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Fostering children's comprehension abilities through story retelling

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Fostering children's comprehension abilities through story retelling

Abstract

Children's involvement in whole units of language can facilitate opportunities to create meaning and to interact with others, therefore strengthening thinking and language abilities (Goodman, 1986). Parents and teachers can become facilitators of whole language by offering children many opportunities to hear stories. Trelease (1982) describes how children who hear many stories develop a strong motivation for reading, learn that reading can be enjoyable, and discover that reading and writing are "sense-making" experiences instead of activities dealing with language fragments as offered in many workbook pages and worksheets.

FOSTERING CHILDREN'S COMPREHENSION ABILITIES
THROUGH STORY RETELLING

A Graduate Project
Submitted to the
Department of Curriculum and Instruction
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by
Beverly Graves
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This Research Paper by: Beverly Graves

Entitled: FOSTERING CHILDREN'S COMPREHENSION ABILITIES THROUGH
STORY RETELLING

has been approved as meeting the research paper requirement for the
Degree of Master of Arts in Education.

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12/22/89
Date Approved

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Children's involvement in whole units of language can facilitate opportunities to create meaning and to interact with others, therefore strengthening thinking and language abilities (Goodman, 1986). Parents and teachers can become facilitators of whole language by offering children many opportunities to hear stories. Trelease (1982) describes how children who hear many stories develop a strong motivation for reading, learn that reading can be enjoyable, and discover that reading and writing are "sense-making" experiences instead of activities dealing with language fragments as offered in many workbook pages and worksheets.

Schwartz (1987) reinforces Trelease's position by stating, "The more children connect to language the more powerfully they will be able to use it." Children can make connections between the comprehension (what they listen to and read) and composition (what they speak and write) processes thereby realizing the commonality in the structures and purposes of both processes (Harms & Lettow, unpublished).

VALUE OF RETELLING STORIES

Story retelling experiences provide opportunities for children to strengthen their concept of story, comprehension abilities, and oral language development. Story retelling facilitates growth in organizational ability and in interaction with an audience. Retelling experiences also offer teachers

the opportunity to assess the children's growth from a whole language prospective (Harms & Lettow, unpublished, pp. 2-3).

Sense of Story

Knowledge of story structure and comprehension are related. The elements of story structure are a setting (time and place), an initiating event, an internal response leading to goal setting by the protagonist, an attempt by the protagonist to achieve the goal, an outcome, a consequence, and finally a reaction in which the protagonist expresses his/her feelings about the success or failure (Gillet & Temple, 1986).

Gillet and Temple (1986) relate that understanding and recall of stories is influenced by the degree of listening and reading experience and by the presence and order of story structure. Early work by Bartlett (1932) shows that children with good comprehension have internalized story structure which they use to comprehend and remember stories. As a consequence of internalized structures, Gillet and Temple (1986) describe how actual stories may lack one or more elements of structure but are still comprehended because readers supply the missing relationships.

Lesley Morrow (1985) theorized that if young children were asked to retell stories in their own words it would help them learn story structure and thus improve their comprehension abilities. Findings from her study indicate that children who

improved most in comprehension also improved most in their retelling accuracy.

Berliner (1987) concludes that "children who lack a concept of story structure . . . often have comprehension problems" (p. 14). If children are to get the most out of listening to and reading stories, they must be familiar with story structure in order to comprehend.

Oral Language

Kay Garrard (1987) states, "Young children's success in school depends, in large part, on their mastery of a mature language system. Story retelling is one activity that can be offered to assist children in achieving mastery of their language. In their discussion of children's storytelling, Magee and Sutton-Smith (1983) write that when children tell stories, they develop oral language abilities and confidence in their language ability.

Organization

Story retelling demands organization. The storyteller, while interacting with the audience, will want the story to make sense. Organizational tasks such as establishing a beginning and ending for the story, stating a problem, having events in order, and relating how the problem is solved become important. In order to retell a story, a child must think logically, which

involves correct sequence, and use the cause and effect relationships found in stories (Cliatt & Shaw, 1988).

PROGRAM TO ENCOURAGE STORY RETELLING

Story retelling experiences nurture children's language abilities. The writer, a second grade teacher, created an environment in her classroom that would offer the children story retelling experiences through speaking, writing, art, and drama (Harms & Lettow, unpublished). Through these activities, the children reconstructed their own text, interacted with one another, and assumed ownership for their decisions. As part of initiating retelling experiences, the teacher chose one child to observe closely and to assess her activity in the areas of organization and oral language development.

