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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 writes books, creates materials, consults, trains and presents.
 Nonfinancial: No relevant nonfinancial relationships exist.*

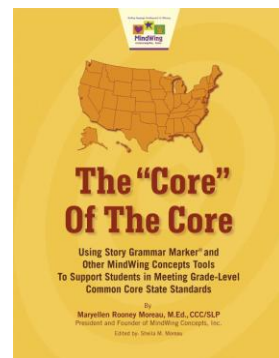
Linda M. Lafontaine, M.A. CCC-SLP, *Speech Pathologist and Assistant Principal at The Curtis Blake Day School at American International College, Springfield, MA ;* lm1lafontaine@aic.edu

Financial: Consultant for Mindwing Concepts, Inc., Springfield, MA

Non-Financial: Linda has been a friend and colleague of Maryellen Moreau, owner of MindWing Concepts, Inc. for 20 years

“At the ‘core’ of the Common Core State Standards, is really that child sitting in a classroom at Memorial School on Main Street, Anywhere, USA. We can never forget that within the clamor for more intensive instruction within and across academic disciplines and grade levels, is the small voice of a child...waiting to be heard.”

— Moreau, June 14, 2012 —

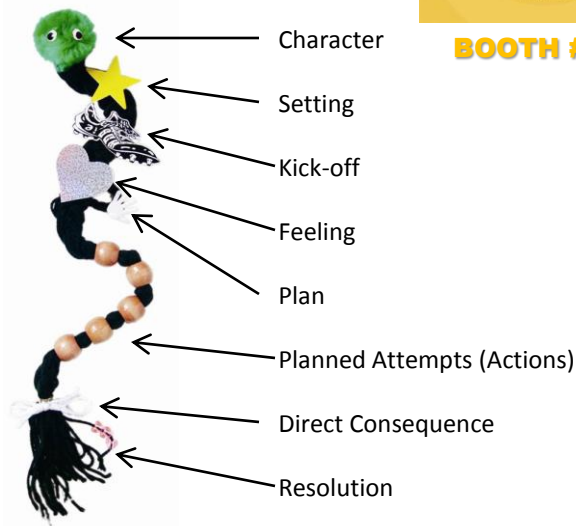
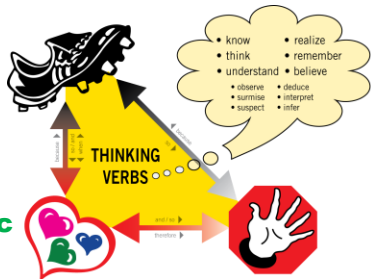


BOOTH #1220

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.

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



Language/Literacy Developmental Checklist

Sequence of Narrative Development Stages (See research evidence in SGM Manual, pp.120-114)

Narrative Developmental Sequence

STAGE 1 Descriptive Sequence	STAGE 2 Action Sequence	STAGE 3 Reactive Sequence
<p>Character description</p> <ul style="list-style-type: none"> sign/gender physical description likes/dislikes personality <p>Setting description</p> <p>Timeline/plot</p> <ul style="list-style-type: none"> No causal relationships Centers on actions <p>Temporal coherence</p> <ul style="list-style-type: none"> See they first meet where, other first 	<p>Initiating events</p> <ul style="list-style-type: none"> Character reacts automatically/cues other character's reactions <p>Causal initiating begins</p> <ul style="list-style-type: none"> No leading, plot, or goal stated <p>Characteristics</p> <ul style="list-style-type: none"> as, but, or 	<p>Initiating Events</p> <ul style="list-style-type: none"> in which characters automatically cause other characters' reactions <p>Causal initiating begins</p> <ul style="list-style-type: none"> No leading, plot, or goal stated <p>Characteristics</p> <ul style="list-style-type: none"> as, but, or
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STAGE 4 Abbreviated Episode	STAGE 5 Complete Episode	STAGE 6 Complex Episode	STAGE 7 Interactive Episode
<p>Character description</p> <ul style="list-style-type: none"> sign/gender physical description likes/dislikes personality <p>Setting description</p> <p>Timeline/plot</p> <ul style="list-style-type: none"> No causal relationships Centers on actions <p>Temporal coherence</p> <ul style="list-style-type: none"> See they first meet where, other first 	<p>Character description</p> <ul style="list-style-type: none"> sign/gender physical description likes/dislikes personality <p>Setting description</p> <p>Timeline/plot</p> <ul style="list-style-type: none"> No causal relationships Centers on actions <p>Temporal coherence</p> <ul style="list-style-type: none"> See they first meet where, other first 	<p>Character description</p> <ul style="list-style-type: none"> sign/gender physical description likes/dislikes personality <p>Setting description</p> <p>Timeline/plot</p> <ul style="list-style-type: none"> No causal relationships Centers on actions <p>Temporal coherence</p> <ul style="list-style-type: none"> See they first meet where, other first 	<p>Character description</p> <ul style="list-style-type: none"> sign/gender physical description likes/dislikes personality <p>Setting description</p> <p>Timeline/plot</p> <ul style="list-style-type: none"> No causal relationships Centers on actions <p>Temporal coherence</p> <ul style="list-style-type: none"> See they first meet where, other first
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Effects of Story Grammar Marker Research

