The purpose of this investigation was to determine the effect of props on children's narrative retells. Forty-two children in two comparable K/1 classrooms heard and practiced the same stories over eight weeks. This study found that the props had a positive effect on the children's use of descriptive language, but there was no effect on the number of story grammar elements or cohesive devices used, nor for the length or complexity of the stories. Results supported a balanced literacy program where children practice story retells with and without props.