

Improving Comprehension and Oral Language Skills Through Story Retelling

MSHA

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Welcome and Introductions

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Session Outline

- Common core standards
- Small group discussion and share
- Oral to literate language continuum
- Small group discussion and share
- Break
- Types of narratives
- Story retell
- Data collection
- Small group discussion and share

Outcomes

- Have an understanding of narrative language and how it connects to the curriculum.
- Acquire knowledge of why retell is important.
- Learn the importance of implementing vocabulary into your instruction.
- Gain ideas you can use tomorrow at your school.

How We Started

- Started classroom lessons for phonological awareness and LIPs (Lindamood Phoneme Sequencing program)
- Attended Conference
- Common Core Standards and Grade Level Content Expectations (GLCE)
- Gathered Ideas and Resources
- MEAP Data: weaknesses in comprehension and retelling
- School Improvement Goal: focus on comprehension

Common Core Standards

- Reading Standards for Literature
 - Key Ideas and Details
 - Ask and answer questions about key details in text
 - Retell stories
 - Identify story elements (i.e. characters, setting, etc.)
 - Understanding of central message or lesson
 - Craft and Structure
 - Working with unknown words
 - Recognize common type of texts such as fiction and non-fiction

English Language Arts Standards » Reading: Literature

Kindergarten

- **Key Ideas and Details**
- RL.K.1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.2. With prompting and support, retell familiar stories, including key details.
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- **Craft and Structure**
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **Integration of Knowledge and Ideas**
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.8. (Not applicable to literature)
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **Range of Reading and Level of Text Complexity**
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

1st Grade

- **Key Ideas and Details**
- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major events in a story, using key details.
- **Craft and Structure**
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- **Integration of Knowledge and Ideas**
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.8. (Not applicable to literature)
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
- **Range of Reading and Level of Text Complexity**
- RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Grade Level Content Expectation Comparison Listening

Kindergarten

- **L.CN.00.01:** Understand and follow one- and two-step directions.
- **L.CN.00.02 :** Ask appropriate questions during a presentation or report.
- **L.CN.00.03:** Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.
- **L.CN.00.04 :** Begin to evaluate messages they experience, learning to differentiate between sender and receiver.
- **L.RP.00.01 :** Listen to or view knowledgeably and discuss a variety of genre.
- **L.RP.00.02 :** Listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **L.RP.00.03:** Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.

1st Grade

- **L.CN.01.01:** Understand, restate and follow two-step directions.
- **L.CN.01.02:** Ask appropriate questions for clarification and understanding during a presentation or report.
- **L.CN.01.03:** Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.
- **L.CN.01.04:** Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).
- **L.CN.01.05:** Begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message.
- **L.CN.01.06:** Experience messages from a variety of media and differentiate between sender, receiver, and message.
- **L.RP.01.01:** Listen to or view and discuss a variety of genres.
- **L.RP.01.02:** Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **L.RP.01.03:** Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.

Grade Level Content Expectation Comparison Speaking

Kindergarten

- **S.CN.00.01:** Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.
- **S.CN.00.02:** Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.
- **S.CN.00.03:** Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- **S.CN.00.04:** Understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.
- **S.DS.00.01:** Engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.
- **S.DS.00.02:** Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.
- **S.DS.00.03:** Respond to multiple text types by reflecting, making meaning, and making connections.
- **S.DS.00.04:** Plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.

1st Grade

- **S.CN.01.01:** Use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings).
- **S.CN.01.02:** Explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.
- **S.CN.01.03:** Speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.
- **S.CN.01.04:** Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- **S.CN.01.05:** Understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.
- **S.DS.01.01:** Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions.
- **S.DS.01.02:** Tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.
- **S.DS.01.03:** Respond to multiple text types by reflecting, making meaning, and making connections.
- **S.DS.01.04:** Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.

Oral to Literate Language Continuum

Paul (2007) developed the following continuum to explain the transition from oral to literate language.

- **Oral Language** – Oral, conversational language is the least formal style of language. It is usually highly contextualized with information that supports the exchange such as objects being discussed, facial expressions, gestures, and intonational cues.
- **Narrative Discourse** – Narratives rely on a familiar structure, a story grammar that provides support for comprehension. Narratives are monologues rather than dyadic, but they contain dialogue that is similar in style to conversation. Narratives are in a middle ground between familiar oral language styles and more difficult literate forms.
- **Literate Language** – Literate language styles appear in written and formal modes of communication such as research papers, essays, and lectures. It is highly decontextualized in that all the information needed for comprehension is within the linguistic signal itself rather than environmental cues.

