

9th FREE Webinar July 29, 2020

What Can I Do Monday Morning? The Story Grammar Marker® Treatment Process Using a Trickster Tale

Presented By:

Maryellen Rooney Moreau, M.Ed. CCC-SLP

Linda Lafontaine, M.A. CCC-SLP

linking language development to literacy



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linking language development to literacy



Our methodology and tools are in use in ALL 50 of the United States, Australia, The Netherlands, New Zealand and in every province of Canada and in 19 other countries across the globe.



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Disclosures



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, consults, trains and presents.*
- *Nonfinancial: No relevant nonfinancial relationships exist.*

Linda Lafontaine, M.A. CCC-SLP,

Consultant, MindWing Concepts, Inc., Springfield, MA

- *Financial: Linda consults and presents for MindWing Concepts, Inc and receives a consulting fee.*
- *Nonfinancial: No relevant nonfinancial relationships exist.*

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PRESENTER BIOS



Linda M. Lafontaine, M.A., CAGS, CCC/SLP received her Master's Degree in Speech-Language Pathology in 1981 from the University of Maryland. In 2014 she received her CAGS from American International College as a Reading Specialist. Linda has practiced in many settings, including hospital, public and private schools. She is the former Principal of the Curtis Blake Day School of the Children's Study Home, for students with dyslexia/LLD. Linda has presented at the Massachusetts Speech Language Hearing Association and the American Speech Language Hearing Conventions. She also presented on the topic of "Narratives" at a learning disabilities conference in the United Arab Emirates.

Maryellen Rooney Moreau, M.Ed. CCC/SLP is the Founder and President of MindWing Concepts. Her 50 year professional career includes: school-based SLP, Assistant Professor, Diagnostician, and Coordinator of Intervention Curriculum and Professional Development. She created the Story Grammar Marker® and was awarded two U.S. patents. In 2011, Moreau received the Boise Peace Quilt Project Award for her work with children in the area of conflict resolution and social communication. In 2014, she received the Alice H. Garside Lifetime Achievement Award from the International Dyslexia Association, Massachusetts Branch (MABIDA) for exemplary leadership, service or achievement in the area of helping children with dyslexia and language learning disabilities Moreau is an internationally recognized presenter.

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Welcome from Linda and Maryellen



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Linking language development to literacy


This is the 9th FREE webinar of our *COVID19 FREE Webinar Series*. The content today is based on questions asked and feedback given in the previous 2 FREE webinars on this topic.

This webinar will demonstrate several integrated, systematic lessons in a thematic unit to bridge the hybrid structure of summer school as well as the coming school year both in person and with distance learning!

Before we delve more into the SGM[®] Treatment Process, we want to touch on the Story Grammar Marker[®] Approach itself.

If you want to learn more on using Story Grammar Marker[®], we have other free webinars that can be found here:
<https://mindwingconcepts.com/pages/webinars> with introductions, as well as all of our manuals and materials.



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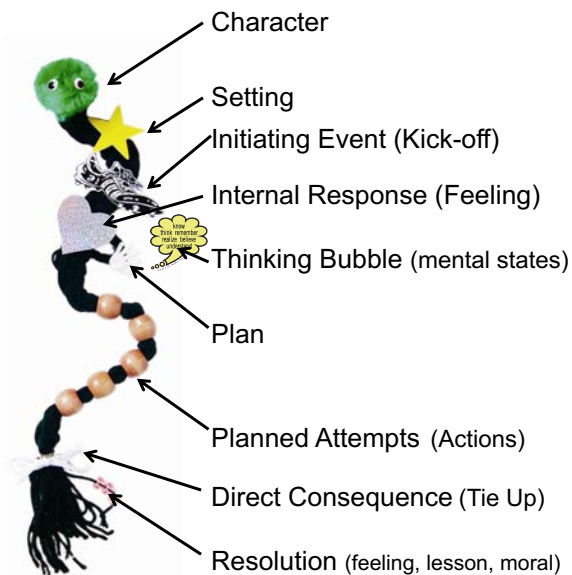
**AFTER THE WEBINAR,
SLIDES will be available at:**

<https://mindwingconcepts.com/pages/webinars>

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What is the Story Grammar Marker®?

A hands on, multisensory tool for narrative development that has colorful, meaningful icons that represent the organizational structure of a story (or narrative). The tool itself is a complete episode, the basic unit of a plot. It was created in 1991 by speech-language pathologist Maryellen Rooney Moreau, M.Ed. CCC-SLP in Springfield, MA.

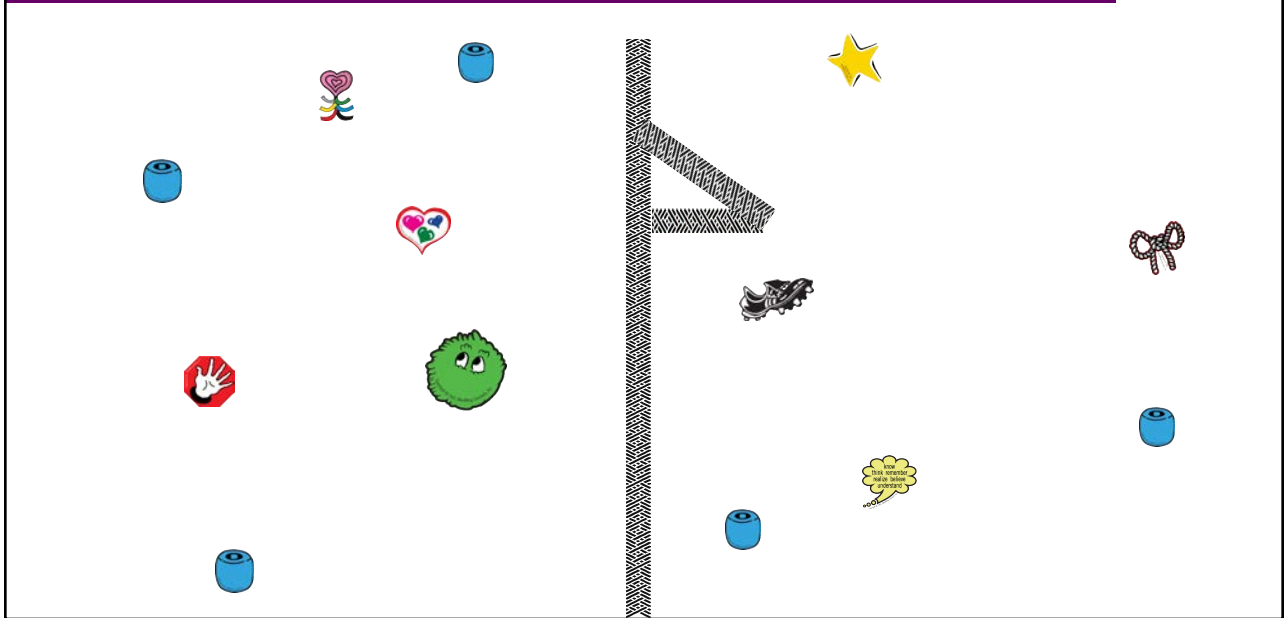


SEE Blog Post: The Hidden Meaning of Story Grammar Marker®'s Icons

<https://mindwingconcepts.com/blogs/news/the-hidden-meaning-of-mindwing-s-icons>

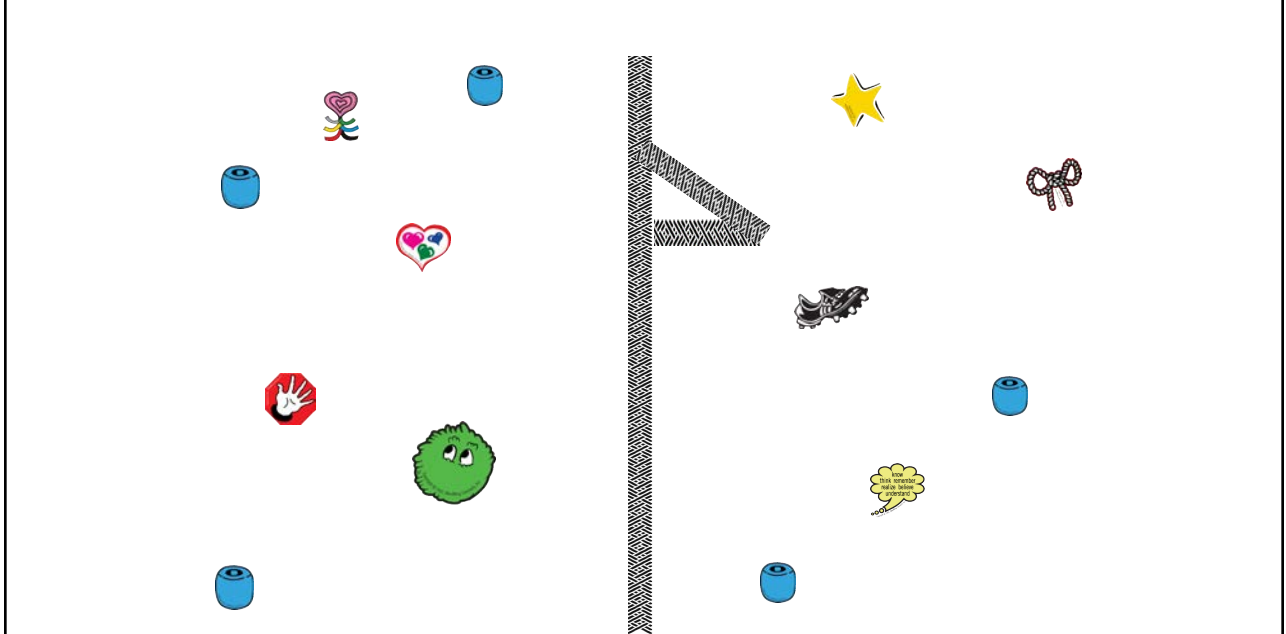
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Anyone can improve their thinking and the organizing of their thoughts in order to effectively communicate.



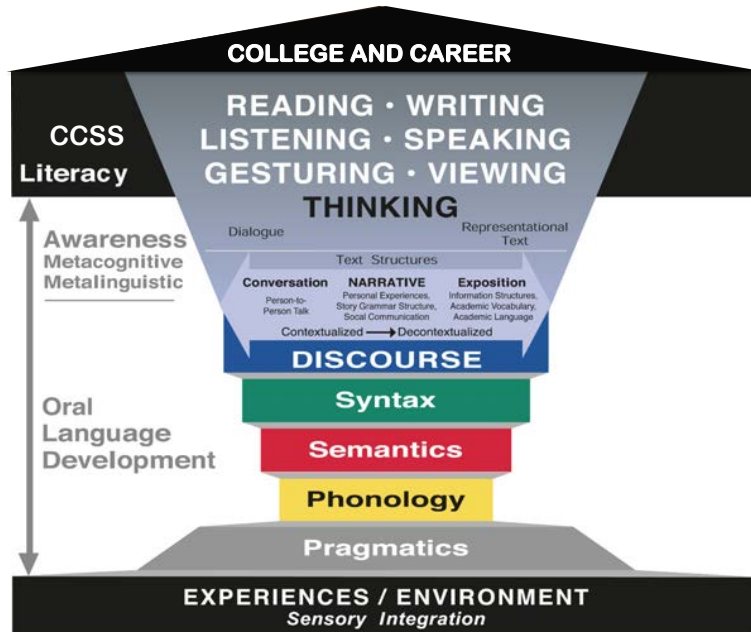
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Braidy® and Story Grammar Marker® icons and tools can help us to empower children by helping them to organize their thoughts and developing the language and communication skills necessary to express them.



