“Speaking and Listening” provides the structure, or the “core,” of the Common Core State Standards.

“At the ‘core’ of the Core is really that child sitting in a classroom at Memorial School on Main Street, Anywhere, USA. We can never forget that within the clamor for more intensive instruction within and across academic disciplines and grade levels, is the small voice of a child…waiting to be heard.”

— Moreau, June 14, 2012 —
How is this cartoon an analogy for The SLP and Tools to Support Students in Meeting the Common Core State Standards?

Common Core State Standards

- Provide teachers and parents a clear and consistent understanding of what students are expected to learn
- Are designed to be robust and "real world" and to provide students:
  - Knowledge and skills
  - College readiness
  - Career readiness

www.corestandards.org/about-the-standards
CCSS are Broken Down into categories...

- Speaking and Listening
- Reading Literature
- Reading Foundational Skills
- Reading Information Text
- Writing
- Language

…and these categories are interrelated.

Enter the Common Core...

There were MANY SHIFTS noted with the advent of the CCSS...

1. Expanded focus on Expository (information) text
2. Teachers of history, science and technology literacies must think about the 10 components of the Writing Strand within their academic discipline.
3. Collaboration among professionals is a necessity. Process not content only is a focus.
4. Grades 6-12 use similar terms in the CCSS but complexity from grade to grade is the difference.
5. All elements of the Writing Standards are contained within the Speaking and Listening Standards. Speaking about and discussing narrative, expository and opinion/argument is necessary.

Emphasis is on meaningful passages and questions with a focus on the “shifts” evident in the CCSS:

- Complexity: The emphasis will be on complex texts and the academic language they contain.
- Evidence: The citation of evidence from the text in reading and writing to back up answers to literary and informational questions.
- Knowledge: The building of knowledge through content rich non-fiction from kindergarten to grade twelve.
A Guide – But NOT a “How To”

- CCSS sets grade-specific standards but does not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations
- SLPs, Teachers, Reading Specialists, Literacy Coaches, Special Educators and Interventionists can...
  - Provide oral language development interventions
  - Support interrelationships among reading, writing, speaking, listening, and language
  - Collaborate with each other, families and administrators
  - Bolster RTI initiatives

Close Reading

- Close reading is an instructional routine in which students critically examine a text, especially through repeated readings.
- Close reading invites students to examine the deep structures of a piece of text, or, as Adler and Van Doren (1940/1972) described it, to “x-ray the book…for the skeleton hidden between the covers”.
  - These deep structures include:
    - the way text is organized,
    - the precision of its vocabulary to advance concepts,
    - its key details, arguments and inferential meanings.

What Researchers Say...

“The Common Core State Standards are here, and school-based SLPs are in a prime position to help students.”
What ASHA Says...

Based on their focused expertise in LANGUAGE, SLPs offer assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students:

– with disabilities
– other learners who are at risk for school failure
– those who struggle in school settings

http://www.asha.org/docs/html/PS2010-00318.html
http://www.asha.org/docs/html/PI2010-00317.html

How do our assessment practices need to change with the Common Core State Standards?

• Changes in how we need to “examine the data”
• “Standardized assessments may fail to assess the dynamic demands of the classroom”
• “We need to examine functional aspects of language through narrative-based assessments, student work samples and the like”

How...

• Know the Common Core …how do our assessments fit with them.
• Read educational publications “to keep up with standards-related developments, state and federal.”
• Include narrative-based assessment:
  – “Narrative skills play a critical role in accessing standards.”
  – “Narrative-based assessment options give insight into a student’s ability to use complex sentences in a variety of contexts.”
  – “Standardized measures (TNL, Gillam; SALT) and informal measures such as eliciting personal narratives…and retellings
• Recognize vocabulary demands: understand the role different types of vocabulary play
  – (PPVT; Montgomery Assessment of Vocabulary Acquisition; Tiers of vocabulary; Academic Vocabulary).
• Gain insight into a student’s pragmatic skills (Bellini, Autism Social Skills Profile) Also, Brinton and Fujiki; Social Thinking®, Mindwing Concepts etc…)

• Include student work samples in your assessment (writing samples; children’s oral discourse/presentations)

• Familiarize yourself with Common Core Formal Assessments (Smarter Balance, …). Does the language of the test questions pose problems for your students?