- This more advanced “literate language” is important because it is the language of books and school (Westby, 1991). Therefore, you are building a bridge between everyday talking and the language used in school and in “chapter books” when you decontextualize language during picture book reading.

Types of Narratives

1. Personal Narrative ~ relates a specific event experienced by the speaker.
2. Script Narrative ~ relates what usually or routinely happens; told in present tense.
3. Fictional Narrative ~ fictional accounts of animals, people, and/or created beings that relate past, present, or future events that are not real.

Personal Narrative

- A personal narrative is a recount of a real past experience.
- Children naturally use personal narratives in social interactions far more often than they do fictional ones. This practice facilitates the development of better structure in personal narratives than in fictional stories. (Peterson, Jesso & McCabe, 1999; Peterson & McCabe, 1983)
- Children's personal narratives offer insight into their language development and overall intellectual, social, and emotional growth (Dodici, Draper, & Peterson, 2003).

- Children with typical language development (TLD) are capable of producing complete and complex oral personal narratives by the time they enter first grade (Peterson & McCabe, 1983).
- They are capable of incorporating the initiating event and resolution of goals in personal oral narratives before they can do so when responding to fictional story stems in other studies (Peterson & McCabe, 1983).

Personal Narrative Selection

- Getting hurt
- A surprise
- Getting lost
- A scary time

Script Narrative

- These require a student to relate a routine series of events.
- This narrative type requires the use of present tense, universal “you”, and temporal order.

Fiction Narrative

Definition of Story Retell:

The process by which a child listens to or reads a story and summarizes, or “retells” the story in his or her own words



Source: *The Power of Story Retelling*, A. Gibson, J. Gold, and C. Sgouros, the Tutor, 2003

Retell Research

- Studies have found that extended use of the technique of story retelling leads to large improvements in story comprehension, making inferences, and understanding of story structure. Rather than having children answer specific questions about story details, story retelling requires children to focus on the bigger picture of the story and enables a teacher to see how well a child understands the story as a whole (Gibson, Gold, and Sgouros, 2003).
- The Power of Story Retelling, A. Gibson, J. Gold, and C. Sgouros, the Tutor, 2003

