

# So, They Can Re-Tell A Story... Now What?

## Deepening Discourse with Story Grammar Marker®

Presented By:  
Maryellen Rooney Moreau, M.Ed.  
Creator of Story Grammar Marker®  
Founder and President of MindWing Concepts, Inc.

Linking language development to literacy



## BEFORE WE BEGIN....



- Make sure other applications on your computer are closed for optimal viewing of this webinar.
- The panel to your right allows you to ask Maryellen questions or leave comments. She will respond at the end of the webinar, time permitting.
- At the end of the webinar, at 7:25pm (EDT) we will be raffling off 3 items – you must still be logged in to WIN!!
- Instructions for access to Handouts and Certificates of Attendance will be emailed tomorrow.

# Maryellen's BIO



Maryellen Rooney Moreau, M.Ed. CCC-SLP, founder and president of MindWing Concepts, has had a forty year professional career that includes: school-based SLP, college professor at American International College, diagnostician at the Curtis Blake Child Development Center prior Coordinator of Intervention Curriculum and Professional Development at the Curtis Blake Day School for children with language learning disabilities.

She designed the Story Grammar Marker® tool in 1991 and since then, has written 16 publications and developed more than 40 hands-on tools based the discourse level of language. In 2011, Moreau received the Boise Peace Quilt Project Award for her work with children in the area of conflict resolution and social communication. In 2014, she received the Alice H. Garside Lifetime Achievement Award from the International Dyslexia Association, Massachusetts Branch (MABIDA) for exemplary leadership, service or achievement in the area of helping children with dyslexia and language learning disabilities. Moreau is an internationally recognized presenter.

Now, we have 2 POLLS that we would like you to answer in order for us to learn about our audience. Please respond!



**Our methodology and tools are in use in ALL 50 of the United States, Australia, The Netherlands, New Zealand and in every province of Canada and in 19 other countries across the globe.**



**Where  
are  
YOU?**

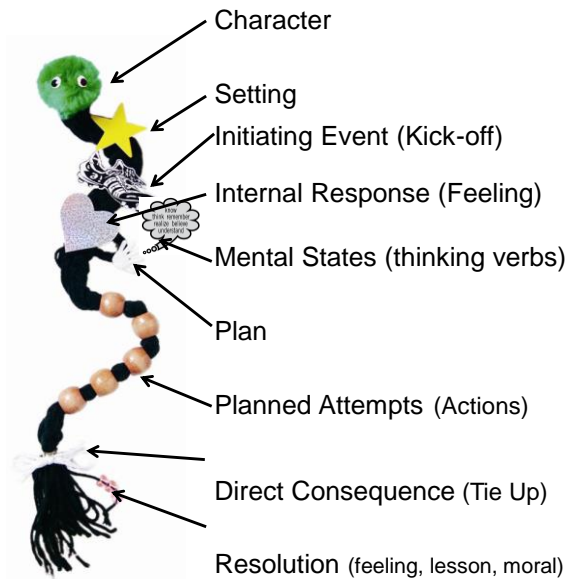


**Type in your  
City/State/Country in the  
Chat Bar on the Right side  
of the screen! ➡**

## What is the Story Grammar Marker®?

A hands on, multisensory tool for narrative development that has colorful, meaningful icons that represent the organizational structure of a story (or narrative). The tool itself is a complete episode, the basic unit of a plot. It was created in 1991 by speech-language pathologist Maryellen Rooney Moreau, M.Ed. CCC-SLP in Springfield, MA.

SEE Blog Post: [The Hidden Meaning of Story Grammar Marker®'s Icons](https://mindwingconcepts.com/blogs/news/the-hidden-meaning-of-story-grammar-marker-s-icons)  
<https://mindwingconcepts.com/blogs/news/the-hidden-meaning-of-story-grammar-marker-s-icons>



