

MindWing Concepts Inc.

Contact name: Sheila Moreau

Address: 1 Federal Street #101-R, Springfield, MA 01105-1222

Phone #: (617)839-2217 (direct) and (888)228-9746 (MindWing office)

Fax#: (413)734-0075

E-mail: smmoreau@mindwingconcepts.com

Website: <http://www.mindwingconcepts.com>

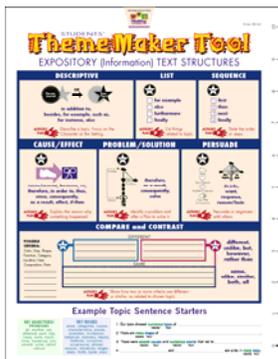
MindWing Concepts' dynamic professional development workshops integrate a research-based framework with evidence-based, hands-on tools for Tiered Intervention to assist your students in improving their skills in areas such as:



- oral expression
- writing
- reading and listening comprehension (both narrative and expository)
- critical thinking
- problem solving
- social-emotional development (pragmatics)

MindWing's multi-sensory intervention tools and strategies provide a "road map" for targeted classroom intervention. They are effective for children in pre-Kindergarten through middle and high school - including children in regular education who are at-risk, English Language Learners, children with Asperberger's Syndrome and those along the Autism Spectrum as well as those children with other disabilities. MindWing's research-based framework and patented, multi-sensory evidence-based tools including Braidy the StoryBraid®, the Story Grammar Marker® and ThemeMaker® provide an innovative intervention that develops the oral language skills necessary for success in the classroom and in life. MindWing's framework is rooted in the discourse level of oral language development, specifically narrative development (storytelling and re-telling) and expository (information, non-fiction) development.

This Academic Intervention designed for New York City Public Schools includes:



- highly interactive workshops
- hands-on, multi-sensory materials
- classroom demonstrations
- follow up workshops
- train-the-trainer extended learning
- parent involvement



- roundtables with administrators
- pre and post screenings of teacher knowledge & student progress
- telephone, email & web based support

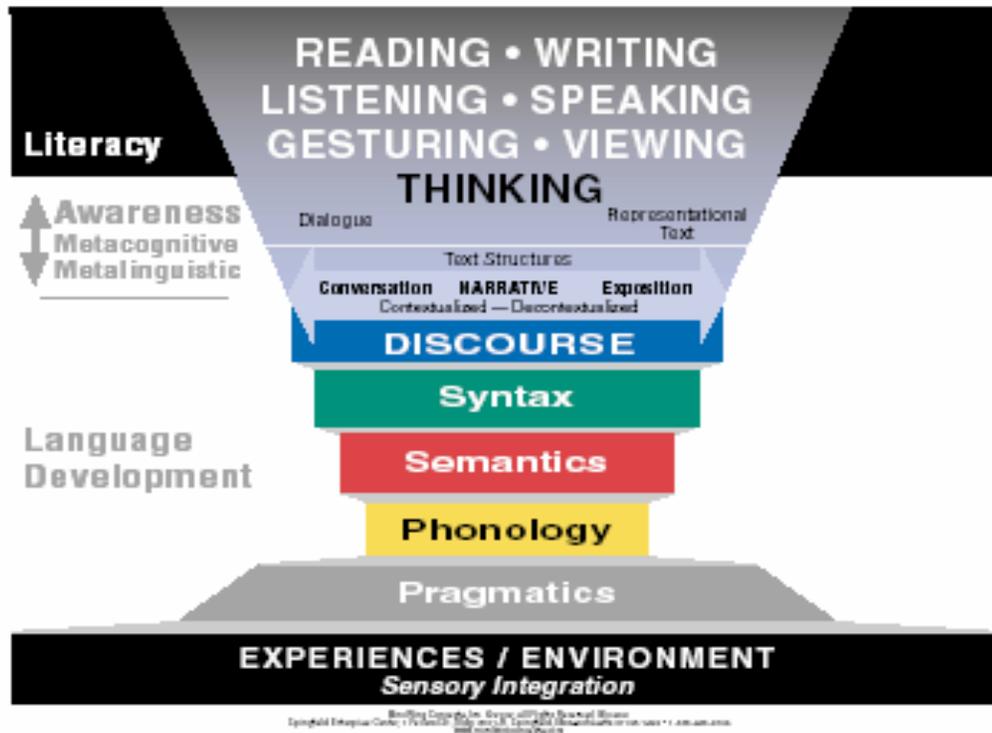
MindWing’s professional development training along with our patented, hands-on tools, provide educators with a language development framework that is aligned with the State Standards for English Language Arts and NYC’s Balanced Literacy Program.

Also, MindWing’s research-based framework meets IDEA and NCLB requirements. Additionally, Braidy, the StoryBraid®, MindWing’s early childhood course of study is currently being used as the comprehension and oral expression strategy in a U.S. Office of Education study by Haskins Laboratories – a private research facility affiliated with Yale University, UCONN and URI. The Story Grammar Marker® and our MindWing framework are now used in over 9,000 classrooms across the United States and several other countries including many large urban school districts and within several regions of the New York City Public Schools.

PROGRAM PLAN

Introduction to MindWing’s Research-Based Intervention Framework and Professional Development Program

In response to RFP #1C386 “Academic Intervention Services,” MindWing Concepts proposes a plan to provide New York City educators with our research-based intervention framework and use of our **evidence-based multi-sensory instructional tools** in the area oral language development; the foundation of literacy. MindWing intends to provide these services for educators serving Pre-Kindergarten through middle school students. **MindWing’s intervention framework is effective at all three Tiers of Intervention.** The focus of MindWing’s innovative, research-based intervention framework is the discourse level of language development, specifically narrative (storytelling and re-telling) and expository (information and non-fiction) development as it relates to reading and listening comprehension, critical thinking, problem solving and oral and written expression. (Please see MindWing’s Language Development diagram below.)



Strategically located at the discourse level (conversation, narrative and exposition) of language development, MindWing’s research-based intervention framework and tools are specifically designed to help educators assist their students in becoming literate. Literacy is the ultimate goal of all educators, **for all students**. Teaching **all** students oral and written communication skills, critical thinking skills, problem solving skills and reading comprehension skills will inevitably make it possible for them to become positive, contributing members of society. To be sure, these skills are necessary for success in school and in life - whether the students are in regular education classrooms, special education, are English language learners or are classified as “at-risk.” Competency in these fundamental skills will certainly insure students’ future success academically, professionally and in interpersonal relationships.

The beauty of MindWing’s framework and instructional tools is its “versatility.” This framework is effective at all three Tiers of Intervention through:

- direct instructional support in the general education classroom
- collaboration with related service providers,
- differentiated instruction,
- push-in programs,
- co-teaching,
- learning labs in content areas,
- small group instruction,
- smaller group intervention with ongoing adjustment of instruction
- one-to-one instruction

Also, one of the Overarching Themes as stated in New York City Department of Education's Intervention Initiative document found at http://schools.nycenet.edu/d75/forms/intervention/NYCDOE_Intervention_Initiative.ppt is "to explore creative and effective options for intervention." MindWing's flexible framework and unique, hands-on, kinesthetic tools provide a concrete application of this theme for the classroom.

In short, MindWing's framework and multi-sensory, hands-on instructional tools are applicable to all intervention tiers. They can be used by the general education classroom teacher as tools for differentiating instruction. If tier I instruction is not enough to improve student progress, then MindWing's framework can be used to supplement instruction and address specific student needs. MindWing's framework and strategies provide a "road map" for targeted intervention necessary in Tier II Intervention. This "road map" is in the form of lessons, activities, thinking maps and informal assessment tools that teachers can use to observe and analyze student academic behaviors as they explore alternative instruction procedures to meet individual needs. If tier II intervention using our framework is not enough to improve student progress then our ongoing informal assessment process would enable educators to identify those students who need the additional time and intensity characteristic of Tier III intervention.

MindWing's Innovative Research-Based Intervention Framework
focusing on the Discourse Level of Language Development
and its Link to Literacy –
An Essential component of Academic Intervention

We dream, remember, anticipate, hope, despair, love, hate, believe, doubt, plan, construct, gossip and learn in narrative.- Carol Westby, PhD., CCC-SLP

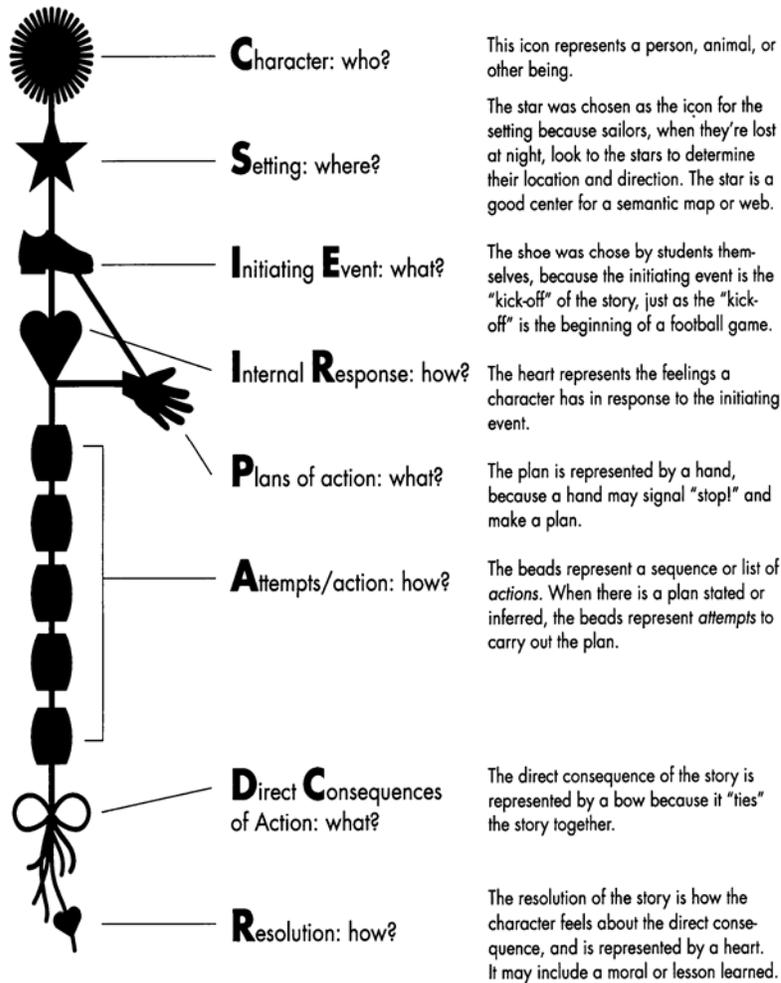
The importance of oral narrative language ability as a cornerstone of school success is well-documented in historical, longitudinal, and cross-cultural research (Westby, C. 1991, Heath, 1994; Scarborough, 1998; Snow, Tabors, Nicholson & Kurland, 1995; Wells, 1985). Narrative development has also been documented to be a strong predictor of literacy success. Most recently, the results of the ten year Home-School Study (Dickinson & Tabors, 2001) concluded that narrative production in kindergarten children correlated significantly with both fourth and seventh grade reading comprehension and receptive vocabulary. This study has particular relevance to New York City Department of Education, as it was conducted in the Northeast and included African American, Caucasian, and Hispanic children.