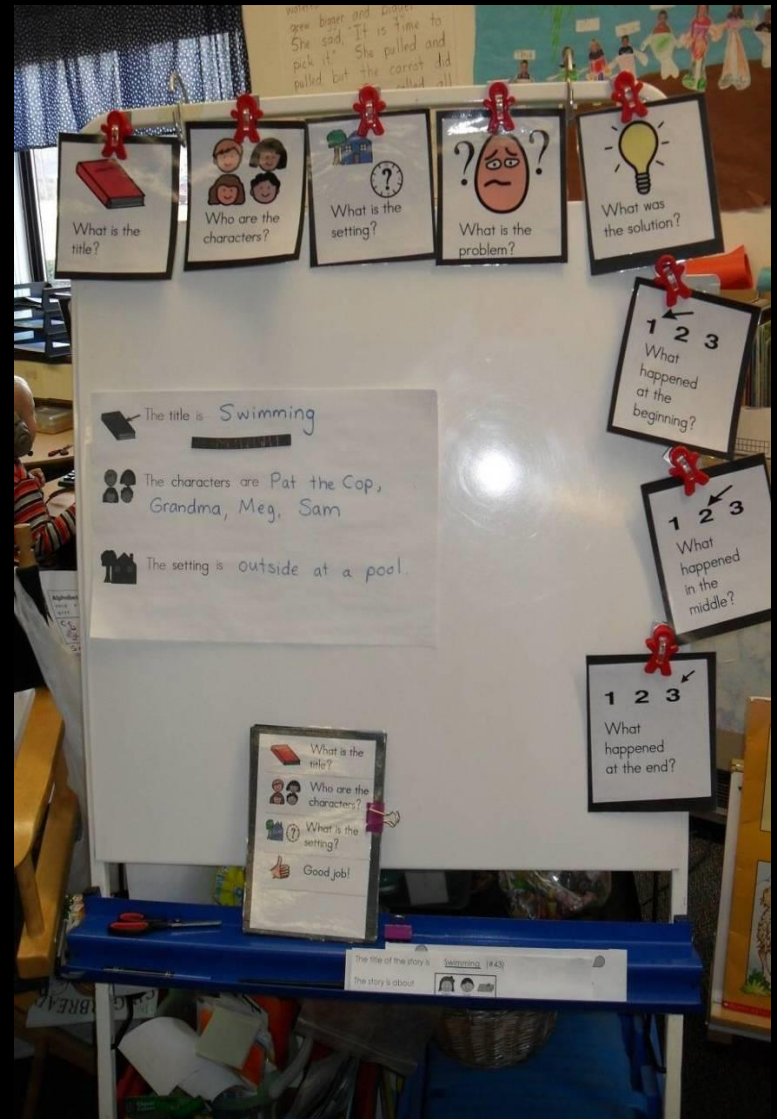
Retell Research Continued

- Bui (1993) confirms that story grammar instruction is not only beneficial for students struggling with comprehension as it is useful for all students.
- Morrow's research (1986) concludes that by allowing students to practice retelling, their language ability as well as their vocabulary will improve. In addition, retelling is one of the few activities that can be both an assessment and instructional technique. By using retellings within reading instruction, oral expression and comprehension will show improvement.

The Road Traveled

- **Young Five Classroom** – basic story elements with PALS stories
- **Kindergarten** – PALS stories moving into books adding more story elements & extensions
- **First Grade** – Begin with books adding summaries, reflections and more connections (i.e. text-to self, text-to-text, text-to-world)
- **Second Grade** – Deeper questions that allows student to interact and respond with the text.
- **Speech-Language Pathologist and Literacy Specialist** incorporate retell into small group lessons

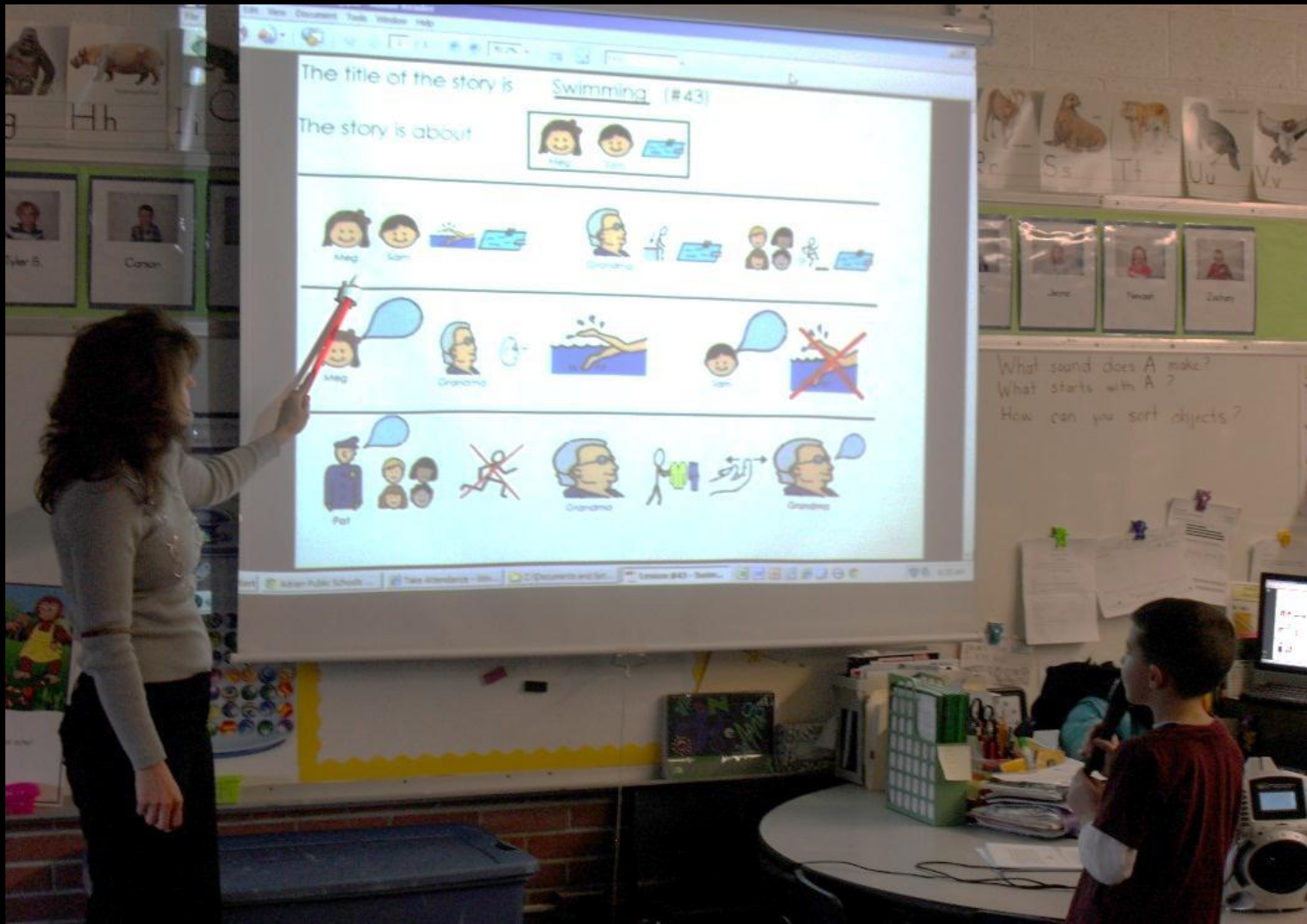
- Use a short story (PALS)
- Teacher reads the story two times (auditory)
- Ask story elements
- Discuss beginning, middle, and end



