

Retelling Toolkit

Professional Learning Community Guide

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Recommended Readings: Moss, B. (2012). Teaching expository text structures through information trade book retellings. <i>The Reading Teacher</i> , 57(8), 710-718. http://mcteresources.pbworks.com/w/file/fetch/65488920/Reading%2520teacher%25202.pdf	

PLC Agenda

Materials: Professional Learning Community Guide; Webinar Viewing Guide; Webinar PowerPoint and Resource Packet

(1) Review Application Assignment (10 minutes)

- **Share updates on your “Fluency” application.** How did things go? What worked well? What didn’t work as well? (Problem-solve and share suggestions for how to “tweak” and improve instruction and family outreach).

(2) Discuss Research and Webinar

What are Some “Lessons Learned” from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources; 10-15 minutes)

- Why are retells so important? Why should students be taught how to retell?
- Why is it so important to organize the classroom (or “instructional space” in an itinerant setting) for student retelling?
- What’s the difference between experience-based retells and text-based retells? What are some instructional strategies for teaching these retells? Use your notes from the Webinar Viewing Guide to prompt this discussion.
- What are some ways that you can extend retell practice (“retelling extensions”)? What ideas can you implement in your classroom or instructional space? How can you involve families and/or your school community in supporting student practice?
- What ideas about assessing retells did you “take away” from the reading and/or the webinar?

(3) Collaboratively Plan Take-Away Application (See Planning Template; 10-15 minutes)

3a. Discuss how you can “take away” and implement an instructional idea presented in this webinar (or that you learned from the research-based reading). You may use the Collaborative Planning Template on the next page to collectively discuss/plan instructional content with your PLC.

3b. Discuss how you can develop a family outreach activity aligned with content presented in this webinar. For example, what family outreach activity can you create that aligns with the “take away” that you plan to implement in your classroom?

(4) Summarize Next Steps – Application Assignment (2-5 minutes) – Think about/discuss when and how you will implement the instruction and family outreach “take-aways” you discussed during collaborative planning.

Planning Template – Retelling (page 1 of 2)

Retell Type (*Select one to implement for this application*):

Experience-based Retells
(personal recounts)

Text-based Retells
(story/narrative text)

Text-based Retells
(information/expository text)

Materials:

discussion rules; vocabulary wall; sentence strips; retell organizer (classroom copies and student copies); texts; pencils; clipboards/writing boards

Organize the Classroom or Instructional Space:

Where will students sit? How will retell partners be assigned?

Retell Organizer:

What will you use as a retell organizer? How will the retell organizer look visually? Draw a sketch of how components of the retell will be organized.

Instructional Sequence and Scheduling:

How will you sequence and scaffold your instruction (e.g., partial retells --- complete retells)

Action Plan

Classroom Implementation

What instructional strategies or techniques will I implement for the Application Assignment?:

How will I use these strategies or techniques? (How? When? Where?. . .):

Family Outreach

What tools, resources, or instructional strategies will be included in my family outreach?:

How will I implement family outreach? (How? When? Where?. . .):

Implementation Checklist

Consider the following when teaching retelling:

- The classroom, or instructional space, is organized to optimally facilitate student retelling.
- Discussion rules have been established (and are posted in the classroom).
- Students have an assigned retell partner.
- Retelling materials are organized and prepared.
 - Vocabulary Wall
 - Sentence Strips
 - Classroom/Instruction Retell Organizer
 - Student Retell Organizers
 - Writing Frames
 - Pencils
 - Clipboards/Writing Boards
- The Retell Organizer aligns and reflects whether experience-based or text-based retells are being taught.
- Retelling instruction is explicit, systematic, and follows an I Do-You Do-We Do approach.
- Students are prompted to use academic vocabulary during their retells.
- Retell instruction supports students by scaffolding difficulty.
- Scaffolding supports include:
 - Teacher/peer assistance
 - Tasks
 - Materials
- Retelling extensions are used to support student retelling practice.
 - Group Retelling
 - Spotlight Reading
 - Hello-Goodbye
 - Home Outreach
 - Community Outreach
- Time and opportunities are provided for students to practice, practice, practice retells!
- Family outreach activities are included and align with school-based, retelling practices.

Frequently Asked Questions

Q1: Do you think having students who are deaf write what we said to them is the best technique to use since many students do not like to write?

A: Whether or not to include writing should be based on your instructional goals. Writing can be minimized, however, by focusing on the use of spoken or signed retells (versus written retells). If using retell organizers to help prompt student retells (see Slides #47-57 for examples), any writing used on the retell organizer can be done in a simple, note-taking format. Younger students can also draw pictures or simple sketches on the retell organizer. That way, the retell organizer serves as a prompt for a spoken or signed retell versus a written retell.

