

linking language development to literacy



It's Not A Story Anymore: Using Story Grammar Marker® for Expository (Information) Text Webinar References for May 17, 2017

Professional References

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

This article summarizes engagement regarding vocabulary instruction. In it is a *variation* on the Frayer Model in regard to formation of a vocabulary card Graffiti Style. The Frayer model consists of a paper or card divided into four parts and we have used it successfully for many years: Beginning with upper left quadrant and progressing clockwise, the categories are a definition, antonyms, sentence highlighting meaning and an illustration. The variation is that there is, in the middle of the card, a rendition of the word graffiti style. (Frayer, D. et al (1969). *A schema for testing the level of cognitive mastery*. Madison: Wisconsin Center for Education Research.)

Gillis, M. & Eberhardt, N. (2015). A word selection grid: Choosing vocabulary to teach. *Perspectives on Language and Literacy: The International Dyslexia Association* (www.eida.org)

This article is a great, to the point, article on vocabulary selection via tiered instruction: content words and mortar words (cohesive ties).

L. Hoyt, M. Mooney & B. Parkes (Eds.) (2008). *Exploring informational texts: From theory to practice*. Portsmouth, NH: Heinemann.

This paperback begins with a chapter by Nell Duke who found that in first grade classrooms in 2000 that 3.6 minutes a day was the average amount of time spent on informational texts. She goes on to state that in low SES districts, the amount of time was 1.4 minutes per day. The chapter then quotes from Jean Chall (1983) about the “reading to learn” concept in fourth grade: the focus on information (expository) texts. Of course, then it was in elementary texts of science and social studies. Most of the work was done reading and answering questions at the end of chapters. This sudden focus on information text gave rise to what is known as the “Fourth Grade Slump”. Children weren’t ready for this type of non-narrative reading and comprehension. The book itself, is a quick read about informational (expository) text from the point of view of reading and classroom teachers. I have recommended it much, over the years.

M. Nippold & C. Scott (Eds.). (2010). *Expository discourse in children, adolescents, and adults: Development and Disorders*. NY: Psychology Press

From viewpoints of specialists in language development, expository (informational) text is discussed relative to students who have language disabilities as well as those who need intervention, for a variety

of reasons. The text focuses on oral and written modalities of this type of text structure are argues for the explicit teaching of it to provide a road map for learning.

Moreau, M. & Fidrych, H. (1998, 2008). *ThemeMaker*. Springfield, MA.: Mindwing Concepts Publ.

The ThemeMaker was the first manual published by MindWingConcepts related to expository (informational) text and discourse. It contains extensive examples and lesson plans as well as maps for each of the text structures for explicit teaching.

Moreau, M. (2012). *The “core” of the core: Using Story Grammar Marker® and other MindWing Concepts tools to support students in meeting grade-level Common Core State Standards*. Springfield, MA: Mindwing Concepts Publ.

This book elaborates upon and extends the ThemeMaker to address the complex demands of the Common Core State Standards relative to expository text. This book contains the ties between narrative/conversation and information (expository) texts as well as the mini-book MY RESEARCH, provided to you with this webinar.

Moreau, M. & Zagula, S. (2015). *Oral discourse strategies: Increasing academic language and student engagement*. Springfield, MA: MindWing Concepts Publ.

This manual ties expository text into curricular strategies with a focus on Reciprocal Teaching (Palincsar).

Use of strategies such as this require explicit teaching and lots of practice. One will notice that on the student tool of the ThemeMaker, there has always been the steps of Reciprocal Teaching coupled with TM text structures, on the first page, upper right hand corner. The ThemeMaker manual (pages 45-48) contains a lesson using Reciprocal Teaching Strategies. This manual extends these lessons and provides props for practice. Focus is also on social-pragmatic communication necessary for “turn and talk”.

Children’s Literature References

All of these references were obtained from our local library.

Note: We chose the topic of crocodilians since our inspiration was the poem by Shel Silverstein entitled “The Crocodile’s Toothache”. This poem is a narrative poem, it tells a story, depicting two perspectives. In any interesting story, the author must communicate expository facts/details about the characters or settings within. Shel Silverstein did his homework!

