

MindWing Concepts Webinar
May 17, 2017

"It's Not a Story Anymore!" Using Story Grammar Marker® For Expository (Informational) Text

Presenter:

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

Linking language development to literacy




BEFORE WE BEGIN....

Linking language development to literacy




- Make sure other applications on your computer are closed for optimal viewing of this webinar.
- The panel to your right allows you to ask Maryellen questions or leave comments. She will respond at the end of the webinar, time permitting.
- At the end of the webinar, at 7:25pm (EDT) we will be raffling off 3 items – you must still be logged in to WIN!!
- Your handout can also be found in the panel on the right. If you have not downloaded it yet, please do so now. If you are unable to download it, it will be available at www.mindwingconcepts.com as well.


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Now, we have 4 POLLS that we would like you to answer in order for us to learn about our audience. Please respond!



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Maryellen's BIO

Maryellen Rooney Moreau, M.Ed. CCC-SLP, founder and president of MindWing Concepts, has had a forty year professional career that includes: school-based SLP, college professor, diagnostician at the Curtis Blake Child Development Center prior Coordinator of Intervention Curriculum and Professional Development at the Curtis Blake Day School for children with language learning disabilities. She designed the Story Grammar Marker® tool in 1991 and since then, has written 16 publications and developed more than 40 hands-on tools based the discourse level of language. 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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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. 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.

- Character
- Setting
- Initiating Event (Kick-off)
- Internal Response (Feeling)
- Mental States (thinking verbs)
- Plan
- Planned Attempts (Actions)
- Direct Consequence (Tie Up)
- Resolution (feeling, lesson, moral)

New 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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By 1995, it was evident to me that something also needed to be done to make expository text structures more concrete and engaging for learners.

How could I now apply the SGM® Icons & Methodology to Expository Text Structures?

It is not a story anymore...



So I thought about it...

What happens when the text gets more and more complex and the structure is no longer “narrative” text?



What Is Expository Text?




Expository or informational text is found in text books such as history, geography, social studies, science and technology. Expository text is particularly important for organizing and comprehending information in: news articles, textbook chapters, science experiments, research papers, advertisements, content area texts, the Internet and even in everyday life.

The **7 basic expository or informational text structures** are: *description, list, sequence, cause/effect, problem/solution, compare/contrast and persuasion/argument.*

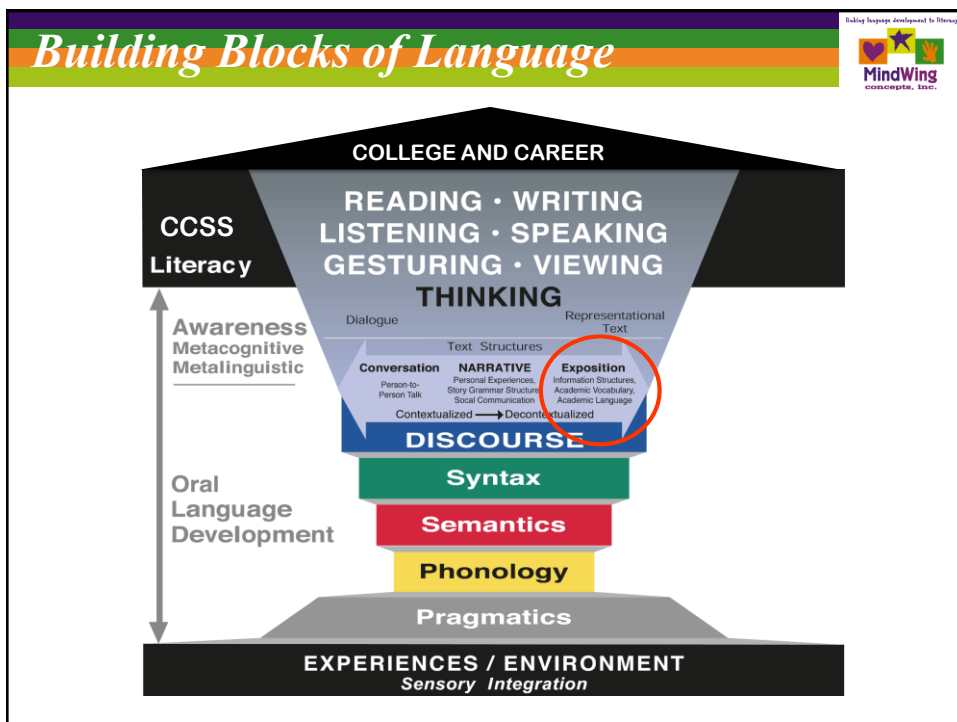
(Rooney Moreau & Fidrych, 1998, 2008, p. 18).

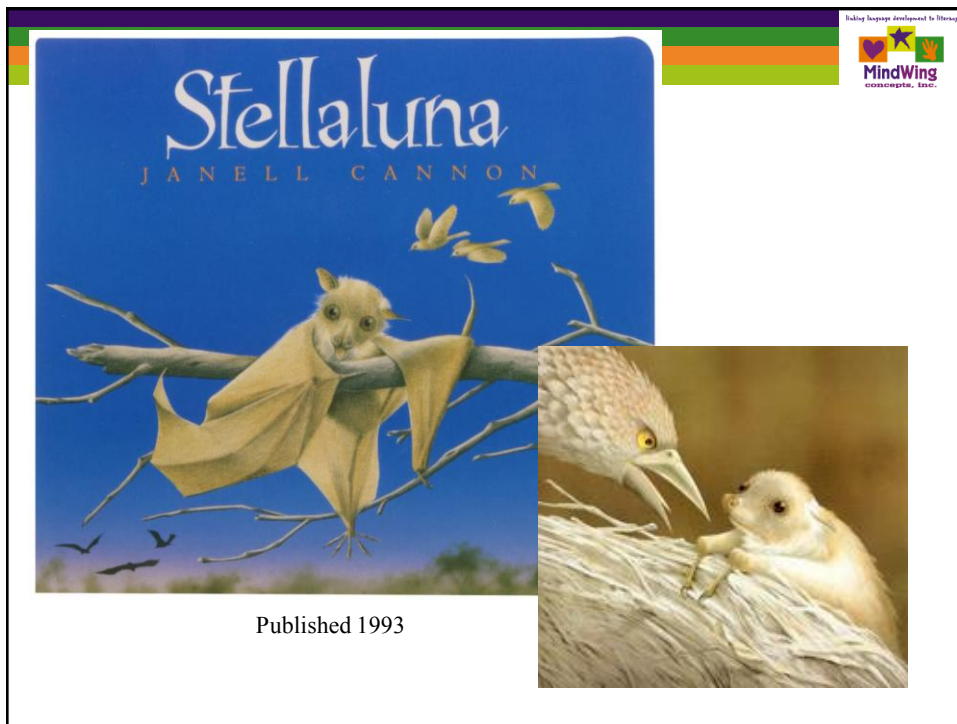
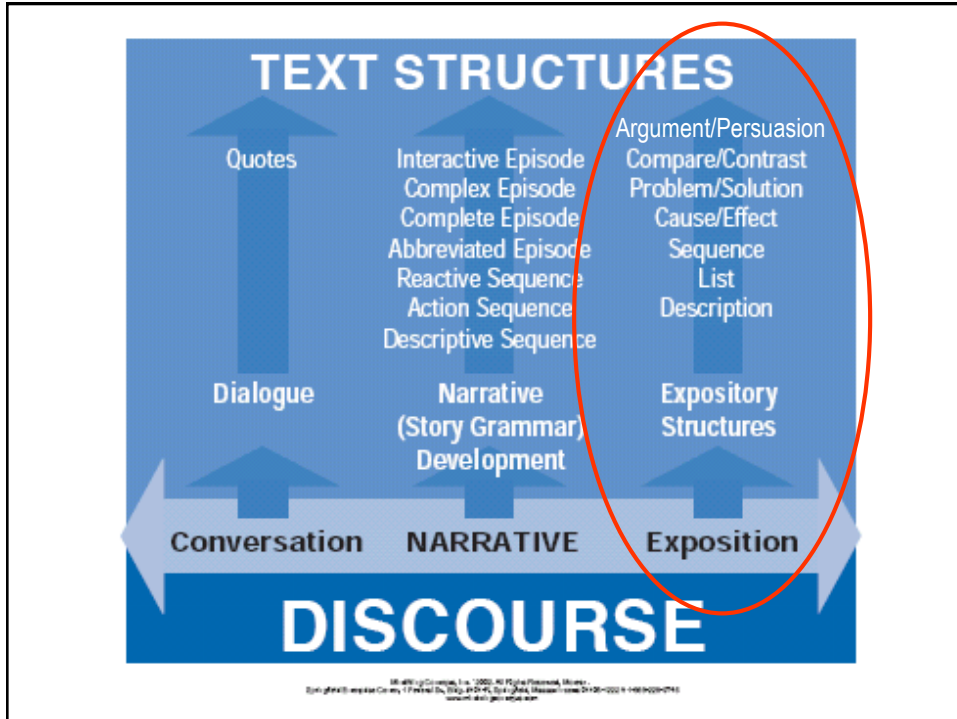
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Why teach these expository text structures?


