begin with simple partner tasks: “Turn to your partner and tell them what you think will happen next in the story.”)

38

(See Toolkit Packet – Scaffolding, pp. 26-27)

SCAFFOLDING RETELLS

- o **Materials**
 - Retell Organizer (prompt sheet for thinking about and doing a spoken/signed retell)
 - Retell Frame (prompt sheet for planning and *writing* retells)
 - Pictures
 - Sentence strips, sentence frames, etc.
 - Word Wall with key vocabulary



Setting ←
Where and when the story takes place ←

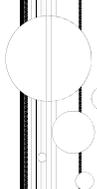
39

TOOLKIT APPLICATION



- o **How will you implement experience-based retellings?**
 - What materials will you need?
 - What will your Retell Organizer and Writing Frame look like?
 - How will you sequence your instruction? (e.g., How will you implement the “I Do – We Do – You Do” phases of instruction)
 - How will you scaffold *tasks* and *materials*? (e.g., giving feedback, use of sentence strips).

40

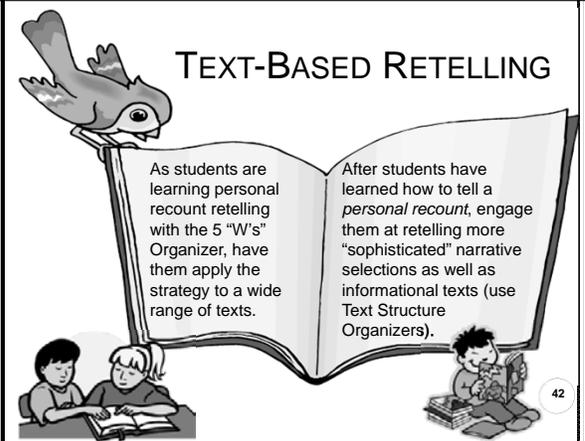


INTERVENTION ROUTINES

- Text-based Retelling

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TEXT-BASED RETELLING



As students are learning personal recount retelling with the 5 "W's" Organizer, have them apply the strategy to a wide range of texts.

After students have learned how to tell a *personal recount*, engage them at retelling more "sophisticated" narrative selections as well as informational texts (use Text Structure Organizers).

42

TEXT STRUCTURE

- ". . .students who are knowledgeable about and/or follow the author's structure in their attempts to recall a text remember more than those who do not. Second, more good than poor readers follow the author's text structure in their attempt to recall a text" (Pearson & Fielding, 1991, p. 827).



43

HOW DOES THE TYPE AND NATURE OF A TEXT IMPACT HOW YOU READ AND DISCUSS THAT PARTICULAR TEXT?



(See Toolkit Packet – Sample Text, pp. 10)

In a warm and sultry forest far, far away, there once lived a mother fruit bat and her new baby.
Oh, how Mother bat loved her soft tiny baby. "Till name you Stellaluna," she crooned.
Each night, Mother Bat would carry Stellaluna clutched to her breast as she flew out to search for food.
One night, as Mother Bat followed the heavy scent of ripe fruit, an owl spied her: On silent wings the powerful bird swooped down upon the bats.
Dodging and shrieking, Mother Bat tried to escape, but the owl struck again and again, knowing Stellaluna into the air: Her baby wings were as limp and useless as wet paper:
Down, down she went, faster and faster; into the forest below. . .

44



Bats dive, swoop and swerve through the dark night sky. These creatures are nocturnal, meaning they are awake at night and sleep during the day. Most people have never seen a bat. . .
Bats are mammals, as are dogs, cats, and humans. All mammals are warm-blooded animals, and their bodies are born alive instead of being hatched from eggs. Bats are the only mammals that can fly.
Bats have been around for a long time. The oldest bat fossil found is about 50 million years old. These prehistoric bats looked a lot like today's bats.
All bats have the same basic characteristics, including large wings, small bodies, and light-weight bones.
Bats' wings are different from the wings of insects or birds. . .

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(Cannon, J. 1993. *Stellaluna*. San Diego: Harcourt.) (Gibbons, G. 1999. *Bats*. New York: Holiday House.)

TEXT STRUCTURE

Narrative Text

- Story structure underlies the organization of the text (e.g., character clues, plot, setting, conflict, etc.)
- All details work together in an integrated way to create a complete story with a beginning, development, turning point, resolution.

Informational Text

- Many structures (e.g., sequence, compare/contrast, problem/solution).
- Gives information, explains, clarifies, defines.
- Teaches, reveals, informs, or amplifies the reader's understanding.

