

Teaching the RIDDER strategy to improve listening comprehension and the oral retelling of a text.

Abstract

Oral Comprehension is an area of difficulty for many students.

Research has shown that teaching children explicitly to learn comprehension strategies has led to an improvement in listening comprehension.. In particular the RIDER strategy, which teaches visualisation in an explicit way, has proved to be successful in improving student's comprehension.

The present study examined explicit training for a new RIDDER strategy which included an additional drama component to the RIDER strategy.

It was hypothesised that explicit instruction in the RIDDER strategy would result in an improvement in students' listening comprehension of narrative text. Secondly, explicit instruction in the RIDDER strategy will result in students improving their use of meaning cues when trying to reading unfamiliar words in instructional level text.

Six students on Reading Recovery took part in the study. Three students were used as a Control Group and the other three students were given explicit training in the RIDDER Strategy.

The students in the Teaching Group improved their Spontaneous, Cued Retelling and Comprehension scores over the course of the training program outperforming the Control group on every measure. An examination of the Running Records of the Teaching Group indicated that at the end of the training program the students were using meaning cues to assist with the identification of unfamiliar words in text.

Introduction

Many children have problems with language comprehension. Bell (1991) defined language comprehension as the 'ability to connect to, and interpret, both oral and written language.' While good readers and listeners are able to effectively synthesise and integrate information, other children lack the capacity to reason effectively from language.

Bell (1991) suggested that comprehension can be improved by teaching students to create visual images of text. He stated that creating visual images improved comprehension in three ways: Firstly it increased the capacity of students' working memory by assimilating information from the text into larger chunks thus freeing up storage capacity in working memory. Secondly in the process of creating images about the text, students were involved in making comparisons and analogies, Thirdly imagery was a strategy that acted as an organisational tool for storing text meaning in memory.

Research into language comprehension has found that a number of strategies can assist children to gain meaning from written and oral text. In particular, the use of visualisation has been successfully used to improve children's comprehension of prose.

Visualisation is a meta-cognitive process that involves the reader or listener forming mental images or pictures of the text they are reading or listening to. Research in explicit training in visualisation has indicated

that use of this strategy can enhance children's comprehension. (Clark, Deshler, Schumaker, Alley and Warner, 1984).

Clark, Deshler, Schumaker, Alley & Warner (1984) working with disabled students, implemented a specific visualisation procedure coupled with a self questioning strategy. Use of these strategies produced improved comprehension outcomes for the students. The students were taught the specific sequential procedure listed below.

Read a partial extract from the text,

Imagine or visualise the text,

Describe the key features of their imagery,

Evaluate this in reference to information in the text and

Read on and repeat the first four steps of the procedure on the next section of text.

The above researchers described and modelled the strategy to the children before providing comprehensive practise in text which was matched firstly to current ability level, and then secondly to text at grade level.

Short Term Memory limitation is another factor limiting children's capacity to gain meaning from text. McMaster (1998) suggested that 'mental image is a comprehension strategy which facilitates readers in storing information for later retrieval.' (p.580)

Other studies have suggested ways of making meta-cognitive strategies such as visualisation more effective. Gee, (1998)suggested that the use

of self- monitoring prompt cards may enhance the effectiveness of meta-cognitive strategies.

Incorporating a dramatization component to text readings has also been shown to enhance reading comprehension, Macy(2004).

examined a number of drama strategies that lead to improved reading comprehension. Using Rosenblatt's (1994) transactional theory of reading as a theoretical base, Macy concluded that when the reader and the text transact, a uniquely individual interpretation of the text evolves in their 'mind's eye'. Readers engaged in drama , miming, talking and role play are able to co-experience the text from many different levels adopting an aesthetic interpretation of the text which promotes richer comprehension. In one mental imagery activity, the children listened to the teacher read sections of the story and were then asked to describe what they had seen in 'their mind's eye'. Another drama activity called 'story theater', required one person to read the story while the other children took on roles. The main focus of ' story theater' was to revisit the text to comprehend the author's message and description of events.

A reading comprehension strategy that combines both visualisation and drama activities would enable the children to engage in representing the text through multiple perspectives. Wolf, Edmiston and EnCiso (1997) suggested drama can be examined from two perspectives . The first

perspective focuses on the text on the page and is characterised by the student focusing on the 'dramatising to the center of the text'. This is what the children involved in story theatre focus on, as they read a script. The second perspective explores 'meaning beyond the page' and is 'known as dramatising at the edges. 'The visualisation strategy could be explained in terms of this second perspective.

Dupont(1992) cited in Macy , (2004) found that students who were able to visualise used their mental imagery skills when reading other texts. Similarly Ross and Roe (1977) found that drama games that stimulated and challenged the students' mental imagery skills, also helped the students to visualise other parts of the text. Ross and Rowe (1977, P3).

Podlozny (2000) who carried out a meta-analysis of 80 studies which looked at reading and drama has concluded that drama might be more effective for remedial readers. Similarly Wolf (1998), in a year long study, found that students engaged in a drama response to the text, were more inclined to read for meaning rather than just focus on decoding a story.

Pressley & Hilden (2001) suggested that teaching readers how to use a number of comprehension strategies as they read, was more effective than teaching individual strategies. They found that 'good readers co-

ordinated and articulated a number of strategies while reading.’ Pressley & Hilden(2001, p 11)

These researchers stressed that readers needed to acquire the meta-cognitive knowledge about how ‘to regulate and monitor the cognitive skills taught, if the strategies were to be effectively maintained and transferred to other learning situations.’ Pressley & Hilden(2001,p11)

For example, knowing how and when to use a strategy such as visualisation was as important as the ability to make the image in ‘the mind’s eye’. Also, Pressley & Hilden (2001) stated that the comprehension strategies needed to be taught explicitly, and that extensive practice was needed in applying the strategies to new situations. This study will incorporate the use of the Rider strategy with an drama component.

In the new RIDDER strategy the children will

Read the text using shared reading approach

Imagine a set section of the text

Dramatise that section of the text

Describe what has happened in the text

Evaluate

Read on

It is hypothesised that explicit instruction in the RIDDER strategy will

result in an improvement in Oral Listening Comprehension as evidenced in an improvement in students' retelling of text.

Secondly, explicit instruction in the RIDDER strategy will result in students improving their use of meaning cues at the point of error, when reading text judged to be easy or instructional level.

Method

This study will use an OXO design in which the explicit teaching of a visualization strategy, RIDDER. In the initial session, the students will be taught to visualise words and sentences using the 'Language in pictures program' developed by speech pathologists at the Catholic Education Office. The RIDDER strategy will be introduced and modelled by the teacher in the second session and gradually over the 13-lesson sequence the students will learn to use this strategy independently.

The students' understanding of, and ability to create visual images, in the course of applying the RIDDER strategy to prose reading, will be carefully monitored. After each prose text session, the students will complete a spontaneous oral retell of the text.

Students;

Six students (three female, three male) were chosen for this study from the cohort of children completing Reading Recovery at the present time. At the time of the teaching intervention, all the children

were seven and half years old, Three of the children will form the teaching intervention group, and the other three children would act as the control group. All of the group have found the early years of schooling challenging, facing difficulties in terms of either delayed cognitive or oral language development or the necessity of repeating grade levels. None of the children had hearing or sight difficulties. Five of the six children had been on Reading Recovery for twenty weeks and the sixth child for ten weeks. The children's Oral Language ability was considered when assigning each child to Either, the Control or Teaching Group. An effort was made ensure that each group had similar cohorts of students. To assist with this assignment the children were matched for language ability using a number of testing instruments listed below.

- The test of Linguistic Concepts . Wigg & Sernei (1973)
- Oral Language Skills Receptive. Taken from the Token Test DiSimoni (1978)
- Record of Oral Language. Clay(Normal version)
- Record of Oral Language (adapted version). The student responses to sentences in the normal version were reassessed. The response was rated correct if the child's answer maintained the meaning of the sentence.
- Oral Language Skills Expressive Word Retrieval Test.
- Short Term Visual Sequential Memory for Objects.
- Three Probe Passages levels 5.5-7.5years given to allow children To become familiar with retelling procedure and gauge idea of their oral language retelling level. (See Appendices 41,42 & 43)

Listed below are the children's scores on the various tests.

Table 3 Record of Oral Language Scores indicating Normal Scores on Test and Additional Scores adjusted to show whether meaning retained

Name	Level 1	Level 1 Adjust	Level2	Level2 Adjust	Level 3	Level 3 Adjust	Total	Total Adjust
A	14	14	11	14	5	11	30	39
B	12	13	8	13	1	5	21	31
C	14	14	14	14	3	10	31	38
D	14	14	9	13	10	13	33	40
E	14	14	5	10	3	8	22	32
F	14	14	10	12	3	10	27	36

Table 4 Record of Receptive Oral Language Skills using 'The test of Linguistic Concepts Wiig & Semel

Subtest	Score A	Score B	Score C	Score D	Score E	Score F	Mean	SD from Mean
Comparative Relationships	6	8	6	8	2	8	8.10	1.33
Passive Relationships	6	6	8	6	5	4	7.80	1.64
Temporal Relationships	4	4	7	6	1	5	6.53	1.83
Spatial Relationships	8	6	8	8	7	6	7.23	1.52
Familial Relationships	6	2	7	10	4	9	5.23	2.92
Total	30	26	36	37	19	32	34.90	4.76

Table 5 Comparative Scores of Students A to F on a variety of Oral Language tasks And average scores in retelling taken from Probe Texts 5.5-7.5 years

Tests	Score for A	Score for B	Score for C	Score for D	Score for E	Score for F
Record of Oral Language	30	21	31	33	22	27
Adjusted Record of Oral Language	39	31	38	40	32	36
Receptive Token Test	12	14	21	21	13	11
Test of Linguistic Concepts	30	26	36	37	19	32
Short Term Visual Sequential Memory Score	4/6	4/6		3/6	4/6	3/6
Average Score on Expressive Word Retrieval Tasks	8	11	14	11.6	6.6	6
Average Score of oral retelling over 3 passages from Probe Tests (5.5-7.5years)	52%	58%	46%	90%	40%	58%

It was decided to allot Student A, D and E to the teaching group and use the other students B, C and F to the Control Group. Students D & E are girls and student A is a boy. In the control group, Students B and F are boys and student C is a girl. Since the children's familiarity with the task of retelling narratives would have some influence on their

Post Test Results, the Control Group who were completing ‘normal’ Reading Recovery Sessions were encouraged to retell a similar number of narrative stories from their new texts over the same time period. Children in the Control group did not participate in any drama or visualisation activities related to their reading text. . Their inclusion in the study was to provide a comparison group as a means of gauging whether the RIDDER teaching intervention was effective. All six students were reading below class level, (Levels 10- 16 Instructional) and their Reading Recovery records indicated that they were using Word level strategies to problem-solve on text.

Materials

Materials included

Oral Language Tests Administered Pre-Test and Post Test

Expressive –Word Retrieval

Oral Language Skills (Receptive). Taken from Token Test –DiSimoni (1978)

Record of Oral Language. Marie Clay

Test of Short Term Visual Sequential Memory for Objects. John Munro

John Munro’s Retell and Cued Retell procedure to be used for Pre-test and Post Test measures of listening comprehension.

Probe Reading Test used for Listening Comprehension Levels 5.5-7.5 for

Gauging initial oral language skills

.Also Level 7.5-8.5 'Stormy Night & Level 7-8 'The River' for Pre/Post Testing assessment of Listening Comprehension.

Two PM prose reading text levelled Reading Recovery Level 15 & 16 for Pre/Post testing additional assessment of Listening Comprehension
The Pre-testing text was 'Roller Blades for Luke' and Post Testing text was 'Jessica in the Dark'

Cue Chart for younger children learning visualisation taken from Language in Pictures, Catholic Education Office Speech Pathology Language Program

Cue Chart for RIDDER strategy adapted from program on John Munro Action Research site 'The cued use of the RIDER strategy leads to an improvement in oral retell.' An additional drama step was included.

Tape Recorder

Nine other prose reading texts, Reading Recovery Levelled 15-17.

The texts were introduced to the children in order of perceived difficulty.

The Bear's Lunch by Pamela Allen (Modelled by teacher)

Tom Thumb flies a kite

Danger Ahead- Margaret Mooney

The Three Little Pigs. PM Text

Mr Mc Gee by Pamela Allen

Mr Mc Gee and the Perfect Nest by Pamela Allen

Mr Mc Gee and the Blackberry Jam by Pamela Allen

John Brown, Rose and the Midnight Cat by Jenny Wagner

Where the Wild Things are by Maurice Sendak

General Procedure:

First Pre Session: Individual Pre-testing of each child over several days before allotment to Control or Teaching Group. The tests are listed under Subject details. Testing Time approximately 40 minutes.

Second/ Third Pre- Testing Session: The text ‘Roller Blades for Luke’

& Probe Passage ‘Stormy Night’ were read to each child on

consecutive days. Each day, after listening to the text, the student

completed a spontaneous retell. Five minutes later a cued retell was

administered. The second day, when the Probe passage was read;

Comprehension Questions on the Probe Text were completed

instead of a cued retelling. Students in the Teaching Group

also completed Running record of the Pre-test PM passage.

Testing Time was approximately 30 Minutes.

Teaching Session One: This session focused on teaching students to visualise individual words and sentences. The students were introduced to the cue poster from the CEO Language in Pictures Program. Using this poster, the teacher modelled the process of visualising a word. Then the children attempted the task. The cue poster was used as a prompt. Seven or eight words were visualised, and then the same procedure was used to introduce the sentences. At the end of the session the students

discussed what they had learnt.

Teaching Session Two: The session began with revision activities visualising words and sentences. The cue poster from the Language in Pictures Program was used to assist the student. The teacher then introduced the 'RIDDER' strategy to the student using the text 'The Bear's Lunch.' The teacher worked with individual students during this session.

Session time approximately thirty minutes.

Teaching Sessions Three to Fourteen

Sessions three to thirteen followed a similar procedure. Each day the text

from the previous day was read by the children using a 'shared reading

format' The new book was introduced and children encouraged to make

predictions about the text. The children then revised the RIDDER

strategy referring to a wall chart showing this. Using a shared reading

format the children read through the book stopping at appropriate

intervals to use the 'RIDDER' strategy. Students discussed what they had

learnt and then completed an individual retell of the text at the end of

each session.. Sessions three to thirteen were group sessions. The

particular pages at which the strategy was introduced are listed in

Appendix One.

Post Testing Sessions: The students were assessed on the Post Testing measures over several days. Each student was assessed individually. On day one of the Post Testing the students listened individually to 'Jessica in the Dark' If the student was in the Teaching Group, the teacher stopped at various intervals and the student was encouraged to visualise and act

out the text. The control group were not given the opportunity to visualise or dramatise the text. After the student had listened to the text, a spontaneous retell was completed and five minutes later a cued retell.

On the second day the student listened to the Probe passage ‘ The River’

Students in the Teaching Group were given the opportunity to visualise and act out the text. After listening to the Probe passage, the student completed a spontaneous retell activity. Then the student answered the

Probe comprehension questions. Children in the Teaching Group also completed running records of the text ‘ Jessica in the Dark’

The students were given some additional tests on a third day. The Oral

Language tasks given prior to the teaching sessions were re-administered’

Additional Testing carried out to gain more information about students’

The additional Probe Tests given prior to students joining the Teaching or Control group were retested on all students.

Two weeks after the Teaching Sessions had been completed, the students in the Teaching Group completed running records on 6 of the texts used in the teaching sessions.

Results

Given the small size of the Control and Testing Groups it is difficult to make objective or valid inferences about the differences in terms of frequency distribution. To counter-act this situation it was decided to give a battery of tasks that would look broadly at some trends that may be occurring, despite the smallness of the sample size. The following tasks or tests were used.

(A) Oral Language Test Measures

- (1) Performance Pre/Post Test on Record of Oral Language (Normal and Adjusted for meaning version)
- (2) Performance Pre/Post Test on Oral Language Skills Receptive
- (3) Performance Pre/Post Test on Token Test
- (4) Performance Pre/Post Test on Expressive Word Retrieval
- (4) Performance of Short Term Visual Sequential Memory for objects.

(B) Performance on Listening Comprehension as measured by

- a. Pre/Post Retell of PM Texts RR Levels (16-17)
(Pretest 'Roller Blades for Luke' RRL16 & Post Test Jessica in the Dark RRL17)
- b. Pre/Post Cued Retell of PM Texts RR Levels(16-17)
(See text Above)
- c. Retelling of different Probe Passages Pre/Post
Pretest 'Stormy Night'(7-8yrs)
Post Test 'The River' (7.5-8.5Years)
- d. Comprehension of different Probe Passages Pre/Post
Pretest 'Stormy Night'(7-8yrs)
Post Test 'The River' (7.5-8.5Years)
- e. Retelling of 'Probe Passages Pre/Post (Levels 5.5-7.0)
(Seen text on Post Test)
- f. Spontaneous Retell of Texts used in Teaching Group

The three children in the Teaching Group showed considerable positive change in scores on Test of Linguistic Concepts .In particular, Student E showed an increase in her score of 15% for Linguistic Concepts. Also the scores for the Teaching Group students on the ‘Record of Oral Language and Adjusted Record of Oral Language showed improved scores. All Teaching Group students moved their score 5% or more on Record of Oral Language and showed minor improvement of the Adjusted Record of Oral Language. Students A and E showed the most improvement on these tasks. Students in the Control Group either retained the Pre-testScore or made minimal improvements on the Record of Oral Language and the Adjusted Record of Oral Language.

Table Table 19 Scores on Three Components of Expressive- Word Retrieval Tasks and Average Score on Tasks Pre & Post Tests

<i>Subtest</i>	<i>Score A Pre Test</i>	<i>Score A Post Test</i>	<i>Score B Pre Test</i>	<i>Score B Post Test</i>	<i>Score C Pre Test</i>	<i>Score C Post Test</i>	<i>Score D Pre Test</i>	<i>Score D Post Test</i>	<i>Score E Pre Test</i>	<i>Score E Post Test</i>	<i>Score F Pre Test</i>	<i>Score F Post Test</i>
<i>List of Animals retrieved in one minute</i>	10	18	14	13	15	14	16	22	10	15	7	9
<i>List of Foods retrieved in one minute</i>	9	12	14	10	22	15	9	11	5	17	7	6
<i>List of occupations retrieved in one minute</i>	5	9	5	15	6	9	10	5	5	6	4	5
<i>Average number of words retrieved in one minute</i>	8	13.3	11	12.6	14	12.6	11.6	12.6	6.6	12.6	6	6.6

Two out of the three students in the Teaching Group showed movements of more than 5 points on the Average Score for Expressive Word Retrieval Test. Students in the Control Group maintained relatively stable scores.

Performance on Listening Comprehension Tasks

Four different measures were used to assess the students' Listening Comprehension. The results of these tasks are examined below.

A.Spontaneous Retelling and Cued Retelling using different PM Texts

Students scores on Pre-test and Post Test reading of the PM texts is tabled below in Table 12

Table 12 Comparison of Scores of Students on Pre & Post Test Scores on 'Roller Blades for Luke' & 'Jessica in the Dark on Spontaneous Retell & Cued Retell

Students A,D &E in Ridder Group B, C &F in Control Group	Pre-Test Score on Roller Blades for Luke Spontaneous Retell	Post Test Score on 'Jessica in the Dark Spontaneous Retell	Change in %Scores on Pre/Post Test Spontaneous Retell	Pre-Test Score on Roller Blades for Luke Cued Retell	Post Test Score on 'Roller Blades for Luke Cued Retell	Change in %Scores on Pre/Post Test Cued Retell
Student A	77%	91%	14	60.5%	81%	20.5
Student D	34%	96%	62	86%	93%	7
Student C	32%	83%	51	55%	85%	30
Student B	27%	70%	43	57%	67%	10
Student C	36%	54%	18	67%	69%	2
Student F	27%	26%	-1	50%	70%	20

As Table 14 indicates, students in the Teaching Group gained the highest scores and showed the greatest change of improvement on both the Spontaneous Retelling and the Cued Retelling tasks.

Spontaneous Retell Task

Two of the students in the Teaching Group showed an increase in their Percentage score of 50 on Pre/Post Test Spontaneous Retell scores. On the same task, Student A made less improvement but started from a higher base level in terms of his pre-test score. It is noted that Students D and E performed poorly in the pre-test both scoring less than 35 on the Pre-test of Spontaneous Retell, but showed the most positive change on the Post Test. Students B and C in the Control Group also showed a degree of improvement, especially Student B. The Teaching Group performed better on the Spontaneous Retell of PM texts and showed a greater improvement when Pretest and Post Test Scores are compared.

Cued Retell Task for PM Texts

Examination of the Cued Retell Scores for PM texts indicated that students in the Teaching Group made more improvement in Pre/Post Cued Retelling tasks than students in the Control Group. The Teaching Group had higher scores than all members of the Control Group in the Post Test. Student D had the highest score but displayed less improvement when his Pre/Post test scores were compared.

It is noted however, that his Pre-test score was the highest of both groups so in terms of change he started from a higher base score. Student A performed well on the Post Test showing considerable improvement from

his pre-test score. Student A's change of percentage score was 20. The third member of the Teaching Group, Student E, made the most improvement between the pre/post tests of all the students.

Student E's change of percentage score was 20 higher than two of the members of the Control Group. It is noted that all students in the Teaching Group performed better than Control Group students on the Pretest. Some interesting observations can be made from Student F's scores. Student F, who was in the Control Group, had the lowest spontaneous retelling scores in both the Pre-test and Post test, but still made considerable improvement with a percentage score change of 20 in Cued Retelling task. However, Student F's scores on both Cued Retelling tasks was below that of all members of the Teaching Group.

Performance on PM Tasks from perspective of Average performance of the Teaching Group and Control Group

In Table 15 below, a comparison is made of the Average performance scores of both the Control Group and the Teaching Group.

Table 15 Comparison of Average Score of Teaching Group & Control Group Pre/Post Spontaneous & Cued Retelling on PM Texts.

Alloted Group	Average Score on Pretest Spontaneous Retelling of 'Roller Blades....'	Average Score on Post Test Spontaneous Retelling of 'Jessica in the dark'	Change in % scores in Pre/Post Test Spontaneous Retelling Average Score	Average Score on Pretest Cued Retelling of 'Roller Blades for Luke'	Average Score on Post Test Cued Retelling 'Of Jessica in the Dark'	Change in % Scores Pre/Post Cued Retelling average score.
Teaching Group	47.6%	90%	42.4	67%	86.3%	19.3
Control Group	30%	50%	20	58%	68.3%	10.3

Average scores for both the Teaching Group and Control Group in the Pre-test of Spontaneous Retell were quite low. Average scores for both groups improved considerably in the Post Test Spontaneous Retelling. But the average score of the Teaching Group was superior 90% compared to 50% for the Control Group. The Teaching Group showed the most change in average percentage scores Pre/Post test scoring 42.4% compared with the Control Group score of 20%. A similar pattern is reflected in the Cued Retelling Task where the average scores of the Teaching Group are consistently superior to that of the Control Group. These results add further support to the contention that the RIDDER procedure is effective.

B. Spontaneous Retelling and Comprehension Measures on different Probe Texts Pre/Post Testing

The students' scores on Spontaneous Retelling and Comprehension questions from the Probe passages are listed below in Tables 13 & 14 below.

Table 13 A Comparison of Student's Scores on Pre Test and Post Test Retelling and Comprehension of Probe Passages 'Stormy Night' and 'The River'

Students A, D & E in Ridder Group B, C & F in Control Group	Pretest retell of 'Stormy Night'	Post Test Retell of 'The River'	Change Of % Score Pre/Post Test	Pretest Comprehension Score of 'Stormy Night'	Post Test Comprehension Score of 'The River'	Change in % Score Pre/Post Test Comprehension
Student A	80%	80%	0%	100%	80%	-20%
Student D	60%	80%	20%	87.5%	87.5%	0%
Student E	40%	55%	5%	100%	62.5%	-37.5%
Student B	80%	40%	-40%	75%	40%	-35%
Student C	70%	0%	-70%	60%	25%	-35%
Student F	50%	30%	-20%	62.5%	50%	-12.5%

Table 14 A Comparison of the Average Score of Teaching & Control Groups Performance on Spontaneous Retelling & Comprehension Questions using Probe Texts.

Allotted Group	Average Score on Pretest Spontaneous Retelling of Stormy Night	Average Score on Post Test Spontaneous Retelling of 'The River'	% of change in Pre/Post Test Spontaneous Retelling Average Score	Average Score on Pretest Comprehension 'Stormy Night'	Average Score on Post Test Comprehension Of 'The River'	% of Change in Pre/Post Comprehension average score.
Teaching Group	60%	72.6%	12.6	95.8%	76.6%	-19.2
Control Group	66%	23.3%	-42.7	72.5%	38.3%	-28.7

The majority of students found the task of retelling the passages more challenging than re-telling the PM texts. This may have been partially due to the different grading between the Probe passages and PM text. The researcher was interested in examining how the students would cope with a more difficult listening comprehension task, given that this level of text would form part of the classroom shared reading text. A second reason for the poorer performance could have been the students' lack of familiarity with the context of 'The River' text. They were more familiar with the context of the Pretest passage and the scores reflect this. The Teaching Group achieved the highest individual scores for Spontaneous Retell in the Post Test passage, and showed the least rate of individual negative change of percentage score. Given that the average score of the Teaching Group in the Pretest was 60%, a margin of 6% below the average Pretest score of the Control Group, the higher

average Post Test Score of the Teaching Group of 72.6% compared to the Post Test score of the Control Group of 23.3 % is significant. While not statistically validated, it would appear that the Ridder teaching sessions have had a positive impact of the performance of students in the Teaching Group.

Examination of the change of percentage score in Pre/Post test Spontaneous Retell of Probe texts, indicates that both the average score, and individual scores of the Teaching Group, were positive or remained stable. Individual change of percentage score was between 0 and 20, while the average change of percentage scores was 12.6. In contrast, the average, and individual change of percentage scores for the Control Group, were negative. Individual change of percentage scores for Pre/Post test spontaneous retell of Probe passages for the Control group were between -20 and -70. Similarly the average change of percentage score for the Control Group Pre/Post testing of Spontaneous Retell of Probe passages was -42.7.

Examination of the Cued Retell of the Probe passages indicated that individual students in the Control and Teaching Groups scored less on the Post test Cued retelling task than the Pre-test Cued Retelling task. However, individually and with reference to average group scores, the Teaching Group performed better on the task, scoring higher scores and less negative change in percentage scores between Pre/Post tests.

C Comparisons of First and Second Spontaneous Retelling Scores of Probe Texts listened to twice.

Students completed Spontaneous Retelling on several Probe Text twice.

The first Spontaneous Retells were completed prior to the Teaching

Intervention and the second Retellings in the Post Testing period,

Table 20 below indicates that students assigned to the Teaching Group

performed better on the second retelling than students assigned to the

Control Group. The students in both groups performed better on the

second retelling suggesting that re-reading a text twice may also result in

improvement in student's retelling scores even when there is a gap of

several weeks between the re- reading of the texts.

Table Twenty Summary of Scores on Retelling of Probe Passages used for familiarising children with the Retelling procedure and organising starting points For Testing

Students A,D,E Teaching Group Students B,C,F Control Group	Paul's Birthday (5.5-6.5Yrs) Prior to testing	Paul's Birthday (5.5-6.5Yrs) Post Testing	Change in retell scores for Paul's Birthday (5.5-6.5yrs) Prior/Post	The Car 6-7yrs Prior to testing	The Car 6-7yrs Post Testing	Change in retell scores for '6-7yrs' Prior/Post	The Gift 6.5-7.5yrs Prior to testing	The Gift (6.5-7.5yrs) Post Testing	Change in retell scores for 'the gift' (6.5-7.5years) Prior/Post	Aver/ Score of Retelling over 3 passages Prior Testing	Average Score of Retelling over 3 passages Post Test
Student A*	72%	100%	28%	66%	100%	34%	18%	72%	54%	52%	90%
Student B	54%	72%	18%	56%	67%	11%	64%	55%	-9%	58%	64%
Student C	44%	66%	22%	78%	100%	22%	18%	36%	18%	46%	67.3%
Student D*	91%	82%	-9%	89%	89%	0%	91%	82%	-9%	90%	84%
Student E*	64%	91%	27%	22%	66%	44%	36%	56%	20%	40%	71%
Student F	45%	100%	55%	66%	78%	12%	64%	64%	0%	58%	81%
Average Score of Students Teaching Group	75.65	91%	15.35%	59%	85%	26%	48.3%	70%	21.7%		
Average score of Students Control Group	47.6%	79.3%	31.7%	66.6%	77.3%	10.7%	48.6%	67%	18.4%		

D Teaching Group's Scores on Spontaneous Retellings of Texts used in Teaching Sessions.

The scores of Students A, D, & E on the spontaneous retelling of text used in the teaching sessions, indicate that all members of the teaching group were able to retell the significant events in the text, in the majority of sessions. The average score across the eleven texts were similar for

Table 16 Teaching Group's Scores on Spontaneous Retell of texts used in teaching Sessions and Average Score across the Eleven Texts.

Text used for Ridder Session	Student A	Student D	Student E
1.The Bear's Lunch	82.5%	57.5%	80%
2. Tom Thumb`	75%	75%	66.6%
3. Danger Ahead	100%	71%	100%
4. The Three Little Pigs	100%	100%	97.5%
5. Mr Mc Gee	100%	94.4%	88%
6.Mr Mc Gee and the Perfect Nest	86%	93%	93%
7.Mr McGee and the Blackberry Jam	77.5%	90%	65.5%
8. Inside Mary Elizabeth's House	70%	78%	32%
9,Willy and Hugh	85%	100%	100%
10.John Brown , Rose and the Midnight Cat	62%	66.8%	48%
11. Where the Wild Things are	82.5%	92.5%	50%
Average Score Across the Eleven Texts	83.6%	83.45%	74.6%

Students A and D, with both students having average scores of more than 83% Student E had a lower average score of 74.6%, because, in some lesson sessions she had difficulty recalling key events. The results of all the students do not show a gradual improvement in retelling scores. Instead scores seem to fluctuate, depending on the text, or the student. Scores in Session Ten, when the text John Brown , Rose and the Midnight Cat was read, appeared to have presented more difficulties than other texts for the students .

Analysis of Teaching Group's Performance on Running Records

Running Records were taken of the Teaching Group's oral reading of the Pre-test and Post Test PM Texts. These were administered the day after the Spontaneous Retell and Cued Retell tasks. Therefore the texts are 'seen' texts for the students. (See Table 21 on the next page.)

The accuracy scores indicated that for Students A and D these texts were Easy Texts. Student E was operating at instructional level on these texts. Despite their familiarity with text, the individual student's use of MSV strategies, at the point of error, changed in the Post Test Running records. All students Error behaviour showed increased use of meaning cues in the Post Test Texts. Student A used three times as many meaning cues in his Post Test Reading . Student D increased his use of meaning cues significantly. The change in Student E's Error behaviour indicated he was using more meaning cues and showed less reliance on visual cues.

Teaching Groups use of Meaning Cues on Seen Text

Table 21 Running Record Scores on Pretest and Post Test PM Texts

Names	Student A			Student D			Student C		
Accuracy Score Pre-test Text Roller Blades for Luke	95%			99%			925		
Self –Correction Ratio Pre-test Text Roller Blades for Luke	1:6			1:4			1:5		
Total Number of Errors Pre-Test Text	13			1			10		
Total MSV (Errors) Pre-test Text Roller Blades for Luke	M	S	V	M	S	V	M	S	V
	2	2	12	0	0	4	1	1	8
Total Number of SC Pretest Text	3			3			3		
Total MSV (SC) Pre-test Text Roller Blades for Luke	M	S	V	M	S	V	M	S	V
	2	0	3	2	0	3	1	0	3
Expression & Volume (1-4 Scale increasing in Expression) Pre-test Text	1 (Poor Expression)			2 (Some Expression)			1 (Poor Expression)		
Phrasing & Smoothness (1-4 scale increasing with more competent Phrasing Pretest Text	2 (Some 2/3 letter word Sentences but inconsistent)			3 (Phrased and smooth most of the time)			2 (Some 2/3 word Phrasing but inconsistent)		
Accuracy Score Post Test Text Jessica in the Dark	98%			99%			98%		
Self –Correction Ratio Post Text Jessica in the Dark	1:4			1:5			1:2		
Total Number of Errors Post Test Text	6			3			4		
Total MSV (Errors) Post -test Text Jessica in the Dark	M	S	V	M	S	V	M	S	V
	6	4	8	8	7	5	3	2	5
Total Number of SC Post Test Text	2			6			4		
Total MSV (SC) Post Test Text	M	S	V	M	S	V	M	S	V
	1	1	4	3	1	6	2	0	4
Expression & Volume (1-4 Scale increasing in Expression)Post test	3 (Read with expression most of the time)			4(Reads with expression Consistently)			2 (Reads with expression Some of the time)		
Phrasing & Smoothness (1-4 scale increasing with more competent Phrasing Post Test	3 (Generally well phrased Some inconsistent parts)			4 (Well Phrased and Smooth)			2(Phrasing improving but some inconsistencies.)		

Table 21 also examined the degree of expression and phrasing in the Teaching Group Students Oral reading . All students Performed better on the Post Test reading in terms of these two measures.

Student A made marked improvement in terms of reading expression and phrasing. Similarly Student D improved her Post Test performance on measures of Expression and Phrasing. Post Test Expression and Phrasing. Student E made less progress measures of expression and fluency but she was starting from a lower base. All the students' scores give support to the hypothesis that the RIDDER strategy may assist children to improve their Oral and Reading Comprehension.

The students' Oral Reading of some of the texts used in the Teaching Sessions is shown in Table 22 below. The students read these texts after the Post Testing Listening tasks were completed. Accuracy rates on all texts for all students were high. The students' error behaviour is similar to that shown in the Oral Reading Post Testing of PM texts

Table 22 Analysis of Teaching Group's Running Records on Some of Text used in Teaching Sessions.

Name	Mr McGee and the Perfect Nest	Mr McGee	Mr McGee and the Blackberry Jam	Inside Mary Elizabeth's House	Willy and Hugh	John Brown Rose & Midnight Cat
Student A	Accuracy 100% SC Rate 0 Errors 0 SC 1 Used all MSV Cues consistently Reading Expressive and Phrased	Accuracy 100% SC Rate 1:3 Errors 0 SC 3 Used all MSV Consistently Reading Expressive and Phrased	Accuracy 97% SC Rate 1:5 Errors 8 SC2 Used Meaning & Visual Cues Reading Expressive and Phrased	Accuracy 100% SC Rate 1:3 Errors 0 SC 3 Used all MSV Cues consistently Reading Expressive and Phrased	Accuracy 98% SC Rate 1:2 Errors 4 SC 4 Used more M & V cues Consistently Reading Expressive and Phrased	Accuracy 97% SC Rate 1:2 Errors 6 SC 6 Used more M & V cues Consistently Reading Expressive and Phrased
Student D	Accuracy 100% SC Rate 1:2 Errors) SC2 Used all MSV cues consistently Reading Expressive and Phrased	Accuracy 100% SC Rate 1:3 Errors 0 SC 3 Used all MSV cues consistently Reading Expressive and Phrased	Accuracy 99% SC Rate 1:5 Errors 1 SC 4 Used more M & V cues Consistently Reading Expressive and Phrased	Accuracy 100% SC Rate 0 Errors 0 Reading Expressive and Phrased	Accuracy 99% SC Rate 1:2 Errors 1 SC1 Used M & S cues consistently Reading Expressive and Phrased	Accuracy 99% SC Rate 1:2 Errors 2 SC 2 Used more M & V cues consistently Reading Expressive and Phrased
Student E	Accuracy 99% SC Rate 1:7 Errors 1 SC 6 Used more M & V cues consistently Reading showed some expression and 2/3 word phrasing	Accuracy 98% SC Rate 1:7.5 Errors 3 SC 4 Used twice as many V as M cues Reading was Quite expressive in parts but not consistent	Accuracy 97% SC Rate 1:4 Errors 6 SC 2 Used M & V cues consistently Some expression Also word by word reading	Accuracy 99% SC Rate 1:2 Errors 3 SC 7 Used Twice as many V as M cues consistently Expression and phrasing inconsistent	Accuracy 96% SC Rate 1:2 Errors 5 SC 5 Used mainly M & V cues consistently More expression in this text.	Accuracy 99% SC Rate 1:5 Errors 1 SC4 Used M & V cues consistently Inconsistent but expressive for much of text.

All students were using meaning cues more consistently and their reading was more expressive and phrased. Students A and D performed very well on measures of phrasing and expression. Student E found the task more \ challenging , but was making progress.

Discussion

The results of the study offer support for the conclusion that the use of the RIDDER strategy improved the listening comprehension of the students in the Teaching Group.

Given the smallness of the pilot study, and the fact that no test of statistical significance has been used, the results are merely preliminary indications showing that the use of the RIDDER strategy improved listening comprehension. The Teaching group performed consistently better than the control group on all measures. The Teaching group's scores on Spontaneous Retelling, Cued Retelling and Comprehension were superior to the scores gained by the Control group. One of the reasons why the strategy produced improved learning, was because it allowed the students to interact with the texts in different ways. Students had the opportunity to process and comprehend the text in various communication modes. Visual, auditory and movement/gesture modes required students to synthesise and manipulate the text in different ways. Hammond (2001) stated that

Thinking, sensing and saying are significant resources for negotiating and constructing meanings. (Hammond, 2001, p. 81)

A second reason why the RIDDER strategy was successful is that each of its components provided positive benefits for the student in terms of enhancing their comprehension of narrative text.

The Shared Reading format, which gave the students both auditory and visual input, provided a supportive group environment where students were able to successfully read harder text. This component of RIDDER allowed the teacher, as facilitator, to have the students work in their 'Proximal Zone of development'. Vygotsky (1986) defined this as the learning zone between their actual and potential development level.

Visualisation of the text gave the students the opportunity to use their imagination to re-organise the text into meaningful chunks. Bell(1991) suggested that visualisation freed up valuable working memory space for other cognitive activity. Kelly (2000) cautioned that *'the components of visual imagery instruction and the manner in which it is delivered may be more important than the visual imagery production itself.'* (Kelly(2000) p.1)

The students in the Teaching Group had more difficulty in recalling the ideas from longer and denser text. It is possible that more support is needed during the instructional phase of visualisation to help students to re-organise the ideas from dense or longer text.

Visualisation involved the students re-organising information and synthesising this information with their own background knowledge.

To be successful they needed to monitor for inconsistencies between their interpretation of the text and the actual words of the text.

Oakhill and Yuill(1996 in Kelly, 2000) found that some children were

unable to monitor their comprehension effectively and were unaware that their interpretations varied from that of the text. The retells of some of the students in the control group showed this type of inconsistent monitoring of text. The students in the control group often incorporated personal or inaccurate details in their retellings. Because visualisation was only one component of the RIDDER strategy, students had the opportunity to re-examine any inconsistencies in the evaluation component of the strategy. Kelly (2000) stated that verbal feedback and self monitoring may be a necessary component of successful imagery instruction.

Dramatisation of the text was another component of the strategy which enhanced the Teaching Group's recall and understanding of the text. Combining the visualising and drama components meant that students had the opportunity to process the information twice. They made meaningful inferences as they visualised the information and also when engaged in drama. This component gave the students opportunities for speaking, listening, gesture and movement. Wilhelm (2002) stated that enactments of text make reading a transforming experience for the student because the task of acting out scenes from a story requires the children to think more deeply about the text. The Teaching Group's improved scores on the Probe Comprehension tasks and the dialogue during conversation about the text would add support to Wilhelm's

comments about the value of drama. Csikszantmihalyi, (1990) stated that *‘enactments combine rigorous, reasoned thinking with divergent thinking and imagination and are playful, fun and emotionally engaging.*

(Csikszantmihalyi, 1990 in Kathleen Jorgsma p. 794)

The students really enjoyed the dramatisation component of the strategy and their voices and mannerisms took on characteristics of the characters.

Ozcahskan and Goldin Meadow (2005) proposed that

‘gesture is used by the child to expand his or her communicative repertoire over development combining with words to convey increasingly complex ideas’ (Ozcahskan and Goldin-Meadow 2005 p.1)

During the dramatisation of, and later retelling, of the text, the Teaching Group students’ voices became animated and their hands active. They would often start using their hands to expand on ideas.

Goldin-Meadow, Husbaum, Kelly and Wagner (2001) found that children solving maths problems coped better when they were able to gesture during their explanations. Ozcahskan and Goldin-Meadow (2005) stated *‘When the child uses its hands to help think through ideas, children are better able to problem solve.’* (Ozcahskan and Goldin-Meadow p.10)

The **Description** component of the RIDDER strategy was powerful because it required the students to restate their ideas in their own words..