The predictive power of narratives has special significance for children with disabilities, identified or suspected, who often have delays in their conversational language or narrative development such that their transition to emergent literacy is compromised. As noted by Bishop and Edmundson (1987), oral narrative production in children with language impairment is the strongest predictor of communicative competence and reading acquisition. Research has also long documented that narrative-based difficulties in children impact student success through the grades, and can be manifested in both oral and written language weaknesses (Merritt & Liles, 1987, Roth &

Spekman, 1986). The eventual implications for student performance on state level mastery tests are apparent. This clearly defines the reason for innovative academic intervention in this area.

The Story Grammar Marker® is an integral part of MindWing’s intervention framework. Please note that cited in section E1 of this proposal is the study “Responsiveness to Intervention: Teaching Before Testing Help Avoid Labeling” by Moore-Brown, Montgomery, Bielinski, Shubin (2005). It describes the use of the Story Grammar Maker® as the comprehension strategy in a 45 hour intensive intervention program in an urban school district with 96% English Language Learners. This intervention was based on the National Reading Panel’s 5 Building Blocks of Reading. The patented icons on MindWing’s multi-sensory tools the Story Grammar Marker® and Braidy the StoryBraid® represent the parts of an episode of a narrative. They are adapted for expository text with our ThemeMaker®. The National Reading Panel Report (2001) cited story grammar of an episode as necessary for comprehension: characters, setting, what happened, how characters felt, what they thought (mental states), what they wanted to do, what they did, and how things turned out. Teachers can draw out the “content and organization of stories crucial to the student building a representation of the episodic structure and causal relationships.” Ultimately, a plot is a series of episodes. An internalization of episodic structure is a goal for literacy that is reflecting personal experiences, personal narratives and life in general. “Story structure refers to the finding in discourse analysis that the content of stories is systematically organized into episodes and that the plot of a story is a set of episodes. Knowledge of episodic content (setting, initiating events, internal reactions, goals, attempts, and outcomes) helps the children understand the who, what, where, when and why of stories as well as what happened and what was done. This learning gives the reader knowledge and procedures for deeper understanding of stories and allows the reader to construct more coherent memory representations of what occurred in the story” (Page 4-88, Comprehension: Report of the subgroups of the National Reading Panel, 2001).

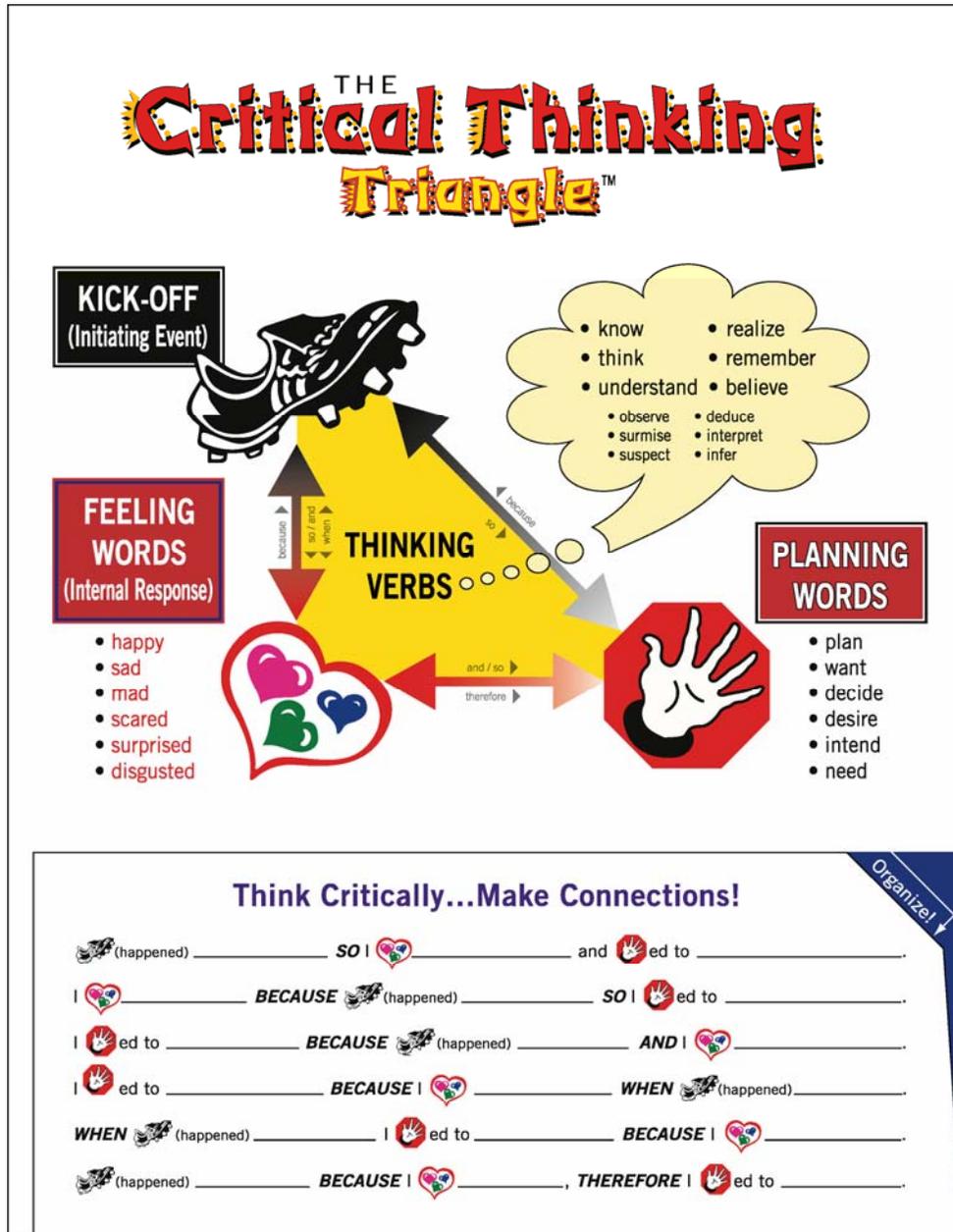
What is The Story Grammar Marker®?



The Story Grammar Marker® is a hands-on intervention tool that teachers and parents can use to model the discourse skills required for students to think, comprehend, learn and communicate verbally and in writing. Comprised of a series of icons that represent the essential components of a story, The SGM® prompts students to remember proper story sequencing.

The integral part of the MindWing framework involves essential elements that are typically "left out" of most traditional story map protocols. These elements are found in MindWing's Critical Thinking Triangle™ they are: (1) the initiating event of the story, (2) the feeling character has about that initiating event, (3) thinking verbs and (4) the plan a character makes as a result and (5) inferred information. These elements are the most important part of both MindWing's hands-on intervention tools and corresponding maps. Giving a child the power to recognize an initiating event or "kick-off" of a story or in life, understanding how he or she or the character felt, using thinking verbs to bring these elements together to create plan themselves or to comprehend the plan in a story, are all invaluable skills. At all three Tiers of Intervention, work with the Critical Thinking Triangle™ can be adapted depending on the individual needs of the children relative to the curriculum. These elements are vital for success in the classroom and in interpersonal communication. Depending on the Tier of intervention, the Critical Thinking Triangle™ elements can be explored a basic level all the way to a level of competence in this area

allowing for deep comprehension and expression. Please see MindWing’s Critical Thinking Triangle™ diagram below.



At the Tier I level of instruction MindWing’s framework is extremely effective for all students. In E1 of this proposal there is an article by Carol Westby, PhD, CCC-SLP in which she notes the power of MindWing’s Story Grammar Marker® as a tool that “reduces the load on working memory by externalizing the global structure and sequence of the components of stories. This allows children to concentrating their ideas into words and sentences to convey the content of each element of the story.” This particular or very basic Tier I application of the Story Grammar Marker® has been noted by educators in urban school districts across the country to be especially effective when teaching English

Language Learners. The visual and hands-on, kinesthetic tools help these children, in particular, to externalize the goal-directed macrostructure of the story that is expected in the classroom, enabling them to focus on the microstructure, including words and their meanings and sentence structure. The educator can use these multisensory tools to differentiate instruction based on the needs the students in the classroom.

At the core of MindWing's Tier II intervention is MindWing's Language/Literacy Developmental Checklist. Use of this checklist as a treatment protocol enables the teacher and/or related service providers to provide explicit, systematic instruction, relative to a child's unique learning profile. An integral part of the intervention tools, this checklist enables the educator to assess students, provide intervention and monitor ongoing progress. This professional development will give the educators knowledge and practice in using the intervention manual and tools to fully utilize this intervention checklist that is based on research. "Narrative developmental stages have been researched and explicitly described, (Applebee, 1978; Wallach and Butler, 1994; Lahey, 1988; Langdon and Cheng, 1992; Merritt and Liles, 1987; Owens, 1991; Roth and Spekman, 1986; Stein and Glenn, 1979; Stein and Policastro, 1984; Westby, 1985, 1989)" (Moreau and Fidrych, "How to Use the Story Grammar Marker®, 1991). Please see the language literacy checklist diagram below.

Just as MindWing has developed and patented an iconic base for the narrative developmental stages that culminate in the episodic structure of a narrative, there are iconic based tools for expository materials as well. The patented, hands-on ThemeMaker® tools depict the same iconic base as the SGM®, but are adapted represent the 7 text structures of exposition – non-fiction or information text such as science and social studies. MindWing’s framework has gained much credibility in school systems across the country based on the fact that our framework and intervention tools span early childhood through adulthood. The strategies learned through use of Braidy the StoryBraid® and Story Grammar Marker® in elementary school are applied in middle and high school to short stories, novels and content area text. MindWing’s framework makes the transition from narrative to expository comprehension and expression much easier. This directly relates to the statement on New York City Department of Education’s Intervention Initiative document found at http://schools.nycenet.edu/d75/forms/intervention/NYCDOE_Intervention_Initiative.ppt which states one of the Overarching Themes to be: “developing models of intervention services for middle and high schools, based upon lessons learned during elementary school implementation and the unique needs of secondary schools.” Many educators attending workshops on expository text using the ThemeMaker® express that these ThemeMaker® strategies have changed (and made easier) their own way of understanding and expressing “information” (please see summary of evaluations in section E1 of this proposal).

There is a growing need to assist students with Content Area Text (science and social studies) (Wasserstein, 2001). The complex concepts incorporated in Science and Social Studies coupled with the advanced reading levels of such text pose problems for many of our students beginning in grade four. Students are in need of a “road map” to assist them in comprehending these texts and responding thoughtfully to questions both short answer and essay. In fact, “by middle and high school levels, students will find identifying text patterns crucial to navigating complex text books and other materials. (Wasserstein, 2001). MindWing has, since 1998, recognized this need and provides a tool, the ThemeMaker®, for students to use during and after reading text books and other expository references to identify expository text structures. The tool further assists students in comprehension and the expression of what was comprehended in both oral in written forms. (Jensen, E. 1996) Expository Text mapping for comprehension and expression of content and thought is the overall educational goal. Professional development in the area of expository text is provided enabling teachers and other support staff to instruct using content area topics and also to provide tailored intervention. Please see below the diagram of the 7 expository text structures used with our ThemeMaker® intervention framework for late elementary and middle & high school school students.

