#### ASHA ORLANDO 2019

## The Literary Essay: How SLPs Can Reimagine the 4th and 5th Grade Writing Switch

#### Presenter: Maryellen Rooney Moreau, M.Ed., CCC-SLP President and Founder of MindWing Concepts, Inc.



#### Disclosure



Maryellen Rooney Moreau, M.Ed. CCC-SLP, President & Founder, MindWing Concepts, Inc., Springfield, MA

- Financial: Maryellen has ownership interest in MindWing Concepts, holds intellectual property rights and patents.
   Maryellen is employed as president of MindWing Concepts.
   In that capacity, she writes books, creates materials,
- Nonfinancial: No relevant nonfinancial relationships exist.

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Feel free to take photos of slides.

consults, trains and presents.

If you have any further questions, please come to see us at Booth # 862 in the Exhibit Hall.



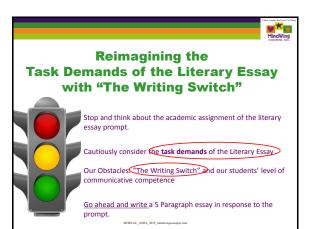


#### What Is a Literary Essay?

A literary analysis essay is an academic assignment that **examines and evaluates a work of literature** or a given aspect of a specific literary piece. It tells about the big idea or theme of a book you've read. The literary essay may be about any book or any literary topic imaginable.

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## Addressing The Writing Switch



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In the 80s, researcher Jean Chall coined the term "the Fourth Grade Slump;" an observation that in 4th grade, more familiar narrative texts were replaced by tasks regarding "reading for facts, concepts and how to do things" (Chall, J. 1984; Snow, C. & Kim, Y. 2005, 2010; McNamara, D. et al. 2011) causing students to fall behind academically as they struggled with the new discourse genre of "expository text."

It is right around this same time that "writing switch" occurs. Where the "slump" focused on reading, the "switch" refers to writing; the switch in 4th and 5th grade from "talking to write" to "writing to learn" signaled by a curricular demand to, not only understand the narrative, but to analyze, reflect and interpret (CCSS, 2010).

"Writing to learn" incorporates reading multiple text structures and genres, comprehending, analyzing, thinking critically, inferring, perspective-taking, reasoning, fact-checking, describing, sequencing, comparing, problem solving, arguing, explaining and interpreting – all at once a difficult tasks for many of our students

#### The Writing Switch



I coined the term "The Writing Switch" to show...

"The students' ability to shift [SWITCH] from reading a narrative text structure to writing a response in *expository* format, which requires a strong grasp of the difference between these two discourse styles."

"There is a great deal of focus in the field of literacy on students; comprehension of texts read, which is often assessed through writing. However, if children to not understand the *structural* facets of the genre in which they are to write a response, particularly if it is different from the story read, their ability to communicate understanding from the text may break down."

Cummins, S. & Quiroa, R. (2012). Teaching for writing expository responses to narrative texts.

The Reading Teacher, 65(6)

MOREAUL, ASSIA, 2019, mindreagencepts.com



"Today, I want to remind you that to grow possible interpretations from a text, it helps to study times when characters face trouble. The prompt for your Literary Essay is..."

What trouble does the character face? How does the character find ways to deal with this problem? What does the author teach us through the way this character learns to handle the problem? Use evidence from the text.

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## Spaghetti, a short story by Cynthia Rylant (Selection for Grade Five Literary Essay – Writing An Expository Response to a Narrative Text) Text Complexity Quantitative Measure: Lexile: 870, 5<sup>th</sup> Grade Level, Qualitative Measure: Moderately complex due to mental state (thinking) verbs and feeling words in the text as well as complex sentences with multiple

"It occurred to Gabriel to walk the neighborhood and look for the Italian man, but the purring was so loud, so near his ear, that he could not think as seriously, as fully, as hefore"

clauses

"Today, I want to remind you that to grow possible interpretations from a text, it helps to study times when characters face trouble. The prompt for your Literary Essay is..."

What trouble does the character face? How does the character find ways to deal with this problem? What does the author teach us through the way this character learns to handle the problem? Use evidence from the text.