- prevent the "4th (and 3rd!!) grade slump," (Chall, 1983)
- focus on "Argument" in the curriculum as well as adhere to the CCSS
- comprehend, write, communicate and think critically about: science, social studies, current events, true fact books, text books, biographies, magazines, directions, cookbooks, and websites.









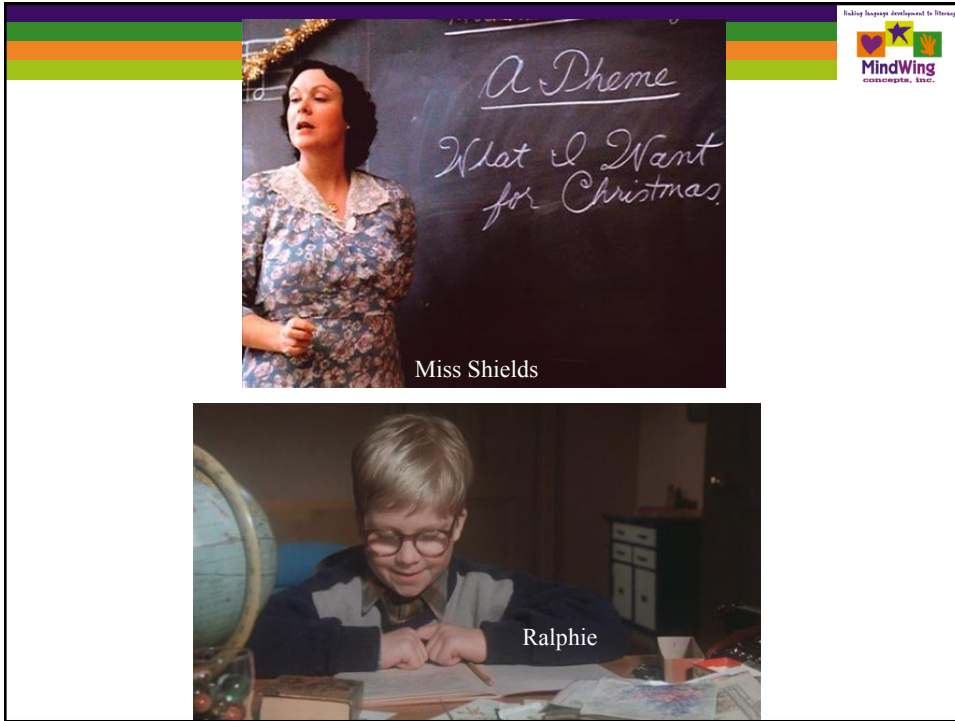
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Why is it called the THEMEMAKER®?