45

NARRATIVE TEXT STRUCTURE

- Main Character (Who?)
 - Something About the Character; Character Clues
- Setting (Where? When?)
- What Happened First
- What Happened Next, Next, etc.
- What Happened at the End?
 - Discuss Change in Character

NOTE: Align critical instructional features with the Retell Organizer and Writing Frame.

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RETELL ORGANIZER: STORY ELEMENTS CHART

The diagram shows a hand with five fingers, each pointing to a story element:

- Thumb: Main Character (Who?)
- Index: Setting (Where & When?)
- Middle: First (What?)
- Ring: Next (What?)
- Pinky: End (What & Who?)

Below the hand is a list of prompts:

- The main characters in the story are...
- The story takes place...
- The first thing that happens is...
- The next thing that happens is...
- At the end...

47

(See Toolkit Packet – Narrative Retell Organizers, pp. 12-17)

Name _____ Date _____

S or F _____

Title _____

Who (Main Characters) _____

What Happened First _____

What Happened Next _____

What Happened at the End _____

1

48

What Happened-Next

What Happened-End

1 😊 😞 this story.

49

Story Retell

Who Problem

Solution End

The End

50

Story Retell

Who Problem

Amilaw and Abralaw.

The Dad painted the garage door blue.

Solution End

Amilaw put his white shirt on and the he was happy again then Dad painted it new he was sad.

51

Story Elements Think-Sheet

Setting - where and when the story took place.

Main Character - the person or person whom the problem/conflict revolves around.

Character Clues - appearance, actions, dialogue, comments of others, thoughts.

Problems/Conflicts -

Attempts - how the characters try to solve the problem.

Resolution - how the problem gets solved or does not get solved.

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INFORMATIONAL STRUCTURE

WHAT?

- o Descriptive
- o Enumerative
- o Cause/Effect
- o Compare/Contrast
- o Problem/Solution
- o Reaction
- o Categorization
- o Explanatory
- o Sequencing

HOW?

- o 5 "Ws" + How?
- o K-W-L with focus questions
 - What you think you KNOW
 - What you WANT to Learn
 - What you LEARNED

(See Toolkit Packet – Informational Text Focus Questions, pp. 23-24)

o Main Idea Chart

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RETELL ORGANIZER: 5 "Ws" + HOW

 Who?
 Where?
 When?
 What?
 Why?
 How?

54

(See Toolkit Packet – Informational Text Retell Organizers, pp. 18-22)

RETELL ORGANIZER: K-W-L

What You Think You <u>K</u> now	What You <u>W</u> ant to Know	What You <u>L</u> earned
	<p>What type of animals are bats?</p> <p>What do bats look like?</p> <p>What do bats eat?</p> <p>Do bats drink human blood?</p> <p>How do bats see at night?</p>	<p>-Bats are mammals. They have lungs and hair on their bodies. They are warm blooded.</p> <p>-Bats eat different kinds of food. Some bats eat insects. Others only eat fruit.</p> <p>-Bats do not drink human blood.</p> <p>-Bats have large wings, small bodies, and light-weight bones.</p>

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(See Toolkit Packet – Informational Text Retell Organizers, pp. 18-22)

RETELL ORGANIZER: MAIN IDEA CHART

Paragraph/Section/Page	Main Idea	Details
1	Bats are mammals.	<ul style="list-style-type: none"> •Bats are warm-blooded. •Bat babies are born alive. They are not hatched from eggs.
2	All bats have the similar characteristics.	<ul style="list-style-type: none"> •Bats have large wings, small bodies, and light-weight bodies. •The fur on a bat can be either black, white, red, brown, or gray.
3	Different bats eat different kinds of food.	
Interesting Facts:		

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(See Toolkit Packet – Informational Text Retell Organizers, pp. 18-22)

RETELL ORGANIZER: MAIN IDEA CHART

Name _____ Date _____
 Topic _____

	Main Idea	Facts and Details
1		
2		

	Main Idea	Facts and Details
3		

Interesting Facts

57

(See Toolkit Packet – Scheduling Examples, p. 28)

