

Webinar July 7, 2020

# 11 Elements of the Story Grammar Marker® Treatment Process for Older Students

Presented By:

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Linking language development to literacy



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**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, MA, 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 for 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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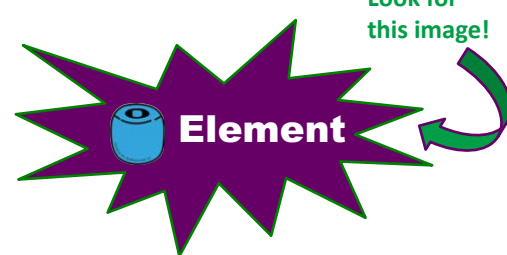
## 11 Elements of the Story Grammar Marker® Treatment Process

- How to strengthen comprehension abilities at the sentence and discourse level
- Vocabulary Word Tiers & The Frayer Method
- Fixed Mindset vs Growth Mindset
- Building Background Knowledge
- Gradual Release of Responsibility
- Teaching Using Robust Instruction
- Integrating SGM® with Visualizing and Verbalizing®
- Text Dependent Questions
- Critical Thinking Triangle® In Action (kick off, feelings, thoughts, plans)
- Narrative Microstructure (the Cohesive Tie JARgon)
- Expository Text (description, list, cause/effect, compare/contrast, problem solving, argument)

Linking language development to literacy



Look for this image!



6



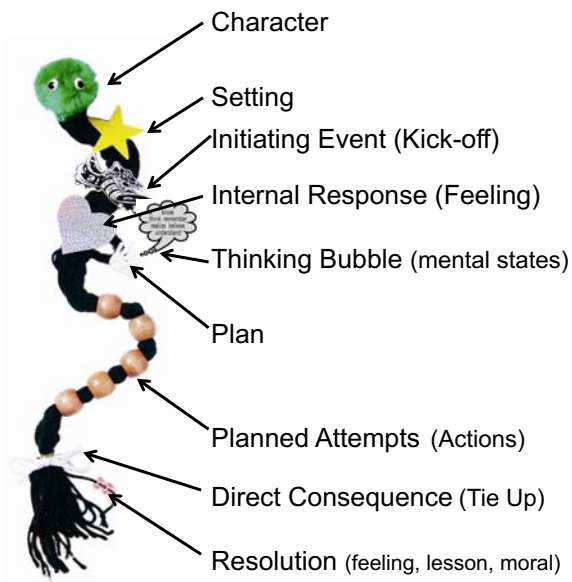
Before we delve more into the topic at hand, we want to touch on the Story Grammar Marker® Approach itself briefly.

If you want more on using Story Grammar Marker®, we have other free webinars on our website with introductions, as well as all of our manuals and materials.

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## What is the Story Grammar Marker®?

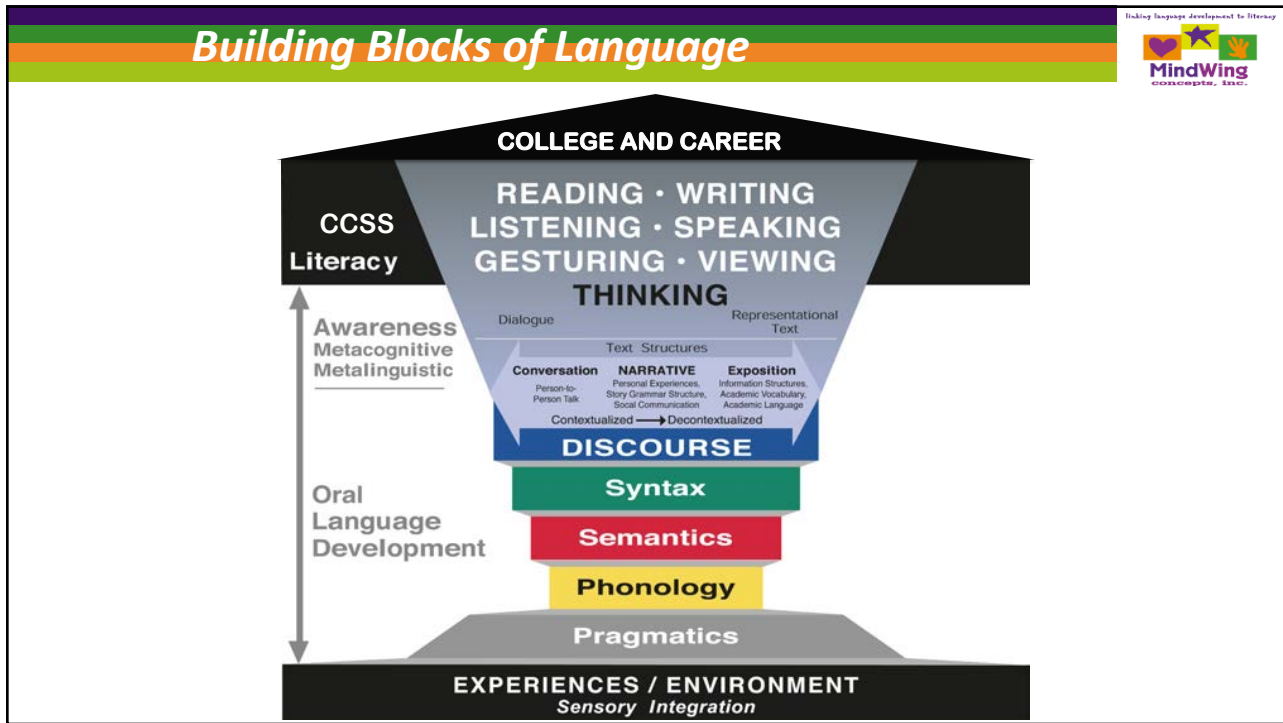
A hands on, multisensory tool for narrative development that has colorful, meaningful icons that represent the organizational structure of a story (or narrative). The tool itself is a complete episode, the basic unit of a plot. It was created in 1991 by speech-language pathologist Maryellen Rooney Moreau,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



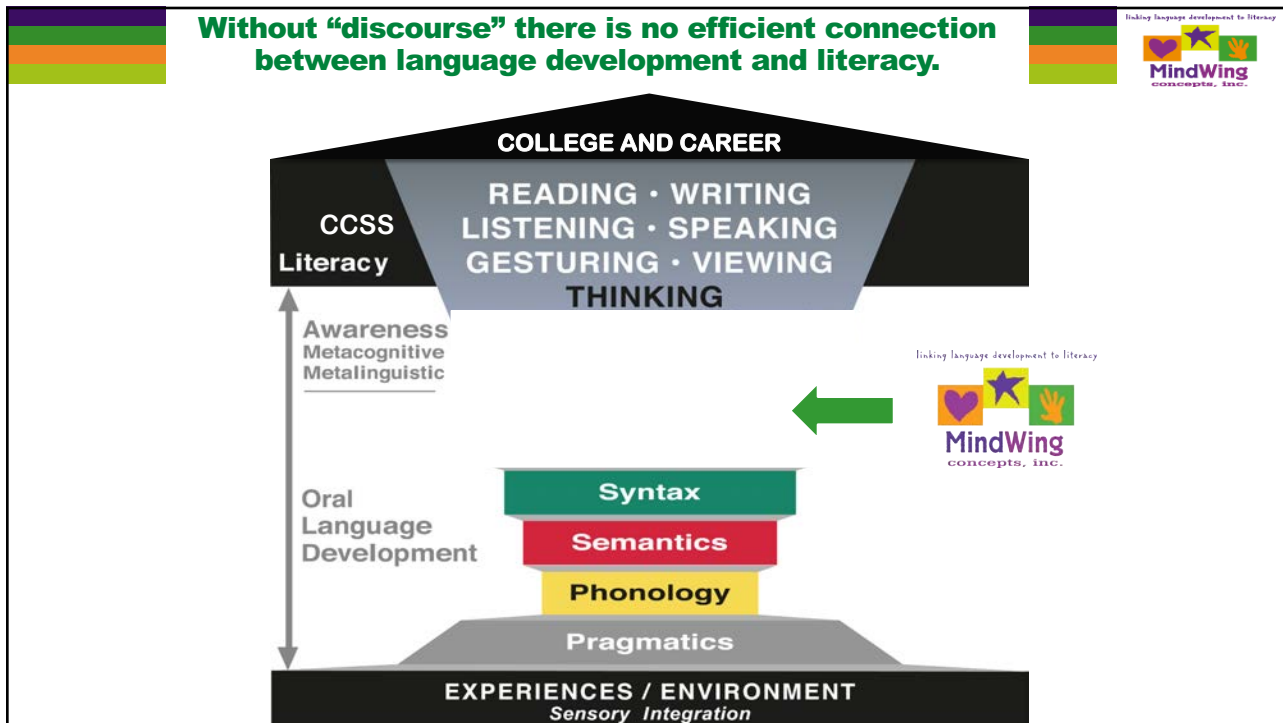
SEE Blog Post: [The Hidden Meaning of Story Grammar Marker®'s Icons](https://mindwingconcepts.com/blogs/news/the-hidden-meaning-of-mindwing-s-icons)

