



RETELLING CHECKLIST

- ☐ Were any direct quotes from the original story incorporated in your retelling?
- ☐ Was attribution of any quotes to the correct character provided by you?
- ☐ Did you properly cite any quotes or information from the original story?
- ☐ Were any nonverbal cues, such as gestures or facial expressions, employed by you to help convey the story?
- ☐ Was your enunciation clear and at an appropriate pace for your audience?
- ☐ Was your vocal inflection suitable for conveying emotion and tone?
- ☐ Did you actively engage your audience with questions or prompts during your retelling?
- ☐ Did your retelling possess a clear beginning, middle, and end?
- ☐ Were transition words or phrases employed by you to connect the different parts of the story?
- ☐ Was the duration of your retelling within reasonable limits?
- ☐ Did you rehearse your retelling before presenting it to your audience?
- ☐ Did you receive feedback from your audience to enhance your retelling for future occasions?



Retelling Checklist For First Grade

JoAnne Schudt Caldwell



Retelling Checklist For First Grade:

Designing Early Literacy Programs Lea M. McGee, Donald J. Richgels, 2014-04-29 This acclaimed teacher resource and course text describes proven ways to accelerate the language and literacy development of young children including those at risk for reading difficulties. The authors draw on extensive research and classroom experience to present a complete framework for differentiated instruction and early intervention. Strategies for creating literacy-rich classrooms, conducting effective assessments, and implementing targeted learning activities are illustrated with vivid examples and vignettes. Helpful reproducible assessment tools are provided. Purchasers also get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size. Subject Areas: Keywords: assessments at risk, students beginning readers, CCSS, classroom environments, classrooms, Common Core State Standards, differentiated instruction, early childhood reading, early literacy, ELA, emergent English language arts, foundational skills, interventions, kindergarten language literacy development, preschool prevention programs, reading difficulties, response to intervention, RTI, struggling teaching, writing. Audience: Preschool and kindergarten teachers, reading specialists, school and child care administrators, instructors, and students in early childhood education and early literacy. [Alternative Assessment Techniques for Reading & Writing](#) Wilma H. Miller, 1995-05-22 This practical resource helps elementary classroom remedial reading and LD teachers make the best possible informal assessment of a child's specific reading, writing, and spelling strengths and weaknesses and attitudes toward reading. Written in easy-to-follow, nontechnical language, it provides a multitude of tested informal assessment strategies and devices such as kid watching, retellings, journals, IRIs, writing surveys, portfolios, think-alouds, and more, including more than 200 reproducible assessment devices ready for immediate use. You'll find a detailed description of each informal assessment technique along with step-by-step procedures for its use and, wherever possible, one or more reproducible sample devices. Complete answer keys for each device are included with the directions. Among the unique topics covered are the innovative Individual Reading Inventory, San Diego Quick Assessment List, El Paso Phonics Survey, QAD Chart, Holistic scoring of writing, and Reproducible devices for portfolio assessment. In short, *Alternative Assessment Techniques for Reading and Writing* offers a wealth of tested, ready-to-use informal assessment information and devices that should save the teacher a great deal of time and energy in making a useful assessment of any student's literacy ability. [Teaching Beginner ELLs Using Picture Books](#) Ana Lado, 2012-09-12 Picture your beginning ELLs reading their way to success. For beginning English language learners, a picture really is worth a thousand words. Picture books can unlock puzzling cultural and social meanings for students at all ages and grade levels. ELL educator Ana Lado illustrates how picture books are an especially useful tool for building important language and social foundations that students may miss through traditional instruction. Lado provides all the tools you need to engage your English learners with picture books, including how to design lesson plans around themed units, select appropriate picture books using specific criteria, incorporate fun and engaging

strategies like singing and reenacting Integrate picture book learning to facilitate development of English Language Proficiency In addition you will gain access to a searchable online database to find just the right book for your lessons based on author title genre and English Language Proficiency level With practical classroom friendly techniques Teaching Beginner ELLs Using Picture Books helps teachers ESL ELD specialists and bilingual teachers transform lessons into richly illustrated learning opportunities This book is a great tool to use when teaching level one students and contains the different strategies necessary for complete English instruction Giuliana Jahnsen ELL Teacher Sterling Middle School Sterling VA This book makes the TESOL standards accessible by summarizing the three main goals of learning a language and how picture books support these concepts Blanca L Campillo Professional Development Specialist Chicago Public Schools Area 9 Chicago IL