## Why is telling and re-telling a story a very important accomplishment in the first place?



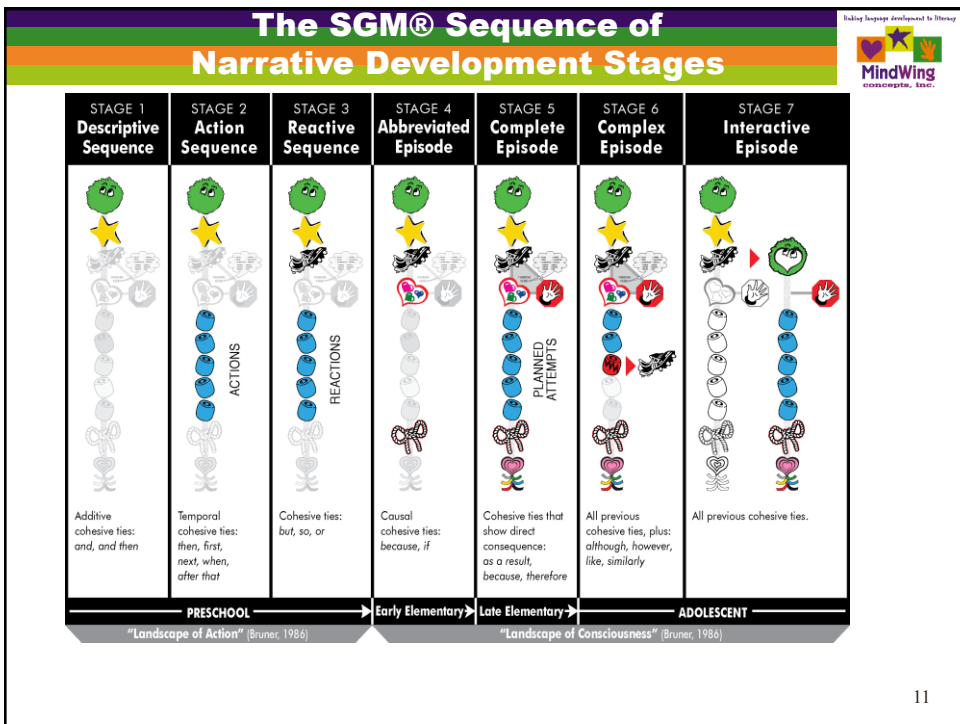
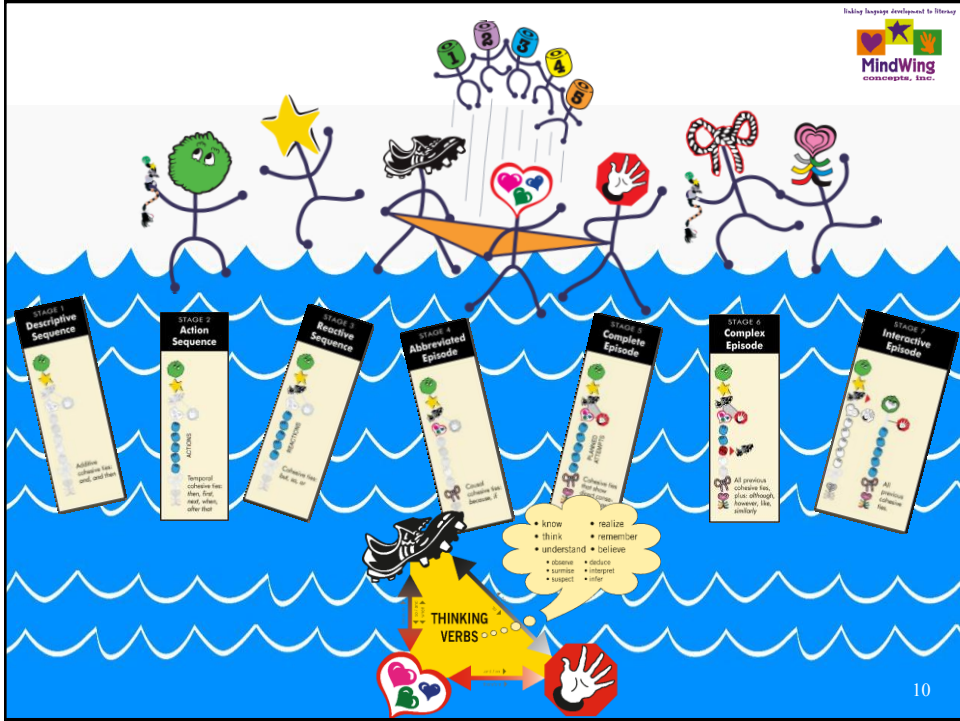
**“We dream, remember,  
anticipate, hope, despair, love,  
hate, believe, doubt, plan,  
construct, gossip and learn in  
narrative.”**

Westby, C. (1985, 1991). Learning to talk, talking to learn:  
Oral-literate language differences. In C. Simon (Ed.),  
*Communication skills and classroom success*.  
Eau Claire, WI: Thinking Publications, Inc.

