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## Principles Driving Effective Narrative-Based Language Intervention

Douglas Petersen, PhD, CCC-SLP

Moderated by:  
Amy Natho, MS, CCC-SLP, CEU Administrator, [SpeechPathology.com](http://SpeechPathology.com)



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continued

## How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of **80%** or higher
  - Within **7 days** for live webinar; within **30 days** of registration for recorded/text/podcast formats
- Two opportunities to pass the exam

continued

## Principles Driving Effective Narrative-Based Language Intervention

Douglas B. Petersen, PhD, CCC-SLP  
Professor, Brigham Young University

continued



- **Presenter Disclosure:** Financial: Dr. Doug Petersen is Vice President of Research for Language Dynamics Group, LLC, and receives royalties for therapy materials sold through that company. Nonfinancial: No relevant relationships to disclose.
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continued



Most of my examples are from my own research and I use Story Champs as an example, however, the principles are broadly applicable and useful even if you do not use a specific program.

Disclosure: Dr. Petersen is a coauthor of Story Champs, which is commercially available storytelling curriculum. He is entitled to financial benefits related to its sale.



continued

continued



## Learning Outcomes

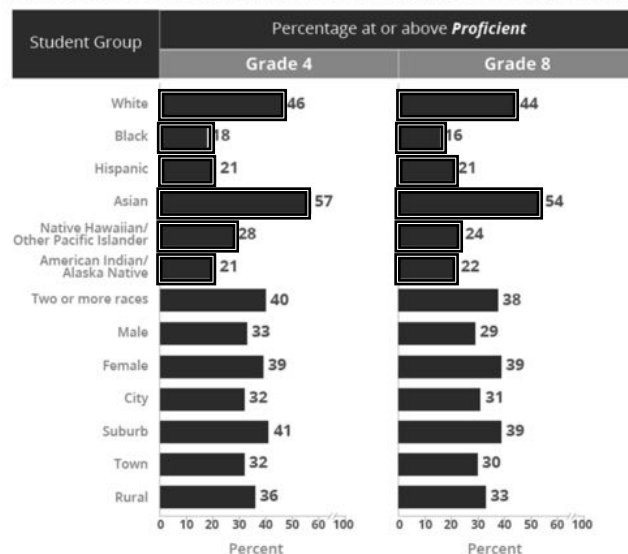
After this course, participants will be able to:

- List the 10 key principles of narrative-based language intervention.
- List examples of how these principles can be used to drive intervention.
- Explain how to implement individual, small-group, and large-group narrative-based language intervention.

continued



Percentage at or above *Proficient* in NAEP for selected student groups in both grades in 2015



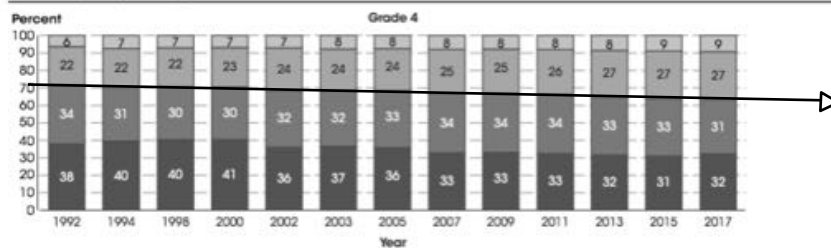
Q2

continued

continued



Figure 2. Percentage distribution of 4th-, 8th-, and 12th-grade students, by National Assessment of Educational Progress (NAEP) reading achievement level: Selected years, 1992-2017



Location	Race	Data Type	2005	2007	2009	2011	2013	2015	2017
United States	American Indian	Percent	81%	81%	80%	81%	78%	78%	79%
	Asian or Pacific Islander	Percent	60%	51%	55%	51%	49%	47%	44%
	Black or African American	Percent	88%	84%	86%	84%	83%	82%	81%
	Hispanic or Latino	Percent	85%	82%	83%	82%	81%	79%	78%
	Two or more races	Percent	68%	63%	68%	63%	61%	62%	60%
	White	Percent	61%	58%	58%	58%	55%	54%	54%

Percent of Fourth Grade Students Below Proficient on NAEP Reading Assessment, 2005-2017

continued



Scarborough, 2001

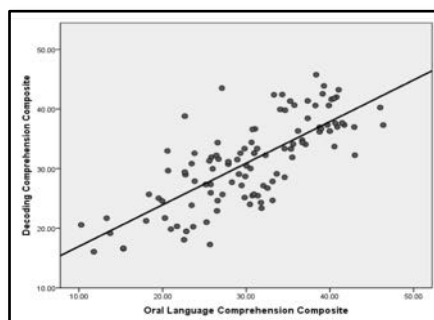
Q1

continued

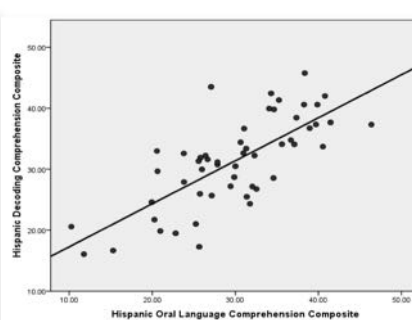
- “It is now well accepted that the chief cause of the achievement gap between socioeconomic groups is a language gap.”
  - -Hirsch, 2003
- “Academic language is the pivotal skill repertoire for closing the achievement gap and attention to it is nearly absent in primary grades.”
  - -Snow & Uccelli, 2008

## Reading Comprehension is Related to Language Comprehension

Correlation ( $r = .73$ ) between oral language comprehension and reading comprehension for all students.



