



## **RETELLING**

**Retelling** provides an opportunity for readers to process what they have read by organizing and explaining it to others. Retelling develops students' story grammar because they must identify crucial points and the support information. It also reinforces sequencing since it demands remembering information, events, and processes. It encourages interacting with the text from a variety of perspectives: their own, their audience's, and the author's.

Retelling supports good reading because students must engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment – since the student's recitation confirms his/her reading of it and reveals the extent of his/her comprehension.

Research indicates that retelling increases both the quantity and quality of what is comprehended. Teachers can use retelling as a way to build silent reading fluency and to measure comprehension. Having a student retell allows a teacher to assess a student's understanding. Retelling allows teachers to gain insight into what a student views as important and also how the student organizes information. A checklist of what is to be covered is helpful as the student retells the text. This strategy can determine whether the student knows the main idea, can make inferences, identify concepts, make generalizations, and connect to the text.

### **Step-by-Step**

1. When introducing retelling, clearly **explain to students the steps of how to retell and why it is important. Model** it for them. While modeling, comment on how one determines what to include in retelling, why it is performed a certain way, or why a particular strategy (e.g., graphic organizer) is used in supporting the retelling.
2. Emphasize the **sequence** and structure of the text as the logical means for retelling.
3. **Students read through the text several times** to identify and internalize the most important points of the text. **Use a graphic organizer** or some other appropriate organizer to prepare the retelling using their own words and style. Whether using storytelling techniques or a formal description, students should look for places to provide emphasis and use such devices as transition words. (*4 Square Writing may be helpful*) Encourage them, if appropriate, to prepare visual aids.
4. Begin with shorter, easier texts and, as student proficiency increases, move to longer and more complicated texts.
5. Assess retellings based on audience understanding and appreciation. Allow time for follow-up discussion of content and delivery.

~ from <http://www.state.tn.us/education/ci/cistandards2001/1a/cicontentreading.pdf>

**Visit Literacy Lane for Retelling Rubrics: Math Retelling, Social Studies Retelling, Science Retelling, Basic Retelling Rubric for K-2, and Basic Retelling Rubric for Grades 3-5 ~Jeannette Mulholland, Reading Specialist**



## MATHEMATICS RETELLING RUBRIC

Does the retelling:	1 Needs Improvement	2 Average	3 Good	4 Exemplary
1. Tell when to use this procedure?				
2. Define the concept or procedure?				
3. Identify the main steps in this concept?				
4. Make sense to the learner?				
5. Sound organized?				
6. Keep the sequence of the procedure?				
7. Tell how this could be applied to real word situations?				
8. Answer the question presented by the problem?				

**Total Points** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Retelling of:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

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# HISTORICAL RETELLING RUBRIC



## (Social Studies)

Does the retelling:	1 Needs Improvement	2 Average	3 Good	4 Exemplary
1. Have a good beginning telling when and where the situation takes place?  2. Name the person(s) involved?  3. Tell the main points of the situation?  4. Tell some supporting details?  5. Make sense to the reader?  6. Sound organized?  7. Keep the sequence of the situation?  8. Tell what the main problem was in the situation?  9. Was the situation solved and how did it come about?				

**Total Points** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Retelling of:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_



## SCIENCE RETELLING RUBRIC

<b>Does the retelling:</b>	<b>1 Needs Improvement</b>	<b>2 Average</b>	<b>3 Good</b>	<b>4 Exemplary</b>
<b>1.</b> State the problem presented?				
<b>2.</b> Tell what outcome is expected?				
<b>3.</b> Identify the main points of the concept /procedure?				
<b>4.</b> Tell some variables of the concept/procedure?				
<b>5.</b> Follow the process/ steps?				
<b>6.</b> Sound organized?				
<b>7.</b> Keep the sequence of the procedure?				
<b>8.</b> Tell how this could be applied to real world situations?				
<b>9.</b> Tell whether the outcome of the procedure was expected or not and why?				

**Total Points** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Retelling of:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

