

Structured Literacy Symposium Executive Function Foundations for Written Expression

"In alignment with the International Dyslexia Association's Sharpened Vision: Structured Literacy in Every Classroom."



**IDA New Jersey
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Pretest



Post-Test Vocabulary Symposium

- Executive Functions provide direct support to the writing process.
True False
- A structured literacy approach includes using Executive Functions.
True False
- According to the Structured Literacy InfoMap, Structured Literacy and the Science of Reading join forces to support writing instruction.
True False
- Written Expression, or writing skills, can be developed independently from executive functions.
True False
- Written Expression narrative writing can be taught using story structure.
True False

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Perspectives 2014 Spring Edition (Vol. 40, No. 2)

► Understanding Executive Functions

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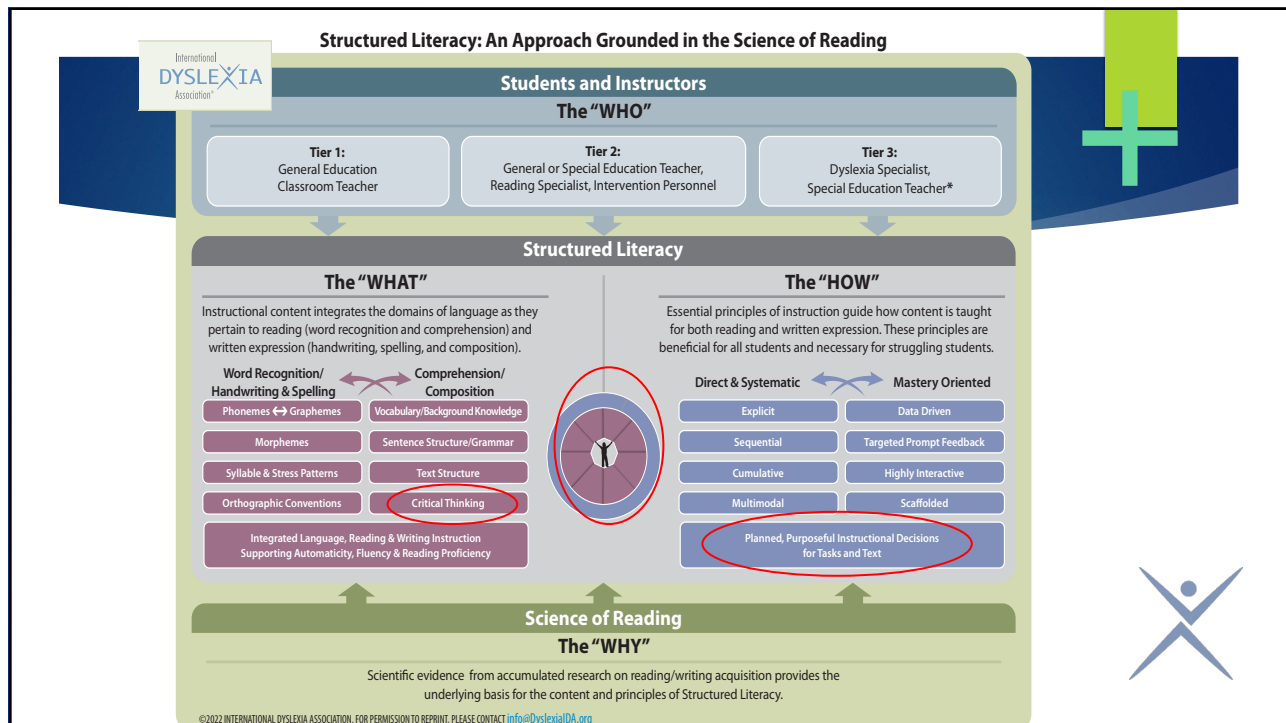
Definition of Structured Literacy

Structured Literacy is a comprehensive, integrated approach to reading and writing instruction that directly and systematically builds on and develops oral language while explicitly teaching the structure of written language. Using this evidence-based approach, educators integrate the teaching of the foundational and higher-order skills and knowledge needed to develop proficient reading comprehension and written expression.



