

Sketch and Say
A Contextualized Expository Strategy Intervention

Teresa A. Ukrainetz, Ph.D.
Utah State University

Expository Tx

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90-min Plan

1. Explaining Exposition
2. Contextualized Strategy Intervention
3. One contextualized expository strategy intervention
4. Initial findings on *Sketch & Say* implementation

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For More Ideas & Info

Contextualized Language Intervention

Scaffolding PreK-12 Literacy Achievement

Teresa A. Ukrainetz, PhD

2006

SCHOOL-AGE LANGUAGE INTERVENTION

EVIDENCE-BASED PRACTICES

Second Edition

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Pro-Ed, <http://www.proedinc.com>

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The Aim: Career & College (& Life) Ready Learners

- ▶ Understand, produce, evaluate literary & informational texts
 - ▶ Persuade, explain, convey experience
 - ▶ Strong general & domain knowledge
 - ▶ Advanced texts at high levels of proficiency
- ▶ Self-directed learners: read purposefully, ask questions, seek out resources
- ▶ Common Core State Standards K-12 Anchor Standard #1
 - ▶ Read closely to determine what text says explicitly and make logical inferences from text
 - ▶ Cite specific textual evidence when writing or speaking to support claims

CCSS for English Lang Arts & Literacy in History/Social Studies, Science, & Technical Subjects (NGA-CCSSO, 2010), <http://www.corestandards.org>

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Explaining Exposition

Just tell us a story instead?

Expository Tx

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Expository Discourse

- ▶ Non-narrative discourse primarily for informative purposes
 - ▶ Discourse: Unit of language larger than a sentence
 - ▶ Informational or academic monologic talk
- ▶ Characterized by:
 - ▶ Logical links between ideas
 - ▶ Hierarchical organization from central proposition
 - ▶ Generalizing stance, "true-for-all-time"
- ▶ Subgenres:
 - ▶ Description, enumeration, problem-solution, cause-effect, sequence, comparison, argument

Expository Tx

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Cutting Up the Expository Pie



- 1. Description:** Describe the sweater you liked.
- 2. Enumeration:** List the items that were stolen.
- 3. Explanation:** Explain how fish breathe.
- 4. Procedure:** Tell how to operate your stereo system.
- 5. Comparison:** Which university should you choose?
- 6. Argument or Persuasion:** Take a position on forest management.

Expository Tx 7

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Signaling Devices

Overviews Summaries Headings
Key words

Signaling devices help composing & understanding

- ▶ Amplify organization of loose expository structure
- ▶ Aid analysis and synthesis of information
- ▶ Aid skim reading for main idea and particular details

Novels < Informational Books < Magazines < Websites

Expository Tx 8

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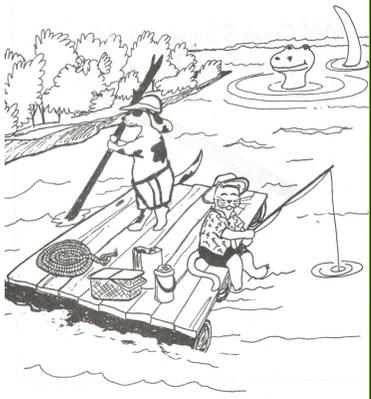
How the Why and Who Affects the What

- ▶ **Purpose:** Is my recipe intended to show a new dish or to show how quick and easy a familiar dish can be?
- ▶ **Prior knowledge:** Do I need to define *creaming* and *rubbing* in this recipe?
- ▶ **Interest & attn:** How can I explain this in 3 minutes?
- ▶ **Most efficient organization:** Should I put all the ingredients first or list them as they are needed?
- ▶ **Logic or transparency of steps:** Surely I don't need to say to make sure the cap is screwed on tightly before shaking it?

Expository Tx 9

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Describe this



Texas Educ Agency (1991). TAAS and the writing process: A composition handbook: Gr 3 -5.

Expository Tx 10

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Quality Description for Achievement Tests

...The raft that the dog and cat are on is made of eight boards nailed together and laid across three round logs. All the boards are almost exactly as long as the others and most of them look about as wide as the others except the one on the left side and it looks a little bit wider. You can see the circles in the ends of the logs...

Expository Tx 11

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Purposeful Descriptions

- ▶ **Newspaper ad:** Log raft, 6x8 ft., treated fir and brass nails, 8 ft. pole included, excellent condition, used once, \$50.
- ▶ **Manual:** When finished, the log raft should measure 6x9ft.. The boards should be of uniform dimension. The nails should 6" apart and flush with the wood.
- ▶ **Witness account:** It was a rough log raft. The two passengers looked cold and tired. They weren't steering or paddling. They didn't have any gear with them.

