

I can retell a story!



characters



setting

1

first

2

next

3

then

4

last

Retelling A Story Graphic Organizer

Lauren Kallina Matthes

A red circular graphic element, possibly a stylized arrow or a decorative circle, is positioned to the right of the author's name.

Retelling A Story Graphic Organizer:

Reading Comprehension Graphic Organizers, Gr. 1-3, eBook Debra Flores, Alyssa Moran, 2004-02-01 Reading Comprehension 1 3 is a resource that provides step by step instruction in reading comprehension strategies through the use of graphic organizers modeled and guided practice and literature selections

Reading Comprehension Graphic Organizers, Gr. 4-6, eBook Margaret Allen, 2004-01-01 Includes over 20 graphics organizers Lessons include a variety of reading genres fantasy realistic fiction historical fiction nonfiction biography folktales Cover *First, Next, Then, Last*

Lauren Kallina Matthes, 2009 Research question and sub questions How will second grade students who are performing below grade level in reading benefit from using stuffed animals and graphic organizers during homogeneous group instruction to aid them in retelling with beginning middle and end 1 How will student s discussion with others about a book lead to increased motivation and retelling skills in reading 2 Will students be able to use character names and correct pronouns when retelling the story using tangible figures to represent the characters during retelling 3 Will having students explain the events of the story to a peer or family member increase their retelling abilities Research activities Context This intervention took place in a self contained second grade classroom of 18 students The research focused on four students three of which were English Language Learners These four below grade level readers struggled with comprehension specifically retelling Methods and data Students were taught about basic story structure beginning middle and end They were taught how to retell the events of the story using both stuffed animals and a graphic organizer to represent the characters in the story After practicing this strategy students worked in their homogeneous reading group read a book at their level and manipulated the stuffed animals to retell the story As homework students were asked to share the story with their siblings parents or friends The following day students told the story to a peer using the figures to help them Data sets included collection of reading levels comprehension scores retelling scores as well as attitudinal data about reading Results Comparisons of baseline and outcome data indicate that the stuffed animals and graphic organizers did positively aid in retelling The graphic organizer allowed students to organize their thoughts of the events that occurred using first then next and last The graphic organizer also provided all students especially the English Learners with a visual aid to see that the story could be divided into sections such as beginning first middle second middle and then last It also provided vocabulary reminders by having the words first next then and last in the separate boxes By using stuffed animals and building the foundation of relating and representing the character with the stuffed animals students were able to use correct pronouns and character names with more accuracy The homogenous grouping allowed students to have less anxiety and focus on the task while increasing both their retelling and motivation Grade level Second Grade Data collection methods Oral Summaries Observation Student Engagement Behavior Tallies Reading Assessment Survey Attitude Curriculum areas Reading English Language Arts Instructional approaches Graphic Organizers Reading Comprehension Reading Fluency **Teaching Early**

Literacy Diane M. Barone, Marla H. Mallette, Shelley Hong Xu, 2017-02-13 Grounded in cutting edge theory and research about literacy development this book is filled with practical assessment and instructional ideas for teachers of pre K through grade 3 Engaging vignettes show how everyday conversations and activities offer rich opportunities both for evaluating children's current level of knowledge and for helping them progress toward more sophisticated and rewarding interactions with reading and writing Throughout the book highlights ways to work effectively with English language learners and their families a theme that is the exclusive focus of two chapters Other timely topics covered include creative uses of technology and ways to incorporate popular culture into the classroom Over two dozen reproducible assessment tools and handouts enhance the utility of this volume as an instructional resource professional development tool or graduate level text

Comprehensive Literacy Basics: An Anthology by Capstone Professional Timothy Rasinski, Barbara A. Nelson, Michael P. Ford, Nancy Boyles, Sharon Vaughn, Margaret Mary Policastro, Kathy Brown, Sarah Martino, Shari Frost, Charlene Cobb, Chase Young, Hillary Wolfe, Michelle J. Kelley, Nicki Clausen-Grace, Adele T. Macula, Connie Campbell Dierking, Becky McTague, Mary C. McMackin, Nancy Witherell, Kristin Lems, Elaine Weber, 2017-06-06 Teaching English language arts at grades K 5 is both a science and an art Educators must teach literacy skills and content with best practices while also keeping focus on each student's individual needs They are challenged to monitor students working independently while also conducting small group instruction And they must focus on providing differentiated support with a rather complicated text With increased attention to rigor requirements and personalized instruction it can be a challenge to make sure all students are receiving instruction that is just right Comprehensive Literacy Basics An Anthology by Capstone Professional contains useful tips to support educators Chapters focus on each part of the literacy and language arts block including whole group small group writing and differentiation A collection of expert authors specializing in literacy and language arts instruction contributed chapters to the book The quick tips and suggestions within will reinforce current practices while providing an invaluable go to reference FAMIS 902792539 **Show Me** Katherine Scraper, Vicki Scraper, 2006 Organized into fiction nonfiction and word study units 32 graphic organizers build reading strategies such as predicting identifying main ideas making inferences analyzing cause and effect and drawing conclusions Each organizer is supported by a six page lesson comprising teacher instructions a reproducible passage to read a photocopy master of the organizer a filled out copy of the organizer along with model student responses a writing assignment for which the graphic organizer becomes a writing planner and assessment and extension activity ideas Grades 4 6 Illustrated Good Year Books 202 pages **Teaching Reading** Rachel L. McCormack, Susan Lee Pasquarelli, 2009-12-01 Elementary teachers of reading have one essential goal to prepare diverse children to be independent strategic readers in real life This innovative text helps preservice and inservice teachers achieve this goal by providing knowledge and research based strategies for teaching phonemic awareness phonics fluency vocabulary all aspects of comprehension and writing in response to literature Special