Correlation ( $r = .74$ ) between oral language comprehension and reading comprehension for Hispanic students.





Narratives are causally related events  
told or retold in temporal order

Children's oral language competence is ***strongly predictive of their facility in learning to read and write...*** listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand ***no matter how well they can decode.***

(CCSS; Appendix A, pg. 26)

## Academic Language

Language used in school to help students acquire and use knowledge:

- Vocabulary
- Complex syntax
- Text structures
- Inferencing

## Academic Language

- Adverbs (e.g., quickly)
- Temporal subordination (e.g., When he was walking...)
- Causal subordination (e.g., I was frightened because the dog was chasing me.)
- Elaborated noun phrases (e.g., The enormous dog that was scary)
- Mental & linguistic verbs (e.g., decided, considered)
- Conjunctions (e.g., and, but)
- Dialogue (e.g., He hollered, "I need some help!")

continued



## Research Based Principles

Build story structure first

Promote metalinguistic knowledge

Keep children active

Use whole-part-whole instruction

Use visuals and fade them fast

continued



## Research Based Principles

Deliver immediate corrective feedback

Use 2-step prompting

Differentiate and individualize

Arrange for generalization

Make it fun

continued

continued<sup>®</sup>



## Build Story Structure First

Teach storytelling so that you can teach complex language embedded in storytelling.

continued<sup>®</sup>



### **Effects of an Individualized Narrative Intervention on Children's Storytelling and Comprehension Skills**

Trina D. Spencer

*Northern Arizona University, Flagstaff, AZ, USA*

Mandana Kajian

*University of Texas at Austin, TX, USA*

Douglas B. Petersen

*University of Wyoming, Laramie, WY, USA*

Nicholas Bilyk

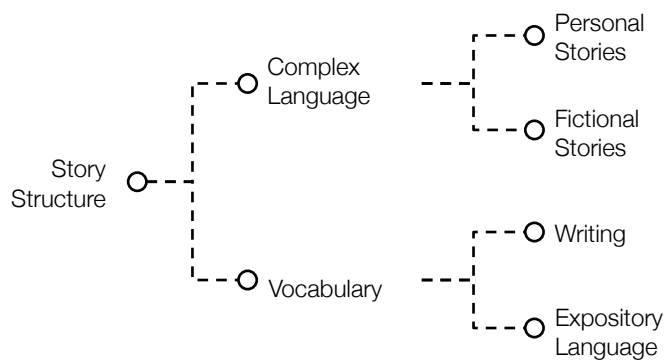
*Northern Arizona University, Flagstaff, AZ, USA*

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## Shoot for the Stars






The most common mistake is that clinicians don't continue to build sophisticated complex language after storytelling is established.



## Promote Metalinguistic Knowledge

Language about language and knowledge about knowledge.

## How to build metalinguistic knowledge

- Give the story grammar elements names
  - x Character 
  - x Problem 
  - x Feeling 
  - x Action 
  - x Ending 
- Explicitly teach without “explaining”

**Q10** 

continued



## How to build metalinguistic knowledge

- Use multiple exemplars to teach the pattern



continued



Once, Michelle **tentatively** went to the dentist office. She wasn't sure what was going to happen. The dentist looked at her teeth and said, "You have pretty teeth, but you have some cavities." Michelle felt miserable because she needed to have her teeth fixed. Michelle **resolved** to take better care of her teeth. She said to the dentist, "I promise I'll be better at brushing my teeth." After Michelle left the dentist, she faithfully brushed and flossed her teeth two times every day so that she didn't get more cavities. When she went back to her dentist later, Michelle's teeth that used to be yellow were **radiant**. She was happy. Michelle's beautiful, bright teeth didn't have one cavity because she had taken care of them.



The other day, Daniel was working at his desk because his teacher told him to write an amazing story. When a boy **hurriedly marched** by his desk, he spilled water on Daniel's paper. It was an accident, but Daniel was livid because his **phenomenal** story was ruined. It was a great story, so Daniel was about to yell at the boy, but he decided to just get another piece of paper. Then he nicely asked his teacher for more paper to write another story. She said, "Of course. Here's paper that you can use." After Daniel finished **composing** the story, his teacher liked it because it was well written. Daniel felt motivated to keep writing.