At the beginning of the school year, the learning environment was designed to facilitate story retelling. Meaningful reading experiences with whole units of language representative of quality literature from the different genres were provided to foster personal/social development. Many opportunities were available to interact with others.

Sustaining centers (ones that are kept up all year and their content changed as themes, units, and recurring concepts are introduced) were established to provide a consistent, secure learning environment. Three centers--Listening/Reading Center, Author/Illustrator Center, and Retelling Center, stocked with

quality literature works from many genres particularly supported retelling activity for individual and small group activity. Some of the activities were: a) flannelboard with pieces constructed from pelfon representing major elements of a story, for example, characterization, story events, setting, parts of the story (patterns of three or cumulative plot), and plot development--linear or circular; b) monologues focusing on an interesting character; c) sound effects extending a story through sound imagery; d) prop collecting--stuffed animals, toys, and other articles representing characters and other images in a story; e) puppets--traditional and shadow, centering on characterization, movement or plot, and resolve of conflict; f) rebus stories dealing with elements of a story that can be presented visually; g) writing letters from a character's point of view expressing his/her thoughts and feelings; h) narrative pantomime portraying through body movements the actions of characters; i) book design projects (creating illuminated letters, borders, endpapers, and blank leaves) extending the meaning of the text through visual elements; j) mapmaking showing the sequence of events in a story; k) dioramas depicting a story's setting with related characters; l) drawing a favorite or most important part of the story (Harms & Lettow, unpublished).

Large group activities included: a) shared book and poetry experiences with the teacher modeling reading with selected big

books or picture books and subsequently guiding the children to retell the story or poem and b) group storytelling with wordless picture books.

The teacher served as a collaborator to assist the children in story retelling. She read aloud quality literature daily, sometimes several times. The teacher supported the children in retelling stories by using a prompt sheet suggested by Koshinen, Gambrell, Kapinus, and Heathington (1988). This sheet included the elements associated with narrative and expository texts. The narrative elements were: a) Who are the main characters? b) When did the story take place? c) Where did the story take place? d) What important events happened in the story? and e) How did the story end? Expository elements were: a) What is the topic of the selection? and b) What are the important ideas in the selection? (p. 894) This prompt sheet was later made into a poster so the children could prompt one another. When the children had much difficulty retelling a story, they were encouraged to reread or to listen to it again on a tape.

Retelling was integrated with basal reader assignments. Narrative stories with well developed structures were chosen for the children to read and retell to a partner from the same homogeneous reading group. Each child was given a retelling reaction sheet suggested by Koshinen et al. which provided the partner with a structured way to record the narrative elements

included in the retelling. Each day a different child had an opportunity to record, using a cassette recorder, the retelling of the story. The group, including the teacher, listened to the replay and provided positive feedback guided by the prompt sheet poster.

STUDY OF A SECOND GRADE CHILD'S STORY RETELLING

A girl in this second grade classroom was selected for the study. From her responses to John's informal assessment, (1988), she was placed at a second grade reading level in the basal reader. The child read well orally and demonstrated good word recognition skills, but when stories were discussed, she often gave off-task responses. When she was asked to share answers from her workbook, she gave the same type of response. Her behavior indicated that she was not using language to create meaning and that she was not interacting with her audience. Because she was outgoing, cooperative, and anxious to excel, the teacher believed that a rich learning environment in which she could own her language experiences through story retelling would assist her in creating meaning to share with her teacher and peers. The child's progress in story retelling was recorded three times during the year by using a cassette tape recorder.

The analysis of the child's retelling development during the eight-month period was centered on three works. The retellings were recorded in October, January, and April. The October story

was teacher selected. In January and April the child selected the stories. Two instruments were used to assess the child's story retelling. An observational guide with a scoring procedure was used to record the child's growth in the organization of the retellings (Moore, unpublished). These tasks were included: a) a comparison of retold events and author's events; b) a comparison of retold beginning and author's beginning; c) a statement of author's major story problem; d) a statement of retold story's major problem; e) a comparison of retold problem and author's problem; f) a comparison of retold ending and author's ending; g) a comparison of retold and author's sequence; and h) an overall organization score. For each task, the student could receive one of four scores which were A) all of the time, B) sometimes, C) rarely, and D) never. The teacher added a "most of the time" score which was inserted between A and B for the April retelling. The teacher felt that a category stronger than "sometimes" was necessary, yet it could not be as strong as "all." The scoring criteria is presented in Appendix A.

