

Date: April 18, 2013 Time: 4:00 p.m. Event: PaTTAN webinar The following printout is real time captioning, an accommodation for people who are deaf or hard of hearing. This raw captioning output is not edited and not a verbatim transcript, not a certified record, and cannot be used in any proceedings as an official transcript or record. >> SPEAKER: Good afternoon, everyone, and welcome to our expanding the literacy toolkit intervention to promote the literacy achievement for students who are deaf or hard of hearing. Today's webinar will focus on retelling. And if you have attended in the past, you will know that these webinars tend to be very practical and, hopefully, you have already begun using many of the strategies and ideas that are learned and that you can actually integrate into your repertoire of teaching. My name is Marlene and I'm from the Pittsburgh office and I'm joined by Jane freeman from the Harrisburg office and Susan from the King of Prussia office. We are glad to see such a high number of you in attendance today. We know it's after school and we appreciate you taking the time to build your professional development. As I said, today's literacy toolkit webinar will be focusing on retelling and we know that retelling is such a vital component when we think about building comprehensive with text structure. So, we will be focusing our efforts to promoting the use of retelling for students who are deaf or hard of hearing. I'll let her talk a little bit more in depth about what today's webinar will entail. Before we get started, I wanted to make sure, especially for those of you who are new and if you are in attendance with a person whos deaf or hard of hearing near you, please make sure that they were able to see the message that I typed in to the chat box alerting all of us with the link of how one can actually access the captions. All of the webinars, all three webinars, this is our last for this year, will be posted onto our PaTTAN website under the deaf hard of hearing initiative tab. And I know you're saying where is it, where is it, especially like the first one on the word analysis and our second one toolbox that was on fluency and today's retelling I presume you they will be there. Our word analysis might be there as I speak. I was promised it would be today. And we will be sure, though, that it will be on this week and very soon after we follow the rest of the webinars so they can access the materials, share them with your other colleagues. Lana, Edward has been our presenter for all of our toolkit webinars and she is a research associate with the center on teaching and learning at the University of Oregon. Her work focuses on exploring reading instruction, lit literacy and the use of read allowed, classroom discourse, instructional, comprehensive, vocabulary and on and on. She has worked with PaTTAN in the past and we have seen fantastic progress and our students who are deaf or hard of hearing, which is why we were so excited to have her come back. We are hoping with some feedback from you, that we can continue our work and to that end, we're hoping to get Survey Monkey out to you, it will be short I promise because we know you are very busy but we want to know how we can be of assistance to you in the future in the coming years so please take the few minutes to answer the survey monkey, about what we have done so far and also what you would like to see in the future. Lastly, if you have any questions today, please feel free to type them into the question box, that's to the right of your screen. We'll try to get to most of the questions today. However, the content, we really want to be sure to go through. So what we will do is they are actually be recorded and captured and they will be sent to everyone in attendance, the questions and the answers from Lana in the coming weeks. So without further adieu, Lana, welcome. >> LEAD SPEAKER: Thank you, and thanks, everybody, for participating into today's webinar. We're going to focus on retelling today, which is a very focused aspect comprehension. We're carving out just one tiny piece of that today and that's retelling. And I'll get into how we'll define that and then the intervention strategies you can use to promote student

retelling in the webinar. But first, I want to make a few acknowledgements as we get started. I want to just acknowledge that the content in the webinar that I'll be presenting today emerged from some research projects that were funded by the U.S. Department of Education's Institute of Education Sciences and through my work with colleagues. So it's exciting to be able to share with you some practices that were implemented in classrooms within the context of research studies that were working with students who are English language learners and students who struggled with language and vocabulary and how we looked at those interventions and designed instructional strategies for those classrooms. Another important acknowledgment is that some teachers who are participating in PaTTAN's initiative in 2010, a few years back, a couple years back. Also participated in some of those trainings and implemented those practices that we talked about with students who are deaf and hard of hearing. So I wanted you to know that some of the strategies I've talked to will talk to you about today, have been implemented and tried out by teachers in the State of Pennsylvania and teachers who work with students who are deaf and hard of hearing. So, I want to acknowledge that participation and maybe some of you even have who are listening have helped with that. It's an important context to know when I get started with things. In terms of focus today, they are forming areas I hope we can cover. The first is to talk briefly about why retelling, just so you have a sense of understanding about why retelling works. So, why do students do retells? How does that help them build comprehension, what actually is working? By understanding that, I think it will help you understand the components of the interventions we'll look at today. The second question I want to address is, how do you prepare for this, for retelling. Both in a classroom and in the setting how do you organize things, how do you set it up? I think if you invest time in the materials and the preparation and thoughts about organization, your intervention time will be far more efficient and that's where you want to spend your instructional resources. So that brings us to the third area we will cover and that's how are retells taught, what are effective interventions. I'm going to cover three different areas within that within the retelling intervention topic and we'll look at experience base retelling, text base retelling and extension, and then finally that assessment piece. I want to conclude with the assessment piece and how I align them. All of our webinars have pre planned pause points where I will pause, have some reflection questions posted on the screen and give you a few minutes to debrief with yourself, reflect think about the content and that's a time where I can address any questions that you might pose in the chat box. And like before, we'll try to cover what we can with questions, but I will absolutely respond to any unanswered questions in a follow up written response that will disseminate to all of you after the conclusion of the presentation. So please think of your questions and pose them and even if we don't get to address them, I will in a written context. So, let's get started. And as always, I'd like to anchor things with the common core standards and Pennsylvania standards which are aligned as you know with the common core standard and to show you where retelling comes from. So retelling emerges in the standards for literature and informational text. So both literature and informational text and if you look at the bullets here on the screen, things like reading closely determine what the text says, determining the central ideas and themes, and the second bullet they are summarizing key details and ideas. Well, retelling is the gateway to summarizing so that's important here. Other things within the standards, analyzing events and how individuals interact and finally, dealing with a range of reading and level of text also is a way to pull in retelling because retelling can address all of these features within the reading standards so, for example, by doing a retell, you would address these components of the standards or by asking students to practice retelling, you would

address these standards. The other part of the standards I want you to look at here are the standards related to speaking and listening and the writing standards. The speaking and listening standards I'm going to talk about today, expressive language, use of sign, speech and then listening, and then express language in terms of written written expression and so those we will be talking about retells mostly today in this expressive language content using sign or speech, think about how you can make small tweaks to the practice and transaction form it into something you can do to help students with written response or written retell or begin to use that framework in the context of writing. So, we won't that won't be the emphasis today but I will point out ways that aligns and I think it's very important to consider as you think about the content. All right. So let's define retells and really think about what works and why they build comprehension. So retelling, essentially, is having students tell back expressively through sign, through speech, through writing, what they understand about the text. So, they might retell a story or retell what they learned. A retell and discuss what they did on a field trip, but in terms of any reading comprehension or text comprehension, what a retell actually does is it requires students to actively engage in something called a mental reconstruction of the text. If you just think about that process, to be able to tell back what you read, you have to break down the text into critical components which requires sort of an internal understanding representation of that text structure and then to tell it back or to share it back, you are actually mentally reconstructing that text through that process. So retelling helps build comprehension because retelling guides an understanding to more sophisticated level because you really have to work with the text deeply with retelling. It provides students with an opportunity to build and expand ideas because it's expressive language, there's an opportunity to discuss and to grow the concept and to refine the concept for that retell. It's also an opportunity to clarify and substantiate what a student knows. And it requires that student just sort of step back and take a picture of that text. And so that's why it works so well. Overall, the use of retelling is an intervention can lead to very deep processing of that text and that's the critical piece. So, overall, (audio skipping) engaging through the text and creating that mental impression, that mental representation of the text and expressive language use. So we're going to really talk about language today. And as I think about language, I like to think of the classrooms I visited or in my own teaching, my classroom teaching myself, and think about how just generally speaking how often are you doing the presenting and discussing? How often are you, as a teacher, using and expressing through expressive, versus how much of that is used by students. Does that make sense? I want you to evaluate are you doing most of the presenting and talking? Are your students doing that equally? Think about a lesson and reflect on that. Because I think about Charlie Brown and that teacher we never get to see in the Charlie Brown television special that just carries on and blah blahs along. If a teacher's doing most of the presenting and discussing, it often means that the teacher is doing most of the thinking and this goes back to the idea about why retells work to build comprehension, because they requires thinking, that requires students thinking. And so by using retells in our comprehension instruction, what we're trying to do is really expand student language use in the classroom, to really increase that for students. So during that time, there's really a more balanced view of teacher language use and student language use. That's critical. By retelling, you want to really be boosting student expressive language use and start thinking about this, it doesn't matter we want this use in the retelling to happen in the student's expressive language so whatever that is designated as. So here's the three critical points I want to leave you with before we get into some specifics then about setting up the classroom. Comprehension and

