How to Make a Cold Re-Telling Not With Story Grammar Marker®

Disclosures

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- Financial: Maryellen has ownership interest in MindWing Concepts, holds intellectual property rights and patents. Maryellen is employed as president of MindWing Concepts. In that capacity, she designed Story Grammar Marker® and Braidy the StoryBraid® along with many other books and materials. She runs this business as well as consults, trains and presents on MindWing Concepts’ methodology and for this, she receives a salary. MindWing Concepts, Inc. receives speaker fees, consulting fees and honoraria as well as reimbursement for travel costs.
- Nonfinancial: No relevant nonfinancial relationships exist.

This presentation will focus exclusively on Story Grammar Marker® and will not include information on other similar or related products.
**What is the Story Grammar Marker®?**

A hands on, multisensory tool that has colorful, meaningful icons that represent the organizational structure of a story. The tool itself is a complete episode, the basic unit of a plot.

**Example of the need for Narrative Intervention for Social Communication (and Writing). Page 4.2 in It's All About the Story**

This 5th grade student was diagnosed with Asperger’s Syndrome. This is his personal narrative in response to a writing prompt.

**PROMPT:** Everyone has a day or an experience that they remember because they were special. Maybe you had a wonderful birthday party or a special person came to your home for a visit. Write about a day or experience that was special to you. Remember to write an exciting beginning and include details in your writing.

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My radio came on!

"Better get up!" my mother shouted from downstairs.

"They called and said they would be coming 15 minutes early."

I jumped up, pulled on my sweats and bolted down the stairs.

I had 45 minutes left and I had a lot to do.

They came in their big SUV.

We had a really good time.

We drove home in the rain and I was really tired after all that walking.

I kept thinking of that thing. I will tell him about it at school.

Even though I was mad, I had a great time.
What makes the SGM® Unique?

Strands of Language

Pragmatics
Phonology
Semantics
Syntax & Morphology
Discourse
Metalinguistics

Building Blocks of Language
Without "discourse" there is no efficient connection between language development and literacy.

CCSS COLLEGE AND CAREER

READING - WRITING
LISTENING - SPEAKING
GESTURING - VIEWING
THINKING

EXPERIENCES / ENVIRONMENT
Sensor / Integration

Syntax
Semantics
Phonology
Pragmatics

PRAGMATICS
Social Uses of Language

Eye Contact
Do you make eye contact, mouth and smile?

Feedback
Are you giving the speaker feedback to indicate interest? (Non-verbal nods, smiles, verbalized agreement and verbal comments such as "nice", "yes", "I see what you mean.")

Okay Talking
Is your turn to talk, listen?

Topic Maintenance
Are you talking about what I'm talking about?

Comments
Can you make suggestions in a positive way?

Clarification
Can you ask the speaker to explain what you mean? Can you, in the speaker, frame the problem and ask your communication partner to understand it?

PHONOLOGY
The Sound System

Spelling
Are you able to spell words with sounds and letters in writing as if the sound system were clear?

Phonemic Awareness
Are you able to:
- Rhyme?
- Categorize sounds?
- Blend phonemes (the smallest units of sound, such as "c")
- Segment sounds into words, words into phonemes and phonemes into sounds not in a school, nor is it something that comes after the final l, and instead of being into phonemes.
- "What do the cat eat?"
- "Say 'cat' without the l."
- "Say 'vat' instead."

Articulation
Are you able to say words/sentences so others can understand the sound system of the language?
**SEMANTICS**
Meaning

- **Words**
  - Can you understand the words you read and hear?
  - Can you use words to communicate your thoughts and feelings?

- **Word Relationships Within a Sentence**
  - Can you determine the relationships between words to produce clear meaning?
  - (Example: If it's a city, I sleep in a ...)

- **Multiple Meanings**
  - Do you understand that words can have more than one meaning?

- **Experiential Script, Schema or Context**
  - Can you use language to express the essence of the topic or situation?

**SYNTAX and MORPHOLOGY**
From Simple to Complex Sentences

- **Word Order**
  - Can you form a simple sentence?
  - Put words together to form a sentence?

- **Verb Tense**
  - Do you use tenses consistently when you talk or write?

- **Cohesive Ties**
  - Are you able to combine your ideas into a sentence using "and," "but," "however, etc."
  - Do people understand your ideas when you talk?
  - (Example: He bought some)

- **Morphology**
  - Do you use suffixes to change tense? (Endings/ending)

**DISCOURSE**
Spoken and Written Communication

- **Conversation**
  - Can you verbally share your ideas and feelings effectively?

- **Narrative**
  - Can you recount an event or experience without losing your audience?