In order to make the scoring as accurate as possible a sheet comparing the author's story elements and the retold story elements was prepared (Appendix B). A transcription of the retold story and scoring sheets for each retelling may be found in Appendices C, D, and E.

A second method of assessment, Revision/Mechanics sheet from the Price Laboratory School developed for second grade (unpublished), was selected for oral language usage. The aspects of oral language usage included: a) use of clear, accurate sentences; b) agreement of subject and verb; c) varying sentence lengths; and d) different kinds of sentences-- declarative, exclamatory, and question. For each task the student could receive one of four ratings: excellent, good, fair, or poor.

Analysis of Retold Stories Using the Moore Guide

Eight categories were used to assess the child's growth in understanding the organization of stories. Category One is a comparison of events in the story and those included in the child's retelling. In the October retelling, the child recalled many events in the story and told no events that did not appear in the story. Because one event was left out, the student received a "sometimes" rating rather than "all". In the January retelling, the events retold accurately matched those in the story and were rated "all". In April the events in the story were accurately recalled with one exception; thus the category was rated "mostly".

Category Two is a comparison of the story's beginning and the one told by the child. In the October retelling, the beginning was lacking in two ways: The setting was not

described, and one main character was left out; thus the rating was "moderately". In the January retelling, the retold version did not include a description of the setting but started with the initial event; the rating was "moderately". In April the beginning commanded attention and substantially reflected the author's beginning; the rating was "substantially".

Categories Three, Four, and Five are combined for explanation purposes. The third and fourth categories are statements of the author's story problem and retold story problem while the fifth is a comparison of the two. The description of the child's responses focuses on the comparison. In the retelling, the child received a score of "substantially" because her retelling of the problem did not completely match the one in the story. In the retelling, the turtle was swimming when he turned over, but in the original story he was sliding on land. In the January and April retellings, the problems were well defined and matched the story problems, giving ratings of "all".

Category Six is the comparison of the story's ending and the retold ending. For all three stories the child's responses were rated "substantially". In the October retelling, the ending roughly matched, but the final interaction between the two main characters was omitted. In the January retelling, the story ended abruptly, and details were omitted. In the April

retelling, the student's ending generally matched the story ending; however, the match was not exact because the child did not have prior knowledge of camomile tea (Peter Rabbit), and she omitted details.

Category Seven is a comparison of the story's sequence with the retold sequence. Both the October and January retellings were rated "all". Each major event was told according to the story's sequence. The April retelling was rated "mostly," because, for the most part, the retold events matched the story's sequence with one exception. The teacher concluded that because the April story retelling was nearly twice the length of the other two, the performance was excellent and deserved special consideration.

Category Eight is the overall organization score based on results from Categories One to Seven. The October retelling received a rating of 2; the January retelling received a rating of 2.5; and the April retelling received a rating of 2.75. A summary of the results is given in Table 1.

Table 1

Organization: Moore's Observational Guide and Scoring Procedure

| Criteria | October Story 375 words | January Story 355 words | April Story 650 words |
|-----------------|-------------------------------|-------------------------------|-----------------------------|
| Event matches | Sometimes | All | Mostly |
| Begin matches | Moderately | Moderately | Substantially |
| Problem matches | Substantially | All | All |
| End matches | Substantially | Substantially | Substantially |
| Order matches | All | All | Mostly |
| Overall score | 2 | 2.5 | 2.75 |

Analysis of Retold Stories Using Revisions/Mechanics Sheet

Four categories were used to assess the child's growth in using oral language mechanics. Category One is the use of clear, accurate sentences. The October retelling was rated "poor". Fluency was lacking and was characterized by frequent hesitations marked by the word "ah." Sparse juncture (pauses at

the end of phrases, clauses, and sentences) was used; three pauses were observed in the entire story. Frequently the sentences were connected with "and," in fact, nineteen times. The January retelling was rated "good." Fluency was better because there was only one hesitation marked by the word "ah." The use of the word "and" to connect sentences was reduced to nine times. A strength noted in this retelling which was not previously present was expression--the use of a range of pitch and stress. To represent each character's speech, the child used a different tone of voice consistent with the character's personality traits. The April retelling was also rated "good" and was characterized by few hesitations, no use of the word "ah," the use of the word "and" diminished by fifty percent, and excellent expression.