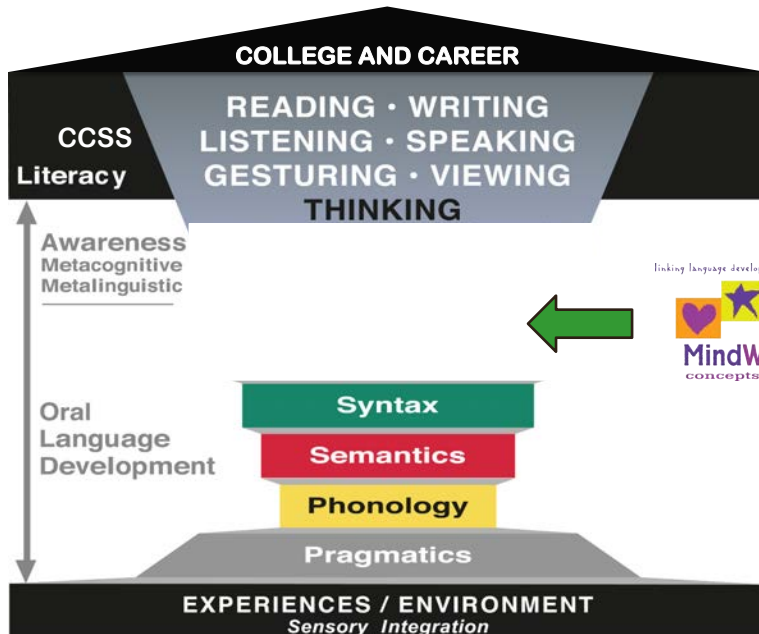
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Building Blocks of Language

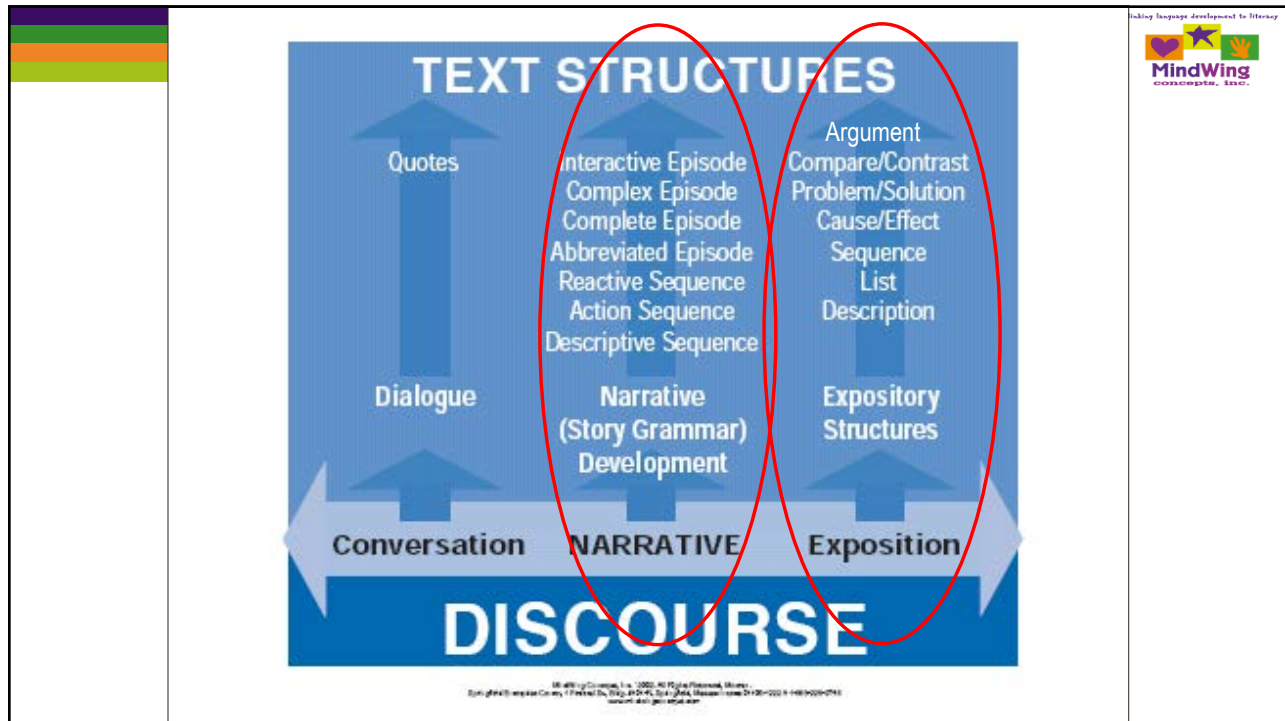


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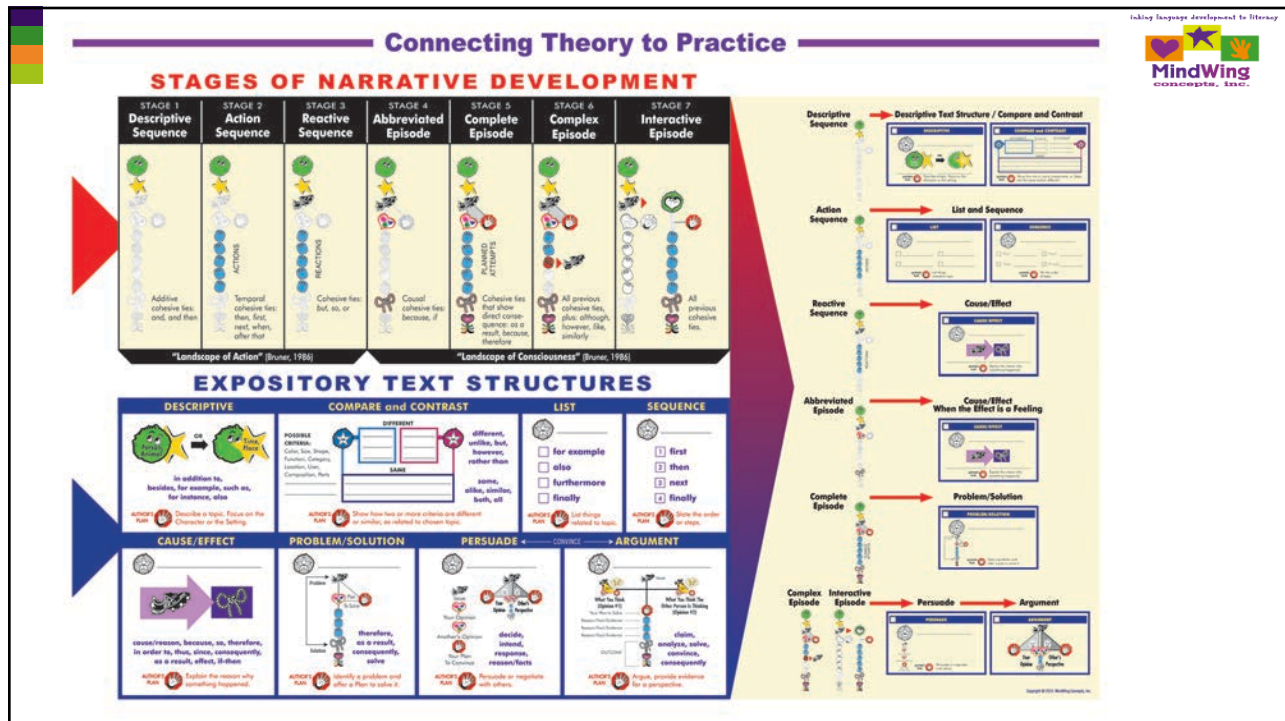
Without “discourse” there is no efficient connection between language development and literacy.



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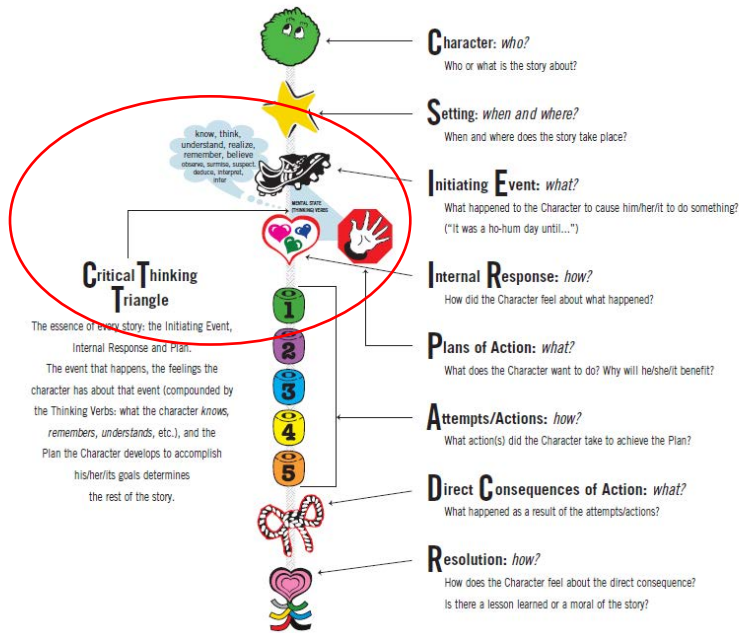


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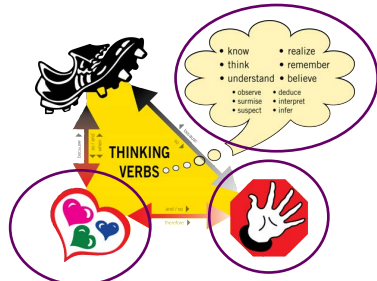
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The Critical Thinking Triangle®



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While the Kick-Off and other parts of the story are represented in a **Traditional Graphic Organizer**, Feelings (❤️👐), Thoughts (☁️) (mental states), and Plans (👐), are missing!



Name: _____ Date: _____

Story Graphic Organizer

Setting

Character

Problem

Events

Solution

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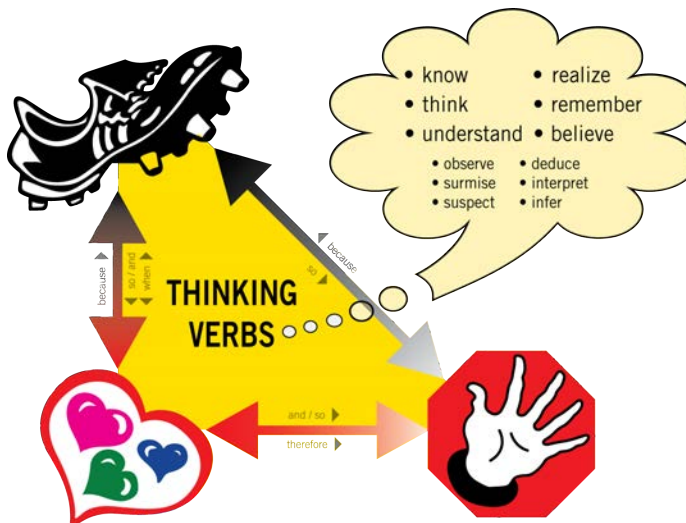
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The SGM® Thinking Bubble

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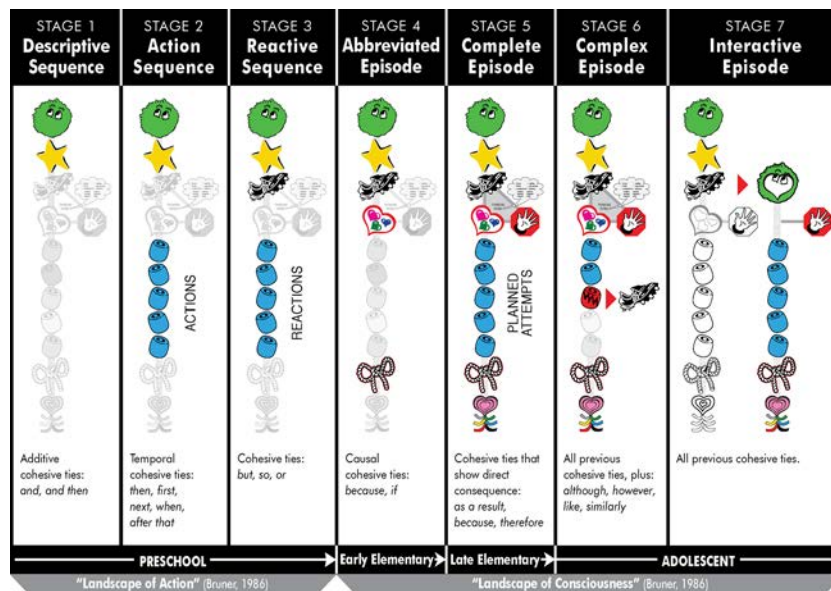
The Critical Thinking Triangle® is what is missing – it is also what sets the SGM® apart!



- Character Motivation
- Inference Generation
- Perspective Taking
- Practice With Classroom Discourse Using Cohesive Ties
- Theory of Mind
- Critical Thinking
- Problem Solving
- Conflict Resolution
- Social Communication

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Stages of Narrative Development

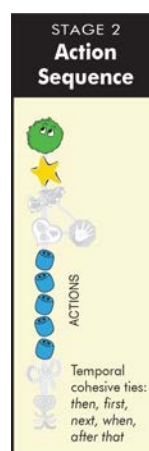


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Personal narratives and fictional narratives are analyzed by some form of macrostructural analysis: Story Grammar (Stein & Glenn, 1979) or High Point (McCabe & Bliss, 2003). Westby and Culatta cite the levels of story grammar analysis:



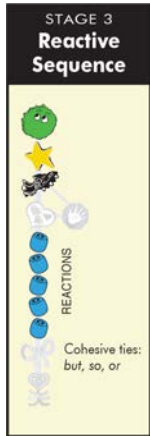
Descriptive sequence (before 4 years): The child describes actions, scenes, or characters.



