

RETELL; INCLUDE SEQUENCE OF MAIN EVENTS		
UNDERSTAND	Definition	Readers briefly identify specific text details in correct order, usually including characters, setting, problems, and solution (fiction), or the main ideas of the text (nonfiction).
	When to teach this strategy	<p>If you see readers who . . .</p> <ul style="list-style-type: none"> • forget the sequence or order of the story in narrative texts. • struggle to recall or say more than one or two details in nonfiction texts. • give weak details (e.g., refer to all characters as <i>him, her, or they</i>).
PREPARE	Why we teach it	Retelling helps readers recall what is happening in the story, develop a sense of text structures in nonfiction, and become more accurate in monitoring their understanding.
	Secret to success	Think about the particular text elements that relate to the genre you are reading and use them to tell about what you read in order.
TEACH	How we teach it	<p>For narrative texts, we start by modeling, using a Retell Rope, a small rope knotted eight times. Each knot represents one thought from the story. We also show the class a picture representation of the rope. We explain that when we come to each knot, it will remind us to state the next event from the story. After reading the story, we retell it using the rope and knots as kinesthetic reminders, stopping at each knot to tell an important detail from the story: <i>Characters, Setting, Problem, Event 1, Event 2/Next, Event 3/, Event 4/Finally, Ending—Circle Back to Solve Problem</i>.</p> <p>We also explain and model multiple ways to retell nonfiction text, using organization and text structures to signify the order we'll use—such as chronological order, cause/effect, problem/solution, compare/contrast, and classification. Here, we find that highlighting the text structures individually and anchoring them to graphic organizers help students recognize them and use them to retell.</p>
		<p>Suggested language:</p> <ul style="list-style-type: none"> • <i>What text structure is the author using? How does that help you retell?</i> • <i>Share some important details from this article in the order the author presented them?</i> • <i>What problem did the main characters experience?</i> • <i>What happened first, next, and last?</i>
SUPPORT	Instructional Pivots	<p>Possible ways to differentiate instruction:</p> <ul style="list-style-type: none"> • Begin with retelling narrative stories, since this is easier for most children. • Use graphic organizers to anchor students' initial work recognizing nonfiction text structures. • Use retell as an assessment strategy. Listen as students discuss what is most important in the text in order to get a glimpse of their thinking about text organization, their oral language development, and their vocabulary. • Keep the retelling oral to support students who may have difficulty with this strategy, allowing them to focus on the text rather than their written response. • Pair students to practice this strategy, with one acting as reteller and the other as listener. <p>Reconsider materials, setting, instruction, and cognitive processes.</p>
	Partner Strategies	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> • <i>Check for Understanding; Monitor and Self-Correct</i> • <i>Summarize Text; Include Important Details</i> • <i>Use Main Ideas and Supporting Details to Determine Importance</i>

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