“Allow yourself to admit we are all still just learning as we go, which can be unsettling for many of us. The important part is to remain flexible and keep tweaking our current practices until we get the formula just right for each student.” (Dodd, 2014)

The Speaking and Listening Strand of the Common Core State Standards, Appendix A, cites the importance of oral language development in building a foundation for college and career readiness. There are two general categories and six component parts of the Speaking and Listening Strand:

Category #1: Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.
**Category #2 - Presentation of Knowledge and Ideas**

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

---

**Note on range and content of student speaking and listening:**

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively. (p. 48 CCSS)

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**The Role of Speaking & Listening in K-5 Literacy, according to CCSS, are at the “Core of the Core”**

“If literacy levels are to improve, the aims of the English language arts classroom, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word.”

“Oral language development precedes and is the foundation for written language development. Oral language is primary and written language builds on it.”

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**Speaking and Listening Standards K-5**
Presentation of Knowledge and Ideas #4

1. **Describe** familiar people, places, things and events and with prompting and support provide additional detail.

   Please note: If a child cannot take perspective in the narrative, then he/she will have difficulty using evidence to argue a point or present an opinion.

2. **Describe** people, places, things, and events with relevant details, expressing ideas and feelings clearly.

3. **Tell a story** or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

4. **Report on a topic** or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

5. **Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.**

   Please note: If a child cannot take perspective in the narrative, then he/she will have difficulty using evidence to argue a point or present an opinion.

---

**Story Graphic Organizer**

**Beginning**

**Middle**

**End**

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**Story Graphic Organizer**

**Setting**

**Character**

**Problem**

**Events**

**Solution**

---

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6 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or theme; use appropriate eye contact, adequate volume, and clear pronunciation.

7 Present claims and findings, emphasizing salient points in a focused, coherent manner, with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

8 Present claims and findings, emphasizing salient points in a focused, coherent manner, with relevant evidence, sound, valid reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

9-10 Present information, findings, and supporting evidence, clearly, concisely and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

11-12 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

---

**Essay outline**

**Introduction**
- Orient the reader
- Identify the focus/purpose
- State thesis

**Body**
- Topic sentence 1
  - Supporting details
  - Concluding sentence 1
- Topic sentence 2
  - Supporting details
  - Concluding sentence 2
- Topic sentence 3 and so on
  - Supporting details
  - Concluding sentence 3

**Conclusion**
- Restate thesis
- Summarize argument
SLPs (using the methodology discussed today) can provide supports, conditions, environment and structure to students of diverse ages, abilities and cultures.

“The Common Core State Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations.

No set of grade-specific standards can fully reflect the great variety inabilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.”

What is Not Covered by The Standards, www.corestandards.org

What is the Story Grammar Marker®?

A hands on, multisensory tool 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.

Character
Setting
Kick-off
Feeling
Plan
Planned Attempts (Actions)
Direct Consequence
Resolution

Beginning
Middle
End
"We dream, remember, anticipate, hope, despair, love, hate, believe, doubt, plan, construct, gossip and learn in narrative."


“Narratives offer opportunities to support language use, emotional expression and social cognition in an integrated social and academic context.”

Narrative retelling is a useful task for predicting which children may be at risk for later literacy problems.

Based on the results of this study, narrative macro-structure appears to play an especially important role in the development of later literacy skills...Language intervention involving oral narratives may boost children’s reading comprehension as well as carry over to later written language skills.

Wellman, et. al. (2011). Narrative ability of children with speech sound disorders and the prediction of later literacy skills. LSHSS, 42, 561-579.

“The Story Grammar Marker® reduces load on working memory.

Telling stories puts a tremendous load on working memory because students must engage in several activities simultaneously. When children tell a story, they must keep in mind the overall gist of the story they are telling, while simultaneously organizing each utterance, linking the utterances together in a temporal/causal sequence, and making certain that all utterances link to the theme and overall organization of the story. The Story Grammar Marker® reduces load on working memory by externalizing the global structure and sequence of components in stories. This allows students to concentrate on translating their ideas into words and sentences to convey the content of each element of the story.”