Gambrill (1997) suggested that listening, speaking and comprehension

promote higher level thinking by providing students with opportunities to debate and exchange ideas. It was interesting to note how much expression the children put into their descriptions of events. They were able to maintain the text structure in their descriptions and often used key descriptive words of the characters.

The **Evaluation** component of the strategy gave the students another opportunity to exchange ideas and also to develop their self monitoring skills. This component was particularly important for the children in this study. All were functioning below the level of their peers in terms of general oral language skills. Stothard & Hulme(1996, in Kelly 2000) suggested a link between poor comprehension in reading and general language comprehension difficulties due to weak verbal skills. They found that children with learning difficulties had a tendency to include irrelevant details in their retelling of text.

The Evaluation Component of the RIDDER strategy focused the students' attention to retelling the story accurately and re-evaluating irrelevant details, The students in the Teaching Group were more likely to include the author's words in the retelling formats and their interpretations generally matched that of the text. The Control Group, who had not had the benefit of the RIDDER strategy, were more likely to add irrelevant or inaccurate details to the text.

One, member of the Teaching Group, Student E, had some difficulties keeping to the story's plot in two of the longer text. She needed to have additional time to consolidate the strategy and learn to recognise inconsistencies between her version of the story and the story on the page.

Over time it was noticed that the children had gained a new confidence in thinking through the ideas of the story in their head. Their dialogue in reading recovery lessons was different from that of the control group. They had less difficulty recalling the sequence of events in their Reading Recovery stories and if they were stuck the 'prompt 'Get a picture of it in your head', seemed to jog their memories. The students were beginning to see that they had strategies they could use to solve problems.

McCabe and Margolis (2001) suggested that strategies that focus on teaching the children that they 'can do' the reading tasks helps build their resilience and self reliance.

Use of Meaning Cues in MSV

This study also looked at the Teaching Group's Running Records on various texts. It was found that the students in the Teaching Group used more Meaning cues on Running Records of both texts studied in the Teaching Lessons and on the Post Test PM text. This finding supports the Gee(1998) study that also found increased use of Meaning cues. The students accuracy scores were within the EASY range, suggesting that

several weeks later the positive influence of using the RIDDER strategy was still influencing the way they were able to read the text.

The effectiveness of the RIDDER strategy could be improved by making the following modifications;-

- Firstly, a longer series of lessons on word and sentence visualisation to ensure that all students are able to visualise accurate and vivid pictures of the target words or sentences. A longer period at this level of visualisation may assist those students who often add additional or irrelevant details to their retells.
- Secondly, in a classroom setting with a larger group of children , it would be possible to have the children work in pairs on the Evaluation component. It is thought that the children would benefit from the one to one peer support.
- Thirdly, when reading longer or more dense text, such as ‘John Brown , Rose and the Midnight Cat,’ it would be helpful to review the whole story so far as each new RIDDER sequence begins.
- Fourthly, it might be possible to implement the Drama component of the RIDDER strategy in a different manner. It could perhaps be used at the beginning of the story when making predictions about the text, or used after the Shared Reading was completed. The format could change to student’s focusing on developing an interview between characters, or dramatising the story from a particular character’s point of view.

The RIDDER strategy could be very successful with classroom groups. It could be used within the CLaSS format as part of a small group ‘Shared Reading’ or ‘Read To’ group. It is also a very useful strategy to use in the Reading Recovery lesson to focus students on working at the Sentence or Conceptual level, rather than operating merely at the Word

Level. The RIDDER strategy helps the text become more meaningful to the student. As Anderson (1990) concluded,

'meaningful information is better remembered than meaningless information.' (Anderson 1990 p121)

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Appendices for ‘ Teaching the RIDDER strategy to improve

Listening Comprehension and the oral retelling of a text.’

Appendix 1 Detailed description of Teaching Lessons.

Appendices 2A-F Spontaneous Retelling for ‘Roller
Blades for Luke.’

Appendices 3A-F Cued Retelling of ‘Roller Blades for
Luke’.

Appendices 5 Running Records.(To be sent)

Appendix 6 Catholic Education ‘Language in Pictures’

Appendix 8 A-F Retelling of Probe ‘The Car’

Appendices 9 Records of Oral Language for all the students.

Appendices 10 CEO language testing sheets.

Appendix 11 Chart Showing Posters for visualising

Appendices 12 A-F Spontaneous Retelling, Retelling Scores and
Comprehension Questions on’ Stormy Night’.

Appendices 13 Examples of Children’s Visualisations

Appendices 14 Retelling A,D & E of ‘The Bear’s Lunch.

Appendices 15 A,D, &E Summary of Scores for Retell of ‘The
Bear’s Lunch.’

Appendices 16 A,D &E Retelling of Tom Thumb and his kite.

Appendices 17 A, D & E Summary of Retelling scores of ‘Tom
Thumb and the kite’.

Appendices 18 (Students A,D& E) Retelling of Danger Ahead.

Appendices 19 (Students A, D & E) Summary of Retelling
Scores for ‘Danger Ahead.’

Appendices 20 (Students A, D & E) Retelling of ‘The Three
Little Pigs’

Appendices 21 (Students A, D & E) Summary of Retelling
Scores for ‘The Three Little pogs.’

Appendices 22 (Students A, D & E) Retelling of Mr McGee.

Appendices 23 (Students A, D & E) Summary of Retelling
score for Mr. McGee.

Appendices 24 (Students A, D & E) Retells of Mr MrGee and
the Perfect Nest.

Appendices 25 (Students A, D, & E) Summary of Retelling
Scores of ‘Mr Mc Gee and the Perfect Nest’.

Appendices 26 (Students A, D & E) Retells of Mr. McGee and the Blackberry Jam.

Appendices 27 (Students A, D & E) Summary of the Retelling Scores of Mr. McGee and the Blackberry Jam.

Appendices 28 (Students A, D & E) Retelling of 'Inside Mary Elizabeth's House.

Appendices 29 (Students A, D & E) Summary of Retelling Scores of 'Inside Mary Elizabeth's house.'

Appendices 30(A, D &E) Retell of 'Willy and Hugh'.

Appendices 31 (A, D &E) Summary of Scores of Retell of 'Willy and Hugh'.

Appendices 32 (A, D, &E) Retelling of John Brown, Rose and the Midnight Cat'.

Appendices 33(A, D & E) Summary of scores on retell of John Brown, Rose and the Midnight Cat.

Appendices 34 (A, D & E) Retell of 'Where the wild things are'.

Appendices 35 (A, D & E) Summary of scores on retell of 'Where the wild things are'.

Appendices 36 (A-F) Permission slips

Appendices 37 (A-F) Retelling and Comprehension of the Probe Test "River Journey(7.5- 8.5 yrs)

Appendices 38 (A-F) Spontaneous Retelling of 'Jessica in the Dark'.

Appendices 39 (A-F) Cued retelling of 'Jessica in the Dark'.

Appendices 40(A-F) Summary of Retell Scores for 'Jessica in the dark'.

Appendices 41 (A-F) Spontaneous Retelling of Probe Passage 'Paul's Birthday'

Appendices 42 (A-F) Spontaneous Retelling of Probe Passage 'The Car'.

Appendices 43 (A-F) Spontaneous Retelling of Probe Passage 'The Gift.'

Appendix One

Detailed Description of Teaching Sessions.

Teaching Session One:

Discussion about visualising pictures in our mind as we read and how this might help us to remember the story. Relate to favourite fairy tale characters. 'Goldilocks.'

The illustrated cue cards from 'Language in Pictures' were shown
WHO, WHAT , SIZE , COLOUR, SHAPE, PARTS , WHERE, WHEN
MOVEMENT , MOOD .SOUND .

The teacher then modelled description of 'Goldilocks' using the cue cards
Children were then invited to close their eyes and think about what
Goldilocks looked like in their mind. The teacher prompted the children
to use the various cues. Shared Descriptions followed.

A similar procedure was followed with the following words taken from
'Language in pictures' list of words for younger children.

'dog', 'pet', 'car' , 'bear', 'lion'.

The children were encouraged to use inference and prediction to extend
what might happen to their 'dog' e.g.

Why was the dog doing that?

What do you think the dog might do next?

What could your dog be doing after that?

The teacher modelled the use of the cue cards with a sentence and then
the children did the same with the sentences below from 'Language in
Pictures' sentence list for young children.

The dog is chasing the cat.

The lion roared loudly in the cage.

The magpie swooped the horse.

The teacher and children then discussed how the cue cards helped them to
get interesting pictures in their minds. See examples in Appendix 13.

Teaching Session Two (Session with each child individually)

Teacher reviewed the use of the cue cards from Session One. The child
was asked to get a picture in his/her head of 'a bear in the forest
looking for his lunch.' Descriptions were shared.

The teacher then introduced the copy of 'The Bear's Lunch' to the child.
Predictions were made about what might happen in the story. The teacher
then introduced the RIDDER strategy to the child.

Discussion about how it might help the child understand the story, in the
same way as getting pictures in their minds helped in Session 1.

The teacher modelled the following procedure:-

(1) **Shared Reading:** Children and teacher read sentence.

(2) **Imagine:** The teacher visualised picture in own mind and voiced
description.

- (3) **Dramatise:** The teacher dramatised what happened on the page.
 (4) **Describe:** Teacher described what happened.
 (5) **Evaluate:** The teacher evaluated her own descriptions and checked with text.
 (6) **Repeat:** The students repeat procedure on next part of text.

At the end of the session children discussed how procedure could help them to understand the text. Children then completed a spontaneous retell. Questions relating to future predictions were included at several junctures in the text. After completion of the text reading, the child was asked to complete a spontaneous retelling. The child was then invited to think about how visualization helped him/her enjoy and understand the story. See Appendices 14/15 for each child's spontaneous retell and scoring. Text was broken up at the end of following pages- 3,5,7,9,11,15,21,27.

Teaching Session Three: 'Tom Thumb flies a kite'

The children re-read 'The Bear's Lunch' using shared reading strategy. The teacher invited the children to get a picture in their mind of 'Tom Thumb' using cues from 'Language in Pictures'.

A similar process is used with the title sentence 'Tom Thumb flies a kite'. Predictions are made about what might happen to Tom Thumb and the Kite.

The teacher then cued the children to the 'RIDDER' strategy. The cue poster for the RIDDER strategy was displayed and discussed.

The short text was read sentence by sentence. See Appendices 16/17 for each child's retell and summary of ideas retained.

Teaching Session Four:

The children re-read the titles 'The Bear's Lunch' and 'Tom Thumb flies a Kite'. Using the cues from 'Language in Pictures' poster, the teacher invited the students to get a picture in their mind of a lion. Students and teacher discussed the descriptions and setting. Then the Title 'Danger Ahead' was introduced and discussion centred on the topic of fearsome wild animals. Children briefly shared knowledge about lions, before making predictions about the story. Then the RIDDER strategy was implemented. Children read the text paragraph by paragraph.

Children enjoyed dramatising and evaluating their predictions.. Cues from 'Language in Pictures' were used to assist the children to visualise a sense of the setting and mood of the animals. The RIDDER strategy was used at the end of paragraph 1,2,3,5 & end of text. The word 'distance' and the phrase 'danger ahead of time' were discussed.

Discussion about how useful the strategy was then concluded the lesson. Children then individually retold text. See Appendices 18/19.

Teaching Session Five

The children reread 'Danger Ahead' and 'The Bear's Lunch'. Then the children engaged in some incidental discussion about how bear and lion both had to hunt to survive. The text 'The Three Little Pigs' was introduced and children invited to make comparisons about the wolf, the lion and the bear. The children were encouraged to visualise the little pigs using 'Language in Pictures' cues. The RIDDER strategy was then used. Some discussion at the end of shared reading viewing the story from perspective of the Mother Pig and her feelings on discovering wrecked homes. Session concluded with discussion about what the children had learnt in terms of using the strategy.

Teaching Session Six

The children re-read 'The Three Little Pigs' and then the cover of 'Mr. McGee' was introduced. There was much discussion about the contradictions on the front cover, in particular, the bed in the middle of a field and what this might mean for understanding Mr. McGee. Using the 'Language in Pictures' cues, children were encouraged to image how Mr. McGee would feel living under a tree and make predictions about what might happen in the story. Some discussion regarding the rhyming words in the text and the comical nature of the main character. Session concluded with discussion about how using the strategy was helpful and how it could be used when reading in other settings. The RIDDER strategy was used, at the end of pages 6,12,20,28. Appendices 22/23 include children's spontaneous retellings and scores for recalling main ideas.

Teaching Session Seven

The children re-read Mr. McGee before discussion about new text 'Mr McGee and the Perfect Nest.' There were some queries about whether it might be the same bird as in 'Mr McGee' until the children noted the difference in size of the bird. The meaning of the phrase 'Just right for me' was discussed. The children were directed to visualise what they thought might happen in the next minute, 2 minutes etc. The RIDDER strategy was used at the end of pages 4, 8, 12, 21 and at the end of the book. In this session there were reduced teacher prompts in terms of reminding the children to visualise events in text. Children cued into using 'Language in Pictures' cues and RIDDER strategy at beginning of lesson. Lesson concluded with children discussing how the strategy had helped them understand the text. Then individual retelling took place. See Appendices 24/25 for children's spontaneous retellings and scores on the number of events recalled.

Teaching Session Eight

The children re-read 'Mr McGee' and 'Mr McGee and the Perfect Nest' with much delight and confidence. I told the children that in this story Mr McGee encountered some farm animals. Several of the children had relatives living on farms so there was some discussion about background knowledge of farm animals etc. I discussed some of the vocabulary –billy can, blackberries, heifers, squirm, startled and bellow, stile, and pawing. I encouraged the children to dramatise the words or experiences around the words that might involve Mr McGee. This took an additional five minutes but was worthwhile in terms of helping the children understand the vocabulary.. The RIDDER strategy was used at the end of pages 3,9, 15, 19, 26 and the end of the text. The dramatisation component was useful in this text as it enabled the children to get a concrete impression of what standing on a stile felt like(We used a chair). Dramatising phrases such as 'pawing the ground' and 'squirming' was also useful. Children discussed value of the strategy before completing individual retells. See Appendices 26/27

Teaching Session Nine

The session began with the re-reading of 'Mr McGee and the Blackberry Jam'. This text is a little harder than the others, but, as I predicted, the students were so entranced that they enjoyed reading the sequence of events. The dramatisation component I am sure assisted in their understanding of the text. We had a longer session today. I took advantage of that and the children read 'The Bear's Lunch' as well. Some of the descriptions of the bear 'with red rolling eyes', 'sharp teeth' and 'hot breath' are similar to the description of the monster in 'Mary Elizabeth'. Reading this additional text was a useful introduction to the new text 'Mary Elizabeth'. The children were asked to visualise what would happen if they had a monster living in their house? Would their friends believe them? The cues from 'Language in pictures' used to build up description of this. During the RIDDER format, the children were encouraged to visualise without any prompting from the teacher. During the dramatisation component of the strategy, each of the three children took turns to be different characters at different sections of the text. They loved chanting out the chant. The children were very keen to evaluate and re-check text. The RIDDER strategy was used at pages 6,11,15,17 and the end of the text. Individual retellings of text found in Appendices 28/29

Teaching Session Ten

Session began with a re-reading of 'Inside Mary Elizabeth's house. Then the text 'Willy and Hugh' was introduced. We focused on the first

sentence 'Willy was lonely'. The students were asked to visualise a time when they were lonely. There was some discussion on this topic before discussing the words 'useless, sneered and fault.' As the students hadn't read this text before, I took the opportunity to read it to the students without picture support. The RIDDER strategy was used at the end of page 1,5,9,23,17 and end of book. After the reading was complete, each child was given a copy of the text and discussion followed regarding the difference between the images they had in their mind and Anthony Brown's illustrations. Individual retellings in Appendices 30/31

Teaching Session Eleven

Children reread 'Willy and Hugh' and then discussed the cover of 'John Brown, Rose and the Midnight Cat'. The theme of coping with loneliness continued into this text. The first page was read and we discussed how Rose's husband had died. Then the children were asked to think about the companionship John Brown and Rose shared. This time the text was read with particular attention to the illustrations- particularly the body language of the characters. The students were invited to share their thoughts while using the RIDDER strategy. This text evoked much discussion among the students and some of this is recorded in Appendices 32/33. RIDDER format used after page 1, 5,9,12, 17,22,26 and the end of the story. The Children then revisited the text to Discuss body language apparent in the illustrations and general feelings about friendship. Individual retelling of text recorded in Appendices 32/33.

Teaching Session Twelve

The children reread 'John Brown, Rose and the Midnight Cat', before being introduced to 'Where the wild things are?' Children used the 'Language in pictures' cues to help make predictions about the text. (All the students were unfamiliar with the story. During the reading of the text, the students were asked to use context cues to work out what the following phrases meant. 'mischief', 'the walls became the world all around', and 'someone who loved him most of all'. The RIDDER strategy was used with text breaks at pages 6,16,20,30 and the end of the book. Students then discussed how the strategy was helping them. and how useful it was in reading other books. Oral retelling conducted individually and recorded in Appendices 34/35

Sessions Thirteen and Fourteen.

The students were post tested using 'Jessica in the Dark.' Those in the Teaching Group were encouraged to use the RIDDER strategy as I read the text to them individually. A spontaneous retell and a cued retell was

then conducted. The Probe Passage 'The River' was listened to on the second day. The children completed a spontaneous retell and then answered the comprehension questions. Children in the teaching group also completed a running record on the text 'Jessica in the Dark'.

Additional Sessions

The children also completed the Oral Language tests used prior to assignment to Testing or Control Group. On another day, the children re-read the Probe Texts 5.5- 7.00 and completed second retellings on the texts. Two weeks after the Teaching sessions were completed the children in the Teaching Group completed running records on six of the texts used in the Teaching Sessions.

Appendix 2A

Student A Spontaneous Retelling of 'Roller Blades for Luke'

First Retelling of 'Roller Blades for Luke'

- RTL1 Luke was watching his friend skating on the roller skates.
 RTL2 'You can have a go now Luke,' his friend said.
 RTL3 His friend said, 'Have you got any roller skates.'
 RTL4 'No I'm watching'
 RTL5 The man next door looked. 'If you want some money do you want
 RTL6 to scrape these leaves up. The boys went over there.
 RTL7 Luke's friend said 'I'll help you. Then the boys scraped the leaves
 RTL8 up into a big pile. (Legs kicking constantly and right hand scratching
 Leg.)
 RTL9 When they had finished Luke said, 'Watch.' He run into the leaves
 RTL10 When Luke ran in he couldn't get back. Then (repeat 4 times)
 RTL11 Then um Luke's friend said, 'Watch out! I'm going in the leaves
 RTL12 Then all the leaves went up and some went out of the pile.
 RTL13 Then mum came over to look at the fence.'Boys get a move on
 RTL14 Mr Gray is coming in a minute' The two boys put the leaves in a bag
 RTL15 as fast as they can. Then the boys saw Mr Gray.
 RTL16 'You two boys have done a very good job. Then the man gave Luke
 RTL17 ten dollars. Then Luke said 'thank you.' Then Luke went to buy them.
 RTL18 Then Luke and his friend played roller skating.

Appendix 3A

Student A Cued retelling of 'Roller Blades for Luke'

Cued retelling of 'Roller Blades for Luke' Student B(E)

Question One

CRTL1 Who are the main characters in this story?

CRTL2 Luke, Andrew, Mr Gray and Mum (Score 2)

Question Two

CRTL3 Why did Luke want roller blades?

CRTL4 So he can roller blade with his friend. (Score 1)

Question Three

CRTL5 Why was Luke sitting on the steps watching Andrew?

CRTL6 because he was waiting for his turn. (Score 1)

Question Four

CRTL7 What did Luke tell Mr Gray he was saving up for?

CRTL8 money (Score 0)

Question Five**CRTL9 How did Mr Gray help Luke?***CRTL10 to clean up the leaves into a pile(Score 0)***Question Six****CRTL13 How does Andrew help Luke?***CRTL14 He Andrew is helping with the leaves (Score 1)***Question Seven****CRTL13 Were the boys fast workers when they started cleaning up the leaves?****CRTL14 How do you know that?***CRTL15 No cos it sounded like it. (Score 0))***CRTL16 Why did Mr Gray stay and watch them for a while?***CRTL17 To see if they needed a little bit of help(Score 1)***Question Nine****CRTL18 Why did the boys stop picking up the leaves?***CRTL19 Don't know(Score0))***Question Ten****CRTL21 Did they enjoy jumping in the leaves?How do you know that?***CRTL22 Yes because they kepted running and jumping and running and jumping.(Score 1)***Question Eleven****CRTL23 Why did mum look over the fence and say 'What are you doing?'***CRTL25 Because they weren't cleaning the leaves in the bags so he could get the**CRTL26 money(Score 1)***Question Twelve****CRTL27Why was Luke worried when he thought Mr Gray would be back soon?***CRTL28 Then he wouldn't get his money to buy the roller skates cos he hasn't CRTL29 cleaned up in time(Score 1).***Question Thirteen****CRTL30 Why did the boys then race around picking up the leaves?***CRTL31 So they were in time So Mr Gray...Luke his money. (Score0))***Question Fourteen****CRTL32 How did Mr Gray know the boys had worked hard?***CRTL33 Because they had done and they had red faces running and pulling them in**CRTL34 bags. Scrapping them (Score 0.5)***Question Fifteen****CRTL35 Do you think the boys should have taken money for helping an old CRTL36 neighbour like Mr Gray?***CRTL37 No because he's old. (How does that make a difference?) Don't know (Score 0.5))***(Question Sixteen****CRTL38 Did Mr Gray's money pay the whole cost of Luke's new roller blades.****CRTL39 How do you know that?***CRTL40 Yes because it had um lots of money. (Score0)***Question Seventeen****CRTL41 Do you think Mr Gray will ask them to do other jobs? Why do you think that?***CRTL42 No because they did a really good job. They might be puffed and tired. Well**CRTL43 No well maybe because it sounded like they had fun cleaning stuff up. (Score 1)***Question Eighteen****CRTL44 Do you think Luke will give Andrew some of the money? Why do you think that?***CRTL46 Only a little bit of money. Because they are friends. (Score 1)***Question Nineteen****CRTL47 What would be another good name for this story?***CRTL48 The two friends what wanted roller skates(Score 0)**(Score0.5)***Question Twenty****CRTL45 What was the author trying to tell children reading this story about friendship and getting things you really want?****CRTL46 Not Sure(Score 0)***Student a Cued Retelling Score 12.5/21 (60%)*

<p><i>Inferential Ideas</i></p> <p><i>Mr Gray wanted to help Luke get money for the roller blades</i> <i>Andrew helped Luke because he was a good friend.</i> <i>Mr Gray's money is added to Luke's savings so he can buy the roller blades</i> <i>Mr Gray may ask them to do other jobs</i> <i>Luke appreciates Andrew's help</i> <i>It might not be appropriate to take money from elderly neighbour</i> <i>Suggested another title for story</i></p> <p><i>Total Score</i></p>		<p><i>Spontaneous Retell</i></p>	<p>20f 4</p> <p>17 /22 (77%)</p>	<p><i>How did Mr Gray help Luke?</i> <i>Do you think the boys should have taken money for helping an old neighbour like Mr Gray?</i> <i>Did Mr. Gray's money pay for the total cost of the roller blades? How do you know that?</i> <i>Do you think Mr Gray will ask them to do other jobs?</i> <i>Do you think that Luke will give Andrew some of the money. Why do you think that?</i> <i>What would be another good name for the story?</i></p> <p><i>Cued Retelling</i></p>	<p>0 0.5 0 1 1 0</p> <p>12.5/21 60.5%</p>
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Appendix 2B

Student B Spontaneous Retelling of 'Roller Blades for Luke'

First Retelling of 'Roller Blades for Luke'

RTL1 Luke had roller blades and the other child didn't and the other child didn't RTL2 and then the old man said, 'Here you can clean up this mess and they did and RTL3 they done of the pile and they jumped on it and leaves went everywhere and RTL4 the mum helped her...got a bag for it....at the end he got money from the old RTL5 man and he got roller blades.

Appendix 3B

Student B Cued retelling of 'Roller Blades for Luke'

Cued retelling of 'Roller Blades for Luke' Student B(E)

Question One

CRTL1 Who are the main characters in this story?

CRTL2 Luke, mum, old man and Andrew.(Score 1.5 out of 2)

Question Two

CRTL3 Why did Luke want roller blades?

CRTL4 Because his friend had some. Luke the other dude didn't.(Score0)

Question Three

CRTL5 Why was Luke sitting on the steps watching Andrew?

CRTL6 Because he had no roller blades.(Score 0.5)

Question Four

CRTL7 What did Luke tell Mr Gray he was saving up for?

CRTL8 Roller blades.(Score 1)

Question Five

QRTL9 How did Mr Gray help Luke?

CRTL10 To clean up all the stuff. The old man said, 'I've got a job in my garden and

CRTL11 Luke and the other boy done it.(Score 0)

CRTL13 How does Andrew help Luke?

CRTL14 help him do the leaves. .(Score 1

Question Seven

CRTL13 Were the boys fast workers when they started cleaning up the leaves?

CRTL14 How do you know that?

CRTL15 Yes. They went over there and they scooped up the leaves.(Score 1)

Question Eight

CRTL16 Why did Mr Gray stay and watch them for a while?

CRTL17 Just making sure leaves wasn't everywhere and they missed a spot.

.(Score 1)

Question Nine

CRTL18 Why did the boys stop picking up the leaves?

CRTL19 Cos they jumped on the leaves. They jumped on the leaves and it was

CRTL20 everywhere. .(Score 1

Question Ten

CRTL21 Did they enjoy jumping in the leaves?How do you know that?

CRTL22 Yes.....(Score0.5)

Question Eleven

CRTL23 Why did mum look over the fence and say 'What are you doing?'

CRTL25 To check what they were doing case it went everywhere and mum

CRTL24 said clean it up and mum helped too. She had this bag and she was putting

CRTL25 a leaves in it. .(Score 1

Question Twelve

CRTL26Why was Luke worried when he thought Mr Gray would be back soon?

CRTL27 to get the money.(Score0)

Question Thirteen

CRTL28 Why did the boys then race around picking up the leaves?

CRTL29 Clean up. .(Score 1)

Question Fourteen

CRTL30 How did Mr Gray know the boys had worked hard?

CRTL31 He said , 'Here's your money (who to?) Andrew and Andrew said

CRTL32 'Thank you.' (Score 0)

Question Fifteen

CRTL33 Do you think the boys should have taken money for helping an old neighbour like Mr Gray? **CRTL34**

CRTL35 No cos he's old and he's got fake money. (Head down on table losing interest in the questions.)(Score 0.5)

Question Sixteen

CRTL36 Did Mr Gray's money pay the whole cost of Luke's new roller blades.

CRTL37 How do you know that?

CRTL38 Yes , cos I know.(Score 0)

Question Seventeen

CRTL39 Do you think Mr Gray will ask them to do other jobs. Why do you think that?

CRTL40 No because he would be asleep.(Score 0)

Question Eighteen

CRTL41 Do you think Luke will give Andrew some of the money? Why do you think that? **CRTL42**

CRTL42 No cos he needs to pay all his roller blades.(Score 1)

Question Nineteen

CRTL43 What would be another good name for this story?

CRTL44 (Silence for a while.....Roller Blades) (Score 1)

Question Twenty

CRTL45 What was the author trying to tell children reading this story about friendship and getting things you really want?

CRTL46 *Don't know*

(Score 0)

Student B Cued Retelling score of 'Roller blades for Luke 12/21 (57%)

Table 1B Summary of Spontaneous Retell and Cued Retell of 'Roller Blades for Luke' for Student B

<i>Characteristics of the retelling</i>	<i>Ideas in the Story</i>	<i>Spontaneous Retell</i>	<i>Score</i>	<i>Cued Retelling</i>	
<i>Main characters</i>	<i>Luke, Andrew Mum and Mr Gray(92Points)</i>	<i>Luke, other kid , mum and old man</i>	<i>1 of 2</i>	<i>Who are the main character in the story?</i>	<i>1.5</i>
<i>Theme of story</i>	<i>Helping friends & working to buy things you want is satisfying (1Point)</i>		<i>0.5 of 1</i>	<i>'What was the author trying to tell children reading this story about friendship and saving for things you want?'</i>	<i>0</i>
<i>Plot of Story</i>	<i>. Luke is saving up for roller blades so he happy to sweep up leaves , when his neighbour offers him a job. His friend Andrew helps and they have fun playing in the leaves while they complete the job.(3 Pointss</i>	<i>Saving Not mentioned Mr Gray' offer of paying money to Luke for cleaning up leaves not explained clearly Not fully explained that yard was eventually cleaned up but noted that 'he' got the money for roller blades. However at beginning of story stated Luke had roller blades and the other 'dude' didn't. Confusion as to who needs new roller blades</i>	<i>0.5 of 3</i>	<i>Why did Luke want roller blades?</i>	<i>0</i>
<i>Events of Story</i>	<i>Andrew is rollerblading Luke is watching and waiting for his turn. Mr Gray asks Luke about his roller blades Luke says he is saving up for some Mr Gray offers Luke money for cleaning up the leaves The boys commence raking up Mr Gray watches and then leaves The boys jump in the leaves Mum encourages them to finish raking leaves Boys rake up leaves quickly Mr Gray returns, is pleased with the work and pays Luke the money Luke thanks everyone. Luke announces he has enough money to buy roller blades(13 points)</i>	<i>No mention of Andrew roller blading No mention of Luke waiting for his turn No mention of Mr Gray asking about the roller blades No mention of Luke saving up for some Mention of old man giving money to clean up mess 'here you can clean up this mess/ he got the money from the old man No mention of Mr Gray watching them Mention of boys jumping in leaves Mention of mum helping but not of calling out to boys No mention of boys then raking leaves up quickly No mention of Mr Gray being pleased but noted</i>	<i>0 0 0 0 1 1 0 1 1 0</i>	<i>Why was Luke sitting on the steps watching Andrew? What did Luke tell Mr Gray he was saving up for? How does Andrew help Luke? Were the boys fast workers when they started cleaning up the leaves? Why did Mr Gray stay and help them for a while? Why did the boys stop picking up the leaves? Did they enjoy jumping in the leaves. How do you know that? Why did mum look over the fence and say 'What are you doing? Why was Luke worried when he thought Mr Gray would be back soon? Why did the boys then race around picking up the leaves? How did Mr Gray know the boys had worked hard?</i>	<i>0.5 1 1 1 1 1 0.5 1 1 0 1 0</i>

		<p>'he' got the money No mention of Luke thanking everybody No mention of having enough money for roller blades</p>	4 of 13		
Inferential Ideas	<p>Mr Gray wanted to help Luke get money for the roller blades Andrew helped Luke because he was a good friend. Mr Gray's money is added to Luke's savings so he can buy the roller blades Mr Gray may ask them to do other jobs Luke appreciates Andrew's help It might not be appropriate to take money from elderly neighbour Suggested another title for story</p>			<p>How did Mr Gray help Luke? 0 Do you think the boys should have taken money for helping an old neighbour like Mr Gray? 0.5 Did Mr. Gray's money pay for the total cost of the roller blades? How do you know that? 0 Do you think Mr Gray will ask them to do other jobs? 0 Do you think that Luke will give Andrew some of the money. Why do you think that? 1 What would be another good name for the story? 1</p>	
		Total Score	6/22 (27%)	Cued Retelling	
					12/21 57%

Appendix 2C

Spontaneous Retelling of 'Roller Blades for Luke' Student C

First Retelling of 'Roller Blades for Luke' Student C

RTL1 Well Luke had no rollerblades and he was going to save up his money and um
 RTL2 and then and then um they um Mr what's his name Wintergarden well the boy
 RTL3 wanted to clean up his leaves all over the place and then up... Luke and James
 RTL4 went into Mr Wintergarden's house and got their leaves fixed up and jumped in
 RTL5 it, in the pile and he went to the shops and the boys, he said he would be back
 RTL6 so he went to the shops and he came back home and it was a mess.
 RTL7 Mr Wintergarden walked in the door but he didn't go outside because he knew
 RTL8 the boys were cleaning up and then the boys hurried to get the bags and put the
 RTL9 leaves in it and then Mr Wintergarden came outside. "Oh it's lovely", he said
 RTL10 and that's it and then the boys came home

Appendix 3C Student C Cued retelling of 'Roller Blades for Luke'

Cued retelling of 'Roller Blades for Luke' Student C

Question One

CRTL1 Who are the main characters in this story?

CRTL2 James, Luke Mr Wintergarden and Mum .(Score 0.5)

Question Two

CRTL3 Why did Luke want roller blades?

CRTL4 So he can roller blade with James (Score0)

Question Three

CRTL5 Why was Luke sitting on the steps watching Andrew?

CRTL6 Because he had no roller blades and not much money (Score 1)

Question Four

QRTL7 What did Luke tell Mr Gray he was saving up for?

CRTL8 Some roller blades but he didn't have that much money(Score 1)

Question Five

CRTL9 How did Mr Gray help Luke?

CRTL10 Luke cleaned up the backyard of Mr Wintergarden's house(Score 0)

Question Six

CRTL13 How does Andrew help Luke?

CRTL14 Who's Andrew..(the boy you are calling James) Oh he gave him the pair of CRTL15
 skates.Luke and James went all the way to Mr Wintergarden's house and he CRTL16 cleaned up the
 mess....because he would give money if he cleaned it up.(Score 0)

Question Seven

CRTL17 Were the boys fast workers when they started cleaning up the leaves?

CRTL16 How do you know that?

CRTL19 Yes because I read about it. It said if you clean up this then I will give you some
 money..(Score 1)

Question Eight

CRTL20 Why did Mr Gray stay and watch them for a while?

CRTL21 Because he wanted to see if they would clean up. And then Mr Gray went CRTL22 shopping
 and the boys cleaned up the mess.(Score 1)

Question Nine

CRTL23 Why did the boys stop picking up the leaves?

CRTL24 Because they were finished. (Score 0)

Question Ten

CRTL25 Did they enjoy jumping in the leaves?How do you know that?

CRTL26 Yes because they were laughing. Luke jumped on the pile and James said

CRTL27 I'm coming and then James went.(Score 1)

Question Eleven

CRTL28 Why did mum look over the fence and say 'What are you doing?'

CRTL29 Because um this is my place. Mum came out and said 'You've got too much

CRTL30 leaves on you .Keep clean and then they jumped on the pile again and then

CRTL31 they ran and got some plastic bags.(Score 1)

Question Twelve**CRTL32 Why was Luke worried when he thought Mr Gray would be back soon?***CRTL33 Because he didn't get all his things done. He didn't get his job done.***(Score 1)****Question Thirteen****CRTL34 Why did the boys then race around picking up the leaves?***CRTL35 Because they wanted the money and they wanted it clean (Score 1)***Question Fourteen****CRTL36 How did Mr Gray know the boys had worked hard?***CRTL37 Because it was very, very clean and it was so clean he gives James and**CRTL38 Luke the money....gave Luke most of the money.(Score 0.5)***Question Fifteen****CRTL39 Do you think the boys should have taken money for helping an old neighbour like Mr Gray? CRTL40***CRTL41 Yes because they did a lot of work(Score 1)***Question Sixteen****CRTL42 Did Mr Gray's money pay the whole cost of Luke's new roller blades.****CRTL43 How do you know that?***CRTL44 Not all but some because in the middle it told us because Luke had a little CRTL45 bit of money..(Score 1)***Question Seventeen****CRTL46 Do you think Mr Gray will ask them to do other jobs. Why do you CRTL47 think that?***CRTL48 Yes, because he has all the things in his garden that need cleaning up.***(Score 1)****Question Eighteen****CRTL49 Do you think Luke will give Andrew some of the money? Why do CRTL50 you think that?***CRTL51 Yes, because they had some money already (Score 0)***Question Nineteen****CRTL52 What would be another good name for this story?***CRTL53 The great helpers (Score 1)***Question Twenty****CRTL54 What is the author trying to tell children reading this story about friendship and ways of getting things that you really want?***CRTL55 To help other people***(Score 1)***Student C Cued Retelling of 'Roller Blades for Luke 14/21 (67%)*

Table 1C Summary of Spontaneous and Cued Retelling of 'Roller Blades for Luke' For Student C

Characteristics of the retelling	Ideas in the Story	Spontaneous Retell	Score	Cued Retell	Score
Main characters	Luke, Andrew Mum and Mr Gray	Luke, James (Confused name) and Mr Wintergarden(Confused name) No mention of mum	0	Who are the main character in the story?	0.5
Theme of story	Helping friends & working to buy things you want is satisfying (1Point)		0	'What was the author trying to tell children reading this story about friendship and saving for things you want?	1
Plot of Story	Luke is saving up for roller blades so he happy to sweep up leaves , when his neighbour offers him a job. His friend Andrew helps and they have fun playing in the leaves while they complete the job.(3 Pointss	Saving mentioned Mr Gray' offer of paying money to Luke for cleaning up leaves not explained. Not explained that Luke and his friend were cleaning the leaves up for money. Stated that boys finished the job and Mr. 'Grey' thought it was lovely, but no mention of boys being paid	1 0 0 0 10f 3	Why did Luke want roller blades?	0
Events of Story	Andrew is rollerblading Luke is watching and waiting for his turn. Mr Gray asks Luke about his roller blades Luke says he is saving up for some leaves Mr Gray offers Luke money for cleaning up the leaves The boys commence raking up Mr Gray watches and then leaves The boys jump in the leaves Mum encourages them to finish raking leaves Boys rake up leaves quickly Mr Gray returns, is pleased with the work and pays Luke the money Luke thanks everyone. Luke announces he has enough money to buy roller blades(13 points)	No mention of Andrew roller blading No mention of Luke waiting for his turn No mention of Mr Gray asking about the roller blades Mention of Luke saving up for some roller blades No mention of old man giving money to Clean up his leaves. Instead stated the boys wanted to clean up the leaves No mention of Mr Gray watching them But noted he went to shops Mention of boys 'got the leaves fixed up' Mention of boys jumping in leaves No mention of mum encouraging the boys to finish raking leaves. Mention of boys then raking leaves up quickly after jumping in them Mention of Mr Gray being pleased	0 0 0 1 1 1 1 1 1 0 1 1 0 0	Why was Luke sitting on the steps watching Andrew? What did Luke tell Mr Gray he was saving up for? How does Andrew help Luke? Were the boys fast workers when they started cleaning up the leaves? Why did Mr Gray stay and help them for a while? Why did the boys stop picking up the leaves? Did they enjoy jumping in the leaves. How do you know that? Why did mum look over the fence and say 'What are you doing? Why was Luke worried when he thought Mr Gray would be back soon? Why did the boys then race around picking up the leaves? How did Mr Gray know the boys had worked hard?	1 1 0 1 1 0 1 1 1 1 1 0.5

		<p>No mention of Luke thanking everybody</p> <p>No mention of having enough money for roller blades'</p> <p>Added own interpretation to story of Mr 'Gray coming home early.</p>	7 of 13		
Inferential Ideas	<p>Mr Gray wanted to help Luke get money for the roller blades</p> <p>Andrew helped Luke because he was a good friend.</p> <p>Mr Gray's money is added to Luke's savings so he can buy the roller blades</p> <p>Mr Gray may ask them to do other jobs</p> <p>Luke appreciates Andrew's help</p> <p>It might not be appropriate to take money from elderly neighbour</p> <p>Suggested another title for story</p>	<p>No mention of details beyond stating Luke doesn't have roller blades and is saving up money</p>		<p>How did Mr Gray help Luke? 0</p> <p>Do you think the boys should have taken money for helping an old neighbour like Mr Gray? 1</p> <p>Did Mr. Gray's money pay for the total cost of the roller blades? How do you know that? 1</p> <p>Do you think Mr Gray will ask them to do other jobs? 1</p> <p>Do you think that Luke will give Andrew some of the money. Why do you think that? 0</p> <p>What would be another good name for the story? 1</p> <p>Cued Retelling</p>	<p>0</p> <p>1</p> <p>1</p> <p>1</p> <p>0</p> <p>1</p>
		Total Score	8/22 (36%)		14/21 (67%)

Appendix 2D

Student D Spontaneous Retelling of 'Roller Blades for Luke'

First Retelling of 'Roller Blades for Luke'

- RTL1 The boy's brother when his roller blades went right across the path, the boy
 RTL2 was sitting down and Mr Gray said "Where are your roller blades?"
 RTL3 So and the boy said, "I don't have any. I', saving up to buy some and I just
 RTL4 got a bit more money to get. Then Mr Gray said, "Why don't you come and
 RTL5 help me do my leaves. Rake up my leaves.' The boys came over and raked
 RTL6 up the leaves and when they were done, Mr Gray paid him the money he
 RTL7 needed so when they were done he could buy his roller blades.