features include sample lessons and photographs of literacy rich classrooms Uniquely interactive the text is complete with pencil and paper exercises and reproducibles that facilitate learning making it ideal for course use Readers are invited to respond to reflection questions design lessons and start constructing a professional teaching portfolio *Strategic Writing Mini-Lessons for All Students, Grades 4-8* Janet C. Richards, Cynthia A. Lassonde, 2013 Short lessons with a big impact Respond to your writers needs with mini lessons that will improve their craft and confidence From the start the I Can chapter sets up writers to know what they can do by learning to note and record their own strengths Every chapter models strategies that foster students self regulated independent writing and includes adaptations that show how to adjust teaching for advanced writers writers who struggle English language learners and extending the strategies across content areas Each mini lesson is laid out step by step for ease of use including sections on materials needed modeling the lesson student practice and independent writing **Write on Target Gr 4, Student Workbook** Englefield & Associates, Incorporated, Yolande F. Grizinski, 2005-09-01 Offers a step by step process to improve students Writing skills using research based graphic organizers More than 60 Writing prompts review the five communication processes Narration Description Directions Explanation and Persuasion Students write to the 11 modes of Writing summary fictional narrative personal experience narrative informational report letter invitation thank you note letter to the editor directions persuasive paper and journal **Write on Target Gr 5, Student Workbook** Englefield & Associates, Incorporated, Yolande F. Grizinski, 2005-09-01 Offers a step by step process to improve students Writing skills using research based graphic organizers More than 60 Writing prompts review the five communication processes Narration Description Directions Explanation and Persuasion Students write to the 11 modes of Writing summary fictional narrative personal experience narrative informational report letter invitation thank you note letter to the editor directions persuasive paper and journal *Write on Target Gr 3, Student Workbook* Englefield & Associates, Incorporated, Yolande F. Grizinski, 2005-09-01 Offers a step by step process to improve students Writing skills using research based graphic organizers More than 60 Writing prompts review the five communication processes Narration Description Directions Explanation and Persuasion Students write to the 11 modes of Writing summary fictional narrative personal experience narrative informational report letter invitation thank you note letter to the editor directions persuasive paper and journal *Guided Reading Basics* Lori Jamison Rog, Lori Jamison, 2003 Provides a model for Guided Reading that can help teachers meet the varied needs of their K 3 students **Graphic Organizers** Joan Westley, 2024-12-31 Introduce young readers to 30 versatile graphic organizers Lessons focus on story structure characters plot setting language and informational text Includes 100 additional formats Students are visual learners When they see information organized visually they can understand relationships and make inferences better The generic graphic organizers in this resource guide are designed especially for the primary grades and include simple ways to organize information visually The graphic organizers help students develop these fundamental