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

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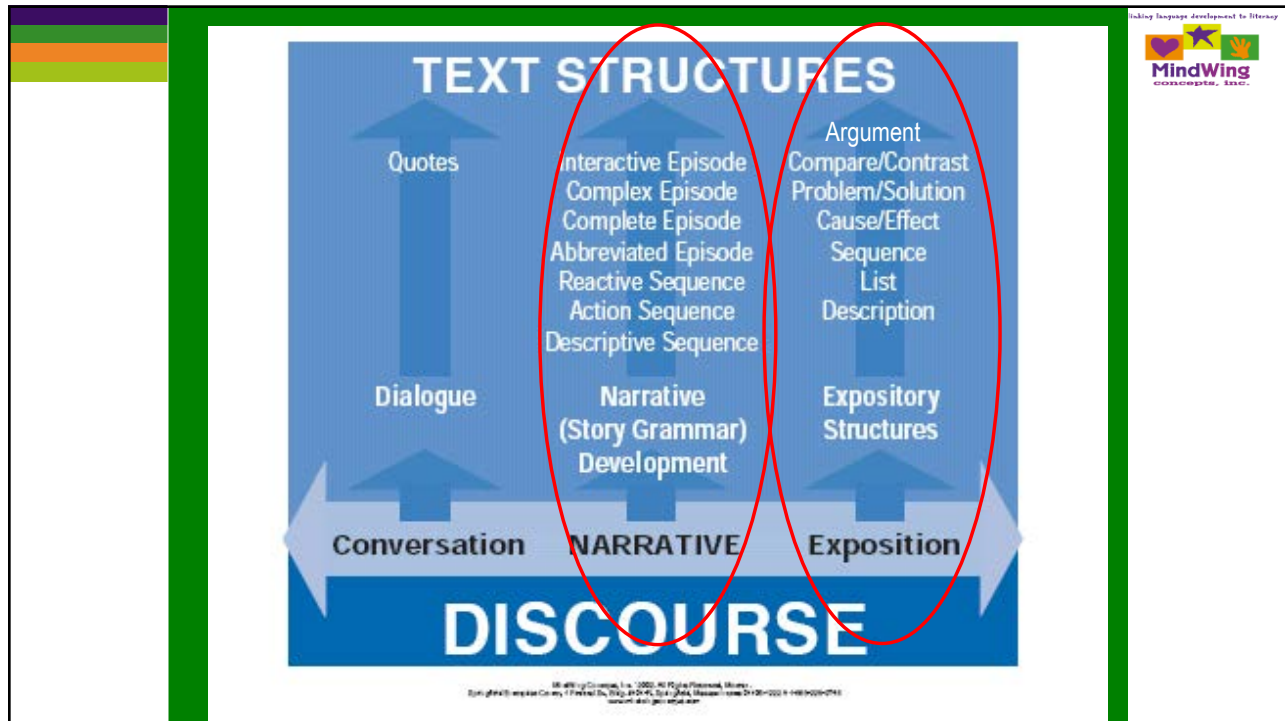


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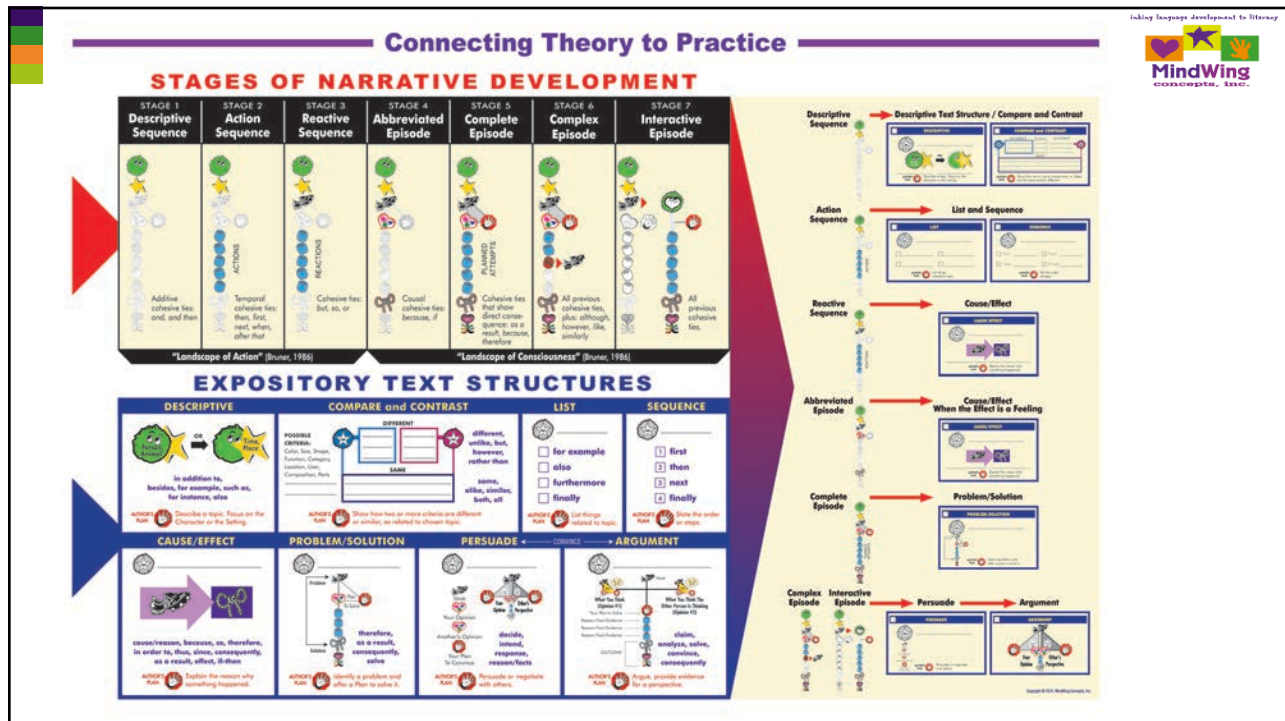


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## There is a need to embed information text into narratives and lessons in general. This builds background knowledge.

“The more teachers bring background to a text via nonfiction readings, the more they socialize students to copy that valuable process- and to do it repeatedly as they read.” Non-fiction, embedded into lessons and books, “makes it relevant and engaging and, most of all, increases the amount of knowledge students absorb from reading it.”

Lemov, D., Driggs, C. & Woolway, E. (2016). Reading Reconsidered: A Practical guide to rigorous literacy instruction. San Francisco: Jossey-Bass.

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## FOUR PARTS TO SETTING A GOAL:

**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.



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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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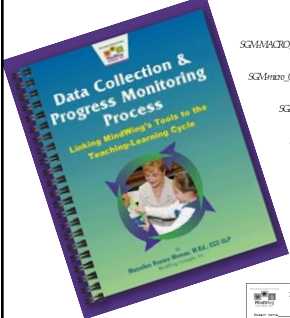
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# DocHub

- 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 will demonstrate analysis of the Macro and Microstructure of a narrative.
- DocHub seamlessly integrates with Dropbox, Google Drive, Gmail and Box accounts.
- This documentation process provides the service provider with a complete and professional procedure for sharing with colleagues, administrators and parents.

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

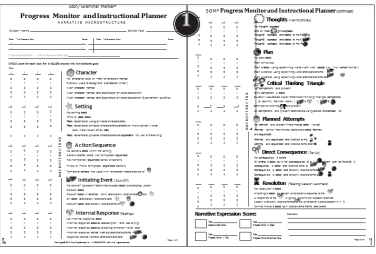
**Progress Monitoring Forms**

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

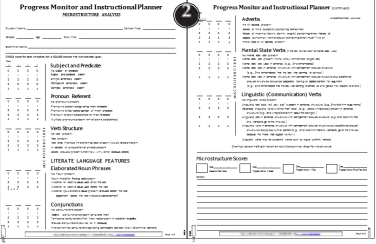
**Narrative Stage Decision Tree**  
For Assigning Developmental Level to Each Episode

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).

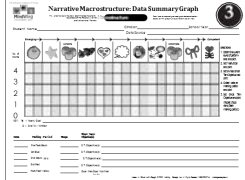
**1** Progress Monitor and Instructional Planner



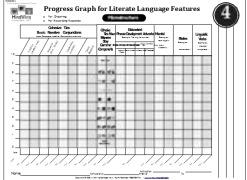
**2** Progress Monitor and Instructional Planner



**3** Narrative Macrostructure Data Summary Graph



**4** Progress Graph for Literate Language Features



**Descriptive Sequence**

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

- NO: This stage will be a recurring focus for elaboration. Actions describe general theme. Actions may be listed out of sequence. Ideas connected using "and".
- YES: Proceeds to Action Sequence.

**Action Sequence**

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

- NO: Episode is a list of actions. Actions in chronological order (may include temporal cohesive ties: First, Next, Then). The end of the episode (final action, result of actions) is merely another action.
- YES: Proceeds to Reaction Sequence.

**Reaction Sequence**

Does the episode have evidence of goal-directed behavior?

- NO: There is an event that launches an action or series of actions, each causally connected. Causal cohesive ties used (so, but, or). Intent/Feeling is not explicitly expressed. Result of actions is merely another action.
- YES: Proceeds to Abbreviated Episode.

**Abbreviated Episode**

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

- NO: Plan may not be explicit, but can be inferred from connections among the kick-off, feeling and character's thoughts. Internal response is present. Mental state of character becomes evident. The cohesive tie because is used.
- YES: Proceeds to Complete Episode.

**Complete Episode**

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

Is there a consequence?


