

### Kindergarten Reading and Viewing Development: Retelling

Developmental Aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
The Child	With direct support may draw on personal connections while participating in a variety of reading/viewing experiences to make meaning. 	With guided support draws on and begins to develop strategies (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences to make meaning. 	With minimal support draws on, and expands strategies (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences to make meaning. 	Draws on, expands and begins to identify strategies (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences to make meaning. 
<b>Comprehension/Response</b>				
Retelling	With direct support may retell; retelling may be unrelated to reading/viewing material.	With guided support retelling is related to reading/viewing material.	With minimal support retelling includes some elements of the reading/viewing material (e.g., character, main idea, interesting facts).	Retelling includes elements of the reading/viewing material (e.g., character, main idea, interesting facts); may include the 'gist' of the reading/viewing material.
The Support/Scaffolding*	<b>The Model:</b> showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	<b>The Coach:</b> structuring, sequencing, focusing, cueing, guiding, organizing, supporting	<b>The Advisor:</b> suggesting, reminding, prompting, monitoring, asking for elaboration	<b>The Mentor:</b> extending, stretching, wondering aloud, exploring, "what if-ing"
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

**Scenario:** In this kindergarten classroom, the children have enjoyed many different retelling experiences. Their teacher understands that retelling is more than recalling: it provides insight into not only what children remember, but also how they sequence information, make connections, make inferences and construct meaning. She has introduced many different activities to the class based on a developmental retelling model (see *The Power of Retelling*), including guided retelling, story map retelling, retelling from a timeline, and other representations.



#### Direct Support

In this class, there are several ESL students with minimal English vocabulary. The teacher decides to provide direct support for retelling by *showing* the class how to retell a story or poem without using words. She begins with a simple wordless storybook, and *demonstrates* the process of acting out the story page by page. She *directs* the students' attention to the illustrations on each page that make the story line *explicit*, and *shows* how each part could be retold with actions and gestures. With this support, the ESL students are able to participate in the retelling.



#### Guided Support

Some students in the class need guided support to develop their sense of sequence and vocabulary for retelling. The classroom teacher asks the resource teacher to work on this aspect of their language development, with a *focus* on *sequencing* words. Using the *structure* of sequenced picture cards to retell a simple story, they learn the language of story sequence: "First...", "next...", "then...", and "At the end of the story..." The children rehearse their story sequence using the picture cards, and together they are able to retell the story to the rest of the class at circle time.



#### Minimal Support

The teacher and class have repeatedly reread and retold the story of *The Three Billy Goats Gruff*. During centre time, several children decide to build a bridge using classroom chairs so they can dramatize the story. The teacher provides minimal support by monitoring their activities and *prompting* them to add details and dialogue when needed.



#### Without Support

In this classroom, materials are easily accessible to encourage retelling in many different settings and styles. Without support, some children retell favourite books to one another, rewrite stories into their own hand-made books, or use props from the dress-up trunk to act out familiar story lines. The teacher *stretches their thinking* by introducing more complex retelling activities as she sees they are ready for new challenges.



Research confirms that practice in retelling improves comprehension, concept of story, critical thinking, and oral language development.