Appendix 3D Student D Cued retelling of 'Roller Blades for Luke'

Cued retelling of 'Roller Blades for Luke' Student B(E)

Question One

CRTL1 Who are the main characters in this story?

CRTL2 Luke, Andrew, Mr White no Mr Gray .(Score0.5)

Question Two

CRTL3 Why did Luke want roller blades?

CRTL4 So they could have fun around the house and play roller blade tiggy. (Score1)

Question Three

CRTL5 Why was Luke sitting on the steps watching Andrew?

CRTL6 Cos he didn't have any roller blades. He felt not really happy. .(Score1)

Question Four

CRTL7 What did Luke tell Mr Gray he was saving up for?

CRTL8 So he could buy some roller blades. .(Score1)

Question Five

CRTL9 How did Mr Gray help Luke?

CRTL10 See if Luke and his brother raked up the leaves he could pay them but he

CRTL11 wasn't just making them saying 'Do my leaves?' just asking them.(Score1)

Question Six

CRTL12 How does Andrew help Luke?

*CRTL13 By raking up the leaves so then he can get some money for his brother
 (Score0.5).*

Question Seven

CRTL14 Were the boys fast workers when they started cleaning up the leaves?

CRTL15 How do you know that?

*CRTL16 No cos it said in the book they were raking up the leaves but then they CRTL17 jumped on
 them but then they quickly ran around the garden raking up the*

CRTL18 leaves .(Score1).

Question Eight

CRTL19 Why did Mr Gray stay and watch them for a while?

CRTL20 So then he could see how they were going and then he was going out to buy

CRTL21 some groceries. .(Score1)

Question Nine

CRTL22 Why did the boys stop picking up the leaves?

*CRTL23 So then they could have a bit of fun and they wanted to jump in the leaves.
 (Score1)*

Question Ten

CRTL24 Did they enjoy jumping in the leaves?How do you know that?

CRTL25 Yes, because it said they jumped into the leaves and they laughed until

CRTL26 they couldn't stand up. .(Score1)

Question Eleven

CRTL27 Why did mum look over the fence and say 'What are you doing?'

CRTL28 So then she could see if they had done a lot or made a jinormous mess

*CRTL29 so they would think about what they were doing and think he would be CRTL30 back soon.
 .(Score1)*

Question Twelve

CRTL31 Why was Luke worried when he thought Mr Gray would be back soon?

CRTL32 Because you're not doing the things you are supposed to to get the money

CRTL33 and he wouldn't pay them/.(Score1)

Question Thirteen

QRTL34 Why did the boys then race around picking up the leaves?

CRTL35 So then if he didn't then he would have said, 'Oh how much have you CRTL36 done?'

.(Score1)

Question Fourteen

CRTL37 How did Mr Gray know the boys had worked hard?

CRTL38 Because he sawed that they had already put it in bags. .(Score1)

Question Fifteen

CRTL39 Do you think the boys should have taken money for helping an old CRTL40 neighbour like Mr Gray?

CRTL41 I think Mr Gray was being really nice because he heard he wanted some

CRTL42 roller blades. .(Score0)

Question Sixteen

CRTL43 Did Mr Gray's money pay the whole cost of Luke's new roller blades.

CRTL44 How do you know that?

CRTL45 No because it said 'I'm saving up to buy some roller blades' . .(Score1)

Question Seventeen

CRTL46 Do you think Mr Gray will ask them to do other jobs. Why do you CRTL47 think that?

CRTL48 No I think only if he was saving up more money up he would let them have

CRTL49 more money if they do the job again .(Score1)

Question Eighteen

CRTL50 Do you think Luke will give Andrew some of the money? Why do CRTL51 you think that?

CRTL52 Yes so then he could buy his roller blades and they are nice to each other.

.(Score1)

Question Nineteen

CRTL53 What would be another good name for this story?

CRTL54 Raking up No Helping the brothers .(Score0))

Question Twenty

CRTL55 What is the author trying to tell children reading this story about friendship QRTL56 and getting things you really want?

CRTL56 By doing jobs around the house and being nice your parents might make a

CRTL57 job list... you'll get paid. .(Score1)

Student D Cued Retelling Score 18/21(86%)

<i>Inferential Ideas</i>	<p><i>Mr Gray wanted to help Luke get money for the roller blades</i></p> <p><i>Andrew helped Luke because he was a good friend.</i></p> <p><i>Mr Gray's money is added to Luke's savings so he can buy the roller blades</i></p> <p><i>Mr Gray may ask them to do other jobs</i></p> <p><i>Luke appreciates Andrew's help</i></p> <p><i>It might not be appropriate to take money from elderly neighbour</i></p> <p><i>Suggested another title for story</i></p>	<p><i>Noted Luke is sitting on steps because he doesn't have any roller blades</i></p> <p><i>Not mentioned that Mr Gray wants to help Luke.</i></p> <p><i>Not mentioned other inferential details</i></p>	1	<p><i>How did Mr Gray help Luke?</i></p> <p><i>Do you think the boys should have taken money for helping an old neighbour like Mr Gray?</i></p> <p><i>Did Mr. Gray's money pay for the total cost of the roller blades? How do you know that?</i></p> <p><i>Do you think Mr Gray will ask them to do other jobs?</i></p> <p><i>Do you think that Luke will give Andrew some of the money.</i></p> <p><i>Why do you think that?</i></p> <p><i>What would be another good name for the story?</i></p>	1 0 1 1 1 0
		<i>Total Score</i>	7.5 /22 34%	<i>Cued Retelling score 86%</i>	18/ 21 86 %

Appendix 2E

Student E Spontaneous Retelling of 'Roller Blades for Luke'

First Retelling of 'Roller Blades for Luke'

- RTL1 Luke wanted money to buy roller blades because he didn't have any and um
 RTL2 and he asked Miss Gray-Mr Gray and he said 'Can I have money.' 'No.' and
 RTL3 then the boys swept up the leaves and then he ran and jumped in them and
 RTL4 after that their mum wanted to see what they were doing and they quickly
 RTL5 swept it up again and after when they swept it up they...(long pause)
 RTL6 Mr Gray came and then Mr Gray said. 'You did a hard job.' And then
 RTL7 Mr Gray gived Luke money to buy roller blades and then he did and they
 RTL8 skated together.

Appendix CE Student E Cued retelling of 'Roller Blades for Luke'

Cued retelling of 'Roller Blades for Luke' StudentE

Question One

CRTL1 Who are the main characters in this story?

CRTL2 Luke and Mr Gray and Mum .(Score 1.5 out of 2)

Question Two

CRTL3 Why did Luke want roller blades?

CRTL4 Because Adrian got some. Maybe they want to ride together. .(Score0.5)

Question Three

CRTL5 Why was Luke sitting on the steps watching Andrew?

CRTL6 Because he didn't have any roller blades. .(Score1)

Question Four

CRTL7 What did Luke tell Mr Gray he was saving up for?

CRTL8 Roller blades .(Score1)

Question Five

CRTL9 How did Mr Gray help Luke?

CRTL10 Because he swept up the leaves.(Score0)

Question Six

CRTL13 How does Andrew help Luke?

CRTL14 She (puzzled hasn't personally mentioned Andrew in retellings)(Score 0)

Question Seven

CRTL13 Were the boys fast workers when they started cleaning up the leaves?

CRTL14 How do you know that?

CRTL15 Yeap they swept up the leaves for Mr Gray and the pile was a lot of leaves .(Score1)

Question Eight

CRTL16 Why did Mr Gray stay and watch them for a while?

CRTL17 Because maybe he wanted to buy a pair. .(Score0)

Question Nine

CRTL18 Why did the boys stop picking up the leaves?

CRTL19 Because maybe they were tired. They were just playing for a bit. They CRTL20 jumped into the pile and had fun. .(Score1)

Question Ten

CRTL21 Did they enjoy jumping in the leaves?How do you know that?

CRTL22 Yes because you could see them having fun. .(Score0.5)

Question Eleven

CRTL23 Why did mum look over the fence and say 'What are you doing?'

CRTL24 Because she heard their noise laughing and having fun. Maybe took them

CRTL25 Maybe checked up on them .(Score1)

Question Twelve

CRTL26Why was Luke worried when he thought Mr Gray would be back soon?

CRTL27 Um like he feeled sad. (why? No answer) (Score 0)

Question Thirteen

CRTL28 Why did the boys then race around picking up the leaves?

CRTL29 Maybe they picked them up because maybe Mr Gray would get Luke a pair CQRTL30 of roller blades. (Score 0)

Question Fourteen

CRTL31 How did Mr Gray know the boys had worked hard?

CRTL32 Because maybe there were heaps of leaves. .(Score1)

Question Fifteen

CRTL33 Do you think the boys should have taken money for helping an old CRTL34 neighbour like Mr Gray?

CRTL35 Maybe they picked up the leaves so they could get money.(Score0)

Question Sixteen

CRTL36 Did Mr Gray's money pay the whole cost of Luke's new roller blades.

CRTL37 How do you know that?

CRTL38 .Yes. Not sure (Score 0)

Question Seventeen

CRTL39 Do you think Mr Gray will ask them to do other jobs. Why do you think that?

CRTL40 No because maybe they did a lot of jobs. Maybe he'll buy something for

CRTL41 both of them. Maybe in another day buy something for both of them.

(Score 0)

Question Eighteen

CRTL42 Do you think Luke will give Andrew some of the money? Why do CRLT43 you think that?

CRTL44 Yes because maybe Andrew was sad and maybe Luke wanted to share.

(Score 1)

Question Nineteen

CRTL45 What would be another good name for this story?

CRTL46 Luke didn't have any roller blades.(Score 1)

Question Twenty

CRTL47 What is the author trying to tell children reading this story about CRTL48 friendship and getting things you really want?

CRTL49 No answer. Confused by question (Score 0)

Student E Cued Retelling Score11.5/21(55%)

Table 1E Summary of Student E's Spontaneous and Cued Retelling Of 'Roller Blades for Luke'

Characteristics of the retelling	Ideas in the Story	Spontaneous Retell	Score	Cued Retell	Score
Main characters	Luke, Andrew Mum and Mr Gray	Luke, Mr Gray and Mum mentioned Andrew only acknowledges as part of 'the boys'	1 1 of 2	Who are the main character in the story?	1.5
Theme of story	Helping friends & working to buy things you want is satisfying (1 Point)		0	'What was the author trying to tell children reading this story about friendship and saving for things you want?	0
Plot of Story	Luke is saving up for roller blades so he happy to sweep up leaves , when his neighbour offers him a job. His friend Andrew helps and they have fun playing in the leaves while they complete the job.(3 Pointss	Payment mentioned in the final lines of retell 'Mr Gray said, " You did a hard job ', and gived Luke money to buy the roller blades Confused or not mentioned Confused understanding of plot suggesting Luke asked Mr Gray if he could have any money and Mr Gray refused. Stated that the boys swept up the leaves but failed to mention Mr Gray's offer to pay them.	1 0 0 10 of 3	Why did Luke want roller blades?	0.5
Events of Story	Andrew is rollerblading Luke is watching and waiting for his turn. Mr Gray asks Luke about his roller blades Luke says he is saving up for some Mr Gray offers Luke money for cleaning up the leaves The boys commence raking up Mr Gray watches and then leaves The boys jump in the leaves Mum encourages them to finish raking leaves Boys rake up leaves quickly Mr Gray returns, is pleased with the work and pays Luke the money Luke thanks everyone. Luke announces he has enough money to buy roller blades(13 points)	Events included in retell Boys swept up leaves Luke ran and jumped in the leaves Mother came to observe them. Boys raked up leaves quickly Mr Gray came, was pleased with hard work and gave Luke some money Confused events suggesting Luke asked Mr Gray for mone rather than Mr Gray asking them to do a job.. No Mention of Andrew rollerblading Luk e watching and turn taking Mr Gray asking Luke about the roller blades. Mr Gray offering money to Luke torake up the leaves. Luke thanking everyone	1 1 1 1 1 1 0 0 0 0 0 0 0 0 0 5 of 13	Why was Luke sitting on the steps watching Andrew? What did Luke tell Mr Gray he was saving up for? How does Andrew help Luke? Were the boys fast workers when they started cleaning up the leaves? Why did Mr Gray stay and help them for a while? Why did the boys stop picking up the leaves? Did they enjoy jumping in the leaves. How do you know that? Why did mum look over the fence and say 'What are you doing? Why was Luke worried when he thought Mr Gray would be back soon? Why did the boys then race around picking up the leaves? How did Mr Gray know the boys had worked hard?	1 1 0 1 0 1 0.5 1 0 0 1

<i>Inferential Ideas</i>	<p><i>Mr Gray wanted to help Luke get money for the roller blades</i></p> <p><i>Andrew helped Luke because he was a good friend.</i></p> <p><i>Mr Gray's money is added to Luke's savings so he can buy the roller blades</i></p> <p><i>Mr Gray may ask them to do other jobs</i></p> <p><i>Luke appreciates Andrew's help</i></p> <p><i>It might not be appropriate to take money from elderly neighbour</i></p> <p><i>Suggested another title for story</i></p>	<i>Not Mentioned in Retell</i>	0/4	<p><i>How did Mr Gray help Luke?</i></p> <p><i>Do you think the boys should have taken money for helping an old neighbour like Mr Gray?</i></p> <p><i>Did Mr. Gray's money pay for the total cost of the roller blades? How do you know that?</i></p> <p><i>Do you think Mr Gray will ask them to do other jobs?</i></p> <p><i>Do you think that Luke will give Andrew some of the money. Why do you think that?</i></p> <p><i>What would be another good name for the story?</i></p>	<p>1</p> <p>0</p> <p>0</p> <p>0</p> <p>1</p> <p>1</p>
		<i>Total Score</i>	7/22 32%	86%	<p>11.5/ 21 55%</p> <p><i>Cued Retelling score</i></p>

Appendix 2F Spontaneous Retelling of 'Roller Blades for Luke Student F

Oral Retelling of 'Roller Blades for Luke Student F

RTL1 Luke and Andrew went rollerblading and he said 'Luke do you have any

RTL2 money and he said 'No, I'm saving up for money and then the guy said, 'Do

RTL3 you have any money?' And he said 'No.' And then they went over the fence

RTL4 they cleaned it up and they had fun and then they went to work and then he

RTL5 came back and he bought the guy some roller blades and he went shopping

Appendix 13 Cued Retelling of 'Roller blades for Luke Student F(D)

Question One

QRTL1 Who are the main children/people in this story?

CRTL2 .Luke, Andrew and the mum and the guy over the fence.(Score1.5 out of 2)

Question Two

CRTL3 Why did Luke want roller blades?

CRTL4 Because he wants to play with his friends.(Score1)

Question Three

CRTL5 Why was Luke sitting on the steps watching Andrew?CQRTL6 Because he has no roller blades.(Score0.5)

Question Four

QRTL7 What did Luke tell Mr Gray he was saving up for?

CRTL8 Money because he didn't have any money because he didn't have money

CRTL9 for his life. .(Score0.5))

Question Five

QRTL10 How did Mr Gray help Luke?

CRTL11 Because he likes buying stuff for people. Then Andrew was happy. (Score 0)

Question Six

QRTL12 How does Andrew help Luke?

CRTL13 Don't know(Score 0)

Question Seven

CRTL14 Were the boys fast workers when they started cleaning up the leaves?

CRTL15 How do you know that?

CRTL16 Yes because he was in the car driving from far away and then he came back. (Score 0)

Question Eight

CRTL17 Why did Mr Gray stay and watch them for a while?

CRTL18 So they could clean up and she wanted to watch them so they could get

CRTL19 money .(Score 0.5)

Question Nine

CRTL20 Why did the boys stop picking up the leaves?

CRTL21 Because they wanted to jump in it. .(Score1)

CRTL22 Did they enjoy jumping in the leaves?How do you know that?

CRTL23 Yes because they like it because the leaves are soft. (Score 0.5)

Question Eleven

CRTL24 Why did mum look over the fence and say 'What are you doing?'

CRTL25 Because they wanted to have some fun but then the mum looked over.

(Score 0)

Question Twelve

CRTL26 Why was Luke worried when he thought Mr Gray would be back CRTL28 soon?

CRTL29 Because he just went shopping (Score 0)

Question Thirteen

CRTL30 Why did the boys race around picking up the leaves?

CRTL31 They wanted to get the job done. (Score 1)

Question Fourteen

CRTL32 How did Mr Gray know the boys had worked hard?

CRTL33 Because he saw everything spotless. (Score 1)

Question Fifteen

CRTL34 Do you think the boys should have taken money for helping an old neighbour like Mr Gray? **CRTL35**

CRTL36 Yes but not lots of money. He wanted some roller blades.(Score 1)

Question Sixteen

CRTL37 Did Mr Gray's money pay the whole cost of Luke's new roller blades.

CRTL38 How do you know that?

CRTL39 Yes because he likes roller blades. (Score 0).

Question Seventeen

CRTL40 Do you think Mr Gray will ask them to do other jobs. Why do you think that? **CRTL 41 think**

QRTL42 No because they have already done a hard job.(Score 0.5)

Question Eighteen

CRTL43 Do you think Luke will give Andrew some of the money? Why do you think that? **CRLT44 you think**

CRTL45 Yes because Luke got a lot of money (Score 0,5)

Question Nineteen

CRTL46 What would be another good name for this story?

QRTL47 The Leaves story(Score 1)

Question Twenty

CRTL48 What is the author trying to tell children reading this book about friend

CRTL49 friendship and finding ways of getting things you really want?

CRTL50 Don't know (Score 0)

Student F Score for Cued Retell of 'Roller Blades for Luke' 10.5/21 (50%)

Table 1F Summary of Student F's Spontaneous and Cued Retelling of 'Roller Blades for Luke'

Characteristics of the retelling	Ideas in the Story	Spontaneous Retell	Score	Cued Retell	Score
Main characters	Luke, Andrew Mum and Mr Gray	Luke, Andrew & 'the guy' (Mr Gray)	0.5 Of 2	Who are the main character in the story?	1.5
Theme of story	Helping friends & working to buy things you want is satisfying (1 Point)		0	'What was the author trying to tell children reading this story about friendship and saving for things you want?	0
Plot of Story	Luke is saving up for roller blades so he happy to sweep up leaves, when his neighbour offers him a job. His friend Andrew helps and they have fun playing in the leaves while they complete the job. (3 Pointss)	Luke is saving up for roller blades Luke and Andrew complete the job Confused or not mentioned Confused understanding of plot suggesting 'he bought the guy some roller blades. Confusing personal pronouns and roles of characters Stated that the boys swept up the leaves but failed to mention Mr Gray's offer to pay them.	1 0 1 of 3	Why did Luke want roller blades?	1
Events of Story	Andrew is rollerblading Luke is watching and waiting for his turn. Mr Gray asks Luke about his roller blades Luke says he is saving up for some Mr Gray offers Luke money for cleaning up the leaves The boys commence raking up Mr Gray watches and then leaves The boys jump in the leaves Mum encourages them to finish raking leaves Boys rake up leaves quickly Mr Gray returns, is pleased with the work and pays Luke the money Luke thanks everyone. Luke announces he has enough money to buy roller blades (13 points)	Events included in retell Andrew is rollerblading Luke states he is saving up for something No Mention of Luk e watching and turn taking Mr Gray asking Luke about the roller blades. Mr Gray offering money to Luke torake up the leaves. The boys jump in the leaves. Mum encourages them to finish raking up The boys rake the leaves up quickly Mr Gray is pleased when he returns and pays Luke the money. Luke thanking everyone. Luke announces he has money to buy roller blades.	1 0.5 1 1 1 0 0 0 0 0 0 0 0 0 0 4.5/ 13	Why was Luke sitting on the steps watching Andrew? What did Luke tell Mr Gray he was saving up for? How does Andrew help Luke? Were the boys fast workers when they started cleaning up the leaves? Why did Mr Gray stay and help them for a while? Why did the boys stop picking up the leaves? Did they enjoy jumping in the leaves. How do you know that? Why did mum look over the fence and say 'What are you doing? Why was Luke worried when he thought Mr Gray would be back soon? Why did the boys then race around picking up the leaves? How did Mr Gray know the boys had worked hard?	0.5 0.5 0 0 0.5 1 0.5 0 0 0 1 1

<p><i>Inferential Ideas</i></p>	<p><i>Mr Gray wanted to help Luke get money for the roller blades</i> <i>Andrew helped Luke because he was a good friend.</i> <i>Mr Gray's money is added to Luke's savings so he can buy the roller blades</i> <i>Mr Gray may ask them to do other jobs</i> <i>Luke appreciates Andrew's help</i> <i>It might not be appropriate to take money from elderly neighbour</i> <i>Suggested another title for story</i></p>	<p><i>Not Mentioned in Retell</i></p>	<p><i>Total Score</i></p>	<p><i>How did Mr Gray help Luke?</i> <i>Do you think the boys should have taken money for helping an old neighbour like Mr Gray?</i> <i>Did Mr. Gray's money pay for the total cost of the roller blades? How do you know that?</i> <i>Do you think Mr Gray will ask them to do other jobs?</i> <i>Do you think that Luke will give Andrew some of the money. Why do you think that?</i> <i>What would be another good name for the story?</i></p>	<p><i>0</i> <i>1</i> <i>0</i> <i>0.5</i> <i>0.5</i> <i>1</i></p>
			<p><i>6/22</i> <i>27%</i></p>		
					<p><i>Cued Retelling score</i></p> <p><i>10,5/21</i> <i>50%</i></p>

Appendix 12 A

Student A Retell & Comprehension of 'Stormy Night' Probe Test 7-8years

RTL1 A boy read a book in the night. It was raining. The wind was

RTL2 going very hard and the rain. Then the boy heard a crash.

RTL3 He was not scared to go and see what is it. It was a tree that

RTL4 fell on the driveway. The boy hope no saw what crashed.

RTL5 It was a tree what fell from the wind. The boy hopes this storm

RTL6 will go away tomorrow and his dad can move the tree out of

RTL7 the driveway. Done.

Lachlan Second Retell of 'Stormy Night ' 7.0-8.0years

RTL1 Well it was a dark, wet, stormy night and Tom was reading a

RTL2 book that he liked very, very much. He was safe and dried

RTL3 in bed. The wind was blowing very, very, hard. Then the big old

RTL4 tree broke! Bang went the big, old tree! Then Tom went to the

RTL5 window to be brave enough to look out the window and he saw

RTL6 the big old tree been blown down on the driveway. He hoped the

RTL7 storm would be blown by tomorrow.

Student A's Scores on Retells of 'Stormy Night'

Main Events of 'Stormy Night'	First Retelling	Second Retelling
It was a dark stormy night.	1	1
Tom was in bed		1
He was reading a book.	1	1
Tom heard a crash outside.	1	1
He jumped with fright.		
Tom went to the window to see what it was.	1	1
A tree had blown over.	1	1
He hoped the storm would be over tomorrow.	1	1
Characters in retell match text.	1	1
Events in retell consistently match text.	1	1
Score	8/10(80%)	9/10(90%)

Student A's Probe Comprehension Questions Stormy Night 7-8.0 years

RCL1 Teacher: Why was Tom glad that he was in bed? IN

RCL2 *So the rain wouldn't get him wet and he wouldn't get blowed*
 RCL3 *away in the wind. Score 1*

RCL4 Teacher: Was Tom frightened by the storm? How do you know that? IN

RCL5 *A little bit scared. Because he heard a bump and he jumped and*
 RCL6 *he was a little bit scared to see out in the window Score 1*

RCL5 Teacher: Why did Tom jump with fright? IN

RCL6 *Because he was scared when there was a big bang, Score 1*

RCL7 Teacher: Why had the tree come down? RO

RCL8 *Because the wind was pushing the tree very hard. Score 1*

RCL9 Teacher: Why did Tom look out the window? IN

RCL10 *Because he was a bit scared and wanted to see what it might be*
Score 1

RCL11 **Teacher: Did the noise of the tree falling wake Tom up?**

RCL12 **How do you know that? RO**

RCL13 *No because he was reading a book and he was so tired. Score 1*

RCL14 **Teacher: What time do you think it was when the tree fell**

RCL15 **over? Why do you think that? EV**

RCL16 *Six thirty maybe...because it was late in the night. Score 1*

RCL17 **Teacher: What do you think Tom will do the next day? EV**

RCL 18 *Look out the window and see if the storm has gone and dad has moved the tree. Score 1*

Comprehension Analysis Score

LI	LITERAL	/nil
IN	INFERENCE	4 /4
VO	VOCABULARY	/nil
EV	EVALUATION	2 /2
RO	REORGANISATION	2 /2
RA	REACTON	/nil
%	TOTAL SCORE	8/8 (100%)

Appendix 12B Student B Stormy Night Retell and Comprehension
First Retell of 'Stormy Night'

RTL1 Tom was in bed and he heard a smash and he looked at the

RTL2 window and the tree was on the road. And he said, 'I hope

RTL3 thunder and lightning will be gone tomorrow.

Ethan Second Retell of 'Stormy Night' 7.0-8.0years

RTL1 He said he was safe in bed and he was reading a book.

RTL2 And then he heard a smash outside and then he went to

RTL3 the window and looked outside. There was a tree in the

RTL4 driveway. He would get his dad to chain-saw it.

Student B's Scores of Retellings of Stormy Night

Main Events of 'Stormy Night'	First Retelling	Second Retelling
It was a dark stormy night.	1	
Tom was in bed	1	1
He was reading a book.		1
Tom heard a crash outside.	1	1
He jumped with fright.		
Tom went to the window to see what it was.	1	1
A tree had blown over.	1	1
He hoped the storm would be over tomorrow.	1	
Characters in retell match text.	1	1
Events in retell consistently match text.	1	
Score	8/10 (80%)	6/10 (60%)

Student B *Probe Comprehension Questions Stormy Night 7-8 years*

RCL1 Teacher: Why was Tom glad that he was in bed? IN

RCL2 *He was warm and he wasn't wet. Score 1*

RCL3 Teacher: Was Tom frightened by the storm? How do you know that? IN

RCL4 *No cause the window was shut. Score 0*

RCL5 Teacher: Why did Tom jump with fright? IN

RCL6 *Because he heard something crash Score 1*

RCL7 Teacher: Why had the tree come down? RO

RCL8 *Because of the lightning . It hit the wire and then hit the tree. Score 1*

RCL9 Teacher: Why did Tom look out the window? IN

RCL10 *Cause to see what was happening, Score 1*

RCL11 Teacher: Did the noise of the tree falling wake Tom up?

RCL12 How do you know that? RO

RCL13 *Yes , because he jumped up Score 0*

RCL14 Teacher: What time do you think it was when the tree fell

RCL15 over? Why do you think that? EV

RCL16 *Eight/ five o clock. It was late because he was in bed Score 1*

RCL17 Teacher: What do you think Tom will do the next day? EV

RCL18 *The tree is in the garden. He will tell his mum & play soccer. Score 1*

Student B's Comprehension Analysis Score

LI	LITERAL	0 /nil
IN	INFERENCE	3 /4
VO	VOCABULARY	0 /nil
EV	EVALUATION	2 /2
RO	REORGANISATION	1/2
RA	REACTION	NIL:
TOTAL		6/8 (75%)

Appendix 12C Student C's Retelling and Comprehension of Probe Test Stormy Night 7- 8 Years.

Student C First Retell of 'Stormy Night'

RTL1 One day there was a storm. A a little kid was reading a book

RTL2 And he heard this boom,crash. He was brave and he looked

RTL3 out the window and then it was a tree which fell . And the

RTL4 tree.. and he said'If the tree, if it doesn't rain or storm

RTL5 tomorrow if the trees fall down and then he read his

RTL6 book again.

Student C Second Retell of 'Stormy Night ' 7.0-8.0years

RTL1 One night Tom was in his bed . He was reading a book

RTL2 and then he heard a big crash, crash, crash. Then he

RTL3 went to look out the window. He wasn't scared. It was a

RTL4 tree fallen down. And then and then he hoped that

RTL5 tomorrow in the morning and next day after all of those

RTL6 days.

Student C Summary of retells of Stormy Night

Main Events of 'Stormy Night'	First Retelling	Second Retelling
Characters in retell match text.	1	1
It was a dark stormy night.	1	
Tom was in bed		1
He was reading a book.	1	1
Tom heard a crash outside.	1	1
He jumped with fright.		
Tom went to the window to see what it was.	1	1
A tree had blown over.	1	1
He hoped the storm would be over tomorrow.		
Events of retell consistently match text.	1	1
Score	7/10 (70%)	5/8 (70%)

Student C Probe Comprehension Questions Stormy Night 7-8 years

RCL1 Teacher: Why was Tom glad that he was in bed? IN

RCL2 *Because I don't know because he wanted to go to bed* **Score 0**

RCL3 Teacher: Was Tom frightened by the storm? How do you know that? IN

RCL4 *yes and No No because we read in the story that he was brave*

RCL5 *and he wasn't scared to go to the window.* **Score 1**

RCL6 Teacher: Why did Tom jump with fright? IN

RCL7 *because he was shocked by the wind and the rain,*

RCL8 *Score 0*

RCL9 Teacher: Why had the tree come down? RO

RCL10 *Because it was really, really windy and there was a storm.*

Score 1

RCL11 Teacher: Why did Tom look out the window? IN

RCL12 *Because he wanted to know what it was. What the noise was.*

Score 1

RCL13 Teacher: Did the noise of the tree falling wake Tom up?

RCL14 How do you know that? RO

RCL15 Yes/ No because he was reading a book Score 1

RCL16Teacher: What time do you think it was when the tree fell

RCL17 over? Why do you think that? EV

RCL18 9'o clock because he was going to go to sleep Score 1

RCL19 Teacher: What do you think Tom will do the next day? EV

RCL 20 He would tell his mum and dad the next day and he would just

RCL22 fall asleep again. Score 1

Comprehension Analysis Score

LI	LITERAL	/nil
IN	INFERENCE	2/4
VO	VOCABULARY	/nil
EV	EVALUATION	2/2
RO	REORGANISATION	2/2
RA	REACTON	/nil
%	TOTAL SCORE	6 (60%)

Appendix 12 Student D's Retelling and Comprehension of the Probe Passage 'Stormy Night' 7-8years.

Student D First Retell of 'Stormy Night' 7-8.00 years

RTL1 The boy was asleep and he heard a big jinormous crash

RTL2 from the storm outside his window. And the storm blew

RTL3 over a big tree and it woken up the boy and he jumped out

RTL4 of bed and he was brave enough to look out the window and

RTL5 have a look at what happened. And so the next day the boy

RTL6 told his parents and they helped him to push up the heavy tree.

RTL7

RTL8

Student D Second Retell of 'Stormy Night' 7.0-8.0years

RTL1 It was a stormy night and Tom was glad that he was in bed

RTL2 reading one of his favourite books. Suddenly he heard a crash

RTL3 outside and he jumped out of bed with fright. But he was brave

RTL4 enough to look out the window and him/ he was an old tree

RTL5 had been blown over in the driveway. And so Tom wanted the

RTL6 storm to be gone tomorrow.

Student D Summary of Retells of 'Stormy Night'

Main Events of 'Stormy Night'	First Retelling	Second Retelling
It was a dark stormy night.	1	1
Tom was in bed	1	1
He was reading a book.		1
Tom heard a crash outside.	1	1

He jumped with fright.		1
Tom went to the window to see what it was.	1	1
A tree had blown over.	1	1
He hoped the storm would be over tomorrow.		1
The events in retell consistently match text.		1
Characters in retell match text.	1	1
Score	6/10(60%)	10/10 (100%)

Student D Probe Comprehension Questions Years 7-8

RCL1 Teacher: Why was Tom glad that he was in bed? IN

RCL2 *So he wouldn't be outside and wouldn't get hurt by the storm.*
Score 1

RCL3 Teacher: Was Tom frightened by the storm? How do you know that? IN

RCL4 *Yes I heard it in the story that he jumped out of bed because he*
RCL5 *heard a big crash from the storm and he was brave enough to*
RCL6 *look outside the window. Score 1*

RCL7 Teacher: Why did Tom jump with fright? IN

RCL8 *Because he heard a big jinormous crash Score 1*

RCL9 Teacher: Why had the tree come down? RO

RCL10 *Because the strong wind blow the tree over. Score 1*

RCL11 Teacher: Why did Tom look out the window? IN

RCL12 *So he could see what happened. Score 1*

RCL13 Teacher: Did the noise of the tree falling wake Tom up?

RCL14 How do you know that? RO

RCL15 *Yes , because he might have been sleeping and he jumped*

RCL16 *out of bed. Score 0*

RCL17 Teacher: What time do you think it was when the tree fell

RCL18 over? Why do you think that? EV

RCL19 *Midnight because it maybe looked dark outside and he hoped*

RCL20 *the storm would be over by tomorrow* **Score 1**

RCL21 Teacher: What do you think Tom will do the next day? EV

RCL22 *He would maybe go in the morning and tell his parents so they*

RCL23 *could put the tree over on the grass* **Score 1**

Comprehension Analysis Score

LI	LITERAL	/nil
IN	INFERENCE	4 /4
VO	VOCABULARY	/nil
EV	EVALUATION	2 /2
RO	REORGANISATION	1 /2
RA	REACTON	/nil
%	TOTAL SCORE	7/8(87.5%)

Appendix 12 E Student E's Retelling and Comprehension of Probe Passage Stormy Nights 7-8 years.

Student E First Retell of 'Stormy Night'

RTL1 Tom was going to bed and he was warmed up and he was

RTL2 dry. Then he heard a big crash and he was brave to look out

RTL3 the window. And then he went to bed and in the morning he said,

RTL4 'I hope the thunder storm won't come again in the morning.'

Student E Second Retell of 'Stormy Night' 7.0-8.0years

RTL1 Well Tom was reading a book in bed. It was raining and windy

RTL2 and cold. And he read a book.....Then he heard a big crash.

RTL3 And was scared. But he was brave enough to look at the wind.

RTL4 He saw an old tree fell over maybe on the footpath. He hopes in

RTL5 the morning it would be gone- the old tree because it doesn't

RTL6 want it to be there.

Student E Summary of Scores on Retells of Stormy Nights

Main Events of 'Stormy Night'	First Retelling	Second Retelling
It was a dark stormy night.	1	1
Tom was in bed		1
He was reading a book.		1
Tom heard a crash outside.	1	1
He jumped with fright.		1
Tom went to the window to see what it was.		1
A tree had blown over.		1
He hoped the storm would be over		

tomorrow.		
Characters in retell match text.	1	1
Events in retell consistently match text.	1	1
	4/10(40%)	9/10(90%)

Student EProbe Comprehension Questions on ‘Stormy Night’

RCL1 Teacher: Why was Tom glad that he was in bed? IN

RCL2 *Because he was warmed up like he’s dried and really warmed up*
Score 1

RCL3 Teacher: Was Tom frightened by the storm? How do you know that? IN

RCL4 *No. I mean yes . I know because he heard a big crash*
Score 1 (*Given because she explained context of when he was frightened after first saying no*)

RCL5 Teacher: Why did Tom jump with fright? IN

RCL6 *Because he heard a big crash. Score 1*

RCL7 Teacher: Why had the tree come down? RO

RCL8 *Because the thunder storm did that and the wind. Score 1*

RCL9 Teacher: Why did Tom look out the window? IN

RCL10 *Because he heard a big crash Score 1*

RCL11 Teacher: Did the noise of the tree falling wake Tom up?

RCL12 How do you know that? RO

RCL13 *No because he read. You read the story to me. Score 1*

RCL14 Teacher: What time do you think it was when the tree fell

RCL15 over? Why do you think that? EV

RCL16 *9.30 or 12.00 because its like 9.30 or 12.00 They went to bed*
Score 1

RCL17 Teacher: What do you think Tom will do the next day? EV

RCL18 *Play outside and maybe that's why he said..don't rain in the morning. Score 1*

Comprehension Analysis Score

LI	LITERAL	/nil
IN	INFERENCE	/4
VO	VOCABULARY	/nil
EV	EVALUATION	/2
RO	REORGANISATION	/2
RA	REACTON	/nil
%	TOTAL SCORE	

Appendix 12 E Student F's Retelling and Comprehension of the Probe passage 'Stormy Night'

Student E First Retell of 'Stormy Night'

RTL1 There was a night and there was a storm and rain coming down

RTL2 hard. And then all of a sudden he heared a noise and jumped up

RTL3 and was brave and calm and careful to go over there and look

RTL4 out the window. And then he saw the tree fell down and he went

RTL5 back to bed and slept.

David Second Retell of 'Stormy Night' ' 7.0-8.0years

RTL1 There was a very stormy night and then he said, ‘I am in bed
 RTL2 I love bed.’ And then sudden he was reading his book, his good
 RTL3 book and then all of a sudden he hears this bang. And he jumps
 RTL4 up and it frightened him and he was carefully brave and then he
 RTL5 went over to the window and he looked out bravely. And he saw
 RTL6 an old tree crashed.

Student E Summary os Scores on Retell of Stormy Night.

Main Events of ‘Stormy Night’	First Retelling	Second Retelling
It was a dark stormy night.		1
Tom was in bed		1
He was reading a book.		1
Tom heard a crash outside.	1	1
He jumped with fright.		1
Tom went to the window to see what it was.	1	1
A tree had blown over.	1	1
He hoped the storm would be over tomorrow.		
Characters in retell match text.	1	1

Events in retell consistently match text.	1	1
	5/10(50%)	9/10(90%)

Student FProbe Comprehension Questions 'Stormy Night 7- 8 Years.

RCL1 Teacher: Why was Tom glad that he was in bed? IN

RCL2 *Because he likes bed. Score 0*

RCL3 Teacher: Was Tom frightened by the storm? How do you know that? IN

RCL4 *No because he was a bit tired and he was not afraid of anything. He looked out his window. Score 1*

RCL5 Teacher: Why did Tom jump with fright? IN

RCL6 *Because he heard a big crash. Score 1*

RCL7 Teacher: Why had the tree come down? RO

RCL8 *Cause the lightning flashed it down. Score 1*

RCL9 Teacher: Why did Tom look out the window? IN

RCL10 *Because he wanted to see the crash. So when the tree just*
 RCL11 *fell down he went to his window and just saw it. He thought*
 RCL12 *it was a monster, but it wasn't Score 1*

RCL13 Teacher: Did the noise of the tree falling wake Tom up?

RCL14 How do you know that? RO

RCL15 *Yeap Because....Score 0*

RCL16 Teacher: What time do you think it was when the tree fell

RCL17 over? Why do you think that? EV

RCL18 *Twelve 0' clock because he was sleeping and he waked up. Score 1*

RCL19 Teacher: What do you think Tom will do the next day? EV

Table 4 Scores on Three Components of Expressive- Word Retrieval Tasks and Average Score on Tasks

<i>Subtest</i>	<i>Score A</i>	<i>Score B</i>	<i>Score C</i>	<i>Score D</i>	<i>Score E</i>	<i>Score F</i>
<i>List of Animals retrieved in one minute</i>	10	14	15	16	10	7
<i>List of Foods retrieved in one minute</i>	9	14	22	9	5	7
<i>List of occupations retrieved in one minute</i>	5	5	6	10	5	4
<i>Average number of words retrieved in one minute</i>	8	11	14	11.6	6.6	6

*Table 5 Comparative Scores of Students A to F on a variety of Oral Language tasks
And average scores in retelling taken from Probe Texts 5.5-7.5 years*

<i>Tests</i>	<i>Score for A</i>	<i>Score for B</i>	<i>Score for C</i>	<i>Score for D</i>	<i>Score for E</i>	<i>Score for F</i>
<i>Record of Oral Language</i>	30	21	31	33	22	27
<i>Adjusted Record of Oral Language</i>	39	31	38	40	32	36
<i>Receptive Token Test</i>	12	14	21	21	13	11
<i>Test of Linguistic Concepts</i>	30	26	36	37	19	32
<i>Short Term Visual Sequential Memory Score</i>	4/6	4/6		3/6	4/6	3/6
<i>Average Score on Expressive Word Retrieval Tasks</i>	8	11	14	11.6	6.6	6
<i>Average Score of oral retelling over 3 passages from Probe Tests (5.5-7.5 years)</i>	52%	58%	46%	90%	40%	58%

Appendix 13 Examples of children's visualisations of single words. And Sentences in Lesson focusing on single words and sentences.

Student A

The Lion

WV1 The lion is outside. It's night time and he is trying to get out of the cage. And

WV2 the noise is his bumping. His body is brown and the colour of his eyes is

WV3 orange.

The Mouse

WV4 My mouse is brown. He's little and he lives in a tunnel and the noises he can

WV5 hear is banging of people. He's feeling scared and lonely. He is hiding under

WV6 his doona in his bed because of the houses of the people getting and making

WV7 noises.

Sentence

The magpie swooped down on the horse.

SV1 In the night the magpie, the black and white magpie was swooping the horse.