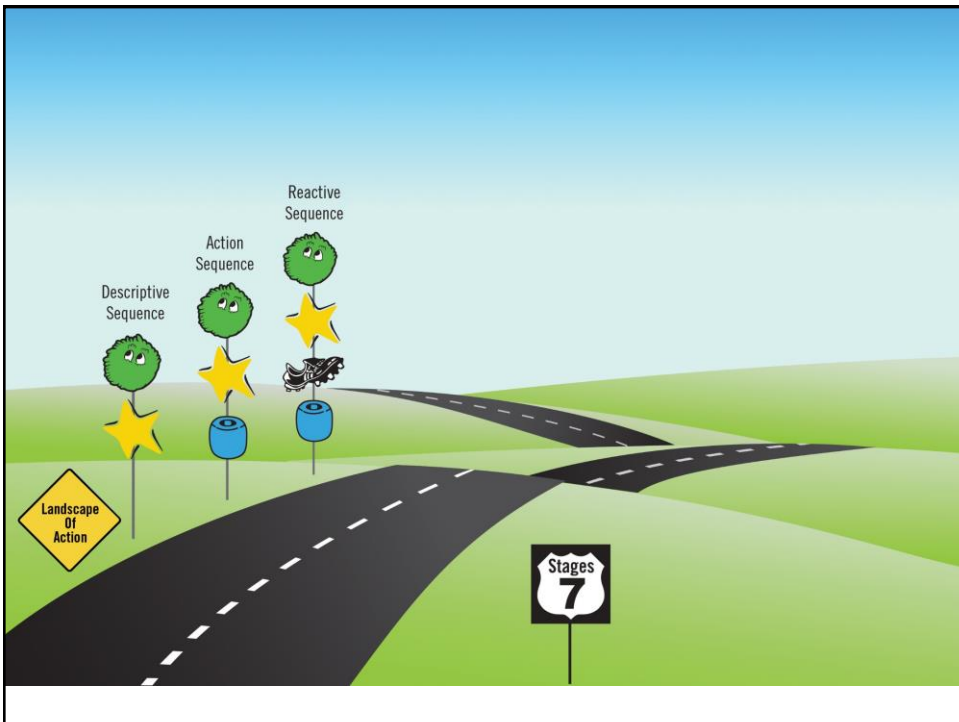
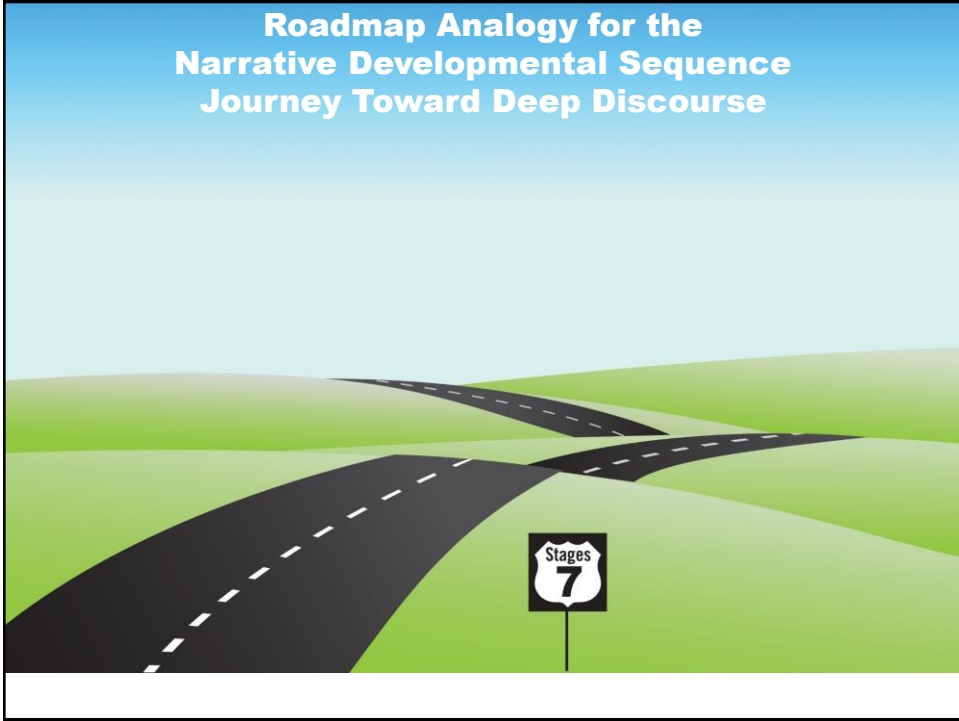


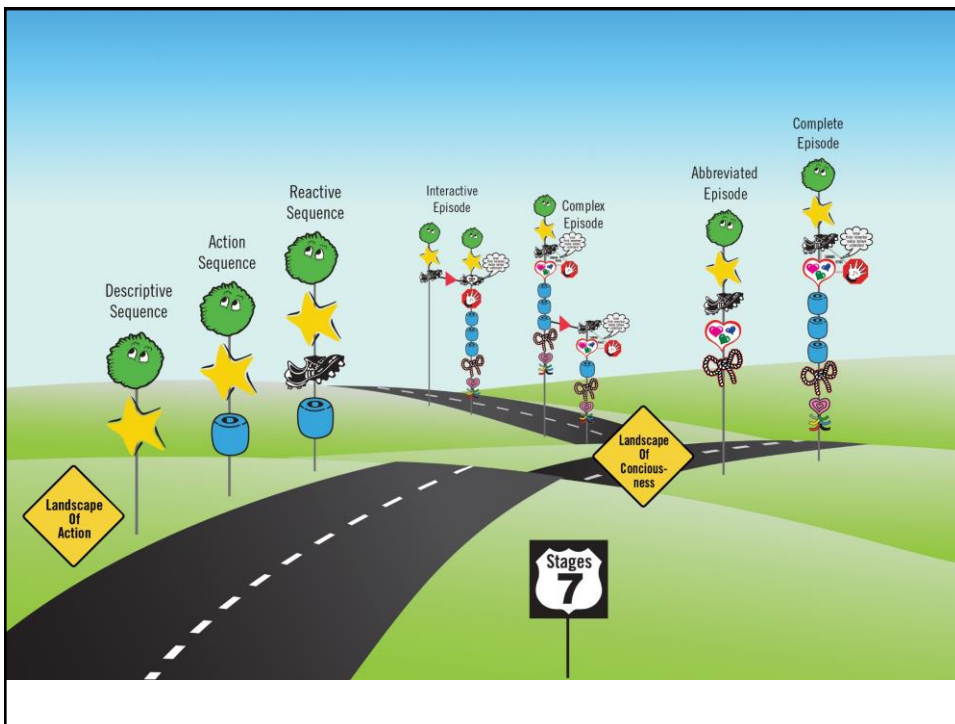
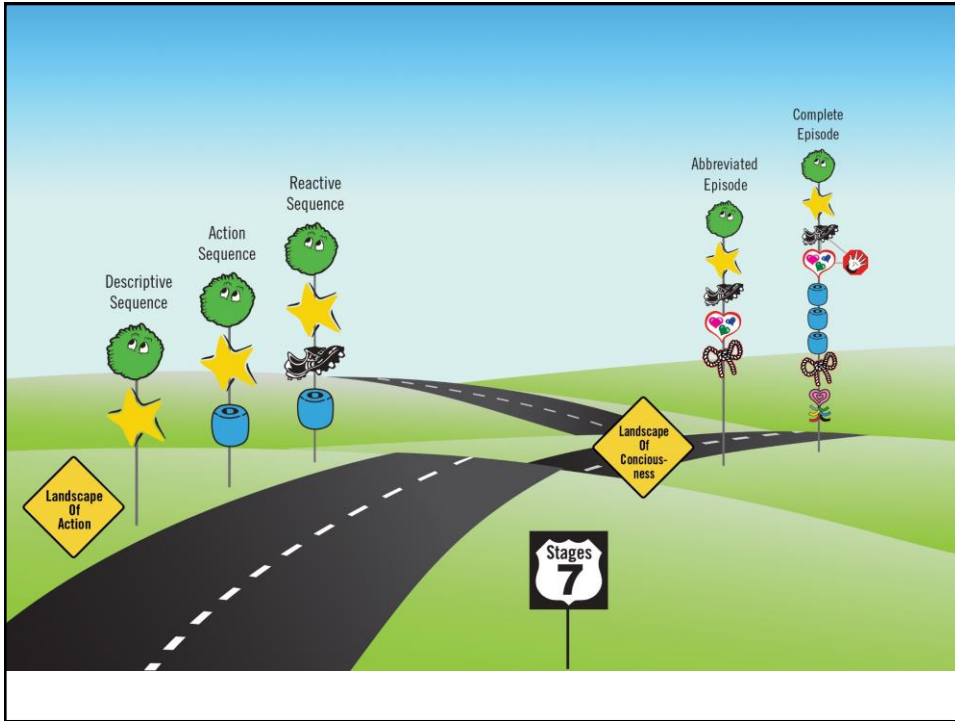
**The Story Is the jumping off point for almost  
every other language and literacy task!**