Partner Work

- Partner work (take turns reading)
- Cut stories into thirds, scramble, and arrange according to the beginning, middle, and end





Homework

Story Retell Practice

We are working on retelling stories in our own words. Attached is a story we have practiced in class. Being able to understand and talk about stories is a big step toward being a good reader. Please practice this story *many, many* times at home. You can also try using the questions below and doing retells for other stories that you read.

Please follow this procedure:

1. Adult reads the story.
2. Adult asks the student:
 - a. What is the **title** of the story?
 - b. Who are the **characters** in the story?
 - c. What is the **setting** of the story? (Where does it happen?)
3. Adult tells the story again while pointing to the pictures.
4. Student tells the story using the pictures. (Their words do not have to be the exact words of the story, but they should talk about all the main events in order. Adults can offer help as needed.)

After your child has read this story to you please sign below and have your child return this paper tomorrow.

X _____

At McDonald's

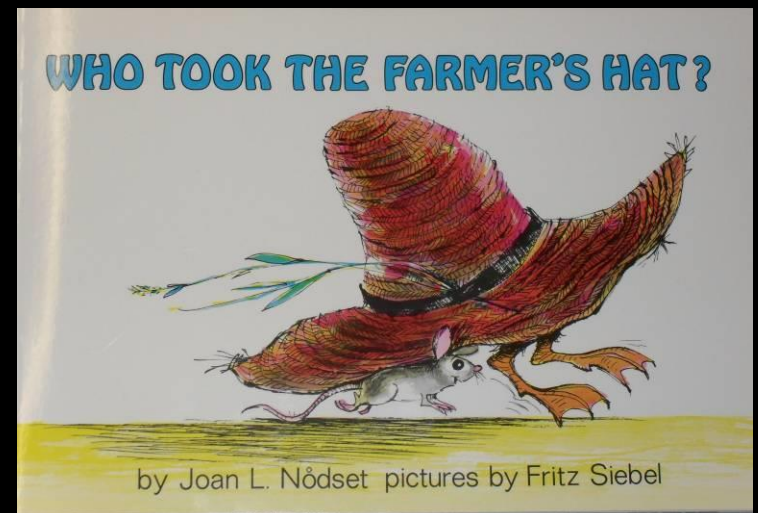
(#38)

Mom checks to see if the kids are in the van. Pam and James check to see if the gifts are in the van. "What gifts did we get?" they ask. In the van they pass the park and the school. "Look, McDonald's!" the kids yell. Mom stops the van. The kids jump down to the sidewalk. "We want to have chicken and fries," they say.

Book Retell Scope and Sequence

(Two weeks)

- Introduction to the book (vocabulary, reading and asking questions)
- Story Map and Oral Retelling
- Beginning, Middle, End
- Retell (Large and Small Group)
- Extension Activities



Introduction to Book (Day 1)

- Vocabulary ~ Introduce 3-5 Tier two words
- Introduce book
- Prediction
- Read story asking questions throughout
- Partner share and review vocabulary



Vocabulary Research

- If the vocabulary gap is not closed by second grade, there's a low probability that a child will ever close the gap.
- Preschool - Children's vocabulary correlated with reading comprehension in upper elementary school (Dickinson & Taboís, 2001)
- Kindergarten - Vocabulary size was an effective predictor of reading comprehension in middle elementary years. (Scarborough, 1998)
- First Grade - Orally tested vocabulary was a significant predictor of reading comprehension ten years later (Cunningham & Stanovich, 1997)