- **Explanation**
  - Can you understand the instructional language of your teacher, directions, and classmates?
METALINGUISTICS
The Conscious Awareness of Language

- Rhyme
  - What is the rhyming pattern? Are you able to focus on the end of words?

- Figurative Language
  - Are you able to:
    - self-preach
    - multi-tasking?
    - appreciate the double meaning?
    - use similes?
    - make analogies?

- Perspective
  - Are you able to look at a situation as another person would and change your comments to fit the situation?

- Segmentation
  - Are you able to:
    - sentence into words?
    - words into syllables?
    - syllables into the morphemes?
    - phonemes and sound?

- Self-Monitoring
  - Are you able to examine your own adult models of grammar?

- Manipulation
  - Are you able to take parts of words and mix or distort them?

1. Expanded focus on Expository (information) text
2. Teachers of history, science, and technology literacies must think about the 10 components of the Writing Strand within their academic discipline.
3. Collaboration among professionals is a necessity. Process not content only is a focus.
4. Grades 6-12 use similar terms in the CCSS but complexity from grade to grade is the difference.
5. All elements of the Writing Standards are contained within the Speaking and Listening Standards. Speaking about and discussing narrative, expository and opinion/argument is necessary.
### Speaking and Listening Standards K-5

**Presentation of Knowledge and Ideas #4**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe familiar people, places, things and events clearly, with prompting and support, provide additional detail.</td>
</tr>
<tr>
<td>2</td>
<td>Tell a story or recount an experience with relevant details, expressing ideas and feelings clearly.</td>
</tr>
<tr>
<td>3</td>
<td>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking auditory in coherent sentences.</td>
</tr>
<tr>
<td>4</td>
<td>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.</td>
</tr>
</tbody>
</table>

Please note: If a child cannot take perspective in the narrative, then he/she will have difficulty using evidence to argue a point or present an opinion.

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### Narrative Defined...

A narrative is a story. It involves the telling or re-telling of events and experiences orally and in writing. A story can be true or fictitious and takes into account one or more points of view.

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**“We dream, remember, anticipate, hope, despair, love, hate, believe, doubt, plan, construct, gossip and learn in narrative.”**

“The narrative should be viewed as one of the most complex language acts: in producing a good narrative, children must conform to customary organizational schemes for narratives and also must weave the smaller units of the narrative (sentences, clauses, words) together in a cohesive sequence.”

“Problems with written narrative should not be construed as a writing problem per se but rather as a language/narrative problem that transcends both oral and written discourse.”

Justice, L., 1994
What is literate oral language?

It is the combination of:

**Macro-structure**
The overall organization of a story or expository text selection

**Micro-structure**
The linguistic complexity of sentences that make up the macro-structure

Elements of micro-structure connect the elements of macro-structure.
Micro-structure: Gluing the Sentences Together

1. Micro-structure, as defined by Justice (2004), is the internal linguistic organization of the narrative.
2. Micro-structure is commonly referred to as "story sparkle" (Westby). It focuses on vocabulary and sentence development as well as cohesive ties (see page 39-40 of SGM® manual).
3. Micro-structure is the elaboration and cohesion that makes a story (narrative) meaningful. (SGM® manual page 39-44.)
4. Micro-structure's literate language features:
   - Elaborated noun phrases (ex. The big, scary fish...)
   - Verb phrases (tense use & adverb use, ex. The big, scary fish swam slowly.)
   - Mental State verbs (the character may: remember, know, think, realize, etc.)
   - Linguistic verbs (whispered, yelled, asked, etc.)
   - Conjunctions (and, but, so, because, first, then, next, finally, etc.)

Cohesive Tie Activity
A Differentiated Instruction Activity
Focused on Micro-Structure, and the Semantics, Syntax & Morphology Strands of Language

We help children develop literate oral language by assisting them in progressing along the oral literate continuum (discourse).
The Narrative Developmental Sequence:
Where It All Comes Together!
Jerome Bruner (1986, 1996) referred to narrative thinking as a capacity to “read other minds”; to make accurate inferences about the motives and intentions of others based on their observable behavior and the social situations in which they act. Narrative thinking is the very process we use to understand the social life around us.

Narrative Development Correlated to the CCSS for Reading, Key Idea and Detail #3 Using Clifford’s Pals

- CCSS Kindergarten RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- CCSS Grade 1 RL.1.3. Describe characters, settings, and major events in a story, using key details.
- CCSS Grade 2 RL.2.3. Describe how characters in a story respond to major events and challenges.

**The Landscape of Action**

- Clifford, a big, red dog and his furry pals
  - At the work site in the cement pit playing, jumping and barking.