Expository Tx 12

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Learning Exposition

- ▶ School activities
 - ▶ Science reports, persuasive essays
- ▶ School instruction and expectations
 - ▶ Basic skills or extended, sophisticated writing
- ▶ Life experiences and approaches
 - ▶ Family discussion style, non-fiction reading, interest in learning
- ▶ Knowledge and cognitive/linguistic abilities
 - ▶ What do you know and how good are you at learning book stuff?

Expository Tx 13

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Starting Early - Think like a Scientist

Expository Tx 14

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Read, Think, Answer like a Scientist

Expository Tx 15

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Expository Teaching Challenges

- ▶ No basic organization like story grammar
 - ▶ Many expository genres with variable structures
 - ▶ Multiple genres in one communicative event
 - ▶ Dependence on signaling devices
- ▶ Content difficult
 - ▶ Lexical & syntactic complexity
 - ▶ Scientific, factual, logical, precise
 - ▶ Affected a lot by prior topic knowledge
- ▶ Achieving purpose difficult
 - ▶ Decoding & writing competence to compose and deliver
 - ▶ Knowledge transmission: Audience knowledge and needs
 - ▶ Rhetorical: hold audience w/o sociability of conversation or magic of story

Expository Tx 16

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EBP Expository Intervention - So Many Possibilities

- ▶ Guidance from many disciplines: Expository intervention, reading comprehension, writing composition, writing-to-learn/writing-to-read, psychology of learning, disciplinary literacy
- ▶ Strongest instructional research support = Learning strategies + Text structure analysis
- ▶ Other types of evidence-based instruction:
 - ▶ Vocabulary instruction
 - ▶ General and specific topic knowledge
 - ▶ Extended discussion of text meaning
 - ▶ Extended writing
 - ▶ Writing for variety of communicative purposes
 - ▶ Self-regulation and executive function

See Ukrainetz (2024) AJSLP tutorial

Exposit Strategy Tx 17

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Contextualized Skill [& Strategy] Intervention

Context Skill Tx 18

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Contextualized Tx

- ▶ **Context = Links to use in activities beyond tx task**
 - ▶ Use simplified but whole communication tx activities
 - ▶ Link to classroom, curriculum, academic standards
 - ▶ Through skills, topics, purposes, activities, materials
- ▶ **Connections to larger context**
 - ▶ Observe classroom; talk to teachers and students; look at curriculum, academic standards, lessons, interactions, materials
 - ▶ Engineer tx to functionally connect to world beyond speech room and make noticeable differences
 - ▶ How does your drill-game activity connect?

Pull-out tx can be contextualized, curriculum-based, collaborative

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Whole and Part Framework

Tx goal: Noticeable improvement of communicative or functional activity by improving component skills & strategies

- ▶ Complex communicative “whole” activities
 - ▶ Share book, make presentation, create project
 - ▶ Vocabulary, grammar, discourse, self-regulatory skills
 - ▶ Small set of tx skills highlighted with RISE+
 - ▶ Assist, avoid, ignore non-tx goal skills
- ▶ Simple drill-game “part” tasks for individual tx skills with RISE+
- ▶ Together in multiple sessions in a treatment unit
 - ▶ Multi-skill and single skill sessions
 - ▶ Unified by topic or theme for incidental concept and vocabulary learning → advanced reading proficiency (Adams, 2011)

Exposit Strategy Tx

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Basketball Coaching Analogy



- Whole:** Play chaotic but fun basketball game with low net, small teams, & coaching of general moves
- Parts:** Dribbling drill, passing drill, & shooting drill
- Whole:** Play less chaotic but fun basketball game, with coaching of more specific moves
- Parts:** Work on skill drills a bit more
- Whole:** Work on dribbling in game, passing in next game, shooting in next, with increasing mastery of game
- Whole:** Take a break and just play the game
- Parts:** Back to skill drills, but no worries, another game is coming up

** Supported by Research & Reason **

Context Skill Tx

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Parks Visitor Webpage (or Poster)



Yellowstone National Park is a nearly 3,500-sq.-mile wilderness recreation area atop a volcanic hot spot. Mostly in Wyoming, the park spreads into parts of Montana and Idaho too.

Yellowstone features dramatic canyons, alpine rivers, lush forests, hot springs and gushing geysers, including its most famous, Old Faithful. It's also home to hundreds of animal species, including bears, wolves, bison, elk and antelope.