STUDENTS' ThemeMaker™ Tool

EXPOSITORY (Information) TEXT STRUCTURES

DESCRIPTIVE	LIST	SEQUENCE			
<p>OR</p> <p>Person/Animal OR Time/Place</p> <p>in addition to, besides, for example, such as, for instance, also</p> <p>AUTHOR'S PLAN P Describe a topic. Focus on the Character or the Setting.</p>	<p><input type="checkbox"/> for example</p> <p><input type="checkbox"/> also</p> <p><input type="checkbox"/> furthermore</p> <p><input type="checkbox"/> finally</p> <p>AUTHOR'S PLAN P List things related to topic.</p>	<p>1 first</p> <p>2 then</p> <p>3 next</p> <p>4 finally</p> <p>AUTHOR'S PLAN P State the order or steps.</p>			
CAUSE/EFFECT	PROBLEM/SOLUTION	PERSUADE			
<p>cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, effect, if-then</p> <p>AUTHOR'S PLAN P Explain the reason why something happened.</p>	<p>therefore, as a result, consequently, solve</p> <p>AUTHOR'S PLAN P Identify a problem and offer a Plan to solve it.</p>	<p>decide, want, response, reason/facts</p> <p>AUTHOR'S PLAN P Persuade or negotiate with others.</p>			
COMPARE and CONTRAST					
<p>POSSIBLE CRITERIA: Color, Size, Shape, Function, Category, Location, User, Composition, Parts</p> <p>DIFFERENT</p> <table border="1"> <tr> <td style="width: 50px; height: 40px;"></td> <td style="width: 50px; height: 40px;"></td> </tr> </table> <p>SAME</p> <table border="1"> <tr> <td style="width: 100%; height: 40px;"></td> </tr> </table> <p>different, unlike, but, however, rather than</p> <p>same, alike, similar, both, all</p> <p>AUTHOR'S PLAN P Show how two or more criteria are different or similar, as related to chosen topic.</p>					

Example Topic Sentence Starters

KEY ADJECTIVES / PRONOUNS
all, another, any, different, each, few, many, more, much, none, numerous, one, several, some, varied, various

KEY NOUNS
areas, categories, causes, characteristics, events, examples, incidences, instances, manners, means, methods, occasions, occurrences, phases, reasons, situations, stages, steps, traits, types, ways

- Our book showed numerous types of _____
Adjective Noun
- There are many stages of _____
Adjective Noun
- There were several causes and numerous events that led to _____
Adjective Noun Adjective Noun
- _____ and _____ are alike in many ways.
Adjective Noun

An Outline of MindWing’s Multifaceted Plan for the “Academic Intervention Services”

MindWing’s multifaceted plan for the “Academic Intervention Services,” has a goal teaching educators about our innovative intervention framework with effective strategies while providing the hands-on tools necessary to implement quality instruction throughout the year. The framework will encourage collaboration, small group instruction, differentiated instruction, push-in programs, co-teaching, learning labs in content areas and direct instructional support in the regular classroom. The focus is the discourse level of language development, specifically narrative (storytelling and re-telling) and expository (information and non-fiction) development as it relates to reading and listening comprehension, critical thinking, problem solving and oral and written expression. The MindWing professional development framework is effective in supporting learning behaviors underlying classroom success in:

- Oral Language Development at the Discourse (Narrative and Expository) Level
- Social-Emotional Development
- Reading Comprehension
- Critical Thinking
- Written Expression
- Listening Comprehension
- Problem Solving
- Pragmatic Skills
- Conflict Resolution

4 PROFESSIONAL DEVELOPMENT OPTIONS

MindWing’s professional development plan has 4 Options or Levels that will include one or more of the items below.

- MindWing Intervention Tools (to be used to carry out intervention with students),
 - Highly interactive workshops,
 - Classroom demonstrations,
 - Follow up workshops,
 - Train-the-trainer extended learning,
 - Telephone and email support,
 - Parent involvement,
 - Roundtables with principals, regional administrators and community based organizations,
 - Pre and Post screenings of teacher knowledge and student progress.

OPTION I

Option I is a one-day highly interactive workshop (5 hours) that does NOT include MindWing intervention materials. This professional development opportunity is a general introduction to the structure and functions of oral language that influence teaching and learning in all academic areas, both oral and written. The focus will be in the discourse level of language development: the areas of narrative and expository text comprehension and expression. This professional development does include a MindWing Workshop hand-out that incorporates narrative and expository text comprehension and expression strategies.

Option I - The Oral Language Link to Literacy: Comprehension and Writing Intervention Strategies with Narrative and Expository Discourse

- Explain the oral/literate continuum and the need to develop de-contextualized language as a basis for literacy. (see page 1)
- Describe the Building Blocks of Language and the Discourse Level of language development in terms of its component parts: conversation, narration and exposition.
- Learn the difference between narrative and expository text as they relate to oral communication, writing and comprehension
- Research and theory basis for intervention with narrative and expository text
- Identify the macro and micro-structures of narrative and expository text
- Identify the story grammar components of an episode: Character, Setting, Initiating Event, Internal Response (evaluation), Plan, Attempts, Consequence, Resolution. (see page 5) (narrative)
- Describe the development of episodic narrative structure (macrostructure) using story grammar components which define Narrative Stages: descriptive sequence, action sequence, reactive sequence, abbreviated episode, complete episode, complex episode, interactive episode. (Knowledge of these stages allows teachers to differentiate instruction and provide intervention for their students.) (see page 6) (narrative)
- List and define literate language features (microstructure) evident in narratives: elaborated noun phrases, conjunctions, mental state/linguistic verbs, and adverbs. (narrative and expository)
- Describe the primary expository (information) text structures: description, list, sequence, cause/effect, problem/solution, compare/contrast (see page 8) (expository)
- Identify the primary expository text structures and analyze content area topics for comprehension (expository)
- Relate each stage of narrative development and expository text structures to children's books and novels as well as text books and articles as tools for explicit teaching and differentiating instruction in the classroom. (narrative and expository)

Options II through IV include MindWing’s hands-on, multi-sensory academic intervention tools.

A Word On MindWing’s Unique Hands-On Multi-sensory Intervention Tools...

MindWing’s academic intervention professional development program provides educators with a framework that includes strategies, activities, and tools that are aligned with New York City Department of Education’s Balanced Literacy Program and Standards for English Language Arts. The materials included with this intervention will be received by the participants at the initial workshop and will be used to implement the framework within the existing curriculum of the classrooms. MindWing will offer three versions of intervention materials. Each version is differentiated to meet the age and educational needs of its intended student population. Braidy the StoryBraid® is the version intended for use with Pre-Kindergarten, Kindergarten and first grade. The Oral Writing Activity Booklet™ Kit is for use with second grade through seventh. The Story Grammar Marker® is the version intended for use with second, third, fourth grade – even through middle school. The ThemeMaker® is to be used with middle school (through high school.) All versions of intervention materials are based on MindWing’s research-based intervention framework, again, which focuses on the oral language development underlying literacy.

Description of Included MindWing Intervention Materials

Paramount to this plan is the fact that each participant will receive research-based intervention materials that includes a teacher’s manual of model lessons and activities to be used within the existing curriculum as well as hands-on materials meant to be used to differentiate instruction within various academic settings. Please see document attached at the end of this section called “Linking MindWing’s Intervention Framework to the State Standards of Learning for English Language Arts.”

Braidy, the StoryBraid® and the Story Grammar Marker® (SGM®), (pictured on the follow pages) are MindWing’s intervention for professional development which focuses on the narrative (storytelling and re-telling) aspects of oral language development instruction. The ThemeMaker® is the intervention that focuses on expository text. Braidy® incorporates an oral language development instructional tool – a child-sized puppet. Braidy® fosters the development of narrative structure from children’s earliest story-like forms noted in typically developing 3 and 4 year olds (Applebee, 1978). The SGM® similarly incorporates a multi-sensory literacy development tool providing an external scaffold to the complete and complex episode stories generated by children in grades 2 and 3. The ThemeMaker® includes a colorful write on/wipe off manipulative with narrative episodic structure, expository text structures, Critical Thinking Triangle™ activities and thinking exercises as well as other hands-on tools like the Fun Pack™. As such, the MindWing framework spans the early childhood years through middle school. Teachers and children manipulate Braidy the StoryBraid® and Story Grammar Marker® hands-on tools that have simple icons, which provide a visual-tactile-kinesthetic medium for representing story parts. Similarly, older children use the ThemeMaker® tools. Each manipulative serves as a means of “focusing the attention of the group” on what is being discussed. Dickinson and Tabors (2001) affirmed this approach in their longitudinal

study, noting that “group focusing was strongly related to growth in Emergent Literacy and Narrative Production.” (p. 260).



MindWing Intervention - VERSION 1- Braidys the StoryBraid® (for Pre-K through 1st grade) includes:

- 1 customized workshop hand-out
- One tabbed three-ring loose leaf resource guide with model lessons and bibliography children’s books and professional resources
- One plush Braidys® story manipulative with moveable icons (either Caucasian, ethnic light or ethnic dark)

- Characteristics and Feelings Posters
- Five wristbands for student participation
- One Mesh icon storage bag



- Four "character" changes: girl, boy, dog, rabbit
- One Student Story Grammar Marker®
- Build A Braidys™ pad
- One 15 piece set of narrative icon magnets with carrying pouch
- 1 ThemeMaker® tool
- 2 Bunch of Braidys Posters (8 ½” x 11” and 18” x 24”)
- Calendar of Activities and Minilessons



MindWing Intervention – VERSION 1B – The Oral Writing Activity Booklet™ Kit (2nd-7th, narrative writing skills) includes:

- One three-ring loose leaf Teacher's Guide
- 20 Student Activity Booklets
- 20 Quick Reference Scoring Rubrics
- One 18-piece set of narrative icon magnets with carrying pouch
- One Teacher Story Grammar Marker
- One each: Complete Episode, Feelings, CHARACTERistics, and Episode Organizer (18" x 24") Posters



- One each: Complete Episode, Feelings, CHARACTERistics, and Episode Organizer (8.5" x 11") laminated Mini Posters
- One set of Narrative Writing Icon Stickers

MindWing Intervention - VERSION 2 - The Story Grammar Marker® (2nd, 3rd and 4th grade – and 5th and 6th) includes:



- 1 customized workshop hand-out
- One tabbed three-ring loose leaf guide, including organizational maps, lessons and children's literature references
- One 24" Teacher Story Grammar Marker® with movable icons



- Twenty-five 8" Student Story Grammar Markers®
- 1 ThemeMaker® tool
- TEN Developmental Rubric Checklists
- One 15 piece set of narrative icon magnets with carrying pouch
- FIVE laminated 18" x 24" Posters
- FIVE laminated 8 1/2" x 11" mini posters

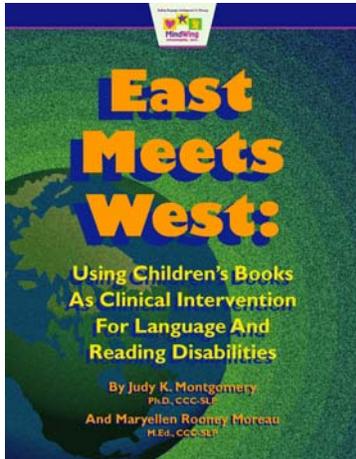
MindWing Intervention - VERSION 3 - The ThemeMaker® and Research Writer (5th, 6th grade through high school) includes:



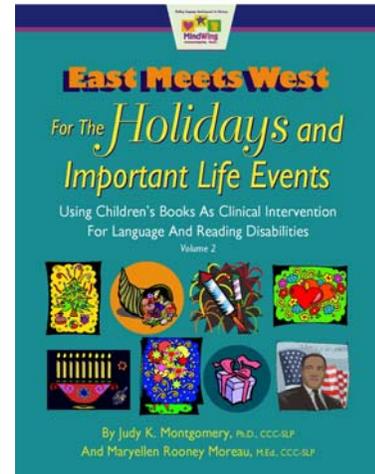
- One 160 page tabbed three-ring loose leaf guide, including organizational maps
- One 24" Teacher Story Grammar Marker® with movable icons
- 25 ThemeMaker® student tools
- One set of 12 instructional overheads

- One 20 piece set of expository icon magnets with carrying pouch
- FOUR laminated 18" x24" and FOUR 8 1/2" x 11" Posters
- 1 Fun Pack™ 212 uniquely designed playing cards that feature the patented icons of The Story Grammar Marker, includes ten specialized lesson ideas and ten suggested card games.