SV2 The horse ran as fast as he could.. The magpie swooped and pecked him very

SV3 sharp. Finally the horse came to his home and he was hearing the magpie

SV4 flying in the wind and he was feeling scared and sad.

Student D

Lion

WV! My lion is orangest, goldish, yellowish. It is in the morning. He is hungry

WV2 He's outside looking for food and he got some food ..little insects and he ate

WV3 them. He tried to get them out of the cage. You know when it is really dark

WV4 and its in the morning and you can hear mossies calling out.

Mouse

WV1 My mouse is scared and frightened.It was in the afternoon- at a restaurant.

WV2 It looked brown and the mouse becauseit saw a cat and people and he ran

WV3 away.

Sentence:

The magpie swooped down on the horse

SV1 My magpie is in the sunset. He is black and white and he always pecks the

SV2 horse. And the horse is trying to run away but the magpie is following it

SV3 But the horse is trying to hurt the magpie but he can't. The magpie is

SV4 feeling medium- a bit of sad, a bit of happy. But the next day he says sorry

SV5 to the horse.

Student D

The Lion

WV1 My lion is black and orange. The noise he hears is RRRR! Well um he is

WV2 hungry and he's sad and the shape is like a dog.. of a dog. He is sad because

WV3 he doesn't have any food.

The Mouse

WV4 My mouse is white and it is happy. He's in his home and he's eating some

WV5 cheese. My mouse can hear the bang for something fell in the home.

Sentence;

The Magpie swooped on the horse.

SV1 The magpie is only black and it's very happy. He could hear squeaks – like

SV2 scary stuff in the night and he's.....he is swooping down on the horse

SV3 pecking him. He's a very happy magpie and he has a baby bird but like a

SV4 magpie.

Appendix 14 A Retell of 'The Bear's Lunch' by Student A

RTL1 Wendy and Oliver went to the clearing and had a picnic. When they were

RTL2 having lunch the bear was looking for lunch under a tree. He saw a mouse

RTL3 'AAHH!' the mouse ran away. Then the bear looked up at a tree and found a

RTL4 bird. He growled "AHH!" and the bird flew away up into the sky. Then he

RTL5 looked in a stream. "AHH!" growled the bear and the fish

RTL6 swam away. Then he came to a clearing. Then the bear ate their stuff. Then

RTL7 the bear stood up, sniffed the children and then he came closer and closer.

RTL8 'AHH!' he said. When Wendy and Oliver smelled his breath and saw his

RTL9 teeth, they did a big 'AAAAHHH!' The bear stepped back. 'AAHHHHH!'

RTL10 Then he stepped back again. ‘AAAHHHH!’”AAAHHHH!’

RTL11 Then Wendy and Oliver went home. Then Wendy and Oliver said to their

RTL12 mother.’ We frightened a bear away.’ Then their mother gave them a big hug

RTL13 and a big lunch.

RTL14 Teacher: How did getting a picture in your head about parts of the story help?

RTL15 It’s like you’reso when you think about the story and its in your mind.

RTL16 Does acting out the pictures in your mind help?

RTL17 Acting helps a little bit. It’s like you are really looking at the red eyes and

Appendix 14 B The Bear’s Lunch Student D

RTL1 The bear was looking for its lunch. It looked under a log- he found a

RTL2 frightened mouse. It ran into its hole. Then he looked up a tree and a

RTL3 frightened bird flew up in the sky. Then he looked behind a lot of rocks and

RTL4 a frightened squirrel scurried away. And then he came into a clearing

RTL5 and ate up Oliver’s and Wendy’s lunch. Then he came close to them and

RTL6 Oliver made a big AHH and then the bear ran away. Then they ran home and

RTL7 told mum what happened and she gave them a big hug. Then she made them

RTL8 another lunch.

Appendix 14C

The Bear's Lunch by Pamela Allen by Student E

RTL1 Olivia and Wendy lived in a forest.. Their mum made them lunch and they
 RTL2 went out for a picnic. Then a big black wolf , I mean bear, he was growling
 RTL3 at them. First he was looking for food. He found a mouse but he couldn't
 RTL4 catch it. He found a bird. He was up in the tree. It flew up to the sky because
 RTL5 the bird was scaring him and then the big bear went off and found a stream
 RTL6 and fishes were there and he wanted to eat them. And he tried to catch them
 RTL7 but the fish went to hide- the fishes. Then he found a squirrel . It was behind
 RTL8 some rocks. It was scared and it ran away. Then he went to the clearing. The
 RTL9 bear found some food and drink so he gobbled it all down and then he was
 RTL10 thirsty so he drank up Oliver's drink and Wendy's drink. He growled at them
 RTL11 He sniffed and looked around and then he found them at the end of the jetty.
 RTL12 And then the bear standed up and growled at them and then the children
 RTL13 smelt his hot breath and then Oliver screamed out AARRRH. Then they ran
 RTL14 home. Their mum hugged them and then the mum made another lunch for
 RTL15 them.

Appendix 15 A Summary of Retell of 'The Bear's Lunch' by Pamela Allen Student A

Characters and Main Events	Included
1. Main Characters in the story are the bear, Wendy , Oliver and the mother	1
3 The children lived in a forest	0
2. The two children went for a picnic in a clearing in the forest.	1

3. The children didn't know a bear was nearby.	1
4. The bear was out looking for his lunch.	1
5. The bear looked under a log and a frightened mouse ran into its hole.	0.5
6. The bear looked up a tree and a frightened bird flew off into the sky.	1
7. The bear looked in a stream and a frightened fish swam away to hide.	1
8. The bear looked behind some rocks and a frightened squirrel scurried away .	0
9. The bear came into the clearing and the frightened children ran to the end of the jetty.	0.5
10. The bear ate up the sandwiches.	1
11. The bear drank the juice.	1
12. The bear wanted more to eat and he could smell the children.	0.5
13. The bear growled and came closer to the children	1
14. The bear was so close the children could smell its breath and see its red eyes.	1
15. Oliver let out an enormous growl	0.5
16. The bear stepped back and Oliver growled again	0.5
17. Both children growled	1
18. The bear was so frightened it ran away.	1
19. Oliver and Wendy went home and told their mother about the bear.	1
20. Their mother hugged them and made them another lunch.	1
Total Score	16.5/20

Appendix 15B Retell of 'The Bear's Lunch' by Pamela Allen Student D

Characters and Main Events	Included
1. Main Characters in the story are the bear, Wendy , Oliver and the mother	1
3 The children lived in a forest	0
2. The two children went for a picnic in a clearing in the forest.	0
3. The children didn't know a bear was nearby.	0
4. The bear was out looking for his lunch.	1
5. The bear looked under a log and a frightened mouse ran into its hole.	1
6. The bear looked up a tree and a frightened bird flew off into the sky.	1
7. The bear looked in a stream and a frightened fish swam away to hide.	0
8. The bear looked behind some rocks and a frightened squirrel scurried away .	1
9. The bear came into the clearing and the frightened children ran to the end of the jetty.	0.5
10. The bear ate up the sandwiches.	1
11. The bear drank the juice.	1
12. The bear wanted more to eat and he could smell the children.	
13. The bear growled and came closer to the children	0.5
14. The bear was so close the children could smell its breath and see its red eyes.	
15. Oliver let out an enormous growl	1

16. The bear stepped back and Oliver growled again	
17. Both children growled	
18. The bear was so frightened it ran away.	1
19. Oliver and Wendy went home and told their mother about the bear.	1
20. Their mother hugged them and made them another lunch.	1
Total Score	11.5/20

Appendix 15C Retell of 'The Bear's Lunch' by Pamela Allen Student E

Characters and Main Events	Included
1. Main Characters in the story are the bear, Wendy , Oliver and the mother	1
3 The children lived in a forest	1
2. The two children went for a picnic in a clearing in the forest.	1
3. The children didn't know a bear was nearby.	0
4. The bear was out looking for his lunch.	1
5. The bear looked under a log and a frightened mouse ran into its hole.	0.5
6. The bear looked up a tree and a frightened bird flew off into the sky.	1
7. The bear looked in a stream and a frightened fish swam away to hide.	1
8. The bear looked behind some rocks and a frightened squirrel scurried away .	1
9. The bear came into the clearing and the frightened children ran to the end of the jetty.	1
10. The bear ate up the sandwiches.	1
11. The bear drank the juice.	1
12. The bear wanted more to eat and he could smell the children.	0
13. The bear growled and came closer to the children	1
14. The bear was so close the children could smell its breath and see its red eyes.	0.5
15. Oliver let out an enormous growl	1
16. The bear stepped back and Oliver growled again	0
17. Both children growled	0
18. The bear was so frightened it ran away.	1
19. Oliver and Wendy went home and told their mother about the bear.	1
20. Their mother hugged them and made them another lunch.	1
Total Score	16/20

Appendix 16 B Retell of Tom Thumb and the Kite by Student D

- RTL1 Tom Thumb went to the park with his new kite and he wanted...and so then
- RTL2 he let the string go out and a strong wind came and blew him so then he shut
- RTL3 his eyes. Then he went down into a bush and then he went out of a bush and
- RTL4 he found out he was in his own backyard.

RTL5 Teacher: How did it help to get a picture in your mind about part of the story as you read?

RTL6 It helped me to get a picture in my head of Tom Thjumb to think about the

RTL7 story.

RTL8 Teacher: What about acting out the pictures you got in your mind?

RTL9 I found it in my head and I said I could do these actions and I felt like I was

RTL10 him when I was acting out. It felt like I was flying high and then you would

RTL11 fall down and just bang on your head.

Appendix 16C Retelling of Tom Thumb and the Kite by Student E

RTL1 Tom Thumb had his kite. He went to the park and then he flew the kite and

RTL2 then the wind blewn him away. And then he landed in a big bush and then

RTL3 he said, "I've seen this garden before and then he said, " This is my

RTL4 backyard'

RTL5 Teacher: How did getting a picture in your mind as we read the story help you?

RTL6 Because I got it in my head thinking about the story.

RTL7 Teacher: What about acting out the story as we read it together?

RTL8 It was good to be Tom Thumb. I felt small and When I was standing on the

RTL9 chair I was feeling high like Tom Thumb.

RLL9 Teacher: What about going back and checking that the pictures in your mind match the story in the book?

RTL10 It helps when I check it. It thinks about the story and you get it right when

RTL11 you go back.

Appendix 17A Scores from Retelling of Tom Thumb flies a kite by Lachlan

Main Ideas	Included
1. Tom Thumb is the main character.	1
2. It is a windy day.	0
3. Tom Thumb took his kite to the park.	1
4. It is a new kite.	0
5. The kite went up quickly when Tom let go of the string.	0
6. A gust of wind lifted Tom off the ground.	1
7. Tom went high up into the air.	1
8. Tom closed his eyes when he went up in the air.	1
9. He fell down and landed in a bush.	1
10. Tom climbed out of the bush.	1
11. Tom looked around and said 'I've seen this garden Before.'	1
12. Tom was in his own backyard.	1
Total Score	9/12

Appendix 17B Scores from Retelling of Tom Thumb flies a kite by Student D

Main Ideas	Included
1. Tom Thumb is the main character.	1
2. It is a windy day.	0
3. Tom Thumb took his kite to the park.	1
4. It is a new kite.	1
5. The kite went up quickly when Tom let go of the string.	0
6. . A gust of wind lifted Tom off the ground.	1
7. Tom went high up into the air	1
8. Tom closed his eyes when he was up in the air..	1
9. He fell down and landed in a bush.	1
10. Tom climbed out of the bush.	1
12. Tom looked around and said 'I've seen this garden Before.'	0
12. Tom was in his own backyard.	1
Total Score	9/12

Appendix 17C Scores from Retelling of Tom Thumb flies a kite by Student E

Main Ideas	Included
1. Tom Thumb is the main character.	1
2. It is a windy day.	0
3. Tom Thumb took his kite to the park.	1
4. It is a new kite.	0
5. The kite went up quickly when Tom let go of the string.	1
6. A gust of wind lifted Tom off the ground.	1
7. Tom went high up into the air.	0
8. Tom closed his eyes when he went up in the air.	1
9. He fell down and landed in a bush.	1
10. Tom climbed out of the bush.	0
13. Tom looked around and said 'I've seen this garden Before.'	1
12. Tom was in his own backyard.	1
Total Score	8/12

Appendix 18A Retell of 'Danger Ahead' by Student A

*RTL1 The lion was very ill and he couldn't get up and get his food for
RTL2 himself so he made a plan. When everyone came in he would be
RTL3 friendly and then he would quickly grab them and eat them up.
RTL4 And it worked for a time. Then the fox came to the lion's cave.
RTL5 Then lion said, 'Come in to visit me. I do need someone to keep
RTL6 me company.' 'I can see lots of footprints going in, not out,' said
RTL7 the fox. Then the fox went back home. 'I'm lucky I saw the foot
RTL8 prints going just in. That saved my life!' said the fox.*

Appendix 18 B Retell of 'Danger Ahead' by Student D

*RTL1 The lion was old and he was weak so he knewed that he had to go outside so
RTL2 he made a plan.He would pretend to be sick so the animals would come in and*

RTL3 he would eat them. So the fox came to the lion's cave at a far distance from
 RTL4 the cave. The fox said to the lion 'Hello lion' But the fox didn't come in. So the
 RTL5 lion said, 'Why don't you come in?' But the fox said, "I see tracking going in
 RTL6 but no tracks coming out. So the fox went home to his own cave and
 RTL7 said to himself, 'I looked at time ahead of me- that saved me from dying.
 RTL8 Teacher: What do you mean 'time ahead/'"
 RTL9 The fox looked at the tracks So he thought about time ahead- that he could
 RTL10 have got eaten if he went in.

RTL11 Teacher: How did it help to stop and get a picture of what was happening in the story?

RTL12 It helps me so it sits in my head – better than thinking about it with your eyes
 RTL13 closed.

RTL14 Teacher: What about acting out the story as we read it?

RTL15 It's like you are in it and you are the fox . You're still thinking about your

TL16 memory and when you looked at the picture in your mind. It's two things (Getting a picture
 in your mind and acting.

RTL17 What about checking with what is written in the book?

RTL18 Checking helps so then you could fix it up in your mind.

Appendix 18 C Retell of Danger Ahead by Student E

RTL1 The lion is in the cave. He couldn't get out because he was too weak and
 RTL2 then he had a plan.His plan was about.....he was, he would....he was too
 RTL3 weak and he was lying so then the other animals came in and he was very
 RTL4 ill...he said to them. So they came in so then after that he ate em up.
 RTL5 The fox came and then he didn't go in because there were tracks going in but
 RTL6 not coming out and then the lion said 'Come in and cheer me up but he
 RTL7 didn't because he knew these were tracks going in and not out..because
 RTL8 he(meaning the lion) gobbled them up.

RTL9 The fox didn't go in . I wouldn't go in because you are in danger . The danger

RTL10 is because he ate all the animals. Then he turned around and walked off.

Conversation during the reading of the text

CL1 Teacher: The story is called 'Danger Ahead' Who do you think might be in danger?

CL2 The fox might be in danger. The lion is bigger than the fox. The fox could be scared of him.

CL3 Teacher: What plan do you think the lion might make?

CL4 There is a lion in the cave. He is too weak to get up and get the fox, Maybe he

CL5 will get string and make it into a ball and throw it to the fox and the fox will

CL6 come in because he was pulling it strongly.

CL7 Teacher: How was the story different from what you thought might happen?

CL8 The lion was pretending to be ill and then the fox came along and said "What's

CL9 wrong?" and the lion said, ' I'm very ill" He was faking it and then the lion said

CL10 "Come in and cheer me up. But he won't come in.

Appendix 19A Scores of Retelling of Danger Ahead by Student A

1 .Main Ideas in the story	Included
2 .Main characters The lion and the fox.	1
3. The lion was weak and old.	1
4. He could not go out of his cave because he was too weak..	1
5. He had to hunt for food to survive.	1
6. The lion made a plan.	1
7. The lion lay down and pretended to be ill..	1
8, At first the lion would be friendly to animals who came into his cave.	1
9. Then he would grab and eat the animals.	1
10. The lion's plan worked for a while.	1
11. Fox knew that lion was tricking the other animals.	1
12. Fox did not go into the cave.	1
13, Fox stood a short distance from the entrance.	1
14. Fox called out to lion.	1
15. Lion told Fox he was very ill and needed him to come in and cheer him up.	1
16. Fox knew the fact that there the tracks going into the cave and none coming out of the cave meant the lion was eating his visitors.	1
17. Fox turned and walked away from the lion's cave.	1
18. Fox said to himself that he was too wise and careful to be tricked by the lion	1
19. Fox was wise enough to see the danger ahead. (See if child can	1

explain what this meant)	
Total Score	19/19

Appendix 19B Scores of Retelling of Danger Ahead by Student D

	Included	Not Included
1 .Main Ideas in the story		
2 .Main characters The lion and the fox.	1	
3. The lion was weak and old.	1	
4. He could not go out of his cave because he was to weak..	0	
5. He had to hunt for food to survive.	1	
6. The lion made a plan.	1	
7. The lion lay down and pretended to be ill..	1	
8, At first the lion would be friendly to animals who came into his cave.	0	
9. Then he would grab and eat the animals.	1	
10. The lion's plan worked for a while.	0.5	
11. Fox knew that lion was tricking the other animals.	1	
12. Fox did not go into the cave.	1	
13, Fox stood a short distance from the entrance.	1	
14. Fox called out to lion.	1	
15. Lion told Fox he was very ill and needed him to come in and cheer him up.	0	
16. Fox knew the fact that there the tracks going into the cave and none coming out of the cave meant the lion was eating his visitors.	1	
17. Fox turned and walked away from the lion's cave.	1	
18. Fox said to himself that he was too wise and careful to be tricked by the lion	0	
19. Fox was wise enough to see the danger ahead. (See if child can explain what this meant)	1	
Total Score	13.5/19	

Appendix 19C Scores of Retelling of Danger Ahead by Student D

1 .Main Ideas in the story	Included	Not Included
2 .Main characters The lion and the fox.	1	
3. The lion was weak and old.	1	
4. He could not go out of his cave because he was to weak..	1	
5. He had to hunt for food to survive.	1	
6. The lion made a plan.	1	
7. The lion lay down and pretended to be ill..	1	
8, At first the lion would be friendly to animals who came into his cave.	0	
9. Then he would grab and eat the animals.	1	
10. The lion's plan worked for a while.	1	
11. Fox knew that lion was tricking the other animals.	1	
12. Fox did not go into the cave.	1	
13, Fox stood a short distance from the entrance.	0	
14. Fox called out to lion.		
15. Lion told Fox he was very ill and needed him to come in and cheer him up.	0.5	
16. Fox knew the fact that there the tracks going into the cave and none coming out of the cave meant the lion was eating his visitors.	1	
17. Fox turned and walked away from the lion's cave.	1	
18. Fox said to himself that he was too wise and careful to be tricked by the lion	0	
19. Fox was wise enough to see the danger ahead. (See if child can explain what this meant)	1	
Total Score	13.5/19	

Appendix 20 B Retell of The Three Little Pigs by Student A

RTL1 One day their mum said to the three little pigs. 'It's time for you to built your

RTL2 own house' said their mother. Then the three little pigs went to built their

RTL3 house. Then the first little pig built his house of sticks. He took a minute to
 RTL4 built his house. Then he sat on the sticks. Then the third little pig built his
 RTL5 house of bricks. He took a long, long, long, long time and he worked hard all
 RTL6 day. Then the big bad wolf came to the straw house. 'Little pig, little pig, let
 RTL7 me come in.' 'No, not by the hair on my chinny chin chin,' said the little pig.
 RTL8 Then I'll huff and I'll puff and I'll blow your house in,' said the big bad wolf .
 RTL9 And he did. Then the little pig ran to the stick house. Then the big bad wolf
 RTL10 blew the stick house in. Then the two little pigs ran as fast as they could to
 RTL11 brick house. 'Let us in', they said. Then the big, bad wolf came to the brick
 RTL12 house.' Little pigs, little pigs let me come in.' 'No, no not by the hair on
 RTL13 my chinny, chin chin,' said the pigs. Then the big bad wolf puffed and he
 RTL14 huffed and he puffed and he huffed and he puffed and he huffed and he
 RTL15 puffed and he huffed until he couldn't huff and puff. So he climbed up the
 RTL16 house and he went down the chimney and the third little pig put a hot water
 RTL17 for the big bad wolf and he fell in the pot and he never came back again.

Appendix 20 B Retelling of the Three Little Pigs by Student D

RTL1 Once upon a time there lived three little pigs and their mum. Their mum said
 RTL2 to the pigs 'You are big. You are too big to live with me. Go and build your
 RTL3 own houses. So the first little pig went to build his house of straw. Then the
 RTL4 second little pig build his house out of sticks. The third little pig build his
 RTL5 house of bricks. Then the next day a wolf came out of the woods and came
 RTL6 to the house made of straw and he knocked on the door. 'Little pig, little pig
 RTL7 let me come in. ' 'No, no not my the hair on my chinny, chin chin.' 'Then I'll

RTL8 huff and I'll puff and I'll blow your house in.' The wolf blew the house in.

RTL9 Then he ran as fast as he could to the second little pig's house- the house

RTL10 made of sticks and then he knocked on the door and said, "Little pigs, little

RTL11 pigs, let me come in. 'No,no, not by the hair of our chinny, chin chins,' said

RTL12 the little pigs. ' Then I'll huff and I'll puff and I'll pull and blow your house

RTL13 in.' So the wolf blew the house of sticks in and the two little pigs run to the

RTL14 house made of bricks and said, 'Let me come in, the big bad wolf is coming.'

RTL15 The third little pig let the 2 little pigs come in and she locked the door.

RTL13 So the wolf came and said, ' Little pigs, little pigs let me come in or I'll huff

RTL14 and I'll puff and I'll blow your house in.'And the three little pigs said, ' No,

RTL15 no not by the hair on our chinny, chin , chins. Then he jumped on the wall

RTL16 and said, 'I'll blow your house in. Then he tried and tried but he couldn't

RTL17 blow the house in. So he jumped up on the roof and he climbed down the

RTL18 chimney and the pig made a big load of hot water and she took off the lid

RTL18 just in time and the wolf fell onto the hot boiling water and he ran away.

Appendix 20C Retelling of the Three Little Pigs by Student E

RTL1 The three little pigs lived with their mum and their mum said, 'It's time for
 RTL2 you to go because you are big enough to make your own houses and then the
 RTL3 pigs made their own houses. The first little pig made his house out of straw.
 RTL4 The second little pig made his house of sticks and the third little pig made his
 RTL5 house out of bricks. And then the big bad wolf came out of the forest and he
 RTL6 said to the first little pig, 'Little pig, little pig let me in.' 'Not by the hair on
 RTL7 my chinny, chin chin.'" And the big bad wolf said, 'I'll huff and I'll puff and
 RTL8 I'll blow your house down.' And then he did do that. And then he ran away to
 RTL9 the second little pig's house made of sticks and she went into it and the
 RTL10 second little pig locked the door and then the big bad wolf said, 'Let me in
 RTL11 or I'll huff and I'll puff and I'll blow your house down.'" 'Not by my hair
 RTL12 of my chinny, chin chin. Then and he did do that. Then the two little pigs
 RTL13 went to the third house made of bricks and the wolf came along. The wolf
 RTL14 said, 'Let me in.' The three pigs said, 'No not by my hair of my chinny chin
 RTL15 chin. And the wolf puffed and he huffed and blew the house down ..But he
 RTL16 didn't ..he was out of puff and he couldn't blow the house down. Then he
 RTL17 climbed down the chimney and the three little pogs took off the lid off the
 RTL18 pot and then he fell into it in the hot water and he never came back again.

Appendix 21 A Retelling of the Three Little Pigs by Student A

Characters & Main Events	Included
1. The three pigs, mother and wolf	1
2. The mother tells the pigs to build their own homes	1
3. The three little pigs leave home.	1
4. The first little pig builds a house of straw	1
5. The second little pig builds a house of sticks	1
6. The third little pig builds a house of bricks.	1
7. The wolf comes out of the forest .	

8. The wolf comes to the first little pig's house of straw and asks to be let in	1
9. The first little pig refuses.	1
10. The wolf huffs and puffs and blows his house down.	1
11. The first little pig runs to the second little pig's house.	1
12. The wolf comes to the second little pig's house and asks to be let in.	1
13. The two little pigs refuse.	1
14. the wolf huffs and puffs and blows down the house of sticks.	1
15. The two little pigs run to the house of bricks.	1
16. The wolf comes to the third little pig's house and asks to be let in.	1
17. The little pigs refuse.	1
18. The wolf huffs and puffs but he can't blow the house down.	1
19. The third little pig puts a pot of hot water under the chimney.	1
20. The wolf climbs down the chimney and is burnt . He runs away.	1
Score	20/20

Appendix 21B Retelling of the Three Little Pigs by Student D

Characters & Main Events	Included
1. The three pigs, mother and wolf	1
2. The mother tells the pigs to build their own homes	1
3. The three little pigs leave home.	1
4. The first little pig builds a house of straw	1
5. The second little pig builds a house of sticks	1
6. The third little pig builds a house of bricks.	1
7. The wolf comes out of the forest .	
8. The wolf comes to the first little pig's house of straw and asks to be let in	1
9. The first little pig refuses.	1
10. The wolf huffs and puffs and blows his house down.	1
11. The first little pig runs to the second little pig's house.	1
12. The wolf comes to the second little pig's house and asks to be let in.	1
13. The two little pigs refuse.	1
14. the wolf huffs and puffs and blows down the house of sticks.	1
15. The two little pigs run to the house of bricks.	1
16. The wolf comes to the third little pig's house and asks to be let in.	1
17. The little pigs refuse.	1
18. The wolf huffs and puffs but he can't blow the house down.	1
19. The third little pig puts a pot of hot water under the chimney.	1
20. The wolf climbs down the chimney and is burnt. He runs away.	1
Score	20/20

Appendix 21C Retelling of the Three Little Pigs by Student E

Characters & Main Events	Included
1. The three pigs, mother and wolf	1
2. The mother tells the pigs to build their own homes	1
3. The three little pigs leave home.	1
4. The first little pig builds a house of straw	1
5. The second little pig builds a house of sticks	1
6. The third little pig builds a house of bricks.	1
7. The wolf comes out of the forest .	
8. The wolf comes to the first little pig's house of straw and asks to be let in	1
9. The first little pig refuses.	1
10. The wolf huffs and puffs and blows his house down.	1
11. The first little pig runs to the second little pig's house.	1
12. The wolf comes to the second little pig's house and asks to be let in.	1
13. The two little pigs refuse.	1
14. the wolf huffs and puffs and blows down the house of sticks.	1
15. The two little pigs run to the house of bricks.	1
16. The wolf comes to the third little pig's house and asks to be let in.	1
17. The little pigs refuse.	1
18. The wolf huffs and puffs but he can't blow the house down.	1
19. The third little pig puts a pot of hot water under the chimney.	0.5
20. The wolf climbs down the chimney and is burnt. He runs away.	1
Score	19.5/20

Appendix 22A Retelling of Mr. McGee by Pamela Allen by Student A

RTL1 Mr McGee lived under a tree. One morning he woke up and said, ' Its time

RTL2 that I get out of bed.' Said Mr McGee. He put on his top shirt . he put on his

RTL3 pants. He put on his socks that were bright, bright blue. He put on his shoes.

RTL4 He fed the cat. ' I'm ready for anything now .' sang Mr McGee."I'm brave and

RTL5 I'm clever, I'm Mr Mc Gee. Then Mr Mc Gee looked down and found a bright

RTL6 red apple on the ground. He peeled it carefully very thin and then gobbled up t

RTL7 the wiggly skin. Now Mr Mc Gee began to grow outwards and upwards he
 RTL8 seemed to go. He went through the branches of a tree, over the church and over
 RTL9 the steeple and over the houses full of people. 'Look at me,' he shouted down
 RTL10 to all the people of the town. Mr McGee was flying higher until a curious
 RTL11 bird flew by. Just the thing for my lunch ,' said she.And pecked him
 RTL12 sharply ONE TWO THREE.Down like a rock fell Mr McGee through
 RTL13 the branches of the tree until he landed on his head, right in the middle of
 RTL14 his bed.

Appendix 22 B Retelling of 'Mr McGee by Pamela Allen by Student D

RTL1 Mr McGee lived under a tree. He was lying in his bed. One morning he woke
 RTL2 up and said, "It's time for me to get out of bed.' He put on his shirt and pulled
 RTL3 on his trousers too.
 RTL4 and he pulled on his socks that were bright, bright blue. He pulled on his
 RTL5 shoes and fed the cat. He didn't forget his coat or his hat. "I'm ready for
 RTL6 anything now. I've brave and clever. I'm Mr McGee. Then he saw a bright red
 RTL7 apple. 'What's this?' He peeled it carefully very thin. Then he gobbled up the
 RTL8 wiggly skin. He grew outwards and upwards through the branches of the
 RTL9 tree.Ouch! Out he flew over the church and the steeple..flying high
 RTL10 until a curious bird flew by. 'Just the thing for my lunch.' The curious bird
 RTL11 pecked him sharply 1,2, 3! He fell down like a rock until he landed on his

RTL12 head right in the middle of his bed.

RTL13 Teacher: How did visualising help you?

RTL14 It helps. You look at the pictures in your mind and think in your head so you

RTL15 could figure out words.

RTL16 Teacher: You were acting it out as you retold me the story. How did

RTL17 acting help?

RTL18 You know by how you done it in your head and then you will figure it out .

RTL19 .acting... making sense.

Appendix 22C Retelling of 'Mr McGee' Written by Pamela Allen By Student E

RTL1 Well Mr McGee woke up and got out of bed. He put on his shirt

RTL2 He put on his trousers too and his socks that were bright, bright

RTL3 blue. He put on his shoes and he didn't forget to feed the cat and

RTL4 and he didn't forget his coat or his hat. And then he was walking

RTL5 and he found a bright, bright apple on the ground. He picked it up

RTL6 carefully and he gobbled up the skin. And then he was going

RTL7 outwards and wide-wards. He went upward and outwards through

RTL8 the branches of the tree. He flew over the church and over the

RTL9 steeple and over the people of the town. And then a curious bird

RTL10 flew by and pecked him 1,2, 3 and he fell down like a rock

RTL11 through the tree and landed in the middle of his bed on his head.

Appendix 23A Retelling of 'Mr McGee' by Pamela Allen by Student A

Main Events	Included
1. Main Characters are Mr McGee and the curious bird	1
2. Mr McGee lived under a tree.	1
3. One morning he woke up and said 'It's time I got out of bed.	1
4. He put on his shirt and trousers.	1
5. He pulled on socks that were bright , bright blue.	1
6. He pulled on his shoes and fed the cat.	1
7. He didn't forget his coat or his hat.	1
8. He shouted out that he was brave and clever and ready for anything.	1
9.He found an apple on the ground and peeled it and ate the wiggly skin.	1
10. He began to get bigger and bigger.	1
11. He went through the branches of the tree into the air.	1
12. He flew over the church, the steeple and houses full of people(2 out of 3)	1
14. He yelled out to the people in the town.	1
15. A curious bird flew by and wanted to eat Mr McGee for lunch.	1
16. The bird pecked him three times.	1
17. Mr McGee fell down like a rock through the branches of the tree.	1
18. He landed on his head in the middle of his bed.	1
Total Score	18/18

Appendix 23B Retelling of 'Mr McGee' by Pamela Allen by Student D

Main Events	Included
1. Main Characters are Mr McGee and the curious bird	1
2. Mr McGee lived under a tree.	1
3. One morning he woke up and said 'It's time I got out of bed.	1
4. He put on his shirt and trousers.	1
5. He pulled on socks that were bright , bright blue.	1
6. He pulled on his shoes and fed the cat.	1
7. He didn't forget his coat or his hat.	1
8. He shouted out that he was brave and clever and ready for anything.	1
9.He found an apple on the ground and peeled it and ate the wiggly skin.	1
10. He began to get bigger and bigger.	1
11. He went through the branches of the tree into the air.	1
12. He flew over the church, the steeple and houses full of people(2 out of 3)	1
14. He yelled out to the people in the town.	0
15. A curious bird flew by and wanted to eat Mr McGee for lunch.	1
16. The bird pecked him three times.	1
17. Mr McGee fell down like a rock through the branches of the tree.	1
18. He landed on his head in the middle of his bed.	1
Total Score	17 /18

Appendix 23C Retelling of 'Mr McGee' by Pamela Allen Student E

Main Events	Included
1. Main Characters are Mr McGee and the curious bird	11
2. Mr McGee lived under a tree.	1
3. One morning he woke up and said 'It's time I got out of bed.	1
4. He put on his shirt and trousers.	1
5. He pulled on socks that were bright , bright blue.	1
6. He pulled on his shoes and fed the cat.	1
7. He didn't forget his coat or his hat.	1
8. He shouted out that he was brave and clever and ready for anything.	0
9.He found an apple on the ground and peeled it and ate the wiggly skin.	1
10. He began to get bigger and bigger.	1
11. He went through the branches of the tree into the air.	1
12. He flew over the church, the steeple and houses full of people(2 out of 3)	1
14. He yelled out to the people in the town.	
15. A curious bird flew by and wanted to eat Mr McGee for lunch.	1
16. The bird pecked him three times.	1
17. Mr McGee fell down like a rock through the branches of the tree.	1
18. He landed on his head in the middle of his bed.	1
Total Score	16/18

Appendix 24A Retell of Mr Mc Gee and the Perfect Nest by Student A

RTL1 The lazy bird flew a teapot. 'Is this the perfect nest for me?' 'No it is too
RTL2 small' Then she flew to a bin. 'Is this the nest for me?' 'No it is too big. It's
RTL3 for a pig.' Then she flew to some boots. 'Is this the nest for me?' 'NO it 's
RTL4 boots. It's gonna fall. Wheey!' Then she saw Mr McGee's umbrella. 'Is this
RTL5 the nest for me?' She pulled it off Mr McGee and she put it in a tree. Then she
RTL6 pulled Mr. McGee and flew back to her nest. She put him in the nest and sat
RTL7 on him. And the lazy bird laid eggs. Mr McGee felt stinky

Appendix 24B Retell of Mr McGee and the Best Nest by Pamela Allen
Student D

RTL1 Lazy Bird was looking for a nest. Nothing could do except the best. Then she

RTL2 flew to a tea-pot” Is this the right thing for my nest .No! This is not the right

RTL3 thing for my nest. This is too small.’

RTL3 Then she found a bin. ‘Is this the right thing for my nest. ‘ Then she hopped in

RTL4 it. ‘No this is too long. ‘Then she flew off and she found a boot . ‘Is this the

RTL5 right thing for my nest. ‘ So then she hopped on it and said, “No! This is not

RTL6 the right thing for my nest. This is too big and it will fall’ Then she flew away

RTL7 and she came to Mr McGee with an umbrella. Then she went and

RTL8 she found him with an umbrella Then she went’Hiss , hiss!’ And she grabbed

RTL9 the umbrella off Mr McGee. Then she put it on the tree and then she flew back

RTL10 to grab Mr McGee and she put him on the nest and then she said “This is the

RTL11 right nest for me.?’

RTL12 Teacher: How did getting a picture in your mind about parts of the

RTL13 story as we read help you?

RTL14 I think what’s going to happen and it helps because you think that might

RTL15 happen

RTL16 Teacher: What about acting out the story after you visualise it in your

RTL17 head?

RTL18 Acting helps because it makes you put it in sentences and you like to

RTL19 think you are in the story.

Appendix 24c Mr McGee and the Perfect Nest Written by Pamela Allen
Student E

RTL1 The lazy bird was looking for a nest to live in because it couldn't
 RTL2 be bothered to make its own nest. She was the teapot and she
 RTL3 couldn't fit in it. 'Is this the right nest for me. No it is too small.'
 RTL4 And she flew off. And then she finded a rubbish bin. 'Is this the
 RTL5 right nest for me. No! Its too big.' And she flew off, And then she
 RTL6 sat on a boot and it fell and she said, ' Is this right? No! It's too
 RTL7 tall.' It went off and saw Mr McGwith an umbreela and she was
 RTL8 chasing him and she was doing noises. Then the bird took the
 RTL9 umbrella to the tree and then she got Mr McGee. She pulled
 RTL10 him and maked him fly to the tree and she put him there and
 RTL11 then she sleep on him.

Appendix 25A Retelling of ' Mr McGee and the Perfect Nest ' by Pamela Allen
Student A

Characters and Main Ideas	Included
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1. The main characters are Mr. McGee and the lazy bird.	1
2, The lazy bird was looking for a nest.	1
3. He wanted to find the best nest.	1
4. He found a teapot but it was too small	1
5. He found a bin but it was too big –just right for a pig..	1
6. He found a pair of boots but they started to fall.	1
7. He saw Mr McGee with the umbrella.	1
8. He hissed at Mr. McGee.	0
9. He pulled the umbrella off Mr McGee.	1
10. He put the umbrella in a tree.	1
11. Then he flew back and grabbed MrMcGee.	1
12. He put Mr McGee in the tree on top of the umbrella	1
13.He sat on top of Mr McGee.	1
14. He cried out this is the perfect nest, the nest that is right just right for me.	0
Total Score	12/14 (86%)

Appendix 25B Retelling of ' Mr McGee and the Perfect Nest ' by Pamela Allen
 Student D

Characters and Main Ideas	Included
1. The main characters are Mr. McGee and the lazy bird.	1
2. The lazy bird was looking for a nest.	1
3. He wanted to find the best nest.	1
4. He found a teapot but it was too small	1
5. He found a bin but it was too big –just right for a pig..	1
6. He found a pair of boots but they started to fall.	1
7. He saw Mr McGee with the umbrella.	1
8. He hissed at Mr. McGee.	1
9. He pulled the umbrella off Mr McGee.	1
10. He put the umbrella in a tree.	1
11. Then he flew back and grabbed MrMcGee.	1
12. He put Mr McGee in the tree on top of the umbrella	1
13.He sat on top of Mr McGee.	0
14. He cried out this is the perfect nest, the nest that is right just right for me.	1
Score	13/14((93%)

Appendix 25C Retelling of ' Mr McGee and the Perfect Nest ' by Pamela Allen
Student E

Characters and Main Ideas	Included
1. The main characters are Mr. McGee and the lazy bird.	1
2, The lazy bird was looking for a nest.	1
3. He wanted to find the best nest.	1
4. He found a teapot but it was too small	1
5. He found a bin but it was too big –just right for a pig..	1
6. He found a pair of boots but they started to fall.	1
7. He saw Mr McGee with the umbrella.	1
8. He hissed at Mr. McGee.	1
9. He pulled the umbrella off Mr McGee.	1
10. He put the umbrella in a tree.	1
11. Then he flew back and grabbed MrMcGee.	1
12. He put Mr McGee in the tree on top of the umbrella	1
13.He sat on top of Mr McGee.	0
14. He cried out this is the perfect nest, the nest that is right just right for me.	1
Score	13/14(93%)

Retell of Mr McGee and the Blackberry Jam

Appendix 26A Retelling of 'Mr Mc Gee and the Blackberry Jam' by Pamela Allen Student A

RTL1 Mr McGee lived under a tree. One morning Mr McGee woke up and sat on

RTL2 his chair. He is grumpy today because his porridge is too lumpy and his tea

RTL3 was too hot and he put two sugars in his tea and he spilt it on his knee.

RTL4 Mr McGee said to himself. I hate mara that stuff (Told Marmalade) . I want

RTL5 blackberry jam instead. Mr. MrGee walked and walked and walked for a long
 RTL6 long, while. Then he saw a chair thingy – stil stile . Then he sat in the stile .
 RTL7 What did he see? ...lots of blackberries. He jumped to them . He picked one
 RTL8 by one. Then the heifers came to Mr McGee. Mr McGee said ‘Girls I washed
 RTL9 my hands. I combed my hair. Can.t you see it’s rude to stare. Then the heifers
 RTL10 kept licking Mr McGee. He laughed. Then the bull came and his hands made
 RTL11 dirt go up. Then Mr McGee couldn’t move a bone.Then the bull tossed
 RTL12 Mr McGee up into the sky.”I think you lot are quite rotten,’said Mr McGee
 RTL13 Then he land on a sheep. He rode like a horse.He got home very fast.
 RTL14 Then he thought about the day he what he got today.’ What am I thinking in
 RTL15 my head. It’s marmalade I like on my bread.!’

Appendix 26 B Retelling of Mr Mc Gee and the Blackberry Jam by Pamela Allen
Student D

RTL1 Mr McGee lived under a tree and then he woke up in the morning and he was
 RTL2 feeling grumpy. He made his porridge and it was lumpy. He put two sugars in
 RTL3 his tea and burnt his knee. He tried to spread the marmalade and it was too
 RTL4 hard to spread. ‘I hate marmalade, I wantblackberry jam instead” Then he
 RTL5 walked and walked for quite a while until he came to a style.