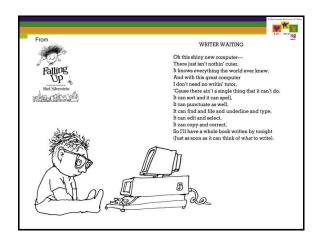
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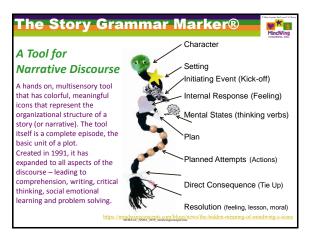
Raise your hand if you have 1 upper elementary/middle school aged student on your caseload who would find this task difficult?

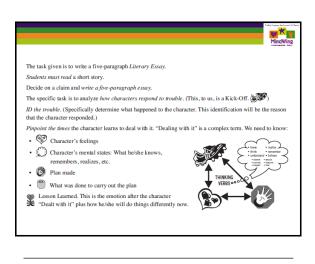
Keep your hand up if you have MORE THAN 1 student on your caseload who would find this task difficult?

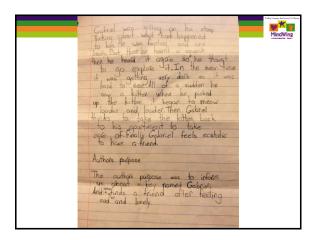


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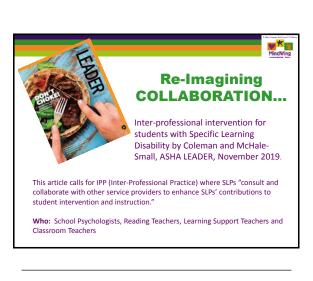




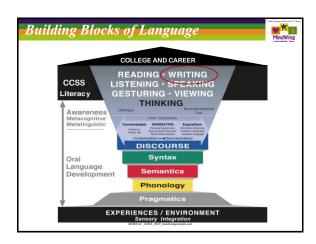


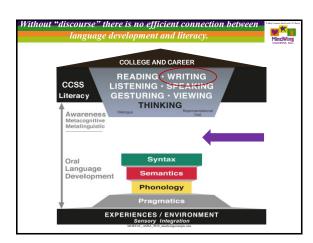






Continued	
Why: For students with SLD in reading and/or writing, testing results might indicate needed supports for listening, speaking and written language skills.	
Reading and listening comprehension, as well as oral and	
written <b>conversational skills</b> are critical to academic success, especially as the child advances to higher grade levels. Also, the language skills of students who received	
early intervention for language delays, might look OK up through fourth grade or even a bit later.	
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But as the academic language in the classroom grows more complex, students might start to fall	
behind again, as with the case study reported in this article.	
Aubrey: Grade 11 struggling with listening and reading comprehension, recalling stories, vocabulary skills, social	
communication, word-finding and long-term memory retrieval. In  — Grade 4 she was diagnosed with SLD but also presented with  anxiety, depression and suicidal thoughts, resulting in a new	
diagnosis of emotionally disturbed. The high school team did not provide direct language intervention because of her age.	
Collaboration from an SLP regularly with Aubrey's Learning Support Teacher developed interventions addressing reading,	
listening and social communication.	
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Oral language development precedes and is the	
foundation for written language development; in	
other words, oral language is primary and written language builds on it.	
Children's oral language competence is strongly	
predictive of their facility in learning to read and write: listening and speaking vocabulary and even	
mastery of syntax set boundaries as to what	
children can read and understand no matter how well they can decode.	-
(Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990: Snow, Burns, & Griffin, 1998)." (CCS-ELA/LL, 2010)	





In Grade 5, students write to express, discover, record, develop, reflect on ideas, and problem solve. 5th grade writing lessons teach the selection and use of different forms of writing for specific purposes such as to inform, persuade, or entertain.

One of the ways that fifth grade writing standards stipulate that students write is in the following form:

Responses to Literature: Fifth grade students demonstrate an understanding of the literary work and support judgments by citing text references and their prior knowledge. Students develop interpretations that exhibit careful reading and understanding.

AKA The Literary Essay



### GRADE 5 Speaking and Listening CCSS Comprehension and Collaboration:

- 5.1 Engage effectively in a **range of collaborative discussions** (one-on-one, groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on other's ideas and expressing their own clearly.
- Come to lesson prepared
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review key ideas expressed and draw conclusions in light of information and knowledge gained from discussions
- 5.2 **Summarize a written text read aloud** or information presented in diverse media and formats, including visually, quantitatively and orally.
- 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence and evidence of the support of the s



WRITING TO SUPPORT ANALYSIS, REFLECTION and RESEARCH: Response to a Literary Essay Beginning in GRADE 4

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting
  or event in a story or drama, drawing on specific details in the text (e.g., a character's
  thoughts, words, or actions)).
- b. Apply grade 4 Reading standards to informative texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text").

