

**Sketch and Say**  
**A Contextualized Expository Strategy Intervention**

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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

Downloadable handout at [USU-SHS School-Age Language Lab](http://USU-SHS_School-Age_Language_Lab) under USHA Presentation

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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  
Edited By TERESA A. UKRAINETZ  
2024  
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"
- ▶ Many subtypes:
  - ▶ Description, enumeration, problem-solution, cause-effect, sequence, comparison, argument/opinion

Expository Tx

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### Expository Discourse in Life

1. Describe the sweater you liked.
2. List the items that were stolen.
3. How can I take notes and listen at the same time?
4. What causes fish to swim upstream to spawn?
5. Tell me the steps to clear out my cookies.
6. Which university should you choose?
7. 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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### 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 9

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### Expository Teaching Challenges

- ▶ No basic organization like story grammar
  - ▶ Many expository subtypes with variable structures
  - ▶ Multiple subtypes 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 10

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### EBP Expository Intervention - So Many Possibilities

Guidance from: Expository intervention, reading comprehension, writing composition, writing-to-learn/writing-to-read, psychology of learning, disciplinary literacy

**Strongest instructional evidence =**  
Learning strategies + Text structure analysis

Other types of EBP, but which good for SLPs?

- ▶ 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 11

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### Contextualized Skill Intervention

Context Skill Tx Ukrainetz (2024, 2006)

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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 classrooms & talk to teachers
  - ▶ Look at curriculum, academic standards, lessons, interactions, materials
  - ▶ Engineer tx to functionally connect to world beyond speech room and to make noticeable differences

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

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### Whole-Part Tx Framework

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

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

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### Integrated Tx Skills in Single Rich Whole Communicative Activity

**4 Tx Skill Objectives:**

- 1 vocabulary
- 1 grammar
- 1 discourse
- 1 self-regulation or pragmatics

Activity	Skill	Example
Summarize history passage	1. Suffix “ion”	#1. <i>Deregulation, investigation, expectation</i>
	2. Conditional tense	#2. <i>Ought to do it, would avoid</i>
	3. Main ideas	#3. Explicit and implicit idea statements
	4. Note-taking	#4. <i>Words and phrases in outline format</i>
Give biology presentation	1. Definitions	#1 & 2. <i>My report is on penguins, which are flightless fish-eating birds that live in Antarctica.</i>
	2. Relative clauses	#3. Description organized by habitat, diet, appearance, and behavior
	3. Description	#4. Adhere to good speaker features
	4. Verbal fluency	

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### 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  
**+ Learner:** attention, motivation, & engagement

Across approaches, procedures, skills, modalities, disorders

Berninger et al. (2003), Denman et al. (2021), Gillam et al. (2001), Gillam et al. (2008), Torgesen et al., (2001) 16

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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, procedure 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

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### An Expository School Activity



*Describe this. Paint a picture in words.*

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

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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 19

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### Tx Possibilities with Purposeful Descriptions

- **For Sale:** *Log raft, 6x8 ft., treated fir and brass nails, 8 ft. pole included, excellent condition, used once, \$50.*
- **Build-a-Raft Manual:** *When finished, the log raft should measure 6x9ft.. The boards should be of uniform dimension. The nails should be of uniform dimension. The nails should be 6" apart and flush with the wood.*
- **Eye 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 20

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### Whole Activity Ideas:

#### Observe & Describe like a Scientist

**Observe**  
\* pay close attention to something  
5 senses - I taste  
ear - listen - hear  
nose - smell - compare it to something  
eye - color, shape, size  
touch - gently touch  
Writing, draw picture

**We Use Our Senses as Scientists**

1. ear dry skin - Connor helped
2. the little rock he came big under the microscope - Baylor
3. black tar rock when he looked it was
4. sand smelled like vinegar - Raven
5. The bow is big - Ethan
6. Pom Pom - red - small then big with magnifying glass
7. Rock smell - smelled like grass but disgust
8. My rock smelled yucky - Ara
9. The sand has little cuts - Trenayne
10. pine needle - brown one had bumps - Josiah
11. Sand and it's really (wierd) like vine

Expository Tx 21

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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 newspaper.