Area: 3,468 mi² Hours: Open today - Open 24 hrs
Getting there: 6 h 6 min flight.
Established: March 1, 1872
Phone: (307) 344-7381
Management: U.S. National Park Service

<https://www.google.com/search?q=yellowstone-national-park&ie=utf-8&oe=utf-8>

Expository Tx

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I think I've learned something new about these animals.

Who are these animals?

By context



CASSOWARY
I will teach you about the cassowary. The cassowary is a big bird. It has wings, but it cannot fly. The cassowary lives in Australia. Its habitat is in the jungle. The people are chopping down its habitat. They are chopping down its habitat. They have black feathers and they have pointy claws. The cassowary has eggs and then they leave the eggs with the father until they hatch. The birds then eat and fruits, tiny animals, and little insects. The girl cassowary is taller than the boy. They have no natural predators. Help this animal live!



Aye-Aye
I will teach you about the aye-aye. The aye-aye lives in Madagascar. They live in a jungle. They change their nest every day. They live close and the middle one is double jointed so they can take out food. The aye-aye does not lay eggs. It has a baby just like a human does. Their appearance is that they have long, round ears, black hair, and a pointy nose that can punch. The birds then use one hand, tiny animals, seeds, and coconuts. They use their middle finger to scrape out the coconuts. People are trying to kill the aye-aye because if they look at them, then they believe that they will die. People are trying to build a special island for the aye-aye so they can live forever. Please help build this island.



Asolot!
I will teach you about the asolot. It lives in Mexico. Its habitat is a desert. It has 3 legs on each side and it has 4 legs. Its appearance is that it could camouflage to its surroundings. It has 100 to 1,000 eggs. The birds they eat are worms and tiny fish. They do not chew, they swallow it whole. Rigger fish are eating them. If you sleep off one of their legs, they could grow a new one. I hope you learned something new today.

Sketch & Say Oral Reports

Dictated Brochure

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Tx Goals in Single Rich Activity

Activity	Skill	Example
Conduct chemistry experiment	1. Measurement lexicon 2. Expanded noun phrase 3. Procedure sequence 4. Follow instructions	#1. Rams, millimeters, weigh scale #2. A glass beaker with a measurement scale #3. First, set out the materials, next... #4. Pay attention to details, not gist, of what said; don't assume or skip
Summarize history passage	1. Suffix "ion" 2. Conditional tense 3. Main ideas 4. Note-taking	#1. Deregulation, investigation, expectation #2. Ought to do it, would avoid #3. Explicit and implicit idea statements #4. Words and phrases in outline format
Give biology presentation	1. Definitions 2. Relative clauses 3. Description 4. Verbal fluency	#1 & 2. My report is on penguins, which are flightless fish-eating birds that live in Antarctica. #3. Description organized by habitat, diet, appearance, and behavior #4. Adhere to good speaker features

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Skill Tx Critical Elements: RISE+

R epeated opportunities for skill learning
I ntensity of instruction
S ystematic support of tx skills
E xplicit focus on targeted skills
+ **L** earner: attention, motivation, & engagement

Across approaches, procedures, skills, modalities, disorders

Expository Tx

Berninger et al. (2003), Denman et al. (2021), Gillam et al. (2001), Gillam et al. (2008), Torgesen et al., 2001 25

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RISE+ Tx for Procedure Discourse

R 10 opps in 2 sessions: 2 model critiques, 1 paired & 1 indiv short product w/ 4 opps each to draft, revise, share, critique

I 3 tx objs, 4 students, 90 min/wk, 8 wks

S Structural scaffolds: Routines, book of kid experiments, description schematic, minimal writing, cue cards...
 Interactive scaffolds:
 Linguistic: Model, elaborate, & extend responses
 Regulatory: Guide good learner behaviors toward independence

E Focus on tx goal of procedure structure
 Assist vocabulary, avoid extensive writing, ignore spelling

+ Interesting activities; goal choices within activities; Self-rating; Noticeable, relevant improvement

Exposit Strategy Tx 26

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56. Hidden

Purpose To demonstrate how color helps to protect an animal.

Materials scissors
 ruler
 2 sheets of construction paper (1 black and 1 orange)
 2 sheets of newspaper (use sheets with print only—no pictures)
 pencil
 helper

Procedure

1. Cut two 3-by-5-inch (7.5-by-12.5-cm) rectangles from each sheet of construction paper and from one sheet of newspaper.
2. Stack the rectangles together. Draw the largest fish possible on the top piece.
3. Cut out the fish, making sure to cut through all 6 layers of paper. Do not allow your helper to see the fish before the experiment starts.
4. Lay the uncut sheet of newspaper on the floor at the feet of your helper.
5. Ask your helper to close his or her eyes while you scatter the paper fish on the newspaper. Be sure to lay the newspaper fish with the print-only side facing up.
6. When you say "Go," have your helper open his eyes, quickly look at the newspaper, count the fish that are laying on the newspaper, and then immediately raise his or her eyes from the news.