Action sequence (before 4 years): The child describes a temporal sequence of actions or events.

Westby, C. & Culatta, B. (2016). Telling tales: Personal event narratives and life stories. *LSHSS*. 47 (260-282).

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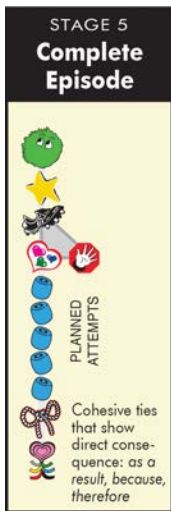


Reactive sequence (about 4-5 years): The child indicates causality between events, through terms such as *because* and *so*.

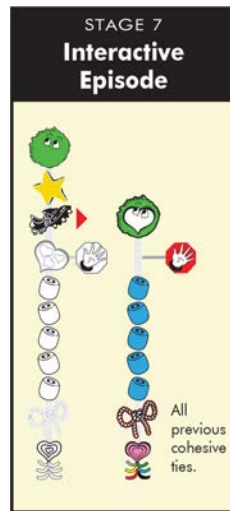


Abbreviated episode (about 6-7 years): The child refers to the goal of the main character but does not explain a plan or how the goal is achieved.

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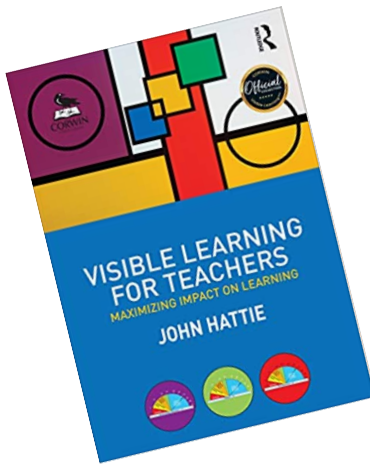
Complete episode (about 8-9 years): The child refers to an initiating event and a goal, an attempt to achieve the goal, and a description of how the goal was or was not achieved.



Elaborated episodes: Stories with obstacles to attempts, multiple sequential episodes or embedded episodes.

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Thinking about Thinking



“One of the important understandings that teachers need to have about each student... is to understand a student’s strategies for thinking so that he or she can be helped to advance his or her thinking.”

Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 42.

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Visible Learning

“The more transparent the teacher makes the learning goals, the more likely the student is to engage in the work needed to meet the goal. Also, the more the student is aware of the criteria of success, the more the student can see and appreciate the specific actions that are needed to attain these criteria.”



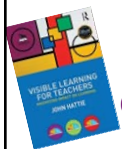
Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 51.

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Data Teams

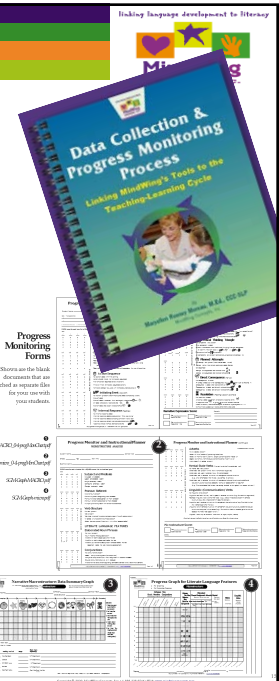
“McNulty and Besser (2013) argue that data teams be formed on the basis of three criteria:

- All teachers on an instructional data team have a **common standard or common area of focus**;
- All teachers on an instructional data team administer a **common assessment** that leads to regular formative interpretations: and
- All teachers on an instructional data team measure learning with a **common scoring guide or rubric.**”



68.

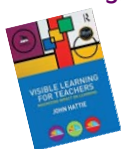
Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY,



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Data team four-step process

1. “The first step involves collecting and charting the data, the aim of which is to make the data visible...”
2. Next, the team begins to use the evidence to prioritize and set, review, and revise incremental goals....
3. The team now questions the instructional strategies and how they are impacting on each student, what needs to change, what needs to remain, and (most importantly) what results would convince the team to change or remain...
4. Finally, the team monitors the impact of these strategies and the impact on student learning.”

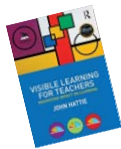


Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 68.

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Feedback

- To make feedback effective, ..., teachers must have a good understanding of where the students are, and where they are meant to be – and the more transparent they make this status for the students, the more students can help to get themselves from the points at which they are to the success points.
- Use evidence from the students about what they do, say, make, or write to then infer what they understand, know, feel or think (Griffen, 2007 quoted in Hattie, 2012).
- Feedback levels focus on the task, the process, self-regulation or self (praise versus feedback).



Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 129-35.

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Four Characteristics of Differentiated Instruction

- “... **all students** need to have the opportunity to explore and apply the key concepts of the subject being studied and then to achieve success.
- **Frequent formative interpretation** is needed to monitor the students’ path to success in the learning intention.
- **Flexibly grouping students** so that they can work alone, together, or as a whole class, as appropriate, makes it possible to make the most of the opportunities created by difference and commonality.
- As much as possible, we should **engage students** in an active manner to explore and **reach the success targets.**”



Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 110.


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What does the Gradual Release of Responsibility Model look and sound like?

"I Do"


Note to Self-
 Enlarge and
 laminate each
 Gradual Release of
 Responsibility slide
 to post during
 lessons.

TEACHING PHASE	TEACHER BEHAVIOR	LEARNER BEHAVIOR
Demonstration 	<ul style="list-style-type: none"> • Initiates • Models • Explains • Thinks Aloud • Shows "How to do it" 	<ul style="list-style-type: none"> • Listens • Observes • May participate on a limited basis

Source: Routman, R. (2003) *Reading Essentials*, Portsmouth, NH: Heinemann.

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"WE DO"


TEACHING PHASE	TEACHER BEHAVIOR	LEARNER BEHAVIOR
Guided Practice 	<ul style="list-style-type: none"> • Demonstrates • Leads • Suggests • Explains • Responds • Acknowledges 	<ul style="list-style-type: none"> • Listens • Interacts • Questions • Collaborates • Responds • Tries Out • Approximates • Participates

Source: Routman, R. (2003) *Reading Essentials*, Portsmouth, NH: Heinemann.

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TEACHER HANDS OVER RESPONSIBILITY

"YOU ALL DO"


TEACHING PHASE	LEARNER BEHAVIOR	TEACHER BEHAVIOR
Independent Practice 	<ul style="list-style-type: none"> • Applies Learning • Takes Charge • Practices • Problem Solves • Approximates • Self-Corrects 	<ul style="list-style-type: none"> • Scaffolds • Validates • Teaches as needed • Evaluates • Observes • Encourages • Clarifies • Confirms • Coaches

Source: Routman, R. (2003) *Reading Essentials*, Portsmouth, NH: Heinemann.

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TEACHER HANDS OVER RESPONSIBILITY

"YOU DO"

TEACHING PHASE	LEARNER BEHAVIOR	TEACHER BEHAVIOR
Application 	<ul style="list-style-type: none"> • Initiates • Self-Monitors • Self-Directs • Applies Learning • Problem Solves • Confirms • Self-Evaluates 	<ul style="list-style-type: none"> • Affirms • Assists as needed • Responds • Acknowledges • Evaluates • Sets Goals

Source: Routman, R. (2003) *Reading Essentials*, Portsmouth, NH: Heinemann.

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Oral Narrative Retelling "Shipwrecked"

There are these "three boys" that had a boat.

(Uh) they usually took it out for a "short time."

"One day" they all fell asleep on the boat

and all of a sudden, the anchor come undone

and the boat drifted off.
(Um) and then when they woke up

when (uh) the boat hit "some rocks"
and then they woke up

and then they discovered an island.

And then they tried to survive.

They got water, food and then even built a shelter.

And then "one day" they spotted a ship.

(Uh) and then they set "some bushes" on fire.

The "black smoke" rise and rise in the sky.

And (the boat) the ship spotted them and send their crew to them.

And the "three boys" were glad to be going home
(after "three months," I believe.

Shown is a sample retell elicited after a student heard the narrative selection "Shipwrecked." The oral retelling was audio recorded, transcribed, and annotated using the SGM icons (MACROstructure) and the Coding System (Microstructure).


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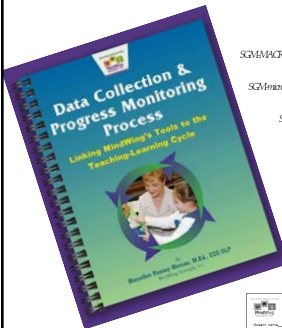
In previous webinars we demonstrated...

DocHub

- DocHub.com is an online PDF annotator that allows users to create document templates and add text, draw shapes, as well as update content. Using DocHub.com, we demonstrated analysis of the Macro and Microstructure of a narrative.
- Our 39 page "Zoom In On Documentation" (a downloadable resource for \$14.95 available at <https://tinyurl.com/ZoomInOnDocSGM>) contains a step-by-step procedure for analyzing narrative samples and documenting progress using MindWing Concepts' progress monitors and graphs (4 PDF forms included separately!) on DocHub.



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Data Collection & Progress Monitoring Process
Linking MindWing's Tools to the Teaching/Learning Cycle

Progress Monitoring Forms

Shown are the blank documents that are attached as separate files for your use with your students.

Narrative Stage Decision Tree
For Assigning Developmental Level to Each Episode

This Narrative Stage Decision Tree enables the evaluator to assign a developmental level to the narrative sample. As you progress through the schematic, answering the yes and no questions, you will be guided to a specific level (stage of development).

Progress Monitor and Instructional Planner

1

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Progress Monitor and Instructional Planner

3

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Narrative Stage Decision Tree

Does the episode have a temporally-related series of events?

Does the episode have a causally-related sequence of actions?

Does the episode have evidence of goal-directed behavior?

Is planning or intentional behavior explicit? (planning words are used)


Complete Episode

Is there at least one attempt to carry out the plan?

Is there a consequence?

Is there a resolution (feeling, lesson, moral)?


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Story Grammar Marker®

Progress Monitor and Instructional Planner

NARRATIVE MACROSTRUCTURE



Student Name Sample Student School Year 2019-2020

Date	Title/Subject of Story	Score	Date	Title/Subject of Story	Score
4/20	Shipwrecked	/	/	/	/

Standardized Test Data Informal Assessment Data: Type Oral Narrative Retelling

CIRCLE score for each icon. Put a **SQUARE** around the instructional goal. SLP

Date	Character	Setting
4/20	/	/
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4

Character

- No character used or many characters named
- Pronoun used to designate a character (main)
- Main character named
- Main character named and described: physical description
- Main character named and described: physical description & personality qualities

Setting

- No setting stated
- Time or place stated
- Place described: using physical characteristics
- Place described: physical characteristics and one or more sensory verbs (see, hear, touch, smell, taste)
- Place described: physical characteristics & expectations for use of the setting

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/	/	/	/	
0	0	0	0	MACROSTRUCTURE
1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	

Action Sequence
 No actions stated within the setting
 Actions (events) listed, not temporally sequenced
 Two temporally sequenced series of actions
 Three or more temporally sequenced actions
 Temporal cohesive ties used with temporally-related series of

/	/	/	/	
0	0	0	0	MACROSTRUCTURE
1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	

Initiating Event (Kick-Off)
 No kick-off (problem/dilemma/surprise) stated (*complicating action*)
 Kick-off stated
 Kick-off stated in sentence form and clearly related to and
 Kick-off stated and clearly related to and
 Kick-off stated and clearly related to the or

/	/	/	/	
0	0	0	0	MACROSTRUCTURE
1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	

Internal Response (Feelings)
 No internal response stated
 Internal response stated as a descriptor: "She was crying."
 Internal response stated as a feeling/emotion word: "sad"
 Internal response stated, named, and related to the
 Internal response stated, named, and related to and

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SGM® Progress Monitor and Instructional Planner (continued)

Date	/	/	/	
4/20	0	0	0	STRUCTURE
0	1	1	1	
1	2	2	2	
2	3	3	3	
3	4	4	4	

Thoughts (Mental States)
 No thoughts expressed
 One or more Thoughts expressed
 Thought(s) expressed and related to the Feeling
 Thought(s) expressed and related to the Kick-Off
 Thought(s) expressed and related to the Plan

/	/	/	/	
0	0	0	0	STRUCTURE
1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	

Plan
 No plan stated
 Plan is inferred
 Plan is stated using a planning word: want, wish, decide, (i.e., "he wanted friends")
 Plan is stated, using a planning word and related to the
 Plan is stated, using a planning word and related to the and

/	/	/	/	
0	0	0	0	STRUCTURE
1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	

Critical Thinking Triangle
 No components are present
 One component is stated
 Student uses at least two of the Critical Thinking Triangle components to identify the Main idea: & &
 Components of the are present
 All components are present and related using at least one cohesive tie

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0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

MACRO

Planned Attempts
 No attempts are present (there may be action words)
 Attempts rather than simple actions are stated
 Attempts are sequenced
 Attempts are sequenced and related to the and the

Direct Consequence (Tie-Up)
 No consequence is stated
 An ending is stated but is not a consequence of a . It is a statement such as (the end).
 A consequence is stated and related to the or
 Consequence is stated and directly related to the and
 Consequence is stated and directly related to the &

Resolution (Feeling/Lesson Learned)
 No resolution is stated
 A feeling is stated as a main character's response to the
 A response to the is given in terms of a lesson learned
 Lesson is directly related to the and the character's participation in it
 A formal moral is stated as it relates to the theme and events

Narrative Expression Score: _____
 Date: 4/2020
 Baseline Data: Black

Comments: _____ 4/2020 _____ 6/2020
 Factual Questions-63%81%
 Inferential Questions-69%

Progress Monitor 1: Red _____ Date: _____
 Progress Monitor 2: Green _____ Date: _____
 Progress Monitor 3/Post-Test: Blue _____ Date: _____

Page 2 of 2

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Progress Monitor and Instructional Planner
MICROSTRUCTURE ANALYSIS

Student Name Sample Student School Year 2019-2020
 Grade 8 Age 13 Story Title Shipwrecked
 Examiner Name SLP

CIRCLE score for each structure. Put a SQUARE around the instructional goal.