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KPS – The IDA Knowledge and Practice Standards for Teachers of Reading

<https://dyslexiaida.org/knowledge-and-practices/>

The Principles of structured literacy align with the Knowledge and Practice Standards for Teachers of Reading on the IDA Website

KPS

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Executive Functions Review and Preview – Mental Images

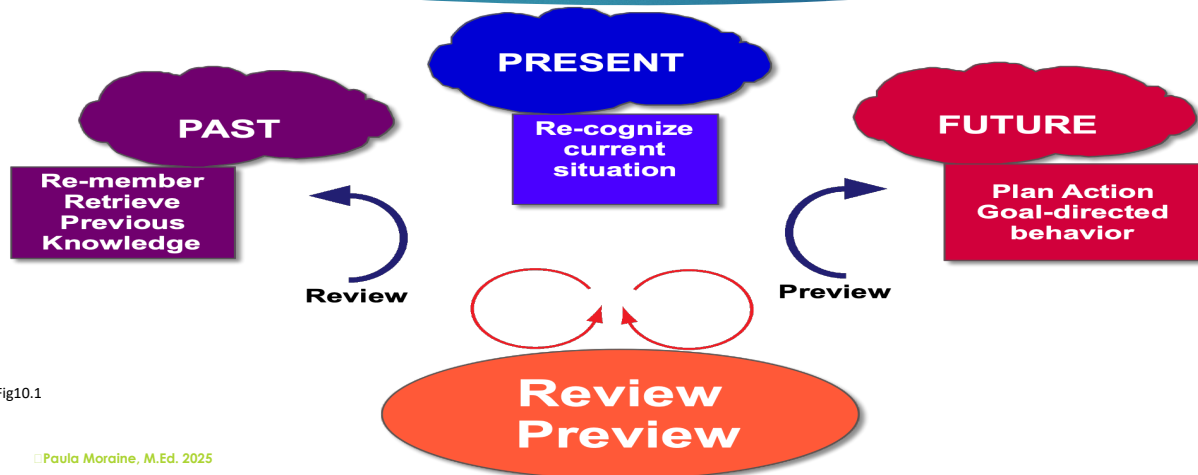


Fig10.1

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Salutogenesis – A Sense of Coherence

Comprehensible – a belief that things happen in an orderly and predictable fashion that can be understood

Meaningful – a belief that things in life are relevant, interesting, and a source of satisfaction; that there is a good reason or purpose to care about what happens

Manageable – a belief that you have the skills or ability, the support, the help, or the resources necessary to take care of things, and that things are manageable and within your control

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Executive Functions

Ingredients

- ▶ Attention
- ▶ Memory
- ▶ Organization/Space
- ▶ Planning/Time
- ▶ Inhibition/Initiation
- ▶ Flexibility
- ▶ Control of Behavior/Emotion
- ▶ Goals

- ▶ Relationship
- ▶ Preview/Review – Mental Image
- ▶ Strengths and Weaknesses
- ▶ Motivation/Incentive
- ▶ Synthesis/Analysis
- ▶ Rhythm/Routine
- ▶ Implicit/Explicit
- ▶ Self-Advocacy

