

Teaching Retelling

Linda B. Gambrell
Clemson University
LGAMB@clemson.edu

- **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.”

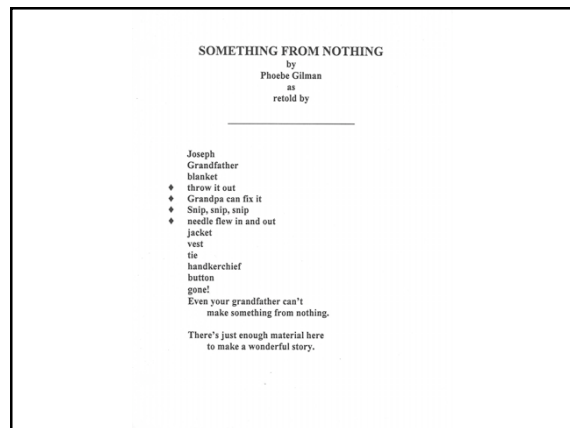
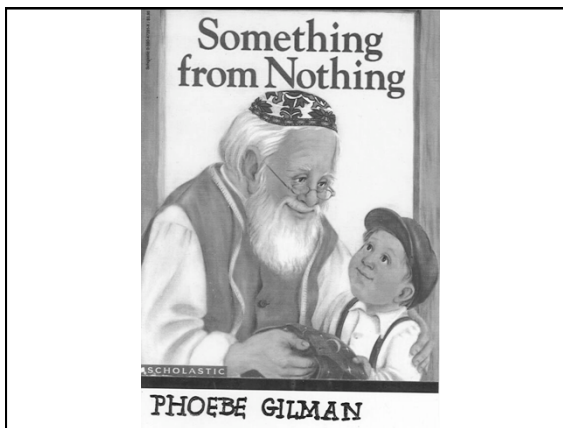
Block & Mangieri (2006)

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



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