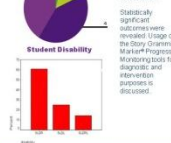
Listening Comprehension & Oral Expression

Linda M. Lafontaine, M.A. CCC SLP, Curtis Blake Day School of American International College
Maryellen Rooney Moreau, M.Ed. CCC SLP, MindWing Concepts, Inc.

Abstract

This study examined the effect of narrative intervention using the Story Grammar Marker® methodology on listening comprehension and oral expression abilities of 28 school-aged children diagnosed with language impairment.

Of the 28 students who were included in the study, 21% were male and 79% were female.

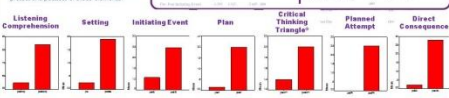


Objective

The Story Grammar Marker® by MindWing Concepts, Inc. (SGM) is a research-based methodology for teaching narrative skills to students with language impairment. The SGM is a visual, tactile and kinesthetic resource designed to help students recall and sequence story details, think critically about the character's motivation, feelings, plan and mental states, infer information not directly stated, and predict future events in literature and life. A significant difference will be found between control and treated, and post-treatment will have a specific learning disability in reading and/or language who received the Story Grammar Marker® intervention.

Results

Significant Outcomes of the Story Grammar Marker Assessment (n=28) Post-treatment (T2) was compared to pre-treatment (T1) scores for 11 components of the SGM Assessment. Of the eleven components there were eight statistically significant outcomes and three non-significant outcomes. Participants scored significantly higher on six of the eleven components. Additionally, students had a significant increase in posttest scores in listening comprehension as measured by their answers to the SGM Assessment questions. Finally, as of grade 3, the expectation is that students are able to identify the main characters, the setting, the initiating event, the problem or conflict, the main events of the story, and the resolution of the story.



Methods & Materials

Intervention

- Story Grammar Marker® (narrative tool)
- 14 weeks
- 15 minutes of daily direct instruction

Assessment

- Pre and post oral narrative retelling scores
- Listening comprehension scores
- Answers to the Story Grammar Assessment Program (SGM) using SGM

Conclusion

The results of this study provide efficacy for the Story Grammar Marker® developmental methodology as well as the use of the manipulable tool to increase both listening comprehension and oral expression. The intervention presented in this study is beneficial to educators seeking effective intervention for students who perform poorly on listening comprehension of narratives, oral expression of narratives and answering questions related to narratives. The results of this study indicate that after receiving the SGM intervention, students were more aware of how stories were structured and were able to use the structure to increase their listening comprehension levels as measured by comprehension questions and oral narrative retellings.

References

Lahey, M. M., & Kover, S. L. (2007). The effects of a narrative intervention on the oral language skills of children with language impairment. *Journal of Speech, Language, and Hearing Disorders, 42*, 1-15.



