

Retellings

To be effective, retellings must be modeled frequently, incorporating a rubric students can use to plan their own retellings, assessing students' retellings over time to show growth and areas of need, and using retellings to inform instruction.

1. *Start by modeling a retelling.* Modeling is integral to this strategy's success. Read a short story or picture book to students; then retell it. It's important to have looked at the rubric you want to use to analyze your retelling and that you have practiced the retelling. Once you done your retelling, project the rubric and analyze your performance. Model a retelling every day for several days, letting students score it. Occasionally, give a poor retelling, making sure you discuss why it was poor. Even after students begin doing the retellings, it is important for you to continue to occasionally model the process.
2. *Use a rubric to plan and evaluate the retelling.* Think of this as an outline of what you'd like to hear in the retelling. The main point is that students see the rubric before they do the retelling so that they don't have to guess about what's important. You may even think about occasionally letting the students use the rubric as they give the retelling.
3. *Chart students' progress over time.* For the chart to be meaningful, you should be the one assessing the retelling each time using the same rubric. It can be incredibly motivating for students to see their improvement over time.
4. *Use retellings to plan instruction.* Analyzing individual retellings and patterns as a class can tell you what students may need to work on. For example, if you notice that several students aren't starting their retelling with introductions, this may be something you will need to model more for them.

Retelling Rubric

Name _____

Date _____

Text _____

Level _____

Directions: Use the following checklist to rate the retelling. For each item below, circle a number from 0-3 in the appropriate column. On this scale, 0 means the retelling didn't include the item at all, and 3 means the retelling completely and successfully included them.

Does this retelling...

- | | | | | |
|--|---|---|---|---|
| 1. have an introduction that includes the story's title and setting? | 0 | 1 | 2 | 3 |
| 2. give the character's names and explain how the characters are related to one another? | 0 | 1 | 2 | 3 |
| 3. identify the antagonists and protagonists? | 0 | 1 | 2 | 3 |
| 4. include the main events? | 0 | 1 | 2 | 3 |
| 5. keep the main events in the correct sequence? | 0 | 1 | 2 | 3 |
| 6. provide supporting details? | 0 | 1 | 2 | 3 |
| 7. make sense? | 0 | 1 | 2 | 3 |
| 8. sound organized? | 0 | 1 | 2 | 3 |
| 9. discuss the main conflict/problem in the story? | 0 | 1 | 2 | 3 |
| 10. explain how the main conflict/problem was resolved? | 0 | 1 | 2 | 3 |
| 11. connect the story to another story or to the reader's life? | 0 | 1 | 2 | 3 |
| 12. include the reader's personal response to the story? | 0 | 1 | 2 | 3 |

Total Score _____

Comments from listener about the retelling:

Suggestions for the next retelling:

Name _____

Class _____

Retellings Progress Chart

R13									
R12									
R11									
R10									
R9									
R8									
R7									
R6									
R5									
R4									
R3									
R2									
R1									
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May