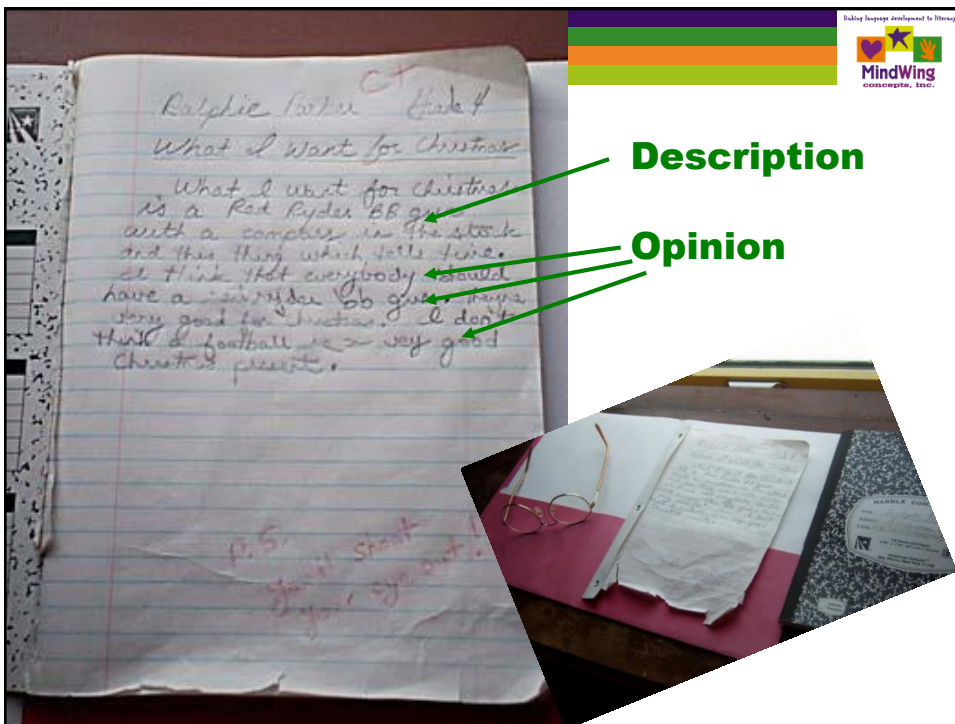


<https://www.youtube.com/watch?v=yNKaKVUB2FI>



Miss Shields

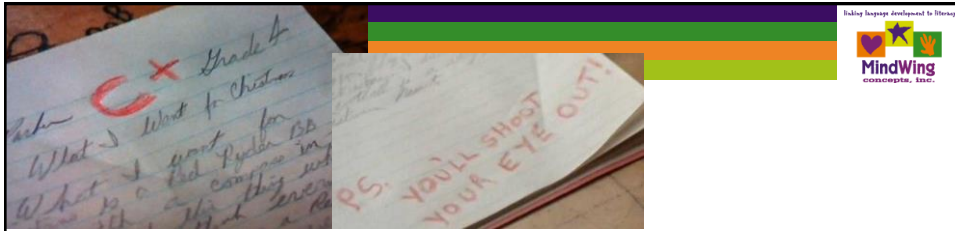
Ralphie



Description

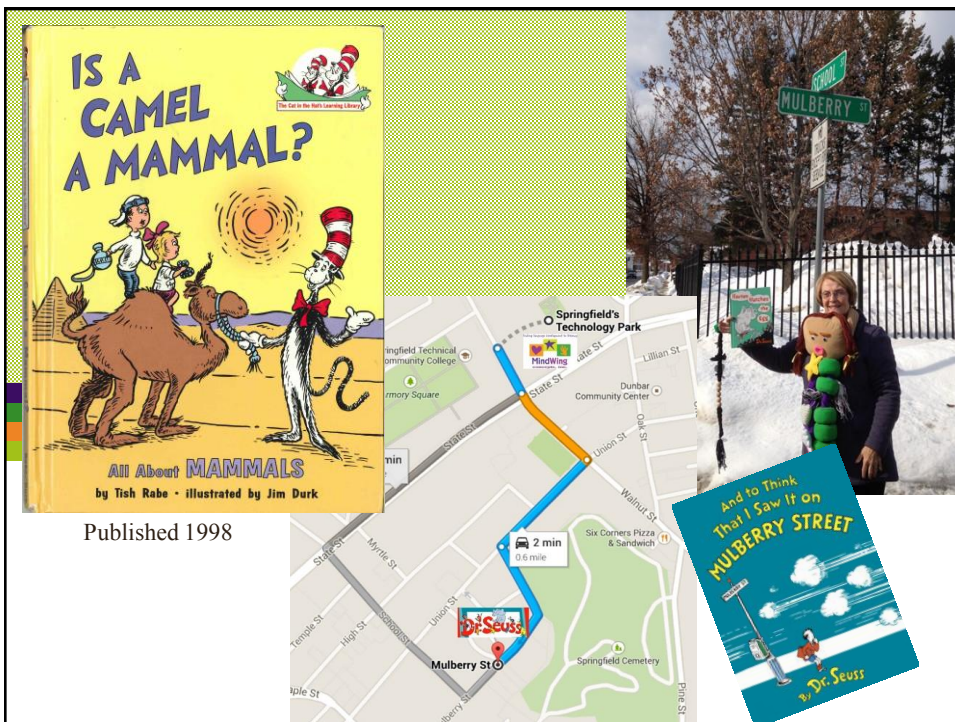
Opinion





What I want for Christmas? (How could Ralphie have gotten an A+?)

- LIST (list items he wants for Christmas)
- DESCRIPTION (describe them with adjectives)
- COMPARE/CONTRAST (compare them by saying these items are “better than” other items because...)
- PROBLEM SOLUTION (what problem will it solve? Less bickering with sibling, more interests etc)
- ARGUMENT (opinion/persuasion) (Reasons why this is the best gift, take perspective of parents, cite facts and evidence)
- CAUSE/EFFECT situation (If I get this gift, then I will be happy)



Published 1998

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But, expository text in the curriculum is much more complex than it is in picture books!

Social Studies

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As the curriculum becomes more complex...

EXPOSITORY TEXT IS INTRODUCED AND BECOMES MORE PREVALENT. IT IS:


TECHNICAL ABSTRACT DENSE

COMPLEX ALIENATING

Technical Vocabulary

Embedded Clauses

Fang, Z., and Schlippegrell, M. (2010). Disciplinary Literacies Across Content Areas: Supporting Secondary Reading Through Functional Language Analysis. *Journal of Adolescent & Adult Literacy* 53(7). International Reading Association.




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- Expository texts present additional comprehension obstacles for struggling comprehenders...

...Because...

- Expository genres are written to provide information versus to tell a story
- The patterns in which authors organize their ideas and information differ depending on their purpose and the specific content area; reflecting disciplines, disciplinary literacy

Improving Comprehension Instruction: Rethinking Research, Theory, and Classroom Practice
Edited By: Cathy Collins Block, Linda B. Gambrell and Michael Pressley
ISBN: 0-87207-458-7



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Good Readers & Writers of Expository Text can:

- Describe
- List
- Sequence
- Find cause/effect
- Identify Problem/Solution
- Interpret and write persuasive text
- Compare and Contrast
- Predict
- Summarize
- Infer
- Find the most important informational points/facts
- Know the Author's purpose
- Find answers to "Wh" Questions within text
- Find the main idea
- Follow the pronoun referent
- Know the organization of text
- Self monitor
- Process complex sentences & abstract vocabulary words

The ThemeMaker® helps to comprehend and express information!