In ALL VERSIONS of this intervention, every participant will receive a copy of BOTH of the 2 volumes of *East Meets West: Using Children's Books As Clinical Intervention for Language and Reading Disabilities* in which Judy K. Montgomery, Ph.D., CCC-SLP and Maryellen Rooney Moreau, M.Ed., CCC-SLP have analyzed 24 picture



storybooks for theme, narrative structure, expository text features, phonological sensitivity skills, vocabulary and aspects of cultural influence. These books provide detailed ready-to-use lessons using the MindWing hands-on intervention tools.

Again, Options II through IV include MindWing's hands-on, multi-sensory academic intervention tools.

The primary differences among these intervention materials is (1) the language level of the model lessons, activities and tools included for that student population and (2) whether the intention is to focus on narrative or expository development at that particular grade level or language level. For Options II and III, educators can choose a workshop that focuses on narrative OR expository discourse. MindWing staff will help educators to choose the version of the intervention that fits each population based on the curriculum and goals of the educators and the students. In Option IV you may choose BOTH narrative AND expository discourse, or just one or the other, again depending on the population and goals. Again, students in general education classrooms including those children with inadequate or "vulnerable" oral language systems, English Language Learners or those with other at-risk factors will benefit from this intervention.

Option II

The Oral Language Link to Literacy: Comprehension and Writing Intervention Strategies Focusing on Narrative Discourse

OR

The Oral Language Link to Literacy: Comprehension and Writing Intervention Strategies Focusing on Expository Discourse

Option II includes:

- one-day (5 hour) initial highly interactive workshop and
- one-day (5 hour) follow up workshop.
- MindWing intervention materials

(ONE of the MindWing Intervention Kits described on pages 10-13 - MindWing staff will assist in decisions regarding appropriate tools for grade level) and additional materials. (please see pricing spreadsheet for costs).

Highly Interactive Workshops

For each group of participants, MindWing will offer workshops (5 hours per day) that will introduce the participants to the MindWing framework and hands-on tools. By the end of the workshop, participants will have competency in applying the framework and using the included materials for academic intervention within New York City's Core Curriculum and Balanced Literacy Program. Workshops are to be held at a location specified by the contact within the Region sending the participants. They may be held either on weekends or during the week.

Learner Outcomes for the workshops focusing on Narrative Discourse and incorporating Braidy the StoryBraid®, the Oral/Writing Activity Booklet™ Kit, and/or the Story Grammar Marker® are:

Initial Workshop:

- Explore and explain the strands of language which underlie literacy acquisition (pragmatics, phonology, semantics, syntax, discourse, and meta-linguistics).
- Explain the oral/literate continuum and the need to develop de-contextualized language as a basis for literacy.
- Describe the Discourse Level of language development in terms of its component parts: conversation, narration and exposition.
- Identify the story grammar components of an episode: Character, Setting, Initiating Event, Internal Response (evaluation), Plan, Attempts, Consequence, Resolution.
- Describe the development of episodic narrative structure (macrostructure) using story grammar components which define Narrative Stages: descriptive sequence, action sequence, reactive sequence, abbreviated episode, complete episode, complex episode, interactive episode. (Knowledge of these stages allows teachers to differentiate instruction and provide intervention for their students.)
- Relate each stage of narrative development to children's books and novels as tools for explicit teaching and differentiating instruction in the classroom.
- List and define literate language features (microstructure) evident in narratives: elaborated noun phrases, conjunctions, mental state/linguistic verbs, and adverbs.
- Apply narrative development theory to the classroom reading comprehension and writing goals by listing and modeling the story grammar components present in the beginning, middle and end of stories.
- Practice explicit teaching of narrative structure in children's books and novels using Braidy, the StoryBraid®, Oral/Writing Activity Booklet™ Kit or Story Grammar Marker®, (the patented multi-sensory tools included in this course of study) for the purpose of scaffolding stories.

Follow Up Workshop:

- Learn how to use MindWing’s framework as mini-lessons in supporting Writer’s Workshop
- Identify and internalize the story grammar components of MindWing’s Critical Thinking Triangle™ which underlie critical thinking skills
- Learn how to use MindWing’s tools to write the “5-paragraph essay”
- Use MindWing framework and tools to develop problem solving skills
- Apply narrative development theory and use children’s literature to improve students’ social uses of language (pragmatic skills)
- Connect narrative components to social studies and science lessons and beginning to use expository (information) text features

Learner Outcomes for the workshops focusing on Expository Discourse and incorporating ThemeMaker® and Research Writer are:

Initial Workshop:

- Describe the primary expository (information) text structures: description, list, sequence, cause/effect, problem/solution, compare/contrast
- General Overview of the use of ThemeMaker® intervention tools as a strategy for content area text
- Using the ThemeMaker® tools and maps to identify the primary expository text structures and to analyze content area topics for comprehension
- How to teach expository text structures and the analysis of content area topics for oral and written language
- Model expository text summarization strategies using the ThemeMaker® maps for oral and written language
- Focus on Conflict Resolution and use of the ThemeMaker® in social situations

Follow Up Workshop:

- Identify and internalize the story grammar components of MindWing’s Critical Thinking Triangle™ which underlie critical thinking skills
- Learn how to use MindWing’s framework as mini-lessons in supporting Writer’s Workshop
- Apply ThemeMaker® strategies to social studies and science text books
- Connect narrative components to social studies and science lessons
- Learn how to use MindWing’s tools to write the “5-paragraph essay”
- Use MindWing framework and tools to develop problem solving skills
- Apply narrative development theory to improve students’ social uses of language (pragmatic skills)

Option III –

The Oral Language Link to Literacy: Comprehension and Writing Intervention Strategies Focusing on Narrative Discourse

OR

The Oral Language Link to Literacy: Comprehension and Writing Intervention Strategies Focusing on Expository Discourse

Option III includes:

- one-day (5 hour) initial highly interactive workshop and
- one-day (5 hour) follow up workshop. In addition to this there is
- one day (5 hours) of Classroom Demonstrations
- MindWing intervention materials included

(ONE OR TWO of the MindWing Intervention Kits described on pages 10-13 - MindWing staff will assist in decisions regarding appropriate tools for grade level) and additional materials. (please see pricing spreadsheet for costs).

Highly Interactive Workshops

For each group of participants, MindWing will offer workshops (5 hours per day) that will introduce the participants to the MindWing framework and hands-on tools. By the end of the workshop, participants will have competency in applying the framework and using the included materials for academic intervention within New York City's Core Curriculum and Balanced Literacy Program. Workshops are to be held at a location specified by the contact within the Region sending the participants. They may be held either on weekends or during the week.

Learner Outcomes for the workshops focusing on Narrative Discourse and incorporating Braidy the StoryBraid®, the Oral/Writing Activity Booklet™ Kit, and/or the Story Grammar Marker® are:

Initial Workshop:

- Explore and explain the strands of language which underlie literacy acquisition (pragmatics, phonology, semantics, syntax, discourse, and meta-linguistics).
- Explain the oral/literate continuum and the need to develop de-contextualized language as a basis for literacy.
- Describe the Discourse Level of language development in terms of its component parts: conversation, narration and exposition.
- Identify the story grammar components of an episode: Character, Setting, Initiating Event, Internal Response (evaluation), Plan, Attempts, Consequence, Resolution.
- Describe the development of episodic narrative structure (macrostructure) using story grammar components which define Narrative Stages: descriptive sequence, action sequence, reactive sequence, abbreviated episode, complete episode, complex episode, interactive episode. (Knowledge of these stages allows teachers to differentiate instruction and provide intervention for their students.)

- Relate each stage of narrative development to children’s books and novels as tools for explicit teaching and differentiating instruction in the classroom.
- List and define literate language features (microstructure) evident in narratives: elaborated noun phrases, conjunctions, mental state/linguistic verbs, and adverbs.
- Apply narrative development theory to the classroom reading comprehension and writing goals by listing and modeling the story grammar components present in the beginning, middle and end of stories.
- Practice explicit teaching of narrative structure in children’s books and novels using Braidy, the StoryBraid®, Oral/Writing Activity Booklet™ Kit or Story Grammar Marker®, (the patented multi-sensory tools included in this course of study) for the purpose of scaffolding stories.

Follow Up Workshop:

- Learn how to use MindWing’s framework as mini-lessons in supporting Writer’s Workshop
- Identify and internalize the story grammar components of MindWing’s Critical Thinking Triangle™ which underlie critical thinking skills
- Learn how to use MindWing’s tools to write the “5-paragraph essay”
- Use MindWing framework and tools to develop problem solving skills
- Apply narrative development theory and use children’s literature to improve students’ social uses of language (pragmatic skills)
- Connect narrative components to social studies and science lessons and beginning to use expository (information) text features

Learner Outcomes for the workshops focusing on Expository Discourse and incorporating ThemeMaker® and Research Writer are:

Initial Workshop:

- Describe the primary expository (information) text structures: description, list, sequence, cause/effect, problem/solution, compare/contrast
- General Overview of the use of ThemeMaker® intervention tools as a strategy for content area text
- Using the ThemeMaker® tools and maps to identify the primary expository text structures and to analyze content area topics for comprehension
- How to teach expository text structures and the analysis of content area topics for oral and written language
- Model expository text summarization strategies using the ThemeMaker® maps for oral and written language
- Focus on Conflict Resolution and use of the ThemeMaker® in social situations

Follow Up Workshop:

- Identify and internalize the story grammar components of MindWing’s Critical Thinking Triangle™ which underlie critical thinking skills
- Learn how to use MindWing’s framework as mini-lessons in supporting Writer’s Workshop

- Apply ThemeMaker® strategies to social studies and science text books
- Connect narrative components to social studies and science lessons
- Learn how to use MindWing’s tools to write the “5-paragraph essay”
- Use MindWing framework and tools to develop problem solving skills
- Apply narrative development theory to improve students’ social uses of language (pragmatic skills)

Classroom Demonstrations

Groups of participants will have the opportunity to observe an experienced member of MindWing’s staff in the classroom. School administrators will schedule a MindWing Demonstration Day (5 hours) to include 3 or 4 classroom demonstrations at various grade levels. The administrators will provide MindWing with the current subject matter of the classrooms scheduled for demonstration intervention lessons. The MindWing staff member will apply the MindWing framework to the current subject matter for the demonstration lesson with the students. These demonstrations have been deemed invaluable by participants all over the country.