Results Usually people see only the black and orange fish.

Why? The newspaper fish are an example of camouflage. **Camouflage** occurs when an animal's color blends into the color of its **environment** (the natural surroundings of an organism). Camouflage makes it difficult for an animal to be seen by a **predator** (an animal that lives by killing and eating other animals).

Procedure - Science Report



202 Oozing, Bubbling, Dripping, & Bouncing Experiments (van Cleave, 1996)

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Strategy

- ▶ What is a strategy?
 - ▶ Action or skill selected deliberately to achieve particular goal
 - ▶ Short-term, general problem-solving procedure to highlight info and guide attentional focus
- ▶ Overall, genre, specific, disciplinary:
 - ▶ My strategy is to do just enough to pass the test
 - ▶ My strategy is TREE (Topic sentence, Reasons, Examples, Ending)
 - ▶ My strategy is to stop and say meaning of each bolded word 3x
 - ▶ My strategy is to create flowcharts for biological processes
- ▶ Single strategy or combination/sequence of multiple strategies

Plus strategic use of strategies: Knowing what to do when why

Exposit Strategy Tx 28

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Strategy Terminology

- ▶ Reading, comprehension, study, writing strategies
- ▶ Teaching and learning strategies
- ▶ Cognitive, metacognitive, or self-regulatory processes
- ▶ Procedures, tools, or behaviors
- ▶ Grouped by:
 - ▶ Task type (reading vs. writing)
 - ▶ Timing (before, during, or after a task)
 - ▶ Visibility (e.g., mental retrieval vs. writing notes)
 - ▶ Mental demands (e.g., memorization and rehearsal vs. elaboration and transformation)

Strategy Tx 29

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Strategies/Procedures with Firm Scientific Basis

1. Comprehension monitoring
2. Question generation
3. Summarization
4. Paraphrasing
5. Graphic organizers
6. Text structure analysis
7. Context cues for word learning
8. Mnemonics for steps or parts
9. Note taking
10. Mental retrieval

▶ Definitely help comprehension & expression

▶ Strong evidence for instructional benefits

▶ Qns re:

- ▶ Amounts & combos of strategies
- ▶ Combining content & strategy instruction
- ▶ Self-regulated use

Filderman et al., (2022), Kamil et al. (2008), Gersten et al. (2001), Graham et al. (2016), Karpicke & Roediger (2008); Kobayashi (2006); NRP (2000); Peterson et al. (2020); Pyle et al. (2017); Shanahan et al. (2010), Swanson et al. (2014)

Exposit Strategy Tx 30

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Whose Strategy Is It? Teaching Tool vs. Learning Tool

SLP uses strategy on students to improve students' language skills and curricular knowledge?
OR
SLP teaches student to use strategy in other contexts to improve their own language and learning?

- ▶ Who is in control of strategy use?
- ▶ What is the tx goal?
- ▶ What are indicators of progress?

Exposit Strategy Tx 31

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Tx Goals on Process vs. Product

Goal 1 Process Jaden will *use quick sketch notes and oral sentence practice strategies* to turn ideas from expository texts into oral and written reports with minimal support at 80% accuracy of strategy use based on SLP data

Goal 2 Product Jaden will *improve his recall of main ideas and important details from grade-level expository texts* in structured tasks with minimal support at 80% accuracy of information recall based on SLP data

Strategy Tx 32

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The Main Event: Sketch and Say

Contextualized expository strategy intervention
Understand, recall, speak, write language and ideas of informational texts

Strategy Tx 33

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The Origin Story: Pictography

Quick & easy, just enough to remember

- ▶ Clinical & research evidence of teachability & benefits (McFadden, 1998; Ukrainetz, 1998; Ukrainetz, 2015)
- ▶ Pictography > write/draw for oral narrative length & quality
- ▶ Simple, flexible, accessible, appealing tool

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Evolution to Sketch and Say

- ▶ Incorporate pictography with structured oral language formulation and practice
- ▶ Expository discourse
- ▶ Students beyond the early grades
- ▶ SLP distinctive competencies & opportunities
- ▶ Integrated set of teaching/learning strategies
- ▶ Easily taught and learned
- ▶ Student ownership of process and product
- ▶ Adaptable to diverse treatment goals, activities, & settings

→ Noticeable, motivating changes in component skills & whole academic-communicative events

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The axolotl, or Mexican salamander is found naturally only in two connected lakes in southcentral Mexico. It is also kept as a popular freshwater aquarium pet. Axolotls are sometimes called Mexican walking fish because they look like fish with legs...