Saturday morning, Lily was eating cereal in the living room so she could watch TV. When she wasn't paying attention, Lily dropped her bowl of cereal that was full of milk. She was worried because she got milk and cereal on the clean carpet. Lily quickly considered the situation. She looked over the dirty, soaking wet carpet and thought about hiding the **sopping** mess, but then decided to get help instead. She **swiftly** told her mom about the accident so that she could help. Then Lily's mom said, "Let's hurry and clean up this really big mess." After they cleaned up the cereal, Lily never ate in the living room again. Lily was pleased because she got her mom's help and cleaned up the **disaster**.

## How to build metalinguistic knowledge

- Use multiple exemplars to teach the pattern



- Children learn the “concept” of story grammar which helps to organize story content
- Avoid memorizing stories and story recall
- Storybooks vs. specialized stories

**Q3** 

## Keep Children Active

Talking is necessary to get better at talking and children need to practice active listening.



## Active Student Responding

- Reduces behavior problems
- Increases opportunities to practice
- Retells integrate listening and talking
- Small groups of 3 students or 1:1
- Group responding
- Play active listening games

Q4



## Use Whole-Part-Whole Instruction

Contextualize, unpack, and then reconstruct stories to ensure the task is meaningful.


**Q7**
**LARGE GROUP**  
 with 10-20+ students  
**1**

### TARGET Basic Story Structure - Retell

Consider ADD ON lessons 88-92

**MATERIALS**

- ✓ Choose a **CLASSIC** or **BLITZ** Level A story from story book
- ✓ **Illustrations**
  - If using illustration cards, select cards from corresponding story (for BLITZ stories, use only cards 1, 2, 3, 7 and 8)
  - If using digital presentation, click on the green Level A button and select the corresponding story
- ✓ **Story Grammar Icons** (icons are included in the digital presentation)
- ✓ **Champ Checks Dry Erase Boards** and dry erase markers
  - Use green LEVEL A boards (markers not provided)

**1 - Model Story**

- ☐ Display 5 illustrations
- ☐ Read the story
- ☐ Place Story Grammar icons on or near illustrations
- ☐ As needed: Name the Story Grammar parts and point to icons
- ☐ As needed: Students name the Story Grammar parts

**REMEMBER!**

- ✓ Use 2-Step Prompting to help students
  - 1) Ask a question.
  - 2) Model what the student should say
- ✓ Make corrections immediately

**2 - Play Story Gestures**

- ☐ Reread the story
- ☐ As needed: Model the Story Gestures as Story Grammar parts are read
- ☐ As needed: Help students play Story Gestures as they listen


**3 - Team Retell**


- ☐ Repeat teaching steps for each question
  - ☐ Do not allow students to raise their hands; every student should have a response ready
  - ☐ Call on an individual student to answer the question and to retell the part of the story
  - ☐ Help the individual student to retell the part if needed
  - ☐ Model what all the students need to repeat
  - ☐ All students repeat the sentence together
  - ☐ "What happened in the first picture?" or "Who was the story about?"
  - ☐ "What was his/her problem?"
  - ☐ "How did he/she feel about his/her problem?"
  - ☐ "What did he/she do to fix his/her problem?"
  - ☐ "How did the story end?"

**4 - Partner Retell**

- ☐ Put students into pairs and pass out Champ Checks
- ☐ Students take turns retelling the story with a partner
- ☐ Help students as needed, praise

**Q8**





---

whole >

parts >

parts >

whole >

parts >

whole >

parts >

whole >

parts >

whole >

**1 – Model Story**

- ☐ Display 5 illustrations
- ☐ Read the story
- ☐ Place Story Grammar icons on or near illustrations
- ☐ As needed: Name the Story Grammar parts
- ☐ As needed: Students name the Story Grammar parts

**2 – Team Retell**

- ☐ Leave illustrations on table
- ☐ Pick up icons and give each student 1-2 icons; keep one for yourself if necessary
- ☐ Starting with the person who has the Character icon and moving through the parts in order, each person retells the part of the story
- ☐ Students place icons on or near illustrations
- ☐ Summarize the story quickly and ensure that all parts are included

**3 – Individual Retell 1**

- ☐ Leave illustrations and icons on table
- ☐ Select one student to retell entire story
- ☐ Help the student retell all parts of the story
- ☐ Everyone, but the storyteller, plays a Story Game
- ☐ Summarize the story quickly and ensure that all parts are included

**4 – Individual Retell 2**

- ☐ Remove illustrations and leave icons on table
- ☐ Select one student to retell entire story
- ☐ Help the student retell all parts of the story
- ☐ Everyone, but the storyteller, plays a Story Game
- ☐ Summarize the story quickly and ensure that all parts are included

**5 – Individual Personal Story 1**

- ☐ Leave icons on table
- ☐ Select one student to tell a personal story
- ☐ Say, "Has something like that ever happened to you?"
- ☐ Help the student generate all parts of the student's personal story
- ☐ Everyone, but the storyteller, plays a Story Game
- ☐ Summarize the student's story