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Executive Function Friendly Classroom		
Inner Management	Inter Management	Outer Management
Self-management Self-responsibility Self-control	Interpersonal relationships Conflict -----Buy-in	Teacher assigned work Organization of lessons, content, sequence School Rules
Inner	Inter	Outer
Initiate management function in one area, move it to the other areas		
Can the student manage what was asked?	Was there buy-in?	How was the lesson prepared delivered How was assignment chosen conveyed Why was it assigned State your standards!!
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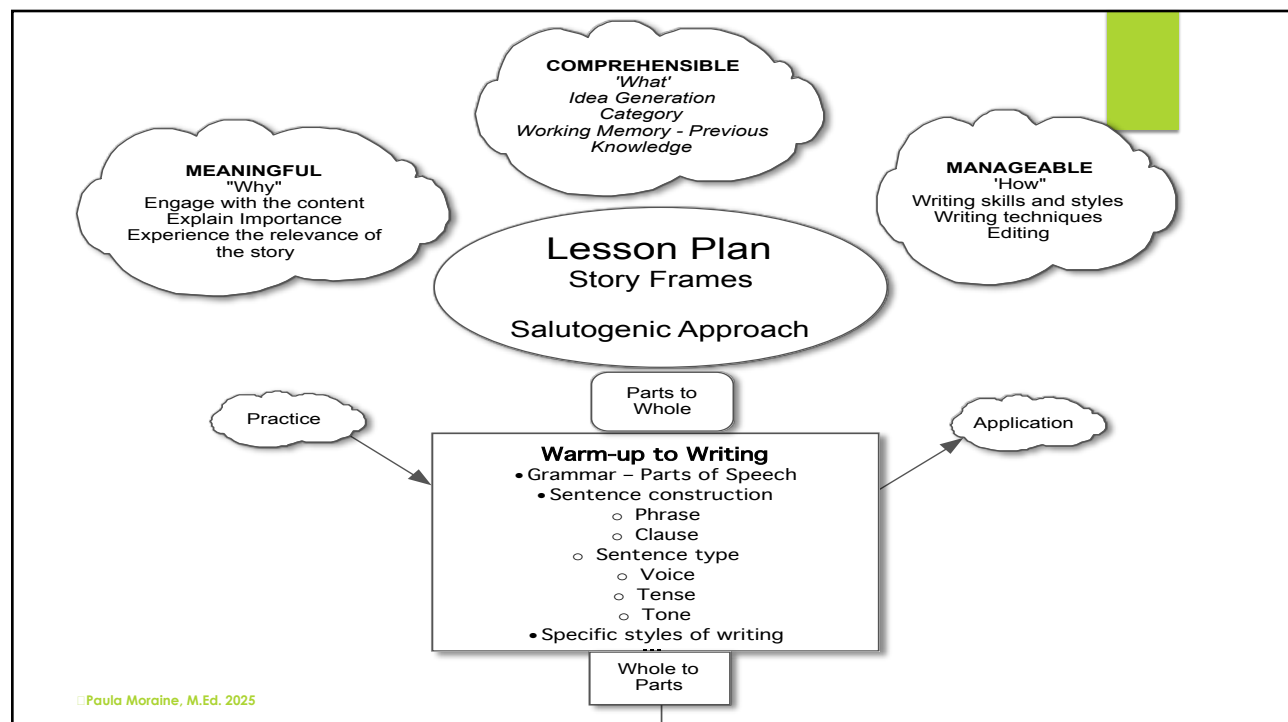
WHO, WHAT, and HOW

'Helping Teachers Take Control of Everyday Executive Function – The Teaching Fix'
(Moraine, 2025)