Topic: Axolotl Introduction: I learned about axolotl. Group & Location	Topic: Axolotl Introduction: I learned about the axolotl. Group & Location: southcentral Mexico MEXICO City
Habitat: (Sketch of a lake)	Habitat: underwater
Appearance & Behavior: (Sketch of an axolotl)	Appearance & Behavior: fish legs research

Text & Sketch – Add Say

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Evidence on Note-taking & Rehearsal

<p>Reduce source text to notes</p> <ul style="list-style-type: none"> ▶ Select info from whole ▶ Condense to key words & phrases ▶ Transform to quick sketches, diagrams, graphs ▶ Minimize demands on writing, punctuation, spelling ▶ Re-organize & combine with other notes 	<p>Expand notes into own words</p> <ul style="list-style-type: none"> ▶ Retrieve idea represented from note ▶ Expand into own full oral sentence ▶ Rehearse to retain ideas and words ▶ Compose into own text product ▶ Rehearse whole text
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Active learning: Reduce, transform, reorganize, retrieve, expand, connect, rehearse with effort & accountability

Arnold et al., 2017; Bretzing & Kulhavy, 1979; Chang & Ku, 2015; Karpicke & Roediger, 2008; Karpicke et al., 2009, 2014; Lee et al., 2008; Kobayashi, 2006; McDaniel et al., 2009; Slotte & Lonka, 1999

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Sketch & Say - Essential Elements

```

graph TD
    A[Select memorable idea from article] --> B[Sketch idea simply]
    B --> C[Say sentence fully]
    C --> D[Say sentence again]
    D --> E[Repeat trio for each memorable idea from article]
    E --> F[Say all sentences from notes - make open/close notes & sentences - and say all again]
    F --> G[Oral report with lots of ideas in accurate, well-formed sentences cued by notes]
    
```

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Say #1 Sentence & Say It Again

Exposit Strategy Tx

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Say #2 Sentence & Say It Again

Exposit Strategy Tx

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Say #3 Sentence & Say It Again

Exposit Strategy Tx

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Finish Your Report

Write simple open/close notes:
 "want to tell you ___"
 "hope you enjoyed ___"

↓

Say full open/close sentences
 And say them again

↓

Say whole report
 And say it again

Exposit Strategy Tx

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You did it! Your own Axolotl report

I want to tell you about a fascinating creature.

The axolotl is a salamander that is found in only two connected lakes in southcentral Mexico. Axolotls are also called Mexican walking fish because they look like fish with legs. Scientists do research on them because they have special features, like they can regrow their legs or grow extra legs.

I hope you have enjoyed learning about the axolotl.



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Say Full Sentences From Pictography

Topic: Cassowary

Group & Location	
Habitat	
Appearance & Behavior	
Food	
Special Characteristics	



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Oral Report from Bulleted Notes

Topic: Cassowary

I'm doing to help about the cassowary.

Group & Location	<ul style="list-style-type: none"> New Guinea Australia
Habitat	<ul style="list-style-type: none"> Jungle forest Mountain
Appearance & Behavior	<ul style="list-style-type: none"> girl are bigger and more colorful male protects eggs
Food	<ul style="list-style-type: none"> fruits animal bugs
Special Characteristics	<ul style="list-style-type: none"> large 2m 3rd tallest endangered T= @ mine

This is what I know about the cassowary.



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Sketch & Say Step-by Step Procedure in 1st Session

1. Tell purpose: Learn strategies for how to remember ideas from informational articles and turn into your own reports
2. Read aloud article first paragraph with print in view
3. Guide students to identify important or interesting idea
4. Turn idea into quick & easy, just enough to remember sketch on notesheet
5. Say full sentence from sketch
6. Revise sentence for quality or accuracy, if needed
7. Say sentence 2-3 more times
8. Repeat #1-7 for 1-2 ideas per paragraph for half article
9. Say & say again half oral report from sketches
10. Review strategies: Sketch idea, say sentence, say again

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Sketch & Say Procedure for 2nd Session

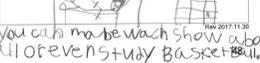
1. Say half report from sketched notes
2. Check ideas against article, revise sentences or sketches, if needed & say again
3. Students identify strategies: sketch idea, say sentence, say again
4. Continue second half of article, paragraph by paragraph
5. For each idea, sketch note, say sentence, say 2-3 more times
6. Say open/close sentence
7. Write open/close starter words as notes top and bottom
8. Say open/close sentences 3 times
9. Say full report from bulleted notes & say it again
10. Share with audience and show strategies: Sketch idea, say sentence, say again

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Pete Scores!