RTL5 He climbed up the stile and said, 'Blackberries, blackberries everywhere!. Fat
 RTL6 and round and big as cherries!' Then he took one leap onto the ground and
 RTL7 started to eat the cherries. Then he discovered a herd of heifers and he said,
 RTL8 'Come on girls. I've washed my hands, I've combed my hair. Come on girls,
 RTL9 don't you know it's rude to stare. Then he turned his back and started on
 RTL10 picking., Then they started licking. He squirmed like a little worm. He said,
 RTL11 'Stop it , please stop it! You're tickling me!' Ha , ha , ha , ho, ho, ho!" Then
 RTL12 the bull let out a mighty bellow. ' Get out of here you cheeky fellow.!' Then
 RTL13 all the heifers got frightened and Mr McGee turned to stone. First he was
 RTL14 standing , the second he was up in the air and then he had time to yell out, 'I
 RTL15 think all of you are rotten.' Then his hands clutched his bottom.
 RTL16 Then he landed softly on a woolly sheep and rode it like a horse. He got
 RTL17 home fast. Then that night in bed he said, ' I don't know what got in my
 RTL18 head! I like marmalade instead!'

Appendix 26C Retell of Mr McGee and the Blackberry Jam by Pamela Allen
 Student E

RTL1 Mr McGee lives under a tree, One morning he woke up and made some
 RTL2 porridge and he said. It is lumpy. And he spread some butter on his toast
 RTL3 but it was too hard and he put two sugars in his tea and he burnt his knee
 RTL4 And then he wanted blackberries so he said, 'I hate marmalade.
 RTL5 I want blackberries. Then he went off with a basket and he climbed over a
 RTL6 chair(Stile) He saw blackberries and he said, 'Blackberries, blackberries , I
 RTL7 can see blackberries.' And then he jumped over the stile and he picked them
 RTL8 one by one. Then he saw cows all around him and he said, ' I cleaned my
 RTL9 hands, I combed my hair. It's not nice to stare.' And then he saw a big
 RTL10 bull and then the big black bull poked him up the bottom and then he

RTL11 landed on a big soft sheep and he rided it home like a horse.And then he went

RTL12 to bed and he said, 'I'm never going to have blackberries again.!''

Appendix 27A Scores of Retelling of ' Mr McGee and the Blackberry Jam' by Pamela Allen Student A

Characters, Main Events	Included
1. Mr McGee lived under an apple tree.	1
2. One morning he woke up and was grumpy because his porridge is lumpy	1
3. He spilt his tea on his knee and the butter was lumpy	0.5
4. He said that he hated marmalade and wanted blackberry jam instead.	1
5.He went off to find blackberries.	1
6. He walked for quite a while	1
7. He climbed onto a stile and could see blackberries in the next paddock.	1
8.He jumped over and started picking blackberries	1
9. He liked the sound of the plip, plop plob of the berries into his can.	0
10. He did not see the heifers that had gathered to see him	0
11, When he saw the heifers he told them he had washed his hands, combed his hair and it was rude to stare.	1
12. The heifers licked Mr McGee	1
13. Mr McGee asked them to stop because it was tickling him.	0
14. The bull told Mr McGee to get out.	0
15. Mr McGee turned to stone and couldn't move.	1
16. The bull tossed him over the fence.	1
17. Mr McGee told the heifers and the bull he thought they were rotten.	1
18. Mr McGee landed on a woolly sheep.	1

19. Mr McGee rode the sheep home.	1
20. That night when he was in bed he decided he wanted marmalade on his bread.	1
Total Score	15.5/2(77'5%0

Appendix27B Scores of Retelling of ' Mr McGee and the Blackberry Jam' by Pamela Allen Student D

Characters, Main Events	Included
1. Mr McGee lived under an apple tree.	1
2. One morning he woke up and was grumpy because his porridge is lumpy	1
3. He spilt his tea on his knee and the butter was lumpy	1
4. He said that he hated marmalade and wanted blackberry jam instead.	1
5.He went off to find blackberries.	1
6. He walked for quite a while	1
7. He climbed onto a stile and could see blackberries in the next paddock.	1
8.He jumped over and started picking blackberries	1
9. He liked the sound of the plip, plop plob of the berries into his can.	0
10. He did not see the heifers that had gathered to see him	0
11, When he saw the heifers he told them he had washed his hands, combed his hair and it was rude to stare.	1
12. The heifers licked Mr McGee	1
13. Mr McGee asked them to stop because it was tickling him.	1
14. The bull told Mr McGee to get out.	1
15. Mr McGee turned to stone and couldn't move.	1
16. The bull tossed him over the fence.	1
17. Mr McGee told the heifers and the bull he thought they were rotten.	1
18. Mr McGee landed on a woolly sheep.	1
19. Mr McGee rode the sheep home.	1
20. That night when he was in bed he decided he wanted marmalade on his bread.	1
Total Score	18/20(90%)

Appendix 27C Scores of Retelling of ' Mr McGee and the Blackberry Jam' by Pamela Allen Student E

Characters, Main Events	Included
1. Mr McGee lived under an apple tree.	1
2. One morning he woke up and was grumpy because his porridge is lumpy	1
3. He spilt his tea on his knee and the butter was lumpy	1
4. He said that he hated marmalade and wanted blackberry jam instead.	1
5.He went off to find blackberries.	1
6. He walked for quite a while	1
7. He climbed onto a stile and could see blackberries in the next paddock.	1
8.He jumped over and started picking blackberries	1
9. He liked the sound of the plip, plop plob of the berries into his can.	0
10. He did not see the heifers that had gathered to see him	0
11, When he saw the heifers he told them he had washed his hands, combed his hair and it was rude to stare.	1
12. The heifers licked Mr McGee	0
13. Mr McGee asked them to stop because it was tickling him.	0
14. The bull told Mr McGee to get out.	0
15. Mr McGee turned to stone and couldn't move.	0
16. The bull tossed him over the fence.	1
17. Mr McGee told the heifers and the bull he thought they were rotten.	0
18. Mr McGee landed on a woolly sheep.	1
19. Mr McGee rode the sheep home.	1
20. That night when he was in bed he decided he wanted marmalade on his bread.	1
Total Score	13/20

Appendix 28A Retell of Mary Elizabeth by Student A

RTL1 One morning Mary Elizabeth said to the boys. "I have a monster at my house," she said.

RTL2 "We don't believe you!" they said. Then the next morning on Tuesday she said to the boys.

RTL3 "I have a monster at my house with red blood shot eyes and pointy sharp teeth and he jumps

RTL4 on my bed. "We don't believe you" they said. Then the girl went home. She said to her monster

RTL5 "They won't believe me. They still won't believe me!" "WH Hhh1

RTL6 The next morning she said to the boys, "I have a monster at my house with blood shot eyes,

RTL7 sharp pointy teeth. It jumps on my bed and it doesn't clean its teeth." "We don't believe you"

RTL8 they said. Then she went home to tell her monster "They still don't believe me" "HUmh"

RTL9 The next morning she said to the boys. "I have a monster at my house with red blood shot eyes

RTL10 and sharp pointy teeth. It jumps on my bed and it doesn't brush its teeth" "We don't believe

RTL11 you!" "We don't believe you!" "We don't believe you!" Then the girl went back to her home

RTL12 Then she told her monster. They won't believe me. Then the next morning she said to the

RTL13 boys, "I have a monster at my house with red blood shot eyes and sharp pointy teeth and it

RTL14 jumps on my bed and it won't brush its teeth." "We don't believe you!" "Why don't you come

RTL15 to my house and have dinner at seven," she said. Then the boys came to their house walking.

RTL16 "Didn't she say Number Eleven?" Then the boys walked to her house. Then one of the boys

RTL17 said, "What's for dinner?" "Come in and you'll see. "AAAAHHHH! ." the monster said.

RTL18 Then the boys ran as fast as they could back, back to their houses. "Now they believe me!"

RTL19 she said.

Appendix 28B Retell of Mary Elizabeth by Pamela Brown Student D

RTL1 Mary Elizabeth said to the boys on Monday morning on the way to school. "I have a monster at
 RTL2 house." The boys chanted out, 'We don't believe you.' Then she went home and said to the mo
 RTL3 nster 'They don't believe me!' Then on Tuesday morning she went off to school and then s
 RTL4 he said to the boys, 'There's a monster at my house and with red blood shot eyes, sharp point t
 RTL5 teeth and he's rough and rowdy and he's and he jumps on my bed.' Then the boys said, 'We
 RTL6 don't believe you.' So then she went home and said to the monster, 'They don't believe me.
 RTL7 On Wednesday she set off to go to school and she said to the boys, 'there's a monster at my
 house with
 RTL8 house with red blood shot eyes and sharp pointy teet and he's rough and he's rowdy and he ju
 RTL9 mps on my bed and he doesn't wash or brush his teeth and the boys said, 'We don't
 RTL10 believe you!' Then she went home and said to the monster, 'They still don't believe me!'
 RTL11 So on Thursday she set off and went to school and said to the boys, 'There's a monster at my
 RTL12 house and my mother says he has to go and then the boys chanted out, 'We don't believe you!
 RTL13 We don't believe you! We don't believe you!' So they- she went home and said, 'They still
 don't believe me!'
 RTL14 don't believe me!' Then she went to school the next morning and said, 'There's a monster at
 RTL15 my house and the boys said, "We don't believe you!' Then she said, 'Come to my house
 RTL16 tonight at seven o'clock.' and the boys said, 'Oh yum! Food!' they said. 'The house is
 RTL17 painted red', said Mary Elizabeth.
 RTL18 Then the boys set off to find No Eleven.' Did she say number eleven!' Then the boys went
 RTL19 knock on the door three times and said, 'We're hungry! What's for dinner' The next day No!
 RTL20 So they, she said, 'Come in with a sweet smile.' And then the boys came in and saw the
 RTL21 monster and ranned and ran all the way home and she said, 'They believe me now'.

Appendix 28C Retell of Mary Elixabeth by Student E

RTL1 The boys were walking home. So was Mary Elizabeth. and she said, 'I've got

RTL2 a monster at my house' and the boys said 'We don't believe you!'

RTL3 So then she went home and said to her monster 'They don't believe me!'

RTL4 So the next morning she went to school and said, 'There's a monster at my

RTL5 house and he's got red blood shot eyes. And the boys said, 'We don't believe

RTL6 you!'

RTL7 On Wednesday Mary Elixabeth said, ' There's a monster at my house Its got

RTL8 red blood shot eyes. He doesn't wash and he doesn't brush his teeth' 'We

RTL9 don't believe you!' the boys said.

RTL10 On Thursday the boys said.....Mary Elixabeth said, There's a monster at my

RTL11 house.....

Appendix 29A Retelling Scores of 'Inside Mary Elizabeth's House ' by Pamela Allen
Student A

Main Events	Included
1. Main characters are Mary Elizabeth, the boys and the monster.	1
2. On Monday Mary Elizabeth told the boys she had a monster at her house.	1

3. The boys said, 'We don't believe you!'	1
4. Mary Elizabeth went home and told her monster that the boys did not believe her.	0
5. On Tuesday Mary Elizabeth told the boys that her monster had red blood shot eyes and sharp pointy teeth.	1
7. She told them the monster was rough and rowdy.	0
8. She also told the boys that the monster jumped on her bed.	1
9. The boys said that they did not believe her.	1
10. Mary Elizabeth told her monster.	1
11. On Wednesday Mary Elizabeth repeated her description of the monster.	1
12. She also said that he didn't wash or clean his teeth.	0.5
13. Mary Elizabeth's mother wants him to go but he won't go.	0
14. The boys said they did not believe her.	1
15. Mary Elizabeth told the monster the boys still did not believe her.	1
16. On Thursday Mary Elizabeth said "There is a monster at my house. (No extra description included.)"	0.5 (included Extra day)
17. The boys said three times that they did not believe her.	1
18. Mary Elizabeth asked them to come for dinner at seven o'clock.	1
19. The boys agreed to come.	0
20. The boys set out at a quarter to seven to find house Number Eleven.	1
21. The boys said 'We are here and we are hungry'	0
22. Mary Elizabeth let the boys in.	1
23. The monster frightened the boys and chased them.	1
24. Mary Elizabeth said to her monster. 'Now they believe me.'	1
25. Able to keep the main sequence without inserting additional details or losing sense of what happened on each day.	0
Total Score	17.5/25(70%)

Appendix 29B Retellin Scores of 'Inside Mary Elizabeth's House' by Pamela Allen
Student D

Main Events	Included
1. Main characters are Mary Elizabeth, the boys and the monster.	1
2. On Monday Mary Elizabeth told the boys she had a monster at her house.	1
3. The boys said, 'We don't believe you!'	1
4. Mary Elizabeth went home and told her monster that the boys did not believe her.	1
5. On Tuesday Mary Elizabeth told the boys that her	1

monster had red blood shot eyes and sharp pointy teeth.	
7. She told them the monster was rough and rowdy.	1
8. She also told the boys that the monster jumped on her bed.	1
9. The boys said that they did not believe her.	1
10. Mary Elizabeth told her monster.	1
11. On Wednesday Mary Elizabeth repeated her description of the monster.	1
12. She also said that he didn't wash or clean his teeth.	1
13. Mary Elizabeth's mother wants him to go but he won't go.	0
14. The boys said they did not believe her.	1
15. Mary Elizabeth told the monster the boys still did not believe her.	
16. On Thursday Mary Elizabeth said "There is a monster at my house. (No extra description included.)"	0.5
17. The boys said three times that they did not believe her.	0.5
18. Mary Elizabeth asked them to come for dinner at seven o'clock.	1
19. The boys agreed to come.	1
20. The boys set out at a quarter to seven to find house Number Eleven.	1
21. The boys said 'We are here and we are hungry'	0.5
22. Mary Elizabeth let the boys in.	1
23. The monster frightened the boys and chased them.	1
24. Mary Elizabeth said to her monster. 'Now they believe me.'	1
25. Able to keep the main sequence without inserting additional details or losing sense of what happened on each day.	0
Total Score	19.5/25(78%)

Appendix 29C Retelling of 'Inside Mary Elizabeth's House' by Pamela Allen
Student E

Main Events	Included
1. Main characters are Mary Elizabeth, the boys and the monster.	1
2. On Monday Mary Elizabeth told the boys she had a monster at her house.	1
3. The boys said, 'We don't believe you!'	1
4. Mary Elizabeth went home and told her monster that the boys did not believe her.	1
5. On Tuesday Mary Elizabeth told the boys that her monster had red blood shot eyes and sharp pointy teeth.	0.5
7. She told them the monster was rough and rowdy.	0
8. She also told the boys that the monster jumped on her bed.	0
9. The boys said that they did not believe her.	1
10. Mary Elizabeth told her monster.	
11. On Wednesday Mary Elizabeth repeated her description of the monster.	0.5
12. She also said that he didn't wash or clean his teeth.	1
13. Mary Elizabeth's mother wants him to go but he won't go.	0
14. The boys said they did not believe her.	1
15. Mary Elizabeth told the monster the boys still did not believe her.	
16. On Thursday Mary Elizabeth said "There is a monster at my house. (No extra description included.)"	
17. The boys said three times that they did not believe her.	
18. Mary Elizabeth asked them to come for dinner at seven o'clock.	
19. The boys agreed to come.	
20. The boys set out at a quarter to seven to find house Number Eleven.	
21. The boys said 'We are here and we are hungry'	
22. Mary Elizabeth let the boys in.	
23. The monster frightened the boys and chased them.	
24. Mary Elizabeth said to her monster. 'Now they believe me.'	
25. Able to keep the main sequence without inserting additional details or losing sense of what happened on each day.	
Total Score	8/25(32%)

Appendix 30A Retell of 'Willy and Hugh' Author Anthony Browne Student A

RTL1 Willy didn't have anyone to play with. He was lonely. When he asked the
 RTL2 gorillas, 'Can I play?' He said, 'No.' Then Willy was walking along a
 RTL3 footpath. Then Hugh bumped into Willy. 'Oh, I'm sorry Willy, ' said
 RTL4 Hugh. 'No it was my fault. I wasn't looking where I was going.' I wasn't
 RTL5 watching where I was going.' (Change of voice for second speaker.)
 RTL6 Then they were friends. Then they started walking. 'You are the one I have
 RTL7 been looking for Willy,' said Buster Nose. Then the big gorilla said, 'Can I
 RTL8 help?' And then Buster Nose ran away. Then Billy and the big gorilla walked
 RTL9 to the zoo. Then they walked to the library. Willy read a book to the big
 RTL10 gorilla and they laughed. When they were going to go a big scared the
 RTL11 big gorilla. 'Can I help?' said Willy. 'Yes', said Hugh. Then Willy put the
 RTL12 spider out. Then they left.

Retell of 'Willy and Hugh' Author Anthony Browne
 Student Olivia

Appendix 30B Retell of 'Willy and Hugh' Written by Anthony Browne Student D

RTL1 Willy was lonely. When he asked people if he could play with

RTL2 them, they always say.'You are useless.' And the next day he
RTL3 was walking in a park not watching where he was going and
RTL4 then big Hugh came and accidently bumped him over and they
RTL5 made friends. Then they sat on a bench and watched the joggers
RTL6 and then Buster Nose came up and said, 'I've been looking every
RTL7 where for you, you little whimp!' Then Hugh stand up and said,
RTL8 'Can I be of any help?' And Buster Nose ran away. Then they
RTL9 decided to go to the zoo. It was so boring so then they decided
RTL10 to go to the library and Willy read Hugh a story. Then they
RTL11 started to leave the library and Hugh saw a terrifying spider.
RTL12 Willy came up and said'Can I be of any help?' And then
RTL13 Willy took the spider and moved it out of the way and then they
RTL14 left the library. They decided to meet up again tomorrow.

Appendix 30C Retell of Willy and Hugh written by Anthony Browne Student E

RTL1 Willy was sad and he didn't have any friends so he said.....'Can I play?' and
RTL2 they said, 'NO!' Then Willy was walking and then Hugh ran into him. Hugh
RTL3 said, ' I'm sorry I crashed into you. That was my fault!' 'No it was my fault.

RTL4 I didn't watched where I was going.' Then they sat on the chair and they
 RTL5 watched the guys run. Then Buster came up to Willy and then Buster said,
 RTL6 'I've been looking for you!' Hugh stood up and he said, 'Any help here.'
 RTL7 And what happened was Buster ran away quickly. Then they went to the zoo
 RTL8 and the library and Willy read the book to him. Then Hugh saw a spider.
 RTL9 And then Willy said, 'Do you need any help there and then they went and
 RTL10 they had a hug and they spread their arms out..

Appendix 31A Retell Scores of 'Willy and Hugh' by Anthony Browne Student A

Character or Main Point	Score 1 point if included
1. Willy was lonely.	1
2. Everyone called him 'Useless'	0
3, Willy crashed into Hugh and they both apologised.	1
4, Willy and Hugh sat on the bench and watched the joggers.	
5. Buster Nose called Willy a little whimp.	1
6. Hugh said , 'Can I help?' And frightened Buster	1

Nose away.	
7. Hugh and Willy went to the zoo.	1
8 Hugh and Willy went to the library and Willy read to Hugh	1
9. Hugh saw a spider and was frightened.	1
10. Willy said, 'Can I help?' And then he picked up the spider and put it away from Hugh.	1
11. Willy was pleased to do something to help Hugh	1
12. Willy and Hugh agreed to met the next day.	
13, Willy and Hugh are friends.	1
Score	11/13(85%)

Appendix 31B Retell Scores of 'Willy and Hugh' by Anthony Browne Student D

Character or Main Point	Score 1 point if included
1. Willy was lonely.	1
2. Everyone called him 'Useless'	1
3, Willy crashed into Hugh and they both apologised.	1
4, Willy and Hugh sat on the bench and watched the joggers.	1
5. Buster Nose called Willy a little whimp.	1
6. Hugh said , 'Can I help?' And frightened Buster Nose away.	1
7. Hugh and Willy went to the zoo.	1
9 Hugh and Willy went to the library and Willy	1

read to Hugh	
9. Hugh saw a spider and was frightened.	1
10. Willy said, 'Can I help?' And then he picked up the spider and put it away from Hugh.	1
11. Willy was pleased to do something to help Hugh	1
12. Willy and Hugh agreed to met the next day.	1
13, Willy and Hugh are friends.	1
Score	13/13(100%)

Appendix 31C Retell Scores of 'Willy and Hugh' by Anthony Browne Student E

Character or Main Point	Score 1 point if included
1. Willy was lonely.	1
2. Everyone called him 'Useless'	1
3, Willy crashed into Hugh and they both apologised.	1
4, Willy and Hugh sat on the bench and watched the joggers.	1
5. Buster Nose called Willy a little whimp.	1
6. Hugh said , 'Can I help?' And frightened Buster Nose away.	1
7. Hugh and Willy went to the zoo.	1
10 Hugh and Willy went to the library and Willy read to Hugh	1
9. Hugh saw a spider and was frightened.	1
10. Willy said, 'Can I help?' And then he picked up	1

the spider and put it away from Hugh.	
11. Willy was pleased to do something to help Hugh	1
12. Willy and Hugh agreed to met the next day.	1
13, Willy and Hugh are friends.	1
Scores	13/13 (100%)

Appendix 32A Retell of John Brown, Rose and the Midnight Cat by Jenny Wagner Student A

RTL1 John Brown and Rose lived together as a family. Then because her husband

RTL2 died John Brown looked after Rose in the winter and they sat under a lemon

RTL3 tree. One night Rose looked out the window and saw a cat in the garden.

RTL4 "Look out there John Brown. There is a cat" John Brown

RTL5 didn't want to look. Rose said to John Brown ."Go and get some milk for the

RTL6 cat." "No." The next night John Brown went out to draw a line around his

RTL7 garden. "Stay away from me and Rose," the dog said. Then the next morning

RTL8 Rose wouldn't get out of bed. The dog waited in the kitchen all day until

RTL9 lunchtime. He thought what to do. Then John Brown went

RTL10 out to see what's the matter with Rose. "What's the matter?" said John

RTL11 Brown. "I'm sick," said Rose. "Would you like the cat to come in?" "Yes I do

RTL12 want the cat to come in." John Brown went to get the cat. Then Rose sat at the

RTL13 fire for a little while together.

RL14 Teacher: Do you think it would be hard for Rose to live alone?

RTL15 (He was listening to another child speak about nanna living with uncle after

RTL16 spending time alone. Same as my nan. She lives at a farm. She's not lonely

RTL17 She's got Pa.

RTL18 Teacher: Have you ever had a pet you spent time with?

RTL19 I've got a dog like that. It's a golden retriever. When I'm sick it comes in and

RTL20 jumps on my bed.

RTL21 Teacher: Why doesn't John Brown want the cat to come in?

RTL22 Well John Brown doesn't want the cat to come in because Rose might like

RTL23 the cat a bit more than him.

RTL24 Teacher: Why did he follow Rose outside?

RTL25 The dog was scared about the cat coming in.

RTL25 Teacher: Why do you think Rose was so upset with John Brown the

RTL26 day she didn't get up?

RTL27 Because John Brown said, 'No' and shut the curtains. Now she is

RTL28 feeling sick because John Brown used to be nice to her.

RTL29 Teacher: Why do you think the cat came up to the window?

RTL30 The cat came up so it could come inside so it had company.

RTL31 Teacher: While Rose was in bed, John Brown thought and thought.

RTL32 What do you think he was thinking about?

RTL33 (He was listening to the other students relate this to friendship and how 2

RTL34 children can be friends but having 3 in a group can cause trouble.)

RTL35 This year with a friend and with my friend this year and with his other

RTL36 friend me and my friend this year. I didn't want this friend to be J's

RTL37 friend.. but now we are friends so you can have three friends.

RTL38 Teacher: What might have happened to the cat if John Brown had not

RTL39 let the cat in?

RTL40 The cat would have been thirsty and she might wait at the window but

RTL41 will never come in because Rose would never get up for ever.

Appendix 32B Retell of John Brown, Rose and the Midnight Cat by Jenny Wagner
Student D

RTL1 Rose's husband died and then Rose just had John Brown and John Brown

RTL2 looked after her how much he could. And the dog sat with her in summer

RTL3 under the pear tree and the dog sits with her in winter in front of the fire place

RTL4 and watches her when she is asleep. So one night Rose sawed something in the

RTL5 garden and she thought that it might be a cat so she was thinking and then she

RTL6 said to John Brown , 'What is it outside? I think it is a cat'

RTL7 But John Brown did not look outside. So she was a very good lady to the dog

RTL8 and the dog was a very good dog to the lady. So one night Rose went outside

RTL9 and saw the midnight cat and so she went out and gave the cat some milk. And

RTL10 every night when Rose isn't looking John Brown opened the door and go

RTL11 outside and tipped the milk out. Then one morning John Brown was waiting

RTL12 in the kitchen for his breakfast and Rose was sick in bed and she

RTL13 wouldn't get out so the dog had nothing to eat all morning, all night and then

RTL14 one night- then the dog went to her and said, ' Would the midnight cat fix

RTL15 you up and she said, 'Yes that's what I want.' So the dog went into the

RTL16 kitchen and let the midnight cat in and Rose got up to sit in front of the fire

RTL17 place with the cat and the dog and they lived happily ever after.

RTL18 Teacher: Do you think it would be hard for Rose to live alone?

RTL19 I reckon she is still lonely because her husband died and she still wants

RTL20 someone to talk to. Its exactly like my nanna. She was lonely but now she

RTL21 is going to live with my uncle.

RTL22 Teacher: Have you ever had a pet you spent time with?

RTL23 When I had to go to the Children's hospital. I had been bitten by a dog on my

RTL 24 arm and the dog at the hospital came in and hopped up on me. (on the bed.)

RTL25 Teacher: Why doesn't John Brown want the cat to come in?

RTL26 Two gets really close and you don't want someone to come to

RTL27 break up the friendship.

RTL28 Teacher: Why did he follow Rose outside?

RTL29 I think it's so if he sees the cat he might run up and cover the cat
so Rose can't see him.

RTL30 Teacher: Why do you think Rose was so upset with John Brown the day

RTL31 she wouldn't get up?

RTL32 He's being a bit mean.. because on the page where he shuts the curtain.

RTL33 She's(Rose) putting her hands in her mouth.

RTL34 Teacher: Why do you think the cat came up to the window?

RTL35 (Commenting after another child.) I know what you are trying to say. It's

RTL36 like he has no company.

RTL29 Teacher: While Rose was in bed. John Brown thought and thought. W

RTL30 What do you think he was thinking about.?

RTL31 He was thinking about being nice to her. Sometimes I have a fight with

RTL32 my best friend. He wasn't trying to make her cry. I think he was thinking

RTL33 about that she might be sick.. I think John Brown made a shock about Rose

RTL34 Sometimes I have a fight. I go to peer mediation.

RTL35 Teacher:What might have happened to the cat if John Brown had not let

RTL36 the cat in?

RTL37 It wouldn't get milk. It would be starved.

Appendix 32C Retell of John Brown, Rose and the Midnight Cat by Jenny Wagner Student E

RTL1 Rose's husband died and then she only lived with her dog John Brown and

RTL2 then John Brown saw a cat and it was a nice cat and Rose telled John Brown

RTL3 to get some... feed it with some milk and then he said 'No' because he didn't

RTL4 want no-one in there and then John Brown shut the curtains and then on the

RTL5 morning he was waiting for his breakfast and then Rose was sick and

RTL6 she woke her up and then she then she said to John Brown, 'I'm going to stay

RTL7 here for all day and John Brown said, 'For every day.' And then what
RTL8 happened she she then she said, "I would stay here in bed for ever!" And
RTL9 then John Brown said , 'Do you just want the cat?'
RTL10 and she said 'Oh yes' and then she said " Go give it some milk and so he
RTL11 did and let her in. And then she got up and he brang the cat in and then at
RTL12 midnight she went by the fire for a little bit and then she gave them some
RTL13 milk and they just sit by the fire for a while and the
RTL14 cat was sitting on the handle of the chair.

RTL15 Teacher: Do you think it would be hard for Rose to live alone?

RTL16 My auntie had breast cancer. She had a dog like Rose for a friend.

RTL17 Teacher: Have you ever had pet you spent time with?

RTL18 With my grandma's dog. My Grandmother that died she had a dog like

RTL19 John Brown.

RTL20 Teacher: Why doesn't John Brown want the cat to come in?

RTL21 John Brown doesn't want the cat to come in because he wants to be alone.

RTL22 She might like the cat better than the dog.

RTL23 Teacher: Why did he follow Rose outside?

RTL24 Because maybe he was scared.

RTL25 Teacher: Why do you think Rose was upset with John Brown the day

RTL26 she wouldn't get up?

RTL27 Maybe she won't get out of bed because John Brown is bossing her around.

RTL28 Teacher: Why do you think the cat came up to the window?

RTL29 Maybe she could see 'em. He would be sad and lonely.

RTL30 Teacher: While Rose was in bed, John Brown thought and thought.

RTL31 What do you think he was thinking about?

RTL32 He was thinking about being nice to her. Sometimes I have a fight with my

RTL33 best friend.

RTL34 What might have happened to the cat if John Brown had not let it in?

RTL35 It would have died because it doesn't have any food or drink.

Appendix 33A Scores for Retelling of John Brown , Rose and the Midnight Cat
by Jenny Wagner Student A

Main Events	Included
1. Main Characters John Brown , Rose and the Midnight Cat	1
2. Rose's husband died.	1
3. John Brown looked after Rose and Rose looked after John Brown.	1
3. In the summer they sat under the pear tree together.	0
4. In the winter they sat by the fire together.	0
5. One night Rose looked out in the garden and saw a cat.	1
6. John Brown said that he didn't see a cat.	1
7. Rose wanted John Brown to give the cat some milk but he said that there was no cat there.	0.5
8. That night John Brown went out and drew a line around the house and told the midnight cat to stay away..	1
9. The next night Rose saw the cat again but John Brown still ignored it and said there was no cat.	0
10. Every night, when John Brown wasn't looking Rose put out a bowl of milk for the cat.	0
11. Every night, when Rose wasn't looking John Brown went out and tipped out the cat's milk	0
12. One night the cat rubbed against the window and Rose thought he was beautiful	0
13. John Brown pulled the curtains shut and wouldn't let him in.	0
14. One morning Rose did not get up..	1
15. John Brown went to see what was wrong with Rose	1
16. Rose said she would stay in bed all day and for ever.	0.5
17. John Brown thought and thought all day	0

18. John Brown asked Rose if the Midnight Cat would make her feel better.	1
19. Rose told John Brown that was what she wanted.	1
20. John Brown let the cat inside	1
21 Rose got up and they all sat by the fire together.	1
Total Score	13/21(62%)

Appendix 33B Scores for Retelling of John Brown , Rose and the Midnight Cat by Jenny Wagner
Student D

Main Events	Included
1.Main Characters John Brown , Rose and the Midnight Cat	1
2. Rose's husband died.	1
3. John Brown looked after Rose and Rose looked after John Brown.	1
3. In the summer they sat under the pear tree together.	1
4. In the winter they sat by the fire together.	1
5. One night Rose looked out in the garden and saw a cat.	1
6. John Brown said that he didn't see a cat.	0
7. Rose wanted John Brown to give the cat some mild but he said that there was no cat there.	0
8. That night John Brown went out and drew a line around the house and told the midnight cat to stay away..	0
9. The next night Rose saw the cat again but John Brown still ignored it and said there was no cat.	0
10. Every night, when John Brown wasn't looking Rose put out a bowl of milk for the cat.	1
11. Every night, when Rose wasn't looking John Brown went out and tipped out the cat's milk	1
12. One night the cat rubbed against the window and Rose thought he was beautiful	0
13. John Brown pulled the curtains shut and wouldn't let him in.	0
14. One morning Rose did not get up..	1
15. John Brown went to see what was wrong with Rose	1
16. Rose said she would stay in bed all day and for ever.	0
17. John Brown thought and thought all day	0
18. John Brown asked Rose if the Midnight Cat would make her feel better.	1
19. Rose told John Brown that was what she wanted.	1
20. John Brown let the cat inside	1
21 Rose got up and they all sat by the fire together.	1
Total Score	14/21(66.6%)

Appendix 33C Scores Retelling of John Brown , Rose and the Midnight Cat by Jenny Wagner
Student E

Main Events	Included
1.Main Characters John Brown , Rose and the Midnight Cat	1
2. Rose's husband died.	1
3. John Brown looked after Rose and Rose looked after John Brown.	0
3. In the summer they sat under the pear tree together.	0
4. In the winter they sat by the fire together.	0
5. One night Rose looked out in the garden and saw a cat.	0
6. John Brown said that he didn't see a cat.	0
7. Rose wanted John Brown to give the cat some mild but he said that there was no cat there.	1
8. That night John Brown went out and drew a line around the house and told the midnight cat to stay away..	0
9. The next night Rose saw the cat again but John Brown still ignored it and said there was no cat.	0
10. Every night, when John Brown wasn't looking Rose put out a bowl of milk for the cat.	0
11. Every night, when Rose wasn't looking John Brown went out and tipped out the cat's milk	0
12. One night the cat rubbed against the window and Rose thought he was beautiful	0
13.John Brown pulled the curtains shut and wouldn't let him in.	1
14. One morning Rose did not get up..	1
15. John Brown went to see what was wrong with Rose	0
16. Rose said she would stay in bed all day and for ever.	1
17. John Brown thought and thought all day	0
18. John Brown asked Rose if the Midnight Cat would make her feel better.	1
19. Rose told John Brown that was what she wanted.	1
20. John Brown let the cat inside	1
21 Rose got up and they all sat by the fire together.	1
Total Score	10/21(48%)

Appendix 34A Retell of 'Where the Wild Things are' by Maurice Sendak

Student A

RTL1 Max banged a nail with a hammer into his wall and then he chased the dog.

RTL2 Then his mum called him a wild animal and put him back to bed. So Max

RTL3 started to close his eyes and his bedroom began to grow with trees and grow

RTL4 and grow and grow . Then his bedroom row with trees and grass and it began

RTL5 to be a small little world. Then Max saw own privacy boat for himself. He

RTL6 was in it, rode all day and all night and a year. Then he saw a water monster

RTL7 right in front of him. Then he came to the island where the terrible monsters

RTL8 were. They gnashed their terrible teeth and rolled their eyes and roared their
 RTL9 terrible roars. Then Max looked in the monsters' yellow eyes and stared
 RTL10 and stared until they began to be good monsters. The next day they called him
 RTL11 the king of the monsters. Then Max said to all the monsters began to have
 RTL12 jumping and stamping and swinging on branches and then Max said to the
 RTL13 monsters, 'It's time to go to bed.' He gave no supper to the very scary
 RTL14 monsters. Then he thought about someone who loved Max the most. He
 RTL15 wanted to be back into his won very house so he walked back into his boat
 RTL16 and the monsters heard him going, ' Stop we love you so. We'll eat you up.'
 RTL17 they said. They showed their terrible claws and they roared their terrible roars
 RTL18 and they rolled their eyes. Then Max went into the boat for a long, long, long,
 RTL19 long, long time. Then he got back to his home and he took off his wolf suit
 RTL20 and he had all his dinner and it was still hot and he ate it all up. The End

**RTL21 Teacher: Do you think it was a good idea to send Max to bed without eating
 RTL22 anything?**

RTL23 I think it was not fair to give him a snack because he hammered the wall and
 RTL24 he chased the dog. I would wait till night time.

RTL25 Teacher: Do you think a forest really grew in his bedroom?

RTL26 I reckon he fell asleep on his bed and he's dreaming it. When he woke up
 RTL27 he saw a garden in his bed. He is still dreaming.

**RTL28 Teacher: What do you think it means when it says,' the walls became t
 RTL29 the world all around?**

RTL30 It means the world. Well I think it means the world grew in his bedroom on
 RTL31 the walls and it became a big world.

RTL32 Teacher: What does it mean when it says it was a private boat?

RTL33 Private...to have the boat all to himself.

**RTL34 Teacher: When Max lands on the island of 'Wild Things' why isn't he
 RTL35 afraid of the 'Wild Things'?**

RTL36 It wasn't scared because he is a naughty boy and he won't be scared.

RTL37 Teacher: Who was the someone who loved him best of all?

RTL38 His mum.

RTL39 Teacher: Why isn't his bedroom still a forest at the end of the story?

RTL40 It wasn't real. I said to you before. He was dreaming and he woke up and

RTL41 his supper was waiting for him.

RTL42 Teacher: Did visualising and acting out the story help today?

RTL43 When you get a picture in your mind you can see what might happen and

RTL44 you know. Acting it out helps...so you know. You act it out and check you

RTL45 done it right.

Appendix 34B Retell of 'Where the Wild Things are' by Max Sendak Student D

RTL1 There was a wild boy called Max dressed up in his wolf costume and he was

RTL2 nailing a nail into his wall and then he ran downstairs with a fork in his hand

RTL3 and was chasing the dog. And then he came to his mother and she calls him

RTL4 Wild Thing and he says I'll eat you and the mother sent him to his bedroom.

RTL5 And his bedroom grew as a forest and grew and grew and grew and grew

RTL6 until then came his private boat in a ocean and he sailed for a year, a week

RTL7 and a day. So then he came to where all the wild things are and they roared

RTL8 their terrible roars. They roared and roared and showed their terrible eyes

RTL9 and showed their terrible claws and their sharp pointy teeth and then Max

RTL10 said., 'Be still and stared into their eyes and they turned into good monsters

RTL11 So then Max said, 'Let the party begin. And they danced and swang from the

RTL12 trees and vines and then he said, 'Stop and then sent them off to bed without

RTL13 eating anything. And that night he was lonely and wanted to go back to his

RTL14 mother's beautiful yummy food they could eat. Then he went to his private

RTL15 boat and the monsters yelled and done their terrible roars and showed

RTL16 their terrible claws and sharp pointy teeth and rolling eyes.'Don't go!

RTL17 We'll eat you up. We love you so.' But he was sailing when they said that

RTL18 and he sailed off into his own bedroom and and the food was still hot and

RTL19 waiting for him.

RTL20 Teacher: Do you think it was a good idea to send Max to bed without

RTL21 eating anything?

RTL22 I reckon it was a good idea because then later she brang him some milk for

RTL23 for dinner.

RTL24 Teacher: Do you think a forest really grew in his bedroom?

RTL25 I think he was just imagining it.

RTL26 Teacher: What do you think it means when it says ' the walls became

RTL27 the world all around?

RTL28 I reckon it means that the world is all around us Maybe one forest, all the

RTL29 grew into one big one...everything in the forest or the entire world joined

RTL30 together to make his forest.

RTL31 Teacher: What does it mean when it says it was a private boat?

RTL32 I reckon it means it is his own boat and he won't let anyone use it.

RTL33 Teacher: When Max lands on the island of 'Wild Things' why isn't he

RTL34 afraid of the 'Wild Things'?

RTL35 He wasn't scared because he believes he can change them. He's brave .

RTL36 If he was scared he would be sailing for a year, a week and a day home.

RTL37 Teacher: Who is the someone who loved him best of all?

RTL38 His mum.

RTL37 Teacher: Why isn't his bedroom still a forest at the end of the story?

RTL38 I think he stopped imagining and then he found his supper waiting.

RTL39 Maybe his mother she found him on his bed as he was imagining and

RTL40 said, 'I might just leave it right here. Maybe she thought he was asleep,

RTL41 but he was really imagining.

RTL42 Teacher: How did visualising and acting out help today?

RTL43 It helps me so I can see what happens and it helps me figure out what I'm

RTL44 going to do if I'm in the story. Checking makes sure you got the right picture.

Appendix 34C Retell of 'Where the Wild Things are' by Max Sendak Student E

RTL1 Max was chasing after the dog with a fork and his mum sent him up to his

RTL2 room and then his room came into a forest where the wild things are.

RTL3 And then the ocean came in and the private boat came and then Max went

RTL4 in his boat and he sailed for a month and a week and got out of the boat

RTL5 and the animals roared at him, then showed their terrible nails and then

RTL6 they danced and jumped and they were hanging on the trees and he said,

RTL7 'Stay still, don't blink and he stared into their eyes and they rolled their

RTL8 eyes and they ...and he said to them, 'Go to sleep' And he was thinking

RTL9 about he could smell food. He wanted to see his mum and he went in his

RTL10 boat and then he said, 'Bye.' And all the animals roared at him and then

RTL11 he went in his boat and then he slept in his boat and then he got home

RTL12 and then he waited for his supper.

RTL13 Teacher: Do you think it was a good idea to send Max to bed without

RTL14 eating any supper?

RTL15 I reckon she should have given him a little snack.

RTL16 Teacher: Do you think a forest really grew in his bedroom?