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

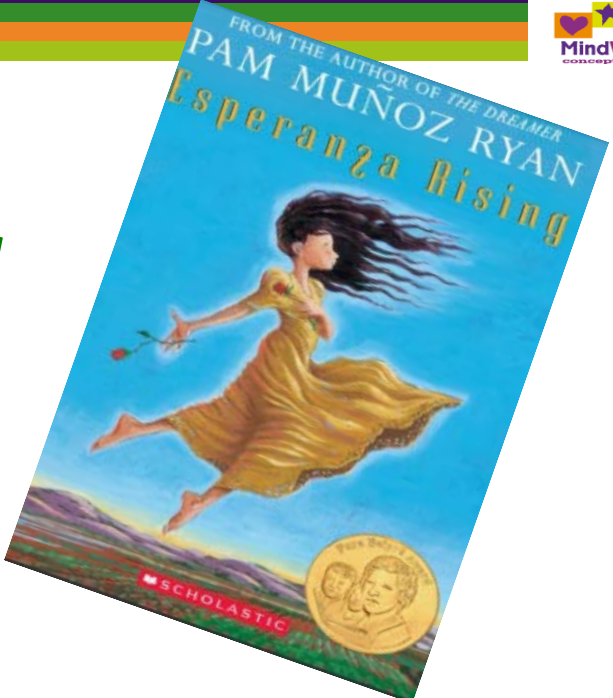
- Shows a narrative macrostructure verbally or in writing.
- All essential components of an episode are present.
- Cohesion among components is evident.
- Causality, motivation, character's thought process are connected to an outcome or consequence.
  - End of episode must be the result of the attempts to carry out the plan.
  - May indicate success or failure to accomplish the objectives of the plan.

Narrative Instructional Goal:

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# Esperanza Rising





FROM THE AUTHOR OF THE DREAMER  
**PAM MUÑOZ RYAN**  
*Esperanza Rising*

SCHOLASTIC

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Element

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# BUILDING BACKGROUND KNOWLEDGE

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## Setting- Time, Place and what usually happens there

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## PowerPoint Presentations to Build Background Knowledge

- [Esperanza Rising Mexican Revolution PPT: Engage NY Module 1 Common Core](#) (\$5)
- [Mexican Revolution MrKlaff.com](#) MINUTE
- [The Mexican Revolution](#) by Alejandro Hernandez
- [Mexican Revolution](#)
- [Esperanza Rising](#) (book summary)
- [Esperanza Rising Virtual Tour](#) (book summary)
- [PBS History Detectives-Mexican Revolution Summary](#)

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## Mexican Revolution Images

- [Mexican Revolution Images](#)
- [42 Unforgettable Images of the Mexican Revolution](#)



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# Mexican Revolution Vocabulary

Tier 1	Tier 2	Tier 3
	disparity exploit	civil war dictator landowner peasant populist revolution uprising

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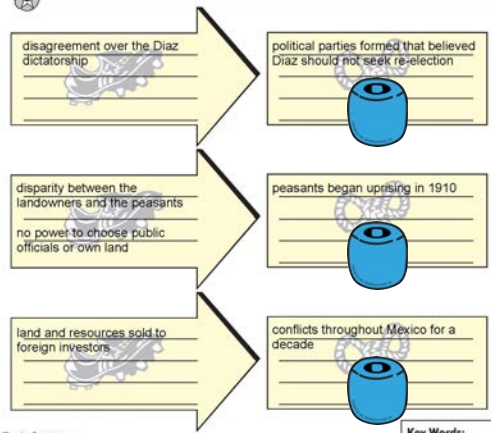


## The Student's Information Cause/Effect Map

Sample Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**YOUR PLAN** Explain the reason why something happened.

List the causes of the Mexican Revolution.



Topic Sentence: \_\_\_\_\_  
 \_\_\_\_\_  
 Reference: \_\_\_\_\_

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

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## BUILDING VOCABULARY KNOWLEDGE



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## Vocabulary-The Concept of Word Tiers

- Tier 1  
everyday, basic, familiar words-*happy, clean, fast*
- Tier 2  
more sophisticated than the basic set but of high utility for literate language users that apply across domains- *sympathy, estimate, typical*
- Tier 3  
rare words and words that apply to specific domains-*lathe, warp, chipmunk, peninsula*

Beck et al. (2002), p. 7.

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## Tier Two Words

- The words that characterize written text but are not so common in everyday conversation.
- Opportunities to learn these words come mainly from interaction with books.
- Learners are less likely to learn these words on their own in comparison to words of everyday oral language.

Beck et al. (2008), p.7.

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## How to Teach using Robust Instruction

### • Contextualize Words

use the context in which the word was presented as the starting point for instruction

### • Provide Friendly Explanations

friendly explanations provide a complete sentence that includes the target word, in contrast to fragment-like statements typical of dictionary definitions.

Beck et al. (2008), p. 23.

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## Friendly Explanations/Definitions

[Collins Dictionary](#)

Definition of 'capricious'

**capricious**

Collins COBUILD

Word Frequency ●●●●●



(kæprɪʃəs )

ADJECTIVE

Someone who is **capricious** often changes their mind unexpectedly.

*He was accused of being capricious and undemocratic.* 

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## How to Teach using Robust Instruction Continued

- Provide an Additional Context for the Word

Being able to generalize across contexts seems to characterize the vocabulary of higher ability learners.

- Provide Opportunities for Students to Actively Process Word Meanings

Have students apply words to new contexts and make *connections* between new words and known words and situations.

Beck et al. (2008), p. 26-28.

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## How to Teach using Robust Instruction Continued

- Provide for a High Frequency of Encounters over Time
  1. Focus on last two steps over a *five day cycle* because multiple encounters creates many *connections*.
  2. Each context might create a new way to get to that word.
  3. If students can bring to mind an understanding of a word more readily, comprehension goes smoothly.

Beck et al. (2008), p. 28-29.

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Element

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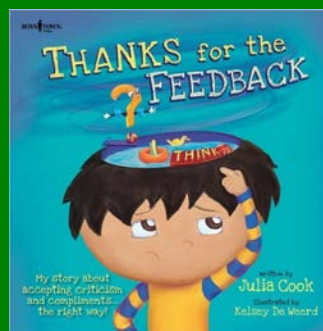
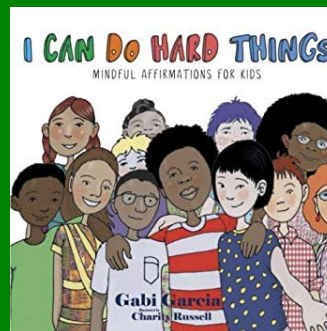
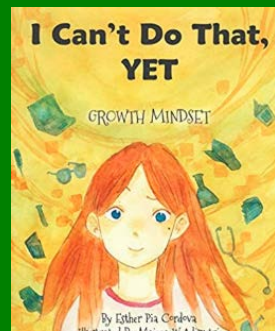
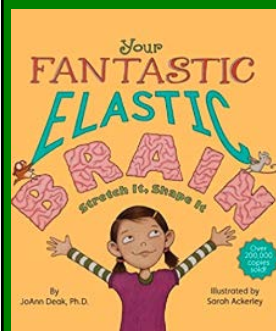
# BUILDING A GROWTH MINDSET

The infographic features two silhouettes of human heads. The left silhouette is blue and represents a 'GROWTH MINDSET'. It contains the following text: 'Failure is an opportunity to grow', 'GROWTH MINDSET', 'I can learn to do anything I want', 'Challenges help me to grow', 'My effort and attitude determine my abilities', 'Feedback is constructive', 'I am inspired by the success of others', and 'I like to try new things'. The right silhouette is dark grey and represents a 'FIXED MINDSET'. It contains the following text: 'Failure is the limit of my abilities', 'FIXED MINDSET', 'I'm either good at it or I'm not', 'My abilities are unchanging', 'I don't like to be challenged', 'I can either do it, or I can't', 'My potential is predetermined', 'When I'm frustrated, I give up', 'Feedback and criticism are personal', and 'I stick to what I know'.

Image from: <https://www.yourmodernfamily.com/teach-kids-growth-mindset/>

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# Growth Mindset Picture Books




**“A growth mindset is when students understand that their abilities can be developed.”** (Dweck, 2014).

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


**“I Do”**

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

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

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## "WE DO"

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

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### TEACHER HANDS OVER RESPONSIBILITY

## "YOU ALL DO"


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

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## TEACHER HANDS OVER RESPONSIBILITY

### "YOU DO"

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

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## Key Content Vocabulary from Esperanza Rising Las Uvas

Instruction would focus on reaping, anticipated, congregate, and dwindled. Remaining words would be explained as passage is read.