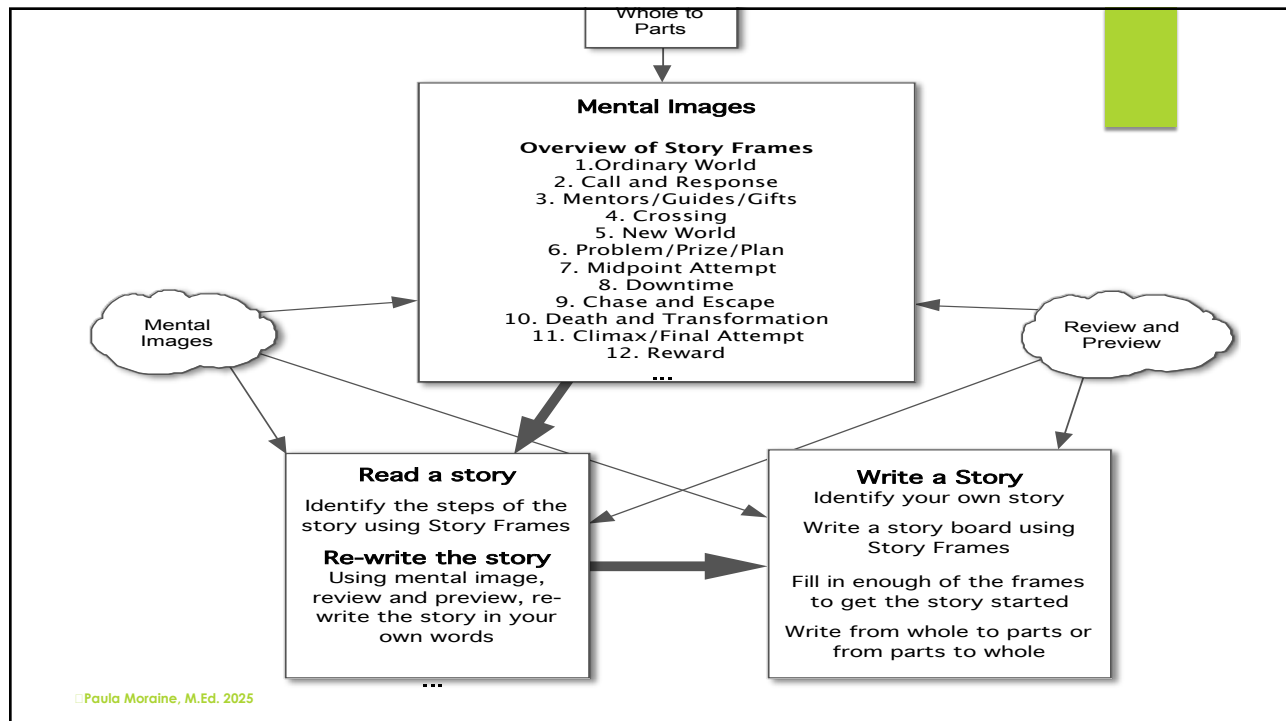
Who	What	How
- You teach who you are - You are who you are because of where you have been	- Content - Curriculum - Skills	- Research-based methodology - Process of teaching a specific topic or skill - Pedagogy

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Warm-up to Writing and Reading

Review previous knowledge – Preview what is coming

Vocabulary – what words, names, or concepts will the student encounter in the story? Choose what words or concepts you need to pre-teach.

Syntax and Semantics – identify what grammar rules, writing styles, or semantic principles need to be reviewed or pre-taught.

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Vocabulary

workshop
awl
leather
dominoes
headmaster
code
slate
stylus

Names

Louis
Maman
Dr. Pigier
Army Captain
Marquise

Places

France
Paris
Coupvray
Royal School

Coordination

Conjunctions
for, and, nor, but, or,
yet, so

Subordinating

Conjunctions
after, before,
because, so that,
even though,
while, until

Tenses

Past
Present
Future

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Salutogenesis – a sense of coherence

Comprehensible

What

- Idea generation
- Category
- Working memory
- Previous knowledge

Meaningful

Why

- Engage with content
- Explain the importance
- Experience the relevance of the story

Manageable

How

- Writing skills and styles
- Writing techniques
- Editing

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Whole to the Parts - Mental Images Overview of Story Frames

- | | |
|-------------------------------|--------------------------------|
| ▶ 1. Ordinary World | ▶ 7. Midpoint Attempt |
| ▶ 2. Call and Response | ▶ 8. Downtime |
| ▶ 3. Mentors / Guides / Gifts | ▶ 9. Chase and Escape |
| ▶ 4. Crossing | ▶ 10. Death and Transformation |
| ▶ 5. New World | ▶ 11. Climax / Final Attempt |
| ▶ 6. Problem /Prize / Plan | ▶ 12. Reward |

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Ordinary World – who is the main character of the story and where is the setting

Call and Response – What happens to get the story going and how does the MC respond? How does he/she think and feel?

Mentors, Guides, and Gifts – Does someone assist or guide or give advice to the MC? Who is the character? What do they give the MC to help?

Crossing – How does the MC get to the New World? How does the new thing get to the Ordinary World?

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New World – Does the MC go to a new place or does something come to the old setting?

Problems, Prizes, and Plans – What is the Problem or Prize the MC seeks and how does he/she Plan to get it?

Midpoint Attempts – What does the MC do to get what he/she wants? What happens?

Downtime Response – How does the MC respond to what happened? How does he/she think or feel?

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Chase and Escape – What happens to get the action going again?

Death and Transformation – How does the MC change? Is anyone's life or happiness in danger?