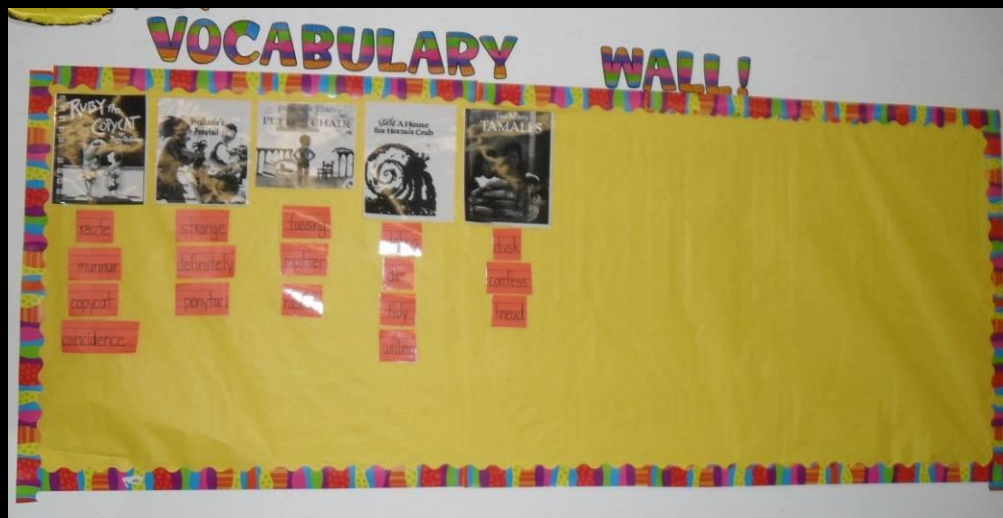
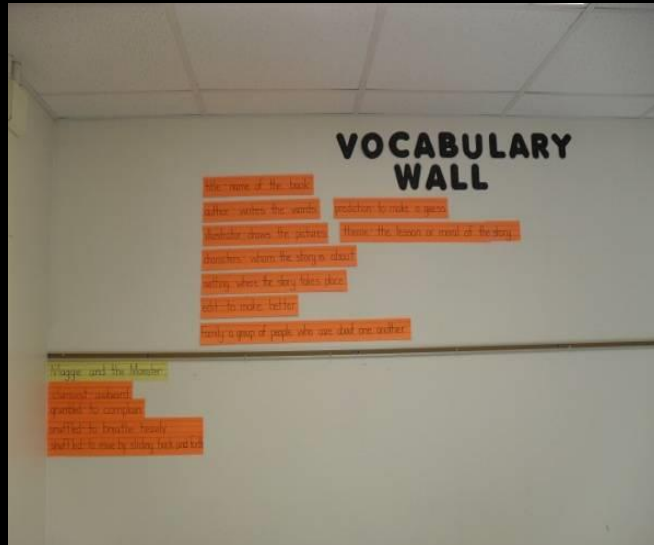
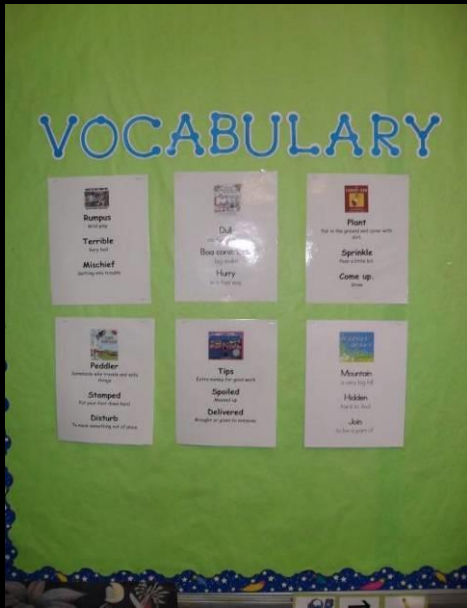
Vocabulary

- Tier One Words: Label Words or Words that are used frequently
- Tier Two Words: Words that Span Across the Curriculum (Beck & McKeown, 2003)
- Tier Three Words: Specific to a Unit of Study

Vocabulary Instructional Routine

- Introduce the vocabulary words
- Students pronounce the word
- Teacher provides an example in a sentence
- Provide examples and non-examples
- Students demonstrate a visual response
- Encourage students to use the new words
- Post vocabulary words

Vocabulary Wall



Story Map/Oral Retelling (Day 2)

- Review Vocabulary
- Reread Story Without Questions
- Discuss and Record Story Elements
 - Title
 - Character
 - Setting
 - Problem/Solution
 - Sequencing Events
- Oral Retell

Story Map—Early Elementary Worksheet

Title: Why Took the Farmer's Hat?

Setting: field, barn, pond, tree, store

Characters: Farmer, Mouse, Bird, Squirrel, Duck, Goat, Fly

Problem: The wind blew the farmer's hat. The farmer can't find his hat.

The farmer liked his old, brown hat.

The wind takes his hat. Farmer asks Squirrel. Squirrel says no saw, brown bird.