that means retelling specifically, it begins as a language experience. So, I know you think of retelling as a student retelling something they read, so retelling a story they read or retelling what they were assigned to read in science class, that traditionally is the way we think about retelling, but prior to that retelling, based on text, retelling begins as a language experience. So, when you of circle time and you talk on Monday about what students did over the weekend and there's that personal sharing, that's retelling. When you have show and tell session, and presentations like that, that's retelling. If you come back to class after a school assembly and you have a recap about what was learned or discuss, that's a retelling. So retelling can begin very early with students, pre K, and kindergarten and that evolves around personal sharing experience. So that's where it starts and we will talk about that today in more detail. The other important point about this, I'm often asked who does this apply to? Who can participate in the interventions. And retelling applies to everybody, really. It's all students and that includes students who are deaf and hard of hearing but anybody can be taught retelling. And the I'll show you the nature of this and how you it's really about how you set up the materials and make them developmentally appropriate or circumstance column appropriate retelling can be taught across all grades, it just depends on the focus and the emphasis and the content of what that retell will require. I'll show you more of that. Those are my three important points today. Applies to really all students across the grade respond and we begin with the language experience. So, before I go further, this will be a really brief cause point. But I just want you to do your own thinking about this and think about it looks like in your classroom. Now currently. Is there a lot of retelling? Is there a lot of personal sharing in terms of language use. This could be too as an itinerant. How often. Are you using your instruction time to focus on a reading lesson, per se. Think about the place language actually place in your present instruction. Ask yourself this question. Who is doing most of the presenting and discussion. For example, if I were to watch your lesson and take a timer and time the amount you are signing and the amount of time the students are in terms of the expressive language, is there a balance there? Who is presenting and discussing more in that's theoretically speaking. There's no real time on that but I'm just asking you to reflect. Think a couple minutes here. I'll pause and then we will continue on with how to set things up to actually do these retells. So take a couple minutes. If there are any questions that have come in so far, and I can clarify, I'll take those. So now that you've been thinking a little bit about language itself and the role it plays in your instruction, we're going to bring that idea into how to organize and prepare your classroom or your itinerant materials in your itinerant setting for the implementation of retelling routines. As I get into it, you will see why that planning is going to be so important. So, our first steps in organizing a classroom or itinerant setting involve figuring out where students will sit. And this is I say this very simply but as you know, that isn't often a simple issue. So, I want to plan ahead when I do retelling and know where students are sitting because of the of this reason, the reason I just circled here on your screen. Retelling involves work with a discussion partner and that discussion partner could be you the teacher, if you are in an itinerant setting, you and the setting, in a classroom setting if you are working with more than one student. That would mean an actual student partner so just like we talked about having repeated reading partners in our last webinar, we want students to have a retell partner for a discussion partner and the reason we want students to practice with a partner is they increase the opportunity to use (audio skipping) and again that language piece is so important. As an itinerant, if you think of your schedule and you have times where you overlap students. I don't know if that happens. For example, in a transition, one comes, one goes, is there two minutes where you can have those

overlapping students actually do a short retell with each other or something? I really want to think deeply about how you might want to partner up students and then if you are in a whole classroom, how are those partners going to sit together, how and where. Sometimes it's nice to have that carpet area and have students come up and sit on the floor, particularly elementary kids. That works well. If you are in an upper grade setting, it might just work to keep kids at their desks but they might have to change seats to work with a partner to think about that. And the other pieces that will remind, that prompt I showed you related to the common core standards and Pennsylvania standards related to writing, it's a natural segue here so it might be an opportunity to do writing so students are not at their desks, how could you have them write. So thinking and brainstorming out loud with you, passing out a clipboard, passing out, you know, lap desks however that might work. Just thinking this through. My last point here is this partner thing is very important for retelling. So think about how to make this exciting for kids. You might want to rename them. I think I've been calling them discussion partners in my notes and presentation materials but you might want to call them book buddies, study buddies I don't know think of something cool and interesting to build some excitement around this as being a very special thing to do. So, thinking more about the arrangement. If students are in partners in a classroom situation, ultimate to make sure there's flows so you can easily move around and monitor. I know this is sort of a known thing in the classroom, but it is important because if students are talking or discussing, signing or with speech, you want to be able to watch and listen in on the various groups as they discuss and do retells. Another arrangement is the students come up to the carpet or you have them sitting in the semicircle, sitting somewhere, where they have a designated spot and they can turn to that partner and be able to work with them in an easy way and finally if whatever you are passing out to have students respond in a written way if they are not at desks, it's something to brainstorm with yourself. I bring up the partner idea and I've done this before with teachers in presentations and sometimes there's a real hesitation about having students do a lot of partner work and I get that, with given behavioral issues, given challenges and logistics. But I encourage you to try it out and challenge yourself if you are not already doing a good bit of partner work. Like the repeated reading partners and now we have retelling partners. One thing that will help with partner work, and even an itinerant setting if you are going to be participating as the student's partner for retelling is to come up with some clear rules. So on the left I have some rules related to if students are going to be speaking. On the right I have some rules that might apply if students are signing. These are not, um, verbatim as is rules. I encourage you to adjust these things based on your need, the level of students you work with, and what your your needs in your classroom are. The things like listening, um, when the teacher's talking or watch when the teacher's signing, it's very important for retelling, we want the teacher to be a model for retells. The turn taking piece is very critical so students need to know when their partner discusses and when they discuss so that turn taking. I have answer in complete sentences then answer with clear signing or you could say respond with expressive signing or however you want to describe that piece but that answer in complete sentences and qualitatively defining what clear or expressive signing is is important and we want students to use and expand their language as part of this, that the link to comprehension. So you can glance at the rest of the rules but note I think this is critical, both at classroom level and an itinerant level to get that idea of real flow and efficiency when doing this with partners. So the other question that comes up when we're talking about partners and setting up a classroom is: How do you really what is the optimal way to pair students? You could use the same process that we discussed with repeated

reading, and that would just get you started with this. One way to get started with partnering students is to rate, order them according to their reading fluency or another reading measure. You want split the students in half and I labeled high that would be the upper half upper half one, the second kid is H2, and the third is H3 and then my the lower part of my list is L1, L2, L3. Then I can move that L1 up to H1, so the stop student of the higher performing group is paired with this one. Doing that, you initially partner students so there's more or less I say more or less in equal discrepancy say between their ability in terms of their reading performance versus pairing the highest very highest at the very lowest, you have a greater discrepancy. When you get to the middle of the list, you don't have much difference between those students. This is a way to start. I am going to mention the importance of shuffling partners a little bit later but this would be one way to start and then, of course, feel free to adjust for personality and behavior. So, how do you make discussion partners work and really do this efficiency? One is to pre think or pre plan what you're going to call those partners. So not only are they going to be retell buddies, but you are going to have a blue retell buddy and a yellow retell buddy. You are going to have a Number 1 and a Number 2 within each partnership or discussion group. And students should know, they should clearly know if they are Number 1 or Number 2, a blue or a yellow or however you are going to label this because you want them to be able to get a signal or sign to start with Number 1 and then switch to partner Number 2 for their retell and that just makes the ease and flow of this. Of course, sometimes you can have Number 2 start. So it doesn't that doesn't matter necessarily. You just want to have the designation to to, um, facilitate it. I also like sort of catchy things or things that will help students get set, ready and go. You could use get set, ready and go, if you are working at the floor, the carpet space could be face to face or knee to knee then go. Another thing that helps facilitate and provide language support is to have a place where you have sentence starters, sentence frame, posted in the room and that way students can have a prompt to help them remember some things related to, you know, the language you say would use in a retell. Your monitoring is important and so you will see I suggest monitoring 1 3 student partner discussions so that's 1 3 student groups each time or each practice, if you are in a whole class setting and that may or may not allow you to visit every single partner group, and that's okay because you are doing this as a routine. I'm going to save part of the retelling practice, use this as an ongoing routine, you will get to visit all of those student groups in depth over time. One thing to help figure out is the what works best for your students and this will vary depend on student, you know, the grade level they are in, the amount of language students are doing, the type of retell they are doing but to get an idea of the discussion time so, for example, when students are doing a story retell, sort of figure out about how long it takes them to get through because you can prompt them with time. So, and even do some count down, you know, in 60 seconds we're going to switch and take turns then give them another 30 seconds and where they are they have to switch partners but that count down and monitoring of time, and that does take a little practice, is very helpful. I mentioned the importance of language, so that would be when to include in the student rules and how you teach retells. That's number six. Thinking of a signal and a way to gain student attention so that you can come back and call students back to your attention after that retelling happens. And then I think changing out partners does help because students get to work with others who have different styles of retelling or different languages and that is an important exposure and if you are in a classroom everybody gets to work with everybody at some point and it sort of works that way and then again behavior in the whole class setting, the behavior expectations are so essential and why I put this list