• Provide teachers and parents a clear and consistent understanding of what students are expected to learn; Are designed to be robust and “real world” and to provide students: Knowledge and skills, College readiness and Career readiness - www.corestandards.org/about-the-standards

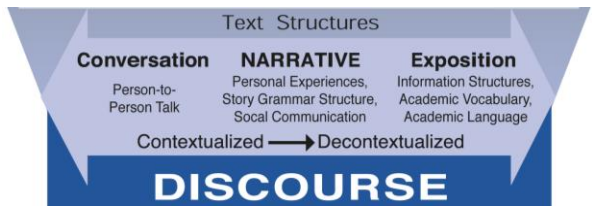
• What researchers say: “The Common Core State Standards are here, and school-based SLPs are in a prime position to help students.” *Core Commitment* by Barbara J. Ehren, Jean Blosser, Froma Roth, Diane R. Paul and Nickola W. Nelson, *The ASHA Leader*, April 3, 2012.

Please find the full version of this at:
<http://www.mindwingconcepts.com/research-evidence-feedback.htm>

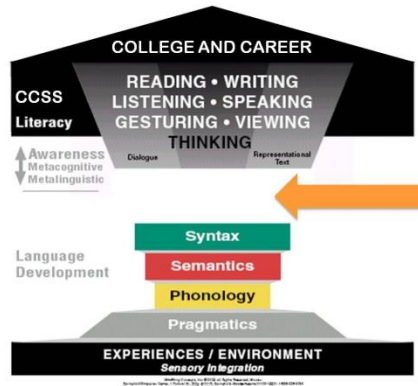
- What ASHA says:
- Based on their focused expertise in **LANGUAGE**, SLPs offer assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students:
 - with disabilities
 - other learners who are at risk for school failure
 - those who struggle in school settings
- A guide – But not a “how to”
- CCSS sets grade-specific standards but **does not define the intervention methods or materials necessary** to support students who are well below or well above grade-level expectations
- SLPs, (in collaboration with Parents, Teachers, Reading Specialists, Literacy Coaches, Special Educators and Interventionists) can...
 - Provide oral language development interventions
 - Support interrelationships among reading, writing, speaking, listening, and language
 - Collaborate with each other, families and administrators
 - Bolster RTI initiatives

<http://www.asha.org/docs/html/PS2010-00318.html>
<http://www.asha.org/docs/html/PI2010-00317.html>

The CCSS: A Focus on the **Discourse Level** of Language
It's About Helping Students Develop “Communicative Competence:” *Putting together words, phrases, and sentences to create conversations, speeches, email messages, articles and books.*



Without Discourse There No Efficient Connection from Oral Language Development to Literacy



The Role of Speaking & Listening in K-5 Literacy, according to CCSS, are at the “Core of the Core”

“If literacy levels are to improve, the aims of the English language arts classroom, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word.”

“Oral language development precedes and is the foundation for written language development. Oral language is primary and written language builds on it.”

Common Core State Standards Initiative (2010) *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix A.* http://www.corestandards.org/assets/Appendix_A.pdf.



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: Vocabulary and Sentence Development

1. Micro-structure is commonly referred to as “story sparkle” (Westby)
2. Micro-structure’s *literate language* features:
 - **Adjectives** (Elaborated noun phrases) ex. The big, scary fish/ Torrential rain...
 - **Verb phrase elaboration:** ex. walked very quietly, battled ferociously...
 - **Mental State verbs** for planning/argument: ex. remember, know, think, realize...
 - **Narrative linguistic verbs:** ex. whispered, yelled, asked...
 - **Conjunctions** (Cohesive Ties) ex. and, but, so, because, first, then, next, finally...

Speaking and Listening Standards K-5 Presentation of Knowledge and Ideas #4

K
Describe familiar people, places, things and events and, **with prompting and support**, provide additional detail.

1
Describe people, places, things, and events with **relevant details**, expressing **ideas and feelings** clearly.

2
Tell a story or recount an experience with appropriate facts and relevant, **descriptive details**, speaking audibly in coherent sentences.

3
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant **descriptive details**, speaking clearly at an understandable pace.

4
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.

5
Report on a topic or text or present an opinion, sequencing ideas logically and using **appropriate facts and relevant, descriptive details** to support **main ideas or themes**; speak clearly at an understandable pace.

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.

LITERACY NIGHT!

Literacy Night is not meant to be “dry” factual presentation to parents about narrative comprehension and expression.

This is an interactive session which, through participation, the parents can begin to understand what it takes to have their children “get it.”

Through observing their own child parents to see what strategies are necessary for their child’s comprehension and expression of a story.

LITERACY NIGHT!