Q2: Do you have suggestions for classroom interventions and team teaching?

A: A team teaching approach is a wonderful way to teach retelling. While one teacher presents the instruction and teaches the critical components of retelling, for example, the other teacher can help students take notes on their retell organizers or monitor students while they point to the components of the retell organizer during group practice. A team-teaching approach is also an ideal way to support students during retell practice when students practice retells with a partner. Team teaching provides additional opportunities for teachers to circulate, monitor, and assist students during their partner practice.

Q3: Do you have any examples of retelling rubrics? I am not happy with the one I am using to do progress monitoring for an IEP goal I have.

A: An example is provided on Slides #73 and 75. Note that you can create a rubric that directly aligns with your instruction. See Slide #74 for some ideas.

Q4: How does one go from the “I do” to the “we do” in a smooth manner?

A: A smooth transition from “I do” to “we do” is best facilitated with careful instructional scaffolding. For example, retell organizers that allow students to point to, check off, or move colored tiles on the critical components on the retell organizer help make the retelling process more concrete as instruction shifts from “I do” to “we do.” Also note that instruction doesn’t have to move completely from “I do” to “we do” in one single step. If there are challenging components of the retell, the teacher can continue to model those aspects of instruction, while other aspects of instruction shift to “we do” and “you do.” See Slides #37-39 for additional information on scaffolding.

Q5: Where would I find the Narrative retell organizers?

A; Narrative retell organizers are discussed on Slides #46-52 and found on pages #12-17 in the Resource Packet. Don't forget that the 5 "Ws" + How can also be used for narrative text.

Q6: Looking at the informational structure, I notice that there are really difficult language concepts that students need to know before they can even begin to use the KWL strategy. Do you have any organizers or ideas to utilize for these particular needs? For ex., How to describe...; Finding lists of concepts...; Cause/effect cue words...; how to compare/contrast...

A: Looking at the informational structure presented on Slide #53, there are many different forms of informational text with potentially difficult language concepts (the "What"). To address these challenges, a K-W-L can be used to help introduce students to informational text (the "How"). In other words, the K-W-L can help students interact with ANY form of informational text without the need to teach all of the different types and structures (the "What"). If students learn to use a K-W-L approach, it doesn't matter what type of informational text they are reading. Of course, there are many organizers that can help teach each form of informational text, but the K-W-L is a great starting point because students will get lots of mileage with this strategy due to its wide applicability across different forms of informational text.

Q7: Do you have any ideas on how to work with a student to learn this retelling intervention from a teacher in an itinerant setting who only sees a student once a week?

A: When working with a student in an itinerant setting, follow the same instructional procedures discussed in the Toolkit presentation. The only difference in an itinerant setting is how the instruction might be scaffolded (See Slides #37-39). Due to the 1x a week instruction and limited instructional time, there may not be the "luxury" of "deeply" scaffolding the retell instruction across multiple lessons. Of course, instruction should be designed and scaffolded based on student needs; but *because retelling is such a powerful skill (in terms of building comprehension), it is well-worth the priority in instructional time*. Overall, retelling requires practice. At the very least, practicing a partial or full retell at the beginning or end of each instructional session would be an important instructional routine to include in the 1x a week schedule.

Q8: I have a student who retells a story the way she thinks the story should have been told. Any tips on how to change that?

A: Emphasis should be placed on “what the text says” or “what the author says.” Therefore, when retelling, the retell should be about “what the text says,” not what you might like to the text to say. Overall, during instruction continue to emphasize things like telling what is “right there” in the text (or book) and distinguishing the difference between “author” and “you.” The QAR (Question-Answer Relationships) strategy might be helpful for this student. Though QAR focuses on the questions a student might ask or answer about a text, it helps distinguish the concepts of “author” and “you.” See the following weblink for more information about QAR: <http://www.readingeducator.com/strategies/qar.htm>

Q9: Many students want to “act out” the story instead of using words. As a result, the teacher may lead the student to use words and may be “providing words” for them. Do you have any ideas how to avoid this issue?

A: Make language part of the retelling process to help distinguish storytelling by acting out versus retelling. When retelling, students can be prompted to use vocabulary or specific sentence frames/signed expressions. Charts can be posted in the classroom that show vocabulary and sample sentence starters. Model how retelling language works and looks. Young children will begin by using the words and expressions the teacher uses; it’s totally okay for students to use the words provided by the teacher when they are just learning how to retell. Using a retell organizer can also prompt students to use language.