together, for you to come back to this and think about in your preparation. Classrooms that take the time to do this setup and think about things can run efficiently and emphasize the retelling itself versus the partner piece. And how to and how to get and find your partner. So a few more notes of setup and then we will pause and I'll take questions so far. As you prepare materials, here's the check list. Post the discussion rules that I talked to you about somewhere prominently. I think in this links back to some of our discussions before but having a vocabulary wall in a room to display words that students might use in their expressive language is important because they can refer to that and use those words during a retell. The idea of sentence starters, sentence frames, any of that could be displayed and help students with language ideas, if you have a student who is troubles, even starting a retell, for example. I'm going to have you and encourage you to think about what a retell organizer looks like, aligned with your instruction. I'll show you many examples today but you want a large retell organizer displayed in the room and that's kind of your copy to use in models. You want the text students are reading. You want students copy of that retell organizer I just mentioned and then you might want to have a writing frame aligned with this retell organizer if you want to do any writing extension and the other thing would be if you are going to do writing, the last two items on the list. So what do I mean by retell organizer? A retell organizer is a framework for the students retell. It's their prompt sheet. It's their think sheet. It's going to help students know what the critical components of the retell is. And so on the left I have a sample, one that could be used as a retell organizer. And then on the right I have one where you see the same thing but I've changed the format so it could be a writing frame. So maybe that first one is used as a little prompt sheet or think sheet the students keep in their lap as they do a retell. If you want them to actually write a written response, a written retell, you just take the features and you can transform them into a writing frame. I want to show you actually, though, if you don't want to have that transformation or that translation, you don't want the double work is just start with this, start with the one I'm showing you here because, essentially, could be an all in one. It could work as a retell organizer and a writing frame and then you have one material one, you know, one material that serves multiple purposes and I think that streamlines things. It just depends on your design. So as I move forward, I will talk about different designs and retell for retell organizers and what to think about when you create them or use them and as I do that, I'm going to tell you I have all of the samples I'm going to discuss today in your toolkit packet, which is the PDF packet posted to a company this presentation so if you see anything you like or that gives you ideas, just know the samples are in your toolkit packet. You can take that away. Something to help with the organization is to think about the use of some kind of student folder where you might have the retell organizer and writing frame as an itinerant. You want students to be able to pull out this folder, when they are going to do a retell and they know what's in the folder and are ready to go or in a classroom you have the folders in a certain spot in the room, maybe of a designated student will go out and pick out a stack of folders and pass them out. You can even post. I don't have this here on your example but you can even post student rules in the folder. So, I want to reinforce how important the routines are with this. Particularly with partners and moving around. And I would even say maybe you have a week of just practicing routines. Whether you are an itinerant or in a classroom setting. Those routines would be find your retell folder, move to the spot on the carpet where we're going to do partner discussions and where we are going to work with your book buddies, practicing turn taking but don't practice with a retell, practice with something sample like tell your partner what you did over the weekend or tell your partner what you were wearing. And then take turns

and then the other partner would tell back what they are wearing. So very simple things, a week of practicing means routine. For example, these students are practicing moving from their desk to the carpet space. Watch your eye keep your eye on the little guy sitting at the desk with the pencils, just as I move this animation forward. And you will see why. So if students are practicing, going to the carpet and we had that one little kid do a little dance and then run to a spot, one thing you might do is say, you know, you all didn't get there smoothly, efficiently, calmly and slowly. Go back to your seats, we will try it again and get to your spot. So it's really efficient. These have worked in arrangement classrooms and I wanted to pass that along to you. For a moment, pause and think about your instructional face, whether it's itinerant setting or classroom and how are you going to arrange that. How are you going to determine student partners. A way you can overlap now is with repeated partners, can you build from that maybe? If you are an itinerant, think deeply about the student partner. You can certainly be the student partner. You can sort of be that partner in the interventions we look at but are there other opportunities you can do to facilitate students you may not, that's okay, just thinking things through. That written piece how are you going to store materials, the rules, where things would be distributed. So in a few moments, thinking logistics and we will be ready to move into the interventions. I'll pause here and take questions about the logistics piece as we pause. Otherwise, if I don't hear anything, will give you a couple of minutes to brainstorm, maybe put a few notes down for yourself. >> SPEAKER: There was one question earlier in the presentation, when you talked about having students write, it was early on, one of the questions that was posed, do you think having a student who was deaf write what we said to them is best because many students don't like to write (simultaneous speaking) that's kind of been in the past but I can't say all but this person was asking about that and I don't know how you want to respond to that right now or would you rather wait and just do it when you do the written responses to everyone. >> LEAD SPEAKER: Right. Right. No I'll say a few words on that and then I can expand when I do my own written responses to questions. The first I'm going to talk a lot about scaffolding layer, but one thing, instructional scaffolding, one thing is to start with the expressive retells. Get them going on these routines and think about incorporating writing later. That would be one way. Another is I want to give you a prompt to pay attention when I discuss writing. I'm going to discuss it a little differently than the actual writing process today. I'm going to discuss it as simple notetaking, maybe drawing a sketch or a picture, because the written responses with retelling should be thinks that helped prompt students with the retell. That's the first step of written responses. The second is you could take those note sheets or those written frames and later in a writing lesson, the kids would have written notes on the retell sheets or written frames, those then could be your planning tools for something more substantive in terms of a writing lesson and how to take those notes and actually do a retell. That's a real important distinction. When I think about writing today, I'm not thinking about a writing lesson, per se, I'm thinking about simple notes, even draw. I hope eventually if you have a student who starts drawing, that you help them eventually transition to writing notes but they're short, simple notes. And then those notes could be used in a writing lesson where you spend much more time on the actual writing and can address some of the issues I know that come up with student motivation and even, you know, paying attention to multiple things going on in a lesson which would be challenging. So I appreciate the question. And I'll try to highlight the writing notes and drawings as we as appropriate as I move through things. >> SPEAKER: Thank you so much. >> LEAD SPEAKER: I'm sorry, it's wail. >> SPEAKER: That's okay, there's one other question: Do you have any suggestions for classroom interventions and, perhaps, you

will be in a moment, when thinking about team teaching or co teaching, which is definitely happening quite in many classrooms in Pennsylvania. >> LEAD SPEAKER: Right. Oh, thank you for prompting that. I can say a little now and then I will, since you brought that up, I will try to insert maybe some more examples as I explain the content. That could be a way to think about this with team teaching or co teaching. One way so far with the configuration that you've just looked at is you could have one teacher do the modeling and be at the front of the classroom for the instruction while the other and that's wonderful you have team teaching, could be the teacher that circulates between the student and listens and helps prompt the language use, models the language, and that is fabulous. I think this would be an ideal practice to work an itinerant, excuse me, in a co teaching situation because you could have those two roles. So one who can support the students and sort of monitor those conversations and discussions, help them switch partners, while you have the other teacher lead and guide the retail practice. That will make more sense when you see the intervention in just moments. Great question. So, the first we're going to start let me go back here we're going to start talking about retelling through the idea of retelling and practicing retelling based on experience. So right now I want you to set all reading texts aside and we're going to begin working with students on retelling things they can personally recount so we're going to have student begin retelling by talking about experiences or discussing experiences with each other and as a class. That's, as I mentioned, where language begins. It's a language experience. So we won't be using text right now. You won't have your reading text. This is purely retelling practice based on experience and this is where it begins. And so the beginnings of teaching students how to retell starts with identifying the who, where, when, what, why of an experience and being able to tell that back. So even during a show and tell, you can then maybe structure your show and tell using this retell organizer where a student talks about the who, the where, the when, the what and the why. And they can use a prompt like this, retell organizer to help organize their thinking. So, we're going to use the five Ws. I've been calling that personal recounts. So personal recounts. So the retell organizer that I'm sharing now uses the hand as the graphic. The graphic mnemonic. And each is linked to one of the W questions. I want to say that it doesn't necessarily matter that we're going to the order of those W questions. So you could have the order of those questions connected to how those questions are introduced in your reading curriculum maybe or if you want students to talk about personal recounts in a certain way. I have intentionally put the order of who, where, when, what, why here because it will help students segue to retelling story texts and I will show you that later and why I did this. But, you know, I that's one way to go, another way to go is to align it to other purposes like your instructional goals or your curriculum. The other thing I want to pay attention to is that you don't necessarily have to have this hand with the five circles. You could have absolutely any graphic organization to the 5W questions. What you want this retell organizer to do, its purpose is to be a prompt sheet. So, here would be something that might be developmentally appropriate to the for younger grade kids, so they remember the balloons and maybe associate a color with a certain W question but very basic, however you design the retell organizer it should help students and prompt them through their retell. Could be something like a tree. You could change the colors of the tree. You could design the tree with leaves and have the W questions arranged that way. I want to show you one just slightly more maybe appropriate for upper elementary or intermediate grade students where we've got the five W questions listed. And this would be more not only a prompt but it is an example of a form they could also write so it's got the written frame aspect to it. What's nice about something like this is