RTL17 I think a forest really grew, but not real. He was acting like ..(long pause)

RTL18 like in a fairytale Not like in real life. You can't grow a forest in your room,

RTL19 but you can. (Appeal as if I should understand her explanation)

RTL20 What do you think it means when it says 'the walls became the world

RTL21 all around'?

RTL22 It means you are all around. You're everywhere ...like Max is going

RTL23 everywhere?

RTL24 Teacher: What does it mean when it says it was a private boat?

RTL25 Private boat.. a private boat is like it is only for Max

RTL26 Teacher: When Max lands on the island of 'Wild Things', why isn't

RTL27 Max afraid of the 'Wild Things'?

RTL28 Because he reckons he's the king. Because he can scare them back and he's

RTL29 in his wolf suit.

RTL30 Teacher: Who was the someone who loved him best of all?

RTL31 His mum.

RTL32 Teacher: Why isn't his bedroom still a forest at the end of the story?

RTL33 Maybe he like(long pause) It changed like it was in a forest and then

RTL34 it changed to normal.

RTL35 Teacher: Did visualising and acting out the story help today?

RTL36 Thinking about the story was helping us to have it in our minds. It helped

RTL37 us remember the story because we were acting it out.

Appendix 35A Scores for Retelling of 'Where the wild things are ' by Maurice Sendak
Student A

Main Details and events of text.	Included
1. Max, his mum and the wild things are the main characters.	1
2. Max wore his wolf suit and got into mischief.	1
3. His mother called him Wild Thing..	1
4. Max told his mother he would eat her up.	0
5. Max was sent to his room without any dinner.	0.5
6. That night a forest grew in Max's room.	1
7. An ocean tumbled by with a boat for Max.	1

8. Max sailed for a long time till he got to where the wild things lived.	1
9. The wild things roared their terrible roars and gnashed their terrible teeth and tried to frighten Max.	1
10. Max told the wild things to be still.	0
11. Max tamed the wild things by staring into their eyes.	1
12. The Wild Things were frightened of Max and made him their king.	1
13. Max and the Wild Things had a terrible Rumpus.	1
14. Then Max told the Wild Things to stop.	1
15. Max felt lonely because he missed his mum	1
16. Max could smell good things to eat so he gave up being king of the Wild Things.	0
17. The Wild Things wanted Max to stay	1
18. Max sailed home.	1
19. Max found himself back in his own room.	1
20. Max's supper was waiting for him and it was still hot	1
Score	16.5/20(82.5%)

Appendix 35B Scores for retelling of 'Where the wild things are' by Maurice Sendak Student D

Main Details and events of text.	Included
1. Max, his mum and the wild things are the main characters.	1
2. Max wore his wolf suit and got into mischief.	1
3. His mother called him Wild Thing..	1
4. Max told his mother he would eat her up.	1
5. Max was sent to his room without any dinner.	0.5
6. That night a forest grew in Max's room.	1
7. An ocean tumbled by with a boat for Max.	1
8. Max sailed for a long time till he got to where the wild things lived.	1
9. The wild things roared their terrible roars and gnashed their terrible teeth and tried to frighten Max.	1
10. Max told the wild things to be still.	1
11. Max tamed the wild things by staring into their eyes.	1
12. The Wild Things were frightened of Max and made him their king.	0.5
13. Max and the Wild Things had a terrible Rumpus.	1
14. Then Max told the Wild Things to stop.	1
15. Max felt lonely because he missed his mum	1
16. Max could smell good things to eat so he gave up being king of the	0.5

Wild Things.	
17. The Wild Things wanted Max to stay	1
18. Max sailed home.	1
19. Max found himself back in his own room.	1
20. Max's supper was waiting for him and it was still hot	1
Score	18.5/20 (92.5%)0

Appendix 35C Scores for Retelling of 'Where the wild things are ' by Maurice Sendak Student E

Main Details and events of text.	Included
1. Max, his mum and the wild things are the main characters.	1
2. Max wore his wolf suit and got into mischief.	0.5
3. His mother called him Wild Thing..	0
4. Max told his mother he would eat her up.	0
5. Max was sent to his room without any dinner.	0.5
6. That night a forest grew in Max's room.	1
7. An ocean tumbled by with a boat for Max.	1
8. Max sailed for a long time till he got to where the wild things lived.	1
9. The wild things roared their terrible roars and gnashed their terrible teeth and tried to frighten Max.	1
10. Max told the Wild Things to be still.	1
11. Max tamed the Wild Things by staring into their eyes.	0.5
12. The Wild Things were frightened of Max and made him their king.	0
13. Max and the Wild Things had a terrible Rumpus.	0.5
14. Then Max told the Wild Things to stop.	1
15. Max felt lonely because he missed his mum	1
16. Max could smell good things to eat so he gave up being king of the Wild Things.	0.5
17. The Wild Things wanted Max to stay	0.5
18. Max sailed home.	1
19. Max found himself back in his own room.	1
20. Max's supper was waiting for him and it was still hot	0
Score	10/20(50%)

Appendix 37A Student A's Retelling and Comprehension the Probe Passage 'River Journey'(7.5- 8.5 years)

Student A's retelling of River Journey (7.8- 8.5 years)

RTL1 Well the children had a holiday on the old boat and every day

RTL2 something would go into the water next to the boat and the

RTL3 children would run and run to every edge. And they saw eels

RTL4 what was big and they thought it was very old. And a kingfisher

RTL5 would come down flying every day. The kingfisher was flying

RTL6 for food and the kingfisher got a fish to eat for his lunch.

Summary of Student A's scores on retell of 'River Journey'

Main events in Text	Score
The children were sailing on a boat.	1
The children looked over the side of the boat .	1
The children were excited when they saw things in the water.	
The children ran from side to side of the boat to see things.	1
Eels were in the water.	1
The eels were very old	1
They saw fish in the water.	1
A bird would dive into the water	1
The bird fly back to the tree with a meal in its beak	0.5
The children were on summer holiday	0.5
Total	8/10 (80%)

Student A's Comprehension Questions and Answers from 'River Journey'

RCL 1 Teacher: What kind of boat were the children on?IN

RCL2 *A ride boat* **Score 0**

RCL3 Teacher: Why were the children on the boat?RO

RCL4 *Because they wanted to have a holiday on the boat* **Score 1**

RCL5 Teacher: Why were the children running from one side of the boat to the other?LI

RCL6 *Because they wanted to see things that were on the side of the boat. (gestured with hand)* **Score 1**

RCL7 Teacher: What things swan near the boat? RO

RCL8 *They saw this big things eels and fish.* **Score 1**

RCL9 How did they know the eels were quite old? IN

RCL10 *Because they were very, very big. Score 1*

RCL11 The fish darted with silvery flashes. What does darted mean? VO

RCL12 *sparkles Score 0*

RCL13 What do you think the kingfishers were catching Why do you think that? EV

RCL14 *Food, fish because they went down fast to the river an*

RTL15 swooped some fish. Score 1

RCL15 Why do you think the children thought that. ‘This was going to be the best summer holiday ever’/ RA

RCL16 *Because they got to see a lot of stuff in the river. Score 1*

Student A’s Comprehension Analysis

LI	Literal	1 /1
IN	Inference	1 /2
VO	Vocabulary	0 /1
EV	Evaluation	1 /1
RO	Reorganisation	2 /2
RA	Reaction	1 /1
%	Total Score	8/10 (80%)

Appendix 37B Student B’s Retelling and Comprehension the Probe Passage ‘River Journey’(7.5- 8.5 years)

Student B’s Retelling of River Journey (7.5 – 8.5)

RTL1 The boat was slowly going down the river. And the kid was

RTL2 watching the river. And there was an eel swimming in the river

RTL3 and shiny fish.

Student B’s scores on retelling of Probe Passage ‘River Journey’

Main events in Text	Score
The children were in the boat.	1
The children looked over the side of the boat .	1
The children were excited when they saw things in the water.	
The children ran from side to side of the boat to see things.	
Eels were in the water.	1
The eels were very old	
They saw fish in the water.	1
A bird would dive into the water	
The bird would fly back to the tree with a meal in its beak	
The children were on a summer holiday	
Total	4/10 (40%)

Student B's Comprehension Questions and Answers from 'River Journey'

RCL 1 Teacher: What kind of boat were the children on?IN

RCL2 *a jet ski thing* **Score 0**

RCL3 Teacher: Why were the children on the boat?RO

RCL4 Cause they wanted to have a ride. **Score 1**

RCL5 Teacher: Why were the children running from one side of the boat to the other?LI

RCL6 *To see the other things* **Score 1**

RCL7 Teacher: What things swan near the boat? RO

RCL8 *eels, fish* **Score 1**

RCL9 How did they know the eels were quite old? IN

RCL10 *Because they were too big* **Score 1**

RCL11 The fish darted with silvery flashes. What does darted mean? VO

RCL12 *shiny* **Score 0**

RCL13 What do you think the kingfishers were catching Why do you think that? EV

RCL14 *Don't Know* **Score 0**

RCL15 Why do you think the children thought that. ‘This was going to be the best summer holiday ever’/ RA

RCL15 *cause it could be fast- the jet ski* . Score 0

Student B’s Comprehension Analysis

LI	Literal	1/1
IN	Inference	1 /2
VO	Vocabulary	0/1
EV	Evaluation	0 /1
RO	Reorganisation	2 /2
RA	Reaction	0/1
%	Total Score	4/10 (40%)

Appendix 37C Student C’s Retelling and Comprehension the Probe Passage ‘River Journey’(7.5- 8.5 years)

Student C’s Retelling of ‘River Journey

RTL There was a boat sailing up the river very slowly. The children

RTL2 saw the boat sailing away. The kids liked to see boats fly past.

RTL3 ‘ This is the best thing that we’ve done today’, said Dad.

RTL4 ‘This is the best day ever,’ said the person driving the ship.

Student C's Scores for Retelling of 'River Journey Probe Passage (7.5-8.5 years.)

Main events in Text	Score
The children were sailing on a boat.	
The children looked over the side of the boat .	
The children were excited when they saw things in the water.	
The children ran from side to side of the boat to see things.	
Eels were in the water.	
The eels were very old	
They saw fish in the water.	
A bird would dive into the water	
The bird would fly back to the tree with a meal in its beak	
The children were on a summer holiday	
Total	0/10 (0%)

Student c's Comprehension Questions and Answers from 'River Journey'

RCL 1 Teacher: What kind of boat were the children on?IN

RCL2 *A family boat. Score 1*

RCL3 Teacher: Why were the children on the boat?RO

RCL4 *Maybe it was a tour. Score 1*

RCL5 Teacher: Why were the children running from one side of the boat to the other?LI

RCL6 *Because they wanted to see the other boat. Score 0*

RCL7 Teacher: What things swan near the boat? RO

RCL8 *Nothing Score 0*

RCL9 How did they know the eels were quite old? IN

RCL10 *Because they saw them. Score 0*

RCL11 The fish darted with silvery flashes. What does darted mean? VO

RCL12 *Don't Know. Score 0*

RCL13 What do you think the kingfishers were catching Why do you think that? EV

RCL14 *The lizards in the water. I'm trying to remember...***Score 0**

RCL15 Why do you think the children thought that. 'This was going to be the best summer holiday ever' / RA

RCL16 *Because they probably liked boats and the water.***(Score 1)**

Student C's Comprehension Analysis

LI	Literal	0 /1
IN	Inference	1/2
VO	Vocabulary	0/1
EV	Evaluation	0 /1
RO	Reorganisation	1/2
RA	Reaction	0 /1
%	Total Score	2/8 (25%)

Appendix 37D Student D's Retelling and Comprehension the Probe Passage 'River Journey'(7.5- 8.5 years)

Student D's Retelling of River Journey (7.5-8.5 years)

RTL1 The children were on a summer holiday and they look over the

RTL2 edge of a boat and run across from side to side to see everything

RTL3 that comes from the boat. They saw fish and they saw an eel

RTL4 and a waterbird diving into the water and when it flew back

RTL5 to its branch it had a small meal in its beak. The fishes scales

RTL6 shone in the water and the children thought the eel was very big.

RTL7 In my mind it was bigger than this classroom.

Student D's Scores from Retelling of 'River Journey'

Main events in Text	Score
The children were sailing on a boat.	1
The children looked over the side of the boat .	1
The children were excited when they saw things in the water.	
The children ran from side to side of the boat to see things.	1
Eels were in the water.	1
The eels were very old	
They saw fish in the water.	1
A bird would dive into the water	1
The bird would fly back to the tree with a meal in its beak	1
The children were on a summer holiday	1
Total	8/10 (80%)

Student D's Comprehension Questions and Answers from 'River Journey'

RCL 1 Teacher: What kind of boat were the children on?IN

RCL2 *They were on like at Euchaca 2 types one with a canteen and You only have – a house one.* Score 1

RCL3 Teacher: Why were the children on the boat?RO

RCL4 *For their holiday* **Score 1**

RCL5 Teacher: Why were the children running from one side of the boat to the other?LI

RCL6 *So then they could see everything that came near the boat.***Score 1**

RCL7 Teacher: What things swan near the boat? RO

RCL8 *an eel, fish, a bird – a kingfisher.* **Score 1**

RCL9 How did they know the eels were quite old? IN

RCL10 *Because they were enormous* **Score 1**

RCL11 The fish darted with silvery flashes. What does darted mean? VO

RCL12 *shone* **Score 0**

RCL13 What do you think the kingfishers were catching Why do you think that? EV

RCL14 *Little fish because you couldn't catch something humungus. The*

RCL15 *Kingfisher came out with a little meal in its beak.* **Score 1**

RCL16 Why do you think the children thought that. 'This was going to be the best summer holiday ever' / RA

RCL17 *Because they saw lots of things and liked some stuff and must*

RCL18 have had a really good time. **Score 1**

Student D's Comprehension Analysis

LI	Literal	1/1
IN	Inference	2 /2
VO	Vocabulary	o/1
EV	Evaluation	1/1
RO	Reorganisation	2 /2
RA	Reaction	1 /1
%	Total Score	7/8 (87.5%)

Appendix 37E Student E's Retelling and Comprehension the Probe Passage 'River Journey'(7.5- 8.5 years)

Student E's Retelling of River Journey(7.5 8.5 Years)

RTL1 Well they were on a boat and its riding around and the children

RTL2 were running across sideways to the other side and they were

RTL3 looking at the very, big eels. They saw little fish and they saw

RTL4 birds.

Student E's scores on retelling of Probe passage 'River Journey'

Main events in Text	Score
The children were sailing on a boat.	1
The children looked over the side of the boat .	1
The children were excited when they saw things in the water.	
The children ran from side to side of the boat to see things.	1
Eels were in the water.	1

The eels were very old	
They saw fish in the water.	1
A bird would dive into the water	0.5
The bird would fly back to the tree with a meal in its beak	
The children were on a summer holiday	
Total	5.5/10 (55%)

Student E's Comprehension Questions and Answers from 'River Journey'

RCL 1 Teacher: What kind of boat were the children on?IN

RCL2 *A sailing boat. Score 0*

RCL3 Teacher: Why were the children on the boat?RO

RCL4 *Maybe they wanted to look around in the water.Score 0*

RCL5 Teacher: Why were the children running from one side of the boat to the other?LI

RCL6 *To see things in the water- the fish.Score 1*

RCL7 Teacher: What things swan near the boat? RO

RCL8 *Eels, fishes Score 1*

RCL9 How did they know the eels were quite old? IN

RCL10 *Because they were really, really big. Score 1*

RCL11 The fish darted with silvery flashes. What does darted mean? VO

RCL12 *Don't know Score 0*

RCL13 What do you think the kingfishers were catching Why do you think that? EV

RCL14 *Fishes Score 1*

RCL15 Why do you think the children thought that. 'This was going to be the best summer holiday ever'/? RA

RCL16 *Because they were going on a boat for their holiday and maybe*

RCL17 going somewhere ..a long way. Score 1

Student E's Comprehension Analysis

LI	Literal	1 /1
IN	Inference	1 /2
VO	Vocabulary	0 /1
EV	Evaluation	1 /1
RO	Reorganisation	1 /2
RA	Reaction	1 /1
%	Total Score	5/8 (62.5%)

Appendix 37F Student F's Retelling and Comprehension the Probe Passage 'River Journey' (7.5- 8.5 years)

Student F's Retelling of River Journey (7.5 8.5)

RT:1 The tug boat was sailing on the river and these kids were in

RTL2 watching the water very calm. Everything travelled near the boat.

RTL3 They saw something travelling near the boat. It was a big , big

RTL4 fish. But they wouldn't see it under the water. Then they were

RTL5 looking in the water and a fish jumped up and they

RT:6 caught it. Then he saw a branch and he parked the tug boat there.

Student F's scores on retelling of Probe passage 'River Journey'

Main events in Text	Score
The children were sailing in a boat..	1
The children looked over the side of the boat .	1
The children were excited when they saw things in the water.	

The children ran from side to side of the boat to see things.	
Eels were in the water.	
The eels were very old	
They saw fish in the water.	1
A bird would dive into the water	
The bird would fly back to the tree with a meal in its beak	
The children were on a summer holiday	
Total	3/10 (30%)

Student F's Comprehension Questions and Answers from 'River Journey'

RCL 1 Teacher: What kind of boat were the children on?IN

RCL2 *Tug boat* **Score 0**

RCL3 Teacher: Why were the children on the boat?RO

RCL4 *Because they wanted to see fish and go fishing* **Score 1**

RCL5 Teacher: Why were the children running from one side of the boat to the other?LI

RCL6 *Because they saw big fish. Then it jumped up and they caught it*
Score 0

RCL7 Teacher: What things swam near the boat? RO

RCL8 *A big fish* **Score 1**

RCL9 How did they know the eels were quite old? IN

RCL10 *Because they were big.* **Score 1**

RCL11 The fish darted with silvery flashes. What does darted mean? VO

RCL12 *It means dark* **Score 0**

RCL13 What do you think the kingfishers were catching Why do you think that? EV

RCL14 *The fish- because they like fish* **Score 1**

RCL15 Why do you think the children thought that. ‘This was going to be the best summer holiday ever’/ RA

RCL16 *Because the dad took them on and they are wearing hats.*

Score 0

Student F’s Comprehension Analysis

LI	Literal	0 /1
IN	Inference	2/2
VO	Vocabulary	0 /1
EV	Evaluation	1 /1
RO	Reorganisation	2/2
RA	Reaction	0 /1
%	Total Score	5/10 (50%)

Appendix 38A Spontaneous Retelling of Jessica in the Dark Student A

RTL1 Jessica and Daniel were playing with their toys, then their gran

RTL2 said, ‘It’s raining and dad will be coming soon from the milk shop

RTL3 Then she Granny shut the curtains shut. Then Granny told them to

RTL4 pick their toys up then they went to their bed and Daniel said,

RTL5 ‘I can’t find Rex I remember where I put it now. I left it at my

RTL6 tree house.Can you go and get it Jessica?’ ‘We’ll get it in the

RTL7 morning,’ said Daniel no Jessica.Then she went to the tree

RTL8 house. She put on her gum boots and her coats then she ran

RTL9 through the dark raining night. When she started to climb up the

RTL10 ladder she felt Whiskers on her feet. Oh Whiskers you scared me

RTL11 Then she climbed up the ladder. She saw Rex in the tree house

RTL12 Then she heard an owl hooting Then she ran down the ladder

RTL13 and ran as fast as she could back to home Then Rex Then

RTL14 Jessica gave Rex to Daniel. Then Granny came and said,

RTL15 'I was scared of the dark when I was seven.' She said

RTL16 Daniel said Jessica's brave. Done

Appendix 39A Cued Retelling of 'Jessica in the Dark' Student A

CRTL1 (Teacher) Who are the main characters in the story?

CRTL Daniel and Jessica and Granny (Score 1)

CRTL (Teacher) Where do the children live? How do you know that?

CRTL In their house Don't know (Score0)

CRTL (Teacher) Why do you think gran is looking after the children?

CRTL Cause their dad's out to the shops (Score0)

CRTL (Teacher) Why do you think Rex was Daniel's favourite toy?

CRTL Because it was black and white and it was soft and it looked like a

Farm dog (Score 1)

CRTL (Teacher) Where had Daniel left Rex?

CRTL In the tree house (Score 1)

CRTL (Teacher) Do you think Daniel meant to leave Rex there?

CRTL No,, Cause he sleeps with it all the time. (Score 1)

CRTL (Teacher) Did Jessica want to go out in the dark and get Rex? How do you know that?

CRTL No but then she did because Daniel was only four. (Score 1)

CRTL (Teacher) Why did Daniel say he wanted Rex now?

CRTL Cause it was his favourite toy and he always slept with it (Score 1)

CRTL (Teacher) Why did Jessica tell Daniel she would go and get Rex?

CRTL Because he was only four. (Score 1)

CRTL (Teacher) Was Jessica scared of the dark? How do you know that?

CRTL Only a little bit . Because it looked like it. (Score 0)

CRTL (Teacher) Why didn't Gran go and get Rex?

CRTL Because she didn't know Daniel lost Rex in the tree house (Score 1)

CRTL (Teacher) Why did Jessica need to put on her boots and coat to get Rex?

CRTL So she wouldn't get wet feet and so yeap. (Score 1)

CRTL (Teacher) Was it raining as Jessica ran across the grass? How do you know that?

CRTL Yes....cause when he was she was starting to run up, going up

CRTL the tree house she she felt Whiskers and the rain was on her

CRTL face. (Score 1)

CRTL (Teacher) Why did she climb up the rope ladder in her bare feet?

CRTL So she wouldn't slip with the gum boots on (Score 1)

CRTL (Teacher) What did Jessica think was pushing against her bare legs?

CRTL A mouse. Yes because she didn't know what was pushing along

CRTL the grass (Score 1)

CRTL (Teacher) Why do you think Whiskers the cat was at the tree house?

CRTL Don't know cause he liked Jessica. (Score 1)

CRTL (Teacher) Why was Jessica still shaking after she discovered it
CRTL was Whiskers the cat who pushed against her?

CRTL Because it was raining and she was cold. (Score 0)

CRTL (Teacher) Why did Jessica tuck Rex under her coat?

CRTL So it would so Rex wouldn't get wet (Score 1)

CRTL (Teacher) How did Jessica feel when the owl hooted?

CRTL Very scared cause the owl was hooting (Score 1)

CRTL (Teacher) Why did she hurry back inside?

CRTL Because she was scared from the owl. (Score 1)

CRTL (Teacher) Who was standing at the door waiting for her? Why?

CRTL Daniel Cause he wanted Rex (Score 1)

CRTL (Teacher) Did Gran know that Jessica was scared of the dark? How do we know that?

CRTL No (Score 0)

CRTL (Teacher) How old was Jessica?

CRTL Seven because Granny said 'I was scared of the dark when I was Seven.' And it sounded like Jessica was seven
(Score 1)

CRTL (Teacher) Why did Daniel think Jessica was brave?

CRTL Because she went out in the wet dark night. (Score 1)

CRTL (Teacher) Was it safe for Jessica to go out in the dark like that? Why do you think That''

CRTL No because someone could take her (Score 1)

CRTL (Teacher) Who else in the story could have got Rex for Daniel?

CRTL Granny or dad when he comes home (Score 1)

***CRTL (Teacher) If you were Jessica would you have gone out and
CRTL got Rex for Daniel?***

*CRTL Yeap cause Daniel was only four and he would have been my
brother (Score 1)*

**Student A Score for Cued Retelling of ‘Jessica in the Dark 22/27
(81%)**

Appendix 40A Scores of spontaneous retelling of ‘Jessica in the Dark Student A

Characters and main events	Included
1. Main characters are Jessica, Gran, and her brother Daniel	1
2. Plot of the story matches retelling(3)	3
3. Others mentioned in the story include Dad, Whiskers and Rex	1
4. It is a rainy evening.	1
5. Grandma asks the children to pick up their toys.	1
6. Their father is out milking the cows.	0
7. Daniel can't find his favourite toy Rex.	1
8. Daniel and Jessica look everywhere for Rex but can't find him.	1
9. Daniel remembers that Rex is outside in the tree house.	1
10. Jessica feels sorry for Daniel so she goes out to get Rex.	1
11. Jessica is scared of the dark wet night.	0
12. When she got to the tree she kicked off her boots to climb up the rope ladder.	1
13. Something wet comes out of the dark and pushes against her legs. Jessica is frightened.	1
14. She sees that it was only Whiskers the cat.	1
15. Jessica shone a torch into the tree house.	1
16. She found Rex in the tree house	1
17. An owl hooted	1
18. Jessica climbed down the ladder in a hurry and raced to the house.	1
19. Jessica gave Rex to Daniel when she went inside.	1
20. Gran told Jessica she was scared of the dark when she was little.	1
21. Daniel told Jessica she was brave.	1
Total Score	21/23 (91%)

**Appendix 38B Spontaneous Retelling of 'Jessica in the Dark'
Student B**

RTL1 When Jessica and Daniel were playing with their toys. Grandma

RTL2 shut the curtain and said. 'Pack up, dad's coming back from the

RTL3 milk shed. Jessica packed up the train set. Then Daniel went under

RTL4 bed look for Rex Daniel came out and said to Jessica,

RT:5 'I want Rex.' And Jessica said, 'Wait in the morning.'

RTL6 'I want it now.' Jessica looked outside at the darkness and went

RTL7 said, 'He's only four years old, Daniel is.' So Jessica went (to the

RTL8 tree house, kicked off her boots and climbed up. something touched

RTL9 Jessica's feet. Her got a fright. Then her climbed up the ladder and

RTL10 her said, 'You scared me Whiskers.' And her shined the torch on

RTL11 Rex. Her went back inside and gave it to Daniel. Daniel was

RTL12 waiting. 'You are brave, said Daniel. Grandma said, 'Her

RTL13 was scared when her was seven.

Appendix 39B Cued Retell of ‘Jessica in the Dark ‘ Student B

CRTL1 (Teacher) Who are the main characters in the story?

CRTL2 Nanny and Jessica and Daniel (Score 1)

CRTL3 (Teacher) Where do the children live? How do you know that?

CRTL4 A house (Score 0)

CRTL5 (Teacher) Why do you think gran is looking after the children?

CRTL6 Because he’s dad’s at the milk bar (Score 0)

CRTL7 (Teacher) Why do you think Rex was Daniel’s favourite toy?

CRTL8 He sleeps with it and he loves it and it could be his first toy. (Score 1)

CRTL9 (Teacher) Where had Daniel left Rex?

CRTL10 Tree house (Score 1)

CRTL11 (Teacher) Do you think Daniel meant to leave Rex there?

CRTL12 No he didn’t (Score 1)

CRTL13 (Teacher) Did Jessica want to go out in the dark and get Rex? CRTL14 How do you know that?

CRTL15 No she said to wait in the morning. (Score 1)

CRTL16 Teacher: Why did Daniel say he wanted Rex now?

CRTL17 He’d get wet. (Score 1)

CRTL18 (Teacher) Why did Jessica tell Daniel she would go and get Rex?

CRTL19 No answer (Score 0)

CRTL20 (Teacher) Was Jessica scared of the dark? How do you know that?

CRTL21 Because when the cat her she got scared. (Score 1)

CRTL22 (Teacher) Why didn't Gran go and get Rex?

CRTL23 Cause it was too wet and her didn't know. (Score 1)

CRTL24 (Teacher) Why did Jessica need to put on her boots and coat to get Rex?

CRTL25 Cause it wet. (Score 1)

CRTL26 (Teacher) Was it raining as Jessica ran across the grass? How do you know that?

CRTL27 Yes cause it was in the story. Grandma opened the windows

CRTL28 and Grandma said it was wet. (Score 0)

CRTL28 (Teacher) Why did she climb up the rope ladder in her bare feet?

CRTL29 Cause it was wet for the boots (Score 1)

CRTL30 (Teacher) What did Jessica think was pushing against her bare legs?

CRTL31 A monster. (Score 1)

CRTL32 (Teacher) Why do you think Whiskers the cat was at the tree house?

CRTL33 Cause it keeps her warm. (Score 1)

CRTL34 (Teacher) Why was Jessica still shaking after she discovered it was Whiskers the cat who pushed against her?

CRTL35 Cause her heard a weird noise a owl (Score 0)

CRTL36 (Teacher) Why did Jessica tuck Rex under her coat?

CRTL37 Cause it was raining still. (Score 1)

CRTL38 (Teacher) How did Jessica feel when the owl hooted?

CRTL38 scared (Score 1)

CRTL39 Why did she hurry back inside?

CRTL40 Cause it was wet and would it be warm inside. (Score 0.5)

CRTL41 (Teacher) Who was standing at the door waiting for her? Why?

CRTL42 Daniel for to get her Rex For his toy and his sister. (Score 1)

CRTL43 Did Gran know that Jessica was scared of the dark? How do we know that?

CRTL44 No cause there was in the story. (Score 0)

CRTL45 (Teacher) How old was Jessica?
(no answer) (Score 0)

CRTL46 (Teacher) Why did Daniel think Jessica was brave?

CRTL47 Cause her big, (Score 0)

CRTL48 (Teacher) Was it safe for Jessica to go out in the dark like that?

CRTL49 No because there could be robber outside (Score 1)

CRTL50 (Teacher) Who else in the story could have got Rex for Daniel?

CRTL51 Dad (Score 1)

CRTL52 (Teacher) If you were Jessica would you have gone and got Red for Daniel?

CRTL53 Yes Cause hurt his feelings if he didn't. (Score 1)

Student B Score on Cued Retelling of 'Jessica in the Dark'
18 /27(67%)

Appendix 40 B Scores of retelling of Jessica in the Dark by Beverley Randell Student B

Characters and main events	Included
1. Main characters are Jessica, Gran, and her brother Daniel	1
2. Others mentioned in the story include Dad, Whiskers and Rex	1
3. Main events of plot covered in retell (3Points)	2
4. It is a rainy evening.	0
5.. Grandma asks the children to pick up their toys.	1
6. Their father is out milking the cows.	1
7.. Daniel can't find his favourite toy Rex.	1
8.Daniel and Jessica look everywhere for Rex but can't find him.	0
9. Daniel remembers that Rex is outside in the tree house.	0
10. Jessica feels sorry for Daniel so she goes out to get Rex.	1
11. Jessica is scared of the dark wet night.	0
12.When she got to the tree she kicked off her boots to climb up the rope ladder.	1
13.Something wet comes out of the dark andpushes against her legs. Jessica is frightened.	1
14. She sees that is was only Whiskers the cat.	1
15. Jessica shone a torch into the tree house.	1
16. She found Rex in the tree house	1
17. An owl hooted	0
18.. Jessica climbed down the ladder in a hurry and raced to the house.	0
19. Jessica gave Rex. to Daniel when she went inside.	1
20. Gran told Jessica she was scared of the dark when she was little.	1
21.Daniel told Jessica she was brave.	1
Total Score	16/23 (70%)

Appendix 38 C Spontaneous Retelling of 'Jessica in the Dark'
Student C

RTL1 One day there was a granny and there was two kids.

RTL2 Jessica and Daniel . They lived in a house. The Granny lived had

RTL3 two kids. One was called Jessica and Daniel. They lived in a house

RTL4 They looked.. It was nearly bedtime. They looked for Daniel's

RTL5 little toy but he couldn't find it but then he remembered that it

RTL6 was up in a tree house. Just remember it was raining and the toy's

RTL7 name is Rex and Rex is sick Then the sister says 'I'll will go and

RTL8 get it for you. The girl was.... the girl and there was the tree. She

RTL9 felt something like boom! Boom! Boom! But she didn't know

RTL10 what it was. She had the torch She was still climb. still climbing

RTL11 up . And then when she reached the top, she said 'Oh! It's only

RTL12...you, Whiskers and it was only the cat and then she goes and

RTL13 gets Rex and she comes him back inside with the cat as well and

RTL14 that's it. Thank you.

Appendix 39C Cued Retelling of Jessica in the Dark Student C

CRTL 1 (Teacher) Who are the main characters in the story?

CRTL2 *One was called Jessica , one was called Daniel and the granny*
(Score 1)

CRTL3 (Teacher) Where do the children live? How do you know that?

CRTL4 *In a house because I read the story* (Score 0)

CRTL5 (Teacher) Why do you think gran is looking after the children?

CRL6 *Because maybe the mum and dad are on holidays.*(Score 0)

CRTL7 (Teacher) Why do you think Rex was Daniel's favourite toy?

CRTL8 *Because she probably bought it and he liked it and he slept*

CRTL9 *with it just like my ducky.* (Score 1)

CRTL10 (Teacher) Where had Daniel left Rex?

CRTL11 *Up in the tree house* (Score 1)

CRTL12 Do you think Daniel meant to leave Rex there?

CRTL 13 *No* (Score 1)

CRTL14 (Teacher)Did Jessica want to go out in the dark and get Rex?

CRTL15 How do you know that?

CRTL16 *Not really but because I thinked in my head, Yeah*
(Score 0))

CRTL17 (Teacher) Why did Daniel say he wanted Rex now?

CRTL18 *Because he was scared and he wanted to go to bed.*
(Score 1)

CRTL19 (Teacher) Why did Jessica tell Daniel she would go and get Rex?

CRTL20 *Because she feel sorry for her..... him (Score 1)*

CRTL21 **(Teacher)** *Was Jessica scared of the dark? How do you know that?*

CRTL22 *A bit. Yes she was a bit frightened because it showed us in*

CRTL23 *the book and I remember from by head to the toes (Score 0.5)*

CRTL24 **(Teacher)** *Why didn't Gran go and get Rex?*

CRTL25 *Because she was cooking for the kids. (Score 1)*

CRTL26 **(Teacher)** *Why did Jessica need to put on her boots and*
CRTL27 *coat to get Rex?*

CRTL28 *So she don't get muddy and stuff and wet. (Score 1)*

CRTL29 **(Teacher)** *Was it raining as Jessica ran across the grass? How do you know that?*

CRTL30 *Yes because I remembered in my head. (Score .5)*

CRTL31 **(Teacher)** *Why did she climb up the rope ladder in her bare feet?*

CRTL32 *Because umm because she felt sorry for him and liked him*

CRTL32 *More than anything (Score 0)*

CRTL33 **(Teacher)** *Why would she climb the ladder in her bare feet?*

CRTL34 *But she had boots on ! Okay!(Score 0)*

CRTL35 **(Teacher)** *What did Jessica think was pushing against her bare legs?*

CRTL36 *Um a big monster (Score 1)*

CRTL37 **(Teacher)** *Why do you think Whiskers the cat was at the tree house?*

CRTL38 *Because she wanted to go with her. So who was it that pushed*

CRTL39 against her legs The cat (Score 1)

CRTL40 (Teacher) Why was Jessica still shaking after she discovered CRTL41 it was Whiskers the cat who pushed against her?

CRTL41 Because she was still scared scared scared (Score 1)

CRTL42 (Teacher) Why did Jessica tuck Rex under her CRTL44 coat?

CRTL43 Because she had boots on that's how I know so that Rex CRTL44 wouldn't get wet. (Score0)

CRTL45 (Teacher) How did Jessica feel when the owl hooted?

CRTL46 Feeled a bit sad I mean happy when the owl hooted There CRTL47 was no owl in there. (Score 0)

CRTL48 (Teacher) Why did she hurry back inside?

CRTL49 Because so she doesn't because so she doesn't fall over or

CRTL50 anything so the coat can get even more wetter.)

CRTL51 (Teacher)Think some more Why did she go from the tree house back CRTL52 inside. Why did she hurry back to the house from the tree CRTL53 house?

CRTL54 Because um she didn't want anymore monsters getting her CRTL55 like things and stuff. (Score 1)

CRTL56 (Teacher) Who was standing at the door waiting for her? Why?

CRTL57 Daniel because he's not brave. He's only four years old that's CRTL58 why)

CRTL59 (Teacher) But why was he standing at the door waiting for her. CRTL60 What did he want?

CRTL61 He wanted his toy to see if she's got it.((Score 1)

CRTL62 *Did Gran know that Jessica was scared of the dark? How do
CRTL63 we know that?*

CRTL64 *No (Score 0)*

CRTL65 (Teacher) *How old was Jessica?*

CRTL66 *Seven Because I just know. (Score 1)*

CRTL67 (Teacher) *Why did Daniel think Jessica was brave?*

CRTL68 *Because Daniel small and because Daniel knows her sister
CRTL69 really well. (Score 0.5)*

CRTL70 (Teacher) *Was it safe for Jessica to go out in the dark like
CRTL71 that?*

CRTL72 *Not really Because someone might get her and steal her.
(Score 1)*

CRTL73 (Teacher) *Who else in the story could have got Rex for
Daniel?*

CRTL74 *Daniel can do it and the mum I mean the granny can do it
CRTL 75 Sorry about that. (Score 1)*

CRTL76 (Teacher) *If you were Jessica would you have gone
CRTL77 outside to get the toy for Jessica*

CRTL78 *Yes I would (Why) because he's really small and then he'll
CRTL79 cry if you don't get it for him (Score 1)*

CRTL80 (Teacher) *So you would be brave?*

CRTL81 *Yeah*

Student C Total Score for Cued Retell 18.5/27 (69%)

Appendix 40C Scores of retelling of Jessica in the Dark by Beverley Randell
Student C

Characters and main events	Included
1. Main characters are Jessica, Gran, and her brother Daniel	1
2. Others mentioned in the story include Dad, Whiskers and Rex(2/3)	1
3. Retell includes main plot of the story (3 points)	2
4.It is a rainy evening.	1
5.. Grandma asks the children to pick up their toys.	0
6. Their father is out milking the cows.	0
7.. Daniel can't find his favourite toy Rex.	1
8. Daniel and Jessica look everywhere for Rex but can't find him.	1
9.Daniel remembers that Rex is outside in the tree house.	1
10. Jessica feels sorry for Daniel so she goes out to get Rex.	0.5
11.. Jessica is scared of the dark wet night.	0
12..When she got to the tree she kicked off her boots to climb up the rope ladder.	0
13. Something wet comes out of the dark andpushes against her legs. Jessica is frightened.	1
14. She sees that is was only Whiskers the cat.	1
15. Jessica shone a torch into the tree house.	1
16. She found Rex in the tree house	1
17.. An owl hooted	0
18.. Jessica climbed down the ladder in a hurry and raced to the house.	0
19. Jessica gave Rex back to Daniel.	0
20. Gran told Jessica she was scared of the dark when she was little.	0
21.Daniel told Jessica she was brave.	0
Total Score	12.5/23 (54%)

*Appendix 38D Spontaneous Retell of ' Jessica in the Dark'
Student D*

RTL! Jessica and Daniel were playing with their toys and then their

RTL2 Nanna came along and turned the light on and shut the curtains

RTL3 and said, 'It's raining again today. So then she said, 'Your Dad's

RTL4 going to be coming in soon from the milking shed. Then she said,

RTL5 *'It's time it's time...I remember..then she then then they packed up*
RTL6 *their toys and Daniel went to his bedroom as Jessica was pulling*
RTL7 *the toys up to his bedroom. And Daniel was saying, 'I can't find*
RTL8 *Rex so then Daniel remembered where he left Rex. 'Rex is up in*
RTL9 *the tree-house. And then Jessica said, "We'll get him in the*
RTL10 *morning.'* *But then Daniel said, 'I want him now!'* *But then*
RTL11 *Jessica felt sorry because Daniel was only four so she went to*
RTL12 *get Rex. And she, Jessica went..She put on her boots and coat*
RTL13 *then she went to get Rex and she ran across the wet garden*
RTL14 *and then she kicked off her boots as she was about to climb*
RTL15 *up the ladder. Then she .. and something in the dark went against*
RTL16 *her legs and then she found out that it was just Whisker's the cat.*
RTL17 *So then she climbed up the rope ladder and shone her torch and*
RTL18 *there was Rex. She took Rex and put him under her coat and then*
RTL19 *before she climbed down the ladder she heard 'OO, OO'* *Then*
RTL20 *she got frightened but she still climbed down the rope ladder and*
RTL21 *ran across the wet garden and there was Daniel standing at*
RTL22 *the door. Then Grandma took Jessica's wet coat and said,*
RTL23 *'I was scared when I was seven.'* *Then Daniel said,*
"Jessica's brave." The end.

Appendix 39D Cued Retell of 'Jessica in the Dark' Student D

CRTL1 (Teacher) Who are the main characters in the story?

CRTL2 Jessica and Daniel and Rex and Nana. They were the only

CRTL3 people she could see, but she said, 'Dad's going to be coming

CRT 4 in soon so there might be a dad. (Score 1)

CRTL5 (Teacher) Where do the children live? How do you know that?

CRTL6 On a farm. Because the Grandma said, 'Your dad's going to

CRTL7 be coming in from the milking shed cause they have to live on

CRTL8 a farm to have cows. They wouldn't have just a back yard.
(Score 1)

CRTL9 (Teacher) Why do you think gran is looking after the children?