Date	4/20	/	/	/
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4

Subject and Predicate
 No subject or predicate
 Subject and predicate evident
 Simple sentence/s evident
 Compound sentence/s evident
 Complex sentence/s evident

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

Pronoun Referent
 No pronouns present
 Pronouns present designating main character
 Pronouns reflect correct gender of main character
 Pronoun referent established for main character
 Multiple pronouns present with referents established.

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0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

MICROSTRUCTURE

Verb Structure

- No verb present
- Verb present
- Verb tense marked (morphemes/past, present, future) and consistent
- ly adverbs or prepositional phrases present
- Adverb clauses present (when, how, why, after, because, before)

LITERATE LANGUAGE FEATURES

Elaborated Noun Phrases

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

- No noun present
- Noun modifier (the big cat) present
- Modifier or relative clause used after the verb
- Modifier or relative clause used before the verb
- Modifier plus a relative clause present and used before the verb
(placement before the verb indicates advancement)

Conjunctions

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

- No conjunctions present
- Additive conjunctions present (and, and then)
- Temporal conjunctions (first, then, next) present in addition to additive
- Causal conjunctions (but, so, or, if, because)
- Inter-sentential conjunctions signaling connections between Story Grammar elements

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Progress Monitor and Instructional Planner (continued)

Date			
4/20	/	/	/
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

MICROSTRUCTURE ANALYSIS

Adverbs

- no -ly adverbs present
- Adverb of time (suddenly) pertaining to time/when
- Adverb of manner (slowly, silently, angrily) pertaining to how
- Adverb of degree (extremely, tremendously) pertaining to how much
- Two or more types of -ly adverbs present.

Mental State Verbs (If the text lends itself to mental state use)

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

MICROSTRUCTURE

- No mental state verb present
- Mental state verb present (think, know, remember, forgot, etc.)
- Mental state verb used in sentence (e.g., She remembered.)
- Mental state verb in sentence structure with complement clausal structure
(e.g., She remembered that the boy was coming to school.)
- Mental state verb in sentence structure with complement clausal structure plus additional clausal structures to express perspective taking or added content for argument
(e.g., She remembered that the boy was coming to school so she got out her crayons to share.)

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0	0	0	0	M A C
1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	

Linguistic (Communication) Verbs

No linguistic verbs present

Linguistic verb "said, tell, say, call" is present in sentence structure (e.g., She told him to go home.)

Advanced linguistic verb/s (other than "said" [e.g., yelled, whispered]) present in sentence structure (e.g., She whispered to him about the danger.)

Linguistic verb in sentence structure with complement clausal structure (e.g., She told him that she wanted to go to the movies.)

Linguistic verb in sentence structure with complement clausal structure plus additional clausal structures to express further content (e.g., She told him that she wanted to go to the movies because the movie had a great review.)

(Linguistic verbs may be academic words such as argue, confirm, restate)

Charting is done on the English Narrative Analysis Data Summary Graph For Microstructure

Microstructure Score:


14	Date: 4/2020	Date: / /	Date: / /	Date: / /
Baseline Data: Black	Progress Monitor 2: Green	Progress Monitor 1: Red	Progress Monitor 3/Post-Test: Blue	

Comments

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Basic Goal Area: Grammar (microstructure)

Intermediate Goal: Complex Sentences (More than simple/compound sentences.)

Specific Goal: Sentence Complements (Mental State and Linguistic verb structures necessary to express Theory of Mind)




EXAMPLE:

" I **know** that you **know** what an open response is but I **think** that you want me to **tell** you **what one is** so that you can **tell** the teachers **what a third grade girl thinks** it is."

Subgoal: Mental State Verbs: think, know, remember, realize and/or Linguistic Verbs: said, tell, whispered...

The OUTCOME of this goal setting is a better sentence!

Citing McCauley & Fey, 2006 in Eisenberg, S. (2020). Using general language performance measures to assess grammar learning. *Topics in Language Disorders*, 40 (2): 135-148.

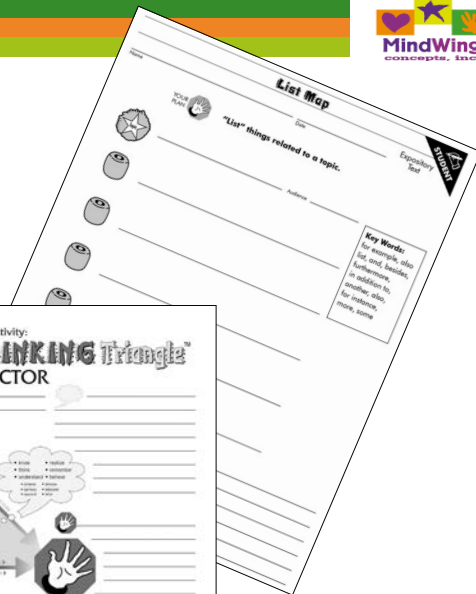
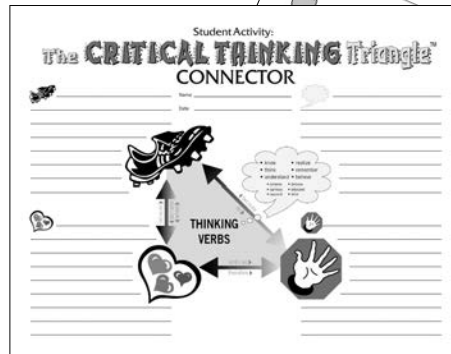
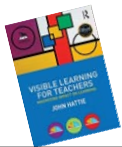




44

Concept Map

“Create a concept map with your students about the learning intentions, the relations between these, and the ideas and resources that they are going to experience, and share notions of what success the lessons would look like.”

Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 75.





45

I CAN statements.....

I CAN STATEMENT ABOUT KICK-OFFS AND FEELINGS

Group Statement:

Today we are learning how kick-offs and feelings relate to each other so that we can talk about why character feel certain ways in the story/passage (or in life).  

Then we will talk about kick-offs and feelings in our own lives.

Student:

Today, I am learning how kick-offs and feelings relate to each other so that I can talk about why characters feel certain ways in Zomo, the Rabbit. Then, I will talk about these feelings in reaction to kick-offs in my own life.

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Self
Evaluation
In Order of
Complexity

Sequence Map

Name _____
Date _____

Expository
Text

Tell the order or steps.

Kick-Offs, Feelings, Zomo _____

To begin with, First I am able to identify feeling words (synonyms).

Next I am able to correctly relate appropriate feeling words (synonyms) to at least one kick-off _____

Then I am able to correctly relate appropriate feeling words (synonyms; social emotions) to all kick-offs in the story. _____

After that, soon after I am able to provide kick-offs for given feeling words (synonyms; social emotions) in life situations. _____

Finally _____

Topic Sentence: _____

Reference: _____

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Growth Mindset:

I will be able to express the thoughts
(mental state verbs) related to kick-offs
and feelings of given characters. In this
case, it would be ZOMO, the Rabbit.

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This sentence
uses mental
state verbs.

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"I CAN" STATEMENT ABOUT THE SGM® THINKING BUBBLE

Group Statement



Today, we are learning to use a thought bubble to talk about “why/how” characters decide to do something about the kick-off/problem/situation. We will show we can do this by filling out thought bubbles and talking about Zomo’s plan to gain wisdom.

Student




Today I am learning to use a thought bubble to talk about “why/how” characters decide to do something. I will show I can do this by filling out thought bubbles and talking about Zomo’s search for wisdom.


Self Evaluation In Order of Complexity


Sequence Map


Name _____ Date _____


YOUR FOUR  **TELL THE ORDER OR STEPS.**


Thoughts/Mental States in Zomo

To begin with, First  I am able to name and define thought words with help from my teacher.

Next  I am able to express one thought (such as “know”) word of Zomo using a sentence stem.
I am able to express two thought words (such as “know/remember”) of Zomo, each in its own sentence, from the story.

Then  I am able to express two thought words (such as “know/remember”) of Zomo from the story in sentence form and include a feeling/or kick-off and at least one conjunction.

After that, soon after  _____


Finally  _____

Topic Sentence: _____

Reference: _____

STUDENT

Expository Text


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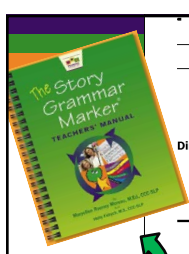
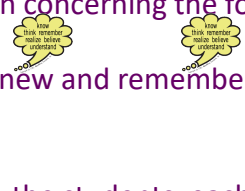
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Growth Mindset:

Students will be able to give their opinion concerning the following statement:

In your opinion, did Zomo use what he knew and remembered to help him gain wisdom?

Pass the SGM Thinking Bubble around to the students, each taking a turn sharing their opinion and why they think that way.



Pages 103-104

SELF-REFLECTIVE CHECKLIST FOR
 (YOUR NAME)

Directions:

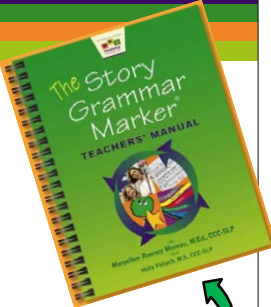
- Color in the components that you have used in your written retelling of a story or your own creative writing piece.
- Check the goals you need to work on in order to progress to the next stage. You have two kinds of goals: a story grammar (SG) goal and a cohesive tie (CT) goal.

	<input type="checkbox"/>	DESCRIPTIVE SEQUENCE I can use describing words to tell about my character and setting (noun/adjectives).
	<input type="checkbox"/>	I can expand my sentences with <i>and</i> .
	SG Goal:	I will use actions
	CT Goal:	I will include words such as <i>first, then, then, after</i> .
	<input type="checkbox"/>	ACTION SEQUENCE I can use describing words to describe actions (verbs/adverbs).
	<input type="checkbox"/>	I can expand my sentences with cohesive ties that tell when actions happen.
	SG Goal:	I will include a kick off (IE).
	CT Goal:	I will include words such as <i>but, so</i> .
	<input type="checkbox"/>	REACTIVE SEQUENCE I included _____ kick offs which caused chain reactions (mainly verbs).
	<input type="checkbox"/>	I can expand my sentences with cohesive ties that show a cause for the reaction (<i>because, but, so</i>).
	SG Goal:	I will include a feeling word (how the character feels about the kick off). I will think about how the IR leads to the DC. This is the beginning of the plan.
	CT Goal:	I will include words such as <i>because, if, then</i> .

SELF-REFLECTIVE CHECKLIST
 STUDENT

	<input type="checkbox"/>	ABBREVIATED EPISODE I can use feeling words as reactions to the kick off.
	<input type="checkbox"/>	I can tell someone what caused my character to feel the way s/he does.
	<input type="checkbox"/>	I can find and tell someone the feeling words I used in my story.
	<input type="checkbox"/>	I can use the character's IR as the kick off of an episode.
	<input type="checkbox"/>	I can use cohesive ties that show <i>cause/effect</i> (<i>because, therefore, if then</i>).
	SG Goal:	I will use the critical thinking triangle to tell someone how the character's response IR to the IE leads to a plan.
	CT Goal:	I will use planning words. I will use clear referring words so that my reader will know who or what I'm talking about.