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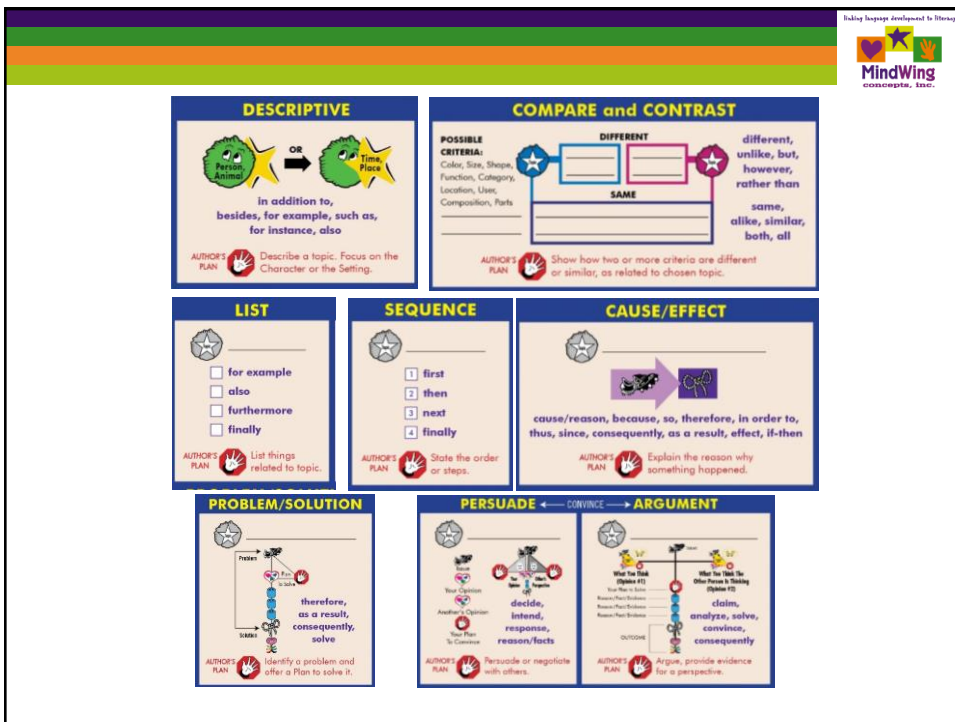
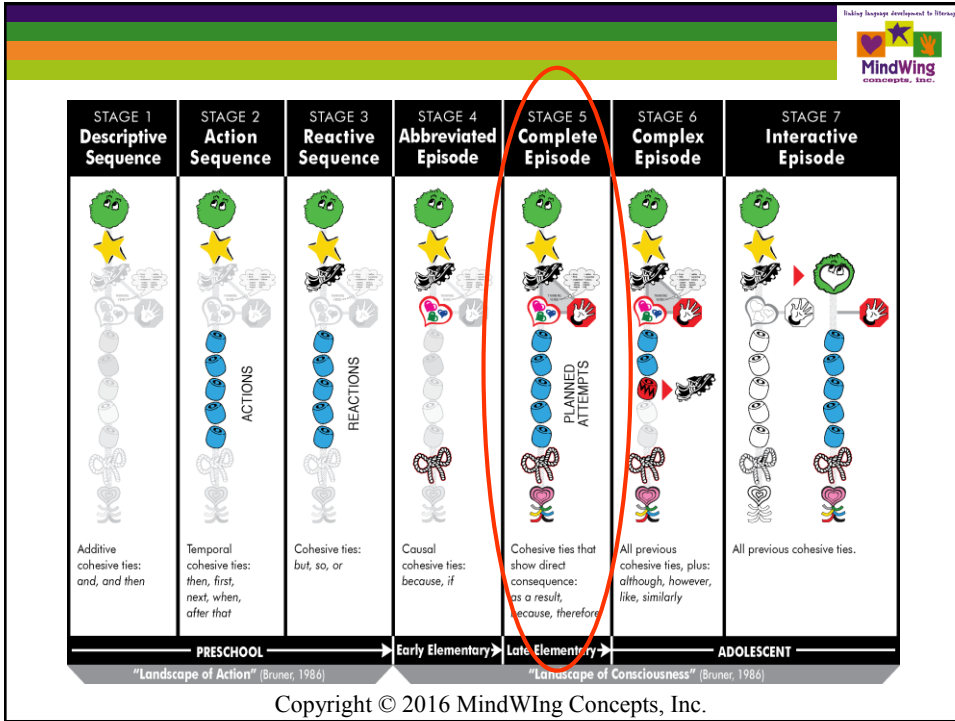
A skill that is important for constructing a coherent mental model of the text's meaning is knowledge and use of text structure... Knowledge of both narrative and expository text structures emerges in preschool but is refined over many years through exposure, varied genres and reading.


Cain, K. (2016). Reading comprehension development and difficulties: An overview. *Perspectives on Language and Literacy: Focus on Reading Comprehension*, 42(2). The International Dyslexia Association.

STUDENTS' **ThemeMaker Tool**
EXPOSITORY (Information) TEXT STRUCTURES


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<p>DESCRIPTIVE</p> <p>in addition to, besides, for example, such as, for instance, also</p> <p>AUTHOR'S PLAN Describe a topic. Focus on the Character or the Setting.</p>		<p>COMPARE and CONTRAST</p> <p>DIFFERENT different, unlike, but, however, rather than</p> <p>SAME same, alike, similar, both, all</p> <p>POSSIBLE CRITERIA: Color, Size, Shape, Function, Category, Location, User, Composition, Parts</p> <p>AUTHOR'S PLAN Show how two or more criteria are different or similar, as related to chosen topic.</p>			
<p>LIST</p> <p>for example also furthermore finally</p> <p>AUTHOR'S PLAN List things related to topic.</p>	<p>SEQUENCE</p> <p>1 first 2 then 3 next 4 finally</p> <p>AUTHOR'S PLAN State the order or steps.</p>	<p>CAUSE/EFFECT</p> <p>cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, effect, if-then</p> <p>AUTHOR'S PLAN Explain the reason why something happened.</p>			
<p>PROBLEM/SOLUTION</p> <p>Problem → Plan To Solve → Solution</p> <p>therefore, as a result, consequently, solve</p> <p>AUTHOR'S PLAN Identify a problem and offer a Plan to solve it.</p>		<p>PERSUADE ← CONVINCING → ARGUMENT</p> <p>Your Opinion, Another's Opinion, Your Plan To Convince</p> <p>decide, intend, response, reason/facts</p> <p>AUTHOR'S PLAN Persuade or negotiate with others.</p>		<p>What You Think (Opinion #1), Reason/Fact/Evidence, What You Think The Other Person is Thinking (Opinion #2), Reason/Fact/Evidence, Outcome</p> <p>analyze, solve, convince, consequently</p> <p>AUTHOR'S PLAN Argue, provide evidence for a perspective.</p>	





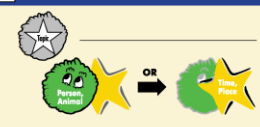
Descriptive Sequence






Descriptive Text Structure / Compare and Contrast


DESCRIPTIVE

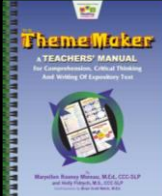


AUTHOR'S PLAN  Describe a topic. Focus on the character or the setting.

COMPARE and CONTRAST


DIFFERENT	Criteria	DIFFERENT
		SAME

AUTHOR'S PLAN  Show how two or more components, or ideas, are the same and/or different.





The Student's **Descriptive Character Map**

Home _____ Date _____

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





Vertebrates (p. 82) Audience _____

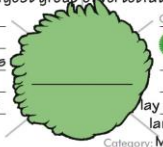








This Map can be found in...

Category: **Amphibians**





-  cold-blooded
-  gills at first—then lungs
-  lay eggs w/ no shells
-  live in water, then land (frogs)








Category: **Reptiles**

-  cold-blooded
-  breathe with lungs
-  scales on skin—rough
-  lay eggs w/ shells, most live on land (snakes, lizards, crocs)

Category: **Birds**

-  warm-blooded
-  lay eggs w/ shells
-  feathers (only) and wings
-  strong, light bones for flying

Category: **Mammals**

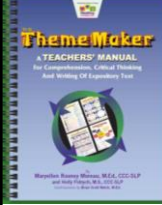
-  warm-blooded
-  feed milk to young
-  hair or fur, most live on land
-  have lungs, breathe air
-  babies develop inside mother

Topic Sentence: _____

There are five groups of vertebrates with many different characteristics.

Reference: _____

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



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and Writing of Elementary Text

Workshop Series: Fiction, Non-Fiction, Poetry
and Drama

Compare and Contrast Illustration Map

Name: _____ Date: _____

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


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

Topics: Southern colonies (p. 229) Northern colonies

DIFFERENT	
Who came: Men & boys Endured servants, slaves Where they came from: England & Africa How they earned \$\$: tobacco & rice farms Who worked: Slaves/servants	Who came: Families Where they came from: England How they earned \$\$: trading, shipbuilding, fishing Who worked: Adults & children
SAME In both colonies, people came from England.	


