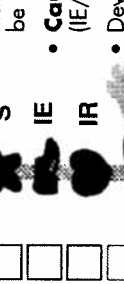
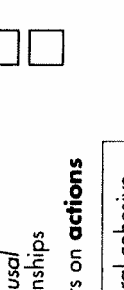

How To Use The Story Grammar Marker®

**A Guide for
Improving Speaking, Reading and Writing Skills
Within Your Existing Program**

by Maryellen Rooney Moreau
and
Holly Fidrych



#4 ABBREVIATED EPISODE

• Isolated description • All setting: character and setting • Ability to label • No causal, temporal links • No inter-relationships among elements	 ☐ ☐ ☐ ☐ ☐	• Centering on a character or theme • May have chronological order/temporal relationships • No <i>causal</i> relationships • Centers on actions	 ☐ ☐ ☐ ☐ ☐	Preschool
• Emotional cause/effect • Implicit or explicit goals/intentions • Plan not stated; may be implied • Cause/effect (IE/DC) • Development of emotions: happy, sad, mad, scared, surprised, disgusted, afraid.	 ☐ ☐ ☐ ☐ ☐	• Initiating Events in which changes automatically cause other changes — reactions • Causal chaining begins • No plan or goal stated	 ☐ ☐ ☐ ☐ ☐	Preschool
Preschool	Preschool	Preschool	Preschool	Preschool

Sequence of Narrative Developmental Stages

(See references in SGM Manual, p.33)

linking language development



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#5 COMPLETE EPISODE

☐ C ☐ S ☐ IE ☐ IR ☐ P ☐ PA1 ☐ PA2 ☐ PA3 ☐ PA4 ☐ PA5 ☐ DC ☐ R

- Centering & chaining
- Goal oriented behavioral sequence
- Recognition of need to **plan**
- Some evidence of a plan
- Planned attempts (PA)**
- Perspective taking
- Beginning of a resolution

Cohesive ties that show direct consequence: as a result, because

LATE ELEMENTARY

#6 COMPLEX EPISODE

☐ C ☐ S ☐ IE ☐ IR ☐ P ☐ PA1 ☐ PA2 ☐ P ☐ DC ☐ R

(May contain multiple episodes)

- Comprehension of **critical thinking triangle**
- Complications
- Embedding:** PA or obstacle becomes IE
- May involve multiple plans, attempts, consequences
- Know characters can change
- Recognize trickery, figurative language
- Resolution**

ADOLESCENT

#7 INTERACTIVE EPISODE

☐ C ☐ S ☐ IE ☐ IR ☐ P ☐ PA1 ☐ PA2 ☐ PA3 ☐ PA4 ☐ PA5 ☐ DC ☐ R

- Two characters having separate goals and actions **influencing each others' behavior/plans**
- Any component could become the IE

Meta-Narrative ADOLESCENT

The Story Grammar Marker®

linking language development to literacy



MAIN CHARACTER:

Who or *What* is the story about?

SETTING:

Where and *When* does the story take place?

INITIATING EVENT (kick-off):

What happened to the character to cause him/her/it to do something?
(*It was a ho-hum day until...*)

INTERNAL RESPONSE (response to the kick-off):

How did the character *feel* about what happened?

PLAN:

What does the character *want* to do? Why will he/she/it choose this plan? Think about the kick-off and internal response.

ATTEMPT:

What action does the character take to achieve the plan?

ATTEMPT:

ATTEMPT:

ATTEMPT:

OBSTACLE:

Is there a complication to the plan? If yes, this becomes a new kick-off, creating an embedded episode.

DIRECT CONSEQUENCE:

What happened as a result of the attempts/action?

RESOLUTION:

How does the character *feel* about the direct consequence? Is there a lesson learned or a moral to the story?

FEELING WORDS:

Happy	Proud
Angry	Brave
Sad	

PLANNING WORDS:

Want	Decide
Desire	
Need	

THINKING VERBS:

Think	Remember
Know	

COHESIVE TIES:

And	Because
But	
So	
Or	