

## 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<br>Per 1000 |
|---------------------------------------|------------------------|
| <b>PRINTED TEXTS</b>                  |                        |
| Abstracts of scientific articles      | 128                    |
| Newspapers                            | 68                     |
| Popular magazines                     | 66                     |
| Adult books                           | 53                     |
| Comic books                           | 54                     |
| Children's books                      | 31                     |
| Preschool books                       | 16                     |
| <b>TELEVISION</b>                     |                        |
| Popular prime-time adult shows        | 23                     |
| Popular prime-time children's shows   | 20                     |
| Cartoon shows                         | 31                     |
| Mr. Rogers and Sesame Street          | 02                     |
| <b>ADULT SPEECH</b>                   |                        |
| 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.”**

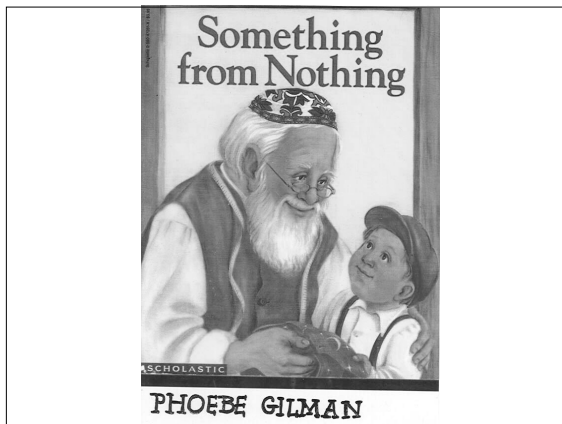
Block & Mangieri (2006)

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

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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