Focused upon in GRADE 5

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text (e.g., How characters interact)").
- a. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). MARKLANDL SILL PRINCE PRINCE SUPPORT WITH PRINCE PRINCE



#### 5<sup>th</sup> Grade CCSS Related to the Literary Essay

- RL5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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#### Reading for Literature Standards: Key Ideas and Details:

RL5.1 **Quote accurately** from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL5.2 **Determine a theme** of a story from details in the text, including how characters in a story respond to challenges...summarize the text.

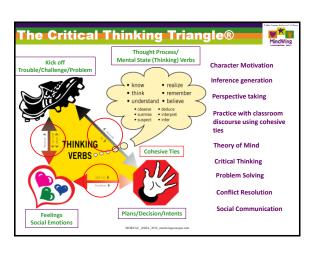
RL5.3 **Compare and contrast** two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).

#### Reading for Literature Standards: Craft and Structure:

RL5.4 **Determining the meaning of words** and phrases as they are used in a text

RL5.6 Describe how a **narrator's or speaker's point of view** influences how events are described. R





Jerome Bruner (1986, 1996) referred to *narrative thinking* as a capacity to "read other minds"; to make accurate inferences about the motives and intentions of others based on their observable behavior and the social situations in which they act.

Narrative thinking is the very process we use to understand and interpret the social life around us, *take perspective* and to construct *situation models*.

The Landscape of Action The Landscape of Consciousness



The fifth grade "Switch" (Moreau, 2019) from comprehension and expression of the text itself to analysis and interpretation of the challenges faced by the characters.

The "Literary Essay" is a format that calls for the "Switch". The SLP is vital to this language processing task which is multifaceted and requires students to state a claim, elaborate, clarify, support own and add to others' ideas, challenge perspectives, paraphrase ("I think you mean...") and summarize.

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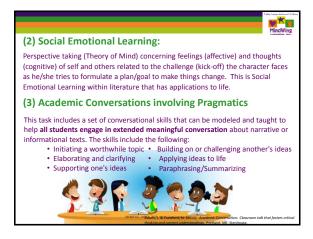
## The Task Demands of the Literary Essay Require A Focus on 3 Areas:

(1) Processing complex language:

vocabulary, sentences, discourse

- Thinking about the Setting as a "situation" that is happening. A setting is more
  than a time and a place, it involves actions, those we expect to be happening and
  those that are not within the script we have for the particular happening.
- Identifying a trouble, challenge or problem (Initiating Event/kick-off) that a character might be experiencing in a story or novel
- Reading in one genre (narrative) and responding in another (expository),
- Inferring deeper meaning from characters' actions, words spoken, feelings in text and illustrations, thoughts and plans
- Formulating sentences to express the DEEP THINKING required by describing, temporally sequencing, comparing, problem solving, arguing, explaining and interpreting...all at once...is hard to do!

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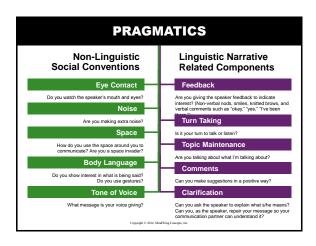


"Over time, rich conversations develop students' oral language, which develops their literacy, which develops their oral language, and so on.

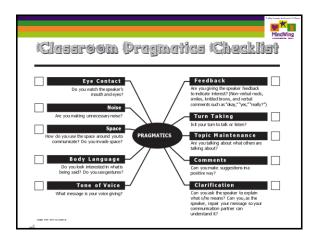
And because texts and their language become more difficult each year of school, helping students build their oral language in secondary classrooms becomes even more urgent."

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-Zwiers, 2014



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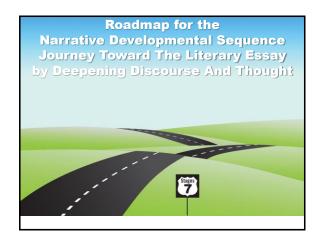


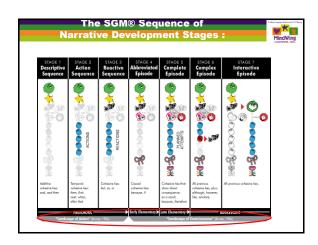


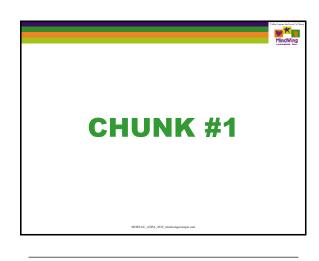
"Today, I want to remind you that to grow possible interpretations from a text, it helps to study times when characters face trouble. The prompt for your Literary Essay is..."