**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).

**Science Report**

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

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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 mi<sup>2</sup> 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 23

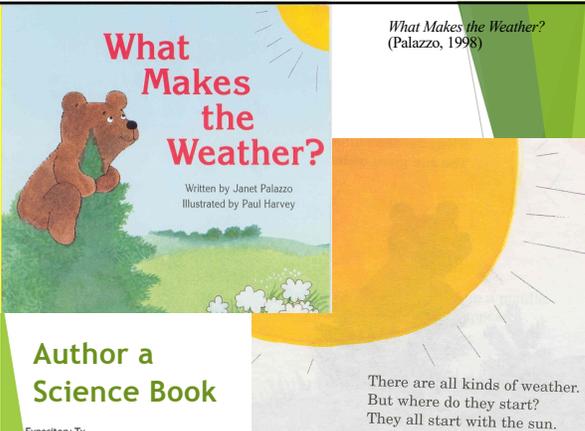
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### What Makes the Weather?

Written by Janet Palazzo  
Illustrated by Paul Harvey

**Author a Science Book**

There are all kinds of weather. But where do they start? They all start with the sun.



Expository Tx 24

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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*

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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)

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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)

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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?

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### Tx Goals on Process vs. Product

Goal 1 Process	Jaden will <i>use quick sketch notes and oral sentence practice strategies</i> 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 <i>improve his recall of main ideas and important details from grade-level expository texts</i> in structured tasks with minimal support at 80% accuracy of information recall based on SLP data

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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

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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
- ▶ Partnered with clinician → doc student → professor Amy Peterson

→ 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 Intro: I learned about axolotl. Group & Location	
Habitat	underwater
Appearance & Behavior	fish legs researcher

**Text & Sketch – Add Say**

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**Evidence on Note-taking & Rehearsal**

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

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

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**Sketch & Say - Essential Elements**

Select memorable idea from article

↓

Sketch idea simply

↓

Say sentence fully

↓

Say sentence again

Repeat trio for each memorable idea from article

Say all sentences from notes - make open/close notes & sentences - and say all again

↓

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 37

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**Say #2 Sentence  
& Say It Again**

Exposit Strategy Tx 38

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**Say #3 Sentence  
& Say It Again**

Exposit Strategy Tx 39

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**Finish Your Report**  
Write starter open/close notes:

↓

Say full open/close sentences  
And say them again

↓

Say whole report  
And say it again

Exposit Strategy Tx 40

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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.



Exposit Strategy Tx 41

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Topic Ca sso waty

Group & Location		<b>Say Full Sentences From Pictography</b>
Habitat		
Appearance & Behavior		
Food		
Special Characteristics		

Exposit Strategy Tx 42



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### Oral Report from Bulleted Notes

Topic I'm reading to help about the cassowary Group & Location	Cassowary • New Guinea • Australia
Habitat	dense forest mountain
Appearance & Behavior	• girls are bigger and more colorful • male protects eggs
Food	• fruits • animal • bugs
Special Characteristics	• large 2M • 3M tallest • indigenous T= @ mine

This is what I know about the cassowary



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### Sketch & Say Procedure in 1st Session

1. Tell purpose: Learn strategies 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!

Personal Life	Sketches of a house, a car, and a person.
High School and College Career	Sketches of a basketball hoop and a ball.
Professional Highlights	Sketches of a basketball player and a trophy.
Other Accomplishments	Sketches of a person with a speech bubble and a person with a checkmark.
Interesting Information	Sketches of a person and a basketball.

Next time you can make watch show about basketball or even study basketball



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### Dallin - Practice Makes Better!

Topic	Jill Thayer
Early Life	Sketches of a person and a house.
About the Sport	Sketches of a person and a ball.
Professional Highlights	Sketches of a person and a trophy.
Other Accomplishments	Sketches of a person and a checkmark.
Fun Facts	Sketches of a person and a ball.