- How can we *anticipate* without being able to infer?
- How can we *plan* without thinking critically?
- How can we know what we *believe* without being able to form an argument?
- How can we know what we *love* or *hate* if we can't compare or contrast?
- How can we *doubt* if we can't take perspective?
- How can we *construct* if we can't understand the details or facts?
- If we can't tell a story, how can we *learn* when concepts and curriculum becomes challenging?



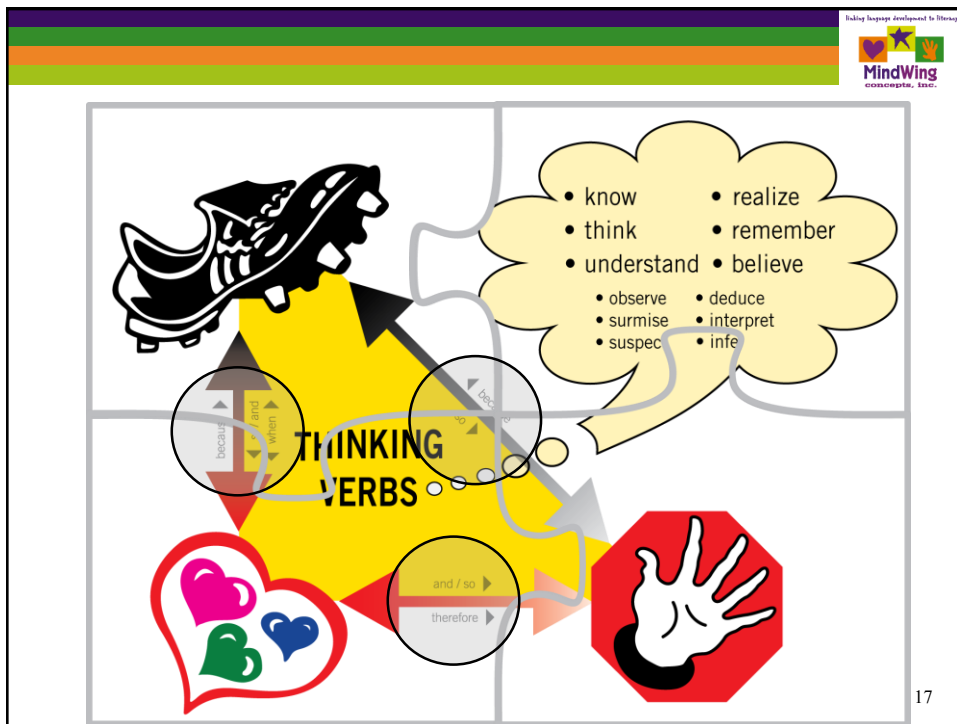
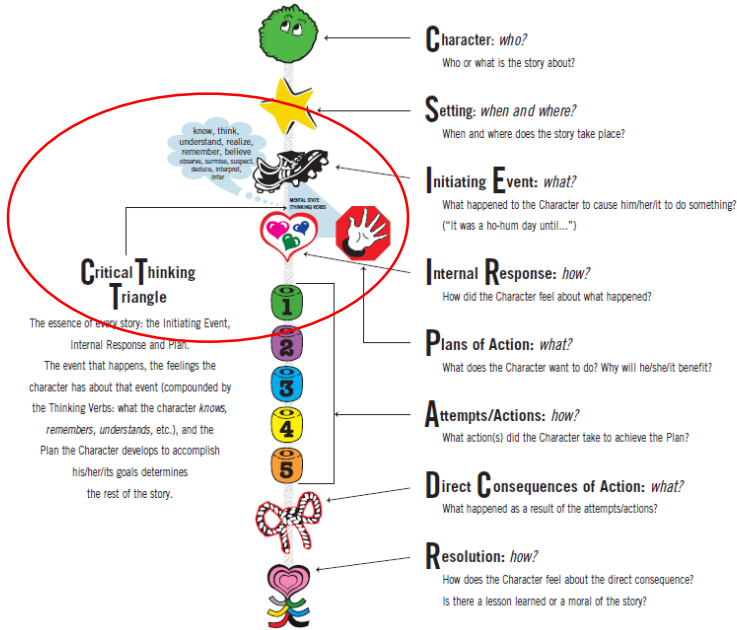
# Roadmap Analogy for the Narrative Developmental Sequence Journey Toward Deep Discourse