Topic Sentence: The Northern colonists were very different from the Southern colonies in many ways.

Reference: _____




This Map can be found in...

Action Sequence



ACTIONS



LIST

AUTHOR'S PLAN List things related to topic.

SEQUENCE

1] First _____

3] Next _____

2] Then _____

4] Finally _____

AUTHOR'S PLAN Tell the order of steps.



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Workshop Series Manual, WEL, CC, CLP
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List Map

Name _____ Date _____

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

 **Skeletal System (p. 352)** Audience _____

 **Bones** _____

 **Marrow** _____

 **Ligaments** _____

 **Cartilage** _____

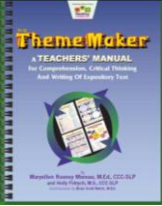
 _____

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

Topic Sentence: Many parts make up the skeletal system in the human body.

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Sequence Map


Name _____ Date _____


YOUR PLAN  **Tell the order or steps.**


 **Heating the earth's surface (p. 300)** _____

To begin with, First  **1** Solar energy passes through the atmosphere.

Next  **2** The atmosphere traps/absorbs solar energy.

Then  **3** The atmosphere reflects some solar energy back to space.

After that, soon after  **4** The rest of the solar energy reaches the earth's surface.

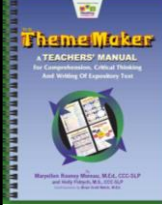
Finally  **5** The earth absorbs some solar energy which heats the earth's surface.

Topic Sentence: There are five steps to how solar energy heats the earth.

Reference: _____

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Marjorie Harris Pollock, M.Ed., O.C.T.®
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Cause/Effect Map

Name _____ Date _____

YOUR PLAN Explain the reason why something happened.

Physical Weathering of the Earth (p. 240)

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Wind blows
dust or sand

}

Physical
weathering

Water (rain, snow,
streams, waves)

}

Physical
weathering

Living things (plants,
animals, people)

}

Physical
weathering

Topic Sentence: Three things cause physical weathering of the earth's crust.

Reference: _____

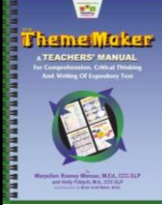
Key Words:
cause, reason,
because, therefore,
in order to, thus,
since, consequently,
as a result, effect,
if-then, so

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Marjorie Kraybill Wilson, M.Ed., CCC-SP
and Heidi Frazier, M.Ed., CCC-SP


Problem/Solution Map

Name: _____ Date: _____

YOUR PLAN State a problem and offer a plan to solve it.

The Boston Tea Party (p. 25)

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BEFORE

Problem: **Colonists**
Boston
British parliament taxed tea
The colonists were angry.
They wanted to teach Britain a lesson and rebel against them.

Plan to Solve: **Stopped anyone from taking tea off ships for three weeks**
They dressed up as Indians, split tea chests open and tossed 90,000 pounds of tea into Boston Harbor.
The tea was destroyed, Britain lost money

MIDDLE

Solution: **The colonists were proud.**

END

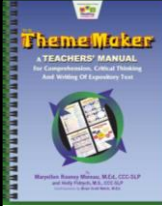
Topic Sentence: The British parliament taxed tea to get money from the colonists, so the colonists decided to rebel.

Reference: _____

This Map can be found in...

Key Words:
problem, trouble, want, desire, wish, decide, persuade, convince, negotiate, solve, answer, reply, response, solution, result, consequence, therefore

Cohesive Ties:
Causal ties
Conditional ties
Temporal (time) ties



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Problem/Solution Map

Name: _____ Date: _____

YOUR PLAN State a problem and offer a plan to solve it.

British Reaction to the BTP (p. 252)

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BEFORE

Problem: **British**
England
The Boston Tea Party
The British were enraged.

Plan to Solve: **They decided to punish the colonists.**

MIDDLE

Solution: **passed the Intolerable Acts**
ended town meetings
took away right of assembly
closed Boston Harbor to trade
Parliament hoped that without trade, the colonists would consent to paying taxes, but other colonies helped Boston with food.
The British were disappointed.

END

Topic Sentence: The British parliament made an effort to punish the colonists for the Boston Tea Party, but they failed.

Reference: _____

This Map can be found in...

Key Words:
problem, trouble, want, desire, wish, decide, persuade, convince, negotiate, solve, answer, reply, response, solution, result, consequence, therefore

Cohesive Ties:
Causal ties
Conditional ties
Temporal (time) ties

Complex Episode → **Interactive Episode** → **Persuade** → **Argument**

PERSUADE

Issue
Your Opinion
Another's Opinion
ADVICE'S PLAN **Persuade or negotiate with others.**

ARGUMENT

Your Opinion **Other's Perspective**

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Marjorie Kuyper Wilson, M.Ed., CCC, CLP
and Linda Franks, M.Ed., CCC, CLP

Argument

Name _____ Date _____

Write (talk about) arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Argument Against Construction of a Supercenter

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YOUR PLAN

Issue

There is big box supercenter that wants to build a location in the city; there are many people for or against this project.

What You Think (Perspective #1)

Having a big box supercenter in the city will be detrimental to the residents of the city, although there are people in favor of such an endeavor.

Your Claim

What You Think The Other Person Is Thinking (Perspective #2)

Others' Claim

Your Plan/Intention To Convince

The plan is to demonstrate reasons and evidence that show the negative impact that a big box supercenter would present to the city.

Key Words:
analysis, problem, issue, claim, intend, decide, argue, convince, solve, consider, think, result, response, solution, consequence

Cohesive Ties:
and, first, next, also, furthermore, finally so, but, if, because, if/then, specifically, for instance, for example, as a result, in order to, since, in addition, consequently

PERSPECTIVE TAKING & THINKING

This Map can be found in...

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Argument Page 2

YOUR TASK **List or Sequence Valid Reasons and Relevant, Sufficient Evidence (facts, data).** (Use the word "because").

Paragraph 1

Valid Reason:
Even though it is zoned for business, this location cannot accommodate a supercenter type of store.

Paragraph 2

Valid Reason:
This supercenter will destroy small businesses in the local economy.

Paragraph 3

Valid Reason:
The job offerings are low paying and not full time with benefits.

Evidence

Traffic reports show that the road is already congested with a mall and other shopping centers and is only two lanes. The lot is adjacent to heavily populated public housing and a quiet residential neighborhood.

A study of small towns in Iowa showed lost sales for local businesses amounting to a total dollar loss of \$2.46 BILLION over a 13-year period resulting from a supercenter being built.

Tens of thousands of supercenter employees and their children are enrolled in Medicaid and are dependent on the government for healthcare. Due to supercenters ordering from China, the United States has actually lost an average of about 50,000 good paying manufacturing jobs PER MONTH since 2001.

Think about the Evidence and the Outcome.

Having a big box supercenter in the city will be detrimental to the city due to several reasons and facts. The area cannot accommodate the traffic, it is too close to a residential neighborhood, it will destroy local businesses and many of the jobs are low paying and do not offer full time employment with benefits.