Category Two is the agreement of subject and verb. All three retellings were given "good" ratings because the student had no more than two errors in either of the October or January retellings. Although there were three errors in the April story, the rating was the same because of the length of the story.

Category Three is varying sentence lengths. The October retelling was rated "poor," because the child paused three times in the story of 375 words. The January retelling was rated "excellent." The teacher believed that the child's growth in story retelling could be attributed to the support given by

flannelboard pieces used as she retold the story. The April retelling was also rated "excellent." Some sentences were as short as two words; others varied from seven to fifteen words. The last sentence contained thirty-four words connected many times by "and" which was not counted as a strength.

Category Four is the use of different kinds of sentences--declarative, exclamatory, and question. The October retelling was rated "poor" because all the sentences were declaratory. The January retelling was rated "excellent" because the child used the types of sentences in her retelling. The following quote taken from this story demonstrates the child's variation of sentence length and use of different kinds of sentences.

"I'm going to eat grass at the top of the hill. Run along. And then he waited a while until the big, big, big, big, big Billie Goat Gruff came!" The April retelling also received an "excellent" rating. There were many different kinds of sentences. The following quote taken from the April story demonstrates both variety of length and type: "He had to sneeze. Ker-choo! Mr. McGregor was on his tail in a minute! Peter ran as fast as he could and he ran and ran and ran until he got away." A summary of results is found in Table 2.

Table 2

Oral Language: Revisions/Mechanics Sheet

| Sentence Criteria | October Story 375 words | January Story 355 words | April Story 650 words |
|----------------------------|-------------------------------|-------------------------------|-----------------------------|
| Clear, accurate | Poor | Good | Good |
| Subject, verb agreement | Good | Good | Good |
| Length variation | Poor | Excellent | Excellent |
| Different kinds | Poor | Excellent | Excellent |

Results

An analysis of the child's retelling development during the eight-month period centered on three retellings recorded in October, January, and April. The specific areas assessed were organization and oral language usage.

Story Organization

The child showed growth in several areas of organization. In all categories except sequence, the child showed improvement.

It should be noted that while the category of the endings match for the third story is scored "substantially," it would have been a total match if the girl had known that camomile tea is not a medicine. Also, the child deleted one event in the third story; thus, she did not receive the "all" score even though the story is significantly longer than the first and second stories. The length also caused the lower sequence match score on the third story even though sequencing was the child's greatest strength.

Use of Oral Language

The child showed growth in several areas of oral language mechanics. Exceptional progress was made in the use of clear, accurate sentences. Agreement of subject and verb was consistent throughout the retellings with only a few exceptions. Also, a great deal of growth was observed in varying the length of sentences and in using different kinds of sentences. Lack of juncture was evident in the first two stories; sentences were connected by "and" rather than ending with pauses. In the third retelling, the child used juncture to signal the end of her thoughts.

Summary

At the beginning of the year, the second grade child selected for the study gave oral and written responses that were off-task during the reading instruction period. Opportunities to retell stories were offered to this child as a means of

assisting her in using language to create meaning. As the year progressed, the teacher noted that the child's story retelling indicated a continuous improvement in organization and use of oral language.

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APPENDIX A

STORY RETELLING:

OVERALL ORGANIZATION RATING SHEET

RATING 3: Events that accurately represent the author's events
Events that are told according to the author's
sequence

A beginning that matches the author's

A well-defined story problem that matches the author's

A conclusion that wraps up the story according to the
original

No irrelevant details

RATING 2: Some story events that change the author's events

Some events that are told out of order

A beginning and conclusion that roughly match the
author's

Action that rambles without clearly defining the
author's central problem

Few irrelevant details

RATING 1: Many events that do not appear in the author's story

Few events recalled

A beginning and/or ending that differs from the
author's

Omission of the author's central story problem

Many irrelevant events

RATING 0: No main idea or point to the story

Practically no events recalled

An overall impression of disorder because of jumbled arrangement of ideas

No beginning, middle, or end

Many irrelevant details

APPENDIX B

RETELLING STORY ELEMENTS -- OCTOBER STORY

StorySetting

Timothy Turtle and his friend Frog lived in the woods next to a river.