that if you add, you know you might be thinking about what about how? As you expand what students know in terms of their retell skills and knowledge, you could always talk on how at the bottom of this and grow it so that's another way to think about it. Since we've been looking at these file folder type prompts or think sheets in our previous webinars, I thought well just add one more to your collection so you could also present it this way. So if a student has these think sheets that we've used in the past, few webinars or a whole punched and put on a ring so they have a set of study sheets or study tools, the five Ws in their retell prompt for, you know, retell experience, retelling experiences could be included on that, too. How does a personal recount retelling routine work. There's going to be some instruction upfront and I will show you that in a minute but the gist is that students sit with their partners, the teacher models a personal recount while showing students the retell organizer and you might have ways to support that retell and scaffold that language by having sentence strips or frames posted alongside. That's okay if students need it. Then you start the partner exchange, have the students share their personal recount, using their retell sheet as a prompt and then do the signaling we talked about before. So signal when to begin, signal, you know, when to change you take turns you have got the monitoring happening and then you can do count down timing does help or at least signaling in two seconds I'm going to ask you to switch partners. At the end, the teacher who is you're doing, you know, co teaching the teacher who monitors my spotlight one or two partnerships who have done really excellent retells, those students can come up and perform or share those retells at the end so it kind of works like this. So, I want to show you the instruction part and the instruction part is going to depend on your student need and how much support they have, whether or not this happens all in one lesson or whether or not you stretch the component of the I do, you do, we do, and the model guide across multiple lessons. It's going to depend on your students and what they need to practice. What I'm going to show you now is, basically, taking the personal recounts routine and integrating it with explicitly strategy instruction. So the instruction you'll see as I walk you through this is going to include direct explanation and modeling, guided practice, giving students feedback and then an application where those students take the personal recount routine to their partners to practice it. So, when you see the I do you do we do you are really thinking we're taking this and teaching it explicitly. This is explicit instruction. So let's introduce this retell organizer to students and so, as a teacher, I would go through and explain what this graphic is, and the components of the questions, the who, where, when, what, why, or review that, if you have already introduced the question type with students. And then what I'm going to do is go through and identify the parts of a retell and then I'll model it. So let's start here. We're going to talk about a personal experience we just had together as a class. We went to the science museum so I'm going to use that as my model retell. We're going to start with the who. The who is our first grade class. And then let's talk about where. Where did we go? We went to the science museum. The where is the science museum. On, so I'm using sentence frames blow. So on Thursday. So we went on Thursday. And what did we do there? One of the special things we did there was touch a star fish and I know everybody was excited about that because you had an opportunity to touch a real star fish. So that's a what. And why? Because we're learning about sea life. The who is our first grade class. Where did we go? To the science museum. Went on Thursday. What did we do there? What happened? We touched a star fish because we're learning about sea life. I'm going to do a personal recount to retell or you could say I'm going to retell, watch me or listen to me retell about our trip to the science museum. So our trip to the science museum. So we went to the we went as a class, our first grade class went to the science museum on

Thursday. We touched a star fish because we are learning about sea life and I could repeat that. So watch or listen to me do the retell. So that might be the first lesson that you do related to this. With the retell organizer, what we do then, you pass out the prompt sheets to students and we're going to do it together. So let's remember the components of our retell. You might review the chart first, review the questions first. But then talking about and identifying the who, our science class, where? Our first grade class to the science museum. Went on Thursday. What? We touched a star fish. And why? Because we're learning about sea life. And so, I could have students go through that together. Then the you do part. So the you do might be, again, a short review but I would have students practice with themselves so how would that work. Students would sign to themselves or talk with their inside voice or mouth to themselves the retell. What I could do in the front of the class if you have a whole class or even if you're working in an itinerant setting, you could have the chart and point to the component as the student practices to himself. So the teacher will do that. You can watch up here. And the students are just practicing with themselves at their seats. And that as you can see, this would be a fabulous way to use a co teaching model where we have one teacher up at the front of the room and the other teacher could be really helping those students with their independent practice and making sure they are identifying the component. Now you've seen in my last couple of slides the little clear markers move forward, the blue markers move forward. You can certainly do things like that so maybe each student has a bag of chips. They could be color coded. They could be just plain tiles and you could have them move those forward and put them on the fingers or put them on your chart, a way to just make this more concrete and sort of teach students to monitor and identify these components, these five pieces to their retell, their personal experience retell. So now that we've done all that practice, it's time to have students work in partners so as you see, students are not sent to work with partners until they are excuse me, I'm going to take a drink of water while I'm talking to you until they are ready for it. So, what we'll do here is we'll call our yellow group up, call my blue partners up, give them their prompt sheets. Then I'm going to ask students to practice retelling with their partner and I've given you and your partner that hand organizer to use so when you retell, remember to touch each of the fingers as you retell our trip to the museum. So blue partner, you will go first. When you're done, the yellow partner will do the retell, knee to knee and then go. We will do the monitor like we talked about. So that would be a way to do the partner works. So there's our blue partner and our yellow partner. So that's the personal recounts routine. To sum up, you are using the five Ws as the frame, the organizer. You can visualize it or put it in a graphic form in any way that makes sense to you. So there's no right or wrong in terms of research about what it should look like. It just should be simple and it should help kids monitor their own retell and prompt what they are saying for practice. Whenever you are thinking about that retell sheet, if you want students to take notes or you want this tool to be something you use for your writing lesson, make sure there's some room for writing on the sheet, otherwise, you just use a prompt sheet. So that's the full routine for sharing an experience. One component to add, once you have got those routines down and you are practicing this, think about it, you will still have many opportunities to practice with experience. Every Monday talk about what you are doing on the weekend. You can on Friday talk about what you plan to do or what you hope to do over the weekend. You can come back from lunch and talk about what you ate and you can use that, the five Ws to set the frame for that. So many things. Assemblies, field trips, what you did in your science class. So many opportunities to talk about experience. This is your warm up instructions to really get kids in the routine of retelling. This is the

beginning of good text based retelling for comprehension. So here's the piece to start to think about adding on. So this might be something you layer in later, not necessarily initially but one of the things that is helpful is to start to have kids learn to give feedback. And you can do this in an I do we do you do format but let me back up to the I do. Maybe now we've done some experience retelling personal recount retelling with the five Ws. I'm going to now retell what happened at lunch and this time, after I finish my retell on the day I model it, I'm going to pause and ask students: Did I include all of the five Ws in my retell? Did you hear or see me present all of the five Ws when I did my retell? And you're starting to get kids not only to use that prompt sheet for their own retell but to start to use that prompt sheet to monitor their partner or monitor you, really, as you model and check things off. One fun thing to begin to do when students are in the routine is, when you model a retell, actually leave a component out and see if students pick up on it. Then when you're modeling how to give feedback, students could say, "Well, you did not include where where you went for lunch." So that's one way to do it. Model some good examples. Model some samples that don't have components in them so students are practicing not only monitoring themselves but listening and watching and seeing the other student do their retell. Giving feedback would also happen following obvious explicit strategy approach with an I do, you practice with kids so then maybe another time I'm going to say, you know, let's do this together, let's give feedback together. Then I would call on three or four different students to provide ideas about were things included, were they not. There's a snow and ice little way you could go about it. It could be, basically, something like teaching students to compliment. Nice job. I like when you said. Or when you signed this. The send piece could be but I you forgot to include. Keep it very simple but that is something that can be very important to practice and it's good monitoring. As I wrap up this section of the experience based retelling, I want to highlight how important scaffolding is. So you saw a whole presentation of this I do, we do, you do, then the partner practice. And the materials that are involved. And all of that can be scheduled based on student need and taste in your instructional objectives. For example, scaffolding the I do we do you do that could theoretically be put all in one single lesson. You could do it. Another way to do it is scaffold I do, we do, you do across the week. Let's say you had the field trip to the science museum Thursday, we might the following week on one day do the I do retell. Midweek we do we do. Fridays with partners or something like that. You could scaffold it across the week. And then maybe the following week you tackle lunch or you would tackle what happened over the weekend and you practice using that same scaffolding. Your time to do all this might be during circle time or it might be when students first as an itinerant come in and meet you. The other way to scaffold, too, is to chunk the retell in part. For some if you haven't introduced the five W questions yet, you might want to scaffold those across so the personal accounts retell might deal with who and where and that's okay, that might be it's a short retell but that's a retell. The next time you do it it could be Day 2 Week 2, whatever your instructional pace (audio skipping) I think that's what's overwhelming with kids, we feel like we have to teach retelling as one big thing and that's where kids can struggle. So really think of how to chunk these tasks up. The feedback component is another thing you could bring in in is a folds in different ways, like I mentioned, in the language piece, remember I said emphasize clear, expressive signing or talking in complete sentences so once you get into the routine of doing these personal recounts as retells, you store an I do we do you do, you don't need to have that spaced out as much, maybe you just model it then do a short guide then the next lesson is the you do in partners, one thing you can emphasize and bring in is language so modeling how to expressively sign something or model