reading comprehension skills Analyzing story elements Comparing and contrasting Sequencing events Formulating questions Identifying cause and effect Summarizing The lessons in this resource introduce each graphic organizer so that students learn how to use them to organize information in books they read on their own *Simply Stations: Partner Reading, Grades K-4* Debbie Diller, 2020-07-15 Teach students how to practice reading Debbie shows how whole group lessons transfer to stations work so students are practicing key skills independently and gives you everything needed for success Recommendations by grade level at every step including grade appropriate materials and book choices fiction and informational texts for each station Whole group lesson plans differentiated by grade level and based on key literacy standards to introduce and support independent and partner work On the spot formative assessment ideas and troubleshooting tips Ideas to improve English Language Learners reading skills including online Spanish language materials 50 time saving downloadable resources for teachers and students to ensure success and Dozens of full color real classroom photos so you see the possibilities first hand Simply Stations Partner Reading gives you invaluable tips solutions and insight that can transform the way your students learn and practice reading skills It s time to boost the impact of your literacy stations *Building Literacy with English Language Learners, Second Edition* Kristin Lems, Leah D. Miller, Tenena M. Soro, 2017-08-17 How can linguistics help teachers of English language learners ELLs improve their instruction What specific competencies do ELLs need to build in order to speak listen read and write in a new language Now revised and expanded with a broader view of literacy this book has guided thousands of inservice and preservice teachers to understand the processes involved in second language acquisition and help ELLs succeed The authors explain relevant linguistic concepts with a focus on what works in today s diverse PreK 12 classrooms Effective teaching strategies are illustrated with engaging classroom vignettes the volume also features instructive discussion questions and a glossary First edition title Teaching Reading to English Language Learners New to This Edition Broader view of literacy increased attention to oral language and writing as well as reading Chapter on digital learning plus new content on digital technology throughout the book Even more user friendly additional classroom suggestions from real teachers vignettes and examples and graphics illustrating linguistic concepts End of chapter challenge questions that inspire deeper reflection Coverage of timely topics such as numeracy and the language innovations of text messages **Reading Comprehension Activities, Grades 5-6** Jennifer Cripe, 2011-06-21 Reading comprehension comes as a result of learning reading skills and strategies The activities in this series can be used to supplement any core reading program They are flexible enough to provide opportunities for differentiated instruction

Reading & Writing in the Middle Years David Booth, 2001 An exploration of the latest and most successful approaches to teaching reading and writing to students in grades four to eight students in these middle school years are already reading and writing but they need help in continuing to develop their literacy strategies and in constructing meaning with a variety of resources It begins with the basic information that teachers need for understanding the reading and writing processes and

offers techniques for making literacy events meaningful to these growing students Suggestions are made for how to make connections to print texts and the students world how to expand and monitor comprehension and how to design instructional frameworks for supporting developing readers and writers and effective ways to make nonfiction more meaningful for them Rubrics assessment checklists and a bibliography complement this accessible resource **The Common Core Coaching**

Book Laurie Elish-Piper,Susan K. L'Allier,2014-04-24 This book provides essential coaching tools to support teachers in planning and implementing instruction aligned with the Common Core State Standards CCSS The authors explain the key instructional shifts brought about by the CCSS in K 5 English language arts classrooms Eighteen specific strategies for coaching large groups small groups and individual teachers are presented including clear cut procedures vivid illustrative examples and 26 reproducible forms Grounded in research on adult learning the book addresses common coaching challenges and how to overcome them The large size format facilitates photocopying purchasers also get access to a Web page where they can download and print the reproducible materials This title is part of the Teaching Practices That Work Series edited by Diane Lapp and Douglas Fisher **Promoting Literacy Development** Patricia A. Antonacci,Catherine M. O'Callaghan,2011-05-02 Promoting Literacy Development 50 Research Based Strategies for K 8 Learners presents the essential literacy strategies that are used by classroom teachers for teaching reading and writing to children in elementary schools Intended as a supplement to primary texts that are utilized in the reading methods courses the proposed book will be used principally in undergraduate and graduate teacher education programs Reading and English language arts are the primary curricular areas that are the focus of this supplementary text which provides quick access to the essential instructional literacy strategies Provided by publisher **Treatment Companion** Inna Itskovich,Megan Meyer,Miriam Shaffer,2023-04-14 Whether you re working with a new student and don t know where to begin or you have a long term client and you re feeling stuck Treatment Companion A Speech Language Pathologist s Intervention Guide for Students With Developmental Delays and Disorders provides ideas and strategies for a variety of common language goals Speech language pathologists SLPs often face the challenge of adapting interventions to meet the needs of students with severe or complex disorders and diagnoses As seasoned clinicians the authors fuse their real world experience with up to date research to create a robust road map for customizing SLP intervention strategies User friendly and straightforward the Treatment Companion offers a conversational approach to identifying options and goals that meet students where they are whether they are visual or kinesthetic learners oral speakers or AAC users engaged or distracted from birth to age 21 With easy to navigate headings examples and visuals this guide can be consulted on an as needed basis The suggestions and strategies are accessible and innovative often not requiring any specialized supplies to implement The Treatment Companion offers both novice and experienced clinicians a valuable tool to support their clients in achieving the highest level of communication possible Key Features Language goals are divided into four levels that are aligned with developmental milestones Detailed

figures feature examples of intervention resources and strategies color versions provided on the companion website Steps Toward Mastery outlines a progression for guiding students to mastery of a goal from introduction of a skill to achieving independence and generalizing the skill Activities in Treatment offers suggestions for working on skills through specific therapy activities Demystifying Augmentative and Alternative Communication appendix provides an approachable overview and example scenarios for those new to AAC

The Enigmatic Realm of **Retelling A Story Graphic Organizer**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Retelling A Story Graphic Organizer** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those who partake in its reading experience.

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