– Carol Westby, Word of Mouth Magazine, Pro-Ed

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SGM® RE-TELL FROM TWO PERSPECTIVES

The Critical Thinking Triangle®

From The Paper Bag Princess by Robert Munsch... SOCIAL EMOTIONS:
facial expressions • body language • real-life experience •
motivation of people/characters • words of characters • social situation

Lovestruck/Blissful (happy)
Shocked/Flabbergasted (surprised)
Enraged/Infuriated (mad)
Proud/Satisfied (happy)
Disappointed/Mortified (sad)
Joyous/Elated (happy)
What is Language?

Lois Bloom and Margaret Lakey (1978) defined language as having three interrelated parts:

- Semantics (vocabulary): Concepts such as synonyms, antonyms, multiple meanings, similes, metaphors
- Text type (narrative & expository)
- Pragmatics (social use), Discourse structures; how language is used


Oral Language: It’s Not “Just Talking”

- Literate oral language (aka: academic language) is key to your students being or not being at grade-level standards
- Academic language…
  - Is a specialized language (oral and written)
  - Facilitates communication and thinking
  - Relates to “disciplinary content”


The “Oral Literate Continuum”

How To Help Children Develop Literate Oral Language


The Oral-Literate Continuum

CONVERSATION NARRATION EXPOSITION

DiSCOURSE

The “Here and Now”.................................The “There and Then”

Carol Westby (1985)
What is literate oral language?

It is the combination of:

Macro-structure
The overall organization of a story or expository text selection

&

Micro-structure
The linguistic complexity of sentences that make up the macro-structure

Elements of micro-structure connect the elements of macro-structure.

Micro-structure: Gluing the Sentences Together

1. Micro-structure, as defined by Justice (2004), is the internal linguistic organization of the narrative.
2. Micro-structure is commonly referred to as “story sparkle” (Westby). It focuses on vocabulary and sentence development as well as cohesive ties (see page 39-40 of SGM® manual.)
3. Micro-structure is the elaboration and cohesion that makes a story (narrative) meaningful. (SGM® manual page 39-44.)
4. Micro-structure’s literate language features:
   • Elaborated noun phrases (ex. The big, scary fish…)
   • Verb phrases (tense use & adverb use, ex. The big, scary fish swam slowly.)
   • Mental State verbs (the character may: remember, know, think, realize, etc.)
   • Linguistic verbs (whispered, yelled, asked, etc.)
   • Conjunctions (and, but, so, because, first, then, next, finally, etc.)
The CCSS: A Focus on the Discourse Level of Language

It’s About Helping Students Develop “Communicative Competence”

Putting together words, phrases, and sentences to create conversations, speeches, email messages, articles and books.

www.nclrc.org/essentials/goalsmethods/goal.htm
The Narrative Developmental Sequence:
A Blueprint for CCSS Intervention
Jerome Bruner (1986, 1996) referred to **narrative thinking** as a capacity to "read other minds"; to make accurate inferences about the motives and intentions of others based on their observable behavior and the social situations in which they act. Narrative thinking is the very process we use to understand the social life around us.

![The Landscape of Action](image)

![The Landscape of Consciousness](image)

**The Critical Thinking Triangle®:**

It’s what is missing from traditional graphic organizers!

![Thinking Verbs](image)
Knowing the relationship among the kick-off, feelings, mental states and plans of a character in a story, an historical figure or of people in a social situation is essential for academic and social success.

Phone call from Delta Representative saying that we had the wrong luggage

Panic and embarrassment

Wanted to get back to the airport as soon as possible to hopefully exchange the luggage with another passenger

Personal Narrative Perspective #1

Maryellen and Sheila

Portland International Airport taxi cab on the way to the hotel

- Remembered seeing the three bags in a row, so we probably didn't check the tags
- Knew that our luggage was filled with Braidy® and Books
- Realized that if we didn't get our luggage, we would not be able to do our workshop
- Believed that the Delta rep would help us find our luggage

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Passenger on Delta flight from Minneapolis  Portland International Airport baggage carousel

Noticed that her luggage had not arrived, but that a similar bag was the only one left on the carousel.