	<input type="checkbox"/>	COMPLETE EPISODE I can identify an episode.
	<input type="checkbox"/>	I can tell the story from another character's point of view.
	<input type="checkbox"/>	I can tell someone each character's different response (feelings) to the same IE.
	<input type="checkbox"/>	I can see that attempts are planned actions.
	<input type="checkbox"/>	I can tell someone about the critical thinking triangle in this story.
	<input type="checkbox"/>	I can find nouns that my words refer to.
	<input type="checkbox"/>	I use cohesive ties to show direct consequences (<i>therefore, as a result, consequently</i>).
	SG Goal:	I will create an action that is not planned by my character (obstacle) or I will create an attempt that becomes an initiating event.
	CT Goal:	I will use clear referents. I will use words to compare (<i>like, as</i>). I will include cohesive ties to form complex sentences.



Page
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SELF-REFLECTIVE CHECKLIST

STUDENT

COMPLEX EPISODE

- I include figurative language: _____ multiple meaning words _____ proverbs _____ similes _____ metaphors
- I can tell someone each character's plan.
- I can explain how the critical thinking triangle relates to the DC.
- I use clear referents.
- I use complex sentences.
- I am able to identify an embedded episode.
- I can recognize trickery.

SG Goal: I will include an event initiated by one character which has an impact on the feelings and plan of another.

CT Goal: I will use cohesive ties and make sure my referents are clear.


INTERACTIVE EPISODE

- I can explain why one character did something based on the actions of another character.
- I can use the critical thinking triangle to answer "why" questions.
- I can use cohesive ties and clear referents.

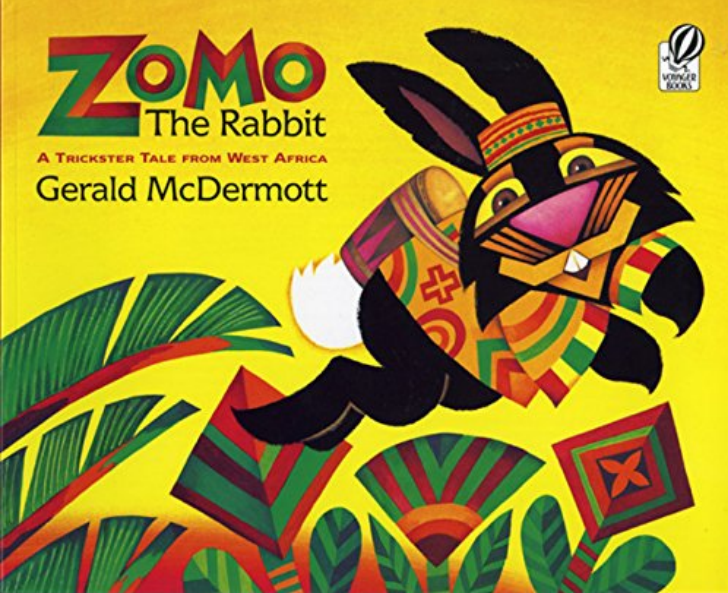
_____ (YOUR NAME)

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BUILDING BACKGROUND KNOWLEDGE



55

In addition to a book walk, begin each lesson discussing the geographical setting for a book if needed using maps as well as web links of images. Refer to following slide.



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West Africa Geography

[Africa Facts for Kids](#)

[Kids World Travel Guide](#)

57

Add each element to this graphic organizer as it is presented/learned either digitally or on paper.

The Student's **Information List Map**

Name _____ Date _____

YOUR PLAN "List" things related to a topic.

<ul style="list-style-type: none"> Trickster Tale Characteristics _____ students _____ Short story written to entertain and to teach a lesson _____ Trickster is usually an animal with human traits (talk) _____ Trickster tricks others to get what they want _____ Trickster can be good or bad, kind or unkind, and so on _____ _____ 	<p>Key Words: for example, also list, and, besides, furthermore, in addition to, another, also, for instance, more, some</p>
---	---

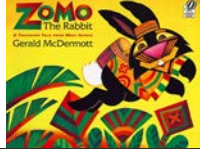
Topic Sentence: Trickster tales have several characteristics. For example,

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Complete this vocabulary card as a group. Provide copies to the students with the word and picture. Complete the remaining sections digitally or on paper. The first sentence is done as a group. The second is the student's attempt.

Break into Syllables trickster	Picture 
Synonym clever person, prankster	Antonym victim
Part of Speech/Definition: A trickster is a person who tricks people, often in order to get something from them.	
Sentence/Example: Zomo, a trickster, fooled Big Fish into dancing so fast that he lost his scales. The trickster played an April Fool's joke on his friend to make his friends laugh.	

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Complete this vocabulary card as a group. Provide copies to the students with the word, definition and picture. Complete the remaining sections digitally or on paper. The first sentence is done as a group. The second is the student's attempt.

Fruyer Method

Concept Word: trickster tale

Define the word, include picture if possible A trickster tale is a short story written to entertain and to teach a lesson.	List key characteristics and attributes the main character is usually an animal who has human traits like talking the trickster fools others to get what they want tricksters can be good or bad, kind or unkind and so on
	Non-example Zomo the Rabbit was trickster who fooled several other animals into giving him something he wanted. His older brother tricked him into doing something he did not want to do.

Adapted from Frayer, D.A., Frederick, W.D., & Karaman, H.J. (1972). A scheme for testing the level of concept mastery (Technical Report No. 4). Madison: University of Wisconsin, Wisconsin Center for Education Research.

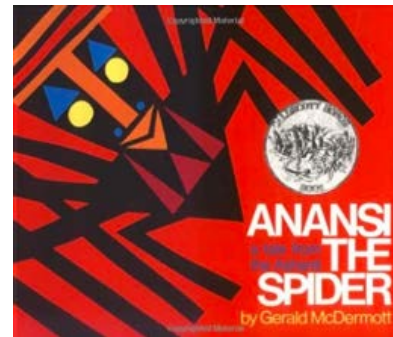
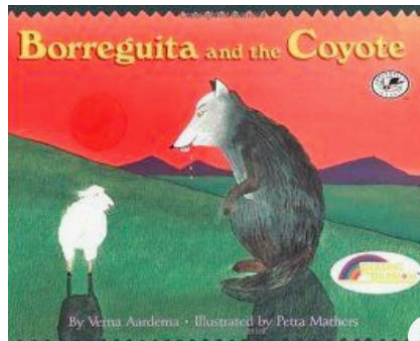
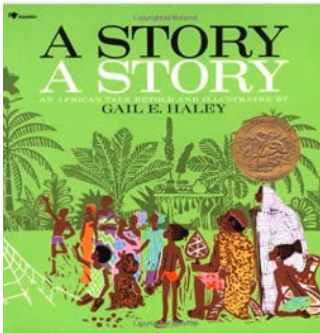
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Links to Additional Trickster Tales

Trickster Tales from Around the World

Background Information on Trickster Tales for Students



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Zomo the Rabbit



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Place the corresponding completed SGM® Map in the book for each picture book in your library to allow for more efficient lesson planning.

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Student Complete Episode Map

Name _____ Date _____

MAIN CHARACTER: Who or What is the story about?
Zomo the Rabbit, a clever rabbit

SETTING: Where and When does the story take place? What usually happens there?
What does the character see, hear, smell, touch, and taste?
rain forest in West Africa

INITIATING EVENT (Kick-Off):
What happened to the character to cause him/her/it to do something?(It was a fun-hum day until...)
Zomo not content being clever

INTERNAL RESPONSE (Feeling): How did the character feel about what happened?
This is the emotional response to the kick-off.
not content, desire more for himself
realizes his life would be better if he had wisdom

PLAN: What does the character want to do? Why will he/she/it choose this plan?
What prior knowledge, thoughts and memories does the character have about the kick-off?
Zomo wants to obtain wisdom

ATTEMPT: What action does the character take to achieve the plan?
asks Sky God who gives him an assignment

ATTEMPT: tricks Big fish to obtain his scales

ATTEMPT: tricks Wild Cow to obtain his milk

ATTEMPT: tricks Leopard to obtain his tooth

ATTEMPT: brings three items to Sky God

DIRECT CONSEQUENCE: (Tie-Up): What happened as a result of the attempt/
action? Is there a complication in the plan?
Sky God gives him wisdom
Three animals angry

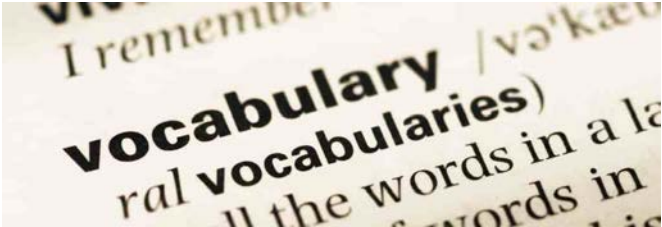
RESOLUTION: How does the character feel about the direct consequence
Is there a lesson learned or a moral to the story?
Proud to have outsmarted animals. Learned importance of caution. Must
now run fast to outrun his new found enemies

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TEACHING VOCABULARY



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Key Content Vocabulary from Zomo the Rabbit




Instruction would focus on clever, wisdom, courage and caution. Remaining words would be explained as passage is read.

Tier 1	Tier 2	Tier 3
	clever wisdom vain courage good sense caution	scales

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Tier Two Vocabulary Strategy

Model this strategy as an "I Do." Then ask students to rate their understanding of each word by placing a check mark in the appropriate column. Use the following vocabulary cards to develop deeper understanding.

			
Vocabulary Words	I know it. I can picture what it means. I can tell you about it so you can picture it too.	I've heard it before but I'm not sure what it means. I do not have clear picture of it in my mind.	I've never heard it before. I cannot picture it. This is a new word for me.
clever			
wisdom			
courage			
caution			


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Frayer Method

Concept Word: clever

Complete this vocabulary card (and the following) as a group. Provide copies to the students with the word, definition and picture. Complete the remaining sections digitally or on paper. The first sentence is done as a group. The second is the student's attempt.

<p>Define the word, include picture if possible</p> <p>Someone who is clever is intelligent and able to understand things easily.</p>	<p>List key characteristics and attributes</p> <p style="text-align: center;">intelligent smart bright</p>
	<p>Non-example</p> <p>Zomo was so clever, he tricked Wild Cow into trying to knock down a tree.</p> <p>The clever boy invented a system to feed the chickens without getting out of bed.</p>

Adapted from: Frayer, D.A., Frederick, W.D., & Blascovich, H.J. (1995). A scheme for testing the level of concept mastery (Technical Report No. 15). Madison: University of Wisconsin, Wisconsin Center for Education Research.

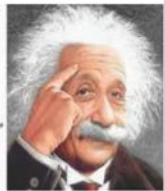
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Frayer Method

Concept Word: wisdom

<p>Define the word, include picture if possible</p> <p>When you have wisdom, you use your knowledge and your experiences to make sensible decisions.</p>	<p>List key characteristics and attributes</p> <p style="text-align: center;">understanding learning</p>
<p><i>"A clever person solves a problem. A wise person avoids it."</i> -Albert Einstein</p> 	<p>Non-example</p> <p>Zomo the Rabbit wanted wisdom because he realized it would help him make better decisions.</p> <p>Most of us were concerned about the wisdom of the decision.</p>

Adapted from: Frayer, D.A., Frederick, W.D., & Blascovich, H.J. (1995). A scheme for testing the level of concept mastery (Technical Report No. 15). Madison: University of Wisconsin, Wisconsin Center for Education Research.


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Frayer Method

Concept Word: courage

<p>Define the word, include picture if possible</p> <p>People with courage face danger without fear.</p>	<p>List key characteristics and attributes</p> <p style="text-align: center;">brave fearless</p>
	<p>Non-example</p> <p>Zomo demonstrated courage when he tricked animals larger than him into giving him something.</p> <p>First responders show courage on a daily basis when they help us in an emergency.</p>

Adapted from: Frayer, D.A., Frederick, W.D., & Harkness, H.J. (1995). A schema for testing the level of concept mastery (Technical Report No. 10). Madison: University of Wisconsin, Wisconsin Center for Education Research.


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Frayer Method

Concept Word: caution

<p>Define the word, include picture if possible</p> <p>A person who shows caution takes care in dangerous situations.</p>	<p>List key characteristics and attributes</p> <p style="text-align: center;">careful attention</p>
	<p>Non-example</p> <p>Zomo did not demonstrate caution when he tried to trick dangerous animals.</p> <p>We must drive with caution so that we do not cause an accident.</p>

Adapted from: Frayer, D.A., Frederick, W.D., & Harkness, H.J. (1995). A schema for testing the level of concept mastery (Technical Report No. 10). Madison: University of Wisconsin, Wisconsin Center for Education Research.