Initiating event

Timothy is sliding down a hill and accidentally turns over on his back.

Internal response

Timothy realizes that he needs help.

Attempts

Timothy asks help from Squirrel, Rabbit, Possum.

Outcomes

All fail.

Attempt

Frog suggests pushing Turtle into water where he will turn over automatically.

Outcome

Animals do as Frog suggests.

Consequence

Timothy turns over.

Reaction

Timothy thanks all his friends and gives Frog a ride up the river on his back.

ChildSetting

Timothy is introduced but Frog is left out; no mention of river.

Initiating event

Timothy is swimming when he accidentally turns over.

Internal response

Details not right in retelling. Timothy does not yell and yell but tries to turn over himself.

Attempts

Animals and sequence are correct but details aren't.

Outcomes

All fail.

Attempt

Retelling does not give Frog's actual directions but understanding is there.

Outcome

Same.

Consequence

Same.

Reaction

The retelling does not wrap the story up according to the original. It simply ends after Timothy turns over.

RETELLING STORY ELEMENTS -- JANUARY STORY

StorySetting

There are 3 goats who want to go to the hillside. In order to get there they must cross a bridge under which lives a great ugly troll.

Initiating event

The youngest Billie Goat Gruff starts to cross the bridge.

Internal response

The youngest goat is afraid he's going to be eaten.

Attempt

Youngest goat begs troll not to eat him and to wait for 2nd (bigger) goat to cross.

Outcome

Troll agrees--goat gets across safely.

Attempt

Second goat tries to cross bridge, begs troll to wait for 3rd (bigger) goat to cross.

Outcome

Troll agrees--goat gets across safely.

Attempt

3rd goat tries to cross bridge, challenges troll.

Outcome

Troll and 3rd goat fight.

ChildSetting

Only the first goat is introduced. There is no mention of the hillside nor the bridge. The troll is not introduced until the 1st goat starts to cross the bridge.

Initiating event

Same.

Internal response

Adequate--Storyteller showed this in her voice.

Attempt

Good--1st goat does not beg not to be eaten but does suggest that troll wait for 2nd goat.

Outcome

Same.

Attempt

Same.

Outcome

Same.

Attempt

Same.

Outcome

Same.

January story -- continued

Consequence

Troll is thrown in river--
goat's safe.

Reaction

Goats got fat on the hillside
and eventually went home again.

Consequence

Same.

Reaction

Same.

RETELLING STORY ELEMENTS -- APRIL STORY

StorySetting

Four little rabbits lived with their mother underneath the root of a big fir tree.

Initiating event

Mother Rabbit goes to bakery, gives instructions to children and the warning: Do not go into Mr. McGregor's garden.

Internal response

Peter runs straight to Mr. McGregor's garden.

Attempt

Peter begins to eat vegetables (lettuce, French beans, radishes, parsley.)

Outcome

Mr. McGregor sees him.

Attempt

Peter tries to find gate but loses shoes.

ChildSetting

Good with one exception. Fir is mispronounced. (Obviously word has no "real" meaning for child--no prior knowledge.)

Initiating event

Good. Example: "'Now my dears,' said old Mrs. Rabbit one day, 'You can go right along but don't go into Mr. McGregor's garden. Now run along.'"

Internal response

Same. Example: ". . . and Peter, of course, who was very naughty went straight to Mr. McGregor's garden."

Attempt

Fairly good. Lettuce same-- does not mention beans, radishes or parsley. Child has Peter eat carrots to feel better, author says parsley.

Outcome

Good. Example: "And around the corner who should he meet but Mr. McGregor!"

Attempt

Good. Example: "Peter ran as fast as he could. He could not slow down and he did not look behind. He lost one of his shoes among the carrots and the other among the cabbages."

April story -- continued

Outcome

Peter ran faster but the buttons of his coat got caught in gooseberry net. Encouraged by sparrows--got out but left jacket behind.

Attempt

Peter rushes to tool shed to hide--tries watering can--too much water.

Outcome

Peter sneezes--Mr. McGregor nearly catches him.

Attempt

Peter meets old mouse whose mouth is full--asks directions.

Outcome

Mouse can't answer.

Attempt

Peter saw white cat but remembered cousin's warning.

Outcome

No contact with cat.

Outcome

Good. Child says, "Then came some black crows and they were very very nice and so they helped him out."