**6 – Individual Personal Story 2**  
(skip if fewer than 4 students)

- ☐ Remove icons from table
- ☐ Select one student to tell a personal story
- ☐ Say, "Has something like that ever happened to you?"
- ☐ Help the student generate all parts of the student's personal story
- ☐ Everyone, but the storyteller, plays a Story Game
- ☐ Summarize the student's story

**REMEMBER!**

- ✓ Assign students to steps 3-6 so the order in which they retell and tell stories changes frequently
- ✓ Use **2-Step Prompting** to help students
  - 1) Ask a question
  - 2) Model what the student should say
- ✓ Make corrections immediately
- ✓ Differentiate targets for each student


< parts


< whole

< parts

< whole

**Q7 Q9**







---


## Use Visuals and Fade them Fast

Avoid dependency on visuals by fading them systematically – first pictures then icons



**Q7**





---

**1 – Model Story**

- ☐ Display 5 illustrations
- ☐ Read the story
- ☐ Place Story Grammar icons on or near illustrations
- ☐ As needed: Name the Story Grammar parts
- ☐ As needed: Students name the Story Grammar parts

**2 – Team Retell**

- ☐ Leave illustrations on table
- ☐ Pick up icons and give each student 1-2 icons; keep one for yourself if necessary
- ☐ Starting with the person who has the Character icon and moving through the parts in order, each person retells the part of the story
- ☐ Students place icons on or near illustrations
- ☐ Summarize the story quickly and ensure that all parts are included

**3 – Individual Retell 1**

- ☐ Leave illustrations and icons on table
- ☐ Select one student to retell entire story
- ☐ Help the student retell all parts of the story
- ☐ Everyone, but the storyteller, plays a Story Game
- ☐ Summarize the story quickly and ensure that all parts are included

**4 – Individual Retell 2**

- ☐ Remove illustrations and leave icons on table
- ☐ Select one student to retell entire story
- ☐ Help the student retell all parts of the story
- ☐ Everyone, but the storyteller, plays a Story Game
- ☐ Summarize the story quickly and ensure that all parts are included

**5 – Individual Personal Story 1**


- ☐ Leave icons on table
- ☐ Select one student to tell a personal story
- ☐ Say, "Has something like that ever happened to you?"
- ☐ Help the student generate all parts of the student's personal story
- ☐ Everyone, but the storyteller, plays a Story Game
- ☐ Summarize the student's story


**6 – Individual Personal Story 2**  
(skip if fewer than 4 students)

- ☐ Remove icons from table
- ☐ Select one student to tell a personal story
- ☐ Say, "Has something like that ever happened to you?"
- ☐ Help the student generate all parts of the student's personal story
- ☐ Everyone, but the storyteller, plays a Story Game
- ☐ Summarize the student's story

**REMEMBER!**

- ✓ Assign students to steps 3-6 so the order in which they retell and tell stories changes frequently
- ✓ Use **2-Step Prompting** to help students
  - 1) Ask a question
  - 2) Model what the student should say
- ✓ Make corrections immediately
- ✓ Differentiate targets for each student





---

## Provide Immediate Corrective Feedback

Corrective feedback is immediate, specific, and focuses on what the child should do instead.

## 1. Corrective Feedback

- Focuses on what the child should do and not what they did wrong.

"Say it like this, 'John was sad because he hurt his knee.' Your turn."

## 2. Corrective Feedback

- Is delivered immediately so that the cohesion between sentences is honored.

"Wait. I'm a little confused. How did you feel about your problem?"

### 3. Corrective Feedback

- Specific versus general.

“Oops. You forgot something.” vs. “How did he feel about his problem?”

### Instructive Feedback

- Recasting is one of the easiest and best ways to give feedback that promotes future behavior.

## Use 2-Step Prompting ㊦

Prompts need to be effective, but also efficient.

### 1. Ask a question

- Specific questions reveal what information you are looking for without telling them what to say.

"What was John's problem in this story?"

Q6

## 2. Model

- If the question is not effective, tell them what to say and have them repeat it.

“John cut his knee. Now you say that.”

Q6





continued



continued



## Differentiate & Individualize

Set the demands of the storytelling task according to individual language targets.



continued

## Differentiate in Small Groups

- Story grammar
- Complex language
- Vocabulary
- Inferencing
- Articulation
- Lengthening utterances
- Etc...

**Q5** 

Use 2-step prompting, recasting, modeling and repetition to shape children's language according to individual targets.

continued



continued



## Arrange for Generalization

To maximize the effect of intervention,  
plan for generalization opportunities.

continued



## Involve Parents

continued



### Puente de Cuentos

- Personaje
- Problema
- Sentimiento
- Acción
- Final

#### PÍDALE A SU HIJO(A):

- "Mira las fotos y cuéntame la historia lo mejor que puedas".
- "Cuéntame de una vez que brincaste por encima de un tronco".
- "¿Qué significa brincar?" (saltar)
- "¿Qué significa húmedo?" (un poco mojado)
- "Usa 'primero', 'luego' y 'final' para describir una secuencia".
- "¿Cómo resolvió el problema su hijo?"
- "¿Qué crees que Sara y su mamá?"