Topic: Pete Dinklage

Remember a box notes which are important to the player.

Personal Life	
High School and College Career	
Professional Highlights	
Other Accomplishments	
Interesting Information	

Next time you can maybe watch show about basketball or even study basketball.



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Dallin - Practice Makes A Whole Lot Better!

2-Column Athlete Notes
Participant: Dallin Instructor: T. Ukrainetz Date: 4/23/22
Topic: win the po

Early Life	
About the Sport	
Professional Highlights	
Other Accomplishments	
Fun Facts	

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Sketch & Say Research Studies to 2025

1. **Ukrainetz (2019):** Group tx vs no-tx experiment with 41 gr4-6
2. **Peterson, Ukrainetz, & Risueno (2021):** Multiple case descriptive with three gr4-6
3. **Peterson & Ukrainetz (2023):** Multiple baseline online tx experiment with three 9th graders
4. **Ukrainetz, Peterson, Konishi-Therkildsen, Lettich, & Harper (2025):** Multiple baseline tx expt with four 7th graders
5. **Peterson, Ukrainetz, Bush, & Konishi-Therkildsen (2025):** Qualitative study of school carryover with prior four students, their SLP and teachers

Exposit Strategy Tx 50

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Research Study Methods to 2025

- ▶ **Student participants:** 3 to 44 4th to 9th grade students with LLD
- ▶ **SLP participants:** 1 to 11 trained school SLP instructors
- ▶ **Tx duration:** 6 to 16 20-40 min individual sessions
- ▶ **Tx procedure:** Paired pictography & bulleted notes sessions; with & w/o extended tx; in-person & telepractice
- ▶ **Experimental control:** Random and balanced group assignment, same procedures across baseline and tx phases, tx fidelity and testing reliability measures
- ▶ **Outcome measures:** Taught & non-taught notes, oral reports w/ & w/o notes, written reports from notes, short answer qns, strategy awareness interview, rehearsal behaviors, participant perceptions

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Results of Studies to 2025

- ▶ **S&S strategies**
 - ▶ Easily learned picto notes
 - ▶ Variably improved bulleted notes
 - ▶ Reminders needed to say sentences again
 - ▶ Oral sentence practice helped recall from poor notes
- ▶ **Improved quality of oral reports**
 - ▶ From taught and novel articles
 - ▶ With and w/o notes
- ▶ **Participant Perceptions**
 - ▶ SLPs: easy to implement, effective treatment & strategies
 - ▶ Teachers: easy to implement, effective strategies
 - ▶ Students: confident with S&S strategies
 - ▶ Parents: notice child's learning engagement, attn to details, article info recall

Exposit Strategy Tx 52

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The Next Step: Sketch and Say Implementation

© SLPs research participants & professional development attendees ©
But what happens after that?

Strategy Tx 53

School SLP Implementation Study - In Progress

Qn: What is the nature of school SLP implementation?

- ▶ 3 SLPs, each with 2 Gr4-6 caseload students and 1 teachers
- ▶ Procedure
 - ▶ Dec: District SLP professional development event
 - ▶ Aug: SLP participant group training
 - ▶ Sept: Researcher get to know SLP typical practices
 - ▶ Oct-Dec: SLP delivers "standard" format for six sessions per student with researcher guidance
 - ▶ Dec: SLP delivers customized format for 2+ sessions per student with researcher guidance
 - ▶ Dec: SLP collaborates with teacher for 1-2 class lessons
 - ▶ Jan-March: SLPs choose uses on own
- ▶ Data: Interviews, observations, discussions, work artifacts

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Some Initial Implementation Findings

- ▶ **Two-way learning** for SLP & researcher
- ▶ **Clinical procedure:**
 - ▶ Flexible and simple
 - ▶ Predictable routine
 - ▶ Easily available materials
- ▶ **On-the-ground changes:**
 - ▶ *Sketch & Say* [not *Sketch & Speak*]
 - ▶ Sketches [not pictography nor pictos]
 - ▶ Half article per 20-min session
 - ▶ All sketches [no 2nd version as bulleted notes]
 - ▶ Write starter words for open/close notes (e.g., *I want to tell you, I hope you learned*)