Worried and Frantic • Knew she had the wrong luggage • Realized that someone else had mistakenly taken her luggage • Believed that if Delta could contact the person whose luggage she had, they probably had hers and could bring it back • Knew that she was heading to China the next day for a presentation and needed her clothes and materials

Wanted to find a Delta Rep to help her to make contact with the people who had her luggage and get them to come back to the airport to exchange the bags.

A frantic passenger approached who had gotten the wrong luggage off the carousel and was leaving for China in the morning.

Concerned and determined • Deduced that if the bags looked alike, another passenger might have taken her bag by mistake • Thought that since “the bag” had a Gold Medallion tag, Delta must have contact information for the passenger who had taken this woman’s bag • Realized that he could call the other passenger and they may still be close to the airport & could quickly come back • Believed that if he (Delta) quickly contacted the other passenger, they could all meet up and exchange the luggage to solve this problem.

Intended to reach the passenger(s) who owned the luggage that was left in the airport to see if they had mistakenly taken this woman’s luggage & to get them to return to the airport to exchange luggage.
Clifford, a big, red dog and his furry pals at the work site in the cement pit playing, jumping and barking. All of a sudden, Clifford sees the work crew start to pour cement on Susie, Lenny & Nero. He is worried about his pals, because they could get hurt. Clifford decides to save them. Clifford pushes the cement chute aside. As a result, Clifford's pals are safe. Clifford is relieved.

CCSS Kindergarten
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

CCSS Grade 1
RL.1.3. Describe characters, settings, and major events in a story, using key details.

CCSS Grade 2
RL.2.3. Describe how characters in a story respond to major events and challenges.

CCSS Grade 3
RL.3.3. Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

CCSS Grade 4
RL.4.3. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (character's thoughts, words, actions).
“Because expository texts are the primary means for acquiring academic and schooled knowledge, students’ failure to understand and learn from expository texts can create a cumulative knowledge deficit as children progress through schools.”


As the curriculum becomes more complex…

EXPOSITORY TEXT TERMINOLOGY BECOMES MORE...

TECHNICAL  ABSTRACT  DENSE  COMPLEX  ALIENATING

Technical Vocabulary
Embedded Clauses

There is a new research focus called Disciplinary Literacy which studies how the authors present information depending on their area of study (e.g., Scientists write about science, historians write about history, etc. and each uses a different type of writing). What is studied is the type of text, vocabulary, sentence structure of a particular discipline.

Disciplinary Literacy includes literacy skills specialized to:
- History
- Science
- Mathematics
- Literature
- or other subject matter (such as astronomy or the study of DNA).

(See references for Fang and Shanahan & Shanahan)

Examples of Complexity of Text

Johannes Gutenberg invented the printing press. It changed the way we spread information.

The invention of the printing press by Johannes Gutenberg revolutionized the dissemination of information.

The invention of the printing press by Johannes Gutenberg, a goldsmith and businessman from the mining town of Mainz in southern Germany, revolutionized the dissemination of information.

Johannes Gutenberg invented the printing press with replaceable/movable wooden or metal letters in 1436. This method of printing catapulted a revolution in the production of books, and also fostered rapid development in the sciences, arts, and religion through the transmission of texts.

About.com Inventors.

It's All About Complexity

Students must be able to comprehend, tell and retell stories, and develop progressively complex expository text structures.

- Expository text was not well represented in the early elementary curricula: as little as 3.6 minutes a day! (Duke, 2000)
- Narrative (stories) and expository (nonfiction/information) text are 50%/50% in grades K-5.
- By middle school, expository text will be 70% of the curriculum.
Johannes Gutenberg made a leap forward by revolutionizing the dissemination of information through completing the enormous task of inventing the printing press which increased production of books and allowed rapid development in the sciences, arts and religion through the transmission of texts.
**Problem/Solution Map**

- **British Reaction to the SIT** (p. 282)

  - **Key Words:**
    - British
    - England
    - The British Tea Party
    - The British were smug.
    - They decided to punish the colonists.
    - The Intolerable Acts ended town meetings and took away the 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.
    - The British parliament made an effort to punish the colonists for the Boston Tea Party, but they failed.