#### CUENTO 22A



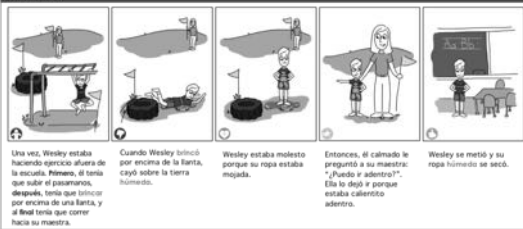
### Puente de Cuentos

- Personaje
- Problema
- Sentimiento
- Acción
- Final

#### PÍDALE A SU HIJO(A):

- "Mira las fotos y cuéntame la historia lo mejor que puedas".
- "Cuéntame de alguna vez que te caíste al suelo".
- "¿Qué significa brincar?" (saltar)
- "¿Qué significa húmedo?" (un poco mojado)
- "Usa 'primero', 'luego' y 'final' para describir una secuencia".
- "¿Por qué estaba molesto Wesley?"
- "¿Si adentro estaba calentito, ¿cómo estaba el clima afuera?"

#### CUENTO 22B



continued

continued



continued



continued

continued



## Involve Teachers

- The easiest and best way to promote generalization is to get teachers working on narrative language too.

continued



**amusing**

enjoyable  
fun entertaining  
delightful  
interesting

**abundance**

bounty  
wealth plethora  
myriad  
opulence

SPOT THE SPARKLE



**collapse**

topple  
fall apart  
shatter  
crumble  
disintegrate

**lavish**

extravagant  
grand gorgeous  
lush  
exuberant

SPOT THE SPARKLE



continued

## Research Article

## Bridging Oral and Written Language: An Oral Narrative Language Intervention Study With Writing Outcomes

Trina D. Spencer<sup>a</sup> and Douglas B. Petersen<sup>a,b</sup>

**Purpose:** Despite literature showing a correlation between oral language and written language ability, there is little evidence documenting a causal connection between oral and written language skills. The current study examines the extent to which oral language instruction using narratives impacts students' writing skills.

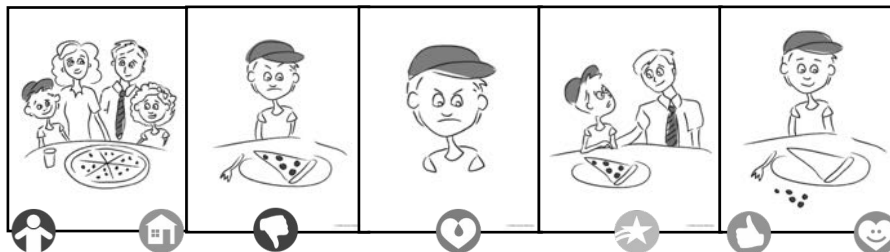
**Method:** Following multiple baseline design conventions to minimize threats to internal validity, 3 groups of 1st-grade students were exposed to staggered baseline, intervention, and maintenance conditions. During the intervention condition, groups received 6 sessions of small-group oral narrative instruction over 2 weeks. Separated in the school day from the instruction, students wrote their own stories, forming the dependent variable across baseline, intervention,

and maintenance conditions. Written stories were analyzed for story structure and language complexity using a narrative scoring flow chart based on current academic standards.

**Results:** Corresponding to the onset of oral narrative instruction, all but 1 student showed meaningful improvements in story writing. All 4 students, for whom improvements were observed and maintenance data were available, continued to produce written narratives above baseline levels once the instruction was withdrawn.

**Conclusions:** Results suggest that narrative instruction delivered exclusively in an oral modality had a positive effect on students' writing. Implications include the efficiency and inclusiveness of oral language instruction to improve writing quality, especially for young students.

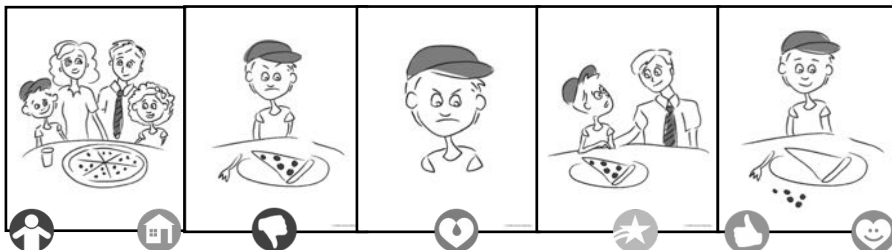
Step 1: Display pictures from story. Model story while laying out corresponding icons on each picture.



continued



Step 2: Each student was given one of the icons. Each student retold his/her part of the story with teacher support. Teacher paraphrased story at end.