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More Initial Findings

- ▶ **Sketched notes**
 - ▶ Quick & easy, just-enough-to-remember iconic notes
 - ▶ Letters, numbers, ?!, occasional words
 - ▶ Keep sketches quick & easy, but enough to cue idea
- ▶ **Say sentence and say again**
 - ▶ 3x as standard number of reps
 - ▶ If change sentence, say again
 - ▶ Students know they must say sentences again
- ▶ **Pairs of students**
 - ▶ Take turns identifying idea from text
 - ▶ Each make own sketch & sentence
 - ▶ Take turn saying sentence with SLP
 - ▶ Give oral report to each other

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A Few More Initial Findings

- ▶ **Informational books and articles**
 - ▶ Students can manage surprisingly hard informational texts
 - ▶ “Listening comprehension” worksheet passages
 - ▶ Textbooks and readings from classroom lessons
 - ▶ Informational trade books from library
 - ▶ Collect a few appealing trade books
- ▶ **Student engagement & ownership**
 - ▶ Take time to turn sentences into whole oral report
 - ▶ Share with audience: teacher, librarian, parent, students
 - ▶ *What did you learn? All about X*
 - ▶ *How did you learn it? Sketch idea, say sentence, say again*
 - ▶ Work toward student independence on strategy execution

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Animal Note Form

Student: _____ Instructor: _____ Date: _____

Topic: _____

Opening:

Type & Location		
Habitat		
Appearance		
Behavior		
Food		
Special Characteristics		

Closing:

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Informational Article

Axolotl

The axolotl, or Mexican salamander is originally from southcentral Mexico, but few exist there anymore. Axolotls are sometimes called Mexican walking fish because they look like fish with legs.

Axolotls are neotenic amphibians. This means that, unlike frogs, toads, and other salamanders, they do not go through metamorphosis. Metamorphosis is when aquatic babies develop into adults with lungs, legs, and eyelids, so they can move onto land. Axolotls do not go through this full change, and continue to live and breathe under water.

The axolotl is about nine inches long. It has a flat, broad head that is much wider than its body. It has four short legs that propel it along the water bottom. To breathe, the axolotl has three pairs of feathery gill stalks, called rami, protruding from either side of its head. Rami flutter to move oxygenated water into the gill slits. The axolotl does not chew, but instead, eats by sucking in its food whole. The axolotl is carnivorous. It moves along the water bottom, vacuuming up worms, insect larvae, mollusks, crustaceans, and small species of fish.

The axolotl have four pigmentation genes that combine to create many colors. The normal wild type is brown and olive with gold speckles. Axolotl can be pale pink, golden, gray, or black. In the pet trade, axolotl are commonly bred to be whitish pink albinos with pink eyes. Axolotl can camouflage by adjusting their color a bit to better match their surroundings.

The axolotl can live for up to 25 years, but most live less than 15 years. Female axolotl lay 100 to 1,000 eggs which are coated with a sticky substance that help them to stick to plants and rocks in the water. After about a month, tiny axolotl larva emerge from the eggs. The larva will go through partial metamorphosis into adult axolotl.

Axolotl is native only to two connected lakes, Lake Xochimilco and Lake Chalco, near Mexico City. Unfortunately for the axolotl, the two lakes have been mostly drained to reduce flooding and allow for expansion of Mexico City. Non-native fish, such as African tilapia and Asian carp, have also been introduced to the waters. These new fish eat young axolotl and compete for the same food sources.

Axolotl are easily kept and bred in captivity. They have features that are useful for scientific research. For example, with iodine injections, they can be forced into metamorphosis into larger, terrestrial salamanders. They can accept transplants of body parts, such as eyes and pieces of brain from other Axolotl. After being damaged, they can regenerate entire limbs or extra limbs. Axolotl have been saved from extinction due to these fascinating features. The species continues to live as popular freshwater aquarium pets and research subjects.



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Taking Progress Data Possibilities

- Overall quality or independence rating, 1 to 5**
 - ▶ **Content:** For ideas and language of oral report from info articles
 - ▶ **Strategies:** For sketched notes, saying sentences, saying sentences again
- Count number of correct items**
 - ▶ **Text comprehension:** Ideas correctly recalled
 - ▶ **Syntax:** Sentences grammatically correct
 - ▶ **Semantics:** Vocabulary correctly used
 - ▶ **Cohesion:** Number of specific nouns with their pronouns clearly used
 - ▶ **Coherence:** Number of expository parts clearly organized

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Sketch and Say Possibilities for Specific Language Skills