Farmer asks the mouse. Mouse says no I saw a brown mouse hole.

Farmer asks fly. He says no I saw a flat hill.

Farmer asked goat. Goat says no but I saw a brown flabby pot.

Farmer sees Duck. Have you seen my hat? Duck says no. I saw Bird. Take the hat. Brown lost.

Farmer ask bird. Bird says no but I saw a brown nest.

Farmer saw the nest but it was really his hat. Farmer let the bird keep the hat.

Conclusion: Farmer bought a new hat and the bird kept her bird nest and had 4 baby.

flat - not bumpy, smooth

Prediction - a guess.

Day 3

- Kindergarten
 - Beginning, Middle, and End Activities
- First Grade
 - Summary chart
 - Connections/Reflections

Book Fun For Hugs

Beginning	Middle	End
Hugs was playing with the yarn that gram was using.	Meg got the idea to make a toy out of the things Hugs was bothering.	Hugs wanted to watch T.V.

↓ ↓ ↓

Summary
Hugs was bothering the family, because he wanted to play with them. They made a new toy, but Hugs didn't want to play. He wanted to watch T.V.

Share Reflections
Share Connections












Retell (Large Group)

- Large
 - Individual students identify story elements
 - Oral retell of events (using own words)
 - Conclusion
 - Suggestions: Microphones, Projector/Large Display, Partner Talk



Retell (Small Group)

- Small Group/Partner
 - Students Identify Story Elements (a student takes on the role of teacher/student)
 - Oral Retell of Events
 - Conclusion
 - Reverse Roles
 - Suggestions: Retell Cards, Modeling

title	yes	no	characters	yes	no	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
setting	where	yes	no	when	yes	no
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
problem	or goal	yes	no			
		<input type="checkbox"/>	<input type="checkbox"/>			
story events	1st	2nd	3rd	yes	no	
				<input type="checkbox"/>	<input type="checkbox"/>	
Solution or Ending	yes	no				
	<input type="checkbox"/>	<input type="checkbox"/>				

Extension Activities (Day 4+)

- Writing
- Cross Text Comparison
- Retell Cards (Partners/centers)
- Reflections/Connections
- Independent Practice
- Retell (small and large groups)
- Vocabulary Reinforcement
- Profundity
- Creative Expressions (i.e. food, scenes, projects, technology, music/physical education)
- Phonological Awareness/Word Work
- Center Activities

Writing



le SWIMMING
 me Alex

Beginning	Middle	End
the BIG FISH	the FISH	the BIG FISH
FEAR	So A BIG FISH	BAK to SEAR the BIG FISH

le Maggie and the Monster.
 me with a couple MAC KEV.

Beginning	Middle	End
monster in Maggie's room	maggie left a scene. monster's creep away!	maggie left them ALONE.

Three Types of Discourse Error Patterns

1. Comprehension
2. Structural
3. Organizational

Look for these error pattern in comprehension

- Difficulty understanding words
- Difficulty with concepts
- Difficulty understanding discourse structure
- Word retrieval difficulties
- Nonspecific vocabulary
- Lacks details

Then teach...

- Story grammar elements
- Critical vocabulary in stories

Look for these error patterns in structure

- Trouble planning
- Omits essential components
- These students benefit from cues and or questions. Without them, they don't know what to include when retelling

Then teach...

- Identified missing story components

Look for these error patterns in organization

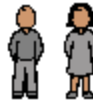
- Difficulty organizing discourse in a logical coherent manner
- Lacks theme/plot and often includes irrelevant details

Then teach...

- Sequential order of story structure
- Relevant versus irrelevant details

Main Idea/Summarizing Strategy

1st) Tell the most important who or what.



things



place



2nd) Tell the most important information about the "who" or "what".



yes

no

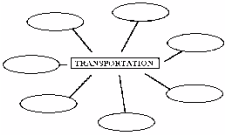

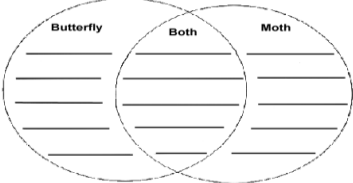
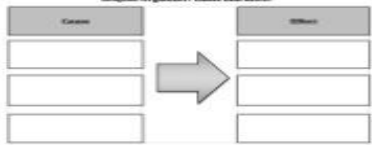
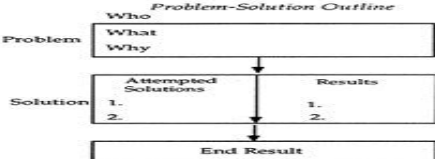


3rd) Tell or write the main idea sentence in 10 words or less.

Nonfiction Text Structures - True Information

1. Description
2. Comparison
3. Problem and Solution
4. Sequence
5. Cause and Effect

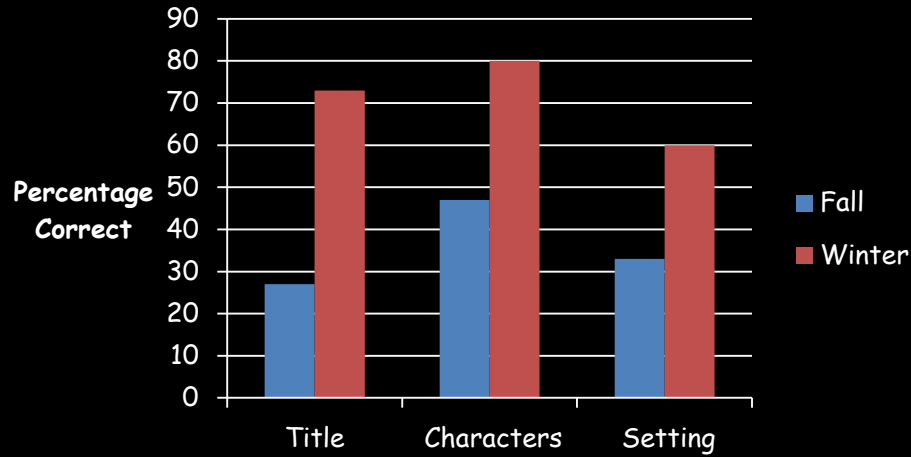
Nonfiction Text Structure- True

<p>Description or ...</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>for example, for instance, main parts, such as,</p>	<p>A list or set of characteristics will follow. i.e. A flower has four main parts ...</p>
<p>Sequence or Time Order</p> 	<p>first, second, third, next, then, later, last, before, after, on (date)</p>	<p>A sequence of events or steps in a process is being described.</p>
<p>Compare and Contrast</p> 	<p><u>Compare</u>: like, alike, just as, similar, both, also, too <u>Contrast</u>: unlike, differ, but, in contrast, on the other hand, however</p>	<p>Likeness and differences are being discussed and/or presented.</p>
<p>Cause and Effect</p> 	<p>because, due to, since, therefore, so, as a result, consequently, lead to, this is why, the reason, result in, consequences</p>	<p>Evidence of cause(s) and effect(s) will be given.</p>
<p>Problem/Solution</p> 	<p><u>Problem</u>: problem, question, the trouble <u>Solution</u>: solution, answer, in response</p>	<p>Problems and solutions will be described.</p>