OPTION IV

The Oral Language Link to Literacy: Comprehension and Writing Intervention Strategies Focusing on Narrative Discourse

OR

The Oral Language Link to Literacy: Comprehension and Writing Intervention Strategies Focusing on Expository Discourse

Option IV includes all of the following components that are further explained below (please see pricing spreadsheet for costs).

- MindWing Intervention Tools (to be used to carry out intervention with students),
- Highly interactive workshops,
- Follow up workshops,
- Classroom demonstrations,
- Train-the-trainer extended learning,
- Telephone and email support,
- Parent involvement,
- Roundtables with principals, regional administrators and community based organizations,
- Pre and Post screenings of teacher knowledge and student progress.

Highly Interactive Workshops

For each group of participants, MindWing will offer an initial IN DEPTH two-day workshop (5 hours per day) that will introduce the participants to the MindWing framework and hands-on tools and give an opportunity for practice and individual attention. By the end of the workshops, participants will have competency in applying the framework and using the included materials for academic intervention within New

York City's Core Curriculum and Balanced Literacy Program. Workshops are to be held at a location specified by the contact within the Region sending the participants. They may be held either on weekends or during the week.

Follow-Up Workshop

Once the group of participants has completed the initial workshop, the classroom demonstrations and has had the chance to work with the framework in their classroom, they will attend a one-day follow up workshop (5 hours). The follow-up workshop will answer questions arising from classroom use. It will also further explore deeper levels of oral language development as it relates to literacy.

Learner Outcomes for the workshops focusing on Narrative Discourse and incorporating Braidy the StoryBraid®, the Oral/Writing Activity Booklet™ Kit, and/or the Story Grammar Marker® are:

Initial Workshop (Day 1):

- Explore and explain the strands of language which underlie literacy acquisition (pragmatics, phonology, semantics, syntax, discourse, and meta-linguistics).
- Explain the oral/literate continuum and the need to develop de-contextualized language as a basis for literacy.
- Describe the Discourse Level of language development in terms of its component parts: conversation, narration and exposition.
- Identify the story grammar components of an episode: Character, Setting, Initiating Event, Internal Response (evaluation), Plan, Attempts, Consequence, Resolution.
- Describe the development of episodic narrative structure (macrostructure) using story grammar components which define Narrative Stages: descriptive sequence, action sequence, reactive sequence, abbreviated episode, complete episode, complex episode, interactive episode. (Knowledge of these stages allows teachers to differentiate instruction and provide intervention for their students.)

Initial Workshop (Day 2):

- Relate each stage of narrative development to children's books and novels as tools for explicit teaching and differentiating instruction in the classroom.
- List and define literate language features (microstructure) evident in narratives: elaborated noun phrases, conjunctions, mental state/linguistic verbs, and adverbs.
- Apply narrative development theory to the classroom reading comprehension and writing goals by listing and modeling the story grammar components present in the beginning, middle and end of stories.
- Practice explicit teaching of narrative structure in children's books and novels using Braidy, the StoryBraid®, Oral/Writing Activity Booklet™ Kit or Story Grammar Marker®, (the patented multi-sensory tools included in this course of study) for the purpose of scaffolding stories.

Follow Up Workshop:

- Learn how to use MindWing's framework as mini-lessons in supporting Writer's Workshop

- Identify and internalize the story grammar components of MindWing's Critical Thinking Triangle™ which underlie critical thinking skills
- Learn how to use MindWing's tools to write the "5-paragraph essay"
- Use MindWing framework and tools to develop problem solving skills
- Apply narrative development theory and use children's literature to improve students' social uses of language (pragmatic skills)
- Connect narrative components to social studies and science lessons and beginning to use expository (information) text features

Learner Outcomes for the workshops focusing on Expository Discourse and incorporating ThemeMaker® and Research Writer are:

Initial Workshop (Day 1):

- Describe the primary expository (information) text structures: description, list, sequence, cause/effect, problem/solution, compare/contrast
- General Overview of the use of ThemeMaker® intervention tools as a strategy for content area text
- Using the ThemeMaker® tools and maps to identify the primary expository text structures and to analyze content area topics for comprehension

Initial Workshop (Day 2):

- How to teach expository text structures and the analysis of content area topics for oral and written language
- Model expository text summarization strategies using the ThemeMaker® maps for oral and written language
- Focus on Conflict Resolution and use of the ThemeMaker® in social situations

Follow Up Workshop:

- Identify and internalize the story grammar components of MindWing's Critical Thinking Triangle™ which underlie critical thinking skills
- Learn how to use MindWing's framework as mini-lessons in supporting Writer's Workshop
- Apply ThemeMaker® strategies to social studies and science text books
- Connect narrative components to social studies and science lessons
- Learn how to use MindWing's tools to write the "5-paragraph essay"
- Use MindWing framework and tools to develop problem solving skills
- Apply narrative development theory to improve students' social uses of language (pragmatic skills)

Classroom Demonstrations

Groups of participants will have the opportunity to observe an experienced member of MindWing's staff in the classroom. School administrators will schedule a MindWing Demonstration Day (5 hours) to include 3 or 4 classroom demonstrations at various grade levels. The administrators will provide MindWing with the current subject matter of the classrooms scheduled for demonstration intervention lessons. The MindWing staff member will apply the MindWing framework to the current subject matter for the

demonstration lesson with the students. These demonstrations have been deemed invaluable by participants all over the country.

Train-the-Trainer Extended Learning

In this multifaceted plan, participants will receive, in their course of study, a manual to be used to implement MindWing's framework within the existing curriculum of the classroom. This manual is also used to in-service and train other members of the staff. (Additional materials for the intervention may be purchased for the rest of the staff – pricing is in pricing section of this proposal.) In this train-the-trainer model, each participant will be required to provide three lessons to MindWing for review and feedback. One must be a live lesson sent in to MindWing on VHS or DVD. The other two must be written lesson plans e-mailed or mailed to MindWing's office for review and feedback. Each participant must utilize the telephone and email support for assistance in training the staff (see below). The assessments of the students must be brought to the follow up workshop for discussion (see below). (This review, feedback and support accounts for an additional 5 hours.)

Telephone, Email and Web Support

Participants will be able to speak with members of MindWing's staff via telephone at (888) 228-9746 from 9am to 4:30pm Monday through Friday or via email. Participants may ask questions, receive technical support, receive help in lesson planning efforts and get assistance in providing in-service. MindWing has begun to develop a New York City Department of Education section of our extensive website, www.mindwingconcepts.com. This section will be a password protected section of the site giving educators in the New York City Public Schools the opportunity to exchange ideas and lesson plans using MindWing's framework. Our website also has much information about MindWing's research base and how our framework supports state standards for English Language Arts. (This accounts for (but is not limited to) 2 hours of this program.)

Parent Involvement

During the initial and follow up workshops, MindWing will highlight ways that the participants can help parents to better communicate with their children in conversation and story telling. In addition, MindWing will offer a 2-hour Parent Workshop to be scheduled either after school or evening on either the day of the Demonstrations or on the day of the Follow Up workshop. This Parent Workshop is designed for parents and guardians to encourage family literacy through instruction on MindWing's framework. MindWing will provide materials and a special "Learning on the Go" calendar of daily 2-minute mini-lessons for parents interact with their children focusing on oral language development. This workshop will help the parents to support those aspects of narrative language development that are being learned in school. There will be a 1 hour debriefing with the teachers after the parent workshop. (This accounts for 3 hours of the program.)

Roundtables with principals, regional administrators and community based organizations

MindWing staff will meet in a 3-hour roundtable format to educate principals, administrators and community based organizations about MindWing's framework. Progress as a result of the implementation of MindWing's framework will be reviewed.

Through these discussions, specific needs of the school/region will be addressed. MindWing will offer solutions to particular problems and concerns of the school/region. MindWing will then further address these issues with the participants at the follow up workshop.

Pre and Post Screenings of Teacher Knowledge and Student Progress

We will provide the results of pre and post participant (teacher) knowledge. To accomplish this, MindWing will use a questionnaire adapted from one used by Haskins Laboratory at Yale University for a study using MindWing's framework. During the initial workshops, participants (teachers) will learn how to give a simple pre and post screening of selected students' narrative ability in oral and/or written form using MindWing's Language/Literacy Planner. Participants will be instructed to bring their screenings to the follow up workshop to be discussed. (This accounts for 2 hours of the program.)

Linking MindWing's Intervention Framework to the State Standards of Learning for English Language Arts

linking language development to literacy



© 2003 MindWing Concepts, Inc.

Linking Kindergarten Standards to Braidy the StoryBraid®



Can your kindergarten students...

- **use language to retell stories and information with beginning, middle, end?**
The teacher can model using Braidy's visual, kinesthetic and tactile narrative structure which facilitates retelling by focusing on the developmental components of beginning, middle and end of a story.
- **use story language including talking about character, setting and events?**
The Braidy the StoryBraid® is a tool used by the teacher to orally model story language while developing narrative structure. It is developmental in nature. The Braidy the StoryBraid® Collaborative planner for Classroom Literacy delineates the story grammar components and stages of narrative development – stage 1 (character and setting) and stage 2 (character, setting & actions). These stages are the focus at this level according to the Standards.
- **discuss their own experiences as they relate to a topic of study and share information as well as opinions?**
During "show and tell," for example, children can use Braidy iconic developmental structure to organize their thoughts to formulate a personal experience related to the "show and tell" topic.
- **report results of group activities?**
The teacher can guide interaction using Braidy. For example, after a group activity, the teacher can discuss using Braidy's components in the following way. The "character" is the group of children. The "setting" is the classroom while working on that specified activity. The action beads on Braidy can be used to list the results of the activity.
- **explain their own drawings and writing?**
Since children at this level often draw and write about characters settings and actions, the Braidy icons can be used by the children when showing their drawings and writings to others. In this way the drawings and writings become props for story telling. Additionally the teacher may ask the child to explain a portion of the setting in a picture by pointing to the star icon.



"Before children can read and write well, they must be able to speak and listen. But even as the goal of all children reading by the end of third grade has taken hold nationally, this vital oral language development has often been an overlooked part of literacy instruction."
2001 National Center on Education and the Economy and the University of Pittsburgh.

© 2003 MindWing Concepts, Inc.



Linking Kindergarten Standards to Braidy the StoryBraid® (CONTINUED)



Can your kindergarten students...