CRTL10 Cause the mum might be out at work. She might have a night

CRTL11 work and the dad has to look after the children but he is doing

CRTL12 his chores. (Score 1)

CRTL13 (Teacher) Why do you think Rex was Daniel's favourite toy?

CRTL14 Cause maybe if he didn't have a favourite toy he would have

CRTL15 nightmares. (Score 1)

CRTL16 (Teacher) Where had Daniel left Rex?

CRTL17 In the tree house. (Score 1)

CRTL18 (Teacher) Do you think Daniel meant to leave Rex there?

CRTL19 No cause he maybe forgot when they were playing in the

CRTL20 daytime and it was raining. Maybe he forgot to get Rex. (Score 1)

CRTL (Teacher) Did Jessica want to go out in the dark and get Rex? How do you know that?

CRTL21 No but she felt sorry for James..Daniel because he was just

CRTL22 four years old. Because anything could happen. (Score 1)

CRTL23 (Teacher) Why did Daniel say he wanted Rex now?

CRTL24 Cause he might have been scared of the dark. He needed a

CRTL25 to go to sleep like babies do. (Score 1)

CRTL26 (Teacher) Why did Jessica tell Daniel she would go and get Rex?

CRTL27 To make him happy. (Score 1)

CRTL28 (Teacher) Was Jessica scared of the dark? How do you know that?

CRTL29 Because something came out and (Score 0)

**CRTL30 (Teacher) I'm sorry . When Jessica was still talking to Daniel
CRTL31 do you think she was scared of the dark then?**

CRLT32 No.

CRTL (Teacher) Why didn't Gran go and get Rex?

CRTL33 Cause maybe Daniel didn't tell her. (Score 1)

CRTL 34 (Teacher) Why did Jessica need to put on her boots and coat to get Rex?

CRTL35 Or else she might have stepped on something and she would

CRTL36 have been badly hurt and she wouldn't get wet much.

(Score 1)

**CRTL 37 (Teacher) Was it raining as Jessica ran across the grass?
How do you know that?**

CRTL38 Yes Because it said Jessica was running across the wet grass

CRTL39 as water fell on her face. (Score 1)

CRTL40 (Teacher) Why did she climb up the rope ladder in her bare feet?

CRTL41 Maybe it might have been slipperier if she had her boots on.

(Score 1)

CRTL42 (Teacher) What did Jessica think was pushing against her bare legs?

CRTL43 The cat.

CRTL44 (Teacher) Before she knew it was a cat , what do you think she thought it was?

CRTL45 A lizard. (Score 1)

CRTL46 (Teacher) Why do you think Whiskers the cat was at the tree house?

CRTL47 Um to make sure no-one goes on the farm and goes and touch

CRTL48 their house.. might wreck it. (Score 0)

**CRTL49 (Teacher) Why was Jessica still shaking after she discovered
CRTL50 it was Whiskers the cat who pushed against her?**

CRTL51 Cause maybe she was frightened (Score 1)

**CRTL52 (Teacher) Why did Jessica tuck Rex under her coat. How do
CRTL53 we know it was still raining when Jessica tucked Rex under
her coat?**

CRTL54 Cause it said she climbed down the ladder and ran across the

CRTL55 wet grass. Because if it isn't why would she be running , she

CRTL56 could be just walking. (Score 1)

CRTL57 (Teacher) How did Jessica feel when the owl hooted?

CRTL58 Scared (Score 1)

CRTL59 (Teacher) Why did she hurry back inside?

CRTL 60 So then she wouldn't get more frightened. (Score 1)

**CRTL61 (Teacher) Who was standing at the door waiting for her?
Why?**

CRTL62 Daniel. So then he could just take Rex. (Score 1)

**CRTL63 (Teacher) Did Gran know that Jessica was scared of the
dark? How do we know that?**

CRTL64 No she know that she was not scared . She said she was scared

CRTL65 when I was seven, but then Daniel but then Daniel said.

CRTL66 Jessica is brave. (Score 1)

**CRTL67(Teacher) So do you mean she wasn't scared but she was scar
CRTL68 scared and still did it?**

CRTL 69 She was a tiny scared because she got frightened and that.

CRTL70 (Teacher) How old was Jessica?

CRTL71 *Seven years old. (Score 1)*

CRTL72 (Teacher) Why did Daniel think Jessica was brave?

CRTL73 *Because the Grandma said I was scared when I was seven*

CRTL74 *But Jessica wasn't scared of the dark and Daniel didn't know*

CRTL75 *that she was just scared of the dark a tiny bit. She wanted to*

CRTL76 *keep that secret from him. (Score 1)*

CRTL77 (Teacher) Was it safe for Jessica to go out in the dark like that?

CRTL78 *No, cause anything could happen. A stranger could*

CRTL79 *get Jessica but she did just to make her brother happy.*

CRTL80 (Teacher) Who else in the story could have got Rex for Daniel?

CRTL81 *The nanna or the dad. (Score 1)*

CRTL82 (Teacher) If you were Jessica would you have gone out and

CRTL83 *got Rex for Daniel?*

CRTL84 *I would if I had a baby brother, but I would also think I should*

CRTL85 *not because anything could happen. But I would just make my*

CRTL86 *cousin or my brother happy. Then he wouldn't cry. (Score 1)*

Student D Total Score for Cued Retell 25/27(93%)

Appendix 40D Scores on Retelling of 'Jessica in the Dark' by Beverley Randell Student D

Characters and main events	Included
1. Main characters are Jessica, Gran, and her brother Daniel	1
2. Others mentioned in the story include Dad, Whiskers and Rex(2/3)	1
3. Retell maintains main ideas in plot (3)	3
4. It is a rainy evening.	1
5.. Grandma asks the children to pick up their toys.	1
6.Their father is out milking the cows.	1
7.. Daniel can't find his favourite toy Rex.	1
8. Daniel and Jessica look everywhere for Rex but can't find him.	1
9. Daniel remembers that Rex is outside in the tree house.	1
10. Jessica feels sorry for Daniel so she goes out to get Rex.	1
11.Jessica is scared of the dark wet night.	0
12..When she got to the tree she kicked off her boots to climb up the	1

rope ladder.	
13. Something wet comes out of the dark and pushes against her legs. Jessica is frightened.	1
14. She sees that it was only Whiskers the cat.	1
15.. Jessica shone a torch into the tree house.	1
16. She found Rex in the tree house	1
17.. An owl hooted	1
18. Jessica climbed down the ladder in a hurry and raced to the house.	1
19. Jessica gave Daniel back Rex.	1
20.. Gran told Jessica she was scared of the dark when she was little.	1
21. Daniel told Jessica she was brave.	1
Total Score	22/23 (96%)

Appendix 38E Spontaneous Retell of ‘Jessica in the Dark’ Student E

RTL1 Well Jessica was playing with the bricks and the toys and then

RTL2 Daniel.. Gran closed the curtains and she said, ‘Pack up your toys

RTL3 now Dad will be coming out from the milking shed soon. And

RTL4 Jessica and Daniel picked up their toys and then Jessica and

RTL5 Daniel were looking for Rex and then they couldn’t find him and

RTL6 Jesssica said “ I remember where ” ...no Daniel remembered

RTL7 ‘I know where Rex is. Rex is in the tree house ‘ Said Daniel

RTL8 ‘Can you go get him?’ ‘We will get him in the morning Daniel

RTL9 when it’s not raining.’ And Daniel said, “ I want him now and

RTL10 Jessica said, ‘Alright’ And he went and when he was at the door

RTL11 he said, ‘He’s only four (TEACHER He or She) She And she ran

RTL12 ran across the grass and then she kicked her boots off and then

RTL13 she feeled something on her leg pushing it. And she said,

RTL14 'Whiskers you scared me!' And then she climbed and she

RTL15 shined the torch in there and then she finded Rex. And

RTL16 Daniel was waiting at the door. And then Gran said,

RTL17 'I was scared when I was seven. I was scared when I was

RTL18 seven from the dark ,' said Gran 'Jessica is brave ' said

RTL19 Daniel.

Appendix 39E Cued Retell of 'Jessica in the Dark' Student E

CRTL1 (Teacher) Who are the main characters in the story?

CRTL2 Gran, Jessica and Daniel (Score 1)

CRTL3 (Teacher) Where do the children live? How do you know that?

CRTL4 In the house (Score0)

CRTL5 (Teacher) Why do you think gran is looking after the children?

CRTL6 Because maybe something happened to them. To Daniel and

CRTL 7 Jessic's mum maybe. (Score 1)

CRTL8 (Teacher) Why do you think Rex was Daniel's favourite toy?

CRTL9 Because he liked to play with him a lot in the tree house.

(Score 1)

CRTL10 (Teacher) Where had Daniel left Rex?

CRTL11 In the tree house. (Score 1)

CRTL12 (Teacher) Do you think Daniel meant to leave Rex there?

CRTL13 No (Score 1)

CRTL14 (Teacher) Did Jessica want to go out in the dark and get Rex? How do you know that?

CRTL15 No ..Because at first she wanted to go get it in the morning..

CRTL16 when it's not raining' (Score 1)

CRTL17 (Teacher) Why did Daniel say he wanted Rex now?

CRTL18 Because it's his best friend. (Score 1)

CRTL19 (Teacher) Why did Jessica tell Daniel she would go and get Rex?

CRTL20 Because he was only four. (Score 1)

CRTL21 (Teacher) Was Jessica scared of the dark? How do you know that?

CRTL22 Yeap A little bit... Because it told us in the story (Score 1)

CRTL23 (Teacher) Why didn't Gran go and get Rex?

CRTL24 Because maybe she was cold and scared. (Score 1)

CRTL 25 (Teacher) Why did Jessica need to put on her boots and coat to get Rex?

CRTL26 Because she would get wet. (Score 1)

CRTL27 (Teacher) Was it raining as Jessica ran across the grass? How do you know that?

CRTL28 Yes. Because not sure (Score 0)

CRTL 29 (Teacher) Why did she climb up the rope ladder in her bare feet?

CRTL30 Because she would slip. (Score 1)

CRTL31 (Teacher) What did Jessica think was pushing against her bare legs.. at first?

CRTL32 A snake (Score 1)

CRTL33 (Teacher) Why do you think Whiskers the cat was at the tree house?

CRTL34 Because maybe he wanted to go up there. So it doesn't get wet. (Score 1)

**CRTL35 (Teacher) Why was Jessica still shaking after she discovered i
CRTL36 was Whiskers the cat who pushed against her?**

*CRTL37 Because maybe something was up in the tree house and she
CRTL38 was still scared. (Score 1)*

**CRTL39 (Teacher) Why did Jessica decide to tuck Rex under her
CRTL 40 coat?**

CRTL41 Because you can hear it. (Score 0)

CRTL42 (Teacher) How did Jessica feel when the owl hooted?

CRTL43 Scared. Frightened of the owl hooting. (Score 1)

CRTL44 (Teacher) Why did she hurry back inside?

CRTL45 She was scared. (Score 1)

**CRTL 46 (Teacher) Who was standing at the door waiting for her?
Why?**

CRTL47 Daniel...Because he wanted Rex. (Score 1)

CRTL48 (Teacher) Did Gran know that Jessica was scared of the dark? How do we know that?

CRTL49 No (Score 0)

CRTL (Teacher) How old was Jessica?

CRTL Seven (Score 1)

CRTL (Teacher) Why did Daniel think Jessica was brave?

CRTL Because she was seven (Score 0)

CRTL (Teacher) Was it safe for Jessica to go out in the dark like that?

CRTL Something could grab her (Score 1)

CRTL (Teacher) Who else in the story could have got Rex for Daniel?

CRTL Gran or Dad (Score 1)

CRTL (Teacher) If you were Jessica would you have gone out and got Rex for Daniel?

CRTL No I'd be scared. (Score 1) Total Score for Cued Retell 23/27 (85%)

Student E Total Score of Cued Retelling of Jessica in the Dark.'22/27 (81%)

Appendix 40 E Scores from retelling of Jessica in the Dark by Beverley Randell
Student E

Characters and main events	Included
1. Main characters are Jessica, Gran, and her brother Daniel	1
2. Others mentioned in the story include Dad, Whiskers and Rex	1
3. Plot contains main details.(3 pointd)	2
4It is a rainy evening.	1
5. Grandma asks the children to pick up their toys.	1
6. Their father is out milking the cows.	1
7. Daniel can't find his favourite toy Rex.	1
8. Daniel and Jessica look everywhere for Rex but can't find him.	1
9. Daniel remembers that Rex is outside in the tree house.	1
10. Jessica feels sorry for Daniel so she goes out to get Rex.	1
11.. Jessica is scared of the dark wet night.	0
12.When she got to the tree she kicked off her boots to climb up the rope ladder.	1
13. Something wet comes out of the dark andpushes against her legs. Jessica is frightened.	1
14. She sees that is was only Whiskers the cat.	1
15.. Jessica shone a torch into the tree house.	1
16. She found Rex in the tree house	1
17. An owl hooted	0
18.. Jessica climbed down the ladder in a hurry and raced to the house.	0
19. Jessica have Daniel Rex.	1
20.. Gran told Jessica she was scared of the dark when she was little.	1
21. Daniel told Jessica she was brave.	1
Total Score	19/23 (83%)

**Appendix 38F Spontaneous Retelling of ‘Jessica in the Dark’
Student F**

*RTL1 She went It was raining and then Grandma said , ‘Pick up
RTL2 the toys and put them back and clean them, and then they
RTL3 were trying to look for Rex and then Jessica looked under the
RTL4 bed and then tried to look in the box for his toy and then looked
RTL5 under the bed and the girl said, ‘The dog Rex is up in the cubby’
RTL6 and then she said, “I’m not scared so then she went out and
RTL7 she felt sorry for her She went out and got the toy and she
RTL8 covered up in her jacket and then she ran back into the house a
RTL8 and they were hugging each other.*

Student F Cued Retelling of 'Jessica in the Dark'

CRTL1 (Teacher) Who are the main characters in the story?

CRTL 2 Grandma and Jessica and Daniel(Score2)

CRTL 3 (Teacher) Where do the children live? How do you know that?

CRTL 4 Near the park. You can tell cause you can see out the window (Score0)

CRTL5 (Teacher)Why do you think gran is looking after the children?

CRTL6 Because the mother and dad were going out. (Score0)

CRTL 7 (Teacher)Why do you think Rex was Daniel's favourite toy?

CRTL 8 Because he just bought it new. (Score1)

CRTL9 (Teacher) Where had Daniel left Rex?

CRTL10 In the cubby house(Score0)

CRTL11 (Teacher)Do you think Daniel meant to leave Rex there?

CRTL12 No (Score1)

CRTL13 (Teacher) Did Jessica want to go out in the dark and get Rex? How do you know that?

*CRTL14 Yeap, Because she got her jacket and went out and then she
CRTL15 dropped her boots and went up and got it.(Score0)*

CRTL16 (Teacher) Why did Daniel say he wanted Rex now?

CRTL17 Cause he likes it and that's his favourite toy.(Score 1)

CRTL18 (Teacher)Why did Jessica tell Daniel she would go and get Rex?

CRTL19 Because she loves her brother (Score 1)

CRTL20 (Teacher) Was Jessica scared of the dark? How do you know that?

CRTL 21 Yes... because her cat scared her. (Score 1)

CRTL22 (Teacher) Why didn't Gran go and get Rex?

CRTL23 Because she was doing something. (Score1)

CRTL24 (Teacher) Why did Jessica need to put on her boots and coat to get Rex?

CRTL25 Because it is all wet and muddy and it's raining. (Score1)

CRTL26 (Teacher) Was it raining as Jessica ran across the grass? How do you know that?

CRTL27 No Because you can tell. You can't see the rain coming down. (Score0)

CRTL28 (Teacher) Why did she climb up the rope ladder in her bare feet?

CRTL29 Because she doesn't. She might slip on the ropes. (Score1)

CRTL30 (Teacher) What did Jessica think was pushing against her bare legs?

CRTL31 The cat.. (Teacher: Before she knew it was a cat) A monster (Score1)

CRTL 32 (Teacher) Why do you think Whiskers the cat was at the tree house?

CRTL33 Because that's his house(Score 0)

CRTL 34 (Teacher) Why was Jessica still shaking after she

CRTL35 discovered it was Whiskers the cat who pushed against her?

CRTL 36 Because Whiskers wants to come up with her'(Score1)

CRTL37 (Teacher) But why was she shaking?

CRTL38 Because the cat scared her. (Score1)

***CRTL 39 (Teacher) Why did Jessica decide to tuck Rex under
CRTL40 her coat?***

CRTL41 Because you can tell it was dripping and it just poured.

CRTL42 (Teacher) Did it say that in the story?

CRTL43 No

CRTL44 (Teacher) Then how do you know?

(Child looked confused...went on with story dialogue...(Score 0))

CRTL 45 (Teacher) How did Jessica feel when the owl hooted?

CRTL46 Scared...(Score 1

CRTL47 (Teacher) What was she scared of?

CRTL 48 The Owl (Score 1)

CRTL 49 (Teacher) Why did she hurry back inside?

CRTL50 Because it was night time and something scared her.(Score 1)

***CRTL 51 (Teacher)Who was standing at the door waiting for her?
Why?***

CRTL 52 Daniel So he could get it back straight away. The dinosaur

CRTL 53 back, the dog dinosaur back.(Score 1)

***CRTL 54 (Teacher) Did Gran know that Jessica was scared of the
dark? How do we know that?***

CRTL55 Because she didn't look at her(Score 0)

CRTL 56 (Teacher) How old was Jessica?

CRTL57 Five(Score 0)

CRTL 58 (Teacher) Why did Daniel think Jessica was brave?

CRTL 59 Because she's seven. (Score0)

***CRTL60 (Teacher) Was it safe for Jessica to go out in the dark like
that?***

CRTL61 No

CRTL62 (Teacher) Why wasn't it safe.

*CRTL63 because something touches her because people are little
And they like to bite people*

CRTL64 (Teacher) Who likes to bite people

CRTL65 If they had a dog then it will bite her. (Score 1

CRTL67 (Teacher) Who else in the story could have got Rex for Daniel?

CRTL68 Grandma(Score 1

***CRTL69 (Teacher) If you were Jessica would you have gone out and
CRTL70 got Rex for Daniel?***

*CRTL71 No because if I'm five then I can't go out because I'm too little
(Score 1*

Student F Total Scores from cued Retell 19/27(70%)

**Appendix 40F Scores on retelling of Jessica in the Dark by Beverley
Randell Student F**

Characters and main events	Included
1. Main characters are Jessica, Gran, and her brother Daniel	0
2. Others mentioned in the story include Dad, Whiskers and Rex	0
3 It is a rainy evening.	0
4. Grandma asks the children to pick up their toys.	1
5 Their father is out milking the cows.	0
6. Daniel can't find his favourite toy Rex.	1
7. Daniel and Jessica look everywhere for Rex but can't find him.	1
8. Daniel remembers that Rex is outside in the tree house.	0
9. Jessica feels sorry for Daniel so she goes out to get Rex.	0
10. Jessica is scared of the dark wet night.	0
11. When she got to the tree she kicked off her boots to climb up the rope ladder.	0
12 Something wet comes out of the dark and pushes against her legs. Jessica is frightened.	0
13 She sees that it was only Whiskers the cat.	0
14. Jessica shone a torch into the tree house.	0
15 She found Rex in the tree house	0.5
16. An owl hooted	0
17. Jessica climbed down the ladder in a hurry and raced to the house.	0
18 . Jessica gave Daniel Rex.	1
19. Gran told Jessica she was scared of the dark when she was little.	0
20 Daniel told Jessica she was brave.	0
21. Plot contains main details (3 Points)	1.5
Total Score	6/23(26%)

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Table 2 Record of Oral Language Scores indicating Normal Scores on Test and Additional Scores adjusted to show whether meaning retained

<i>Name</i>	<i>Level 1</i>	<i>Level 1 Adjust</i>	<i>Level2</i>	<i>Level2 Adjust</i>	<i>Level 3</i>	<i>Level 3 Adjust</i>	<i>Total</i>	<i>Total Adjust</i>
<i>A(L)</i>	<i>14</i>	<i>14</i>	<i>11</i>	<i>14</i>	<i>5</i>	<i>11</i>	<i>30</i>	<i>39</i>
<i>B(E)</i>	<i>12</i>	<i>13</i>	<i>8</i>	<i>13</i>	<i>1</i>	<i>5</i>	<i>21</i>	<i>31</i>
<i>C©</i>	<i>14</i>	<i>14</i>	<i>14</i>	<i>14</i>	<i>3</i>	<i>10</i>	<i>31</i>	<i>38</i>
<i>D(S)</i>	<i>14</i>	<i>14</i>	<i>9</i>	<i>13</i>	<i>10</i>	<i>13</i>	<i>33</i>	<i>40</i>
<i>E(O)</i>	<i>14</i>	<i>14</i>	<i>5</i>	<i>10</i>	<i>3</i>	<i>8</i>	<i>22</i>	<i>32</i>
<i>F(D)</i>	<i>14</i>	<i>14</i>	<i>10</i>	<i>12</i>	<i>3</i>	<i>10</i>	<i>27</i>	<i>36</i>

Table 3 Record of Receptive Oral Language Skills using 'The Test of Linguistic Concepts Wiig & Semel

<i>Subtest</i>	<i>Score A</i>	<i>Score B</i>	<i>Score C</i>	<i>Score D</i>	<i>Score E</i>	<i>Score F</i>	<i>Mean</i>	<i>SD from Mean</i>
<i>Comparative Relationships</i>	<i>6</i>	<i>8</i>	<i>6</i>	<i>8</i>	<i>2</i>	<i>8</i>	<i>8.10</i>	<i>1.33</i>
<i>Passive Relationships</i>	<i>6</i>	<i>6</i>	<i>8</i>	<i>6</i>	<i>5</i>	<i>4</i>	<i>7.80</i>	<i>1.64</i>

Table 4 Scores on Three Components of Expressive- Word Retrieval Tasks and Average Score on Tasks

<i>Subtest</i>	<i>Score A</i>	<i>Score B</i>	<i>Score C</i>	<i>Score D</i>	<i>Score E</i>	<i>Score F</i>
<i>List of Animals retrieved in one minute</i>	10	14	15	16	10	7
<i>List of Foods retrieved in one minute</i>	9	14	22	9	5	7
<i>List of occupations retrieved in one minute</i>	5	5	6	10	5	4
<i>Average number of words retrieved in one minute</i>	8	11	14	11.6	6.6	6

*Table 5 Comparative Scores of Students A to F on a variety of Oral Language tasks
And average scores in retelling taken from Probe Texts 5.5-7.5 years*

<i>Tests</i>	<i>Score for A</i>	<i>Score for B</i>	<i>Score for C</i>	<i>Score for D</i>	<i>Score for E</i>	<i>Score for F</i>

<i>Record of Oral Language</i>	30	21	31	33	22	27
<i>Adjusted Record of Oral Language</i>	39	31	38	40	32	36
<i>Receptive Token Test</i>	12	14	21	21	13	11
<i>Test of Linguistic Concepts</i>	30	26	36	37	19	32
<i>Short Term Visual Sequential Memory Score</i>	4/6	4/6		3/6	4/6	3/6
<i>Average Score on Expressive Word Retrieval Tasks</i>	8	11	14	11.6	6.6	6
<i>Average Score of oral retelling over 3 passages from Probe Tests (5.5-7.5years)</i>	52%	58%	46%	90%	40%	58%

Table 6 Student A Summary of Scores on Spontaneous Retell and Cued Retell of ‘Jessica in the Dark

Characteristics of he retelling	Ideas in the Story	Spontaneous Retell	Score	Cued Retelling	Score
Main Characters in the story	1. Main characters are Jessica, Gran, and her brother Daniel 2. Others mentioned in the story include Dad, Whiskers and Rex(2 out of 3)	Main characters Mentioned No mention of Dad	2	Who are the main Characters in the story? Where do the children live? Why do you think Gran is looking after the Children?	1 0 0
Theme of Story	Sometimes when you want to help someone	Theme not covered		Did Jessica want to go out in the dark and get	

Inferential Ideas	Gran knew that Jessica was scared of the dark. That is why she mentioned being scared when she was little. Daniel thought Jessica was brave because she went out in the dark to get his toy Jessica did not feel really safe going out in the dark. Other adults could have got the toy. Sometimes we do things we are a little afraid of to help friends.			Did Gran know Jessica was scared of the dark? How do we know that? Why did Daniel think Jessica was brave? How old was Jessica/ Was it safe for Jessica to go out in the dark like that? Who else in the story could have got Rex? If you were Jessica would you get out in the dark?	0 1 1 1 1 1
		Spontaneous Retell Score	21/23 91%		22/27 81%

Above Table 6 Student A Summary of Scores on Spontaneous Retell and Cued Retell of 'Jessica in the Dark Continued'

Table 7 Student B Summary of Scores on Spontaneous Retell and Cued Retell of 'Jessica in the Dark'

Characteristics of the retelling	Ideas in the Story	Spontaneous Retell	Score	Cued Retelling	Score
Main Characters in the story	Main characters are Jessica, Gran, and her brother Daniel Others mentioned in the story include Dad, Whiskers and Rex(2/3)	Main and minor characters all mentioned	3	Who are the main Characters in the story? Where do the children live? Why do you think Gran is looking after the Children?	1 0 0

Theme of Story	Sometimes when you want to help someone You have to be brave and do something you would rather not do.			Did Jessica want to go out in the dark and get Rex ? How do you know that? Why did Jessica tell Daniel she would go and get Rex?	1 0
Plot of the story	It is a rainy night and Jessica's little brother has left his toy Rex in the tree- house. Jessica goes out into the rainy night to get Rex for her brother Daniel. She has some frights but manages to get the toy for Daniel	Most of main events covered except fact that it was raining and Daniel was scared by the owl	2	Why do you think Rex is Daniel's favourite toy/ Where has Daniel left Rex/ Do you think he meant to leave him there? Why did Daniel say he wanted Rex Now? Was Jessica scared of the dark/ Why didn't Gran get Rex?	1 1 1 1 0.5 1
Events in the Story	It is a rainy evening. Grandma asks the children to pick up their toys. 5 Their father is out milking the cows. 6. Daniel can't find his favourite toy Rex. 7. Daniel and Jessica look everywhere for Rex but can't find him. 8. Daniel remembers that Rex is outside in the tree house. 9. Jessica feels sorry for Daniel so she goes out to get Rex. 10. Jessica is scared of the dark wet night. 11. When she got to the tree she kicked off her boots to climb up the rope ladder. 12 Something wet comes out of the dark and pushes against her legs. Jessica is frightened. 13 She sees that it was only Whiskers the cat. 14. Jessica shone a torch into the tree house. 15 She found Rex in the tree house 16. An owl hooted 17. Jessica climbed down the ladder in a hurry and raced to the house. 18 Jessica gave Daniel Rex. 19. Gran told Jessica she was scared of the dark when she was little Daniel said that Jessica was brave.	Rainy evening not mentioned' Grandma telling the children to pack up mentioned' father out milking cows mentioned Daniel can't find Rex mentioned. Did not mention Jessica and Daniel looking everywhere for Rex. Did not mention Daniel remembering Rex in the tree house. Mentioned Jessica feeling sorry for Rex. No mention of Jessica being scared of the dark night. Mentioned kicking off her boots to climb the rope ladder. Mentioned something wet coming out of the darkness. Mentioned that it was only Whiskers the cat. Mentioned shining the torch in the tree house. Mentioned finding Rex in tree house. No mention of owl. Mentioned going back inside, therefore implied climbing down etc. but no mention of hurrying etc. Mentioned giving Daniel Rex. Mentioned Grandma being scared when she was little. Mentioned Daniel saying Jessica was brave.	0 1 1 1 0 0 1 1 1 0 1 1 1 0 0 1 1 1 0 1 1	Why did Jessica need to put on her boots and coat? Was it raining as Jessica ran across the grass? How do you know that? Why did she climb the rope ladder in her bare feet? What did Jessica think was pushing up against her legs? Why was Whiskers the cat at the tree house? Why was Jessica still shaking as she climbed the rope ladder Why did she tuck Rex under her coat/ How did she feel when the owl hooted? Why did she hurry back inside? Who was standing at the door waiting for her?	1 0 1 1 1 1 0 1 0.5 1

Inferential Ideas	<p>Gran knew that Jessica was scared of the dark. That is why she mentioned being scared when she was little.</p> <p>Daniel thought Jessica was brave because she went out in the dark to get his toy</p> <p>Jessica did not feel really safe going out in the dark.</p> <p>Other adults could have got the toy.</p> <p>Sometimes we do things we are a little afraid of to help friends.</p>			<p>Did Gran know Jessica was scared of the dark? 0</p> <p>Why did Daniel think Jessica was brave? 0</p> <p>How old was Jessica/ 0</p> <p>Was it safe for Jessica to go out in the dark like that? 1</p> <p>Who else in the story could have got Rex? 1</p> <p>If you were Jessica would you got out in the dark? 1</p>	
			16/23 70%		18/27 (67%)

Above Table 7 Student B Summary of Scores on Spontaneous Retell and Cued Retell of 'Jessica in the Dark'
Continued

Table 8 Student C Summary of Spontaneous Retell and Cued Retelling of ‘Jessica in the Dark’

Characteristics of he retelling	Ideas in the Story	Spontaneous Retell	Score	Cued Retelling	Score
Main Characters in the story	Main characters are Jessica, Gran, and her brother Daniel Others mentioned in the story include Dad, Whiskers and Rex(2/3)	Main characters mentioned in the story. Also Rex and Whiskers , but no mention of Dad	2	Who are the main Characters in the story? Where do the children live? Why do you think Gran is looking after the Children?	1 0 0
Theme of Story	Sometimes when you want to help someone You have to be brave and do something you would rather not do.			Did Jessica want to go out in the dark and get Rex ? How do you know that? Why did Jessica tell Daniel she would go and get Rex?	0 1
Plot of the story	It is a rainy night and Jessica’s little brother has left his toy Rex in the tree- house. Jessica goes out into the rainy night to get Rex for her brother Daniel. She has some frights but manages to get the toy for Daniel	Main plot of the story followed but no mention of being frightened by the owl . Added additional detail about cat coming back inside (2/3)	2	Why do you think Rex is Daniel’s favourite toy/ Where has Daniel left Rex/ Do you think he meant to leave him there? Why did Daneil say he wanted Rex Now? Was Jessica scared of the dark/ Why didn’t Gran get Rex?	1 1 1 1 0.5 1
Events in the Story	It is a rainy evening. Grandma asks the children to pick up their toys. Their father is out milking the cows. Daniel can’t find his favourite toy Rex. Daniel and Jessica look everywhere for Rex but can’t find him. . Daniel remembers that Rex is outside in the tree house. Jessica feels sorry for Daniel so she goes out to get Rex. Jessica is scared of the dark wet night. .When she got to the tree she kicked off her boots to climb up the rope ladder. Something wet comes out of the dark andpushes against her legs and Jessica is frightened. She sees that is was only Whiskers the cat. Jessica shone a torch into the tree house. She found Rex in the tree house An owl hooted	Rainy Evening mentioned’ Grandma asking children to pick up toys mentioned. Father in milking shed not mentioned . Daniel can’t find toy mentioned. Jessica and Daniel looking everywhere for Rex but unable to find him mentioned. Daniel remembering where Rex is mentioned. Jessic feeling sorry for Rex implied by fact she went to get it. No mention of being scared of the dark night No mention of kicking off boots. Mention of something pushing against her legs. Mention that it was Whiskers the cat. Mention of shining a torch in tree house Mention of finding Rex in tree house. No mention of owl. No mention of Jessica climbing down in a hurry and racing back to house.	1 0 0 1 1 1 0.5 0 0 1 1 1 0 0	Why did Jessica need to put on her boots and coat? Was it raining as Jessica ran across the grass? How do you know that? Why did she climb the rope ladder in her bare feet? What did Jessica think was pushing up against her legs? Why was Whiskers the cat at the tree house? Why was Jessica still shaking as she climbed the rope ladder Why did she tuck Rex under her coat/ How did she feel when the owl hooted? Why did she hurry back inside? Who was standing at the door waiting for her?	1 0.5 0 0 1 1 1 0 0 1 1 1 0 0

	<p>Jessica climbed down the ladder in a hurry and raced to the house. Jessica gave Daniel Rex. Gran told Jessica she was scared of the dark when she was little Daniel said that Jessica was brave.</p>	<p>No mention of giving Daniel Rex No mention of Grandma saying she was scared of the dark when she was little. No mention of Daniel saying Jessica was brave.</p>	<p>0 0 0</p>		
Inferential Ideas	<p>Gran knew that Jessica was scared of the dark. That is why she mentioned being scared when she was little. Daniel thought Jessica was brave because she went out in the dark to get his toy Jessica did not feel really safe going out in the dark. Other adults could have got the toy. Sometimes we do things we are a little afraid of to help friends.</p>			<p>Did Gran know Jessica was scared of the dark? 0 Why did Daniel think Jessica was brave? 0.5 How old was Jessica/ 1 Was it safe for Jessica to go out in the dark like that? 1 Who else in the story could have got Rex? 1 If you were Jessica would you got out in the dark? 1</p>	
			12.5/23 (54%)		18.5/27 (69%)

	<p>Jessica climbed down the ladder in a hurry and raced to the house.</p> <p>Jessica gave Daniel back Rex.</p> <p>Gran told Jessica she was scared of the dark when she was little</p>	<p>Mentioned running across garden in a hurry</p> <p>Implied and verified on further questioning that she gave Rex to Daniel.</p> <p>Mentioned Grandma saying she was scared of dark when she was seven'</p> <p>Mentioned Daniel saying Jessica was brave.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>		
Inferential Ideas	<p>Gran knew that Jessica was scared of the dark. That is why she mentioned being scared when she was little.</p> <p>Daniel thought Jessica was brave because she went out in the dark to get his toy</p> <p>Jessica did not feel really safe going out in the dark.</p> <p>Other adults could have got the toy.</p> <p>Sometimes we do things we are a little afraid of to help friends.</p>			<p>Did Gran know Jessica was scared of the dark?</p> <p>Why did Daniel think Jessica was brave?</p> <p>How old was Jessica/</p> <p>Was it safe for Jessica to go out in the dark like that?</p> <p>Who else in the story could have got Rex?</p> <p>If you were Jessica would you got out in the dark?</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
			<p>22/23 (96%)</p>		<p>25/27 (93%)</p>

Above Table 9 Student D Summary scores of Spontaneous Retell and Cued Retell of 'Jessica in the Dark'
Continued

Table 10 Student E Summary of Spontaneous Retell and Cued Retell of ‘Jessica in the Dark’

Characteristics of he retelling	Ideas in the Story	Spontaneous Retell	Score	Cued Retelling	Score
Main Characters in the story	1. Main characters are Jessica, Gran, and her brother Daniel 2. Others mentioned in the story include Dad, Whiskers and Rex(2/3)	Main and minor characters all mentioned	2	Who are the main Characters in the story? Where do the children live? Why do you think Gran is looking after the Children?	1 0 1
Theme of Story	Sometimes when you want to help someone You have to be brave and do something you would rather not do.			Did Jessica want to go out in the dark and get Rex ? How do you know that? Why did Jessica tell Daniel she would go and get Rex?	1 1
Plot of the story	It is a rainy night and Jessica’s little brother has left his toy Rex in the tree- house. Jessica goes out into the rainy night to get Rex for her brother Daniel. She has some frights but manages to get the toy for Daniel	Mentioned all the main details of the plot but left out details of Jessica racing back inside	2	Why do you think Rex is Daniel’s favourite toy/ Where has Daniel left Rex/ Do you think he meant to leave him there? Why did Daniel say he wanted Rex Now? Was Jessica scared of the dark/ Why didn’t Gran get Rex?	1 1 1 1 1 1
Events in the StoryI	It is a rainy evening. . Grandma asks the children to pick up their toys. Their father is out milking the cows. Daniel can’t find his favourite toy Rex.. Daniel and Jessica look everywhere for Rex but can’t find him. Daniel remembers that Rex is outside in the tree house. . Jessica feels sorry for Daniel so she goes out to get Rex. . Jessica is scared of the dark wet night. When she got to the tree she kicked off her boots to climb up the rope ladder. Something wet comes out of the dark and pushes against her legs.and Jessica is frightened. She sees that is was only Whiskers the cat. Jessica shone a torch into the tree house.	Rainy evening mentioned’ Grandma telling the children to pack up mentioned’ Father out milking cows mentioned Daniel can’t find Rex mentioned. Mentioned Jessica and Daniel looking everywhere for Rex. Mentioned Daniel remembering Rex in the tree house. Mentioned Jessica feeling sorry for Rex. No mention of Jessica being scared of the dark night. Mentioned kicking off her boots to climb the rope ladder. Mentioned something wet coming out of the darkness. Mentioned that it was only Whiskers the cat. Mentioned shining the torch in the tree house.	1 1 1 1 1 1 0 1 1 1 1	Why did Jessica need to put on her boots and coat? Was it raining as Jessica ran across the grass? How do you know that? Why did she climb the rope ladder in her bare feet? What did Jessica think was pushing up against her legs? Why was Whiskers the cat at the tree house? Why was Jessica still shaking as she climbed the rope ladder How did she feel when the owl hooted? Why did she hurry back inside? Who was standing at the door waiting for her?	1 0 1 1 1 1 1 1 1 1

	<p>She found Rex in the tree house An owl hooted Jessica climbed down the ladder in a hurry and raced to the house. Jessica gave Daniel back Rex. Gran told Jessica she was scared of the dark when she was little</p>	<p>Mentioned finding Rex in tree house. No mention of the owl. No mention of running across garden in a hurry Implied and verified on further questioning that she gave Rex to Daniel. Mentioned Grandma saying she was scared of dark when she was seven' Mentioned Daniel saying Jessica was brave.</p>	<p>1 0 0 1 1 1</p>		
Inferential Ideas	<p>Gran knew that Jessica was scared of the dark. That is why she mentioned being scared when she was little. Daniel thought Jessica was brave because she went out in the dark to get his toy Jessica did not feel really safe going out in the dark. Other adults could have got the toy. Sometimes we do things we are a little afraid of to help friends.</p>			<p>Did Gran know Jessica was scared of the dark? Why did Daniel think Jessica was brave? How old was Jessica/ Was it safe for Jessica to go out in the dark like that? Who else in the story could have got Rex? If you were Jessica would you got out in the dark?</p>	<p>0 0 1 1 1 1</p>
			<p>19/23 (83%)</p>		<p>23/27 (85%)</p>

Above Table 10 Student E Summary of Spontaneous Retell and Cued Retell of 'Jessica in the Dark' continued

Table 11 Student F Summary of Scores of Spontaneous Retell and Cued Retell of ‘Jessica in the Dark’

Characteristics of he retelling	Ideas in the Story	Spontaneous Retell	Score	Cued Retelling	Score
Main Characters in the story	1. Main characters are Jessica, Gran, and her brother Daniel 2. Others mentioned in the story include Dad, Whiskers and Rex(2/3)	No mention of Daniel or Father or Whiskers	0	Who are the main Characters in the story? Where do the children live? Why do you think Gran is looking after the Children?	1 0 0
Theme of Story	Sometimes when you want to help someone You have to be brave and do something you would rather not do.			Did Jessica want to go out in the dark and get Rex ? How do you know that? Why did Jessica tell Daniel she would go and get Rex?	0 1
Plot of the story	It is a rainy night and Jessica’s little brother has left his toy Rex in the tree- house. Jessica goes out into the rainy night to get Rex for her brother Daniel. She has some frights but manages to get the toy for Daniel	No mention of setting or Father. No mention of frights that Jessica has while finding Rex.	1.5/3	Why do you think Rex is Daniel’s favourite toy/ Where has Daniel left Rex/ Do you think he meant to leave him there? Why did Daneil say he wanted Rex Now? Was Jessica scared of the dark/ Why didn’t Gran get Rex?	1 0 1 1 1 1
Events in the StoryI	S 3 It is a rainy evening. 4. Grandma asks the children to pick up their toys. 5 Their father is out milking the cows. 6. Daniel can’t find his favourite toy Rex. 7. Daniel and Jessica look everywhere for Rex but can’t find him. 8. Daniel remembers that Rex is outside in the tree house. 9. Jessica feels sorry for Daniel so she goes out to get Rex. 10. Jessica is scared of the dark wet night. 11. When she got to the tree she kicked off her boots to climb up the rope ladder. 12 Something wet comes out of the dark andpushes against her legs. Jessica is frightened. 13 She sees that is was only Whiskers the cat.	Rainy evening not mentioned’ Grandma telling the children to pack up mentioned’ Father out milking cows not mentioned Daniel can’t find Rex mentioned. Mentioned Jessica and Daniel looking everywhere for Rex. Suggested Jessica knew where Rex was Mentioned Jessica feeling sorry for Rex. No mention of Jessica being scared of the dark night. No mention of kicking off her boots to climb the rope ladder. No mention of something wet coming out of the darkness. No mention that it was only Whiskers the cat. No mention of shining the torch in the tree	0 1 0 1 1 0 0 0 0 0 0 0 0	Why did Jessica need to put on her boots and coat? Was it raining as Jessica ran across the grass? How do you know that? Why did she climb the rope ladder in her bare feet? What did Jessica think was pushing up against her legs? Why was Whiskers the cat at the tree house? Why was Jessica still shaking as she climbed the rope ladder Why did Jessica tuck Rex under her coat How did she feel when the owl hooted? Why did she hurry back inside? Who was standing at the door waiting for her?	1 0 1 1 1 0 1 0 1 1 1

	<p>14. Jessica shone a torch into the tree house. 15 She found Rex in the tree house 16. An owl hooted 17. Jessica climbed down the ladder in a hurry and raced to the house. 18 Daniel hugged Jessica when she gave him Rex. 19. Gran told Jessica she was scared of the dark when she was little</p>	<p>house. Mention of getting Rex but not where the toy was No mention of the owl. No mention of running across garden in a hurry Implied and verified on further questioning that she gave Rex to Daniel. Mentioned Grandma saying she was scared of dark when she was seven' Mentioned Daniel saying Jessica was brave.</p>	<p>0.5 0 0 1 0 0</p>		
Inferential Ideas	<p>Gran knew that Jessica was scared of the dark. That is why she mentioned being scared when she was little. Daniel thought Jessica was brave because she went out in the dark to get his toy Jessica did not feel really safe going out in the dark. Other adults could have got the toy. Sometimes we do things we are a little afraid of to help friends.</p>			<p>Did Gran know Jessica was scared of the dark? Why did Daniel think Jessica was brave? How old was Jessica/ Was it safe for Jessica to go out in the dark like that? Who else in the story could have got Rex? If you were Jessica would you got out in the dark?</p>	<p>0 0 0 1 1 1</p>
		Score for Spontaneous Retelling	6/23 (26%)		19/27 70%

Above Table 11 Student F Summary of Scores of Spontaneous Retell and Cued Retell of 'Jessica in the Dark'

Table 12 Comparison of Scores of Students on Pre & Post Test Scores on 'Roller Blades for Luke' & 'Jessica in the Dark' On Spontaneous Retell & Cued Retell

Students A,D &E in Ridder Group B, C &F in Control Group	Pre-Test Score on Roller Blades for Luke Spontaneous Retell	Post Test Score on 'Jessica in the Dark Spontaneous Retell	Change in % Scores on Pre/Post Test Spontaneous Retell	Pre-Test Score on Roller Blades for Luke Cued Retell	Post Test Score on 'Roller Blades for Luke Cued Retell	Change in % Scores on Pre/Post Test Cued Retell
Student A*	77%	91%	14%	60.5%	81%	20.5
Student D*	34%	96%	62%	86%	93%	7%
Student E*	32%	83%	51%	55%	85%	30%
Student B	27%	70%	43%	57%	67%	10%
Student C	36%	54%	18%	67%	69%	2%
Student F	27%	26%	-1%	50%	70%	20%

Table 13 A Comparison of Student's Scores on Pre Test and Post Test Retelling and Comprehension of Probe Passages 'Stormy Night' and 'The River'

Students A,D &E in Ridder Group B, C &F in Control Group	Pretest retelling of 'Stormy Night'	Post Test retelling of 'The River'	Change in %Score Pre/Post Test	Pretest Comprehension Score of 'Stormy Night'	Post Test Comprehension Score of 'The River'	Change in %Score Pre/Post Test Comprehension
Student A*	80%	80%	0%	100%	80%	-20%
Student D*	60%	80%	20%	87.5%	87.5%	0%
Student E*	40%	55%	5%	100%	62.5%	-37.5%
Student B	80%	40%	-40%	75%	40%	-35%
Student C	70%	0%	-70%	60%	25%	-35%
Student F	50%	30%	-20%	62.5%	50%	-12.5%

Table 14 Comparison of Average Score of Teaching Group & Control Group Pre/Post Test Retelling & Comprehension using Probe Texts.