Topic Sentence: _____ There is big box supercenter that wants to build a location in the city; there are many people for or against this project. Some resident claim that a big box supercenter in the city will be detrimental to the residents of the city, although there are also residents in favor of such an endeavor.

References: _____


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Practice with Ads & Headlines



Drought could mean a drab fall

Some in New England worry foliage season may be a bust






Drought affecting fall color

The leaves of New England's trees may change prematurely and have a lackluster color if the summer's drought continues, experts say. Here's a look at how droughts affect the timing and brilliance of the fall color.

NORMAL WEATHER CONDITIONS

A tree's autumn color comes from the sugars it creates from photosynthesis for energy and growth. The more sugar it has in its leaves, the brighter the fall color.




1 During the growing season, chlorophyll is continually being produced and broken down and leaves appear green.

2 As night length increases in the autumn, chlorophyll production slows down and then stops. Eventually all the chlorophyll is destroyed.

3 The sugars that are present in the leaves are unmasked and show their colors.

DROUGHT CONDITIONS

A drought hampers the process of photosynthesis.

1 Without water, trees cannot produce the sugars needed to keep it alive.

2 In order to survive, the leaves begin changing colors a few weeks early.

3 Trees produce fewer sugars and use them quickly, causing the autumn leaves to dull in color.

Source: AccuWeather AP

DAILY HAMPSHIRE

GAZETTE

24 • Northampton, Massachusetts • Saturday-Sunday, October 2-3, 2004 • Locally owned since 1786 • 41

Roadkill on rise as squirrel numbers grow

By **KIMBERLY ASHTON**
Staff Writer

NORTHAMPTON — It seems impossible to drive down city streets these days without having to dodge an unfortunate situation.

The squirrel population is the biggest in nearly a quarter-century, according to a biologist at the Massachusetts Division of Fisheries and Wildlife, and unfortunately for both drivers and squirrels, this population boom means more of them are getting hit by cars.

If this year seems bad, next year could be five to 10 times worse, Westborough-based MassWildlife biologist Peter Mirick said.

The reason the number is burgeoning — as it is with other rodents — is largely a result of four good years of food supply, (known as mast production) and relatively good weather.

Having four years of highly successful acorn, butternut and hickory nut crops is rare, Mirick said, and this year,


■ See **SQUIRRELS**/Page A7



GORDON DANIELS


The area squirrel population is the largest in 25 years.

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The Boston Globe

The alligator found living in a West Springfield backyard has died




DON TREBGER/THE SPRINGFIELD REPUBLICAN/AF/FILE

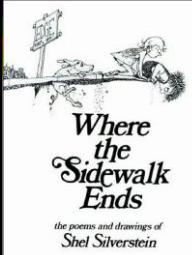
Representatives from the Forest Park Zoo handled a 6-foot-long alligator found in a backyard in West Springfield last year.

By Steve Annear | GLOBE STAFF | MAY 10, 2017

An alligator that lived illegally in a West Springfield man's home for decades died last month, less than a year after it was seized by authorities and taken to Springfield's Zoo in Forest Park.

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*Where
the
Sidewalk
Ends*
the poems and drawings of
Shel Silverstein

Crocodile's Toothache

Oh the Crocodile
Went to the dentist
And sat down in the chair,
And the dentist said,
"Now tell me, sir,
Why does it hurt and where?"
And the Crocodile said, "I'll tell you the truth,
I have a terrible ache in my tooth,"
And he opened his jaws so wide, so wide,
That the dentist, he climbed right inside,
And the dentist laughed, "Oh, isn't this fun?"
As he pulled the teeth out, one by one.

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And the crocodile cried, "You're hurting me so!"
 (INFERRED: To make the dentist stop pulling his teeth and causing him pain)
 Please put down your pliers and let me go."
 But the dentist just laughed with a Ho Ho Ho,
 And he said, "I still have twelve to go --
 Oops, that's the wrong one I confess,
 But what's one crocodile tooth, more or less?"
 Then suddenly, the jaws went snap,
 And the dentist was gone, right off the map,
 And where he went one could only guess.....
 To North or South or East or West.....
 He left no forwarding address.
 But what's one Dentist more or less?

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NATIONAL GEOGRAPHIC Connect: f

Home Video Photography **Animals** Environment Travel Adventure

Animals Home Facts Photos Video Animal Conservation Big Cats Initiative

American Crocodile *Crocodylus acutus*

Amphibians Birds Bugs Fish Invertebrates Mammals Prehistoric Animals Reptiles




Critically endangered, the prehistoric-looking American crocodile struggles to survive in pockets of shrinking habitat.
 Photograph by Gianfranco Lanzetti

Fast Facts


Type: Reptile
Diet: Carnivore
Average life span in the wild: Up to 70 years
Size: Up to 15 ft (4.6 m)
Weight: Up to 2,000 lbs (907 kg)
Group name: Bask (on land) or float (in water)
Protection status: Endangered

Did you know? One of the largest known populations of American crocodiles is in the Dominican Republic's Lago Enriquillo, a landlocked, hypersaline lake located about 131 ft (40 m) below sea level.

Size relative to a 6-ft (2-m) man:



Map
 American Crocodile Range



NATIONAL GEOGRAPHIC

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American Crocodile (*Crocodylus acutus*)

The American crocodile is considered an endangered species in nearly all parts of its North, Central, and South American range. Survey data, except in the United States, is poor or nonexistent, but conservationists agree that illegal hunting and habitat depletion has reduced populations of this wide-ranging reptile to critical levels.

A small, remnant population lives in southern Florida, but most are found in southern Mexico, Central America, the Caribbean, and northern South America. Their habitat of choice is the fresh or brackish water of river estuaries, coastal lagoons, and mangrove swamps.

<http://animals.nationalgeographic.com/animals/reptiles/american-crocodile/> with 1380L

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A prehistoric-looking creature, it is distinguishable from its cousin, the American alligator, by its longer, thinner snout, its lighter color, and two long teeth on the lower jaw that are visible when its mouth is closed.

This species is among the largest of the world's crocodiles, with Central and South American males reaching lengths of up to 20 feet (6.1 meters). Males in the U.S. population rarely exceed 13 feet (4 meters), however.

Their diet consists mainly of small mammals, birds, fish, crabs, insects, snails, frogs, and occasionally carion. They have been known to attack people, but are far more likely to flee at the sight of humans.

Most countries in the American crocodile's range have passed protection laws, but unfortunately, few governments provide adequate enforcement.

“BASK” or “BASKING”



Bask (Merriam Webster); verb

- Lie exposed to warmth and light, typically from the sun for relaxation and pleasure
 - Synonyms: laze, lie, lounge, loll, rejoice
 - Antonyms: hide, drudge, hustle, plod, struggle, toil
- Revel in and make the most of something pleasing



We have classified bask as a Tier 2 word (Gillis, 2015; Montgomery, 2007). It has multiple meanings and is used in a variety of places as well as allows students to describe a topic with greater detail.

Disciplinary Literacy...



...calls for academic vocabulary as a focus: **Bask** in relation to the crocodile reflects this basic meaning but because crocodiles are cold blooded, they must **bask** in the warmth to be able to live.