Attempt

Adequate match. Child says he runs to shed but she does not mention watering can.

Outcome

Good match. Example: "Then he (Mr. McGregor) went over and Peter couldn't hold it. He had to sneeze Ker-choo! Mr. McGregor was on his tail in a minute."

Attempt

Child does not mention old mouse. (No match)

Outcome

None.

Attempt

Similar words--connotation wrong. Example: "The little cat (correction) the big cat was wiggling his tail off and on like it was real. Little Peter Rabbit knew that he should not harm the kitten because he heard from Little Benjamin Bunny that he got in big trouble when he seen a cat."

Outcome

Same. Example: "So Peter Rabbit let it alone and went away."

April story -- continued

Attempt

Peter heads back toward tool shed and hears hoeing. Peter climbs on wheelbarrow and spies gate.

Outcome

Peter runs for gate and makes it under gate and home. Mr. McGregor hangs up Peter's coat and shoes to make scarecrow.

Consequence

Peter is not well and is put to bed and given a dose of camomile tea.

Reaction

The 3 good bunnies have bread, milk and blackberries for supper.

Attempt

Adequate match. Child says Peter climbs on bench. Then when he gets down she says barrel. (Perhaps no prior knowledge of wheelbarrow.)

Outcome

Adequate match. Child forgot about scarecrow, but she does have Peter escape.

Consequence

Adequate match. Example: "He did not feel that good after, after (pause) after it was when it was suppertime so Mrs. Rabbit gave him some medicine and he had a tiny bit of supper."

Reaction

Adequate match. Example: ". . . and Flopsy, Mopsy and Cottontail of course got blackberries and more good stuff for supper. The end."

APPENDIX C
OCTOBER STORY RETELLING

What happened was this ah turtle named Timothy and he was swimming and what happened was he ah got on his back and he couldn't get up and he yelled and yelled until ah the until someone came by and then what happened was second then what happened was the ah Squirrel came by and the squirrel said, I'll try to help you and then he tried to push him over but he couldn't get no help, and then the third thing what happened was he went into the woods and he tried to get someone else and he found Rabbit. So what Rabbit did was he went ah rabbit came with him and he ah decided that I'll help you and then they tried and tried and then they still couldn't do it and then the fourth thing they went into the woods and then Squirrel went into the woods to find someone else and Squirrel found a possum and Possum came and then they didn't had an idea and they couldn't turn him over on this stomach. So ah then Frog was "sittin" on the hill laughin' and laughin' and that was the fifth thing and then the sixth thing was they asked her why she was laughin' so hard and she said because you guys can't turn him over and that was funny to the frog and then what happened was sixth is she told them how it happened and then they how to do it and then seventh thing they turned him it and they threw him into the water and splash went all the water and he went back on his stomach.

Story Retelling:
Organization Work Sheet

Student Child Date 10-17-88

Examiner Beverly Graves Story Teller Child

October Story

1. In general, the retold events accurately represent the author's events

- A. All of the time
 B. Sometimes
 C. Rarely
 D. Never

2. In general, the retold beginning reflects the author's beginning

- A. Totally
 B. Substantially
 C. Moderately
 D. Not at all

3. What is the author's major story problem?

Timothy Turtle accidentally turns over on his back while sliding and can't get turned over again.

4. What is the retold story's major problem?

"He got on his back and he couldn't get up and he yelled and yelled until someone came by."

5. In general, the retold story problem reflects the author's story problem

- A. Totally
 B. Substantially
 C. Moderately
 D. Not at all
- The big difference is that in the retelling the turtle was swimming when he turned over and the story says he was sliding when he turned over.

6. In general, the retold story ending reflects the author's story ending

- A. Totally
 B. Substantially
 C. Moderately
 D. Not at all

7. In general, the retold events are told according to the author's sequence

- A. All of the time
 B. Sometimes
 C. Rarely
 D. Never

8. With the above information in mind, read the Overall Organization Rating Sheet. In your opinion, the story you are rating is approximately 2 in organization.