Alloted Group	Average Score on Pretest Spontaneous Retelling of Stormy Night	Average Score on Post Test Spontaneous Retelling of 'The River'	% of change in Pre/Post Test Spontaneous Retelling Average Score	Average Score on Pretest Comprehension 'Stormy Night'	Average Score on Post Test Comprehension' Of 'The River''	% of Change in Pre/Post Comprehension average score.
Teaching Group	60%	72.6%	12.6%	95.8%	76.6%	-19.2%
Control Group	60%	23.3%	-42.7%	72.6%	38.3%	-28.7%

Table 15 Comparison of Average Score of Teaching Group & Control Group Pre/Post Spontaneous & Cued Retelling on PM Texts.

Alloted Group	Average Score on Pretest Spontaneous Retelling of 'Roller Blades....'	Average Score on Post Test Spontaneous Retelling of 'Jessica in the dark'	% of change in Pre/Post Test Spontaneous Retelling Average Score	Average Score on Pretest Cued Retelling of 'Roller Blades for Luke'	Average Score on Post Test Cued Retelling ' Of 'Jessica in the Dark'	% of Change in Pre/Post Cued Retelling average score.
Teaching Group	47.6%	90%	42.4%	67%	86.3%	19.3%
Control Group	30%	50%	20%	58%	68.3%	10.3%

Table 16 Teaching Group's Scores on Spontaneous Retell of texts used in teaching Sessions and Average Score across the Eleven Texts.

Text used for Ridder Session	Student A	Student D	Student E
1.The Bear's Lunch	82.5%	57.5%	80%
2. Tom Thumb`	75%	75%	66.6%
3. Danger Ahead	100%	71%	100%
4. The Three Little Pigs	100%	100%	97.5%
5. Mr Mc Gee	100%	94.4%	88%
6.Mr Mc Gee and the Perfect Nest	86%	93%	93%
7.Mr McGee and the Blackberry Jam	77.5%	90%	655
8. Inside Mary Elizabeth's House	70%	78%	32%
9,Willy and Hugh	85%	100%	100%
10.John Brown , Rose and the Midnight Cat	62%	66.8%	48%
11. Where the Wild Things are	82.5%	92.5%	50%
Average Score Across the Eleven Texts	83.6%	83.45%	74.6%

Table 18 Record of Receptive Oral Language Skills using 'The Test of Linguistic Concepts Wiig & Semel Pre & Post Tests

Subtest	Score A Pre Test	Score A Post Test	Score B Pre Test	Score B Post Test	Score C Pre Test	Score C Post Test	Score D Pre Test	Score D Post Test	Score E Pre Test	Score E Post Test	Score F Pre Test	Score F Post Test	Mean	SD from Mean
Comparative Relationships	6	8	8		6	8	8	10	2	8	8	8	8.10	1.33
Passive Relationships	6	9	6		8	9	6	8	5	6	4	4	7.80	1.64
Temporal Relationships	4	6	4		7	5	6	8	1	7	5	6	6.53	1.83
Spatial Relationships	8	9	6		8	8	8	10	7	8	6	8	7.23	1.52
Familial Relationships	6	6	2		7	2	10	10	4	5	9	10	5.23	2.92
Total	30	38	26		36	32	37	46	19	34	32	36	34.90	4.76

Table Table 19 Scores on Three Components of Expressive- Word Retrieval Tasks and Average Score on Tasks Pre & Post Tests

Subtest	Score A Pre Test	Score A Post Test	Score B Pre Test	Score B Post Test	Score C Pre Test	Score C Post Test	Score D Pre Test	Score D Post Test	Score E Pre Test	Score E Post Test	Score F Pre Test	Score F Post Test
List of Animals retrieved in one minute	10	18	14	13	15	14	16	22	10	15	7	9
List of Foods retrieved in one minute	9	12	14	10	22	15	9	11	5	17	7	6
List of occupations retrieved in one minute	5	9	5	15	6	9	10	5	5	6	4	5
Average number of words retrieved in one minute	8	13.3	11	12.6	14	12.6	11.6	12.6	6.6	12.6	6	6.6

Table Twenty Summary of Scores on Retelling of Probe Passages used for familiarising children with the Retelling procedure and organising starting point for Pre-testing

Student Students A,D &E chosen after pre- testing for Teaching Group (*)	Paul's Birthday (5.5-6.5Yrs) Prior to testing	Paul's Birthday (5.5- 6.5Yrs) Post Testing	Change in retell scores for Paul's Birthday(5.5- 6.5Years) Prior/Post	The Car (6-7Yrs) Prior to testing	The Car (6-7yrs) Post Testing	Change in retell scores for 'The Car' (6-7years) Prior/Post	The Gift (6.5- 7.5yrs) Prior to testing	The Gift (6.5- 7.5yrs) Post Testing	Change in retell scores for 'the gift' (6.5-7.5years) Prior/Post	Average Score of Retelling over 3 passages Prior Testing	Average Score of Retelling over 3 passages Post Test
Student A *	72%	100%	28%	66%	100%	34%	18%	72%	54%	52%	90%
Student B	54%	72%	18%	56%	67%	11%	64%	55%	-9%	58%	64%
Student C	44%	66%	22%	78%	100%	22%	18%	36%	18%	46%	67.3%
Student D *	91%	82%	-9%	89%	89%	0%	91%	82%	-9%	90%	84%
Student E *	64%	91%	27%	22%	66%	44%	36%	56%	20%	40%	71%
Student F	45%	100%	55%	66%	78%	12%	64%	64%	0%	58%	81%
Average Score of Students Teaching Group	75.65%	91%	15.35%	59%	85%	26%	48.3%	70%	21.7%		
Average Score of Students in Control Group	47.6%	79.3%	31.7%	66.6%	77.3%	10.7%	48.6%	67%	18.4%		

Table 22 Analysis of Teaching Group's Running Records on Some of Text used in Teaching Sessions.

Name	Mr McGee and the Perfect Nest	Mr McGee	Mr McGee and the Blackberry Jam	Inside Mary Elizabeth's House	Willy and Hugh	John Brown Rose & Midnight Cat
Student A	Accuracy 100% SC Rate 0 Errors 0 SC 1 Used all MSV Cues consistently	Accuracy 100% SC Rate 1:3 Errors 0 SC 3 Used all MSV Consistently	Accuracy 97% SC Rate 1:5 Errors 8 SC 2 Used Meaning & Visual Cues	Accuracy 100% SC Rate 1:3 Errors 0 SC 3 Used all MSV Cues consistently	Accuracy 98% SC Rate 1:2 Errors 4 SC 4 Used more M & V cues consistently	Accuracy 97% SC Rate 1:2 Errors 6 SC 6 Used more M & V cues Consistently
Student D	Accuracy 100% SC Rate 1:2 Errors) SC 2 Used all MSV cues consistently	Accuracy 100% SC Rate 1:3 Errors 0 SC 3 Used all MSV cues consistently	Accuracy 99% SC Rate 1:5 Errors 1 SC 4 Used more M & V cues consistently	Accuracy 100% SC Rate 0 Errors 0 SC Used	Accuracy 99% SC Rate 1:2 Errors 1 SC 1 Used M & S cues consistently	Accuracy 99% SC Rate 1:2 Errors 2 SC 2 Used more M & V cues consistently
Student E	Accuracy 99% SC Rate 1:7 Errors 1 SC 6 Used more M & V cues consistently	Accuracy 98% SC Rate 1:7.5 Errors 3 SC 4 Used twice as many V as M cues	Accuracy 97% SC Rate 1:4 Errors 6 SC 2 Used M & V cues consistently	Accuracy 99% SC Rate 1:2 Errors 3 SC 7 Used Twice as many V as M cues consistently	Accuracy 96% SC Rate 1:2 Errors 5 SC 5 Used mainly M & V cues consistently	Accuracy 99% SC Rate 1:5 Errors 1 SC 4 Used M & V cues consistently

Table 21 Running Record Scores on Pretest and Post Test PM Texts

Names	Student A	Student D	Student C
Accuracy Score Pre-test Text Roller Blades for Luke	95%	99%	925
Self –Correction Ratio Pre-test Text Roller Blades for Luke	1:6	1:4	1:5
Total Number of Errors Pre-Test Text	13	1	10
Total MSV (Errors) Pre-test Text Roller Blades for Luke	M S V 2 2 12	M S V 0 0 4	M S V 1 1 8
Total Number of SC Pretest Text	3	3	3
Total MSV (SC) Pre-test Text Roller Blades for Luke	M S V 2 0 3	M S V 2 0 3	M S V 1 0 3
Expression & Volume (1-4 Scale increasing in Expression) Pre-test Text	1 (Poor Expression)	2 (Some Expression)	1 (Poor Expression)
Phrasing & Smoothness (1-4 scale increasing with more competent Phrasing Pretest Text	2 (Some 2/3 letter word Sentences but inconsistent)	3 (Phrased and smooth most of the time)	2 (Some 2/3 word Phrasing but inconsistent)
Accuracy Score Post Test Text Jessica in the Dark	98%	99%	98%
Self –Correction Ratio Post Text Jessica in the Dark	1:4	1:5	1:2
Total Number of Errors Post Test Text	6	3	4
Total MSV (Errors) Post -test Text Jessica in the Dark	M S V 6 4 8	M S V 8 7 5	M S V 3 2 5
Total Number of SC Post Test Text	2	6	4
Total MSV (SC) Post Test Text	M S V 1 1 4	M S V 3 1 6	M S V 2 0 4
Expression & Volume (1-4 Scale increasing in Expression)Post test	3 (Read with expression most of the time)	4(Reads with expression Consistently)	2 (Reads with expression Some of the time)
Phrasing & Smoothness (1-4 scale increasing with more competent Phrasing Post Test	3 (Generally well phrased Some inconsistent parts)	4 (Well Phrased and Smooth)	2(Phrasing improving but some inconsistencies.)

Appendix 41A Spontaneous Retells of Probe Passage ‘ Paul’s Birthday
5.5- 6.5 years. Student A

Student A Pretesting Retell of ‘Paul’s Birthday’

RTL1 Paul had a birthday party. He had lots of balloons for his

RTL2 friends. There was red, yellow, blue and green ballons. They

RTL3 played lots of games. They liked..He liked having his birthday. It

RTL4 was a nice day.

RTL5’

Student A PostTesting Retell of’ Paul’s Birthday.’

RTL! Well Paul’s birthday party was today and his mum said, ‘Who do

RTL2 you want to come?’ And Paul said his friends. Then his friends

RTL3 came and they got lots of balloons and they were red, blue, yellow

RTL4 and green. And when the birthday cake came out, it had six

RTL5 candles on it. They played lots of games. When Paul’s

RTL6 friends went home he thought about it. Then his mum asked

RTL7 Paul, ‘Did you like your birthday party?’ Paul said, ‘It was

RTL8 very fun.’

Appendix 41A Spontaneous Retells of Probe Passage ‘ Paul’s Birthday
5.5- 6.5 years. Student A

Student A Pretesting Retell of ‘Paul’s Birthday’

RTL1 Paul had a birthday party. He had lots of balloons for his

RTL2 friends. There was red, yellow, blue and green ballons. They

RTL3 played lots of games. They liked..He liked having his birthday. It

RTL4 was a nice day.

RTL5’

Student A PostTesting Retell of’ Paul’s Birthday.’

RTL! Well Paul’s birthday party was today and his mum said, ‘Who do

RTL2 you want to come?’ And Paul said his friends. Then his friends

RTL3 came and they got lots of balloons and they were red, blue, yellow

RTL4 and green. And when the birthday cake came out, it had six

RTL5 candles on it. They played lots of games. When Paul’s

RTL6 friends went home he thought about it. Then his mum asked

RTL7 Paul, ‘Did you like your birthday party?’ Paul said, ‘It was

RTL8 very fun.’

:Student A Summary of scores of retelling of 'Paul's Birthdays

Main Events of Story	Pretesting Retelling	Post Testing Retelling
Paul had a birthday	1	1
His mother said he could have a party.		1
Paul invited his friends to the party.	1	1
Paul had six candles on his cake.		1
Paul's friends came to the party.	1	1
There were red, blue green and yellow balloons	1	1
They played lots of games.	1	1
When his friends went home his Mum asked Paul if he liked his birthday party.		1
Paul said that it was fun.	1	1
Characters in retell match text	1	1
Events in retell consistently match text	1	1
Scores	8/11(72%)	11/11(100%)

Appendix 41B Spontaneous Retells of Probe Passage ‘ Paul’s Birthday
5.5- 6.5 years. Student B
Student B Pretesting Retell of Paul’s Birthday

RTL1 Paul had a birthday. Paul get his friends to come over

RTL2 to his party. They played lots of games.

RTL3 And then Paul’s friends had to go home.

RTL4 And he said it was great fun.

RTL5

Student B Post testing Retell of Paul’s Birthday’

RTL1 Paul’s mum said, ‘You can have a birthday party.

RTL2 Paul get his friends to come over to the party

RTL3 They played lots of games and then the cake

RTL4 came. And then Paul’s friends had to go home.

RTL5 And then he Paul’s mum said, ‘You had fun?’

RTL6 And he said, ‘It was great!’, he said.

Student B Summary of scores for Retellings of ‘Paul’s Birthday.’

Main Events of Story	Pretesting Retelling	Post Testing Retelling
Paul had a birthday	1	1
His mother said he could have a party.		1
Paul invited his friends to the party.	1	1
Paul had six candles on his cake.		
Paul’s friends came to the party.	1	1
There were red, blue green and yellow balloons		
They played lots of games.	1	1
When his friends went home his Mum asked Paul if he liked his birthday party.		1
Paul said that it was fun		
Main characters in retell match texts	1	1
Events in retell consistently match text.	1	1
Scores	6/11(54%)	8/11(72%)

Appendix 41C Spontaneous Retells of Probe Passage ‘ Paul’s Birthday
5.5- 6.5 years. Student C

Student C Pretesting Spontaneous retell of Paul’s Birthday

RTL1 Paul’s birthday was fun. Paul’s friends came over. They had

RTL2 lot of fun. Paul had six candles.

Student C Post Testing Spontaneous Retell of Paul’s Birthday

RTL1 Paul had a birthday party. He wanted to invite his friends so he

RTL2 rang them up. The party was fun, he said. They played heaps of

RTL3 games. They went back home into the other kid’s house. When

RTL4 they went to their house when all of them were gone.”Did you

RTL5 have a great day today?’ “Yes, it was lots of fun” said Paul

Student C Summary of Scores of Spontaneous Retelling of ‘Paul’s Birthday

Main Events of Story	Pretesting Retelling	Post test Retelling
Paul had a birthday	1	1
His mother said he could have a party.		
Paul invited his friends to the party.		1
Paul had six candles on his cake.	1	
Paul’s friends came to the party.	1	1
There were red, blue green and yellow balloons		
They played lots of games.		1
When his friends went home his Mum asked Paul if he liked his birthday party.		1
Paul said that it was fun.	1	1

Scores	4/9(44%)	6/9(66%)
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Appendix 41D Spontaneous Retells of Probe Passage ‘ Paul’s Birthday
5.5- 6.5 years. Student D

Student D Pretesting Spontaneous Retell of Paul’s Birthday

RTL1 Paul had a birthday party at his place and his mum asked Paul

RTL2 ‘Who do you want to come over to your birthday party?’ And

RTL3 he said, ‘My friends.’ So he had his friends. They blowed up

RTL4 yellow,blue red and green balloons and they played lots of games.

RTL5 and after the birthday party his mum asked him, ‘Did you have fun.

RTL6 Was your birthday party fun.’’ It was fun,’ he said.

Student D Post Testing Spontaneous Retell of Paul’s Birthday

RTL1 Paul had a party because it was his birthday. He asked his friends

RTL2 to come over and they did come over for his birthday party.

RTL3 They all had a balloon. There were red, yellow , blue and green

RTL4 balloons. They played lots of games. When Paul’s friends had gone

RTL5 his mother asked him. ‘Did you have a nice party?’ ‘It was fun,’ he

RTL6 said.

Student D Summary of Scores of Retelling of “Paul’s Birthday.”

Main Events of Story	Pretesting Retelling	Post testing Retelling
Paul had a birthday	1	1`
His mother said he could have a party.	1	
Paul invited his friends to the party.	1	1
Paul had six candles on his cake.		
Paul’s friends came to the party.	1	1
There were red, blue green and yellow balloons	1	1
They played lots of games.	1	1
When his friends went home his Mum asked Paul if he liked his birthday party.	1	1
Paul said that it was fun.	1	1
Characters in retell match text.	1	1
Events in retell consistently match text	1	1
Scores	10/11(91%)	9/11(82%)

Appendix 41E Spontaneous Retells of Probe Passage ‘ Paul’s Birthday
5.5- 6.5 years. Student E

Student E Pretesting Spontaneous Retell of Paul’s Birthday

RTL1 The boy wanted to have a party and the children went inside

RTL2 and his mother made him a cake and the kids played lots of

RTL3 games and then his friends went home and his mother said,

RTL4 ‘If you liked your birthday party’ and he said, ‘It was fun.’

RTL5

Student E Post Testing Spontaneous Retell of Paul’s Birthday

RTL1 Paul had a birthday party. And his mother said, “Who do you want

RTL2 for your birthday to come. And then his mother made him a

RTL3 birthday cake and his friends came over and then they played

RTL4 lots of games. They had balloons and there was red, blue , yellow

RTL5 and that’s it. And his mum said at the end, ‘Did you like your

RTL6 party?’ And he said, ‘Yes.’

Student E Summary of Scores of Retells of Paul's Birthday

Main Events of Story	Pretesting Retelling	Post Testing Retelling
Paul had a birthday	1	1
His mother said he could have a party.		1
Paul invited his friends to the party.		1
Paul had six candles on his cake.		
Paul's friends came to the party.	1	1
There were coloured balloons		1
They played lots of games.	1	1
When his friends went home his Mum asked Paul if he liked his birthday party.	1	1
Paul said that it was fun.	1	1
Characters in retelling match text	1	1
Events in retelling consistently match text	1	1
	7/11(64%)	10/11(91%)

Appendix 41FSpontaneous Retells of Probe Passage ‘ Paul’s Birthday
5.5- 6.5 years. Student F

Student F Pretesting Spontaneous Retell of Paul’s Birthday

RTL1 Paul had a birthday party . And he had a red balloon, and a green

RTL2 ballon and a yellow balloon. And they played lots of games and

RTL3 they were having lots of games. They went out to the park and

RTL4 enjoyed themselves and went home and then they got their bikes

RTL5 out with helmuts and were riding their bikes and then put them

RTL6 away and then they went upstairs to their room and then they

RTL7 got something to eat. They got cake and then they went outside

RTL8 and had something to eat with their friends and then everyone

RTL9 went home. They were lying on their beds because they were

RTL10 tired.

Student F Post Testing Spontaneous Retell of Paul’s Birthday

RTL1 Paul had a birthday. The mother said, ‘You’re having a birthday

RTL2 party. Who do you want to invite?’ And Paul said, ‘I will invite

RTL3 my friends to my party and we will ride bikes together.’

RTL4 Paul had 6 candles on his birthday cake and then he said, ‘We

RTL5 have red balloons , yellow, green blue balloons. They played lots

RTL6 of games and then his friends went home and then the mum said,

RTL7 ‘Did you have a good party?’ and he said, ‘Yes.’

Student F Summary of scores of Retells of Paul's Birthday

Main Events of Story	Pretestin Retelling	Post Testing Retelling
Paul had a birthday	1	1
His mother said he could have a party.		1
Paul invited his friends to the party.	1	1
Paul had six candles on his cake.		1
Paul's friends came to the party.	1	1
There were red, blue green and yellow balloons	1	1
They played lots of games.		1
When his friends went home his Mum asked Paul if he liked his birthday party.		1
Paul said that it was fun.		1
Main characters match text	1	1
Events in retelling consistently match text	0	1
Scores	5/11(45%)	11/11(100%)

Appendix 42A Spontaneous Retelling of Probe passage 'The Car' 6-7years Student A

Student A PreTest Retell of The Car

RTL1 The red car went up the hill. Suddenly it came nearly up

RTL2 to it. It stopped at the middle of the hill. The girl and boy said,

RTL3 "Let's get out the car and push it up the hill." "No," said Mum.

RTL4 "That is not a good idea." "Why?" "Because you might push it up

RTL5 and get tired and it might go over you. We will call for help," said

RTL6 Mum.

Student A Post Test Retell of 'The Car'

RTL1 Well there was a mum and two children in a car. And the car was

RTL2 going up a big, big hill and it was nearly at the top. Then the car

RTL3 got slower and slower and it stopped. So then the children laughed

RTL4 and said, 'Let's get out of the car and push the car up the hill.'

RTL5 'No,' said their mother.'That is not a very good idea. No, we will

RTL6 not do that. We will get help.

Student A Summary of Scores on Retells of 'The Car

Main Events	Pretest Retelling	Post Test Retelling
The car was going up the hill	1	1
When it was nearly at the top it went slower		1
It stopped near the top of the hill.		1
The children in the car laughed		1
The children wanted to push the car	1	1
The mother said that it was not a good idea.	1	1
The mother said that they would get help.	1	1
The characters in the retell match the text.	1	1
The events in the story consistently match text.	1	1
	6/9 (66%)	9/9(100%)

Appendix 42 B Spontaneous Retelling of Probe passage ‘The Car’ 6-7years Student B

Student B Pretest Retell of The Car

RTL1 The car went up to the hill and then it stopped.

RTL2 The kids said, ‘Let’s get out and pull it.’

RTL3 The mum said , ‘No that’s a bad idea!’

Student B Post test Retell of ‘The Car’

RTL1 The car went up to the hill . And then it went slower and

RTL2 slower and then it stopped. And the kids said, ‘Let’s get out and

RTL3 pull it.’ The mum said, ‘No that’s a bad idea.’ And then the mum

RTL4 said, ‘We will get help.’

Student B Summary of Scores of Retells of ‘The Car

Main Events	Pretest Retelling	Post test Retelling
The car was going up the hill	1	1
When it was nearly at the top it went slower		
It stopped near the top of the hill.		
The children in the car laughed		
The children wanted to push the car	1	1
The mother said that it was not a good idea.	1	1
The mother said that they would get help.		1
The characters in retell match text.	1	1
Events in retell consistently match text.	1	1
	5/9(56%)	6/9(67%)

Appendix 42 C Spontaneous Retellings of Probe Passage

‘The Car’ 6-7 years Student C

Student C Pretesting retelling of ‘The Car’

RTL1 There was a four wheel drive going up the hill. When it was nearly

RTL2 at the top of the hill it broke. Then the kids wanted to get out of

RTL3 the car and push it, but the mum said, ‘No, no, no!.It’s too

RTL4 dangerous. So then they called someone to help them

Student C Post Testing retelling of ‘The Car’

RTL1 One day there was a red car and some children and the mum was

RTL2 driving the car and then the car went up the mountain. It slowly

RTL3 went slower and slower and then it stopped. Then the children

RTL4 laughed and then one of the children said, ‘We will get out of

RTL5 the car and push it up the mountain.’ ‘No’ but this. My mum

RTL6 said No you are very do can’t get out of the car. You are only

RTL7 kids. I will get some help,’ she said.

Student C Summary of scores of Retellsfor ‘ The Car’

Main Events	Pretest Retelling	Post Test Retelling
The car was going up the hill	1	1
When it was nearly at the top it went slower		1
It stopped near the top of the hill.	1	1
The children in the car laughed		1
The children wanted to push the car	1	1
The mother said that it was not a good idea.	1	1
The mother said that they would get help.	1	1
Characters in retell match text.	1	1
Events in story consistently match text.	1	1
	7/9 (78%)	9/9(100%)

Appendix 42 D Spontaneous Retellings of Probe Passage
'The Car' 6-7 years Student D
Student D Pretesting Retell of The Car

RTL1 There was a red car and it was going up the hill and it was

RTL2 going slower and it stopped when it was nearly at the top.

RTL3 And the children said, 'Let's get out and push the car.'

RTL4 And then their mother said, 'No, that is not a good idea.'

RTL5 Then the mum said, 'We will get help.'

Student D Post testing Retell of 'The Car'

RTL1 There was a red car with a mum driving it and it was going

RTL2 up a hill and it was going slower and slower until it stopped

RTL3 when it was nearly at the top and the children said to each

RTL4 other, 'Come on. Let's get out and push the car. And their

RTL5 mother said, 'No, that is not a good idea.' Then the mum

RTL6 said, 'We will get help.'"

Student D Summary of scores of retells of 'The Car

Main Events	Pretest Retelling	Post test Retelling
The car was going up the hill	1	1
When it was nearly at the top it went slower	1	1
It stopped near the top of the hill.	1	
The children in the car laughed		1
The children wanted to push the car	1	1
The mother said that it was not a good idea.	1	1
The mother said that they would get help.	1	1
Characters in retell match text.	1	1
Events in retell consistently match text.	1	1
	8/9 (89%)	8/9(89%)

Appendix 42 E Spontaneous Retellings of Probe Passage

‘The Car’ 6-7 years Student E

Student E Pretest Retell of The Car

RTL1 The big man said, ‘Each of one of yous push the car.’ And the

RTL2 mother said, ‘No! That’s not a good idea and then the man pushed

RTL3 it and then the kids got in the car.

Student E Post Retell of ‘The Car’

RTL1 Well the car was slowing down and slowing down up a steep

RTL2 hill and then the girls laughed and the man said, ‘You get out of

RTL3 the car and push it.’ Then the mother said, ‘No that is a bad thing

RTL4 to do. Go get some help from someone.

Student E Summary of scores of Retells of ‘The Car

Main Events	Pretest Retelling	Post test Retelling
The car was going up the hill		1
When it was nearly at the top it went slower		1
It stopped near the top of the hill.		1
The children in the car laughed		1
The children wanted to push the car		
The mother said that it was not a good idea.	1	1
The mother said that they would get help.	1	1
The characters in the retell match text.		
The events in the retell consistently match text.		
	2/9(22%)	6/9(66%)

Appendix 42 F Spontaneous Retellings of Probe Passage
'The Car' 6-7 years Student F
Student F Pretest Retell of The Car

RTL1 The car drove up the hill and then it stopped.

RTL2 The kids said, 'We will get out of the car and push the

RTL3 car up the hill.' And then their mum said, 'No, don't

RTL4 do it. The car could roll on you.

Student F Post test Retell of 'The Car'

RTL1 The red car drove up the hill but then it slowed, slowed down and

RTL2 then the kids laughed and they said. 'We will get out and push

RTL3 the car up the hill.' And then the mum said, 'No! You're not!

RTL4 Don't think about it because it is dangerous and the car could

RTL5 roll down on you and that is bad.

Student F Summary of Scores of Retells of 'The Car

Main Events	Pretest Retelling	Post test Retelling
The car was going up the hill	1	1
When it was nearly at the top it went slower		
It stopped near the top of the hill.		
The children in the car laughed		1
The children wanted to push the car	1	1
The mother said that it was not a good idea.	1	1
The mother said that they would get help.	1	1
The characters in retell match the text	1	1
The events in retell consistently match text.	1	1
	6/9(66%)	7/9(78%)

Appendix 43A Spontaneous Retellings of Probe Passage 'The Gift' 6.5-7.5 Student A

Student A Pretest Retelling of 'The Gift'

RTL1 For Kate's birthday her uncle gave her some money. She wanted

RTL2 a toy dog what she saw on the TV. Her mum brought her in a car

RTL3 to go to the shops. There were so many shops that she did not

RTL4 know what to go into. Then she went into this toy shop what

RTL5 had dolls and toys. Then she went to the lady and she said,

RTL6 : Have you got a big dog here?' 'Yes' 'How much money does it

RTL7 cost?' It cost ten bucks. Then the lady said, 'You don't' have

RTL8 much money to pay it. Then the lady said, ' Do you want to read

RTL9 a book. There is a castle one and there is a dinosaur one. Then she

RTL10 said, 'do you want a game to play.?' 'No I don't want a game to

RTL11 play with.' Then she saw a toy dog what she wanted in the

RTL12 window/window. Then she paid the money for the dog.

RTL13 Then she went into the car and went home with the dog.

RTL14 She liked playing with it.

Student A Post Test Retell of 'The Gift' 6.5- 7.5

RTL1 Well Kate got twenty dollars from her uncle and she went to

RTL2 the shops and she saw what she saw in the window. She went into

RTL3 the shop and the lady who owned the shop said it cost fifty

RTL4 dollars. Then the lady said to Kate, 'Do you want a game in

RTL5 the box.' 'No.'But she didn't want a game, she wanted a soft

RTL5 toy dog what was white and brown toy dog that she had

RTL6 seen in the window. Then the lady told her again.'Do you

RTL7 want a book on the shelf.' 'No.' Then Kate saw the toy dog

RTL8 what she wanted but it was little. Then she paid the money.

RTL9 The money to the lady . Twenty dollars.

Student A Summary of Scores for Retells of 'The Gift'

Main Events	Pretest Retelling	Post test Retelling
Kate had twenty dollars.		1
Kate's uncle gave her a twenty birthday present to spend.		1
Kate had seen a large dog that she wanted to buy.		1
Kate did not have enough money for the large dog.	1	1
The lady showed her other things to buy.	1	1
Kate wanted something that could be a friend.		
Kate saw a small dog.		1
Kate bought the small dog		1
The small dog cost less.		1
The characters in retell match text.		1
The events in retell consistently match text.		1
	2/11(18%)	8/11(72%)

Appendix 43B Spontaneous Retellings of Probe Passage 'The Gift' 6.5-7.5 Student B

Student B Pretest Retelling of 'The Gift'

RTL1 Kate spent hours having a birthday and she saw this

RTL2 dog. And it cost fifty dollars and Kate didn't have

RTL3 fifty dollars. So she saw this little dog and it was looking

RTL4 up at her and Kate gave the money to the lady.

Student B Post Test Retell of 'The Gift'

RTL1 Kate buying a present for her grandfather and saw a stuffed

RTL2 toy dog for her grandfather. And her ...at the shop and they

RTL3 told her it cost fifty dollars. And her only had thirty dollars

RTL4 and her found this other stuffed dog and it was small and

RTL5 white and it was looking at her. She bought it and gave it

RTL6 to her grandfather.

Student B Summary of scores of Retells of 'The Gift'

Main Events	Pretest Retelling	Post Test Retelling
Kate had twenty dollars.		
Kate's uncle gave her a twenty birthday present to spend.		
Kate had seen a large dog that she wanted to buy.	1	1
The dog cost fifty dollars.	1	1
The lady showed her other things to buy.		1
Kate wanted something that could be a friend.		
Kate saw a small dog.	1	1
Kate bought the small dog	1	1
The small dog cost less.	1	1
The characters in retell match text.	1	
The events of retell consistently match the text.	1	
	7/11(64%)	6/11(55%)

Appendix 43 C Spontaneous Retellings of Probe Passage 'The Gift' 6.5-7.5 Student C

Student C Pretest Retelling of 'The Gift'

RTL1 Kate had twenty dollars and she wanted something cuddly and

RTL2 soft. She really wanted a dog. Mum wanted her to have a book.

RTL3 then she didn't get a book because she didn't want to. She got

RTL4 a pet dog.

Student C Post test retell of 'The Gift'

RTL1 Kate was Kate had twenty dollars. She wanted to buy her

RTL2 uncle a little dog so she went to the shops. She saw a little

RTL3 dog. That's the one she wants. It cost thirty dollars. It was too

RTL4 much money so she went in another shop. She said to the

RTL5 cash register girl, 'Can I have that little toy dog?' 'Yes, you may,'

RTL6 she said.

R

Student C Summary of scores of Retells of 'The gift'

Main Events	Pretest Retelling	Post Test Retelling
Kate had twenty dollars.	1	1
Kate's uncle gave her a twenty dollar birthday present.		
Kate had seen a large dog that she wanted to buy.		
Kate did not have enough money to buy the large dog.		1
The lady showed her other things to buy.		
Kate wanted something that could be a friend.		
Kate saw a small dog.	1	1
Kate bought the small dog		1
The small dog cost less.		
Characters in retell match text.		
Events in retell consistently match text.		
	2/11(18%)	4/11(36%)

Appendix 43D Spontaneous Retellings of Probe Passage 'The Gift' 6.5-7.5 Student D

Student D Pretest Retelling of 'The Gift'

RTL1 Her uncle gave her twenty dollars to spend. When she looked in

RTL2 the shop she saw a big toy dog, but it costed fifty dollars and she

RTL3 didn't have fifty dollars. So she couldn't pay for it. Then the lady

RTL4 showed her some games , but she didn't want them. Then she saw

RTL5 some boxes with books, but she didn't want that. Then she saw a

RTL6 smaller toy dog and it didn't cost that much. Its eyes were big

RTL7 and they were black. So she wanted to buy it. So she went up to

RTL8 the counter and buyed it.

Student D Post test Retell of 'The Gift' 6.5-7.5

RTL1 Kate sawed a large toy dog in the window that was white and

RTL2 brown and the lady behind the window told her that it cost

RTL3 fifty dollars. Then the lady showed her some games, but she

RTL4 did not want a game. There were lots of books on the shelf. Then

RTL5 she was a small brown, white dog. The black eyes seemed to

RTL6 look at Kate. Kate smiled as she paid the lady the twenty dollars.

Student D Summary of scores of Retells for ‘The Gift’

Main Events	Pretest Retelling	Post test Retelling
Kate had twenty dollars.	1	1
Kate’s uncle gave her a twenty dollar birthday present.	1	
Kate had seen a large dog that she wanted to buy.	1	1
Kate did not have enough money for the large dog.	1	1
The lady showed her other things to buy.	1	1
Kate wanted something that could be a friend.		
Kate saw a small dog.	1	1
Kate bought the small dog	1	1
The small dog cost less.	1	1
Characters in retell match text.	1	1
Events in retell consistently match text.	1	1
	10/11(91%)	9/11(82%)

Appendix 43E Spontaneous Retellings of Probe Passage 'The Gift' 6.5-7.5 Student E

Student E Pretest Retelling of 'The Gift'

RTL1 Kate wanted to buy a present for her uncle. Kate had

RTL2 twenty dollars to spend and she wanted a dog. She

RTL3 paid it to the girl and it wasn't the right money.

RTL4 And she was sad. ..And then she finded another toy

RTL5 And it was a dog.

Student E Post Test Retell of 'The Gift'

RTL1 Kate wanted to buy a present for . Kate had twenty dollars

RTL2 to spend and she wanted a white, brown dog and she paid

RTL3 it to the girl and it wasn't the right money and the lady

RTL4 said, 'that's not the right money for that dog.' And she

RTL5 went and had to find another one and she was sad because

RTL6 she couldn't get it. And she finded another toy. So she got it'

Student E Summary of scores of Retells for 'The Gift'

Main Events	Pretest Retelling	Post Test Retelling
Kate had twenty dollars.	1	1
Kate's uncle gave her a twenty birthday present to spend.		
Kate had seen a large dog that she wanted to buy.		1
Kate did not have enough money to buy the dog.	1	1
The lady showed her other things to buy.		1
Kate wanted something that could be a friend.		
Kate saw a small dog.		
Kate bought the small dog	1	
The small dog cost less.	1	
The characters in retell match text.		1
The events in story consistently match text.		1
	4/11(36%)	6/11(56%)

Appendix 43F Spontaneous Retellings of Probe Passage 'The Gift' 6.5-7.5 Student F

Student F Pretest Retelling of 'The Gift'

RTL1 Kate went to the shops and she couldn't see what she wanted.

RTL2 She saw something in the window(dog) and she couldn't get what

RTL3 she wanted because it was fifty dollars. Then she saw a dog

RTL4 with black eyes and it was smiling at her. And the girl

RTL5 paid twenty dollars for the girl/ dog and then she went home.

Student F Post Test Retell of 'The Gift'

RTL1 Kate went to the two dollar shop and then she saw a dog

RTL2 smiling at her and then she asked the lady how much was the

RTL3 dog and she said, 'Fifty dollars.' And then this dog was smiling

RTL4 at her and then she saw it. She picked it up and she paid the lady

RTL5 twenty dollars. And it was a friendly dog and she always used to

RTL6 play with it.

Student F Summary of scores of retells of ‘ The Gift’

Main Events	Pretest Retelling	Post Test Retelling
Kate had twenty dollars.		
Kate’s uncle gave her a twenty birthday present to spend.		
Kate had seen a large dog that she wanted to buy.	1	1
The dog cost fifty dollars.	1	1
The lady showed her other things to buy.		
Kate wanted something that could be a friend.		
Kate saw a small dog.	1	1
Kate bought the small dog	1	1
The small dog cost less.	1	1
Characters in retell match text.	1	1
Events in retell consistently match text.	1	
	7/11 (64%)	7/11(64%)

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