WHO?
All readers.

WHY?
Retelling has always been an integral part of miscue analysis because making sense through a transaction with the written text is ongoing and cumulative. An understanding of the reader’s comprehension after the reading can be inferred from retelling. Retellings can be evaluated statistically and used as measure of comprehension. It is important to consider that the measure is only a glimpse of what any reader knows. Readers seldom provide complete retellings. A retelling score only measures what the reader chooses to share about the reading.

HOW?
All presentations can be done singly or in groups. Each presentations provides a legitimate opportunity to evaluate the reader’s comprehension. Retellings require practice by both teacher and reader. Since it is important for readers to discover their own personal responses, teachers need to avoid giving signals about the appropriateness of the retelling. Reader’s retelling scores usually increase over time, because the teacher gets better at conducting the retelling and the students improve as they become more comfortable with their procedures.

Some teachers eventually have their students read a story for miscue analysis purposes into a tape recorder and follow up with an unaided retelling without the teacher present. This is especial helpful for those teachers who want the evaluative information that miscue analysis provides for all students, but who don’t have the time to sit down with each student two or three times a year. The student records both the reading and the retelling, and the teacher analyzes the tape later at a more convenient time. This, of course, would only be done with students who have become very familiar with miscue procedures. For a more authentic response, some teachers have the reader retell to another student in the class who has not read the material.

There are three parts of retelling: unaided, aided and specific, the unaided retelling is always dome immediately following the reading. The other kinds of retelling take place depending on the teacher’s purposes.

THE UNAIDED RETELLING
The unaided part of the retelling allows the reader to tell whatever they remember. It is usually cued when the teacher asks, “Remember, I told you I’d
ask you about the story when you finished? Would you please tell me what you remember?” During the unaided retelling, the teacher does not interrupt or cue the student in any way, although the teacher should show an interest in the retelling. When the reader seems to be finished, the teacher might want to wait for thirty to forty-five seconds. Waiting time seems to spur some readers to expand on their unaided retelling. Broad questions such as “Anything more?” or “What else do you remember?” may be used to encourage more unaided retelling at the very end.

THE AIDED RETELLING.
Aided retelling is used to encourage students to expand on their unaided retelling. Teacher’s questions and the way they respond to the answers are of great importance. The teacher must avoid giving students information about a story or article by asking very specific questions. Using the student’s own language from the retelling, such as names for people and concepts, the teacher asks open-ended questions: “You said it was a typical [meaning typical] baby, tell me more about what that means.”

THE SPECIFIC RETELLING.
This is an in-depth retelling used by some teachers which can help evaluate the reader’s comprehension and move very specifically into an instructional strategy. Asking a reader to point out places in the text that seemed confusing, or to tell the teacher about words or ideas that were unclear provide additional evaluative information as well as provide the opportunity for an instructional strategy immediately following the reading experience.

WHAT ELSE?
Retelling can take many forms. They can be oral or written. In addition to retelling, teachers can evaluate reader’s comprehension through a variety of presentations. There are many ways to graphically represent a story. Readers can sketch, diagram, map, draw, or create timelines or story game board. And, of course, there is wide range of dramatic forms in which readers can engage. Nonfiction reading lends itself to different presentations such as report writing, debates, and speeches. Anecdotal records or audiotapes of the presentations can be kept for evaluation over time.