- ▶ **Written reports:** Sketch and said report as rough draft to turn into written report cued by notes
- ▶ **Vocabulary:** Make sketched definitions and sentences about vocabulary in text
- ▶ **Grammar:** Make sentences with particular structures about sketched and said ideas
- ▶ **Comprehension:** Answer text comprehension questions that tap ideas sketched and said
- ▶ **Narrative:** Switch to narratives for recall, retell, and story grammar elements
- ▶ **Speech sounds:** lots of opps for /r/ or /s/

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Story Grammar Note Form

Student: _____ Instructor: _____ Date: _____

Title _____

Opening:

Setting Who Where When	
Starting Action	
Problem	
Emotional Response	
Mental Plan	
Attempt 1	
Attempt 2	
Attempt 3	
Consequence	
Emotional Reaction	

Ending: _____

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Vocabulary Note Form

Student: _____ Instructor: _____ Date: _____

Topic _____

Word	Sketch & Say Definition (X means...)	Sketch & Say Sentence

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Blank Category Note Form

Student: _____ Instructor: _____ Date: _____

Topic _____

Opening:

Category 1		
Category 2		
Category 3		
Category 4		
Category 5		
Special Features		

Closing: _____

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Grid Note Form

Student: _____ Instructor: _____ Date: _____

Topic _____

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Collaborative Classroom Sketch and Say

- ▶ **Hard to find time to plan and carry out**
- ▶ **SLP taught lesson in classroom with teacher**
 - ▶ Teacher selected informational article
 - ▶ Formatted notesheet by SLP or by teacher
 - ▶ SLP modeled sketches on screen & modeled saying sentences
 - ▶ One SLP “pre-taught” her two students who presented to class
 - ▶ One teacher taught second lesson with new text
- ▶ **Oral sentence practice by students**
 - ▶ Individual whisper practice at desks for each note
 - ▶ Pair & share after each note
 - ▶ Pair & share for whole report

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Colonial Christmas Traditions

5th Grade Lesson Reading

Think of your family's Christmas traditions for a moment. How do you think they compare to Christmas traditions in the 18th century?

Colonial Christmas traditions varied greatly from region to region. In some areas, Christmas was celebrated with parties and decorations but in some areas, people who celebrated Christmas were fined. As you read, think about the differences between the colonial regions and how colonial traditions compare to our traditions today.

New England Colonies
People living in the New England colonies didn't celebrate Christmas at all. Puritans, the strict religious group that dominated New England, outlawed all Christmas celebrations, greetings, and decorations. You would have to pay a fine if caught feasting, celebrating, or taking the day off. They viewed the traditional celebrations at Christmastime to be excessive and distasteful.

Middle Colonies
Like the New England colonies, people in the Middle colonies did not celebrate Christmas. The Quakers were a strong voice in this region and they believed that Christmas should not be celebrated with fancy parties or decorations. A 1741 primary source quote from a visitor to a Quaker town in Philadelphia says, "On Christmas Day... The Quakers did not regard this day any more remarkable than other days. Stores were open, anyone might sell or purchase what he wanted... There was no more baking of bread for the Christmas festival than for other days..." Life went on as normal for citizens of this region.

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Southern Colonies
If you lived in the Southern colonies, Christmas was a lively, celebrated time of year. Colonists participated in parties, dancing, hunting, and feasts. This season was a so time. Large gatherings were common during Christmastime.

Feasts were enjoyed in the Southern colonies. The types of food eaten at these Christmas feasts included ham, turkey, beef, goose, fish, oysters, mincemeat pies, and candied fruit. Although, it all depended on the wealth of the family. Wealthier families enjoyed a higher quality and quantity of food and drinks while less well-to-do families enjoyed a more modest feast.

The Christmas tree did not become popular until the mid-1800's. So, although there were no festive trees to brighten the Southern colonies, there were plenty of other decorations in colonists' homes and churches. Houses were decorated with holly, ivy, and a sprig of mistletoe. Churches were decorated with greenery for services.

The singing of carols was commonplace during Christmas celebrations. *Joy to the World* was a popular Christmas carol at the time. However, we probably wouldn't recognize the tune that colonists used to sing this song.

Enslaved individuals were given half a day to several days off of work. Plantation owners usually provided rum and candy to their workers as a Christmas gift.

Today, Christmas is considered a children's holiday, but in the 18th century, Christmas was more adult-centered. Nonetheless, children usually received a gift or two.

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Teacher Note Form

Introduction: The difference between the three colonies.	
New England Colonies	
Middle Colonies	
Southern Colony Traditions	
Southern Colony Decorations	
Southern Colony Feasts	
Slaves Celebrations	
Conclusion Which Colony would you rather live in and why?	

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Whisper Phone for Class Practice



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