Retell the Text

**Teacher Instructions:**

* *Consider beginning with shorter, easier texts and, as students develop competence, move onto longer or more complicated texts.*
1. When introducing this strategy, clearly explain to students how to do it and why, then model the technique for them. While demonstrating how to do it, comment on how you determined what to include in the retelling, why you performed it a certain way, or why you used a particular technique. (e.g. outlining) in retelling the text.
2. Have students read through the text several times to identify and then internalize the elements that are most important. Using a graphic organizer provided by you to organize the information, students must then decide how to deliver the retelling using their own words and style. Whether using storytelling techniques or a formal description, they should look for places to provide emphasis and use such devices as transition words.
3. Students should be doing their first retelling in writing, in less formal settings, such as s journal; as they learn to identify the important elements and sequence them in effective ways, students can do retelling in pairs, progressing to small groups and the entire class when they are ready.
4. Assess retellings based on audience understanding and appreciation. Allow time for follow-up discussion of content and delivery. Consider developing a rubric for each assignment that the teller and the audience can use to guide their discussion and thereby improve the reteller’s performance.