Tier 1	Tier 2	Tier 3
scythe rancher vaqueros campesinos arbors porcelain doll bandits	reaping rise anticipated premonition congregate resentment capricious propriety taunting dwindled	

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## Tier Two Vocabulary Strategy

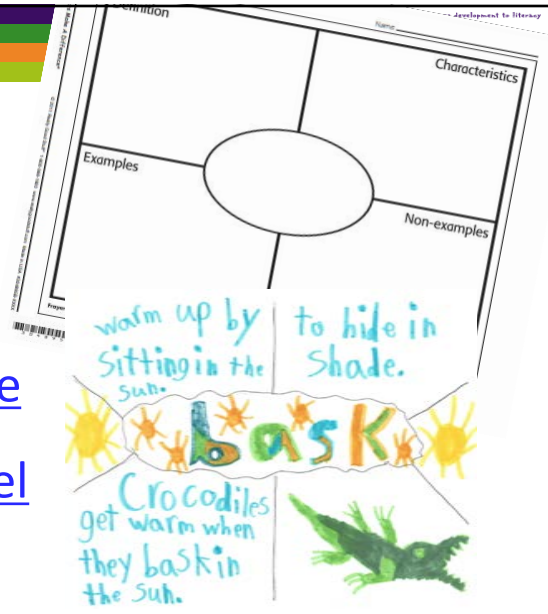
			
Vocabulary Words	I know it. I can picture what it means. I can tell you about it so you can picture it too.	I've heard it before but I'm not sure what it means. I do not have clear picture of it in my mind.	I've never heard it before. I cannot picture it. This is a new word for me.
reaping p. 6			
anticipate p. 8			
congregate p. 9			
dwindle p. 21			

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## Frayer Model Template Links

- [Frayer Model Template](#)
- [Frayer 4 Square Model Template](#)
- [Frayers Blank Four Square Model](#)
- [Sample Frayer Model Template](#)



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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**Frayer Method**

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Concept Word: reaping

<p>Define the word, include picture if possible</p> <p>When you are reaping the fields, it means you are cutting or harvesting the crops.</p>	<p>List key characteristics and attributes</p> <p style="text-align: center;">cutting harvesting</p>
	<p><b>Sample Sentences</b></p> <p>The field workers spread out over the land and began the task of reaping the fields. (p. 6, Esperanza Rising)</p> <p>The farm workers were reaping a harvest of fruits and vegetables.</p>


Adapted from: Frayer, D.A., Frederick, W.D., & Klausmaier, H.J. (1962). A schema for testing the level of concept mastery (Technical Report No. 14). Madison: University of Wisconsin, Wisconsin Center for Educational Research.

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**Frayer Method**

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Concept Word: anticipate

<p>Define the word, include picture if possible</p> <p>If you anticipate an event, you realize in advance that it may happen and you are prepared for it.</p>	<p>List key characteristics and attributes</p> <p style="text-align: center;">expect predict</p>
	<p><b>Sample Sentence</b></p> <p>It had taken every day of three weeks to put the harvest to bed and now everyone anticipated the celebration. (p. 8, Esperanza Rising)</p> <p>It is anticipated that eighty students will attend the school event.</p>


Adapted from: Frayer, D.A., Frederick, W.D., & Klausmaier, H.J. (1962). A schema for testing the level of concept mastery (Technical Report No. 14). Madison: University of Wisconsin, Wisconsin Center for Educational Research.

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## Frayer Method

Concept Word: congregate

<p>Define the word, include picture if possible</p> <p>When people congregate, they gather together and form a group.</p>	<p>List key characteristics and attributes</p> <p style="text-align: center;">come together meet gather assemble</p>
	<p>Sample Sentences</p> <p>Papa and the men who lived on the ranch would congregate below her window. (p. 9, Esperanza Rising)</p> <p>Townpeople congregated on Sunday afternoons at the gazebo to listen to the music performance.</p>


Adapted from: Frayer, D.A., Frederick, W.D., & Klausmar, H.J. (1982). A schema for testing the level of concept mastery (Technical Report No. 18). Madison: University of Wisconsin, Wisconsin Center for Education Research.

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## Frayer Method


Concept Word: dwindle

<p>Define the word, include picture if possible</p> <p>If something dwindles, it becomes smaller, weaker, or less in number.</p>	<p>List key characteristics and attributes</p> <p style="text-align: center;">lessen fall decline decrease</p>
	<p>Sample Sentences</p> <p>They tried to pass the time with small talk but their words dwindled into silence. (p. 21, Esperanza Rising)</p> <p>The factory's workforce has dwindled from over 4,000 to a few hundred.</p>

Adapted from: Frayer, D.A., Frederick, W.D., & Klausmar, H.J. (1982). A schema for testing the level of concept mastery (Technical Report No. 18). Madison: University of Wisconsin, Wisconsin Center for Education Research.

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# Vocabulary Card

<b>Break into syllables</b>	<b>Picture</b>
pre mon i tion	
<b>Synonym</b> feeling, hunch	<b>Antonym</b> knowledge
<b>Part of speech/definition:</b>	
Noun/If you have a premonition, you have a feeling that something is going to happen, often something unpleasant.	
<b>Sentence:</b> She automatically thought "bad luck" ... and dismissed the premonition. (p. 8)	
He had an unshakable premonition he would lose.	

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<b>Break into syllables</b>		<b>Picture</b>	
<b>Synonym</b>		<b>Antonym</b>	
<b>Part of speech/definition:</b>			
<b>Sentence:</b>			

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# STRENGTHENING COMPREHENSION ABILITIES AT THE SENTENCE AND DISCOURSE LEVELS

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## Using Story Grammar Marker<sup>®</sup> with Visualizing and Verbalizing<sup>®</sup>

V&V, Nanci Bell, 1986

what  	movement  
where 	mood 
size   	background  
color 	perspective   
number 	when  
shape   	sound 










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# Cake

	
<b>what</b> 	<b>movement</b> 
<b>where</b> 	<b>mood</b> 

49

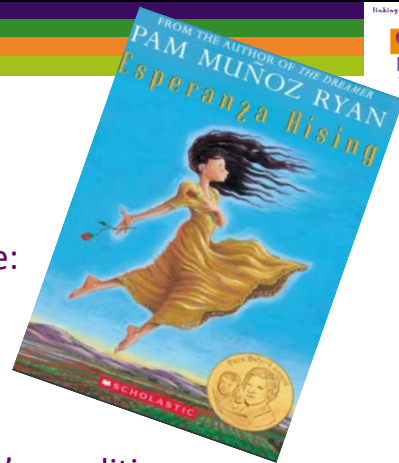
# Icing

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

50

## Themes:

- Resilience – overall theme
- Perseverance (Abuelita’s advice and example: Rose/Thorn’ zig zag (ups and downs)
- Justice: Farm Workers (wages/conditions); labor union movement
- Poverty: the Great Depression; Farm Worker’s conditions
- Optimism: Esperanza’s boyfriend
- Discrimination: Classes in Mexico/Race, ethnicities in US
- Living Conditions: contrast Mexico/US Farm labor.



51

## Esperanza Rising

**US and Mexican Revolution: Fast Fact Sheet of Causes**  
 Fast, fun facts and Frequently Asked Questions (FAQ's) for kids about the causes of the Mexican Revolution.

**When was the Mexican Revolution?** The Mexican Revolution was fought from 1910 to 1920.

**What were the causes of the Mexican Revolution?** The causes of the Mexican Revolution were:

- Dictatorship and opposition to long term president Porfirio Diaz (30 years in office)
- Huge disparity between rich and poor Mexicans
- Working and middle class Mexicans not allowed to own land and property. Mexican leaders sold the country's resources and land to foreign investors
- Exploitation and poor treatment of peasant workers
- Political Instability. The poor had no constitution, no power to express their opinions or select public officials, no freedom of the press



**Battle of Columbus (1916)**  
**Ruins following raid by Pancho Villa on Columbus, New Mexico**

<http://www.american-historama.org/1881-1913-maturation-era/us-mexican-revolution.htm>

52

The novel begins with an extensive introduction of the setting and characters. If there had been no Kick-Offs, the situation would be:





**Aguascalientes, Mexico at El Rancho de las Rosas, 1930, at harvest time.**

*“The campesinos, the field-workers, spread out over the land and began the task of reaping the fields. Esperanza stood between Mama and Papa with her arms linked to theirs, and admired the activity of the workers.”*

53

**Chapter Title:** Las Uvas (grapes)

This chapter contains a description of the “ho-hum” day  (**Setting**, situation) a major  **Kick-Off** and some Mexican historical background knowledge.

*Note:* Sometimes, because a novel allows the writer time, Kick-Offs are gradual, allowing for description, rising action, extended feelings and thoughts. This chapter is an example of such a Kick-Off. Please see our map entitled “Extend the Kick-Off.”



**Major Kick-Off:** Her father’s death, murder.

54

**EPISODE:**



**Characters:** Esperanza and Mama (Ramona)



**Setting:** Sierra Madres in the distance at Ranchos de las Rosas, in the evening waiting for father to return from a trip with the vaqueros to work the cattle. (page 9). It is the eve of Esperanza's birthday.



**#1 Kick-Off:** Father is later than usual. *"He's just a little late."* (11)



**Feeling:** Mama bit the corner of her lip in worry. (body language)  
Esperanza mentioned the presence of bandits in Mexico, who hated landowners.



**Thought Bubble:** Expository Text: Page 12

*Note:* Inside the house is Abuelita, (page 13) Esperanza's grandmother, the symbol of resilience (a theme of the book in general...how Esperanza became more and more resilient as she changed over time).

Zig-zag crochet stiches; Mountains Valleys; No rose without thorns; Crochet mistake: *"Don't be afraid to start over."*...  
**All show Abuelita's wisdom.**



**#2 Kick-Off grows:** Riders are heard but it is Tio Luis (bank president) and Tio Marco (mayor), Papa’s older stepbrothers, who loved money and power. They were mistrusted (page 19).

