

Teaching Retelling

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- **Vocabulary**

- **Memory**

Sources of Spoken and Written Language

(Hayes & Ahrens, 1988)

- PRINTED TEXTS
- TELEVISION
- ADULT SPEECH

Sources of Spoken and Written Language

	Rare Words Per 1000
PRINTED TEXTS	
Abstracts of scientific articles	128
Newspapers	68
Popular magazines	66
Adult books	53
Comic books	54
Children's books	31
Preschool books	16
TELEVISION	
Popular prime-time adult shows	23
Popular prime-time children's shows	20
Cartoon shows	31
Mr. Rogers and Sesame Street	02
ADULT SPEECH	
Expert witness testimony	28
College graduates to friends, spouses	17

“Vocabulary plays a significant role in students’ reading success. Without an understanding of the words in a sentence, paragraph, or passage, comprehension cannot occur, and without comprehension, one is not truly literate.”

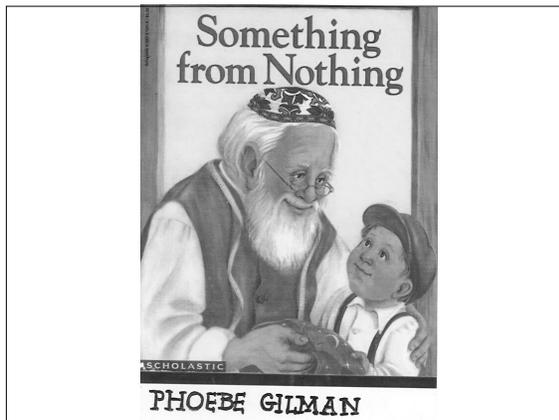
Block & Mangieri (2006)

A component model of memory has been put forth by Baddeley and Hitch (1974):

- sensory memory*** - where input from the environment is received
- working memory*** - where conscious learning events occur
- long term memory*** - where information is stored until needed

Ericsson & Kintsch (1995)
propose that expert learners have developed particular memory skills that allow them to encode and integrate new information in retrievable ways, and that these domain-specific skills can be taught.

Text Clues



SOMETHING FROM NOTHING
by
Phoebe Gilman
as
retold by

Joseph
Grandfather
blanket
♦ throw it out
♦ Grandpa can fix it
♦ Snip, snip, snip
♦ needle flew in and out
jacket
vest
tie
handkerchief
button
gone!
Even your grandfather can't
make something from nothing.
There's just enough material here
to make a wonderful story.

Storyteller to Notetaker

Phase I

1. Teacher reads story aloud (narrative)
Teacher provides story cues
Students retell story
2. Teacher reads informational text aloud (expository)
Teacher provides information cues
Students retell information

Storyteller to Notetaker

Phase II

1. Students read story (narrative)
Teacher provides story cues
Students retell story
2. Students read informational text (expository)
Teacher provides information cues
Students retell information

Storyteller to Notetaker

Phase III

1. Students read story (narrative)
Students develop story cues
Students retell story using their story cues
2. Students read informational text (expository)
Students develop information cues
Students retell information using their information cues

“The limits of my language
are the limits of my mind. All
I know is what I have words for.”

Ludwig Wittgenstein