**The Landscape of Consciousness**

- The work crew starts to pour cement on Susie, Lenny & Nero.
- Clifford pushes the cement chute aside.
  - All of a sudden, Clifford sees the work crew start to pour cement on Susie, Lenny & Nero.
  - So, Clifford pushes the cement chute aside.
Clifford, a big, red dog and his furry pals
At the work site in the cement pit playing,
jumping and barking.
All of a sudden, Clifford sees the work crew start to pour cement on Susie, Lenny & Nero.
He is worried about his pals, because they could get hurt.
So, Clifford pushes the cement chute aside.

Clifford is relieved.

Narrative Development
Stage 4: Abbreviated Episode
Clifford, a big, red dog and his furry pals
At the work site in the cement pit playing, jumping and barking.
All of a sudden, Clifford sees the work crew start to pour cement on Susie, Lenny & Nero.
He is worried about his pals, because they could get hurt.
So, Clifford pushes the cement chute aside.

Narrative Development
Stage 5: Complete Episode
Clifford, a big, red dog and his furry pals
At the work site in the cement pit playing, jumping and barking.
All of a sudden, Clifford sees the work crew start to pour cement on Susie, Lenny & Nero.
He is worried about his pals, because they could get hurt.
So, Clifford pushes the cement chute aside.
As a result, Clifford’s pals are safe.
Clifford is relieved.

CCSS Grade 3
RL.3.3. Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

CCSS Grade 4
RL.4.3. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (characters’ thoughts, words, actions).

The Critical Thinking Triangle®:
It’s what is missing from traditional graphic organizers!

Knowing the relationship among the kick-off, feelings, mental states and plans of a character in a story, an historical figure or of people in a social situation is essential for academic and social success.
Phone call from Delta Representative saying that we had the wrong luggage

Remembered seeing our three bags in a row, so we probably didn’t check the tags

Knew that our luggage was filled with Braidy® and Books

Realized that if we didn’t get our luggage, we would not be able to do our workshop

Believed that the Delta rep would help us find our luggage

Wanted to get back to the airport as soon as possible to hopefully exchange the luggage with another passenger

Worried and Frantic

Knew she had the wrong luggage

Realized that someone else had mistakenly taken her luggage

Believed that if Delta could contact the person whose luggage she had, they probably had hers and could bring it back

Knew that she was heading to China the next day for a presentation and needed her clothes and materials

Wanted to find a Delta Rep to help her to make contact with the people who had her luggage and get them to come back to the airport to exchange the bags

Concentrated and determined

Intended to reach the passenger(s) who owned the luggage that was left in the airport to see if they had mistakenly taken this woman’s luggage & to get them to return to the airport to exchange luggage
January
Chinese New Year

“In the Year of the Dog, 4645, there lived halfway across the world from New York, a girl called Sixth Cousin. Otherwise known as Bandit.

Once winter morning, a letter arrived at the House of Wong from her father, who had been traveling the four seas. On the stamp sat an ugly, bald bird. The paper was blue. When Mother read it, she smiled. But the words made Grandmother cry and Grandfather angry. No one gave Sixth Cousin even the smallest hint of why.”
Progress Monitoring

LAURA INGALLESS WILDER
Little House in the Big Woods
Illustrated by Garth Williams

Grandpa was riding in the deep woods on his trusty horse.

There was a panther in the trees that was running near the horse.

All of a sudden Grandpa heard the panther but he got home and the panther got the horse.
QUESTIONS USING SGM NARRATIVE FORMAT:
(Using Little House in the Big Woods by Laura Ingalls Wilder)

Who was the story about?
Grandpa and the horse and the panther.

Where and when did the story take place?
In the big deep woods in the night time.

Did anything happen to grandpa and the horse?
They heard a panther screech...scream an did really scared
Grandpa and the horse too.

You already told me how Grandpa was feeling. He was scared
because...
Because he knew the panther was there near him in the dark and
really cuz he didn’t have his gun. How did that happen?

What did Grandpa want to do?
He wanted to get home and not be dead so he wanted his horse to
go fast.

What did Grandpa do so that he could get home?
He made the horse go fast with his feet.

Did Grandpa get home?
Yea and after he got in the house he saw the panther jump on the
horse!

So, did he do something about that?
Yea, he grabbed his gun and ran out of the house and shot the
panther.
Man, he was real glad to be home.