- **begin to ask how and why questions?**
The teacher can model question language using the icons on Braidy the StoryBraid®. By using the "heart" icon, the teacher may provide the child with a character's feelings and ask why the character felt that way when pointing to the "kick off" icon to indicate a feeling and the how & why behind it. With such modeling the children begin to internalize the question form and purpose.
- **describe rules and consequences of breaking them?**
Braidy can be used in conflict resolution. For example: the rule is "No name calling at recess." Two children who broke the rule use Braidy with their teacher to talk about what happened, how they felt, what they did, what the direct consequence was and to structure how they will act differently next time.
- **stay on topic of class discussions?**
When children can see, touch and move the elements of a story as they listen in the classroom they can more easily stay focused on discussions.

Do your kindergarten students have the critical thinking skills necessary to...

- **Compare and contrast stories or articles heard or read?**
Braidy's versatile character changes and the icons can help to illustrate similarities and differences between characters and th

The Zone of Proximal Development is the distance between a child's independent level and that level of functioning with adult help, or scaffolding.
Vygotsky. In Gillam, R., Pena, E. and Miller, L. (1999). Dynamic assessment of narrative and expository discourse. Topics in language disorders. 20(1).

Concepts, Inc.



When designing early interventions for preschool-aged children at academic risk, there is a growing recognition of the need to target oral language proficiency in the areas of vocabulary and the use of language in extended discourse: conversation and narrative development.
Snow, C. Scarborough, H., Burns, M.S. (1999). What speech/language pathologists need to know about early reading. Topics in Language Disorders. 20(1): 48-58.

Linking 1st Grade Standards to Braidy the StoryBraid®



Can your 1st grade students...

- **tell and retell stories and events in logical order?**

The child can use Braidy's visual, kinesthetic and tactile narrative structure to facilitate formulating (telling) stories and retelling stories. By focusing on the temporal cohesive ties of "first, next, after that etc," the tactile action rings on Braidy can be used to model events in logical order. To learn Braidy's icons and begin to internalize narrative structure, Build-A-Braidy is a wonderful activity.

- **ask and respond to questions?**

All of Braidy's icons can be used as "Wh" questions to prompt answers and questions as well.

- **begin to ask for clarification?**

Teachers may focus children on a specific icon, pointing to the icon while asking if anyone has any questions regarding it. This begins the metalinguistic process of awareness of the need to ask questions.



- **discuss their own experiences as they relate to a topic of study and/or to a specific piece of literature?**

Using Braidy's icons the child will be able to structure a language experience story at his or her own narrative development level.

- **Share ideas, reaction to and opinions about literature?**

After reading a story, the child can be given an icon related to the story grammar of the story and asked whether or not he liked that component and why. By focusing on components this way, the children begin to realize that opinions may be varied about the same topic (icon).

Linking language development to literacy



© 2003 MindWing Concepts, Inc.

Linking 1st Grade Standards to Braidy the StoryBraid® (CONTINUED)

Narrative discourse processing refers to the ability to:

- ~ Listen to or read a story
- ~ Abstract its main points and the relevant details
- ~ Organize these details into a meaningful temporal and/or causal structure
- ~ Infer information not explicitly represented in the text
- ~ Construct an interpretation or understanding of the story.

Snyder, L. and Downey, D. (1997). Developmental differences in the relationship between oral language deficits and reading. Topics in Language Disorders. NY: Aspen.

- **discuss topic after reading a passage and share information obtained?**

If the passage is a narrative the children and teacher may use all the icons to retell the story and isolate certain parts for discussion. In this way the discussion is centered around specific elements of a story. If the passage is expository (such as what to do at the car wash or how to take care of a hamster), children and teacher may use the rings to list or sequence to expository information to focus the discussion.

- **give simple, two-step oral directions?**

The rings on Braidy may be used along with picture cues to focus the child while giving two-step oral directions

- **stay on topic of class discussion?**

Braidy's visual and tactile icons compel children to focus on the topic at hand.

- **persuade others?**

The ability to persuade begins with a knowledge of how the child him/herself feels about a topic and proceeds to perspective taking where that same child learns to give the perspective of another character: the one he/she wishes to persuade. Teaching children to orally give his/her perspective using Braidy is the first step in the process of teaching persuasive thinking strategies.



© 2003 MindWing Concepts, Inc.



Linking 1st Grade Standards to Braidy the StoryBraid® (CONTINUED)

Do your 1st grade students have the critical thinking skills necessary to...

- **demonstrate awareness of cause and effect relationships?**

The concept of cause and effect begins in narrative development at stage 3 (the introduction of an initiating event and a reaction to it) as seen on Braidy the StoryBraid® Collaborative planner for Classroom Literacy and can be demonstrated by use of Braidy's corresponding icons and appropriate children's literature.

- **make predictions and draw inferences in academic contexts?**

For both of these critical thinking skills an awareness of narrative thought must be created. For example, the teacher can take the cover of a picture book and Braidy's first three icons and scaffold those narrative components. Then ask the question: "What do you think will happen next?" Similarly, if the picture depicts a frowning character, the children can mimic this expression on Braidy and name the feeling while placing the heart on Braidy therefore inferring that this is how the character felt.

- **describe similarities and differences?**

Use the Bunch of Braidys poster to assist children in identifying similarities and differences among the community helpers depicted in the poster



- **identify theme of main ideas about what is read?**

The main idea of the story focuses on the initiating event (kick off) which is the problem or excitement in the story. If a child is to understand a main idea he/she must be able to isolate the initiating event of the story.

- **compare and contrast stories or articles heard or read?**

Using Braidy, the teacher can construct questions to assist children in comparing the feelings of characters from two different stories and what happened to create those feelings.

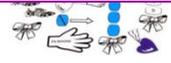
Linking 2nd Grade Standards to The Story Grammar Marker®

Can your 2nd grade students...

- **create oral stories to share with others?**
- **share stories or information orally with an audience?**
- **create and participate in oral dramatic activities?**
- **retell a story or information?**
- **retell a story or favorite part of a story?**
- **paraphrase information?**
- **participate in oral and dramatic interpretations based on literature?**



It is important to learn about episodic content and that novels are a series of episodes. In addition to learning the episodic content, the reader can learn to infer causal and other relationships between sentences that contain the content. This learning gives the reader knowledge and procedures for deeper understanding of stories and allows the reader to construct more coherent memory representations of what occurred in the story.
National Reading Panel Report (2000).



All of these abilities can be taught using scaffolded instruction with the Story Grammar Marker® and related icon-based maps and magnets. Children can use the SGM's visual, kinesthetic and tactile narrative structure to facilitate formulating (telling) stories and retelling stories. Teachers can model beginning, middle and end of a story using specific SGM icons as discussed in "How to Use the Story Grammar Marker® Teacher's Guide" and SGM maps. These methodologies are elaborated on in our workshops. The goal is to help the children to create, act out and retell stories at a complete episode level. This level is stage 5 on the SGM Language/Literacy Developmental Checklist (yellow cards) which are used to track children's progress- as all children are not always at the same developmental level. Consistent modeling of this structure using the SGM tool using personal narratives and literature will help children to internalize this structure so that they are free to tell, retell and act on their own. Thus our tools and methodologies are vital for differentiating instruction for children having communication difficulties in inclusion settings. All of Braidy's icons can be used as "Wh" questions to prompt answers and questions as well.

- **participate as a contributor and leader in a group?**

As delineated in the well researched process of reciprocal teaching, the students may participate as leaders and contributors in group situations by having flexible groups use the SGM manipulative and story maps. The leader can direct the groups by using the narrative icon magnets on the board in the front of the room to guide the discussion. The discussion may have several phases such as prediction, summarization of information, and clarification of ideas.

Linking 2nd Grade Standards to The Story Grammar Marker® (CONTINUED)

Teaching strategies such as story grammar analysis and text structure analysis positively affect the comprehension of primary grade and at-risk populations. Approaches should use “a combination of explicit instruction, modeling, and discussion to teach comprehension strategies”.

Pearson, P.D., & Duke, N. K. (2002). Comprehension instruction in the primary grades. In C. Collins-Block & M. Pressley (Eds.), *Comprehension Instruction: Research-Based Best Practices*. New York: Guilford Press.
Smolkin, L. R., & Donovan, C.A. (2002). “Oh excellent, excellent question!” Developmental differences and comprehension acquisition. In C. Collins-Block & M. Pressley (Eds.), *Comprehension Instruction: Research-Based Best Practices*. New York: Guilford Press.

Can your 2nd grade students...

- discuss own experiences as they relate to a topic of study?
- discuss topic and conclusions after reading a passage?

By late in the 2nd grade school year, children should be able to tell their own experiences at a complete episode level stage 5) it is important to note that this level includes feelings, plans and consequences. Discussions should be focused on all parts of the episodes but especially the SGM’s Critical Thinking Triangle and the relationship between the plan and the consequence. Our workshops include demonstrations of games related to this topic using our Fun Pack™.

- discuss ideas before writing?

Using SGM story maps and the Oral Writing Activity Booklet® Kit, writing can be explicitly taught. Our tools provide a basic framework for planning, writing, and revision and feedback. Our tools can provide differentiated instruction because they are developmental in nature. As a result students develop the capacity to monitor and manage their own writing.

- use oral language for different purposes: to inform, persuade and entertain?

To accomplish this task, children must be taught to differentiate between narrative and expository discourse forms. Using selected children’s literature, the SGM tool as well as SGM story maps and The Critical Thinking Triangle collection (currently only available at workshops), teachers can model these differences and children can begin to internalize as well as utilize the structure in their oral expression.



Linking 2nd Grade Standards to The Story Grammar Marker® (CONTINUED)

Do your 2nd grade students have the critical thinking skills necessary to...

- draw inferences?
- Make predictions?
- Describe problem solving processes used in reading and writing?
- Identify main ideas?

Building on the Braidly the StoryBraid® activities delineated in the Kindergarten and 1st grade sections, the Story Grammar Marker® approaches these critical thinking skills in a more comprehensive format. Children can see the teacher model these skills using of the SGM manipulative, SGM maps and the narrative magnets, They can then use the Narrative Writing Process™ sheets and SGM iconic stickers to guide them in the critical thinking process. The Critical Thinking collection focuses on the critical thinking triangle and its importance in drawing inferences, finding the main idea, resolving conflicts and solving problems.



Linking 3rd Grade Standards to The Story Grammar Marker®

Can your 3rd grade students...

- **use effective communication skills in group activities?**

One of the most important “strands of language” that forms the backbone of the SGM is the pragmatic strand: the social use of language. In other words, the ability to communicate in real life. We have a “Pragmatics Poster” with cartoon-type characters showing various appropriate and inappropriate pragmatics in 10 different communication situations. The poster and other SGM activities in the manual “How To Use the Story Grammar Marker®” provide a way for teachers to effectively TEACH pragmatic skills such as eye contact, tone of voice, body language, communication space, topic maintenance, and the ability to ask for clarification etc.



The ability to ask and answer questions based on what is heard or read is inherent to the structure of the SGM tool itself. This was one of the reasons it was invented. The icons trigger questions about the basic elements of the story: the episode. With consistent modeling of the SGM tool in the classroom by the teacher, the children internalize this structure so that they can comprehend what is said or read enough to enable them to analyze and question it.