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Wonderful activity for English language Learners as well.

- If I say something that is *clever*, say “clever.” If not, don’t say anything. I will ask, “Why?”
 - creating a new invention
 - having trouble learning the rules of a game
 - tricking someone into telling you a secret
 - placing your hand on a hot stove top
 - the winning move in a chess game
- What’s the word that means “intelligent and able to learn things easily?”


Beck et al. (2008). Robust Vocabulary Instruction.

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TEACHING MENTAL IMAGERY



72





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The Visualizing and Verbalizing® strategy may be taught using the picture book.


- Have the book face you as you read the text.
- Ask the students to tell you the “movie in their mind.”
- Show them the illustration and determine on which elements they agree with the illustrator.
- Discuss differences in a respectful manner. *(See Pragmatics Chart on next slide)*
- Proceed to the next page.
- Ask them to tell you “how their movie has changed.”


what



where



size



color



number



shape



movement


mood



background


perspective



when


sound


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PRAGMATICS

Non-Linguistic Social Conventions	Linguistic Narrative Related Components
Eye Contact	Feedback
Do you watch the speaker's mouth and eyes?	Are you giving the speaker feedback to indicate interest? (Non-verbal nods, smiles, knitted brows, and verbal comments such as "okay," "yes," "I've been there.")
Noise	Turn Taking
Are you making extra noise?	Is it your turn to talk or listen?
Space	Topic Maintenance
How do you use the space around you to communicate? Are you a space invader?	Are you talking about what I'm talking about?
Body Language	Comments
Do you show interest in what is being said? Do you use gestures?	Can you make suggestions in a positive way?
Tone of Voice	Clarification
What message is your voice giving?	Can you ask the speaker to explain what s/he means? Can you, as the speaker, repair your message so your communication partner can understand it? Can you, as the speaker, prepare your message so your communication partner can understand it the first time?

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Each icon may be placed on an individual index card in front of the student.

- As the student includes the structure word the card is turned over.
- As the student progresses, the cards may be placed behind student on a white board while the details are written.
- Students may need this *written* support to provide a verbal summary.
- Practice speaking in sentences typical of conversation. Avoid, the what is ..., the where is ... etc.


what




where




size




color




number




shape




movement




mood




background




perspective



when




sound








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Most students benefit from including these four structure words first.



<p>what</p> 	<p>movement</p> 
<p>where</p> 	<p>mood</p> 

Complete Episode

MAIN CHARACTER: Who is 'What' in the story about?

SETTING: Where is it? When does the story take place? What usually happens there? How do the characters and their world, family, and friends?

INITIATING EVENT (Goal-Only): What happened in the story that made the character try to do something? How do you know they really tried?

INTERNAL RESPONSE (Challenge): How did the character feel about what happened? How do you know from the text?

PLAN: What does the character want to do? Why will he/she try to achieve the goal? What plan, knowledge, skills, and resources does the character have about the task?

ATTEMPT: What action does the character take to achieve the goal?

ATTEMPT:

ATTEMPT:

ATTEMPT:

OBSTACLE: Is there a complication in the plan? If yes, this becomes a new task, creating an extended episode.

DIRECT CONSEQUENCE (The Gap): What happened as a result of the attempt(s)?

RESOLUTION: How does the character feel about the direct consequence? Is there a goal learned or a lesson to be learned?

Inference Words:

FEELING WORDS: Cheerful, Proud, Upset, Brave, Shy, Nervous

PLANNING WORDS: Want, Decide, Draw









TRANSITION WORDS: First, Next, Then, Finally

CONNECTIVE TERS: And, But, Because, So, Or

As a bonus, they correspond to the beginning of a complete episode!

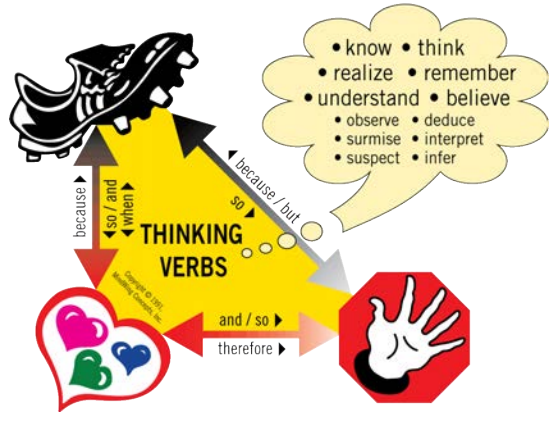
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Once students have mastered the first four structure words, proceed to including these details.

<p>size</p> 	<p>background</p> 
<p>color</p> 	<p>perspective</p> 
<p>number</p> 	<p>when</p> 
<p>shape</p> 	<p>sound</p> 


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TEACHING MAIN IDEA





• know • think
 • realize • remember
 • understand • believe
 • observe • deduce
 • surmise • interpret
 • suspect • infer

78


 MENTAL STATES	Mental State (thinking) Verbs	Child-Friendly Definition/Explanation	Books that illustrate this mental state
	know	Something you observed or know for a fact	Any factual book about a topic Tornadoes by Gail Gibbons Toto the Tornado Kitten by Jonathan Hall
	think	Something in your head, that is not said out loud	What is a Thought? (A Thought is a Lot) by Jack Pransky 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 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 Me a Seat by Sarah Weeks

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Discuss these words using the GRRM.

- The first discussion should focus on you as a character.
- Then focus on the students as the character.
- Finally, use a text the students are familiar with to develop understanding of these mental state verbs.



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- Wear the tie with the verbs on it.
- Point to the corresponding word as you construct sentences with the verbs.
- Allow students to wear the tie as well.



81



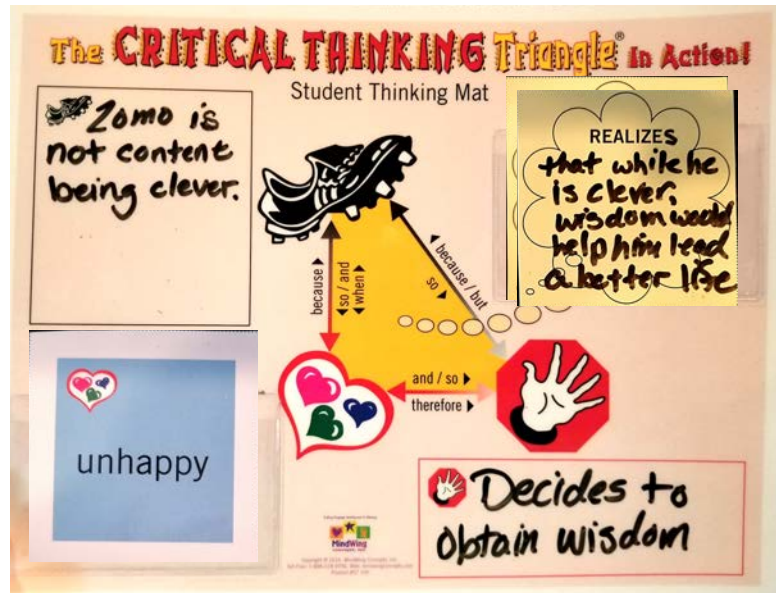
- Wear the tie with the cohesive ties on it.
- Point to the corresponding word as you construct sentences with the cohesive ties.
- Allow students to wear the tie as well.



82



- Complete this map as a group either with CTT In Action Tools, digitally, or on paper to summarize beginning of story.
- Once completed practice composing complete sentences using the cohesion provided on the graphic organizer.



83



Zomo the Rabbit Test Question

To dive deeper into mental states of characters and develop perspective taking, this activity is critical. Hence, the Critical Thinking Triangle®!

Let's think about Zomo's thinking. What did Zomo **know** for a fact, **remember** from the past, and **realize** he must do to trick each animal? Students must use evidence from the text as well as illustrations.

(Please see following thought bubbles. I write on thought bubble for younger students while older students write for themselves.)

84

Zomo the Rabbit

Zomo knew to play his drums to entice Big Fish to come up from the depths of the sea.

Zomo remembered Big Fish liked to dance.

Zomo realized if he played music fast Big Fish would dance faster.

85

Zomo the Rabbit

Zomo knew Wild Cow was vain and did not like to be teased.

Zomo remembered Wild Cow believed he was big and strong.

Zomo realized if he challenged him, he would get angry and try to prove Zomo wrong.

86

Zomo the Rabbit

Zomo knew fish scales mixed with milk would make the path slippery.

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Zomo remembered where Leopard walked every day.

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Zomo realized if he caused Leopard to fall he would hit the rock.

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SGM® Thinking Bubble Mental States


Name _____ Date _____

KNOW
Zomo knew to play his drums to entice Big Fish to come up from the depths of the sea.

REMEMBER
Zomo remembered Big Fish liked to dance.

REALIZE
Zomo realized if he played music fast Big Fish would dance faster.

Character: _____




KNOW
Zomo knew Wild Cow was vain and did not like to be teased.

REMEMBER
Zomo remembered Wild Cow believed he was big and strong.

REALIZE
Zomo realized if he challenged him, he would get angry and try to prove Zomo wrong.

Character: _____

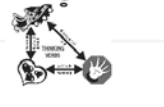


KNOW
Zomo knew fish scales mixed with milk would make the path slippery.

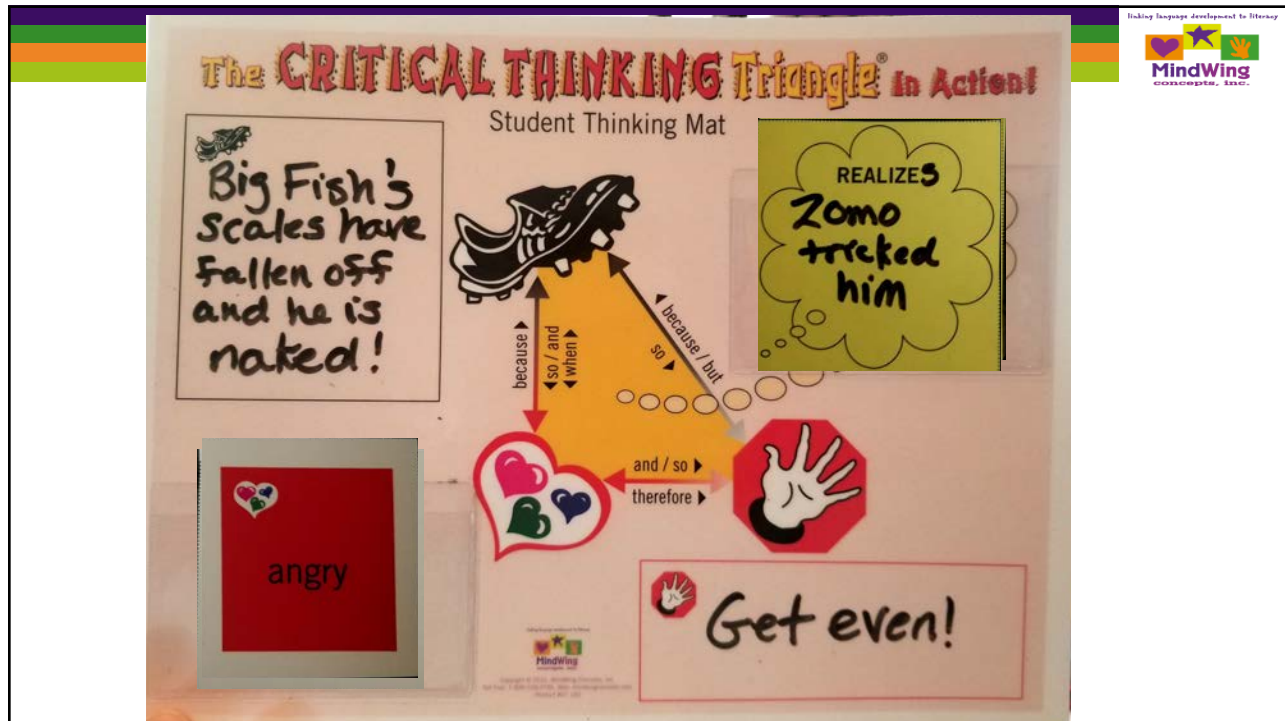
REMEMBER
Zomo remembered where Leopard walked every day.

REALIZE
Zomo realized if he caused Leopard to fall he would hit the rock.