SAMPLE PACING SCHEDULE

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Informational Text	PARTIAL RETELL • Type of book • Topic	PARTIAL RETELL • What are the characteristics of mammals? What makes a mammal a mammal?	PARTIAL RETELL • What animals are mammals? • One interesting fact about mammals?	COMPLETE RETELL • Type of Book • Topic • What are the characteristics of mammals? • What animals are mammals? • One interesting fact about mammals.
Story Text	PARTIAL RETELL • Personal response (Did you like the story?) and why • <i>Teacher models a complete story retell.</i>	PARTIAL RETELL • Type of book • Title • Main character • What happened first	PARTIAL RETELL • What happened next • What happened end • Personal response	COMPLETE RETELL • Type of book • Title • Main character • What – first • What – next • What – end • Personal response

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TOOLKIT APPLICATION



- o **How will you implement text-based retellings?**
 - What will your Retell Organizers and Writing Frames look like for narrative and informational text?
 - How will you sequence your instruction? (e.g., partial – complete retells)

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INTERVENTION ROUTINES

- o Retelling Extensions

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RETELLING EXTENSIONS: GROUP RETELL

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RETELLING EXTENSIONS:
SPOTLIGHT RETELLING

62

RETELLING EXTENSIONS:
HELLO-GOODBYE

63

RETELLING EXTENSIONS:
HOME OUTREACH - RETELL CHECKLIST

- Read the text to your child.
- Discuss words that the child doesn't know.
- Read the text together.
- Have your child read the text to you.
- Have the child retell the text to you. (prompt as needed during the child's retell).
- Discuss 1 interesting fact or favorite part of the text.

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Modified from Linan-Thompson, S. & Vaughn, S. (2007). *Research-based Methods of Reading Instruction for English Language Learners*. Alexandria, VA: ASCD.

**RETELLING EXTENSIONS:
COMMUNITY OUTREACH – ‘ROUND THE CLOCK**

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(See Toolkit Packet – Retell Log, p. 25)

RETELL LOG

Date	Title	Retell With			
		Self	Teacher	Partner	Other
3/12	Perfect Day	X	X		
3/13	Perfect Day	X		X	
3/14	Perfect Day	X			Soccer coach, School Nurse
3/14	Perfect Day	X			music teacher, family, bus driver
3/18	Snow Storm	X	X		

Modified from Linan-Thompson, S. & Vaughn, S. (2007). *Research-based Methods of Reading Instruction for English Language Learners*. Alexandria, VA: ASCD.

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PRACTICE, PRACTICE, PRACTICE!

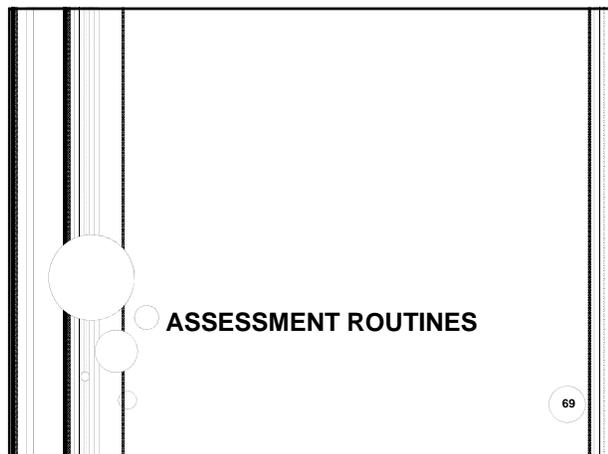
- o Retells after read alouds
- o Retells after whole group or small group reading instruction
- o Retells integrated in comprehension instruction
- o Retells after watching an assembly or video
- o Retells after student independent reading
- o Retells based on student writing
- o Use the retell format for “book reports” and summary writing
- o Retell practice with family members, school staff, and peers (Use Retell Organizers!)

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TOOLKIT APPLICATION

- o **What instructional extensions can you include in your classroom routines to help students practice retells?**
 - Group Retell
 - Spotlight Retell
 - Hello-Goodbye
 - Home Outreach – Retell Checklist
 - Community Outreach – ‘Round the Clock
 - Other practice opportunities?

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ASSESSMENT ROUTINES

- When using norm-referenced and criterion-referenced (diagnostic) assessments, follow assessment protocols for administration and scoring.
- Retells can be a valuable adjunct to a curriculum-based assessment of reading (Shapiro, 2004)
 - Used with silent or expressive reading (i.e., oral reading or signed reading).
 - Scored subjectively or objectively.
 - Rating scales and checklists can be developed for narrative and expository text.

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CURRICULUM-BASED ASSESSMENT

Step 1:

- Select a text at the student's approximate *instructional reading level*.
- Select passages of approximately 200-250 words from the beginning of a chapter or where a major change of time or setting has just occurred within a chapter (for narrative text).