- **present brief oral reports?**

Depending on whether it is narrative or expository text form, use of our methodology will help students to organize ideas sequentially while focusing on major points of information in order to communicate information. “How To Use the Story Grammar Marker®” has several maps specifically designed to organize information for oral reports. Also, the pragmatic chart and poster (mentioned in 3.1) assist children in their non-verbal communication skills necessary to effectively communicate a message to an audience. If the message is expository in nature, the maps in the ThemeMaker and Research Writer serve as pre-graphic organizers. The iconic format provides a road map to guide the thinking that must be used to complete a graphic organizer: description, list, sequence, cause/effect, problem/solution, compare/contrast and persuasion.



Linking 3rd Grade Standards to The Story Grammar Marker®

Can your 3rd grade students...

- **use effective communication skills in group activities?**

One of the most important “strands of language” that forms the backbone of the SGM is the pragmatic strand: the social use of language. In other words, the ability to communicate in real life. We have a “Pragmatics Poster” with cartoon-type characters showing various appropriate and inappropriate pragmatics in 10 different communication situations. The poster and other SGM activities in the manual “How To Use the Story Grammar Marker®” provide a way for teachers to effectively TEACH pragmatic skills such as eye contact, tone of voice, body language, communication space, topic maintenance, and the ability to ask for clarification etc.



The ability to ask and answer questions based on what is heard or read is inherent to the structure of the SGM tool itself. This was one of the reasons it was invented. The icons trigger questions about the basic elements of the story: the episode. With consistent modeling of the SGM tool in the classroom by the teacher, the children internalize this structure so that they can comprehend what is said or read enough to enable them to analyze and question it.

- **present brief oral reports?**

Depending on whether it is narrative or expository text form, use of our methodology will help students to organize ideas sequentially while focusing on major points of information in order to communicate information. “How To Use the Story Grammar Marker®” has several maps specifically designed to organize information for oral reports. Also, the pragmatic chart and poster (mentioned in 3.1) assist children in their non-verbal communication skills necessary to effectively communicate a message to an audience. If the message is expository in nature, the maps in the ThemeMaker and Research Writer serve as pre-graphic organizers. The iconic format provides a road map to guide the thinking that must be used to complete a graphic organizer: description, list, sequence, cause/effect, problem/solution, compare/contrast and persuasion.



Linking 3rd Grade Standards to The Story Grammar Marker® and ThemeMaker®

(Continued)

Can your 3rd grade students...

- use strategies to read a variety of printed materials (nonfiction, fiction, poetry)?

- demonstrate comprehension of a variety of printed materials?

Once a teacher has consistently modeled the SGM® tool and/or the ThemeMaker® tool and used the maps provided for narrative and expository text, the child will be able to immediately recognize the text format and set a purpose for reading. The narrative structure of the SGM® tool and maps enables children to compare and contrast characters, settings, and events and organize them in a logical "episodic structure." The "TRACKER" section of the ThemeMaker® student tool directly and specifically corresponds to this Standard (3.5) in that it provides a scaffold for students to demonstrate their comprehension by: predicting, asking for clarification, deciding the text structure, mapping (organize thoughts), summarizing, and formulating questions related to important content.

- continue to read a variety of fiction and nonfiction selections?

Our "Characteristics Poster" can be used to help children to identify, compare and contrast the personality traits of characters in both fiction and non-fiction selections. This concept can be extended to interpersonal communication and conflict resolution. Understanding the "characteristics" of characters in folk tales, biographies and autobiographies is an essential reading comprehension strategy - particularly to the motivation of the character as discussed using the SGM's "critical thinking triangle."



What is important in reading comprehension? Model "think aloud" strategies during reading. Vary questions and ask open-ended questions that promote discussion. Emphasize key strategies including questioning, predicting, summarizing, clarifying and associating the unknown with what is known. Use three-dimensional modeling of text structure. Model and encourage flexible use of strategies, including self monitoring.
 Moats, L. (1999). Teaching reading IS rocket science. American Federation of Teachers.

Linking 3rd Grade Standards to The Story Grammar Marker® and ThemeMaker®

(Continued)

Can your 3rd grade students...

- write descriptive paragraphs?

- write stories, letters, simple explanations, and short reports across all content areas?

The SGM can be used to facilitate The Writing Process from developing a plan for writing, using the SGM tool and maps provided in "How to Use the Story Grammar Marker®". It also helps children in revising and editing using the Narrative icon stickers™ and the Narrative Writing Process pad™. These tools along with checklists in "How to Use the Story Grammar Marker®" give the teacher a specific, hands-on way to scaffold children's descriptive writing ability. The ThemeMaker® tool and Expository Writing Process pad™ can be used to assist the children in formulating, revising and editing information text. Expressing the "central idea" can be made simple by having the children refer to the "critical thinking triangle" of the SGM – knowing the initiating event, the internal response and the plan is the "main idea" of stories and information.

- record information from print and non-print resources?

The Thememaker® manual includes maps for recording information for specific purposes such as: descriptive, list, sequence, cause/effect, problem/solution, persuade, compare/contrast. The teacher can use the Expository Magnet Set™ to again utilize the icons to provide a structure for organizing information. These are considered pre-graphic organizers because the process of using these maps and magnets helps children internalize the structure and become independent thinkers and thus, developers of their own graphic organizers.



One important difference between reading and writing is that writing relies more heavily on expressive language than does reading. For example, writing requires children to think about an audience and about communicating ideas clearly to another person. Sensitivity to text structure is equally important in writing. National Reading Panel Report (2000).

Linking 4th Grade Standards to The Story Grammar Marker[®] and ThemeMaker[®]

Can your 4th grade students...

- **use effective oral communication skills in a variety of settings?**
- **make and listen to oral presentations and reports?**

As we mentioned when we discussed the 3rd grade standards, the social uses of language play a major part in the ability to orally communicate a message to an audience - be it another student, a small group or an oral presentation to the class. Using the "Pragmatics Poster" and other related SGM activities in the manual "How To Use the Story Grammar Marker[®]" teachers can effectively TEACH pragmatic skills such as eye contact, tone of voice, body language, communication space, topic maintenance, among several others, that are essential to successful oral communication. In addition to working on pragmatics, the SGM maps can help students to record information and organize their thoughts for an oral presentation. The SGM persuasion map, for example, enables the students to recognize and understand the perspectives of other students which facilitates their ability to seek opinions of others and to logically support their own personal beliefs and convictions in an oral discussion.

- **Read fiction and non-fiction, including biographies and historical fiction?**

Many students are at a very basic level here. Our methodology facilitates high order thinking and relating information. Depending on whether it is narrative or expository text form, use of our methodology will help students to organize ideas sequentially, to compare and contrast "characters" or historical figures and also focus on major points of information. "How To Use the Story Grammar Marker[®]" and "The ThemeMaker[®]" have several maps specifically designed to organize information from both fiction and non-fiction sources

Linking 4th Grade Standards to The Story Grammar Marker[®] and ThemeMaker[®] (continued)

Can your 4th grade students...

- **demonstrate comprehension of a variety of literary forms?**
- **read a variety of poetry?**

All of our materials are hand-held graphic organizers and organizational/summary maps. The ThemeMaker[®] in particular is was developed to incite students to recognize type of text they are reading, to predict they may be reading about, to utilize the "theory of mind" to relate the content to their previous knowledge base. "Phonology" and "semantics" are two of the strands of language that form the backbone of the Story Grammar Marker[®]. What is learned by focusing on these strands during SGM activities can be applied to poetry. "Rhyme" and use of "sensory words" and their meanings can be explored. Also, narrative poetry can be examined using the SGM episodic structure for comprehension.

- **Write effective narratives and explanations?**

Effective writing skills can be taught by modeling of Story Grammar Marker[®] manipulative along with guided instruction using the maps within the manual. In addition the Narrative Writing Process pad and stickers provide a step by step outline of the essentials of narrative writing. The process of writing "explanations," which are more expository in structure, can be very easily taught using the ThemeMaker[®] manipulative which helps students to identify a particular form of expository text and use the corresponding map to organize their thoughts and record the necessary information. In addition, the Expository Writing Process pad provides a step by step outline of the essentials of writing informational text. It also can be used for conferencing and and ongoing/dynamic assessment of expository writing.

- **Use information resources to research a topic?**

All of MindWing Concepts, Inc.'s manipulatives are designed to trigger question generation about a "topic." Using the Story Grammar Marker[®] maps and the ThemeMaker[®] maps, students have a place to record and organize the information they gather from various sources in answer their questions about a particular topic.

Linking 5th Grade Standards to The Story Grammar Marker[®] and ThemeMaker[®]

In order to understand characters' perspectives, students need to: Consider more than the Landscape of Action and become aware of feelings, mental states, and plans of characters. This Landscape of Consciousness helps children connect the feelings, thoughts and plans of the character to the problem/conflict faced by him/her. Be aware that the characters in a novel or in life in general do not always think like they (our students) do. Begin to take perspectives of all characters and notice the pragmatics of others in social situations: body language, tone of voice, and space.
Bruner, J. (1986). Actual minds, possible worlds. Cambridge, MA: Harvard University Press.

Can your 5th grade students...

- **listen, draw conclusions, and share responses in subject-related group learning activities?**

Organization and literate oral language for the end result of comprehension and communicating to others what is comprehended are at the heart of our methodology. Comprehension of various subject matter allows students to thoughtfully participate in oral group learning activities.

- **use effective nonverbal communication skills?**
- **make planned oral presentations?**

Again, the pragmatic chart and poster (mentioned in 3.1) along with SGM lessons assist students in the non-verbal communication skills necessary to effectively communicate a message to an audience such as eye contact, tone of voice, body language, communication space, topic maintenance, and the ability to ask for clarification etc. Depending on whether it is narrative or expository text form, use of our methodology will help students to organize ideas sequentially while focusing on major points of information in order to communicate information. The Story Grammar Marker[®] and ThemeMaker[®] manuals have several maps specifically designed to organize information for oral presentation.

- **Read a variety of literary forms including fiction, nonfictions and poetry?**

Our "Characteristics Poster" can be used to help children to identify, compare and contrast the personality traits of characters in both fiction and non-fiction selections. Our SGM maps can be used to develop and describe these "characters." The "plot" of the story or informational text can be easily identified with the SGM's iconic structure. Our tools can also be used in conflict resolution by helping students internalize the Critical Thinking Triangle and identify the initiating events, internal responses and plans of characters in fiction and nonfiction text. This concept can be extended to interpersonal communication and conflict resolution both in and out of the classroom. **Magnets, stickers and card decks are useful for differentiating instruction and motivating large and small groups of students to comprehend, orally respond to and organize fiction, nonfiction and poetry.**

Linking 5th Grade Standards to The Story Grammar Marker[®] and ThemeMaker[®] (continued)

Can your 5th grade students...