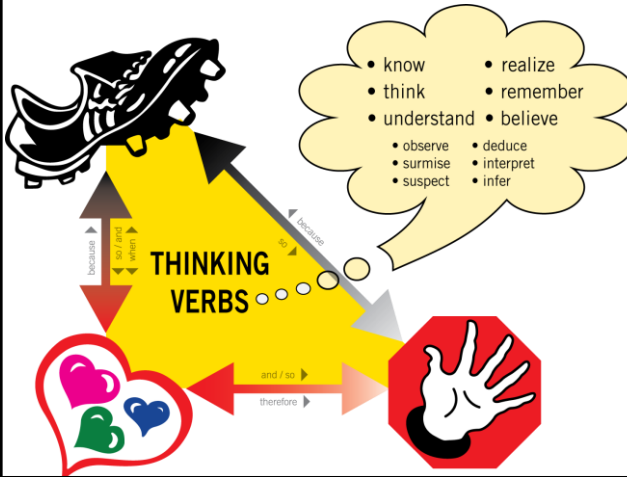




# The Critical Thinking Triangle®



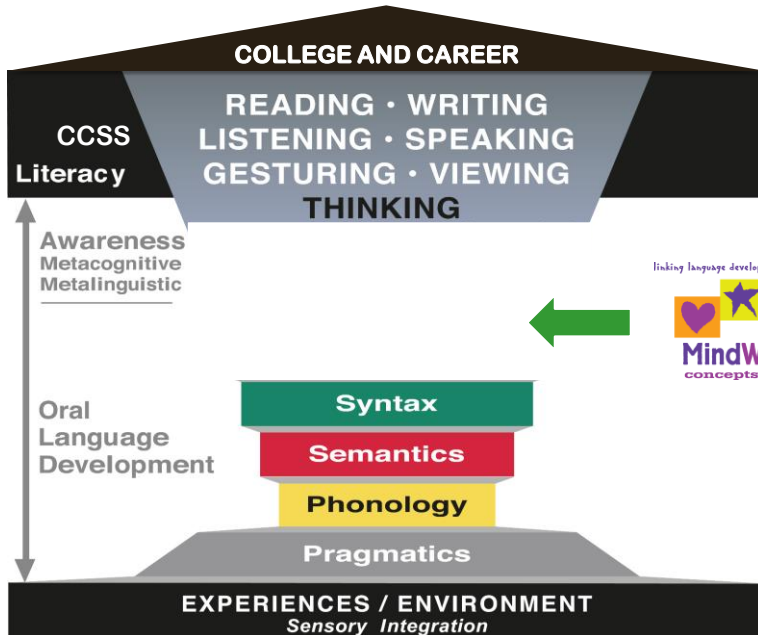
# The Critical Thinking Triangle® is what is missing – it is also what sets the SGM® apart!