how to connect what students are saying to the frame so they get the actual construction and English grammar correctly as they are speaking. We had discussion partners, too, you can scaffold the use of partners. What partners do. So maybe the first time the all the discussion partners do is share the first part of their retell. You don't have them do the same the whole the whole experience. What I'm trying to show you is that it doesn't have to be an all an all in intervention all the time that retells can be structured and scaffolded so students are successful. Materials are the last piece you can scaffold, too. So that retell organizer, that prompt sheet students have, and you have in a big chart in the front of the class or the paper you have you show kids an itinerant setting, that can be designed and weighed to actually grow with students over time. So, for example, on the bottom I've got a picture. So a picture could be phased out over time. So lose the pictures is an example of way to scaffold materials. Setting is listed here but so is the definition of what setting is. So maybe over time you dropped the picture and a definition under setting and then eventually I know what you're all thinking, are kids turning around these prompt sheets the whole time, are they always going to be retelling the prompt sheet. Eventually you want to phase the prompt sheet, he's where you are headed. It takes time. That's where you want on get. So you've got some idea, sentence strips could be something to have on the wall initially and then you might phase those two, so I hope you are getting different ideas. So far we talked about this personal experience retelling. Retelling begins at the language experience. That's why take advantage of using language, usually experience for retelling. And apply that framework of the five Ws to it and you have your initial start on retelling practice. I'll pause here. Then we will take it to the text because we don't want to overlook. I'll pause and think a little bit about how you might want to implement this and take any questions. Have any questions come up? >> SPEAKER: There is one question, but I looked ahead and saw that you will be covering it. It's hard of hearing assessing how the students are doing. For example, with the retelling rubric and I looked ahead, I already looked head when you sent this to me. >> LEAD SPEAKER: Sounds good. I love when the questions anticipate things. So that's perfect. That's great. >> SPEAKER: Okay, someone's having trouble with the sound of their computer but I'll try to handle that off screen. So just go right ahead. >> LEAD SPEAKER: Let's look at text based retelling. Text based retelling. On the left, on the left side of the book, I want you to think about this. As students are learning their personal recount retelling you started with the five Ws organizers, you can actually then have them apply that five W retell organizer to text. So you don't have to hold kids up from doing retells with text since they are starting with their personal based retelling, you can have them start to phase that in and start to have them do text based retelling with that organizer. What I really want you to think of as you think of your instruction and student goals and reading is that really once kids get that personal recount sort of down, that you engaged them, I have this in quotes, sophisticated, narrative. Sophisticated means this is rich text from the reading curriculum or science book or social studies book and you start to use a text structure organizer. So you do want to transition to something that's specifically text based because these elements of text are important for kids to start to know and include in their retell. So this transition I wish I could tell you oh do this at third grade or, you know, if they knew as kids do this well that you make the switch to the text I don't have any guidelines. There aren't. You just want to move them from those recounts into the text really as soon as you can once they've got that personal recount going. So why text structure and why do you want to get into this from the personal recount is because we know that and this research goes back because you can see by the date but as students understand the text, they become more knowledgeable about the text

structure and then they use that to recall a text to remember it. That's just the essence and the central piece of reading comprehension. Students who tend to be good readers tend to understand text structure and use it to recall text, answer questions about the text. They know the structure and use it as a mnemonic, they automatically do it. By helping all students with this and being over and explicit about what text structure is, you can help the retells as far as the comprehension, you will see text structure. What I mean by that. Before I show you, I want you to experience it. So there's narrative text on the left side of the screen excuse me, yes, narrative text on the left side of the screen and informational text on the right side of the screen. I'm going to give you a few minutes to look at that. And as you do, watch and observe yourself, strategies use when you read one versus the other. What internal voice do you hear when you read one versus the other. How do you interact with one versus the other. Or just generally. Think about how you retext, you know? Just as an adult even. I always think about how I read my vacation books which tend to be great fun fiction versus how I read books related to my professional work where I, like, postmark things and I circle words or I might highlight and I mark up the text, I might read chunks. In my professional work, I don't read it straight through, right? I might read certain things to answer certain questions I might have. We read narrative and story text differently and that's why retell based on this text can be anchored on a frame that aligns with the text structure. So, when you create your retell organizer, your organizer for narrative text is going to have components based on story structure and your retell organizer for informational text is going to be something students can use when they learn from text. Just a different a different structure altogether, so you are going to then develop my five W organizer. Now for my students I'm going to develop one that aligned for narrative text and one that aligns for informational text. You will come up with two more here as I present. So, the text structure idea, we can have another webinar and talk about how to use it during the before and during and after phases of reading but because we're talking about retelling today, I'm just going to go to the after phase of reading, how we would use this during, you know, a retell. And because I already showed you the process of what the retelling procedure looks like in a classroom using a personal recounts example, I'm not going to show you that again. I'm just going to focus on what the retell organizers look like. You would do the same routines but you would use these retell organizers versus the five Ws, so I'm not going to repeat content for the sake of time. Hopefully, that makes sense and I can clarify continue to clarify. Let's look at narrative text structure. Narrative text structure is structure about stories so a narrative text structure has something to do with a character or characters, setting where the story take place. There's the sequence of events or a problem solution. There's something that happens at the end, story's resolved or a change in character. Narrative, anytime you read a story these elements happen. I could apply these to a young child's text, children's literature in first or second grade. I can apply them to my adult text that I read during my vacation. The literature assigned in high school. The same set of the narrative text structure stays the same but the elements you teach students will be different depending on the grade level, what students are covering in their curriculum, what their instructional objectives are. That's why you're going to look at your curriculum and what students need to learn about narrative text and create the critical features that you put on your retell organizer and writing frame are based on that. I'll show you here some different examples. So one example might be that I just changed so I had my five W and is a hand chart. Here I'm just go to change and insert main character setting first, next and end for my story components for narrative text. That might be one way to do it. And then I simply transition students from the five Ws into using