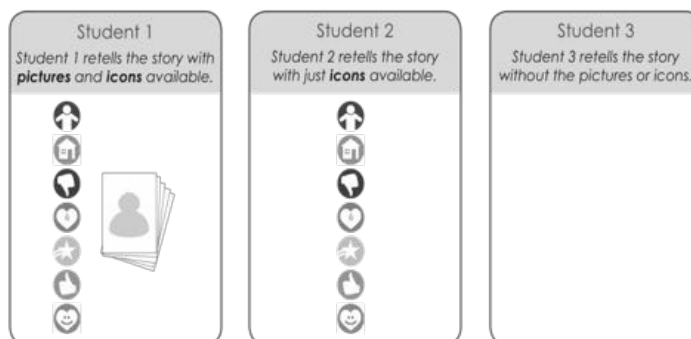


continued



Step 3: Each student had an individual turn to retell the story as the visuals were faded.

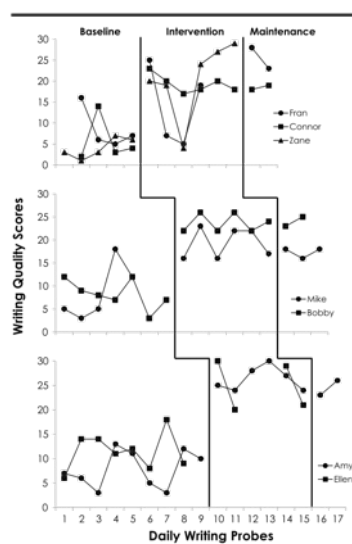
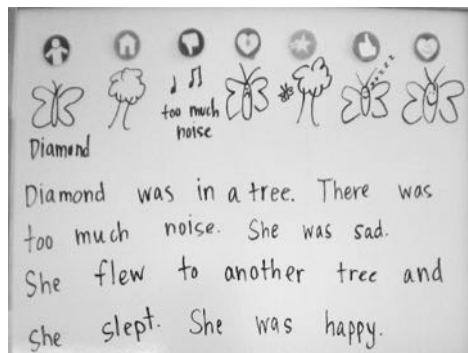
#### INDIVIDUAL RETELL PROCEDURES



continued



Step 4: With the icons visible, the students generated a novel story. Teacher drew pictures on a white board and then wrote the text.



The effects of oral narrative instruction generalized to writing!

continued



## BASELINE STORY

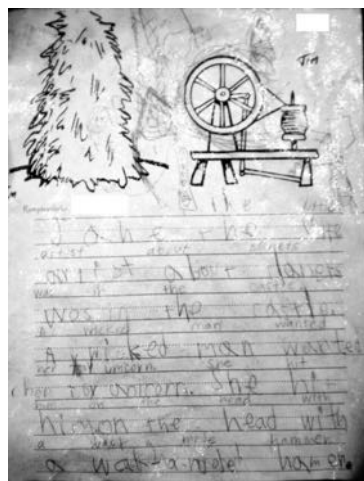


My mummy is hairy, big, fat, and shaves a lot.

continued



## INTERVENTION STORY







Jane, the little artist about planets, was in the castle. A wicked man wanted her toy unicorn. She hit him on the head with a wac-a-mole hammer. He ran away. She laughed. The end.

continued

# Writing Organizers

Advanced Story Structure SEVEN E – Writing Organizer

Picture Boxes		Author _____
1 	2 	
3 	4 	

© 2002 Creative Teaching Press

Extended Story Structures (EVEL) M – Writing Organizer

**Rough Draft** Author \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

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# continued

American Board of  
Child Language &  
Language Disorders

SMALL  
GROUP  
37

TARGET

Group Writing Generation  
(with Story Starter)

#### MATERIALS

- ✓ Choose any Story Change **STORY STARTER CARD** from illustration deck
  - If using a Story Starter Card, assign the illustration for the whole group using a document camera or projector
  - If using digital presentation, click on the orange **STORY STARTER ILLUSTRATIONS** button and select an illustration
- ✓ **Story Grammar Icons** (some are included in the digital presentation)
- ✓ **Other Icons**

**Level A**

**Level B**

**Levels C-4**

**Level J**

✓ **Protocols for Students:** Rough Draft, Final Draft, and Writing Check (choose appropriate level from Protocols > Writing Organizer directory on flash drive)

#### 1 - Group Generation / Copying

- Give all students a Rough Draft, a Final Draft, and a Writing Check
- Display the Story Starter Card
- Give each student 1-2 Story Grammar icons; keep one for yourself if necessary
- Starting with the person who has the Character icon and moving through the parts in order, each person generates the part of the story
- Write what the students generate on the board
- Students copy the sentence on their Rough Draft
- Repeat the generating a part, writing, and copying steps for each part of the story

#### 2 - Add Connection Words

- Call on a few students to add Connection words to the story (e.g., because, so that, when, after, etc.)
- Help students add Connections
- Rewrite the sentences with the Connection words