9. Check your judgment by doing one of the following: (See attached sheet)

A. I rated this story 3 in organization.

(1) The specific reasons I did not rate this story 2 are:

Story Retelling:
Organization Work Sheet

9. I rated this story 2 in organization.

(1) The specific reasons I did not rate this story 3 are:

The beginning does not accurately match the author's, the author states the setting (woods next to a river) and introduces two characters, Timothy and his best friend Frog, the retelling does not describe the setting and Frog is left out. A second reason I did not rate this story 3 is that the retelling conclusion does not wrap the story up according to the original. The retelling does show that the problem was solved but leaves out the facts that Timothy thanks his friends and then gives Frog a ride up the river on his back. A third reason is that the story problem does not match the author's completely. In the retelling the turtle was swimming when he turns over but the original story says he was sliding (on land) when he turned over.

(2) The specific reasons I did not rate this story 1 are:

There are no events in the retelling that do not appear in the author's story, many events are recalled, the beginning and ending even though not exact are not substantially different from the author's, the central story problem is definitely stated, there are no irrelevant events.

APPENDIX D

JANUARY STORY RETELLING

Once upon a time--ah--small Billie Goat Gruff came tramping along the bridge--trip, trap, trip, trap, trip, trap and the troll said, "Who's tramping on my bridge?" (Baby voice) "It's me, little Billie Goat Gruff." (Troll voice) "I'm gonna gobble you up!", said the troll. (Baby voice) "Why don't you wait 'til the next Billie Goat Gruff comes." (Troll voice) "OK. Run along." And then came the middle Billie Goat Gruff. Trip, trap, trip, trap, trip, trap, trip, trap. (Troll voice) "Who's tramping on my bridge?" said the Troll. (Middle sized voice) "It's me, Billie Goat, middle Billie Goat Gruff." (Troll voice) "I'm gonna gobble you up!" (Middle sized voice) "No don't do that. Wait 'til the big, big, big sized Billie Goat Gruff comes. I'm going to eat grass at the top of the hill." (Troll voice) "Run along." And then he waited a while until the big, big, big, big, big Billie Goat Gruff came. Trip, trap, trip, trap, trip, trap, trip, trap. (Troll voice) "Who's tramping on my bridge?" said the troll. (Big voice) "It's me, big fat Billie Goat Gruff." (Troll voice) "I'm going to gobble you up!" (Big voice) "No you aren't." So the Troll started coming for him. And the big Billie Goat started going towards him. And w-o-a-h-(the troll fell into the water) went the troll falling down in the river and got dead and then all of 'em were waiting up at the hill

January Story Retelling -- continued

eating and then they all ate until they got really fat and they went over and they all went over to where he lived and the end.

Story Retelling:
Organization Work Sheet

Student Child Date January, 1989

Examiner Beverly Graves Story Teller Child

The Three Billie Goats Gruff

1. In general, the retold events accurately represent the author's events

| | |
|---|-----------|
| <input checked="" type="radio"/> A. All of the time | C. Rarely |
| B. Sometimes | D. Never |

2. In general, the retold beginning reflects the author's beginning

| | |
|------------------|--|
| A. Totally | <input checked="" type="radio"/> C. Moderately |
| B. Substantially | D. Not at all |

3. What is the author's major story problem?
The Three Billie Goats Gruff want to cross a bridge to eat green grass on the other side of the hill. A troll lives under the bridge who
4. What is the retold story's major problem? threatens to eat them up!
Same.
5. In general, the retold story problem reflects the author's story problem

| | |
|---|---------------|
| A. Totally | C. Moderately |
| <input checked="" type="radio"/> B. Substantially | D. Not at all |

6. In general, the retold story ending reflects the author's story ending

| | |
|---|---------------|
| A. Totally | C. Moderately |
| <input checked="" type="radio"/> B. Substantially | D. Not at all |

7. In general, the retold events are told according to the author's sequence

| | |
|---|-----------|
| <input checked="" type="radio"/> A. All of the time | C. Rarely |
| B. Sometimes | D. Never |

8. With the above information in mind, read the Overall Organization Rating Sheet. In your opinion, the story you are rating is approximately 2 1/2 in organization.

9. Check your judgment by doing one of the following: (See attached sheet)
 - A. I rated this story 3 in organization.
 - (1) The specific reasons I did not rate this story 2 are:

Story Retelling:

Organization Work Sheet

9. I rated this story 2 1/2 in organization.

(1) The specific reasons I did not rate this story 3 are:

The retold beginning only moderately reflects the author's beginning. The author introduces the 3 goats and explains that their last name is Gruff. The child mentions only the first goat in the beginning. The author describes the hillside, the bridge, and the troll. The child makes no mention of these and starts with the initiating event.