Teaching Literacy in First Grade Diane Lapp,2005-05-05 First grade is a year of important new experiences for students and teachers alike Some students will arrive knowing how to read others will know a few letters of the alphabet and most will be somewhere in between Including dozens of reproducibles this book guides first grade teachers in the many decisions they face about how to orchestrate effective appropriate and engaging instruction A special strength of the book is the authors deep understanding of the oral language base of literacy learning both reading and writing and their expertise in differentiating instruction for English language learners

Teaching Literacy in Kindergarten Lea M. McGee,Lesley Mandel Morrow,2005-05-05 Kindergarten is a time for playful and enriching learning activities that support children s literacy emergence while enhancing their social and cognitive development The routines of a busy engaged productive kindergarten classroom are vividly brought to life in this information packed book Demonstrated are whole class and small group strategies for helping children acquire concepts about print and the alphabet build phonological and phonemic awareness learn to read sight words develop their listening comprehension and writing abilities and much more *Reading*

Comprehension Camille L. Z. Blachowicz,Donna Ogle,2008-05-05 This practical resource and widely used text presents a wealth of research based approaches to comprehension instruction The authors offer specific classroom practices that help K 9 students compare and evaluate print and online sources develop vocabulary build study and test taking skills and become motivated readers

Reading Comprehension Camille Blachowicz,Donna Ogle,2017-02-13 This practical resource and widely used text presents a wealth of research based approaches to comprehension instruction The authors offer specific classroom practices that help K 9 students compare and evaluate print and online sources develop vocabulary build study and test taking skills and become motivated readers

Assessment for Reading Instruction Katherine A. Dougherty Stahl,Kevin Flanigan,Michael C. McKenna,2019-11-01 Now in a revised and updated fourth edition this accessible text has given over 125 000 preservice and inservice teachers vital tools for systematic reading assessment in grades K 8 The book explains how to use both formal and informal assessments to evaluate students strengths and needs in all components of reading Effective engaging methods for targeted instruction in each area are outlined In a convenient large size format the

book includes 30 reproducible tools plus an additional multipage assessment in an online only appendix Purchasers get access to a companion website where they can download and print the reproducible materials New to This Edition Expanded coverage of the middle grades 4 8 including a new chapter and case study and explicit attention to this grade range throughout new coauthor Kevin Flanigan adds expertise in this area New and expanded topics computer based testing methods assessing academic language and how to use reading inventories more accurately Additional reproducible tools informal reading inventory summary form comprehension retelling forms for narrative and informational text computer based comprehension test comparison worksheet revised Informal Decoding Inventory and more Reading Assessment, Third Edition JoAnne Schudt Caldwell, 2014-03-01 This trusted practitioner guide and course text helps K 8 teachers utilize assessment as an integral component of classroom instruction It guides teachers step by step to recognize good reader behaviors assess students strengths and weaknesses and make evidence based instructional decisions Formal and informal measures are discussed for evaluating specific components of literacy with a focus on the Common Core State Standards CCSS Every chapter features activities for developing understanding in depth practice exercises are provided in several appendices Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1/2 x 11 size New to This Edition Chapter on major current initiatives the CCSS and response to intervention Extensive CCSS content woven throughout the book Expanded coverage of vocabulary assessment now in its own chapter Checklists to guide the selection of high quality published instruments **Taking Running Records** Mary Shea, 2000 A teacher shares her experience on how to take running records and use what they tell you to assess and improve every child's reading

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Retelling Checklist For First Grade Introduction

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