Character: _____



88



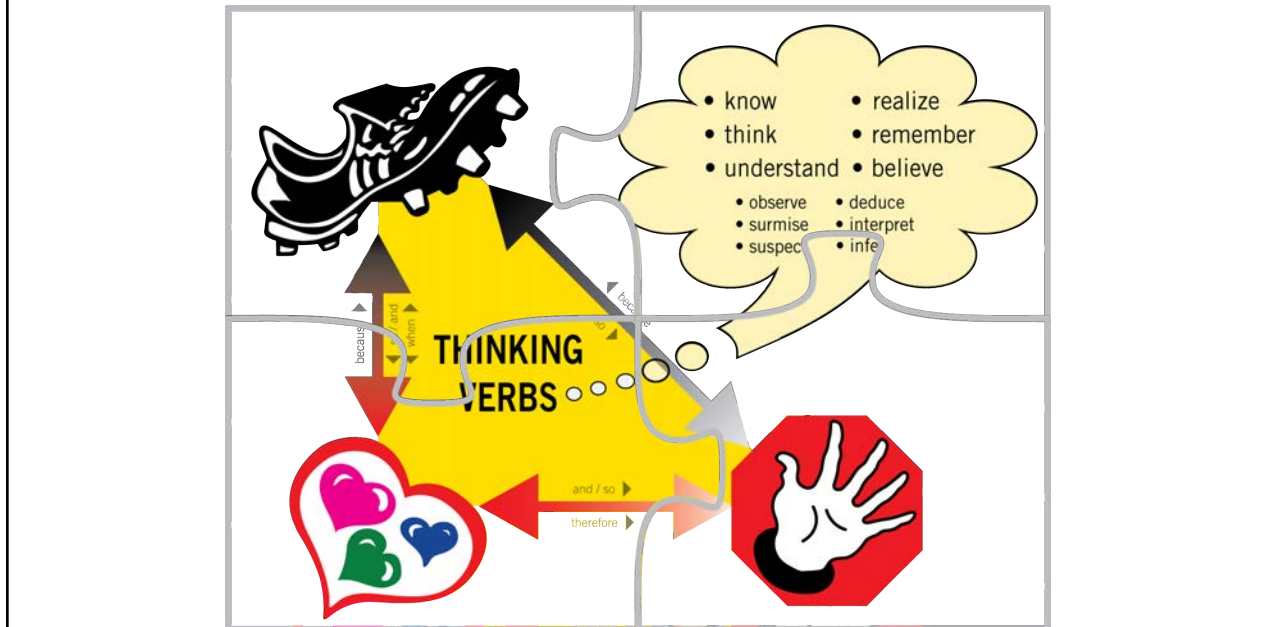
89

THE JIGSAW CLASSROOM
 The Jigsaw Classroom is a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience.

The Jigsaw Method (The jigsaw classroom is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot Aronson. See these LINKS:

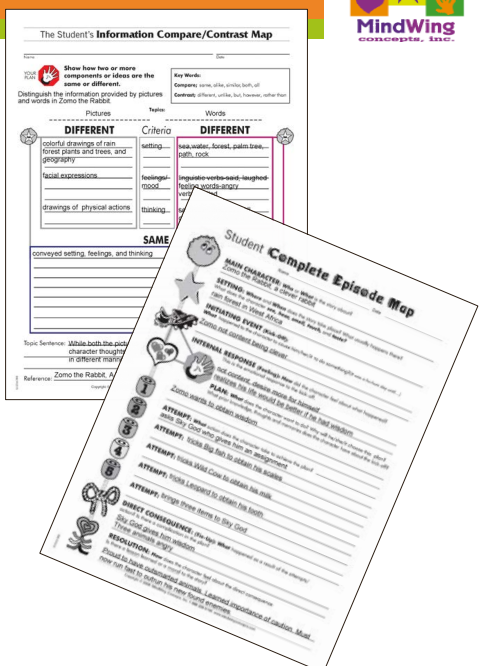
- [The Jigsaw Classroom](#)
- <https://www.jigsaw.org/#steps>
- [Jigsaw Method on YouTube](#)

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TEACHING TEXT COMPREHENSION

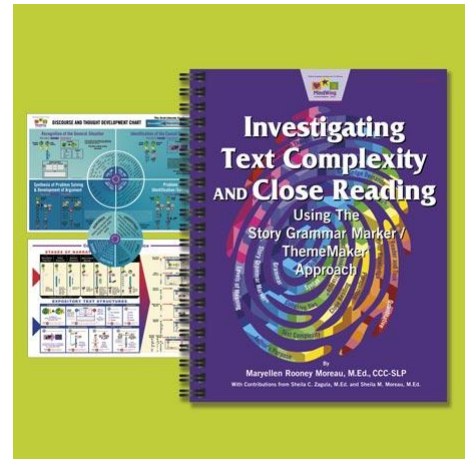


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Text Dependent Questions

- Develop text dependent questions for narrative and expository text.
- Place a copy of the questions in the picture book or in a sheet protector with a text printed from another source.
- Not all questions must be mapped.
- Pick and choose based on your students' needs.



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Deepening Discourse

Use this chart for content area collaboration as well as direct instruction!

DISCOURSE AND THOUGHT DEVELOPMENT CHART

The Oral-Literate Continuum: Conversation ← Narrative → Exposition

Recognition of the General Situation

Narrative → Expository

Skills: Describe Sequence, Action Sequence, Compare and Contrast

Think About: recalling, routines, descriptions

Identification of the Causal Chain

Narrative → Expository

Skills: Describe Sequence, Motivated Episodes, Cause/Effect

Think About: major narrative events, patterns, causes of events

Synthesis of Problem Solving & Development of Argument

Narrative ↔ Expository

Skills: Inferential Events, Problem/Question/Argument

Think About: analysis and synthesis from multiple sources, common themes

Problem Identification/Solving

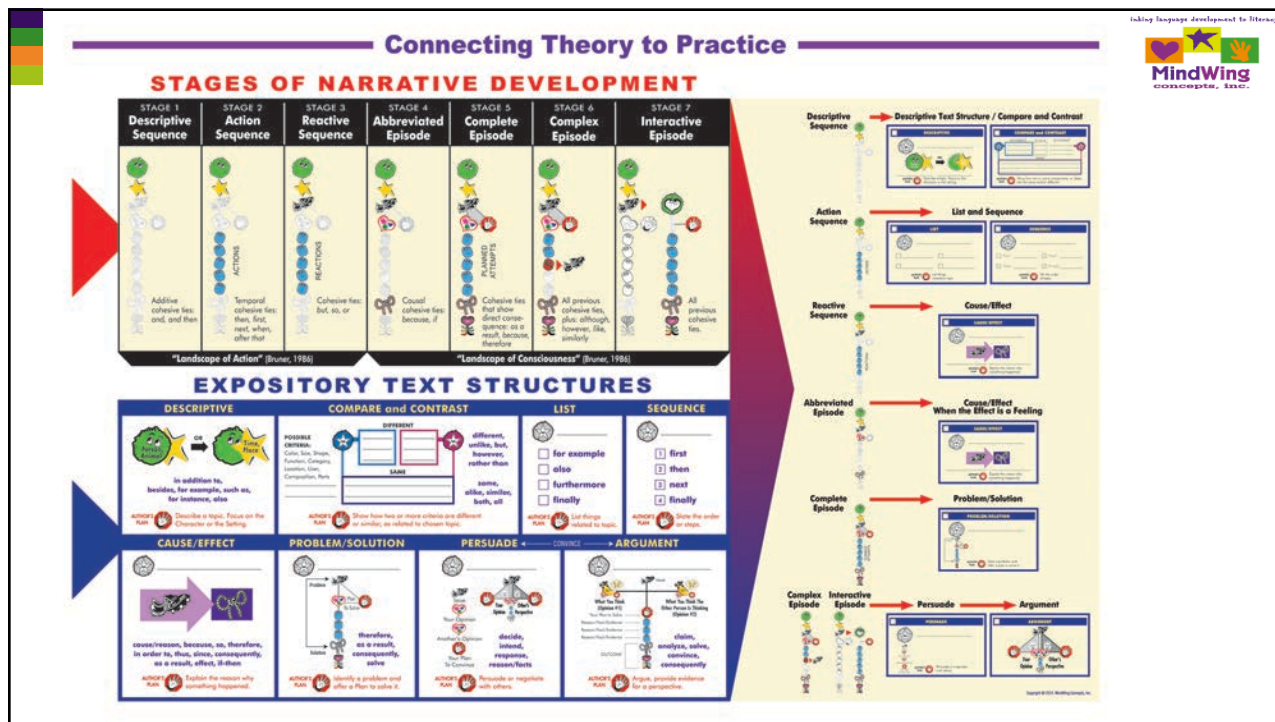
Narrative → Expository

Skills: Complete Episodes, Complex Episodes, Problem/Question

Think About: evidence, vocal register, issues, problems to solve, author's purpose

LEVEL ONE (Narrative) | **LEVEL TWO** (Narrative) | **LEVEL THREE** (Expository) | **LEVEL FOUR** (Expository)

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Webb's Depth of Knowledge

Webb's *Depth of Knowledge* (DoK) was "employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks" (Webb, 1997).

Ultimately the DoK level describes the kind of thinking required by a task, not whether or not the task is "difficult." (Webb, 2009).

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Webb's Depth of Knowledge Levels are:

LEVEL 1:
Recall & Reproduction

LEVEL 2:
Working with Skills & Concepts

LEVEL 3:
Short-Term Strategic Thinking

LEVEL 4:
Extended Strategic Thinking

Reference: Webb's Depth of Knowledge (DoK) Guide: Career and Technical Education Definitions, 2009, based upon Webb's DoK was "employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks" (Webb, 1997).

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TEXT DEPENDENT QUESTIONS

Key Ideas and Details		
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • What are the key ideas in this text/story? • What can you infer from the title, headings, and anecdotes in this book? • Who was the most important character in the story? What makes • Who, what, where, when, how questions • What key details help support the main idea of _____? • What key details and/or examples support the main idea of _____? • What have you learned from this [text]? 	<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • Retell the story. <ul style="list-style-type: none"> • What is the story or article beginning to be about? • What is the theme of the story? • What message was the author trying to share? • What could the main character have learned that I could also learn? • What was a moral or lesson in the story? • Summarize the text. <ul style="list-style-type: none"> • Retell the (fables, folk tales from diverse cultures). • What is the main idea of this text? • What are the 2 or more main ideas in this text? • What key supporting details did the author cite? 	<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • Identify characters, setting, major events, • Explain key details that support the author's message. • Compare and contrast (characters, setting, events, etc.). • Explain how _____ and _____ interact in this story. • Describe how (name of character) respond to (major event and/or challenge). • Explain how (name of character) changed in the story. • Why does _____ think about _____? • How does _____ feel about _____? • How does _____ show persistence (or other character trait) in _____? • How does this help the reader learn more about _____'s character? • What can we infer about the characters _____ and _____? • What do readers learn about the family's relationship from this section? • What does _____'s conversation with _____ reveal? • What event did the author include to show the reader _____? • Describe connections between _____. • Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it. • Explain the procedures described in this article.

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Key Ideas and Details



- Who is the most important **character** in the story? What makes him so?
- What is the **lesson** of this story?
- **Describe/List** the ways Zomo **demonstrates** cleverness in this story.

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The Student's **Descriptive Character Map**

Name: _____ Date: _____

YOUR PLAN Describe a topic. Tell what something is and does.

Who is the most important character and what makes him so? Audience: _____

Category: problem

Zomo is concerned about his lack of wisdom.

Zomo

Category: Feeling

Zomo is the character upset about his lack of wisdom.

Category: Attempts

Using his cleverness, Zomo works to obtain wisdom.

Category: Plan

Zomo has a plan to obtain wisdom.

Category: Thinking

Zomo realizes wisdom will allow him to accomplish more in life.

Topic Sentence: Zomo is the most important character in this picture book. First, he is the character that believes he has a problem because while clever, he knows he is not wise. In addition, he is upset about his lack of wisdom. Furthermore, ...

Reference: Zomo the Rabbit, A Trickster Tale from West Africa

Key Words: in addition to, besides, for example, such as, for instance, also, and, it means, specifically, who

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The Student's Information List Map

Name _____ Date _____

YOUR PLAN **"List" things related to a topic.**

How does Zomo demonstrate cleverness? Audience _____

remembers Big Fish likes to dance _____

remembers Wild Cow believes he is big and strong _____

remembers where Leopard walked every day _____

Key Words:
for example, also
list, and, besides,
furthermore,
in addition to,
another, also,
for instance,
more, some

Topic Sentence: Zomo demonstrates cleverness in several ways. First, he remembers Big Fish likes to dance. Because of that he tricks him to dance so fast scates fall off. Also, he remembers Wild Cow is vain and believes he is big and strong. Therefore, he teases him into trying to knock down a tree. Finally, ...