graphics but I'm highlighting the text structure they would need to retell a text and answer questions about text. So this might be an early grade example. I also mentioned see the red arrows on the monitor on your screen? I have those to point out the questions. I told you it really in some ways doesn't matter which are in bubble. I wrote it in the order because look at this, if I now change and I'm teaching story elements, I've got who first, and that's the main character. And then the when and the where's the setting, you compared the when and the where kid have been practicing their recount into setting, things they already know. So you're sort of streamlining knowledge and helping students focus more on the new content they're learning. Here you can see examples of how the sentence frames sentence starters might change. Here's another example of what a retell organizer might look like. This one's actually a two pager so I'm showing you here with the red circle this is Page 1, I'll show you Page 2 in a moment. Here's a little line, if you want, on the prompt sheet, students could write an S or F, it's like I'm reminding myself that I'm going to do a retell about a story, S for story or F for fiction, depending on how you are teaching it, are you retelling a story or a fiction, and that. But the letter could be a prompt there. You can see here who is defined as the main character. There's a picture. So this is an example of a prompt sheet that's, you know, basic because it's got the the graphics mnemonic with it. And here's my little note about the writing piece. So this is still a prompt sheet of front and back that students could use as a check list but you know what they could do in here? Is if you want to start to teach them some very simple notes, notetaking, you can have students write notes or draw simple sketches and pictures here when completing the retell frames. When you include this component, this could be something you model, you would have a one you could draw a simple sketch or write a few notes in if you wanted. This is an example then of how you could segue into something more detailed with writing instruction. You already use a note sheet so in a writing lesson you would teach students to construct a written retell. So this is the Page 2. So you can see that the story elements continue. And then at the end, this particular prompt sheet just sort of rounds out retell with a personal response so students trained with this format on saying I liked or didn't like this story because. That's an optional thing. It's a nice way to end but just another option. So this sheet might be used for early elementary classrooms, maybe K 2 would be this. Here's an example. I just wanted to show you where you could see this sort of retell might have the story that the students are working on at the top so it's like a little prompt what the story is they are trying to retell. This is a different framework because it's got problem, solution and end so this would map to your curriculum. These are the story elements. That would be curriculum aligned and then here's the example of the student doing some basic sketching to help them remember the character in the book and then I show you the second so later on in the year the student's doing a little more writing, you can see it's not very sophisticated but they are just doing a little bit more in here to help them with their retell. Here's something you might use with upper elements. >> SPEAKER: Can you pause. >> LEAD SPEAKER: Yeah. >> SPEAKER: A question has come through and I noticed it, as well, that there is not it says insert example. So, perhaps, we posted something that shouldn't have been posted but it doesn't actual have the narrative, for example, retell organizer. It's not actually there. >> LEAD SPEAKER: I'm glad you stopped me. Yeah. Yeah. I think we're okay. You have got all of these in the packet. Every one in the packet. >> SPEAKER: So, I think those that were uploaded didn't. What we will do, everyone, is that I will correct that error. And when they are posted or I'll even get to them sooner, I will send you the correct material so you will, in fact, have the examples of the narrative, et cetera, organizer. >> SPEAKER: Great. We will make sure that, yeah, things are aligned but know right now anyway you can

leave having a set of everything. These are all in the resource packet that accompanies the presentation. So, yeah, and for now, go with me and watch your monitor and I'll present each one and you will recognize them. You've got the ready to if materials in the packet. The next example is the story element for, excuse me. You can see it's called a think sheet. It might be a study guide. Then you've got the variables, the story elements. And you can see these are more sophisticated than just first next and last or, you know, beginning middle and end or whatever the story elements you are focused on in the elementary grades. You are beginning to add in more components and these are, obviously, curriculum standard aligned how you determine which ones you need to include on your story element think sheet. This is an example but think sheet where they are defined for the student. So that was a walk through of some examples for retell organizers that you could use for narrative text. Informational text gets a little bit more complicated because informational text, as you see in the left, has so many different structures so think about the kind of informational text your students encounter. In a science class they might be doing cause and effect or problem solution. In social studies class they might be reading text that has more of an explanatory framework in terms of the information. Other texts might be more descriptive. How do you tackle informational text when it's got so many different things going on. Well, the five Ws plus how could work. You can with younger kids continue to use that structure. I'm going to show you the K W L, how it can work and how a main idea chart could work. These also could be designed and made appropriate depending on your curriculum objectives and standards that you're following. So here's your retell organizer with the five Ws plus how, that could be applied to informational text and use to help prompt retells. The second one I want you could think about is using a K W L as a note sheet and retell organizer. And if you have used a K W L before, you're familiar with the brainstorming nature of this tool. So before a lesson you would have students brainstorm what they think they know. Then they discuss and write what they want to know. And then after they've read the text, they write what they learned and they try to answer the questions that they wanted to know in the second column. So how do you my question how do you use that for retelling? One thing you can do is emphasize the what you want to know component of the K W L. This becomes your retell, your retell framework. This becomes your retell organizer, the actual questions kids want to know or they ask. But what if kids are asking all different questions like let's say they are reading about bats and they start asking do bats drink human blood and another kid asks how do they see at night, what you can do to focus so everybody has a common frame is think of the critical questions that always apply to the topic kids are studying or reading about. For example, with animals, the three questions I circled can always be asked every time you read about animals. Any animals. You can ask what type of animals are bats, what types of animals are monkeys, what that's fine are butterflies, what do they look like, what do they eat, always. And then what do you learn component and the answers becomes your retell so it is really aligned with the questions and then what you learn. And I'm going to toggle for a minute keep your fingers crossed while I show you this. Over in your toolkit packet, I want you to know that later in the peak, Pages 23 and 24, we've got critical questions or focus questions written here to help you know what questions align with certain topics so you can see animals upper left box is what I used depending on the level of your students you might have one or two critical questions. Others you might always ask three or four of those questions and by asking them consistently about different informational tax, saying science units on different things. Always asking these questions. That becomes not only a great way to structure your retell and your retell organizer but it's a great comprehension tool, as well. I'm

just thinking, for example, all the holiday things we talk about with kids that pay attention to those questions, that upper row box on the far right. Always can ask what is the holiday, why did we celebrate it, how did we celebrate it, why is it important. If those things come up with the retell, you are really helping build kids' comprehension. That is there for you to consider. That's one way to go. In fact, this is the way we used in our in our project, when we implemented and help kids do informational in first grade, we use K W L, and you can see how it translates a very easy into easily into a main idea and details chart. With a main idea is aligned with a critical question, the focus question and the details are written in the far left so I'm just brainstorming. You might transform a main idea chart into a retail organizer by maybe having that column of questions and then answered, you know what I mean label the main idea critical questions or my focus questions and then answers or what I learned in details and leave it as is. And that would be the retell. So here's another format for it and this would be in your take away packet for you. So yeah, uh huh? >> SPEAKER: Along with what you are talking about presently, has arisen about looking at the time informational structure that there are some more difficult language structures that are prerequisites before they can use the K W L, do you have any this is the question posed, do you have any organizers to utilize for these particular needs? For example, how to describe? Finding lists of concepts. Like Q words, cause and effect and how to compare and contrast, something like that. >> LEAD SPEAKER: Right. Right. I know. I'll answer based on how we structured the work in the classrooms where we implemented our studies much we actually didn't, because he worked with first graders and so we didn't want kids to be overwhelmed and caught in the nuances of all those things you just mentioned, the compare contrast and needing to think about how do I describe. We just went right to the K W L. And we just simply taught students that K W L as a tool at face value, nothing more nothing deeper than that and we applied it generically, K W L was applied across informational text and content and so what we did to keep student from needing initially to get at all those different structures, which don't have to be prerequisites was to teach critical questions. The way we did that, when you would model a retell or first initially figure out with informational text what you would want to learn from the text, we still have kids maybe think of one question on their own but then as a teacher, I would always say one thing we're always going to ask or I'm going to ask is what does it look like, what does the animal look like. Every time you work with an animal, just do that routine and ask the same questions and it builds from there. I think a little I think we did something a little differently than what your actually asking but could help. We simply use the K W L at face value, streamline the process so it was efficient if using it in a classroom. We didn't let it overtake instructional time. By did a little bit of brainstorming. We asked a couple two to three critical questions. We took one or two questions from the class and then answered the list of questions as we read the text and then that was our retell, the questions we asked and the answers we learned was the retell. That question, I can try to frame a little bit more in my written response but we did not, in fact, get into the details of the other forms of the text structure we were approaching informational text generically so kid would have a strategy no matter what informational text they used. So hopeful that helps a little bit. All right, I want to conclude this section on text based retelling with the sample pasting plan to help you see that you don't have to do it all at ones because that's where kids aren't successful with retelling. Sometimes when we assess them using a standard or diagnostic measure they haven't been practicing retelling. They are just asked to do this whole thing that's very complicated and they haven't worked up to it. So on the top row, informational text, one way you can begin is with a partial retell. So, you were working with