RETELLING: KEVIN, AGE 9
Reading from: Little House in the Big Woods by Laura Ingalls Wilder

EPISODE #1

GRANDPA WAS...ONCE UPON A TIME GRANDPA WAS OUT IN THE...DEEP
WOODS IN THE DARK. HE KNEW THERE WAS A MOUNTAIN LION, A
PANTHER IS A MOUNTAIN LION THERE WITH HIM AND HIS HORSE. HIS
HORSE WAS RUNNING FAST AND GRANDPA FORGOT HIS GUN. HE KNEW IT
THOUGH, HE KNEW HE FORGOT HIS GUN SO HE WAS REALLY REALLY
SCARED TO HEAR THE PANTHER NOISE IN THE DARK NIGHT. HE WANTED
TO GET TO THE HOUSE BEFORE THE PANTHER ATE HIM AND THE HORSE
SO HE RODE FAST.

FINALLY HE GOT TO HIS HOUSE AND RAN INSIDE THE DOOR TO BE SAFE.

WAIT... THERE IS SOMETHING ELSE...

EPISODE #2

HE LOOKED OUT THE WINDOW AND SAW THE PANTHER ON TOP OF THE
HORSE.

HE REALLY JUMPED! THE HORSE WAS GOING TO DIE BECAUSE THE

PANTHER WAS CLAWING IT.

GRANDPA SAW THAT AND FELT LIKE CRYING AND SCREAMING TOO SO HE
RAN TO GET HIS GUN TO SHOOT THE PANTHER AND SAVE HIS GOOD
HORSE.

HE SHOT THE PANTHER DEAD AND I THINK HE SAVED HIS HORSE. DID HE?

MAN... HE NEVER IS GOING IN THE WOODS AGAIN UNLESS HE HAS A GUN.
Expository or informational text is found in textbooks such as history, geography, social studies, science and technology. Expository text is particularly important for organizing and comprehending information in: news articles, textbook chapters, science experiments, research papers, advertisements, content area texts, the Internet and even in everyday life.

The basic expository or informational text structures are: description, list, sequence, cause/effect, problem/solution, compare/contrast and persuasion. (Rooney Moreau & Fidrych, 2008, p. 18).

Expository Text Defined...

As the curriculum becomes more complex...

EXPOSITORY TEXT IS INTRODUCED AND BECOMES MORE PREVALENT. IT IS:

TECHNICAL  ABSTRACT  DENSE  COMPLEX  ALIENATING

Technical Vocabulary
Embedded Clauses
Examples of Expository Text...

"Because expository texts are the primary means for acquiring academic and schooled knowledge, students’ failure to understand and learn from expository texts can create a cumulative knowledge deficit as children progress through schools."
There is a big box supercenter that wants to build a location in the city; there are many people for or against this project.

A big box supercenter in the city will be beneficial to the residents of the city. The location is zoned for business development, encouraging competition is tantamount to a thriving economy; residents will have more options and better prices for common goods, a supercenter will increase the business tax base and alleviate the tax burden of homeowners, this type of store will offer convenience of a variety of products under one roof.

The plan is to demonstrate reasons and evidence that show the negative impact that a big box supercenter would present to the city.

There is a big box supercenter that wants to build a location in the city; there are many people for or against this project.

A big box supercenter in the city will be detrimental to the residents of the city, although there are people in favor of such an endeavor.
Traffic reports show that the road is already congested with a mall and other shopping centers and is only two lanes. The lot is adjacent to heavily populated public housing and a quiet residential neighborhood.

Even though it is zoned for business, the location cannot accommodate a supercenter type of store.

This supercenter will destroy small businesses in the local economy.

The job offerings are low paying and not full time with benefits.

A study of small towns in Iowa showed lost sales for local businesses amounting to a total dollar loss of $2.46 BILLION over a 13-year period resulting from a supercenter being built.

Tens of thousands of supercenter employees and their children are enrolled in Medicaid and are dependent on the government for healthcare. Due to supercenters ordering from China, the United States has actually lost an average of about 50,000 good paying manufacturing jobs PER MONTH since 2001.

Having a big box supercenter in the city will be detrimental to the city due to several reasons and facts. The area cannot accommodate the traffic, it is too close to a residential neighborhood, it will destroy local businesses and many of the jobs are low paying and do not offer full time employment with benefits.

There is big box supercenter that wants to build a location in the city; there are many people for or against this project. Some resident claim that a big box supercenter in the city will be detrimental to the residents of the city, although there are also residents in favor of such an endeavor.
Deepening of Thought and Knowledge

National Reading Panel Report
The Sixth Pillar of Reading

“One of the most significant changes of the CCSS/ELA is a focus on knowledge development as part of literacy development and focus on the acquisition of literacy skills specific to different disciplines.