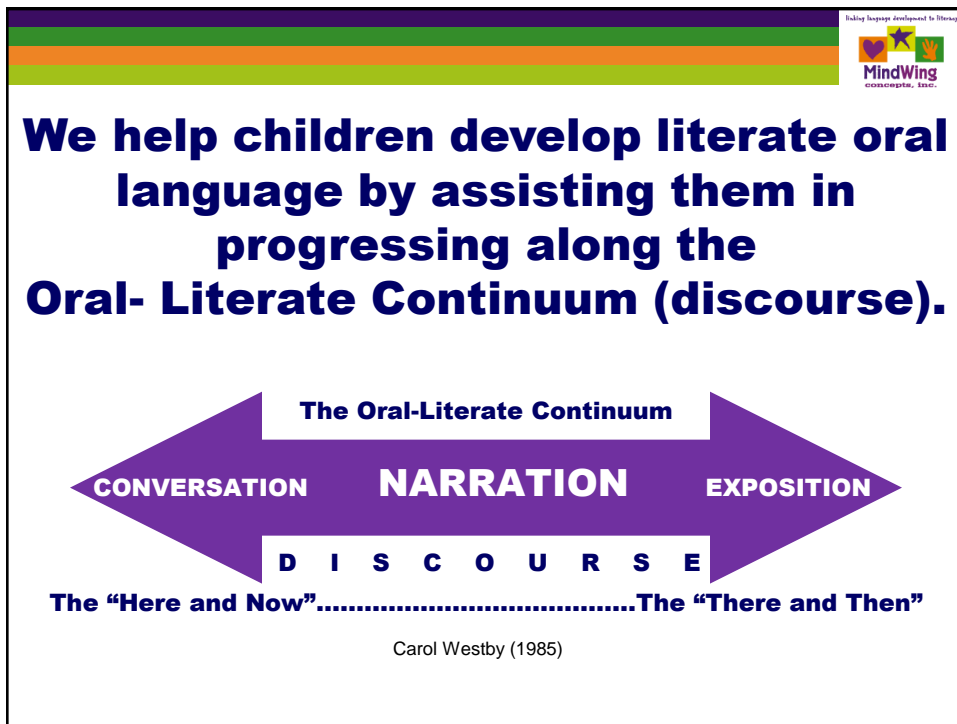
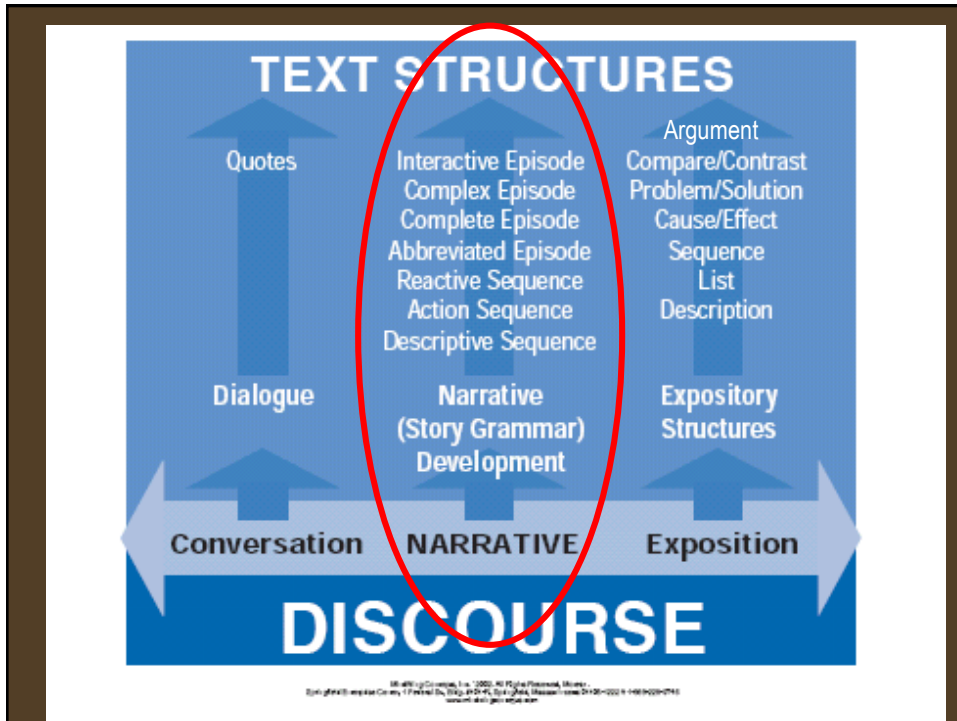


- Character Motivation
- Inference generation
- Perspective taking
- Practice with classroom discourse using cohesive ties
- Theory of Mind
- Critical Thinking
- Problem Solving
- Conflict Resolution
- Social Communication
- Reading Comprehension
- Written Expression

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Without “discourse” there is no efficient connection between language development and literacy.





Cover  
 3/25/00  
 2 yrs 5 months

DSS 4.1

	Prominent Verbs				Questions					Total	
	Infer.	Presonal	Main	Second	Neg.	Conj	Inter.	Req.	Wh?		
Memory, sit down!										1	2
Me have some main book black		10%								0	1
you sitting in my seat	11									0	2
me want seat there		10%								0	1
me make bridge for my car	1	10%					5			0	10
all my people set on that big truck		11								0	2
it go get there	1	1								0	2
all people set on there	0	1								0	0
Maybe car can go on there			4							0	4
me making bridge		10%								0	0
if put car under there			1							0	1
Car won't fit on the	1		4		5					0	10
it go up and down	1		10%				3			0	4
Don't break it down!	1		4		1					1	10
it make there on		1,3	1							0	5
me check up there, mom		1/2								0	0
it fall down	1									0	1
it bigger, it won't fall down	11		4%		5		5			0	11
if fall I have to make house			1				5			1	7
me making car		10%								0	0
you Don't break that down	1		4%				4			1	10
it won't fall because	1		4%				5			1	11
How can you go up under?									5	0	5
you get it's going, that?	11		10%							0	2
Mom get it down!	1		1							1	3

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**Storytelling is a social activity.  
 Young children rely on their  
 caregivers to structure a coherent  
 story with them via conversation.**

Gabas, C. et al (2017). Using experience books to foster the narrative skills of English learners. ASHA Perspectives 2.SIG 16.61

## Building the Narrative Mode of Thought Through A Conversational moment that shows the deepening discourse competence in the areas of...