"Once upon a time" is the only exception.

(2) The specific reasons I did not rate this story 1 are:

The retold events accurately represent the author's events, the retold story problem reflects the author's story problem; the retold story ending substantially reflects the author's story ending and the retold events are told according to the author's sequence.

APPENDIX E

APRIL STORY RETELLING

Once there was 4 little rabbits. Their names were Flopsy, Mopsy, Cottontail, and Peter. They lived in a big 'fair' tree. "Now my dears," said old Mrs. Rabbit one day, "You can go right along but don't go into Mr. McGregor's garden. (very slow, cleared throat) Now run along." So the little rabbits went walking down the trail. Flopsy, Mopsy and Cottontail who were good little rabbits went to pick blackberries and Peter, of course, who was very naughty went straight to Mr. McGregor's garden. When he got there first he squeezed under the gate. First he ate some cabbage, then some lettuce, and feeling rather sick went to get some carrots. And around the corner who should he meet but Mr. McGregor! Mr. McGregor was on his hands and knees planting planting peas and beans. But he was on Peter Rabbit's tail in o-n-e minute! Peter ran as fast as he could. He could not slow down and he did not look behind. He lost one of his shoes among the carrots and the other among the cabbages. He was running so fast, he could have got away if if he didn't run away (correction) run into a gooseberry net. He was so sad he started to cry. Then came some some black crows and they were very nice and so they helped him out. Just in time he got out before Mr. McGregor caught him. He ran as fast as he could and never looked behind until he got into a shed. Mr. McGregor

April Story Retelling -- continued

knew that he was somewhere in the shed. He looked under pots and other stuff of course. Then he went over and Peter couldn't hold it. He had to sneeze. Ker-choo! Mr. McGregor was on his tail in a minute! (lots of expression) Peter ran as fast as he could and he ran and ran and ran until he got away. He went, he jumped out of a window and hit three plants. Mr. McGregor was too small to go through the window and Peter was safe. He sat down on the sidewalk and he was very hot and very lonely and sad. He didn't know the way back to the gate so he started to cry. Then he was walking along and he seen a white cat that was staring at some goldfish. The little cat (correction) the big cat was wiggling his tail off and on like it was real. Little Peter Rabbit knew that he should not harm the kitten because he heard from Little Benjamin Bunny that he got in big trouble when he seen a cat. So Peter Rabbit let it alone and went away. He he was still in (correction) by Mr. McGregor. He was in the grass. He jumped, he heard some hoeing. Mr. McGregor was hoeing onions. Mr. McGregor did not see him because his back was towards him so Peter Rabbit jumped up on a bench and was watching Mr. McGregor. But he did lose his jacket. After he looked around for a couple minutes on that bench he found that he seen the gate so he got off of the barrel and jumped down and went

April Story Retelling -- continued

under the gate running as fast as he could and did not look behind because he knew Mr. McGregor was chasing him. He went straight under the gate and was safe. He ran and ran and ran and did not look behind until he was home. When he was home, (repeated phrase) Mrs. Rabbit was very worried. She wondered what happened to his coat and his shoes. That was the second time he had lost them. He did not feel that that good after, after (pause) after it was when it was suppertime so Mrs. Rabbit gave him some medicine and he had a tiny bit of supper and Flopsy, Mopsy and Cottontail of course got blackberries and more good stuff for supper. The End.

Story Retelling:

Organization Work Sheet

9. I rated this story 3 in organization.

(1) The specific reasons I did not rate this story 2 are:

The retold events accurately represent the author's events; the beginning commands attention and substantially reflects the author's beginning. In the retold story Peter is not told that his father was baked in a pie by Mrs. McGregor. The author's major problem and the retold story's major problem are the same. In general, the retold story ending reflects the author's ending. The match is not exact because camomile tea is referred to as "medicine" and in the retold story the good bunnies eat "blackberries and more good stuff" rather than blackberries, milk, and bread. In general, the retold events are according to the author's sequence. The only exception is when Amber mentions that Peter lost his jacket long after he had escaped from the gooseberry net.

(2) The specific reasons I did not rate this story 1 are:

There are no events in the retelling that do not appear in the author's story; all events are recalled with only one exception; the beginning and ending are substantially like the author's; the central story problem is definitely stated; and there are no irrelevant events.