They arrived with Papa’s belt buckle in hand. (One of a kind, page 20)

The uncles said they would wait with Esperanza and Mama in their time of need. They patted Esperanza’s shoulder... Mama clutched buckle as she stared in the distance.



**Feeling:** Mama’s face whitened. (fear, sad)



**Thought Bubble:** They know the uncles are bad characters.

Esperanza remembers the past, that Tio Luis “acted as if she didn’t exist at all.”

Esperanza “shivers with fear for Papa.”

Abuelita began lighting candles and saying prayers. Waiting...

57



**#3 Kick-Off intensifies:** Someone is coming, says Mama. It’s a wagon driven by the trusted workers (Miguel and Alfonso) and carrying Papa’s dead body.



**Feelings:**

- Mama fainted.
- Esperanza felt her heart drop.
- Tormented cry.
- Fell to her knees and sank into a dark hole of despair and disbelief.



What did they realize now?

58





**Element**

**The CRITICAL THINKING Triangle™**

**KICK-OFF**  
(Initiating Event)

**FEELING WORDS**  
(Internal Response)

- happy
- sad
- mad
- scared
- surprised
- disgusted

**THINKING VERBS**

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

**PLANNING WORDS**

- plan
- want
- decide
- desire
- intend
- need

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**The CRITICAL THINKING Triangle® In Action!**

**STUDENT THINKING MAP**

**Father's murder** Name \_\_\_\_\_  
Date \_\_\_\_\_

**KNOW:** nothing will ever be the same without Papa.  
**REMEMBER:** they still have the ranch and trusted workers but...

**Despair**  
**Sadness**

**THINKING VERBS**

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


because / so / and / when / therefore / because / but

62

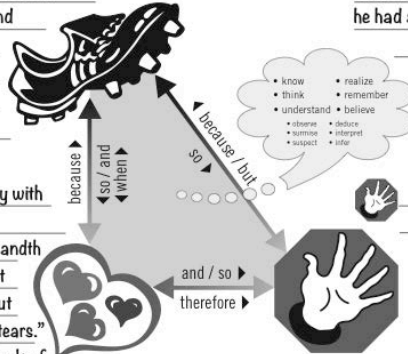
# The CRITICAL THINKING Triangle® In Action!

## STUDENT THINKING MAP

 The uncles spent days in Papa's office "taking care of family business." The office was unusually disorganized and Tio Luis was wearing Papa's Belt Buckle.

 They all KNEW that Tio Luis was not worthy to wear the belt buckle and REMEMBERED that he had a bad reputation.


 Mama felt uneasy with their presence. Esperanza, "for the thousandth time, wiped the tears that slipped down her face, but this time they were angry tears." Mama and Abuelita: "a look of indignation passed between them. Esperanza wondered if they felt the same as she did."





63


# The CRITICAL THINKING Triangle® In Action!

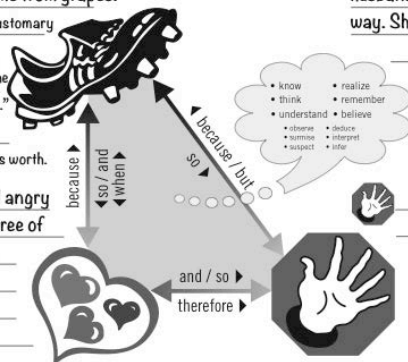
## STUDENT THINKING MAP

 Mama is told that her husband left her Esperanza the house, contents and yearly income from grapes. • But: "as you know, it is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him." • He offers to buy the house, offering 20 times less than its worth.

 She KNOWS it belongs to her and Esperanza and that her husband, Sixto, wished it to be that way. She REMEMBERS (infer) that uncles are bad.

 Mama is sad and angry and disgusted (three of the Universal Feelings... these are inferred)

 To refuse the offer



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**The CRITICAL THINKING Triangle® In Action!**  
Student Thinking Mat

Mama is told that her husband left her and Esperanza the house, contents, and yearly income from grapes but Luis says SINO left land to him + offers 20% less for it.

REALIZED it would be difficult for a woman to claim the property

angry

65

**The CRITICAL THINKING Triangle® In Action!**  
STUDENT THINKING MAP

Tio Luis says: "I predicted you would say no, Ramona."  
"I have a solution to your living arrangements. A proposal actually. One of marriage." (He has money, wants power and wants the respect she would bring to the situation.)

Name \_\_\_\_\_  
Date \_\_\_\_\_

She KNOWS he is a bad man. She UNDERSTANDS desire for power and status. She REMEMBERS, we are certain, the past Mexican Revolution and the unrest.

Disgust.

know • think • understand • observe • summarize • suspect

realize • remember • believe • deduce • interpret • infer

To refuse the offer of marriage. (Tells him she has no desire to marry him ever.)

66



# The CRITICAL THINKING Triangle® In Action!

## STUDENT THINKING MAP

 **Ramona's refusal is a Kick-Off for Tio Luis** Name \_\_\_\_\_ Date \_\_\_\_\_

 He KNOWS she and the property are his key to success.

 His face hardened and muscles twitched in his narrow neck. He is angry.

 He says she will regret her decision. "Remember that the house and grapes are on my property. I can make things difficult for you. Very difficult."





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


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# The CRITICAL THINKING Triangle® In Action!

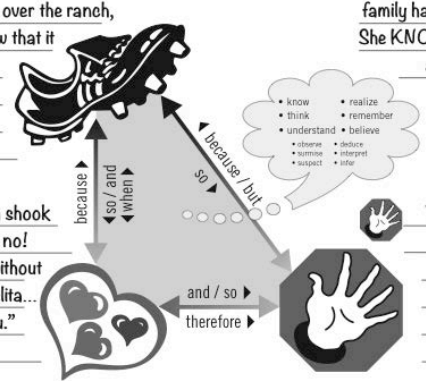
## STUDENT THINKING MAP

 **Miguel tells Esperanza** Name \_\_\_\_\_ Date \_\_\_\_\_  
 "There are rumors in town that Luis intends to take over the ranch, one way or another. Now that it seems true, we will probably leave for the United States to work."

 Esperanza REMEMBERS all the things that Miguel's family has done for them. She KNOWS her father trusted and respected them all.

 Sad. Esperanza shook her head to say no! She could imagine life without them. "Mama and Abuelita... they need...we need you."

 There is none, at present.



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


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Linking language development to literacy

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Student Activity:  
**The CRITICAL THINKING Triangle™**  
**CONNECTOR**

Name \_\_\_\_\_  
Date \_\_\_\_\_



because  
so / and  
& when

**THINKING  
VERBS**



and / so  
therefore

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**Element**

## The Cohesive Tie JARgon

I want to go to the Mall

I want to go to the Mall

I want to go to the Mall

So

But

Because



And  
Or  
When  
Suddenly  
If  
Because  
Then  
Next  
First  
But  
After the  
Finally  
As a res

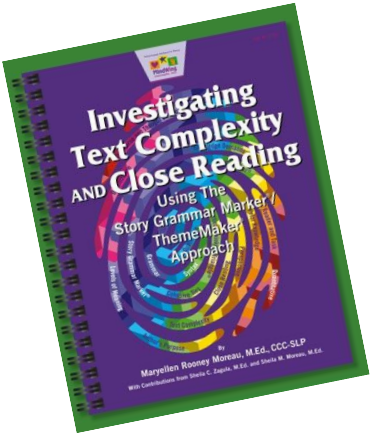


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Element

# Close Reading



**SGM® TRACKER FOR CLOSE READING**

**1st READ**

**GET THE GIST**

- Look at the text features, what will you read about in this section?
- Find the key ideas and details.

**READ THE TEXT/ LOOK AT ILLUSTRATIONS**

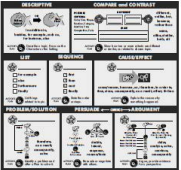
- Read the selection and look at illustrations/ diagrams.
- Did you find out more?

**DECIDE THE TEXT STRUCTURE**

What is the overall structure?

A Story (narrative)

Information (expository)



**2nd READ**

**ASK FOR CLARIFICATION**

- Examine the author's craft and structure
- If you are not clear on what you have read, circle an unfamiliar word, underline a sentence or a graphic part that is a problem for you.
- Ask for clarification.

**3rd READ**

**READ FOR DEEPER UNDERSTANDING**

- Formulate your own guiding question or guiding thought about the meaning of what you are reading.

**MAP**

- Choose an iconic text structure map to organize what you have read.
- Fill out the map or My Book/My Research mini evidence gathering booklets using words or phrases about the text meaning.

**SUMMARIZE**

- Using the map, communicate orally, the deep meaning of what you have read.
- Listen to others do the same as you think about the text.

**ANSWER/MAKE UP TEXT-BASED QUESTION(S) ABOUT THE MEANING OF THE TEXT**


- This is a teacher-posed question that you use your mapping and peer discussion experiences to answer.

**4th READ**

**THINK ABOUT AND ANSWER A TEXT-BASED QUESTION ABOUT THE AUTHOR'S PURPOSE**

- Think about the question and the intent of the author.
- What did the Author want you to realize, to think about and maybe to take action upon?
- What do the character's experiences have to do with you or others?
- Based on what you read and talked about, do you agree with the author's point of view?