The Sixth Pillar of Reading

- Knowledge is a critical component of the reading process, which has a tremendous impact on what students understand and learn from reading.
- Knowledge influences comprehension, especially inference
- Prior knowledge (background knowledge) helps students fill in gaps in texts, easing comprehension.
- Students with more knowledge about the content are better able to use the context of the text to make sense of new information and better able to make connections across different parts of the text.

Gina Cervetti & Elfrieda Hiebert (2015). The Sixth Pillar of Reading instruction: Knowledge Development. The Reading Teacher, 68(7). International Literacy Association

- The Common Core (CCSS) “foregrounds” knowledge development as a focus of ELA instruction: Integration of knowledge and Ideas
- Information Text is a focus of the CCSS
- Focus is on the why and how questions to make connections across text and help students monitor their comprehension.
- Students engage with texts for thinking through the development of knowledge through engagement with multiple related texts in order to delineate problems and construct arguments.
- Deeper and more integrated understandings of texts are created through interaction with multiple related texts.

Gina Cervetti & Elfrieda Hiebert (2015). The Sixth Pillar of Reading instruction: Knowledge Development. The Reading Teacher, 68(7). International Literacy Association
CCSS Anchor Standard
Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

CCSS.ELA-LITERACY.CCRA.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Foundation of Knowledge
“CCSS/ELA calls for increases in the proportion of informational texts at all grade levels and indicate that “by reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.”

Bloom’s Taxonomy:
- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Webb’s Depth of Knowledge Levels are:
LEVEL 1:
Recall & Reproduction
LEVEL 2:
Working with Skills & Concepts
LEVEL 3:
Short-Term Strategic Thinking
LEVEL 4:
Extended Strategic Thinking

Reference: Webb’s Depth of Knowledge (DoK) Guide: Career and Technical Education Definitions, 2009, based upon Webb’s DoK was “employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks” (Webb, 1997).
Webb’s Depth of Knowledge (DoK) was “employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks” (Webb, 1997).

Ultimately the DoK level describes the kind of thinking required by a task, not whether or not the task is “difficult.” (Webb, 2009).
A Narrative To Illustrate Discourse and Thought Development

Grandma
Jeremy
Antonio
Guidance Counselor

Recognition of the General Situation

In order to describe, order, label and recall, one needs to be aware of basic situations in life and the world (characters/settings) and the routine actions/procedures that occur. Think about: recalling, routines, descriptions.
Identification of the Causal Chain

Narrative  Expository

Think about: Major narrative events, patterns, causes of events

Quadrant #2 of the Discourse and Thought Development Chart – Identification of the Causal Chain

Cause/Effect is the hallmark of these narrative stages: physical and psychological. It is important for students to know that many causes are psychological, in one’s mind, memories or background knowledge. The formation of the causal chain enables students to begin to infer using their own unique background. For example, if we know the kick-off and the reaction (action/feeling) we are more able to use the elements of the narrative episode to go beyond a prediction and infer. This is a building block toward our ability to problem solve, form opinions, persuade and argue with evidence. Think about: Major narrative events, patterns, causes of events.
As students gain experience with the problem solving process, they will be able to see multiple characters’ motivations for their actions in terms of emotion, mental states (thought processes) and plan making. Such training enables students to prepare for argument/persuasion from the point of view of the opposition: strong and convincing arguments are made if the arguer knows the opposition’s point of view as well as his/her own. Theory of Mind building of the gestalt and development of a Situation Model are important.

Think about: Evidence, vocal register, issues, problems to solve, author’s purpose.
**Quadrant #3 - REFERENCES**


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**Quadrant #4 of the Discourse and Thought Development Chart**

**Synthesis of Problem Solving & Development of Argument**

In the Interactive Episodic Structure, there is another active character who is receiving the effects of another’s plan as a kick-off for him/her. This is an advanced causal chain in that changes of emotion are noted. He or she may think about the motivations of the other character and the plans the other has made. He or she may form an opinion, point of view, or perspective that will facilitate the ability to argue based on evidence.

Think about: analysis and synthesis from multiple sources, common themes.
Quadrant #4 - REFERENCES


Choose one of these, or your preference, to begin:


Twenty Five Years of Story Grammar Marker®: April, 1991-April 2016!

Selected references for the Sequence of Narrative Development used as evidence by Moreau, M. in the creation of the Story Grammar Marker® (1991): a tactile, kinesthetic and visual tool for explicit teaching, modeling and peer collaboration for oral and written narrative tasks and problem-solving in school and in life:


• Halliday & Hassan (1976). *Cohesion in English.* London: Longman


Presently supported by studies including the following university researchers:
