### Language/Literacy Developmental Checklist

**Sequence of Narrative Development Stages**

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive Sequence</td>
<td>Action Sequence</td>
<td>Reactive Sequence</td>
</tr>
<tr>
<td>- Character description - age/gender - physical description - likes/dislikes - personality</td>
<td>- Centering on a character or theme - May have chronological/temporal order - No causal relationships - Centers on actions</td>
<td>- Initiating Events in which changes automatically cause other changes — reactions - Causal chaining begins - No feeling, plan, or goal stated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cohesive ties: so, but, or</td>
</tr>
</tbody>
</table>

**EARLY ELEMENTARY**

- Emotional cause/effect
- Implicit or explicit goals/intentions
- Plan may be implied
- **Cause/effect** (IE/DC)
- Development of emotions: happy, sad, mad, surprised, disgusted, afraid

Causal cohesive ties: because, if

**STAGE 4**

**Abbreviated Episode**

- Planned attempts (PA)
- Perspective taking
- Resolution (R)

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

**STAGE 5**

**Complete Episode**

- Centering & chaining
- Goal oriented behavioral sequence
- Recognition of need to plan
- Some evidence of a plan

(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

All previous cohesive ties, plus: although, however, like, similarly

**STAGE 6**

**Complex Episode**

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

**STAGE 7**

**Interactive Episode**

- Narrative

All previous cohesive ties.

**PRESCHOOL**

"Landscape of Action (Bruner, 1986.)"