---

**Part 1: The Student's Information Persuasive Map**

**Comics over Immigration** (p. 493)

- In the 1860s, there began to be arguments over whether or not to open or restrictions on immigration to be restrictive.

- I think that the U.S. was founded on the idea that it is the land of the free and open to all, liberty and the pursuit of happiness.

- Other people thought open immigration would cause job competition, crowded cities, and problems with cultural differences.

- I want to explain to them why open immigration is the American way.

---

**Part 2: The Student’s Information Persuasive Map**

- **Promise of America**
  - U.S. was founded on the idea that people could find freedom and opportunity.

- **Variety of cultures**
  - Different peoples, ages and ideas come together in the rushes of the American culture.

- **Refuge for the oppressed**
  - Most U.S. founders were immigrants, escaping poverty, and looking for a better life.

- For those three reasons, and more, open immigration is the American way.

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

A big box supercenter in the city will be beneficial to the residents of the city. The location is zoned for business development, encouraging competition is tantamount to a thriving economy, residents will have more options and better prices for common goods, a supercenter will increase the business tax base and alleviate the tax burden of homeowners, this type of store will offer convenience of a variety of products under one roof.

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

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.

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.

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

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.

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.

There is a 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.
Narrative Development Correlated to the CCSS for Reading, Key Idea and Detail #3 Using Chapter 1 of Charlotte's Web

Fern, an eight year old, strong willed, caring girl, her parents, a thin, skinny Piglet

In the kitchen at home and outside at the hog house, Fern is arguing with her parents about killing a runty piglet.

Fern shrieks at her mother
Fern struggles with her father to get the ax away from him
Fern is outraged and worried about the piglet.
Fern knows that the runt of the litter is not valuable on a farm, she realizes that her father needs to kill the runt, she remembers that her father has empathy, she thinks it is a case of injustice to kill a runty piglet just because it is born too small.

She intends to prevent her father from killing the piglet and to convince him to let it live.

First, Fern shrieks at her mother
Then, she struggles with her father to get the ax
Finally, she argues with her father to let the runty piglet live.

As a result, Charlotte’s father lets her feed and care for the runty piglet as if it were a baby and she names it Wilbur.

Fern was relieved that she had saved the piglet, thrilled to be able to care for him, and triumphant that she had overcome an injustice.
CCSS Grade 5
RL.5.3. Compare and Contrast two or more characters, settings or events in a story or drama drawing on specific details in the text (e.g., how characters interact).

• What would a student have to include in the retell of Charlotte’s Web Chapter 1 to achieve this Reading Standard?

• What Narrative Development Stage is this?
Discourse-Level Interventions
Combine Narratives, Conversation & Expository Text

Oral Language & Communicative Competence
- Expository Text (communicating information and non-fiction)
- Conversation and social communication (agreed-upon rules)
- Narratives (personal, re-tellings, oral and written communication)

Examples: Tornado Event and Red-Eyed Tree Frog

Tornado Damage in Springfield, MA
June 1, 2011

Front Yard
Back Yard

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Damage is visible from the tornados that struck Springfield, Massachusetts, on Wednesday. At least two confirmed tornados descended upon towns in western Massachusetts on Wednesday, leaving at least four dead and smashing homes and buildings across a 40-mile stretch, state officials and witnesses reported.

One person was killed in Springfield, two in nearby Westfield and one in Brimfield, about 20 miles east, Massachusetts Gov. Deval Patrick told reporters Wednesday night. The storms struck shortly after 4 p.m. in Springfield, about 90 miles west of Boston. Dylan McDonald told CNN he watched the tornados knock down trees and scatter debris across town as he was driving with a co-worker. "As the light turned green, a tree fell and everything took off," McDonald said. "We saw a roof fly off an apartment building. The car was tilting, but didn't turn over."