Making language development to literacy




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Element

# A Close Look at Close Reading

## Text Dependent Questions



Making language development to literacy



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# Common Core Anchor Standards for Reading

## TEXT DEPENDENT QUESTIONS

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

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## Key Ideas and Details

- What are the key **details** in this chapter?
- **Summarize** the chapter using the Story Grammar Marker® tool. Complete the Critical Thinking Triangle in Action® tool from Esperanza's perspective.
- **Compare and contrast** the characters in this chapter including Papa, Mama, Abuelita and Esperanza.
- Additionally, throughout the entire book, create a list map documenting Esperanza's **mindset (fixed and growth)** in each chapter using evidence from the text.

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## Craft and Structure

- **Explain** in your own words the meaning of “There is no rose without thorns.”  
Use evidence from the text to support your thoughts.
- Look back at the chapter and see if you can divide it into parts. What parts does the author include? Complete a list map to answer this question.
- Who is narrating the story? How do we know? Provide evidence from the text.

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### LIST



\_\_\_\_\_

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

AUTHOR'S  
PLAN



List things  
related to topic.

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## TEXT DEPENDENT QUESTIONS

### Integration of Knowledge and Ideas

**7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\***

- 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?

**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.**

- **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?

**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.**

- 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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## Integration of Knowledge and Ideas

- **Describe** the setting in terms of time and place. Use specific examples from the words.
- How does Esperanza's character **compare** to characters we have read in previous books?

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# Graphic Organizers for Previous Questions

**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**

**DIFFERENT**

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

different, unlike, but, however, rather than

**SAME**

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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**Element**

**STUDENTS' ThemeMaker**

EXPOSITORY (Information) TEXT STRUCTURES

**DESCRIPTIVE** **COMPARE and CONTRAST**

**LIST** **SEQUENCE** **CAUSE/EFFECT**

**PROBLEM/SOLUTION** **PERSUADE ← CONVINCE → ARGUMENT**

Compare Esperanza and Marta.

List challenges Esperanza must overcome when she lives in the United States.

Describe the changes in Esperanza's character traits as the novel progresses.

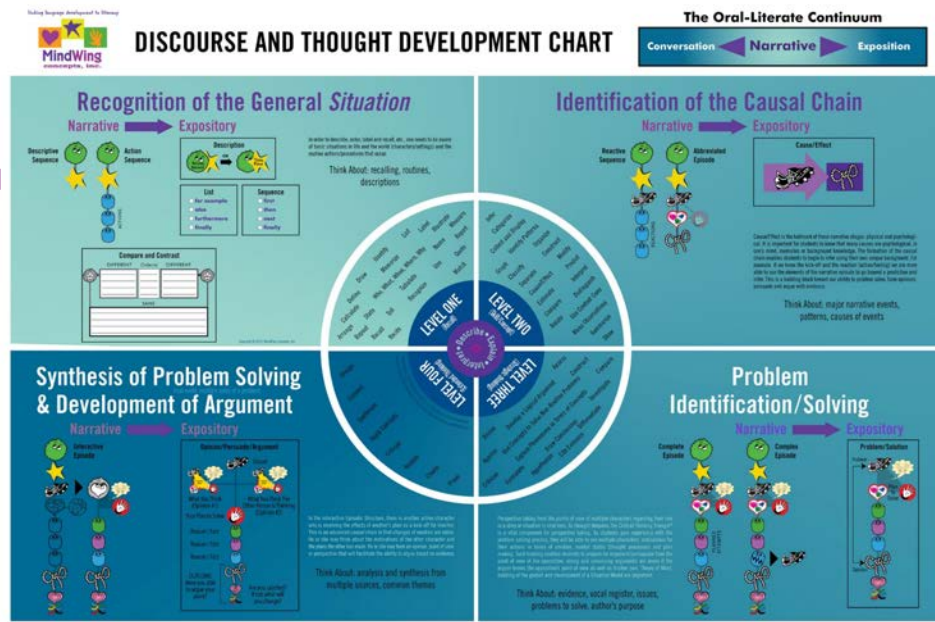
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# Deepening Discourse

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



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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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**Element**

The Student's **Information Cause/Effect Map**

Sample Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**YOUR PLAN:** Explain the reason why something happened.

List the causes of the Mexican Revolution.

disagreement over the Diaz dictatorship	political parties formed that believed Diaz should not seek re-election
disparity between the landowners and the peasants no power to choose public officials or own land	peasants began uprising in 1910
land and resources sold to foreign investors	conflicts throughout Mexico for a decade

Topic Sentence: \_\_\_\_\_

Reference: \_\_\_\_\_

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

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## Mexican Revolution Causes Summary

Several factors contributed to the cause of the Mexican Revolution. First, the people of Mexico disagreed about the Diaz dictatorship. In addition, disparities existed between the wealthy landowners and the peasants. The peasants were not allowed to own land or vote for public officials. Finally, Mexican land and resources were sold to foreign investors. As a result, individuals formed a political party that believed Diaz should not seek re-election. Therefore, an uprising of the peasants in 1910 led to conflicts throughout Mexico for a decade.

87

## Mexican Revolution Causes Summary

Several factors contributed to the cause of the Mexican Revolution. First, \_\_\_\_\_  
\_\_\_\_\_. In addition, \_\_\_\_\_  
\_\_\_\_\_. The peasants were not  
allowed to \_\_\_\_\_. Finally,  
\_\_\_\_\_. As a  
result, individuals \_\_\_\_\_  
\_\_\_\_\_. Therefore, \_\_\_\_\_  
\_\_\_\_\_.

88

**Element**

The Student's **Information Cause/Effect Map**

Sample Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**YOUR PLAN** Explain the reason why something happened.

List the causes of the Mexican Revolution.

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Reference: \_\_\_\_\_

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

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**STUDENTS' ThemeMaker**

EXPOSITORY (Information) TEXT STRUCTURES

**DESCRIPTIVE** OR **COMPARE and CONTRAST**

**LIST** **SEQUENCE** **CAUSE/EFFECT**

**PROBLEM/SOLUTION** **PERSUADE** **CONVINCE** **ARGUMENT**

## Homework Assignment

Given a complete graphic organizer and a paragraph composed with sentence stems, the student will fill in the blanks in the paragraph using content and cohesive ties from the map.

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## Photo of Maryellen's annotations when reading journal articles

stages. These stages span the ages between 18 months and 5 years for typical children and extend into the early school years for children with language impairment. During these stages, children first learn to combine words and then to combine phrasal constituents and clauses to build increasingly complex sentences. Children with language impairment show a late onset for these combinations and continue to produce less elaborated sentences than their peers with typical language throughout the school years (King & Fletcher, 1993; Leonard, 2014).


**INTERVENTION GOALS**

Therapy goals can be conceptualized within a hierarchical organization. McCauley and Fey (2006), for instance, suggested a hierarchy of four levels. The most general level is the *basic goal* area, which encompasses the domain and modality that is the focus of therapy (e.g., expressive spoken grammar). *Intermediate goals* reflect categories of related grammatical forms within a basic goal area (e.g., complex sentences). *Specific goals* include specific grammatical forms or exemplars within an intermediate goal category (e.g., propositional complements such as *I don't know what that is*). *Subgoals* involve a limited set of exemplars (e.g., propositional complements with five main verbs—*know, think, pretend, tell, and ask*) and specify the conditions during which those exemplars will be presented and practiced (e.g., production during play when provided with a sentence types, and for different pragmatic functions. Probes also can assess achievement of intermediate level goals by assessing usage of untrained category members. Such probes are commonly characterized as measuring *response generalization*. Probes, however, do not measure performance within communicative interactions (commonly characterized as measuring *stimulus generalization*). This requires use of LSA.

There are several types of LSA that can be used for measuring conversational usage. One type of LSA involves a fine-grained structural analysis of usage and errors on individual grammatical forms (e.g., percent usage of subject noun phrases). This fine-grained LSA can measure attainment of specific goals (i.e., the exemplars targeted in therapy) or of intermediate goals (i.e., by examining use of untrained category members). There are also broader structural analyses, such as Developmental Sentence Scoring (Lee, 1974) and the Index of Productive Syntax (Altenberg, Roberts, & Scarborough, 2018; Scarborough, 1990), that award points based on usage and/or errors on a variety of grammatical features from different intermediate goal areas. These broad LSA protocols can be useful for measuring outcomes at the basic goal level as well.

Another type of LSA, and the focus of this article, is General Language Performance Measures (GLPMs). General Language Performance Measures characterize an entire language sample with a single score that

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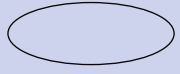


mental status

Altenberg et al

the DSA

91

## Annotation Symbols


Symbol	Meaning
	I understand!
	Turning Point-A change in the plot
	Important Detail
	I am confused!
	Important Word
	I am surprised!
	This reminds me of ...

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# PROGRESS MONITORING

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## What is an Informal Reading Inventory?

- A tool that includes graded word lists and passages designed to assess a student's oral reading accuracy, rate of reading, and comprehension of passages read orally and silently.
- Typically includes narrative and expository texts.
- Designed to assess students from the pre-primer to high school levels.
- Reading Levels are determined as independent, instructional and frustration.
- Comprehension questions are both factual and inferential.
- Additionally, listening ability level can be determined by reading passages to a student and scoring the student's comprehension.

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## Listening Comprehension

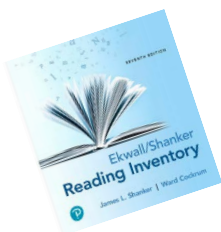
“The listening comprehension level is ... the highest level at which the student can listen to a passage and comprehend 70 to 75 percent of the material. To determine the student’s listening comprehension level, you will read passages to the student and ask questions about the passages. The purpose for finding a student’s listening comprehension level is to determine ... the level at which the student can *listen* and comprehend.”