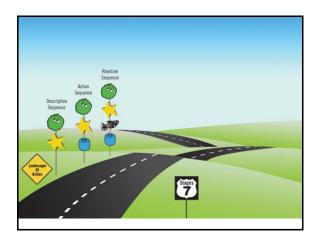
What trouble does the character face?
How does the character find ways to deal with this problem? What does the author teach us through the way this character learns to handle the problem?

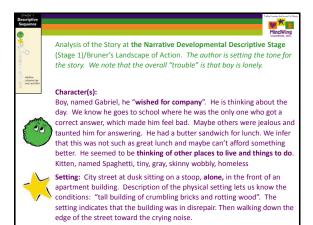
Use evidence from the text. (

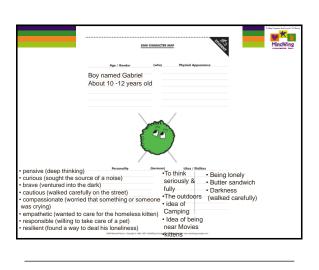






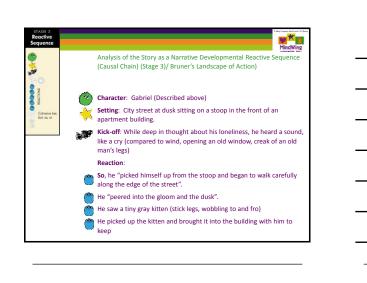














#### **CHUNK #1 Text Based Questions to frame an Academic Conversation**

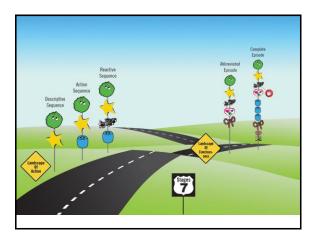
TBQ#1: As a reader, what do you know about Gabriel's life at this time in the story? (Standard 5.1 explicit facts and inference)

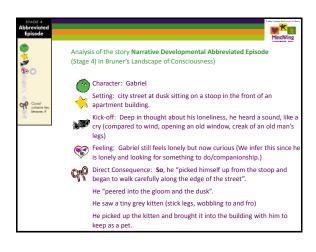
TBQ#2: Cynthia Rylant, the author, uses many thinking words, such as remember, imagined and realized. In the story, she expressed the word "realize" as a phrase: "it came to him slowly". Find each of these thinking words or phrase and connect it with a thought that Gabriel had. (Standard 5.4 vocabulary).

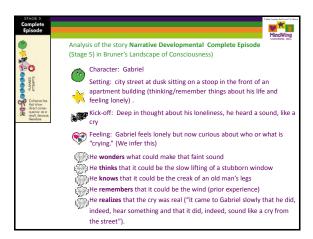
- He remembered that....
- · He imagined that...
- It came to him slowly that...