- Social Problem Solving/Empathy Building
- Use of Cohesion
- Listening Comprehension
- Critical Thinking/Perspective Taking

Here is a **conversation** that my grandson Declan and I had when we were together.

March 30, 2019 (Declan is 4 and a half years old.)  
He had shown me a paper airplane model that his brother Gerry had made. Declan wanted to fly it for me and then I asked to fly it too. But, as I let the plane go, it grazed the end of a coffee table directly in front of Declan.

NANA: I wonder why the plane touched the table when I threw it and when you threw it, it didn't touch anything? (looking puzzled)



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DECLAN: Nana, it's why (because) you are a Nana and I am a kid.

A kid has better aim and that's why you didn't get it over the table.

Kids aren't like Nanans. Nanans are a *little bit old* but not **really** old.

You're a *little bit old*, right Nana? (Nana nodded.)

Not like Memere. Memere's a lot old. Is she 67 now?

NANA: Memere is 98, almost 100 years old!

DECLAN: So, Nana **you are** only a *little bit of 100*, right?

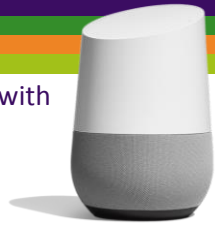
NANA: Yes Declan I am only a little bit of 100!!!! Declan, those were great sentences you said. I wrote them down so I could remember them.

DECLAN: Those are **real** sentences, right? (big smile, looking at my language sample)

NANA: Right! You did a great job saying all of them.



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NANA: Declan, how about going to get ice cream with me at the ice cream store?

**GOOGLE: "Ice cream was invented in China."**

NANA: How come Google is talking about ice cream?


DECLAN: Google is on up there. (Points up stairs) Nana, Google knows about ice cream but she doesn't know about the ice cream *store* and the *dominoes game* there. Google doesn't have eyes, only ears.

I need to get my shoes on.

**\*\*\*FROM GOOGLE:**  
*The origin of ice-cream. An ice-cream-like food was first eaten in **China** in 618-97AD. King Tang of Shang, had 94 ice men who helped to make a dish of buffalo **milk**, flour and camphor. A kind of ice-cream was invented in **China** about 200 BC when a **milk** and rice mixture was frozen by packing it into snow.*


**ORAL LANGUAGE IS THE FOUNDATION FOR WRITING. THE DISCOURSE LEVEL CONTAINS SENTENCES AND VOCABULARY.**

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### Analysis of Declan and Nana's Conversation

NANA: I wonder why the plane touched the table when I threw it and when you threw it, it didn't touch anything?



I voiced an open ended question - a kick off (or Problem/dilemma) that I had, with a puzzled expression.

Nana, it's why (because) you are a Nana and I am a kid.

A kid has better aim and that's why you didn't get it over the table.

Kids aren't like Nanans. Nanans are a *little bit old* but not **really** old.

Declan uses character description (youth vs elder) and compare/contrast, prior knowledge

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You're a *little bit old*, right Nana? (Nana nodded.)

Not like Memere. Memere's a lot old. Is she 67 now?

NANA: Memere is 98, almost 100 years old!

Explaining an abstract concepts through compare/contrast and verifying his description of "a little bit old." He used a joint referent – we both know Memere (his great grandmother, my mother-in-law)

DECLAN: So, Nana **you are** only a *little bit of 100*, right?

NANA: Yes Declan I am only a little bit of 100!!!!

Confirming his hypothesis that I was only a little bit old. When he said "right?" he smiled as if to say "Isn't that great that you are only a little bit old?" That is empathy.

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NANA: Declan, those were great sentences you said. I wrote them down so I could remember them.

DECLAN: Those are **real** sentences, right?  
(big smile, looking at my language sample)

NANA: Right! You did a great job saying all of them.

Developing metalinguistic skills – talking with Nana about language. Very proud.



NANA: Declan, how about going to get ice cream with me at the ice cream store?



**GOOGLE: "Ice cream was invented in China."**

NANA: How come Google is talking about ice cream?

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DECLAN: **Google** is on up there. (Points up stairs) Nana, Google knows about ice cream but she doesn't know about the ice cream store and the dominoes game there. Google doesn't have eyes, only ears.

*I need to get my shoes on. (In other words, let's go!)*

The kick off is that "Google" (Google Home) joined in the conversation. This surprised Nana. The kick off for Declan was Nana asking him about it. His explanation includes clarification for the listener, a mental state verb, prepositional phrases, an adversative conjunction, a contraction and a pronoun. He also has a character description of Google – inferring "she" is female because of her voice and that she only has ears (since she only hears and doesn't see).