Arnosky, J. (2009). *Crocodile Safari*. NY: Scholastic

Each two page spread allows us to find text structures. Citing the Mangrove Swamp as its habitat, there is a great Compare/Contrast structure entitled Alligator or Crocodile? Swimming profiles, number of protruding teeth and snout size are three criteria. Further on there is a two page spread listing other dangerous animals and plants of the Mangrove Swamp Habitat (setting), particularly the small “dry

islands called hammocks”. These are diamond back rattle snakes coiling, other poisonous snakes, and poisonwood trees, spotted by their gray bark and “black blotched stems and leaves”. This comes with a CD showing how Arnosky, who is both author and artist, views natural habitats.

Gibbons, G. (2010). *Alligators and crocodiles*. NY: Holiday House

I love all of Gail Gibbons’ books. Each single or two-spread page is a text structure. We have used this book to complete the sample of the mini-booklet for gathering expository (non-fiction) evidence.

Gomi, T. (1994). *The crocodile and the dentist*. Brookfield, CT.: The Millbrook Press

This is a narrative. It is the “story” of a dentist and a crocodile interacting with each other in the dentist’s office. The book is perspectives from each character’s point of view. The great imagery in this book is that the perspective written about is accompanied by a picture of the character whose perspective is told.

Jango-Cohen, J. (2005). *Crocodiles*. Tarrytown, NY: Benchmark Books

This book is more advanced depicting and listing species of crocodiles. We find out that there are 23 species. Instead of simply pointing out that the reptile has scales, the following is a sample of content:

“These scales are plates of skin that fit together like the pieces of a puzzle. They have an outer layer of keratin, a tough material that also makes up hooves, horns, claws and fingernails.” Many more details, and longer, more complex sentences make this book an excellent source for building upon the description. There is a glossary.

Robinson, C. (1997). *In the wild: Crocodiles*. Crystal Lake, IL.: Reed Educational & Professional Publ.

I loved the Table of Contents of this book. It mirrors the text structure types beginning with character, compare contrast of characters, setting (habitat) and ending with *Danger!*, the problems the crocodile faces in the wild. Each page contains large illustrations directly related to and elaborating upon the simple text. There is a nice treatment of “Basking”, a necessity of survival for cold-blooded animals. This book is a nice place to start the expository journey.

Stone, L. (1989). *Alligators and crocodiles* (A new true book series). Chicago: Children’s Press

This book begins with basic classification and description of a *crocodilian*. Details of habitat, life cycle, how they move, what they eat and that they are, or have been, endangered. This book could be used as a series of documents pertaining to a question such as “Should the habitat of the crocodilians be preserved?”. It is never too early to begin to notice text structures and how they serve as a roadmap for comprehension and the citing of evidence to prove, or argue a point!

Taylor, B. (2014). *Incredible crocodiles*. London: Anness Press

An “information walk” through this book results in the impression of advanced text. Each two-page spread has several paragraphs expanding on the title. For instance, “Crocodilian Senses” expands on senses of hearing, smelling, seeing, tasting and touching: “Crocodilians have sensitive scales along the sides of their jaws, which help to feel and capture prey.” The basic descriptive categories are expanded upon in this book. Such titles as “Communication”, “Focus on a Crocodile’s Lunch” (a sequence), “Building a Nest”, “Developing Eggs”, “Hatching”, “Growing Up”, each form their own two-page fact filled spread. Thus, what might have been depicted in a series of pictures, is now a series of paragraphs with much detail. All types of expository text are evident.

Wallace, K. & Bostock, M. (1996). *Imagine you are a crocodile*. NY: Henry Holt and Company

This book is asking students to take a perspective. A perspective of a crocodile. This means to act and think like the text proposes. There is a sequence of egg laying and hatching habits of the crocodile. “She laid the eggs in the summer. Now they are ready to hatch.” The actions and illustrations are set up for students to easily imitate...some more elaborately than others, we are certain!