#### **CHUNK #2**

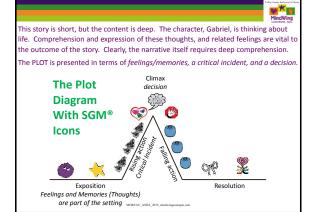




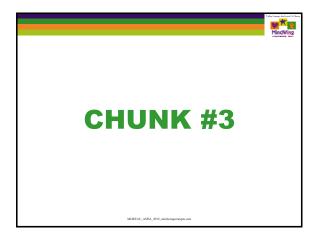


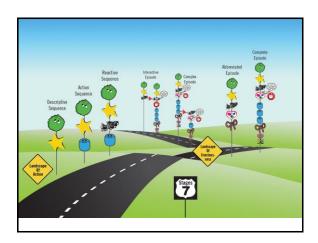


C know what	Mental State (thinking) Verbs	Child-Friendly Definition/Explanation	Books that illustrate this mental state	MindWing
think remember realize believe realize understand	know	Something you observed or know for a fact	Any factual book about animals Ex: Rabbits, Rabbits, and More Rabbits! By: Gail Gibbons ARE YOU MY MOTHER? by P.D. Eastman	
000	think	Something in your head, that is not said out loud	What is a Thought? (A Thought is a Lot) by Jack Pransky and What DO you Do with An Idea by Kobi Yamada	
	remember	To think about something that happened in the past (memory) to you or someone else	Wilfred Gordon McDonald Partridge By: Mem Fox The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith	
	realize	This draws together other thought words: Once you know, remember, and understand, then you have a realization! (becomes REAL in your EYES)	Each Kindness By: Jacqueline Woodson and Because by Mo Willems,	
	believe	When you trust or feel confident that something is true even without proof	I Am Enough by Grace Byers, Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees	
	understand	We understand by having many personal experiences with a situation or topic	This Is the Rope. A Story of the Great Migration By: Jacqueline Woodson and The Girl who Thought in Pictures: The Story of Dr. Temple Grandin Book by Julia Finley Mosca	



# CHUNK #2 Text Based Question to frame an Academic Conversation TBQ#3: There was a challenge in this part of the story, Gabriel heard a crying sound. How did he respond to that challenge? What were his feelings and thoughts? (Standards 5.1 and 5.2)













The **Resolution** is at the end of an episode, represented by three tiny hearts on the Story Grammar Marker<sup>®</sup>. These hearts are a signal to reflect on the feelings/thoughts of the character who had the kick-off happen.

The first heart, is "How does that character (Gabriel) feel now?" which is grateful, happy, hopeful

The second heart is to determine the lesson learned/theme of the story. The theme is belonging and loneliness. The lesson learned is the need to belong and to find your own happiness through interaction with others, people or animals.

The third heart is to think about the moral. The moral is related to the theme and the author's purpose. It seems to be that humans are resilient...perhaps lofty for grade five, but we don't think so, as they themselves have, most likely, been resilient. The mental state of "being hopeful" is the evidence that Gabriel is resilient. Engage students to have an academic conversation (Zwiers) as to how the kitten saved Gabriel and Gabriel saved the kitten and the relationship to resilience.



## CHUNK #3 Text Based Questions

TBQ#4: One of the themes in this story is that characters' feelings change over time? Remember that a theme is the author's message to you. Notice something that Gabriel did (action/attempt), felt, thought or said that told us how Gabriel dealt with his struggle and how he feels at the end of the story. (Standards 5.2 & 5.6 theme and author's point of view)

TBQ#5: Compare and Contrast Gabriel's thinking in Chunk #1 and Chunk #3. How did his thinking change? How do you know? (Standards 5.3 Compare and Contrast two or more settings)

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It's not about retelling the short story per se

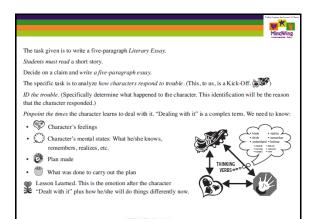
It is about comprehending the story, paraphrase/summarize the content and then use that understanding to answer the prompt.

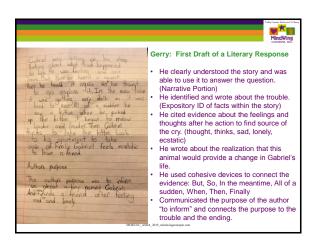
This response is expected to be in written form but explicit modeling is needed prior to writing.

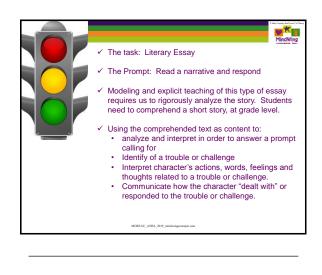
Model: how to interpret, cite evidence, discovering how a character identified the

Model: how to interpret, cite evidence, discovering how a character identified the trouble, through what the character does, what the character says, how the character feels and what he/she is thinking about the whole situation.

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- The Switch, in this Literary Essay, is from reading in one genre (narrative) and writing in another (expository). As the academic demands increase there is a call for discussion in the form of peer conversations as an intermediate step to facilitate the written portion of the response.
- Academic Conversations (Zwiers, 2014) are a focus of general education classrooms to improve "spoken language output and student interaction skills"
- Conversation with our students with language impairments in vital to this
  process. Chunking the text to facilitate comprehension of the episodes and
  focused discussion using TBQs that target the Literary Response components
  are vital to success.
- Respond in an expository style: Don't retell the story but find the trouble, cite evidence, provide a conclusion including the author's purpose.

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