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DESCRIPTIVE

Person,
Animal

OR

Time,
Place

in addition to,
besides, for example, such as,
for instance, also

AUTHOR'S PLAN Describe a topic. Focus on the Character or the Setting.

AGE / GENDER

PHYSICAL APPEARANCE

(who)

CHARACTER

PERSONALITY

LIKES / DISLIKES

(because)

LIST

- for example**
- also**
- furthermore**
- finally**

AUTHOR'S PLAN List things related to topic.

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TEXT DEPENDENT QUESTIONS

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.
<ul style="list-style-type: none"> • What does (word or phrase from the story, figurative language, sensory word,) mean? • What does <i>Herculean</i> (or other Mythology vocabulary) mean in this story? • Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song • What kind of text is this? (poem, drama, prose, etc.) How do you know? • Explain the meaning of (general academic vocabulary word) • Explain what (domain/content specific word) means. • Which words really call our attention here? What do we notice as we reread them? • How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic? 	<ul style="list-style-type: none"> • What was the (problem, solution)? • How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text? • What text structure did the author use in this text? • What kind of text is this? (story, article, etc.) • Look back at the text and see if you can divide it into parts. What parts does the author include? • Describe the story structure, including beginning, middle, and ending • Describe the (action, setting) in the story. • Explain the (structure elements: verse, rhythm, meter of this poem). • Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play. • What might have happened if _____ hadn't happened first? • How did the author organize the ideas in the (article, book, etc.)? • Explain how you know that the author used a _____ text structure. • What text structure did the author use? 	<ul style="list-style-type: none"> • From what point of view is this story told? • Who is narrating the story? How do we know? • Through whose eyes did you see this story? • Read (two or more accounts of the same event/topic). Analyze the information the authors present. • What similarities and/or differences are there in (titles of two texts on similar topics)? • How does the author feel about (topic)? • How did the graphics help you understand the section about_____? • Distinguish between information provided by pictures and words in the text. • How does your own point of view compare to the author of _____?

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- **Explain** in your own words what the Sky God meant when he said, “Three things in this world are worth having: courage, good sense, and caution.”
- **Divide** the story structure into three parts-the beginning, the middle, and the end.
- **Distinguish** the information provided by the pictures and the words in the text.

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Maps for Previous Questions

SGM® BEGINNING of A Story 45 minutes

Name _____ Date _____

Think about
 (1) Who is the character?
 (2) Where is the story taking place?
 (3) When is the story taking place?
 (4) What is the character's problem?

Think about the character's feelings.

Think about the character's response.

SGM® MIDDLE of A Story 45 minutes

Name _____ Date _____

To begin with/First

Then

Next

Furthermore

Finally

SGM® END of A Story 45 minutes

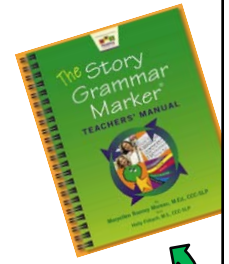
Name _____ Date _____

As a result

Think about feelings

Lesson

Moral



Pages
161-
163

105

SGM® BEGINNING of A Story 45 minutes

Name _____ Date _____

Think about
 (1) Who is the character?
 (2) Where is the story taking place?
 (3) When is the story taking place?
 (4) What is the character's problem?

Think about the character's feelings.

Think about the character's response.

SGM® MIDDLE of A Story 45 minutes

Name _____ Date _____

To begin with/First

Then

Next

Furthermore

Finally

SGM® END of A Story 45 minutes

Name _____ Date _____

As a result

Think about feelings

Lesson

Moral

106

The Student's Information Compare/Contrast Map

Name _____ Date _____

YOUR PLAN Show how two or more components or ideas are the same or different.

Distinguish the information provided by pictures and words in Zomo the Rabbit.

Key Words:
Compare: same, alike, similar, both, all
Contrast: different, unlike, but, however, rather than

Pictures	Topics	Words
DIFFERENT	Criteria	DIFFERENT
colorful drawings of rain forest plants and trees, and geography	setting	sea, water, forest, palm tree, path, rock
facial expressions	feelings/mood	linguistic verbs-said, laughed, feeling words-angry, verbs-smiled
drawings of physical actions	thinking	sentences described all characters' physical actions
SAME		
conveyed setting, feelings, and thinking		

Topic Sentence: While both the pictures and words conveyed the setting, feelings and character thoughts in Zomo the Rabbit, these elements were depicted in different manners.

Reference: Zomo the Rabbit, A Trickster Tale from West Africa

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TEXT DEPENDENT QUESTIONS

Integration of Knowledge and Ideas

<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</p> <ul style="list-style-type: none"> Describe (character, setting, event). Use specific examples from the illustrations and/or words. Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/plot. How did the author use illustrations to engage the reader in the events of the story? How do the (visual/multimedia elements) help the reader understand the author's message? Use illustrations and details in a text to describe key ideas. What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader? How did search tools (key words, side bars, hyperlinks) help the reader? How do the [pictures, etc.] help convey the mood of the story? 	<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <ul style="list-style-type: none"> Not applicable in Literature—Information Texts only Identify the reasons an author gives to support his key point(s). Explain how author uses reasons and evidence to support the main idea of _____. Identify which reasons/evidence support which point(s). What is the author's point of view on the topic? What in the text makes you say that? Describe logical connections between specific sentences and paragraphs. Explain cause and effect relationships in the story/text. What was the tone of the story/text? 	<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <ul style="list-style-type: none"> Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.). Identify similarities and differences between two texts on the same topic. Read several texts on the same topic. Write a speech using information from each of source. Compare the text to: a movie, webpage, video game, piece of art or music, or other media. How does this selection connect to the theme of _____? How does this selection connect to (other text we have read, content area, etc.) How is _____ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6? How is _____ shown in paragraphs 7-11? What mood does the author create?
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108

- How did the pictures help convey the mood of the characters?
- How does Zomo **compare** to other characters we have read in other trickster tales?

109

The Student's **Information List Map**

Name _____ Date _____



"List" things related to a topic.



How did the pictures help convey the mood? _____
Audience

Key Words:
 for example, also
 list, and, besides,
 furthermore,
 in addition to,
 another, also,
 for instance,
 more, some



facial expressions _____



body language _____



physical actions _____





Topic Sentence: _____
 The pictures helped convey the mood in a variety of ways. First, the
 illustrator used the characters' facial expressions to convey their feelings
 such as embarrassment, anger and shock. In addition, the body language
 of the characters showed their happiness, pain, and sneakiness. Finally,
 the characters' physical actions of dancing, charging, slipping, and hiding
 conveyed their mood. The combination of facial expressions, body
 language and physical actions accurately conveyed the mood expressed
 in the words of the picture book.

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The Student's **Information Compare/Contrast Map**

Name: _____ Date: _____

YOUR PLAN **Show how two or more components or ideas are the same or different.**

How does Zomo compare to other characters in other trickster tales?

Topics: Zomo Borreguita

DIFFERENT	Criteria	DIFFERENT
desires wisdom	problem	does not want to be eaten by coyote
not content	feeling	worried, fearful
obtain wisdom	plan	survive
animals would like to get back at him so he will always be on his guard	ending/resolution	coyote learns never to mess with her again

SAME

thinking-
know facts about other characters
remember how the other characters think and act
realize they can trick other characters

setting in nature

direct consequence-obtain their goals

Topic Sentence: Zomo the Rabbit and Borreguita the lamb have several similarities and differences.

Reference: _____

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Graphic Organizers for Previous Questions

LIST

for example

also

furthermore

finally

AUTHOR'S PLAN List things related to topic.

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COMPARE and CONTRAST

POSSIBLE CRITERIA:
Color, Size, Shape, Function, Category, Location, User, Composition, Parts

DIFFERENT

SAME

different, unlike, but, however, rather than

same, alike, similar, both, all

AUTHOR'S PLAN Show how two or more criteria are different or similar, as related to chosen topic.

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- Place this text structure tool in front of students.
- Direct their attention to it as they answer text dependent questions.
- Encourage them to visualize the graphic organizers in their head to organize their thinking and expression.
- Practice drawing the graphic organizers on scrap paper to assist them in composing written responses.

STUDENTS' ThemeMaker
EXPOSITORY (Information) TEXT STRUCTURES

DESCRIPTIVE In addition to, besides, for example, such as, for instance, also AUTHOR'S PLAN: Describe a topic. Focus on the Character or the Setting.		COMPARE and CONTRAST POSSIBLE CRITERIA: Color, Size, Shape, Function, Category, Location, Uses, Composition, Parts different, unlike, but, however, rather than same, alike, similar, both, all AUTHOR'S PLAN: Show how two or more criteria are different or similar, as related to chosen topic.	
LIST <input type="checkbox"/> for example <input type="checkbox"/> also <input type="checkbox"/> furthermore <input type="checkbox"/> finally AUTHOR'S PLAN: List things related to topic.	SEQUENCE <input type="checkbox"/> first <input type="checkbox"/> then <input type="checkbox"/> next <input type="checkbox"/> finally AUTHOR'S PLAN: State the order or steps.	CAUSE/EFFECT cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, effect, if-then AUTHOR'S PLAN: Explain the reason why something happened.	
PROBLEM/SOLUTION therefore, as a result, consequently, solve AUTHOR'S PLAN: Identify a problem and offer a Plan to solve it.		PERSUADE ← CONVINCE → ARGUMENT decide, intend, response, reason/facts AUTHOR'S PLAN: Persuade or negotiate with others.	

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STUDENTS' ThemeMaker
EXPOSITORY (Information) TEXT STRUCTURES

Compare Zomo with Anansi the Spider.

What caused the three animals to be angry with Zomo?

Explain Zomo's problem.

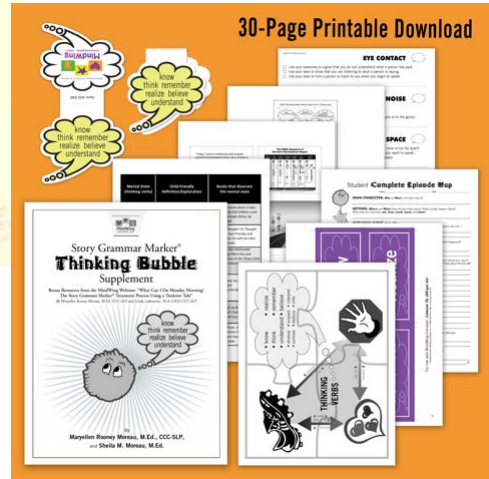
DESCRIPTIVE In addition to, besides, for example, such as, for instance, also AUTHOR'S PLAN: Describe a topic. Focus on the Character or the Setting.		COMPARE and CONTRAST POSSIBLE CRITERIA: Color, Size, Shape, Function, Category, Location, Uses, Composition, Parts different, unlike, but, however, rather than same, alike, similar, both, all AUTHOR'S PLAN: Show how two or more criteria are different or similar, as related to chosen topic.	
LIST <input type="checkbox"/> for example <input type="checkbox"/> also <input type="checkbox"/> furthermore <input type="checkbox"/> finally AUTHOR'S PLAN: List things related to topic.	SEQUENCE <input type="checkbox"/> first <input type="checkbox"/> then <input type="checkbox"/> next <input type="checkbox"/> finally AUTHOR'S PLAN: State the order or steps.	CAUSE/EFFECT cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, effect, if-then AUTHOR'S PLAN: Explain the reason why something happened.	
PROBLEM/SOLUTION therefore, as a result, consequently, solve AUTHOR'S PLAN: Identify a problem and offer a Plan to solve it.		PERSUADE ← CONVINCE → ARGUMENT decide, intend, response, reason/facts AUTHOR'S PLAN: Persuade or negotiate with others.	

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BONUS RESOURCES:
Story Grammar Marker® Thinking
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30 Page Downloadable – PLUS the
SGM® Thinking Bubble Magnetic Icon



<https://tinyurl.com/SGMThinkingBubbleBonus>

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Workshops and Mentoring Available!

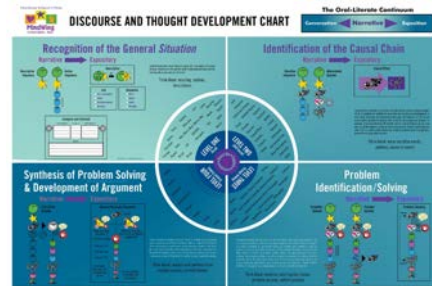
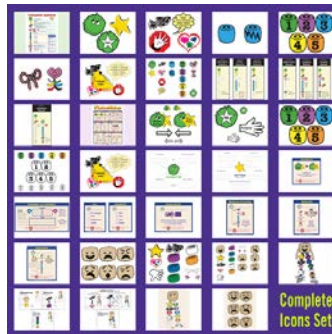


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