Language And Literacy:

Story Grammar Marker
Expanding Expressions Tool

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TODAY’S GOALS
- What is the Story Grammar Marker (SGM) and Expanding Expression Tool (EET)?
- Determine the importance of narrative text to language development
- Determine the importance of vocabulary development
- Research behind the tools...
  YAY!!!!!!
- Ideas to use the tools

What are the Story Grammar Marker (SGM) and Expanding Expressions Tool? (EET)
STORY GRAMMAR MARKER (SGM)
A tool used to help a student connect oral comprehension and retell to the parts of a story with a physical, kinesthetic and visual connection that increases memory and retell ability.

3 LITTLE PIGS
Attempts or Actions? Direct Consequence? Resolution?

3 LITTLE PIGS
Character?
Setting?
Problem?

PLAN AND SEQUENCE
Plan: Make a good house
Feelings?
What do they do?
TIE UP AND MORAL

Did the plan work?

Did the character learn anything?

EXPANDING EXPRESSIONS TOOL (EET)

- A tool used to help a student increase connections to known and novel vocabulary with categorical, descriptive, locative, composition, and function parameters.

EET PARTS

- Green – Group
- Blue – Do
- White – Where
- Pink – Parts
- What does it look like?
- What is it made of?
- What else do you know?
- Personal connection (I can’t play guitar?)
Importance Of Narrative Development

The Story Grammar Marker

Research: Manipulatives and Oral Language

- Neural network: Norris and Hoffman (2005)
- Oral language as a precursor for writing
- Increasing memory and retention allows for greater comprehension

Research: Merritt and Liles (1987)

- Study: TD and LI students
- Children that are not typically developing have difficulty making connections to text and using cohesive ties (story grammar)
- When appropriate retell grammar is absent, decreased comprehension follows
- Specific deficits: Linking items of story together
Research:
Johnston (2008)

- Specific literacy intervention de-contextualizes language from here and now to there and then
- Narrative retell is an imperative marker for processing disorders (communicative, linguistic, etc.)
- Stories help children relate to themselves and others
- Giving foundational skills increases predictability, listening, and comprehension

Narrative Development

- Carol Westby, 1985, 2003
- Narratives as a way to think of information and remember information (p. 99)
- Creating a construct for narrative telling and retelling involves understanding of sequencing, vocabulary, inferencing, and the cohesive words that bring elements of a story together
Vocabulary: Word Power (EET)

Research

Lucas and Norbury (2015)

- Study: Children diagnosed with ASD, LI, and TD (normative) peers
- Knowledge of vocabulary allows greater inferencing skills
- Increasing direct vocabulary instruction increases comprehension skills
**Research:**

*Lovelace and Stewart (2009)*

- Study: Increasing vocabulary in African American children with limited vocabulary
- Storybook foundations were utilized to increase functional understanding of vocabulary
- “Robust Vocabulary Instruction”
- Maintained and understood words 2 weeks after study
**Intervention Structure: Language Only**

- Warm-up – Written (5 minutes)
- Narrative review WITH tool (5 minutes)
- Instruction (7 minutes) – Reading story, specific review of one part (character, etc.)
- Activity (7 minutes) – Hands-on
- Review/Inference and Homework (5 minutes)
- Transfer to classroom (1 minute)

**Warm-up: KWL**

- Enhances comprehension
- Starts the "cogs" for listening

**Warm-up: Kick-off**

I think the problem is ______________________________________________________________

because

________________________________________
Warm-up: Character Review

Abbreviated Episode: Description

- Description of character
  - What is the character’s name?
  - Is it a boy or a girl? Young or old? Animal or human?
  - What does it look like?
  - What are some personality traits?
  - Joining personality to likes and dislikes
- Description of setting
  - Describing setting by using 5 senses (5 points of star)

Character Map
Meat of the story: Critical Thinking Triangle

- Problem
  - What happens that is unusual?
- Feelings
  - How does the character feel about the plan or problem?
- Plan
  - What does the character decide to do about it?
- Causal relationships
  - Using “because,” “so,” “therefore,” “and” to join the parts
**Sequence: Relating to “How-To”**

- Using sequence words
  - “First, next, then, after that, finally”
- Relating the sequence to the plan
  - A sequence of actions is determined by the plan

**Tie-Up and Moral**

- Tie-Up
  - Did the plan work?
- Moral
  - Did the character learn something?
  - How did he or she feel at the end of the story?
Review of Stories

Interactive SGM Ideas

- Retell Race
- Create tools with beads
- Create your own story
- Re-write specific elements of story
- Show and tell (use recorder)
- Student-rated retell (give rubric and help them listen)
- Allocate specific parts to specific kids in your group

Tools

- Keep them easily and visually accessible at all times
- Do not label – allow students to remember
Retell Race

Homework Example

Use the EET and SGM in Inclusion Classrooms
• Warm up: Story review with tool (5 min)
• Use picture cards for nouns/verbs/people (7 min)
  – Identify in various fields
• Use pictures for retell with tool
• Draw verbs
• Use story for crafts
More EET Suggestions

• Vocabulary tree
• Identify feelings with visuals
• Identify function with pictures in various fields
• Compare and contrast characters with parts

Compare and Contrast Characters
More Ideas

• Roll dice on the EET, who can name it?
• Use cards to rapid name based on pairs of pictures

How do I get started?

• Create a visual in your room (DO NOT LABEL)
• Buy or make story grammar marker tools
• Come observe speech
• LOTS and LOTS of visuals
Bibliography