As many as 19 communities reported tornado damage Wednesday evening, Patrick said. The governor declared a state of emergency as the storm system that spawned those twisters moved east, with watches posted all the way to the Atlantic coast until late Wednesday. "It's been particularly devastating in downtown Springfield," Patrick said. And he said a local official told him, "You have to see Monson to believe it."

**The Tornado Story:** Sample Conversation using narrative development questions (based on SGM®)

**I had one of the scariest days of my life last June at my house.**

**What happened to you?**
My neighborhood was hit by a tornado!

**Wow! How did you feel when that happened?**
We were devastated and frightened. It was horrifying to see the damage.

**How did you recover?**
My community decided to work together to clean up and try to return to normal.

**What kinds of things did you do?**
We spent the past year removing debris, rebuilding homes and planting new trees.

**Did it work?**
Yes, for the most part our neighborhood has been revived. It was amazing to see how much people helped one another!

**Did this change your viewpoint on anything?**
I am very afraid of wind, but I strengthened my friendship with my neighbors. In a few weeks we are having a benefit to mark the one year anniversary of this life-changing event.

**PERSONAL NARRATIVES:**
Also called AUTOBIOGRAPHICAL EVENT NARRATIVES are the beginnings of narrative discourse.

- “The Personal Narrative” is often a second grade English Language Arts State Standard.
- Personal narratives expand children’s conversational abilities since they are the basis for exchange of information between and among children.
CCSS Writing Standard Text Type and Purposes #3
Grade 3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

A 3rd Grader’s written personal narrative about a tornado—a real-life event filled with factual information.

Narratives are the bridge to expository text!
**Intervention:**
This is a common question on high stakes tests and involves the ability to communicate the critical elements of initiating events, thoughts, feelings, intents and plans.

---

**A Happy Ending! Lauren’s House**

**June 1, 2012 - One Year Later**

---

**CCSS Writing Standard #3 Grade 1**

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.

**LEARNING GOAL:**
Will be able to sequence the animals in order that they went into the mitten.
Please note: This particular book is a good example because as the CCSS for grade levels become more complex, expository information about each animal can provide elaboration and detail. For example: a fluffy owl with talons or a prickly hedgehog. Here are a couple of pages from Usborne Beginners “Night Animals” by Susan Meredith, Nicola Butler and Josephine Thompson.

Learning Scale:

4. Tell sequence of the animals (using temporal cohesive ties first, next, after that, then, finally, etc...) (Using Braidy®)*

3. Sequence animals in order that they went in the mitten (Using Braidy®)

2. List/name animals in story (using Braidy®)

1. Point to animals (cover of book)

*Aligned with the Standard
Many animals in the forest got into a mitten on a cold, winter day. First, the mole went into the mitten, then the rabbit and after that the hedgehog came in to get warm. Next, the owl swooped in and finally the badger climbed into the mitten.
**How the Narrative and Expository Guided Questions Relate To The CCSS**

(*These Questions were used in research study at the beginning of this presentation and this new format is taken from a “Center” activity in the new book: The “Core” of the Core*)

<table>
<thead>
<tr>
<th>Descriptive Narrative</th>
<th>Expository</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS Kindergarten - RL.K.3.</strong></td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
</tr>
<tr>
<td><strong>Sequence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Narrative</strong></td>
<td>Expository</td>
</tr>
<tr>
<td><strong>Descriptive</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expository</th>
<th><strong>CCSS Grade 1 - RL.1.3.</strong></th>
<th>Describe characters, settings, and major events in a story, using key details.</th>
</tr>
</thead>
</table>
### CCSS Grade 2 - RL.2.3.
Describe how characters in a story respond to major events and challenges.

**Reaction – Cause/Effect**

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Expository</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactive Sequence</td>
<td>Cause-Effect</td>
</tr>
</tbody>
</table>

### CCSS Grade 3 - RL.3.3. Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

**Abbreviated – Cause/Effect**

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Expository</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Triangle</td>
<td>Cause-Effect</td>
</tr>
</tbody>
</table>

### CCSS Grade 4 - RL.4.3.
Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (character’s thoughts, words, actions).

**Complete Episode/Problem Solution**

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Expository</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Episode</td>
<td>Problem-Solution</td>
</tr>
</tbody>
</table>
The Adventures of Mr. Red Eyes

Written and illustrated by Mrs. Mottola's class Room 17

There once was a Red-Eyed Tree Frog. His name was "Mr. Red Eyes."