Shanker and Cockrum (2014). Ekwel/Shanker Reading Inventory, Pearson

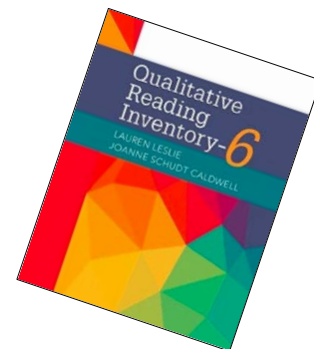
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## Examples of Informal Reading Inventories

[Qualitative Reading Inventory-6](#)



[Ekwel/Shanker Reading Inventory](#)



[Informal Reading Inventory 8th edition \(Roe/Burns\)](#)

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## QRI Features Conducive to Narrative Assessment

- Graded word lists
- **Graded passages** to assess accuracy, reading rate, and comprehension (as well as prosody at higher levels)
- **Narrative and expository (social studies and science) passages**
- Lower passages contain pictures while upper expository contain maps and illustrations
- **Prior knowledge of story concepts is assessed before reading a passage to determine if familiar or unfamiliar to the student**
- **Retelling or summarization is part of assessment**
- **Explicit and implicit comprehension questions**
- Look backs and **think-alouds included at higher levels**

Leslie and Caldwell (2017) Qualitative Reading Inventory-6. Pearson,

NJ

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## Passage Selection

- Begin with a passage with which the student has familiarity.
- Narrative rather than social studies or science.
- If not familiar with any passage, just note performance may have been impacted by lack of prior knowledge.
- Begin with a passage at which you believe the child will comprehend with ease. Better to start testing with success.
- When conducting pre- and post-testing, select similar passages, both either narrative or expository.

Leslie and Caldwell (2017) Qualitative Reading Inventory-6. Pearson, NJ.

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## QRI Level Components

- Concept Questions-scored for accuracy,  $\geq 55\%$  considered familiar
- Passage
- Retelling Scoring sheet
  - Preprimer Level Narratives and Expository-List of details or events
  - Primer Level to High School Narratives-Setting/Background, Goal, Events and Resolution
  - Primer Level to High School Expository-Main Idea and Details

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## Using narrative episodic analysis and the Story Grammar Marker®.

### *Margaret Mead Analysis from The Qualitative Reading Inventory: Section 12*



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## QRI Passage Level 5 - Narrative



Margaret Mead had always been interested in the ways of life of people from other lands. When Mead went to college, she took a class in anthropology. This is the study of how different people live. Mead decided to make this her career. She wanted to study primitive people before modern ways of living destroyed their culture. Mead realized that living with a people is the only effective way to learn about them. She chose a village in Samoa to investigate. Several islands make up Samoa, which is in the Pacific Ocean. Mead worked hard to prepare for Samoa. She studied languages like the Samoan language. She read everything she could about the Samoan people. She read about their food and how they built their homes. She read about their ceremonies, their past history, and their taboos. But she wanted to learn much more.

Finally Mead arrived in Samoa. At first life was difficult for her. She was alone. She was not fluent in the Samoan language. She lived in a house with no walls and no electricity or gas. It had no running water and no bathroom. One day she said to herself, "I can't go on" in Samoan. Then she thought that maybe she could continue after all.

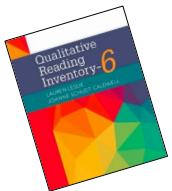
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Mead became fluent in the Samoan language, and the people soon regarded her as one of the village. She listened to their talk, their jokes, and their gossip. They told her their problems. Mead felt that being a woman assisted her in learning more about the lives of these people. Instead of having to go on hunts with the men, Mead stayed with the women. She observed the children play and learned how food was prepared. She made efforts to get the older people to recount tales of the past. Mead learned many things from the Samoan people.

She always took notes and kept careful records. These notes were used to write her first book, which was called *Coming of Age in Samoa*. It made her famous. Mead spent the rest of her life studying and writing about primitive ways of life that no longer exist today.

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**Biography: Narrative**

**Concept Questions:**

Who was Margaret Mead? (3: an anthropologist; 2: a scientist; 1: a famous woman)

\_\_\_\_\_ (3-2-1-0)

How do we learn about different people? (Note: no 3-point responses are possible; 2: by spending time with them; 1: by reading about them, seeing a movie about them, watching them)

\_\_\_\_\_ (2-1-0)

What are primitive people? (3: people who have basic life skills, but no technology, written language or industry; 2: people without electricity; people without modern plumbing; 1: people who live in rural parts of Africa or Asia or South America)


\_\_\_\_\_ (3-2-1-0)

What are problems learning a new language? (Note: no 3-point responses; 2: hard to hear the sounds or learn the vocabulary; 1: embarrassed by pronunciation)

\_\_\_\_\_ (2-1-0)

**Score:** \_\_\_\_ /10 = \_\_\_\_ %  
 \_\_\_\_ FAM = 53% \_\_\_\_ LNFAM

Building language development to literacy



**"Margaret Mead"**

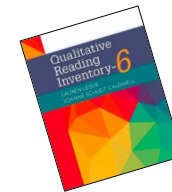
Margaret Mead had always been interested in the ways of life of people from other lands. When Mead went to college, she took a class in anthropology. This is the study of how different people live. Mead decided to make this her career. She wanted to study primitive people before modern ways of living destroyed their culture.

Mead realized that living with a people is the only effective way to learn about them. She chose a village in Samoa to investigate. Several islands make up Samoa, which is in the Pacific Ocean. Mead worked hard to prepare for Samoa. She studied languages like the Samoan language. She read everything she could about the Samoan people. She read about their food and how they built their homes. She read about their ceremonies, their past history, and their taboos. But she wanted to learn much more.

Finally Mead arrived in Samoa. At first life was difficult for her. She was alone. She was not fluent in the Samoan language. She lived in a house with no walls and no electricity or gas. It had no running water and no bathroom. One day she said to herself, "I can't go on" in Samoan. Then she thought that maybe she could continue after all. Mead became fluent in the Samoan language, and the people soon regarded her as one of the village.

254 Section 12 / Test Materials Level Diagnostic Passages

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She listened to their talk, their jokes, and their gossip. They told her their problems. Mead felt that being a woman assisted her in learning more about the lives of these people. Instead of having to go on hunts with the men, Mead stayed with the women. She observed the children play and learned how food was prepared. She made efforts to get the older people to recount tales of the past.

Mead learned many things from the Samoan people. She always took notes and kept careful records. These notes were used to write her first book, which was called *Coming of Age in Samoa*. It made her famous. Mead spent the rest of her life studying and writing about primitive ways of life that no longer exist today. (357 words)

From *Our People* by Nelle Dederick et al. Copyright © 1979 by Ginn and Company. Adapted by permission of Pearson Education, Inc. All Rights Reserved.

Number of Total Miscues \_\_\_\_\_  
 (Total Accuracy) \_\_\_\_\_


Number of Meaning-Change Miscues \_\_\_\_\_  
 (Total Acceptability) \_\_\_\_\_

**Total Accuracy** \_\_\_\_\_ **Total Acceptability** \_\_\_\_\_

0-8 miscues \_\_\_\_\_ Independent \_\_\_\_\_ 0-8 miscues \_\_\_\_\_  
 9-37 miscues \_\_\_\_\_ Instructional \_\_\_\_\_ 0-19 miscues \_\_\_\_\_  
 38+ miscues \_\_\_\_\_ Frustration \_\_\_\_\_ 20+ miscues \_\_\_\_\_

**Rate:** 357 ÷ \_\_\_\_\_ = 21.430 \_\_\_\_\_ seconds = \_\_\_\_\_ WPM  
**WCPI:** (357 - \_\_\_\_\_ errors) ÷ 60 = \_\_\_\_\_ / \_\_\_\_\_ seconds = \_\_\_\_\_ WCPM

Building language development to literacy



Oral Reading Proficiency Scale—ORF-4

Directions: Place circle the number below that best represents the student's 3 minute oral reading of this passage.

	4	3	2	1
Reads primarily in large, meaningful phrase groups. Some or most of the story is read with expression.	Reads primarily in three- or four-word phrases with some three-word groups. Little or no expressive interpretation may be evident.	Reads primarily in two-word phrases with word with two-word or three-word phrases.	Reads primarily word-by-word with occasional two-word or three-word phrases.	

**Retelling Scoring Sheet for "Margaret Mead"**

**Background/Setting**

\_\_\_\_\_ When Margaret Mead went to college, she took a class in anthropology.

\_\_\_\_\_ She decided to make this her career.

**Goal**

\_\_\_\_\_ She wanted to study primitive people.

\_\_\_\_\_ She chose a village in Samoa to investigate.

**Events**

\_\_\_\_\_ Margaret Mead studied languages like the Samoan language.

\_\_\_\_\_ She read about Samoan food and how they built their homes.

\_\_\_\_\_ When she arrived in Samoa her house had no walls.

\_\_\_\_\_ Life was difficult because she lived in a house with no electricity.

\_\_\_\_\_ She said, "I can't go on" in Samoan.

\_\_\_\_\_ Then she thought that she could continue.

\_\_\_\_\_ The people regarded/thought of her as one of the village because \_\_\_\_\_

\_\_\_\_\_ she listened to their jokes, and their gossip.


\_\_\_\_\_ Instead of having to go on hunts with the men,

\_\_\_\_\_ Margaret Mead stayed with the women.

Margaret Mead 255

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— She observed the children play  
— and learned how food was prepared.

**Resolutions**

— She wrote a book called *Coming of Age* in Samoa.  
— It made her famous.

**Questions for "Margaret Mead"**

1. What was Margaret Mead's main goal?  
*Implicit: to study primitive people*
2. What people did Margaret Mead choose to investigate?  
*Explicit: people in Samoa*
3. Name one thing Margaret Mead read about to prepare her for Samoa.  
*Explicit: homes; food; ceremonies; Samoa's history; taboos; or the Samoan language*
4. Give one reason why life in Samoa was difficult at first.  
*Explicit: she was alone; there were no walls, electricity, running water, or bathroom; or she was not fluent in the language*
5. What made Margaret Mead decide she would be able to stay in Samoa?  
*Implicit: when she talked to herself in Samoan and realized she knew the language*
6. Why was Margaret Mead able to learn a lot about the family life of the Samoans?  
*Implicit: she stayed with the women and children; or the women and children talked to her*
7. Why did Margaret Mead want to hear the stories of the Samoans' past?  
*Implicit: she wanted to learn as much about them as she could*
8. What did Margaret Mead do with the notes and records she kept?  
*Explicit: she wrote a book*


*Wilson Link-Backs*

Number Correct Explicit: \_\_\_\_\_  
Number Correct Implicit: \_\_\_\_\_  
**Total:** \_\_\_\_\_  
\_\_\_\_\_ Independent: 8 correct  
\_\_\_\_\_ Instructional: 6-7 correct  
\_\_\_\_\_ Frustration: 0-5 correct

*WLP Link-Backs*

Number Correct Explicit: \_\_\_\_\_  
Number Correct Implicit: \_\_\_\_\_  
**Total:** \_\_\_\_\_  
\_\_\_\_\_ Independent: 8 correct  
\_\_\_\_\_ Instructional: 6-7 correct  
\_\_\_\_\_ Frustration: 0-5 correct














Helping language development to literacy




256 Section 12 / Test Materials Level-Diagnostic Passages

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## Episode 1

-  **Character:** Margaret Mead, anthropologist  
*(Definition of Anthropology (Merriam-Webster): The science of human beings...through time and space and in relation to physical character, environment and social relations, and culture.)*
-  **Setting:** College, taking a course in anthropology
-  **Kick-off:** The course in anthropology sparked interest in a career path
-  **Feeling:** (infer) She felt confident that her study of cultures would be interesting and helpful to humanity
-  **Mental State:** (Infer) She realized that her study would be a fulfilling career
-  **Plan:** To study Samoan culture  
**Attempt:** She prepared by:
  -  studying languages like the Samoan language,
  -  foods,
  -  housing,
  -  ceremonies,
  -  past history and taboos.
-  **Direct Consequence:** As a result, she traveled to Samoa to study life there.
-  **Resolution:** She was hopeful.













Helping language development to literacy



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## EPISODE 2

-  Setting: Samoa
-  Kick-off: She had studied the Samoan language but was not fluent when she arrived. Lived in difficult conditions, compared to those she was used to. She said: “I can’t go on.”
-  Feeling: Frustrated and unprepared. She felt like giving up.
-  Mental State: When she said “I can’t go on” in Samoan, it gave her hope. (infer) She realized that if she became fluent in the language, she might be able to do her work.
-  Plan: To become fluent in the language and to study the people and the culture as originally planned.
-  Attempt: She did not leave and became fluent in the language.
-  Attempt: She stayed with the women and became a part of the lives of the people there.
-  Attempt: She observed all aspects of life, especially of the children.
-  Attempt: She encouraged elders to tell their stories of the past.
-  Attempt: She took notes and kept records.
-  As a result, she learned much and published *Coming of Age in Samoa*, which made her famous.
-  Resolution: She was satisfied.

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# Current Trends in Language Sample Analysis

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## FOUR PARTS TO SETTING A GOAL:

**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.



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## Assessing Expository Discourse



CCSS shift the focus from narrative text in elementary grades to expository text in middle and high school.



However, few norm-referenced tests assess expository comprehension and expression.



Language sample analysis evaluates student's ability to compose an expository discourse sample that is related curriculum content at the macrostructure and microstructure levels including vocabulary and syntax.

Lundine, J. (2020). Assessing expository discourse abilities across elementary, middle and high school. *Topics in Language Disorders*, 40, 149-165.

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## Intervention for Expository Discourse

- Use curriculum-based materials.
- Observe student in class and provide intervention in the classroom.
- Assist student in identifying key vocabulary, main ideas, complete graphic organizers and summarize content.
- Help student recognize the various expository text structures to facilitate their ability to compose the various text structures with corresponding cohesion.

Lundine, J. (2020). Assessing expository discourse abilities across elementary, middle and high school. *Topics in Language Disorders, 40*, 149-165.

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## Language Sample Analysis Key Points

- "Examine a piece of writing for specific types of words known to reflect developmentally higher level of vocabulary skills ... adverbs of magnitude (extremely), ... metacognitive verbs (decide), ... and later developing conjunctions (whenever).... It is highly likely genre and task influence a writer's use of longer, lower frequency words."
- "Grammaticality... consistently distinguishes children with TD from those with developmental language disorders and does so across grades and genres."
- "Analyze a piece of writing against an expected organizational template specific to the task, content, and genre."
- "Connections between writing and reading and oral language should be emphasized as they impact both assessment and intervention."

Scott, C. (2020). Language sample analysis of children and adolescents, assessment and intervention contributions. *Topics in Language Disorders, 40*, 202-220.

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# Testing Via Telepractice


- [ASHA Telepractice Overview](#)
- [ASHA Telepractice Services and Coronavirus](#)
- [ASHA Telepractice Resources](#)



The screenshot shows the ASHA website with the following content:

- ASHA American Speech-Language-Hearing Association logo
- Navigation: CAREERS, CERTIFICATION, PUBLICATIONS
- COVID-19 UPDATES: Find news and resources for c Latest Updates | Telepractice Resources | Email Us
- Section: Telepractice
- Overview
- Key Issues
  - Roles and Responsibilities
  - Ethical Considerations
  - Licensure and Teacher

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# References:

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

Leslie, L. & Caldwell, J.S. (2017). *Qualitative Reading inventory-6*. Boston: Pearson Publ.

This informal reading inventory is composed of both narrative and expository text samples.

Kester, E. (2020). *Conducting Student Speech-Language Evaluation via Telepractice*. ASHA LEADER.

*“Of course, language samples (on.asha.org/language-sample) and informal tasks also provide crucial information in diagnostic decisions. We can also perform these remotely. You can also easily incorporate dynamic assessment. Identify the student’s areas of need, implement a short teaching session, and retest. With narratives this can be as simple as telling the child the story, asking them to retell it, and looking at changes.”*

Lemov, D., Driggs, C. & Woolway, E. (2016). *Reading Reconsidered: A Practical guide to rigorous literacy instruction*. San Francisco: Jossey-Bass.

*Embedding expository text within narratives is a way to present more nonfiction in your classes...in a way that “makes it relevant and engaging and most of all, to increase the amount of knowledge students absorb from reading...”*

114

Lundine, J. (2020). Assessing expository discourse across elementary, middle and high school. *Topics in Language Disorders*, 40 (2): 149-165.

Munoz Ryan, P. (2000). *Esperanza Rising*. Scholastic (Chapter 1).

*In Chapter 1, the kick-off, driving the plot occurs. It is the assassination of Esperanza's father. It is a gradual kick-off, occurring through events that span the entire chapter. Often, kick-offs are presented similar to this. They build.*

Wexler, N. (2019). *The Knowledge Gap*. NY: Avery  
*An interesting analysis of education and the need for background knowledge.*

Scott, C. (Ed.) (2020) *Language Sample Analysis: New and Neglected Clinic Applications*. Topics in Language Disorders.

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**HANDOUTS AND CERTS OF ATTENDANCE ARE AT**

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

**Below is a link to all of the materials that were used in this**

<https://mindwingconcepts.com/collections/sgm-treatment-webinar>

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# Professional Development

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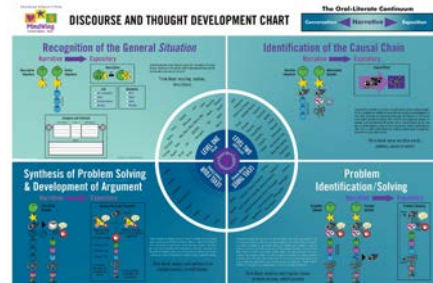
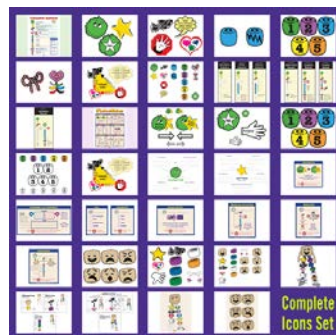


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Contact Sheila at [smmoreau@mindwingconcepts.com](mailto:smmoreau@mindwingconcepts.com)

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# The Raffle Winners Will Receive:



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