If Cold blooded → Then basking

Basking → causes → adequate temperature for living

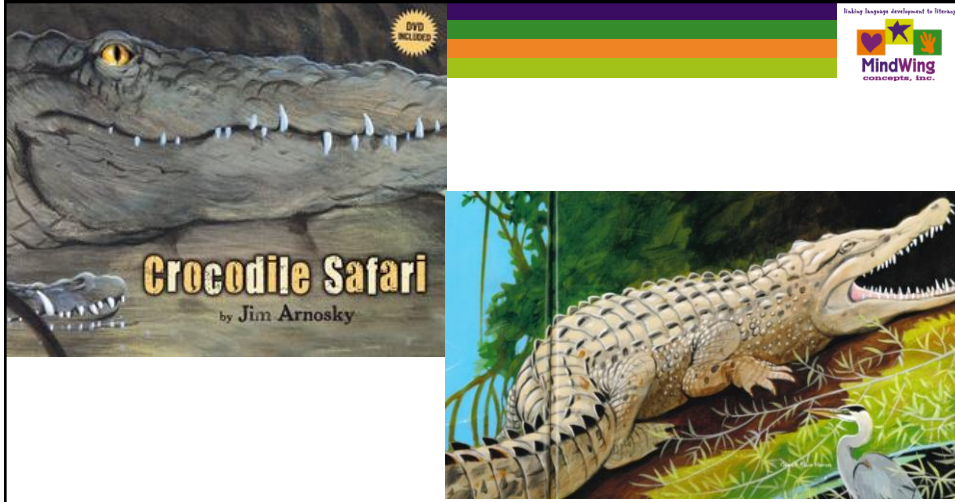
(which is Cause/Effect as well as the fact that “Basking” is a solution to a biological problem.)

Great Web article!!
“AWESOME 8
ANIMAL GROUP
NAMES”

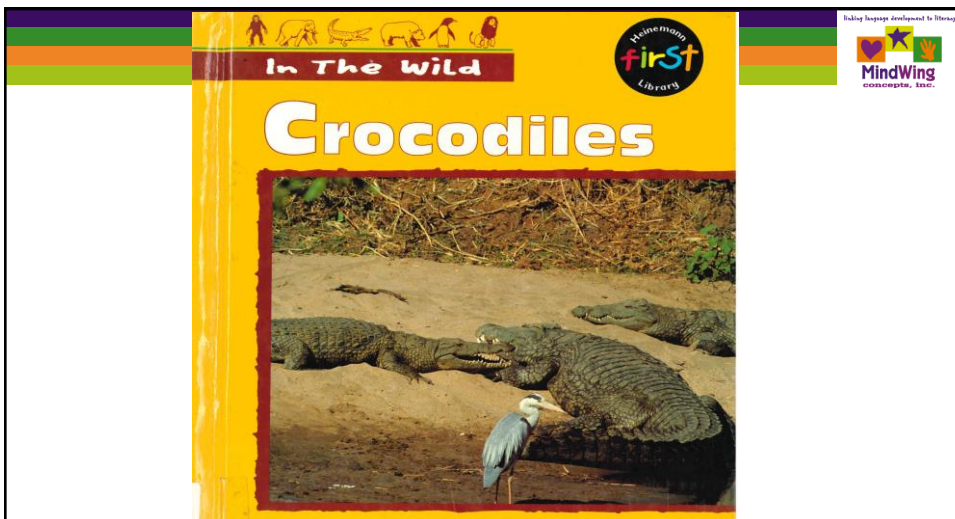


ANOTHER MEANING: A BASK of crocodiles is a group of crocodiles (ie, pride of lions, gaggle of geese, pack of wolves, etc)


<http://kids.nationalgeographic.com/explore/awesome-8-hub/animal-group-names/>



“It was resting on a long grassy bank with its mouth opened wide to warm its powerful jaw muscles in the sun.”
(Description without naming “Basking”)

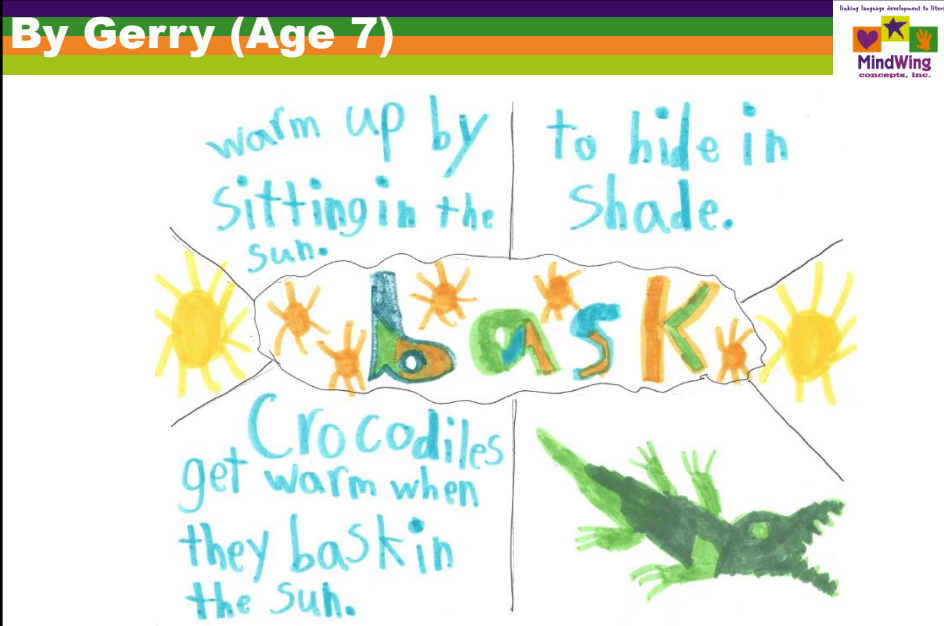


“Crocodiles are **reptiles**. They cannot keep warm like we can. They need to **bask** in the sun every morning to warm up. Sometimes they bask with their mouths open.”



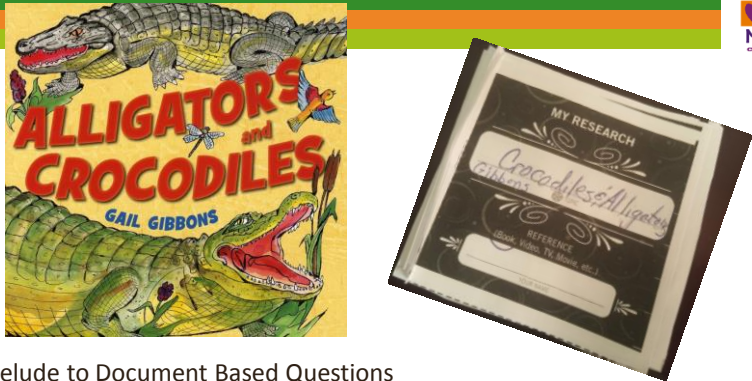
“Crocodilians are cold-blooded. Unlike humans and other warm-blooded animals, they cannot produce body heat from the energy in their food. They heat their bodies using only the warmth from their surroundings...If their temperature is rising too high, they may move to the shade or slip into a cool pool. When it is dropping too low, they may **bask** in the sun.”

By Gerry (Age 7)



Gallagher, M & Anderson, B. (2016). Get all “Jazzed Up” for vocabulary Instruction: Strategies that engage. *The Reading Teacher*.

Frayer Model (1969) ---- Graffiti



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Goals: Prelude to Document Based Questions

- Point to text structures in booklet when stated in a *Text Structure Walk*.
- Apply knowledge of text structure identification related to a specific topic.
- Think about and answer text based questions.
- Cite specific information and record page number (evidence)
- Turn and talk and compare/contrast answers with partner (Answers will be different but must reflect the text structure in the question.)
- Present information to small/large group or display.



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THE DIFFERENCES BETWEEN AN AMERICAN ALLIGATOR...

THICK, SKIN-COVERED BONY PLATES
D, BACK, and DARK GRAY
BACK
EYE
MOUTH
NOSTRILS
STRONG TAIL
LEG
STOMACH
KNEE
FOUR WEBBED TOES on each BACK FOOT
WIDE HEAD
EAR SLITS
WIDE, ROUNDED SNOUT
SENSORY PITS on head only
NECK
TONGUE
FIVE WEBBED TOES on each FRONT FOOT

AN AMERICAN CROCODILE'S MOUTH AND TEETH


TEETH
UPPER AND LOWER TEETH can be seen when jaws are closed
STRONG JAWS

AN AMERICAN ALLIGATOR'S MOUTH AND TEETH

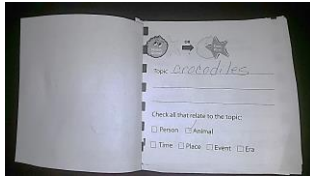
TEETH
Only TOP TEETH can be seen when jaws are closed
STRONG JAWS

AND AN AMERICAN CROCODILE

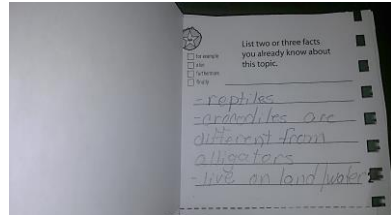
THICK, SKIN-COVERED BONY PLATES
The HEAD, BACK, and TAIL are TAN or GREENISH GRAY
BACK
SENSORY PITS all over body
EAR SLITS
NARROW LONG SNOUT
NARROW HEAD
NOSTRILS
TOE
LONG, STRONG TAIL
LEG
STOMACH
KNEE
FOUR WEBBED TOES on each BACK FOOT
FIVE WEBBED TOES on each FRONT FOOT

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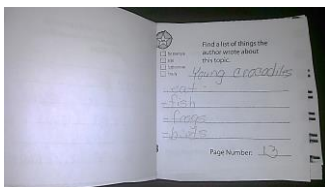
Crocodiles
Check Animal




Are Reptiles
Crocodiles are different from alligators
Crocodiles live on land and water

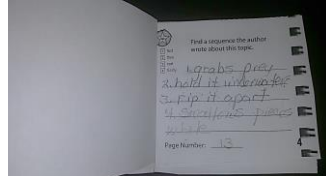


Young crocodiles eat
Fish
Frogs
Birds
Page 13

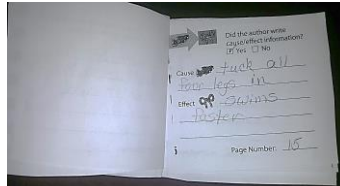


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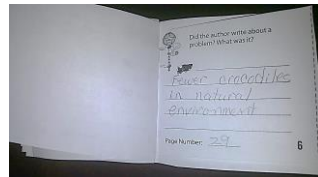
Grabs prey
Holds it underwater
Rips it apart
Swallows pieces whole
Page 13



Cause/Effect
Check YES
Cause --> tuck all four legs in
Effect --> swims faster
Page 15



Problem
Fewer crocodiles in natural environment
due to hunting and building
Page 29




Make it illegal to hunt them
Construct Wildlife preserves
Respect Crocodiles
Page: 28-31


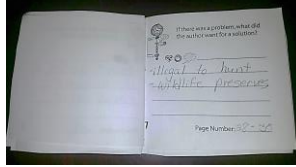


Enforce laws against hunting crocodiles
Raise money for wild life preserves
Make people aware that they should respect crocodiles

Do you agree with the author about the steps to a solution?
Circle YES or NO

Crocodiles should be protected in their environment

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Depth, Application, and Results 1991 - 2017

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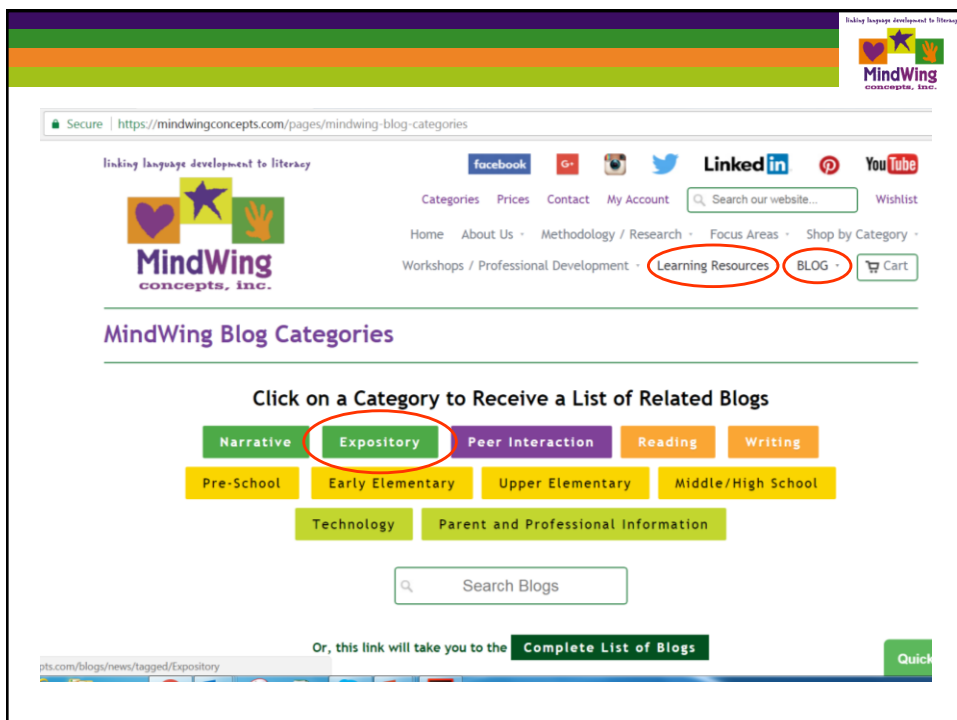
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Thank you for joining us for our FREE webinar
It's Not A Story Anymore: Story Grammar Marker® for Expository (Information) Text!

In this webinar, Maryellen shared how to apply MindWing's icons to the 7 expository text structures; description, list, sequence, compare/contrast, cause/effect, problem solution, and persuasion/opinion/argument.

The materials on the following slides are “how” to implement what you learned.



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And the Raffle Winners Are...



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