

















### Creating a Mental Map of Text with Language Elaboration

Use this along with reading passages to expand in the oral expression of reading comprehension. The purpose of this tool is to expand student's expressive language skills. Language is one half of the simple view of reading. Use this to scaffold student's use of language during and after text reading, through modeling and guided practice. Developing oral language supports the development of reading comprehension. (See page 3 for differentiated uses of this tool.)

Sequence Instruction	Scaffold Language: Explicitly Teach	Model and Guide Inference Based upon the Text	3 Types of Error Correction
<p>Repeat the “explicitly teach” cycle to cumulatively build onto each objective/prompt below. Gradually fade prompts to independent retell, as students master objectives.</p>	<p><b>“I do”</b>            Teacher verbalizes thinking around the prompts to model metacognition.</p> <p><b>“We do”</b>            Teacher prompts. Students respond. Teacher elaborates using prompts.. Student responds again, including elaboration.</p> <p><b>“You all do”</b>            Students discuss the teacher’s prompt and elaborate together.</p> <p><b>“You do”</b>            Students independently respond to the teacher’s prompt.</p>	<p><b>Increase rigor by following up students’ responses in asking:</b></p> <ul style="list-style-type: none"> <li>● Why?</li> <li>● How do you know?</li> </ul> <p><b>Asking “why?” and “how do you know?” encourages students to:</b></p> <ul style="list-style-type: none"> <li>● Locate information in the text.</li> <li>● Support answers with evidence.</li> <li>● Check for understanding.</li> <li>● Elaborate their responses.</li> <li>● Foster inference skills.</li> </ul>	<p><b>Misinformation:</b>            “I heard you say....and in the text I saw....Let’s find that answer together and point to it. Listen to me say the answer. Now you say the answer. Great job rewording your answer.”</p> <p><b>Lack of complete response:</b>            “I heard you say....I might say....(Point to the applicable prompt and elaborate the response.) Now you tell me again...Great job giving more detail in your answer.”</p> <p><b>Lack of supporting evidence:</b>            “You had a great response, and I wonder why that is. Let’s find evidence in the text. I see.....so, I might think....(make inference). Now what do you think? Tell me why/how you know again. Great job supporting your answer with evidence.”</p>

## Lesson Objectives and Prompts

Text Structures	
	<p>If you were putting this <b>text (book, passage)</b> in a box with others that are similar, what would you <b>label (title)</b> that box?</p> <ul style="list-style-type: none"> <li>• Genre</li> <li>• Author's Purpose</li> <li>• Topic</li> </ul>
Setting	
	<p><b>Where</b> was this? (location)</p>
	<p><b>When</b> was this? (e.g. time period, season, time of day, etc.)</p>
Description:	
<p><b>Name</b> an object or character in the text. Describe <b>what it is</b> like by answering these questions.</p>	<p>(Do this for more than one person or thing in the text, if you'd like. One object at a time.)</p>
	<p><b>What is...?</b></p>
	<p>What is its <b>size</b> and <b>age</b>?</p>
	<p>What <b>colors</b> does it have?</p>
	<p>What <b>shapes</b> do you notice?</p>
	<p><b>How many</b> are there?</p>
	<p>What are the <b>parts</b> of the object you can see in this text? (Example: With a person, name the body parts and clothing. With a microwave: door, buttons, window...)</p>
	<p>What would this object/character <b>sound</b> like, if it was a video?</p>
	<p>What would this <b>feel</b> like?</p>
	<p>What would it <b>smell</b> like?</p>

<b>Retell:</b> Students may refer back to the book and	descriptions above, as a scaffold, when needed.
	<b>What do I remember about the events or information in this text?</b> (Retell key events by using the descriptions above as a scaffold, as needed. Prompt and challenge students to retell in sequence.)
<b>Connections</b>	
	<b>What else does it remind me of?</b> <ul style="list-style-type: none"> <li>● Connections to my <b>life</b>.</li> <li>● Connections to other <b>text</b>.</li> <li>● Connections to <b>background knowledge</b>.</li> </ul>

### Differentiated uses of this prompt card:

- **Vary the length of passages, or length between pauses to retell:**
  - Have students visualize the passage in short chunks using these cues and gradually build up their stamina; ability to retain information, elaborate their expression and understand written narrative and informational text.
- **Vary the complexity of the task:**
  - Model and practice each prompt in isolation using a picture, prior to apply the question words to text, for students who require the pre-requisite skill of the question word.
  - Target one or a few questions for certain purposes (objectives). Gradually expand the number of questions (objectives) per lesson, as students master each concept.
- **Vary the complexity of the prompts from most simple (concrete) to most complex (abstract):**
  1. Use a different manipulative for each prompt. (Manipulatives could be any object that you will use to remind the student of that prompt, or even different colored tiles.)
  2. Prompt with pictures only (while verbally stating the prompt wording).
  3. Prompt with the pictures and the words (Students see the picture and wording of prompt on the cue card.)
  4. Prompt with the words only. (Remove the pictures. Prompt only with the questions.)

**Note:** The prompt card is a template that can be manipulated. For instance, you may choose to enlarge and print picture cards, chop up the parts into separate cards, or remove the pictures, based upon student's current objective and scaffolding needs. The end goal is to master all objectives in their entirety. However, you may need to build up to this, based upon student's current level of mastery.
- **Apply to writing:**
  - Use while students are free writing or writing to a prompt for elaboration, by having students write in the frames.
- **Generalize to independent skills:**
  - Phase this instruction into self-monitoring. After students have acquired these elaboration skills, teach them to use this card to check their own responses for clarity.
- **Generalize across content areas:**
  - This could include reading and comprehending across content areas.