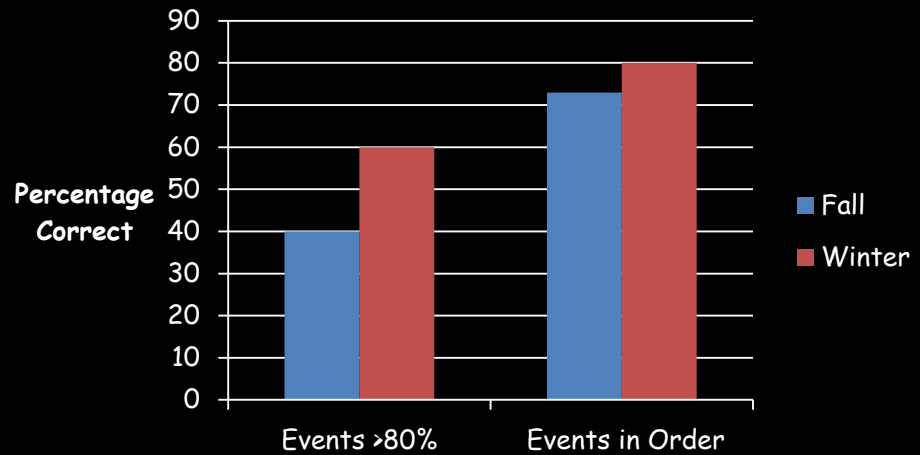
Data Collection

- Current procedures
- Guide for instruction/intervention
- Next steps

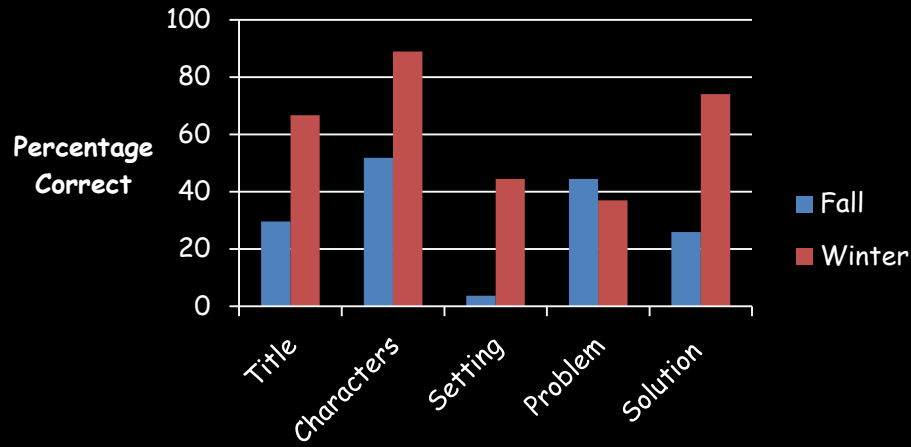
Young Five Story Grammar



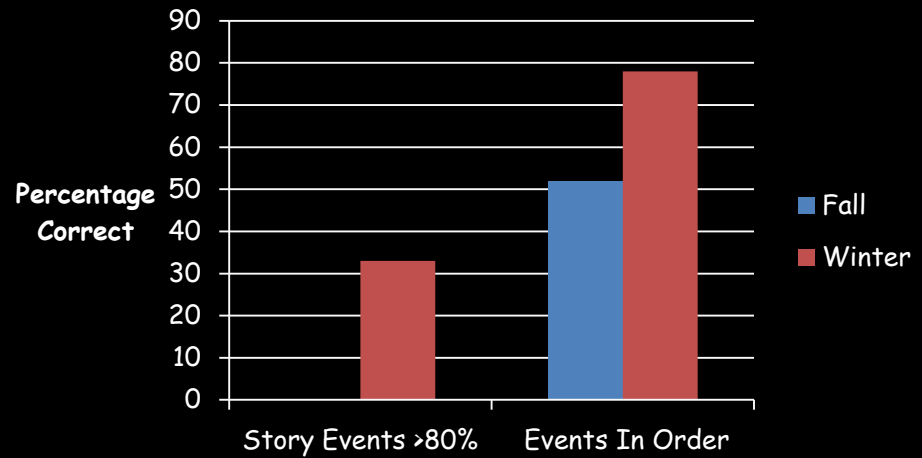
Young Five Retell



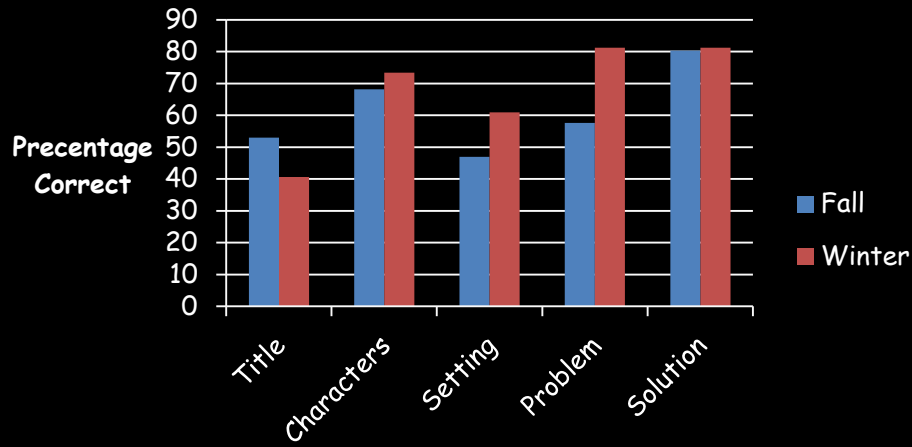
Kindergarten Story Grammar



Kindergarten Retell



First Grade Grammar



First Grade Retell



Tips for Getting Started

- Start having conversations with administrators about the importance of a balanced service delivery model.
- Try to get support before changing your service delivery model.
- Practice using the materials we provided today in your therapy room
- Identify a teacher who would be open to working together collaboratively

- If you get one teacher, others will follow.
- Give teachers a task that will support your lesson.
- Visit another SLP that has been working in the classroom.

Reflection/Closing

- Reflect on your current IEP goals – Think about 3 ways you can incorporate narrative language skills into your therapy.

“I believe retelling-retelling our texts and our lives ~ is fundamental to our human nature. Humans are tied to one another through the retellings of the stories of our origins, of our struggles, of our families and of our homelands”. (Lucy Calkins and Kathleen Tolan “Building a Reading Life” ~ 2010)

THANK YOU!

References/Resources

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