#### 3 - Add Sparkle Words

- Call on a few students to add Sparkle words to the story
- Help students change simple words into more sophisticated and interesting words
- Erase the simple words and write the Sparkle words

#### 3 - Edit Rough Draft


- Students look for proper capitalization and punctuation
- Students add as needed


#### 4 - Final Draft

- Students rewrite the story in their best handwriting on the Final Draft
- Students read their story to the class
- Students check their work using the Writing Check (can exchange stories with a partner)

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**MATERIALS**


- ✓ Choose an information passage from grade level curriculum (1-2 paragraphs about 65-130 words)
  - Non-fiction books are excellent resources
  - Select content from Core Knowledge Sequences at [www.coreknowledge.org](http://www.coreknowledge.org)
- ✓ If possible, use pictures to represent important content or to support New Terms in the passage
- ✓ **Pattern Blocks** (available on flash drive from Printables > Information Lesson Materials)
  - Optional: Write the information passage into the blank Pattern Blocks
  - If using digital presentation, click on the light blue **Passage Icons** and **Pattern Blocks** button and select the desired pattern block
- ✓ **Passage Icons** (also available on digital presentation)
 




main idea




key details




key details



key details



key details
- ✓ **Other Icons**



new term
- ✓ **Champ Checks Dry Erase Boards** and dry erase markers
  - Printout and laminate Information Champ Checks available on flash drive from Printables > Information Lesson Materials directory (markers not provided)

**1 - Model Information Passage**

- Display pictures that go with the passage
- Display the Pattern Block
- Read the information passage
- Place the Passage icons on the Pattern Block
- Identify the Main Idea and Key Details

**2 - New Terms**

- Help the students identify words in the passage that are new
- Place the New Term icon on the Pattern Block
- Play the New Term
- Students repeat New Term
- Define the New Term for students (optional)
- Students repeat definition or meaning
- Repeat steps for all New Terms

**3 - Team Retell**

- Leave pictures on the table and New Term icons on the Pattern Block
- Place up Passage icons and give each student 2-4 cards, keep one for yourself if necessary
- Starting with the person who has the Main Idea and moving through the icons, each person retells a part of the passage (Start for Key Details, ask students to retell any detail they remember)
- Students place icons on the Pattern Block
- After each student retells a part, model what the students should say (provide New Term)
- All students repeat the sentences together
- Write the sentences on an Information Rough Draft
- Students write the sentences in their information Rough Draft
- Repeat steps for all parts of the passage and for all the paragraphs

**4 - Individual Retell 1**

- Leave pictures on the table and the icons on the Pattern Block
- Select one student to read entire passage
- Help the student retell all parts of the passage
- Everyone, but the reader, plays Passage Gestures or uses Champ Checks to monitor the passage

**5 - Individual Retell 2**

- Remove pictures from table and leave the icons on the Pattern Block
- Select one student to read entire passage
- Help the student retell all parts of the passage
- Everyone, but the reader, plays Passage Gestures or uses Champ Checks to monitor the passage

**4 - Individual Retell 3 (repeat for a 2nd student)**

- Remove the icons and the Pattern Block
- Select one student to read entire passage
- Help the student retell all parts of the passage
- Everyone, but the reader, plays Passage Gestures or uses Champ Checks to monitor the passage

**RECOGNIZES:**

- Assign students to steps 3-7 in the order in which they retell and tell stories changes frequently
- Use **Stop Prompting** to help students
- Ask a question
- Model what the student should say
- Make corrections immediately
- Differentiate targets for each student

**1 - Model Information Passage**

- Display pictures that go with the passage
- Display the Pattern Block
- Read the information passage
- Place the Passage icons on the Pattern Block
- Identify the Main Idea and Key Details

**2 - New Terms**

- Help the students identify words in the passage that are new
- Place the New Term icon on the Pattern Block
- Play the New Term
- Students repeat New Term
- Define the New Term for students (optional)
- Students repeat definition or meaning
- Repeat steps for all New Terms

**3 - Name Parts / Passage Gestures**

- Find a blank icon with the students name the parts of the passage (Main Idea, Key Details)
- Retell the passage while students play Passage Gestures

**4 - Team Retell**

- Leave pictures on the table and New Term icons on the Pattern Block
- Place up Passage icons and give each student 2-4 cards, keep one for yourself if necessary
- Starting with the person who has the Main Idea and moving through the icons, each person retells a part of the passage (Start for Key Details, ask students to retell any detail they remember)
- Students place icons on the Pattern Block
- After each student retells a part, model what the students should say (provide New Term)
- All students repeat the sentences together
- Write the sentences on an Information Rough Draft
- Students write the sentences in their information Rough Draft
- Repeat steps for all parts of the passage and for all the paragraphs