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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

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### Research Study Methods to 2025

- ▶ Student participants: 3 to 44 4<sup>th</sup> to 9<sup>th</sup> 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

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### The Next Step: Sketch and Say Clinical Implementation

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

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*Quick and easy, just enough to remember!*

### Sketch & Speak.com Resources

Who we are  
Amy K. Peterson, PhD, CCC-SLP, RCI-CL

Late Elementary

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- 5
- 6

Note Forms

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### 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
  - ▶ Oct-Dec: Guided "standard" format, 6 sessions per student
  - ▶ Dec: Guided customized format, 2 sessions per student
  - ▶ Dec: Guided SLP-teacher collaboration, 1-2 class lessons
  - ▶ Jan-March: SLPs choose uses on own
- ▶ Data: Interviews, observations, discussions, work artifacts

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### Some Initial Findings

- ▶ Two-way learning for SLP & researcher
- ▶ Easy to use:
  - ▶ Flexible and simple
  - ▶ Predictable routine
  - ▶ Easily available materials
- ▶ On-the-ground changes:
  - ▶ *Sketch & Say* [not *Sketch & Speak*]
  - ▶ Sketches [not pictography or pictos]
  - ▶ Half article per 20-min session
  - ▶ All sketches [no 2<sup>nd</sup> version as bulleted notes]
  - ▶ Standard starter words for open/close

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### More Initial Findings

- ▶ **Sketched notes**
  - ▶ Sketches, letters, numbers, ?!, occasional words
  - ▶ Keep sketches quick & easy, but enough to cue idea
  - ▶ Modify noteform to suit your tx activity
- ▶ **Say sentence and say again**
  - ▶ Make a routine of say 3x
  - ▶ Lots of /r/ and /s/ practice!
- ▶ **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

- ▶ **Sources of informational texts**

*Students can handle difficult texts with S&S*

  - ▶ “Listening comprehension” worksheet passages
  - ▶ Textbooks and readings from classroom lessons
  - ▶ Informational trade books from library or speech room
- ▶ **Student engagement & ownership**
  - ▶ Take time to turn sentences into whole oral report
  - ▶ Share with audience: teacher, librarian, parent, students
  - ▶ *What did you learn?* X content
  - ▶ *How did you learn it?* Sketch idea, say sentence, say again
  - ▶ Work toward student independence on strategy execution

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### Hard Articles Work!



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 ...

*4 more paragraphs, ending with:*  
... 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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### Strategic Additions to Sketched Notes

*I'm gonna tell you about: axolotl*

Group & Location		
Habitat		
Appearance & Behavior		
Food		
Special Characteristics		

*So, we should stop killing axolotls*  
*habitate*

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### More Strategic Sketches

*I WANT TO TELL YOU ABOUT: axolotl*

Group & Location		
Habitat		
Appearance & Behavior		
Food		
Special Characteristics		

*Thanks for listening about Axolotls*

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### Animal Note Form

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

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

Opening:

Type & Location		
Habitat		
Appearance		
Behavior		
Food		
Special Characteristics		

Closing:

**Modifications:**

- Open & close spaces
- Separate rows for Appearance & Behavior
- 2 spaces per row for sketches

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### Story Grammar Note Form

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Opening:

Setting <small>Who Where When</small>	
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 <small>(X means...)</small>	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: \_\_\_\_\_

1	2	3
4	5	6
7	8	9
10	11	12

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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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### 5th Grade Lesson Reading

#### Colonial Christmas Traditions

Think of your family's Christmas traditions for a moment. How do you think they compare to Christmas traditions in the 18<sup>th</sup> 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 1749 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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**Reading p2**

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 18<sup>th</sup> 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	

Whisper Phone for class practice



Conclusion: Which colony would you rather live in and why?

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**Final Idea - A Progress Monitoring Tool**

**Rating Scale (Circle one number for each category)**

- 4 – Excellent:** I clearly explained the main ideas and key details. I remembered information accurately and in the correct order. I needed little to no help.
- 3 – Good:** I explained the main ideas and most details. I remembered most information with minor errors or small reminders.
- 2 – Fair:** I shared some main ideas but missed or mixed up details. I needed reminders of prompts to remember information.
- 1 – Needs Practice:** I had trouble explaining the main ideas I forgot important information or needed a lot of help.

**Self-Rating Table:**

Skill	1	2	3	4
How well I explained my orat report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well I remembered the information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sadie Hathaway, 2026 <sup>69</sup>

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