Climax – What is the biggest challenge the MC faces to finally get what he/she wants?

Final Reward – What does the MC get at the end? What does he/she learn? Is there a celebration?

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Read a Story - Mental Images

Read a Story - read together, out loud, or teacher reads. Just be sure it is fluent and easy to understand.

Identify the steps of the story using Story Frames – write a story board, or use guided notes after you talk through the re-telling of the story

Re-Write the Story

Using mental image, review and preview, re-write the story in your own words

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Ordinary World	Call and Response	Mentors/Guides/Gifts	Crossing
Louis is born in the village of Coupvray. He is curious about many things, especially the tools in his father's workshop.	Louis wants to prove that he is big enough to use his father's tools. He pokes his eye with an awl and becomes blind.	The Marquise sends a letter to the Royal School for the Blind asking if Louis may attend.	Louis is accepted at the school and goes to Paris at the age of 10.
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New World	Problem/Prize/Plan	Midpoint Attempt	Downtime
At the Royal School in Paris the beds are hard and damp, the meals are small and cold, and some of the older boys are bullies.	Louis wants to read, but only the best students are allowed to go to the library. He plans to be one of the best students.	He finally gets to go to the library, but the books, made with big, raised letters, are huge and not able to contain much information.	Discouraged, Louis goes to bed without dinner, wishing he was home.
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Chase and Escape	Death and Transformation	Climax/Final Attempt	Reward
An army captain sends a secret code to the school made up of dots and Louis becomes excited that it could be made useful for the students. © Paula Moraine, M.Ed. 2025	Louis asks the captain for help to simplify the code, but he says he cannot help him. Louis decides to work on the code by himself.	Louis works on the code all by himself for three years. When he finally tries it out with the headmaster, Dr. Pignier exclaims – “You did it!”	Louis shares the code with his friends and realized he had become like his father after all.

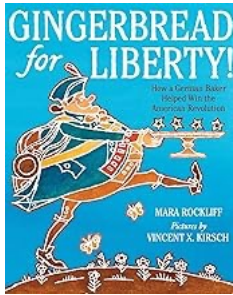
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Write a Story – Review and Preview

- Identify your own story** – students choose their story, characters, setting
- Write a story board using Story Frames** – use a blank template
- Fill in Enough of the frames to get the story started** – the frames do not need to be filled in order
- Write from the whole to the parts or the parts to the whole – or both**

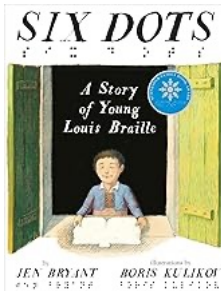
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Gingerbread for Liberty: How a German Baker Helped Win the American Revolution

by Mara Rockliff

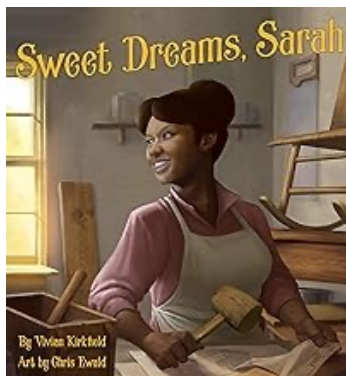


Six Dots: A Story of Young Louis Braille

by Jen Bryant

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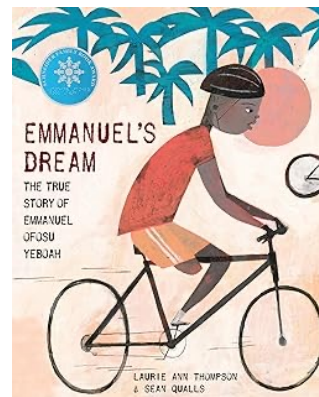
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Sweet Dreams, Sarah

By Vivian Kirkfield

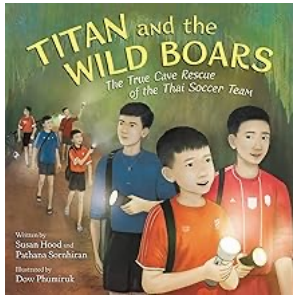
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Emanuel's Dream – The True Story Of Emanuel Ofosu Yebjah