**5 - Self Rough Draft**

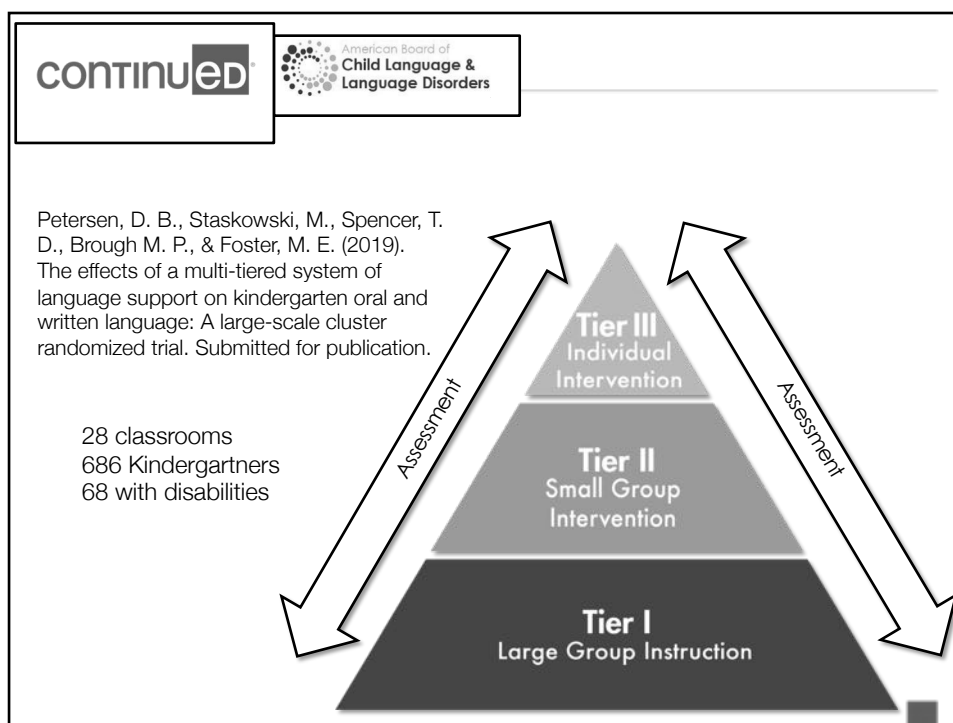
- Students look for proper capitalization and punctuation
- Students edit as needed

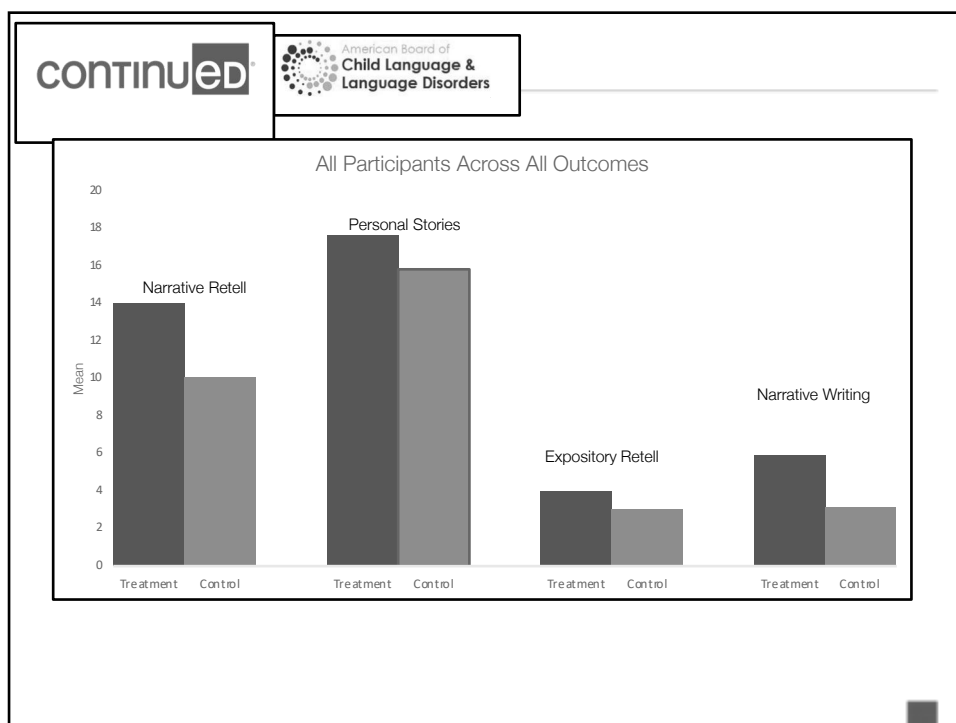
**RECOGNIZES:**

- Assign students to steps 4-6 in the order in which they retell the paragraphs changes frequently
- Use **Stop Prompting** to help students
- Ask a question
- Model what the student should say
- Make corrections immediately
- Differentiate targets for each student

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continued<sup>ed</sup> American Board of Child Language & Language Disorders

# Have Fun

The natural consequence of storytelling is attention and approval from peers and adults.



## Contact

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