- **demonstrate comprehension of a variety of literary forms?**

All of our materials are hand-held graphic organizers and organizational/summary maps. The ThemeMaker[®] in particular was developed to incite students to recognize type of text they are reading, to predict they may be reading about, to form and support opinions and recognize cause/effect relationships. Use of the SGM and ThemeMaker maps, such as the ThemeMaker Cause/Effect map, enable students to record and organize information that is gathered. This information can then be synthesized focusing on the SGM's Critical Thinking Triangle's thinking verbs and planning words to "demonstrate" a higher level of comprehension. The Critical Thinking Triangle Collection is a group of hands-on "art" projects to be used in conjunction with novels to model and demonstrate perspective taking, inference and advanced critical thinking verbs such as know, remember, realize, and think.

- **Write for a variety of purposes to describe, to inform, to entertain, and to explain?**

Our methodology is based on linking language and literacy. Thoughtful writing with various purposes in mind is can be accomplished by students having a strong command of both oral and written language. Effective writing skills for "entertainment" purposes can be taught by modeling of Story Grammar Marker[®] manipulative along with guided instruction using the maps within the manual. In addition the Narrative Writing Process pad and stickers provide a step by step outline of the essentials of narrative writing. The process of writing "to describe, inform and/or explain," which are more expository in structure, can be very easily taught using the ThemeMaker[®] manipulative which helps students to identify a particular form of expository text and use the corresponding map to organize their thoughts and record the necessary information. In addition, the Expository Writing Process pad provides a step by step outline of the essentials of writing informational text.

- **Synthesize information from a variety of resources?**

The ThemeMaker[®] manipulative focuses on a higher level of thinking that allows for this synthesis. The SGM and ThemeMaker maps, give students a place to record, summarize and organize the information they gather from various sources. Also, graphs often depict information in a pictorial way that would otherwise be written in the form of a list or sequence. Similarly, a map may be description and a chart may represent either problem/solution or cause/effect information. Hence, high level interpretation of expository text is necessary to record or present information from this type of pictorial source.

A Theory of Mind is the child's awareness of his mind and others that allows him/her to figure out why people do what they do.

Wellman (1990). The child's theory of mind. Boston: MIT Press

Linking 6th Grade Standards to The Story Grammar Marker® and ThemeMaker®

Can your 6th grade students...

"After talking and reading about the SGM®, I discovered its secret: kids love it and use it! What a simple but powerful tool to teach story narratives and comprehension. The SGM®'s hands-on, concrete structure makes it a great tool for all students: those who are at-risk, as well as the critical thinkers. Parents and teachers can open up books-and the world-by introducing this loveable critter to their children. It's a friendship that will benefit them for the rest of their lives." – Jim Trelease, author of the Read-Aloud Handbook

- **analyze oral participation in small-group activities?**

The Story Grammar Marker® and ThemeMaker® manuals both provide a "self/peer editing checklists" for various components in narrative and expository text. These, along with our Narrative Writing Process pad™ & stickers and Expository Writing Process pad™, can be used as guides to facilitate and organize ORAL communication among students during small group discussions.

- **listen critically and express opinions in oral presentations?**

The "Critical Thinking Triangle" is the focal point of our methodology. Through the internalization of the iconic structures of the Story Grammar Marker® and the ThemeMaker®, children learn to think critically about what they read, hear, and experience. The first page of part 1 of the Story Grammar Marker® manual lists the Classroom benefits of the Story Grammar Marker® which are: reading comprehension, listening skills, oral expression, writing and thinking. These Classroom benefits are essential skills needed to fulfill the goal of this Standard. Putting this into practice, the persuasion maps and perspective taking maps help students to organize their thoughts to express opinions and present a convincing argument.

- **Read a variety of fiction (realistic, fantasy, historical, and biographical) and non fiction (expository and argumentative)?**

First and foremost, our tools can be used to differentiate instruction. Next, the Critical Thinking Triangle (initiating event, internal response, plan) of the SGM® help students to focus on the character's emotional responses to the kick off of the story and how the emotional responses motivate the character toward action. Our perspective taking map, persuasion map, expository maps and Critical Thinking Maps move the students toward a higher level of comprehension and thinking.

Linking 6th Grade Standards to The Story Grammar Marker® and ThemeMaker®

(continued)

The report of the National Reading Panel (2000), analyzed 203 studies, related to reading comprehension, identifying sixteen different kinds of effective procedures. Of the sixteen types of instruction, eight offered a firm scientific basis for concluding that they improve comprehension in the classroom:

*Comprehension Monitoring
Cooperative learning: reader
Graphic & semantic organiza
Story Grammar Structure
Question answering
Question generation
Summarization
Multiple strategy teaching
National Reading Panel Report (2000).*



Can your 6th grade students...

- **demonstrate comprehension of a variety of selections?**

Our tools were designed to trigger students to ask and answer questions about what they have heard or read. All of our materials are hand-held graphic organizers and include maps specifically designed for recording and organizing information to be used for written and/or oral presentations. Using our methodology in predicting what they may be reading about, forming and supporting opinions, and recognizing cause/effect relationships are imperative for students to meet this Standard. Recognizing and understanding the type of text they are reading allows students to be able to relate different selections about the same topic to each other. For example, students may be studying the Declaration of Independence and would be expected to relate the following selections: The first could be a biography about Thomas Jefferson, who was one of the men who signed Declaration of Independence for Virginia. Students could use the SGM® character map and characteristics poster for Jefferson's character description and use the complete episode map to summarize vital episodes in Jefferson's life up to, during, and after the Declaration of Independence. Next they could study a timeline of events involving the Revolutionary War and use the ThemeMaker® Sequence Map to simplify and organize the important events on the timeline. They could also select one event on the timeline and use the Problem/Solution map to delineate this problem and predict the solutions. Finally, they could study the actual document itself and use the perspective taking map and persuasion map to illustrate the persuasive argument for independence that the colonists made in the Declaration of Independence. The Fun Pack™ cards can be used here for activities related to the central topic.

Linking 6th Grade Standards to The Story Grammar Marker® and ThemeMaker® (continued)

Scaffolded Instruction: A child acquiring new information initially requires maximal assistance from an adult, but eventually is able to assume greater responsibility for the activity as the information becomes internalized.

Gutiérrez-Clellen, V. and Pena, E. (2001). Dynamic assessment of diverse children: A tutorial. *Language speech and hearing services in schools*. (32).

Can your 6th grade students...

• read and write a variety of poetry?

Again, our methodology focuses on the Critical Thinking Triangle which spells out the “main idea” of the plot. Character development, especially with our Characteristics poster as well as our feelings poster, is another big focus. Our tools and maps help facilitate comprehension and writing of narrative poems and short stories.

• write narratives, descriptions, and explanations?

We have discussed this Standard extensively in previous grade levels. The supreme goal of our hand-held organizers and corresponding narrative and expository maps is to provide a strategy for comprehending, planning, generating ideas and organizing information & ideas for oral and written communication. All of our maps make this pre-writing (pre-speaking) process explicit. Our self/peer editing checklists and Narrative and Expository Writing Process pads™ aid in revision and editing.

• use writing as a tool for learning in all subjects?

All of our tools teach the How-to do of the processes for this Standard. Use the ThemeMaker® List map, paraphrase what is heard or read to record information on any SGM or ThemeMaker map. Use the SGM and ThemeMaker to comprehend then be able to summarize and retell. Predict and hypothesize about what might happen based on activities focusing on character and setting. Connect knowledge across many disciplines by recognizing and internalizing the structure of various types of text that may be related to each other.

Research References

(These are references sited in both Appendix E1 and E2)

Applebee (1978). *The child's concept of story: Ages two to seventeen*. Chicago: The University of Chicago Press.

ASHA (2001). Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents (position statement, executive summary of guidelines, technical report). *Asha Supplement*, 21, 17-27. Rockville, MD.

Bishop, D. V. M., & Edmundson, A. (1987). Language-impaired 4-year-olds: Distinguishing transient from persistent impairment. *Journal of Speech and Hearing Disorders*, 52, 156-173.

Craig, S., Hull, K., Haggart, A. G., & Crowder, E. (2001). Storytelling: Addressing the literacy needs of diverse learners. *Teaching Exceptional Children*, 33(5) 46-51.

Curenton, S. M., & Justice, L. M. (2004). African American and Caucasian preschoolers' use of decontextualized language: Literate language features in oral narratives. *Language, Speech, and Hearing Services in Schools*, 35, 240-253.

Dickinson, D. K., & Tabors, P. O. (2001). *Beginning literacy with language*. Baltimore, MD: Brookes.

Ehren, B.J. (1999). *The role of speech-language pathologists in facilitating emergent literacy skills*. Rockville, MD: American Speech-Language-Hearing Association.

Heath, S. B. (1994). What no bedtime story means: Narrative skills at home and school. In B. B. Schieffelin & E. Ochs (Eds.), *Language socialization across cultures* (pp. 97-124). Cambridge, UK: Cambridge University.

Jensen, E. (1996). *Brain-based learning*. Del Mar, CA: Turning Point Lab

Justice, L. M., & Kaderavek, J. N. (2004). Embedded-explicit emergent literacy Intervention I: Background and description of research. *Language, Speech, and Hearing Services in Schools, 35*, 201-211.

Justice, L. M., & Kaderavek, J. N. (2004). Embedded-explicit emergent literacy Intervention II: Goal selection and implementation in the early childhood classroom. *Language, Speech, and Hearing Services in Schools, 35*, 212-228.

Merritt, D. D., & Liles, B. Z. (1987). Story grammar ability in children with and without language disorder: Story generation, story retelling, and story comprehension. *Journal of Speech and Hearing Research, 30*, 539-552.

National Association for the Education of Young Children (NAEYC) (1998). Learning to read and write: Developmentally Appropriate Practices for young Children: A joint position statement of the international Reading Association and the National Association for the Education of young Children. In *Young Children*, July 1998 (4): 30-46.

New York City Prekindergarten Classroom Review Checklist (2004). New York City Department of Education, Office of Early Childhood Education.

Roth, F. P., & Spekman, N. J. (1986). Narrative discourse: Spontaneously generated stories of learning-disabled and normally achieving students. *Journal of Speech and Hearing Disorders, 51*, 8-23.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Snow, C. E., Scarborough, H., Burns, M.S. (1999). What speech-language pathologists need to know about early reading. *Topics in Language Disorders, 20*, 48-58.

Snow, C. E., Tabors, P. O., Nicholson, P. A., & Kurland, B. F. (1995). SHELL: Oral language and early literacy skills in kindergarten and first grade children. *Journal of Research in Childhood Education, 10*, 37-48.

Scarborough, H. S. (1998). Early identification of children at risk for reading disabilities: Phonological awareness and some other promising predictors. In B. K. Shapiro, P. J. Accardo, & A. K. Capute (Eds.), *Specific reading disability: A view of the spectrum*. Timonium, MD: York Press.

Wasserstein (2001). *Putting readers in the driver's seat*. Educational Leadership. Association for Curriculum Development, 58(4).

Wells, G. (1985). Predicted literacy-related success in school. In D. Olson, N. Torrance, & A. Hillyard (Eds.), *The nature and consequences of reading and writing* (pp. 229-255). NY: Cambridge University Press.

Westby, C. (1991) Learning to talk, talking to learn: Oral-literate language differences. In C. S. Simon (Ed.), *Communication skills and classroom success*. Eau Claire, WI: Thinking Publications