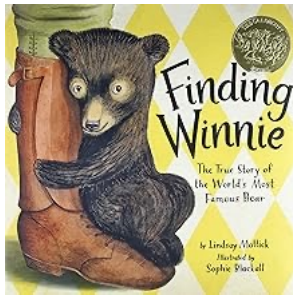
By Laurie Ann Thompson and Sam Qualls

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Titan and the Wild Boars – The True Cave Rescue of the Thai Soccer Team

by Susan Hood and Patna Sornhiran

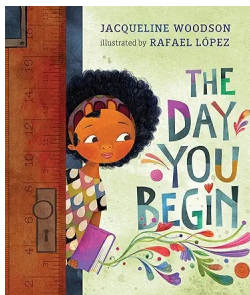


Finding Winnie – The True Story of the World's Most Famous Bear

by Lindsay Matlack

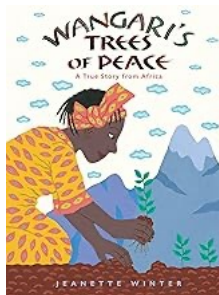
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The Day You Begin

by Jacqueline Woodson (Author), Rafael López (Illustrator)

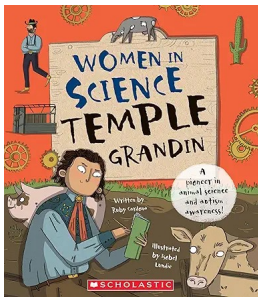


Wangari's Tree of Peace – A True Story from Africa

by Jeanette Winter (Author, Illustrator)

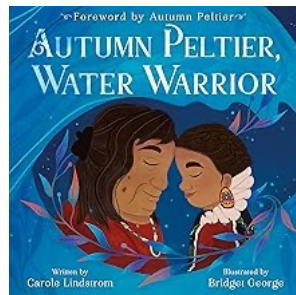
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Temple Grandin (Women in Science)

by Ruby Cardona (Author), Isobel Lundie (Illustrator)



Autumn Peltier, Water Warrior

by Carole Lindstrom (Author), Bridget George (Illustrator),
Autumn Peltier (Introduction)

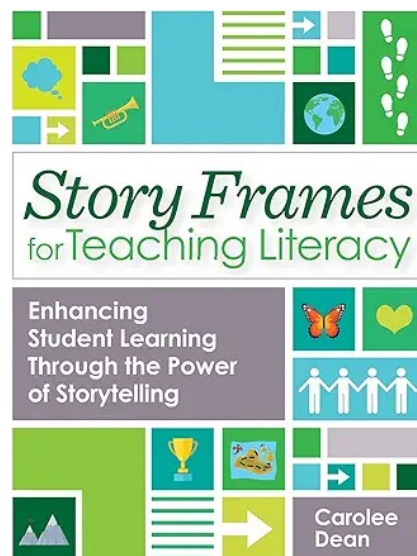
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Story Frames for
Teaching Literacy -
Enhancing Student
Learning Through the
Power of Storytelling

Carolee Dean, M.S.,
CCC-SLP, CALT

Paul Brookes
Publishing, 2021



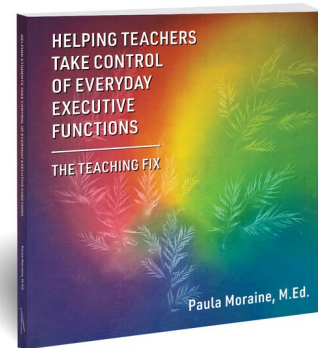
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Helping Teachers Take Control of Everyday Executive Functions – The Teaching Fix

Paula Moraine, M.Ed.

Gatekeeper Press, 2025



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Post test



Post-Test Vocabulary Symposium

1. Executive Functions provide direct support to the writing process.

True False

2. A structured literacy approach includes using Executive Functions.

True False

3. According to the Structured Literacy InfoMap, Structured Literacy and the Science of Reading join forces to support writing instruction.

True False

4. Written Expression, or writing skills, can be developed independently from executive functions.

True False

5. Written Expression narrative writing can be taught using story structure.

True False