informational text but at first kids are just maybe telling the type of book and the topic and the retell and that's it. So today I read a book about mammals, that's it. It was an informational book. So today I read an informational book about mammals, that's the retell that kids would do with their partner. On the second lesson, students might answer what character what are specific characteristics of mammals, or what makes a mammal a mammal. It has hair on its body, it has lungs that help it breathe. All these characteristics. That's it. That's all the retell would be is answering that one question. And the third lesson that retell might involve then listing types of mammals so what animals are mammals and then tell one interesting fact so that could be anything the kid thinks is interesting about mammals and then at the end of the week or less than four would be the complete retell where you pull all of these things you practiced into one mega retell which is exciting because you worked hard to do that and then you practice saying the type of book, the topic, what are the characteristics, what animals are mammals and one interesting fact. That could be a pace of how you build and practice informational text and use that frame. Story text could be similar. Your first lesson I'm looking at the bottom row now might be I start with a personal response. So we read this text, just answer do you like the text and why. And answering with a personal response like I'm responding, do you like the text and why. It's based on an argumentative model which is critical with the common core standards and the Pennsylvania standards. This idea of having students respond with their opinion about whether they like the text and why is starting to teach them a little bit of opinion and argument. So, you might just begin with that. Next lesson, you might identify excuse me this is all part of the same text so you build this based on the same story across these four lessons, by the way, not changing the text for each lesson you want, continuity and the text that builds this retell. The type of book. Title, main character, what happened first. The next lesson, lesson 3 would be the ending things that would happen next and a personal response and you pull it together in the retell. So this is not one exact model of how it has to work. I just wanted to show you there would be many ways to scaffold and you can break up the story elements or the elements you have on your informational retell organizer and get kids to that complete retell and support is an instructional way across the time. Thinking about the text based retellings, of narratives and informational text, thinking in your mind what will your narrative and retell organizers look like. And putting a few notes here about what to go back and look at. If you had any thoughts or saw anything that would give you ideas and how you would construct your organizer and thinking a little bit about how you might build those retells across your instruction. How would you sequence it. Also pause and take any questions here that have come up in this segment. >> SPEAKER: There was a question a bit ago but fits well here, someone wanted to know about moving from the I do to the we do, you know, components in a smooth manner for some students that might need a little bit more explicit instruction. Are there any recommendations or considerations that you might want to share. >> LEAD SPEAKER: Uh huh, yeah. I think you can and this what you can do is have a I think like an I do verse A, an I do version B, an I do version C that sort of gets to the students doing it with you. So there would be different ways I think to use materials that way. For example, an I do where I point to the components on my retell organizer. The next time when I want kids to do it, maybe they are not doing the retell expressively but that intermediate step before you do, has them moving the tile forward each time. So kids are practicing moving a tile up or checking off that thing on their prompt sheet as I model my retell. So you might do that for a bit. Then you're next I do slash we do transition lesson might have that, but maybe you just have kids practice only that first piece. Maybe they only do answer the who with you, move their tiles

up. I think you have to, with that, you have to think about how you use materials and how you chunk those things we talked about in the scaffolding, on those scaffolding slides being I think would help a little bit but I love scaffolding with the materials and trying to make things more concrete and you might explore ideas with the materials a little bit thinking about the examples with the little tiles and putting them in place, a check list or something. Very great question. Okay, you've got lots to think about. (simultaneous speaking) Uh huh? >> SPEAKER: I think another question that has come across a few times relates to ideas for and you have touched upon teachers in an itinerant setting so if you only see a student once a week and there are, you know, the scaffolding steps, et cetera, are wonderful but how do you help them to learn this and I don't know, you are not a magician so I know that's a hard one to answer but I can understand the legitimate of this question. >> LEAD SPEAKER: Sure. Sure. >> SPEAKER: You can think about it or I don't know if you want to tackle it now. >> LEAD SPEAKER: I think in that case you have to consolidate it. You just don't have the luxury of expending it into multiple components like that. But at the same time you have to present what your student, you know, can handle in terms of learning this retell process so it clearly is sort of a compromise between those two things but since I would say since this is such a powerful thing for comprehension and has such mileage and retelling, you can apply it to everything. You can retell the webinar. You can retell a text you read. It's worth the investment. So I would say look at your the instruction you have to accomplish as an itinerant and if you can, maybe do some solid retell work with, you know, once a week and apply it to the content you need to teach but just do it through the lens of retelling and I think once you build that the routine and practice with your students, then you will have a little bit more wiggle room in terms of phasing it in. But, yeah, it can apply to all content so it might be something that gives you a lot of mileage in the work you do but I know, there are so many challenges and just know that the scaffolding, you just have to base it on student need and you would now based on your question, add instructional time. Let me wrap up now. Now that I want you to think where you are at with this. Let's say you implemented a personal recounts practice to help kids retell. You have always been teaching them how to retell using a text structure organizer. Think of all the wonderful ways you can have kids extend retell in practice because retelling is one of those skills that just requires practice. It requires practice. And we talked about this a little bit with fluency and retelling is similar no that sense. One way to practice is to have students come up. I'm going to call five kids up in the front of the room. I would do this. Again, this is practice. This is after the I do, the we do, the you do after partner practice and even after maybe multiple times of practice if kids need it. Here I would each have kid assigned to one of the critical components and they would do a group retell. So this first kid up here, she would tell the who. This one would tell the where. This one tells when. This tells what and this tells why. Changed up. You seen these before. So I'm going to move fairly quickly. You could have a spotlight reteller. If you have a whole class, you could have a student get highlight their retell work and do that retell at the end of the week. If your itinerant thinking the way to make that retell when the student meets with you special in some sort of way where they perform it for you and go through in a master kind of polished way. You could have kids pre tell something or going so particularly if you want them to tell maybe a part of the retell or a part of their personal recount. So now that you've got these practices for repeated reading and fluency, you have kids accustom to them. Just apply them to retelling. I wanted to show you that with some simple tweaks and edits you can change the repeated reading check lift that I talked to you about for home use into a retell check list so a child goes home and does a retell with family versus a repeated read with

family. So an easy translation or transformation from one practice to the other. Once a student has mastered a retell, have them retell to other community members or stool members or staff members or whoever is available and willing to listen to a retell. So that would work, you know, by having them go to assigned times and practicing that retell and there's a retell log you can kind of practice that with and I've got that in your packet, as well. Emphasize here, practice, practice, practice, practice, practice. Retells take a lot of work for students and they just require practice. And so think about how that practice can occur in fun ways. And when it can occur. You have got a kind of a brainstorm list of my thinking here but find ways where you can get that practice in creative ways. They move to my next slide. I'm thinking that have co teaching classroom and what a great opportunity you have with two adults there where maybe one adult or one teacher could have kid come and practice retelling with them while the other works with a small group and teaches the school of retelling when they are done you switch and one goes practice, you know, so many different ways you can config that with optimize the practice and the opportunity. So, for sake have time I'm going to let you take these ideas and use them as a take away and I'm going to move and conclude with assessment and then pause for our last break and answer any concluding questions. How do you assess all this? One is retelling is often included now in our reference in criterion referenced or diagnostic assessment. If your school, your college, your speech language clinician is using some kind of test or you are that is already referenced and criteria referenced, diagnostic, just follow the protocol there. And score according to the protocol itself. So that's one way to do it. If you invest in this practice, in this instruction, you should see growth to retelling. Another way to do it and I'm going to talk about this in two ways is to make an assessment part of your click column, routines in your instruction. And there is research showing that somewhat you do that, it's such a valuable way to gain insight into how students are not only retelling but also with what they're comprehending. One way you can do this is follow a design curriculum based approach. I have a reference here for the materials that I'm going to show, if you want, the sample I'm sharing is from an academic skills problems approach which is a curriculum based measurement and assessment approach. It will give you ideas. Then I'm going to talk about a final way that you can do things to align with your instruction. This is one way. One is just select a text that the students instruction level. Then you would have them read the package. And you could have them read it allowed and if you wanted to save time, you can have them read it out loud or read expressive like we talked about with fluency, time that first minute them keep going and finish the packet, finished the package have, you know, the gist to be able to do the retell. And then what you can do is ask them some questions by going through a series of prompts. Think about this. You have been having students use a prompt sheet to help with the retell. Maybe try first to see what the retell would be like without the package, right? Without just telling. Then you could have them do it with the passage. Then next level is see how they do with their prompt sheet without the passage. Then you can try another Persian with prompting and access to the passage so you can see these different levels of query and how a student does their retell promised or unprompted with the passage, without the passage, it will give you an idea of when are they are at. It will also help you think about scaffolding and materials. You will know for sure if the student is ready to have changes on their prompt sheet or their retell organizer, whether they are read for it to be faced out. That's one approach and you can do it. In this package of curriculum based materials, they apply to any story text. You can inquire about students stories and they are studying and they kind of mark them, just a use a check list here to mark it off. That's one way to go. And I just wanted to share that based on the thinking