Mr. Red Eyes lived in the understory of the rain forest.
Mr. Red Eyes loved to climb and jump on the Kapok trees.

One day, he woke up and found that his feet weren’t sticky anymore!

He could not climb...
He could not jump.

Mr. Red Eyes was sad. He cried and cried.

He came up with a plan! He would find a way to make his feet sticky again!
Mr. Red Eyes visited his friend the sloth. He rubbed his feet on the sloth’s fur covered with sticky algae.

It didn’t work!

Next, he put his feet in sticky mud.

That didn’t work either!

He kept on walking until he found a rubber tree.
He put his feet in the sticky sap.

It worked! His feet were sticky again.

He could climb. He could jump. He yelled, "Yippee!"
Narrative development, history, science, civics in one text!
SGM® iPad App can be used for retelling. Part of the process here is to search for images on the internet that relate to the parts of the story and save them to the iPad camera roll to use in the SGM App. For images that you cannot find, you can type text or draw your own. This process enables exploration of science, history and civics by being brought to websites on various topics connected to the theme in their search.
Excerpt from Sir Winston Churchill’s Speech of June 4, 1940

“We shall defend our island whatever the cost may be; we shall fight on beaches, landing grounds, in fields, in streets and on the hills. We shall never surrender …”

http://history.hanover.edu/courses/excerpts/111cher.html
Compare Winston of Churchill to Sir Winston Churchill

List some causes of Global Warming

What did Winston know about the tourists to enable him to persuade them?

http://blog.nwf.org/2013/02/10-things-you-may-not-know-about-polar-bears/?
Why Are the Ice Caps Melting?: The Dangers of Global Warming

By Anne Rockwell & Illustrated by Paul Meisel

---

polar bear video

---

Why books like Winston are effective for engaging students in deep thinking?

- *Winston of Churchill* is a narrative picture book containing informational text.
- Fictional character(s), set in a scientific/historical place with a growing conflict as the result of a problem that needs to be solved.
- Winston of Churchill, the main character, has many attributes paralleling the Great British Statesman Winston Churchill.
- This picture book can be used to build a deep understanding of several concepts across disciplines.
- Organization of citizens to effect change
Common Core State Standards

“Students who meet the standards can undertake close, attentive reading complex works … and perform the critical reading necessary to pick carefully through the staggering amount of information available in print and digitally. “

“Student writing must reinforce three writing capacities: writing to persuade, to explain, and to convey real or imagined experience.”

Massachusetts Curriculum Framework for English Language Arts and Literacy, March 2011

Common Core State Standards

Reading Standard for Literature 5.6
Describe how a narrator’s or speaker’s point of view influences how events are described.

Reading Standard for Informational Text 5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in an historical, scientific, or technical text based on specific information in the text.

Common Core State Standards

Reading Standard for Informational Text 5.5
Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Speaking and Listening Standard 5.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes/speak clearly at an understandable pace.
Common Core State Standards

Writing Standard 5.2

Write information/explanatory texts to examine a topic and convey ideas and information clearly.

(Winston of Churchill did this!!!)
The Student's Information Problem/Solution Map

Tourists in tundra buggies

Cold, clear morning in Churchill

No polar bears in sight

Disappointed

Demanded money back

Amazing sight

Excited

Spread word to their families and friends

Took pictures

Showed pictures to friends and families

Showed everyone picture of Winston

Winston accomplished his plan to spread the word

Content and hopeful humans will help them
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   http://mindwingconcepts.com/lessons-demos.htm

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   http://mindwingconcepts.com/workshops


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• Connect with Maryellen Rooney Moreau on LinkedIn

How to reach Maryellen:
Call her (toll free): 888.228.9746
Email her: mrmoreau@mindwingconcepts.com