Step 2:

- The examiner asks the student to read the entire passage and time the reading (first minute only) to determine the rate of words read correctly and incorrectly per minute.

(Shapiro, E. S. (2004). *Academic skills problems workbook*. New York: Guilford)

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CURRICULUM-BASED ASSESSMENT

Step 3:

- The examiner asks student to retell the story in his/her own words, and tape/video-records the response for later scoring. If the student is able to complete the retell accurately according to Level A procedures, then Levels B, C, and D would not be done. The examiner should proceed to the next level of the retell technique if the student is unsuccessful at the proceeding level.
 - Level A: Nonprompted retell without passage
 - Level B: Nonprompted retell with passage
 - Level C: Prompted retell without passage
 - Level D: Prompted retell with access to passage

(Shapiro, E. S. (2004). *Academic skills problems workbook*. New York: Guilford)

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CURRICULUM-BASED ASSESSMENT

Step 4:

- o The examiner scores the retell against the retelling scoring form provided or developed for the passage.

QUANTIFICATION OF RETELLING FOR NARRATIVE TEXT

Student's name: _____ Date: _____

Book/Topic: _____

Directions: Place a 1 next to each item the student includes in his/her writing. Circle the goal as well as the obvious result. Place an "X" if you ask the child questions to aid his/her recall.

	A	B	C	D
Story Sense				
Theme: main idea or moral of story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
Problem: difficulty to overcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
Goal: What the character wants to happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
Title: Name of the story (if possible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
Setting				
Where and when the story occurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
Characters				
Name the main characters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
Events/Episodes				
Interesting events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
Major events (climax)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
Sequence: Recall in structural order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
Resolution				
Name problem/solution for the goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
End the story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)

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(Shapiro, E. S. (2004). *Academic skills problems workbook*. New York: Guilford)

INSTRUCTIONALLY-ALIGNED ASSESSMENT

- o Align retell scoring with instructional purpose and critical features from the Retell Organizer, and use the Retell Organizer for progress monitoring and student partner checks.
- o For example, if using a Main Idea Chart as the Retell Organizer. . .
 - Text structure
 - Main idea/problem
 - Significant events or information (most important details)
 - Supporting details
 - Sequence
 - Coherence (integrated into larger context of the text)

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INSTRUCTIONALLY-ALIGNED RUBRIC

4	Retelling includes main idea or problem, all significant events or information, many supporting details are included; retelling is organized in proper sequence and is coherent.	3	Retelling includes main idea or problem, most significant events, and some details; retelling is generally organized and sequenced.
2	Retelling has some information from the passage but misses the main idea or problem; may have a few key events, information, or details, but they are not integrated into the larger story; has little organization or sequence.	1	Retelling is unfocused and/or sketchy; misinformation or litter information is provided; little or no content is included; may include some points from the passage that are mostly details; but misses the main idea or problem and significant ideas.

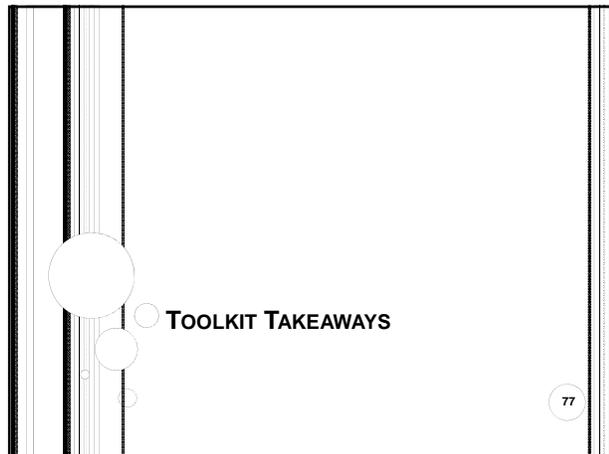
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TOOLKIT APPLICATION



- o **How will you conduct an instructionally-aligned retell assessment?**
 - What materials will you need?
 - How will you align your Retell Organizer with retell assessment scoring?
 - What will your assessment process look like?

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RETELLING TOOLKIT TAKEAWAYS 

1. Tips for organizing and practicing retelling routines.
2. Instructional guidelines and materials for implementing *experience-based retellings*, *text-based retellings*, and *retelling extensions*.
3. A framework for developing and implementing instructionally-aligned assessment routines (e.g., Retell Organizer-Retell Assessment Scoring).

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ANY QUESTIONS?
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THANK YOU!

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