I like the idea of thinking do you have them use the prompt sheet or not for these retells because you have been using them in your instruction and I like the idea of leveling that as something to think about. Here's what I was subjecting as a take away. You've developed a wonderful retail organizer that you are going to use in your instruction. I know you will put work into thinking about how to make that work for your students and what the critical components are going to be. So, the five Ws or what story elements are going to be on it, or what's the informational text retell structure might look like? A K W L format or main idea chart, for example. Then what I would do is come up with a check list or rubric that specifically identifies everything the students need to retell as a check list just have it mapped exactly to your retell organizer. Create a check list that matches exactly to that retell organizers. This serves a couple of purposes. One, if you are able to have student partners work together you are teaching students to check off and you are teaching students to monitor the components about how you are going to store the retells, so the students are part of the process. So that's one. Then the other is that you are evaluating from a teaching. You can see where the growth is in terms of your instruction. Create a rubric then, this is just an example of course, you can have a zero. But in addition to those elements you could have sort of a holistic qualitative gestalt about whether or not this retail is coherent, in sequence, and organized and sort of at a, you know, 4321 scoring to it so there are two things going on as you create an instructionally aligned rubric. One is you can align it with exactly the components you are teaching and the second is that you can come up with a very easy qualitative sense of how well that rubric holds how well that holds together. It takes a little bit of work. It's a slight 10 beyond the retell organizer but I think it makes a lot of sense instructionally and through a lot of assessment. You can do this and use it in an ongoing way which has power, chart the data and graph it and then you can still have students participate a norm reference, diagnostic assessment, two to three point or four points depending on the assessment during the school year. So you should have those multiple assessment points. Thinking a little bit about that, you have a wonderful student, did you align it, I think, and take advantage of the critical components you put on that veto organizer. So this will be my final pause point for questions. I can answer anything related to assessment or overall before we wrap up. Things you might be thinking about as you finish the webinar with us today. >> SPEAKER: I'm hoping that, and I feel you answered the question regarding a rubric. It may not not everyone's is the same depending on the curriculum and also depending on, perhaps, people that students may have, so I love the idea of the instructional aligned rubric. Thank you for that and also for showing a sample. I hope that answered your question for Jeanine. There is another question here about a student who retells a story the way she thinks it should have been told, not necessarily the way it was told. Are there any tips on how to work with that. >> LEAD SPEAKER: Oh, gosh. (simultaneous speaking) I love that little bit of creative twist. I think I would start to talk about author. And sort of work with the student in understanding that, you know, the author rights this in a certain way and so you are going to retell it like the author wrote it, like the author told it. And so working around it that way might help. Then distinguishing the difference between, you know, did the author write this? Is this how the author, that is versus how you might want it to happen. I wanted to add, because this is kind of related, is that with informational text one of the things we encountered in our classroom practice and when I taught using the K W L is something similar, students would, in that first column, if you remember, it's the brainstorming getting started point about what you know, we had to change that to what you think e now because we have a lot of students who are very adamant about information that wasn't correct. You know how kids are. The bat's really do drink blood

because I saw it on this movie. It's sort of similar. I sigh similarities between that and the student you're talking about. Where kids hang onto their ideas of what they think things are and what they want them to be much just like the K W L, we sort of changed it to what you think you know and that brainstorming point. Maybe here it is, you know, what the difference is between what the author what the author wrote and what you think you know. I know, yeah, I'm brainstorming like you and I will certainly think more about that when I get to do the written responses but that's a great one, I love these creative kids. Great. Great. Anything else? >> SPEAKER: Lastly. >> LEAD SPEAKER: Yeah. >> SPEAKER: One quick one, that is that some students want to act out the story and not particularly use words and then the teacher tries to lead them to use the words but maybe providing the words for them. So any ideas on how I mean I know you've talked about modeling a great deal but any ideas on how to work with students that tend to want to act out and not necessarily use vocabulary and expressive language skills? >> LEAD SPEAKER: Yeah, I think then I would create some modeling and some practice using the vocabulary or sentence or signing. You can do the same thing with signing but have, basically, the sort of practice frames, the stems, the components of what that language would be and so you might have some mini lessons somewhere between we do, excuse me, where you are practicing expressive language with vocabulary and working on that's your interim between, you know, as you build towards those students' recall, focused on using a word from our vocabulary in that expressive language or expressing in a certain way that's not acting out and that would be practiced so it is just practice but it might require sort of interim lessons framed around the idea working with the idea of the vocabulary work or sentence frames or examples visual examples of how to tell the story. Yeah. It's hard. >> SPEAKER: Great, thank you. >> LEAD SPEAKER: Okay, let me wrap it up because I know we will conclude with a few next steps. Okay, our take aways, we have been through retelling, we took this one aspect of comprehension today and went deep with it and so I hope you can walk away today with some tips on how to organize and practice some retelling routines in your classroom whether it's itinerant co teaching or if you are with your own students in a classroom. The second thing we looked at is the instruction and intervention. You have this. Text based retelling. Moving it to the text and using narrative and informational text. Wonderful ways to practice, practice, practice. Do extensions. Finally that aligning of assessment and instruction, aligning it to your retell organizer, your IP objectives and curriculum. That's how to create that. I'm going to leave this slide up at the end. I know how hard students work to retell. It is a challenging thing to do particularly to build a comprehensive retell. As much as you can, as much enthusiasm and motivation and excitement you can bring to this the better that instruction will be for students. So, my calculation is, hurray for these retells. They have so much comprehension building potential. They have wide applicability which is why it was nice to spend our two hours just talking about retelling. It applies to so much. You get so much instructional mileage. This is the kind of thing you can invest in and get a payoff in terms of potential and language use. I think it's wonderful. So hurray, these are fun. Enjoy your book buddies, your book partners, however you do this to make it exciting for kids and colorful. Thank you so much for your participation. It was nice to be able to focus on this today and really just talk about this one aspect of instruction. So, thank you and Mar, I'll let you conclude. >> SPEAKER: Fantastic, thank you so much for this, if they can master the skill of retelling, I have no doubt scores will greatly increase. When I think about the QRI5 which we focused on in our last year's conference, administering that task, that assessment, we know that retell is a huge component of measuring success in comprehension for students. I love the steps. I think about the PA common core

standards and some of the aye work that many of you are doing with the content area and using this framework by expanding it for the different content, whether it's science, social studies or whatever area, working with your students. It's generalizable and will be fantastic to see how kids are increasing their ability to comprehend all text. I would love, if you would on the last slide here, Lana, not only included her information, she included Sue Ann's, Janes and mine, let us know about your successes, how are you measuring the kids? Are you seeing comprehension increasing. We want to know if our work, time and effort is being put to good use. Please communicate to us. That's why you will receive a short survey monkey so we will know what we can do for you because we're not going to rest until student scores are advanced without a doubt in all phases of literacy. Lastly, a few of you asked about the handouts. If you can have them at a later date. First of all, guess what? The word analysis, very first literacy webinar is, in fact, on our PaTTAN website in two places. It is on under videos, under resources you can click on videos. Because it was just that, it will be one of the first you will see or you can go to initiatives and click on deaf hard of hearing and then you will see it is one of the latest additions also to our very own web page. There is about a 42nd delay. We will fix that eventually but don't think it's not there because it really is. Lastly accessing the materials, in fact, be on like I said our website eventually but if you want them right away, please email me, tell me what you want, meaning that you would these materials, I'll hit the reply button and I'll attach them since I have them for you and we can do that. A question I always get is about Act 48 or certificate of attendance. As long as you have signed into this webinar and that's why if you are watching in a group we said over and over again you must sign in because we have no way of knowing that you're here, please just, if you signed in, we have our secrets ways of seeing that you have, in fact, be here and attended this particular webinar and we send it into Harrisburg and you will get two hours for attending this particular event. I think that's the information is so valuable that they should almost give you like 10 hours, but I'm just kidding. Again, we thank you very much for your attendance here and we would like to have more webinars. We would like to have Lana continue working with us. Give us feedback, give us ideas, what I would like to see you do to help you and we will try to make that happen. So I hope to see all of you at low incidence. This year will be in August on the 7th and the 8th. Grades start for the young guys will be the 5th and the 6th. This year we're having Karen Anderson come who is a fabulous resource. You can look her up online to talk about how students who are deaf or hard of hearing can gain valuable access within the classroom and hearing loss. And many ideas, check lists. Talking about all wait from when is it appropriate to utilize an interpreter to how do we provide support for students who are in need of greater reading and writing skills. So the whole gamut, including transition, as well. We hope to see you at low incidence. Registration is now available. Again, thank you so much. If I don't see or talk to you, have a wonderful summer. Bye bye. Thanks, again, Elena for the faculty work you do. >> LEAD SPEAKER: Thank you, it has been fun to present and discuss this. Thanks, everybody. >> SPEAKER: Bye bye. (End of session.)