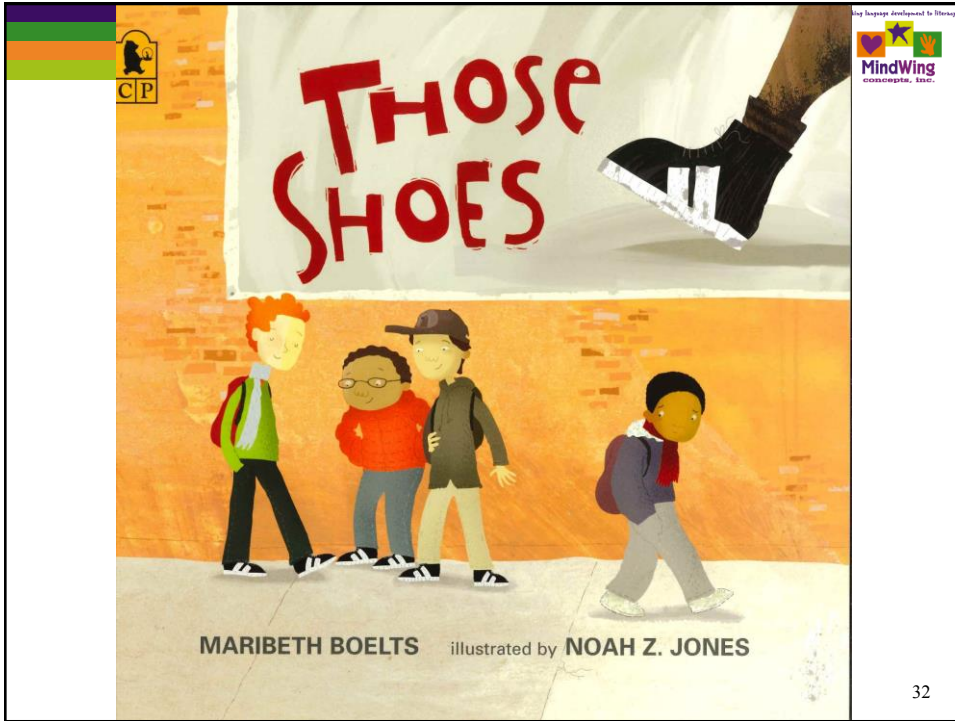


Mt. Tom Ice Cream Store 30

## A Narrative Selection of Quality Children's Literature To Illustrate Deepening Discourse

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## RE-telling of the Story of “Those Shoes” at Stage 5\* – the Complete Episode Level


\*This book is written at Stage 7,  
Interactive Episode


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 Jeremy really wants a pair of black shoes with white stripes.


 He sees everyone at school with them on and dreams about “those shoes” at home.


 His Grandma tells him that they can’t afford the expensive shoes because he needs winter boots.


 He feels envious and disappointed


 He knows his current shoes are falling apart


 Jeremy wants those shoes  
(but really needs winter boots according to Grandma)

 His guidance counselor gives him a Velcro pair of shoes BUT Jeremy thinks they are babyish and everyone makes fun of him except Antonio.


 Jeremy goes to thrift stores and finds a pair of those black shoes with white stripes, BUT they are too small and hurt his feet.

 At school, Jeremy notices that Antonio’s shoes are duct taped together at recess SO Jeremy gives “those shoes” to Antonio, who is grateful.

 When it snows and Jeremy remembers that Grandma bought him brand new winter boots no kid has ever worn before!



 Jeremy learned that “those shoes” weren’t as important as he once thought. Having warm boots, a loving Grandma, a caring teacher and the chance to help a friend were all things that made him happy, too.



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## Deepening Comprehension:

### Taking Perspectives of Multiple Characters












  
  
**Jeremy**

  
  
**Grandma**

  
  
**Antonio**













  
  
**Mr. Alfrey**

## Episode #1: Grandma \_\_\_\_\_

-  Grandma
-  home/neighborhood
-  Jeremy says to her, "Grandma, I want them." (those shoes)
-  Empathetic /determined
-  She *REALIZES* that Jeremy is not happy.
-  To try to get Jeremy the shoes
-  Goes to store — too much money
-  Goes to thrift shops — finds those shoes
-  Tells Jeremy, "I can't spend good money on shoes that don't fit."
-  She cannot buy the shoes.
-  Disappointed/supportive of Jeremy












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## Episode #1: Jeremy \_\_\_\_\_

-  Jeremy
-  School/Home/Neighborhood
-  Sees shoes advertised and worn all around his neighborhood
-  Determined
-  He *KNOWS* Grandma will help him
-  Wants to get a new pair of those shoes
-  Asks Grandma
-  Goes to thrift shops — finds those shoes
-  Shoes \$2.50 — Grandma can't spend money — too small
-  Jeremy uses his money to buy those shoes even though they don't fit.
-  Jeremy has a new pair of shoes.
-  Satisfied, hopeful


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## Episode #2, Mr. Alfrey \_\_\_\_\_













-  Mr. Alfrey
-  In the school, in the guidance office
-  Sees the condition of Jeremy's shoes (details in book)
-  We infer that Mr. Alfrey feels sorry for Jeremy.
-  He **REALIZES** that Jeremy is embarrassed because his shoes are falling apart.
-  He decided to help Jeremy.
-  He called Jeremy into his office.
-  He told Jeremy that he noticed he may need new shoes.
-  He gave Jeremy (juvenile) shoes.
-  As a result, he gave Jeremy shoes to assure some safety.
-  He feels satisfied.

*Note:* In order to make the inference, we could say:  
*Mr. Alfrey saw Jeremy's shoes falling apart and because of that felt \_\_\_\_\_.*

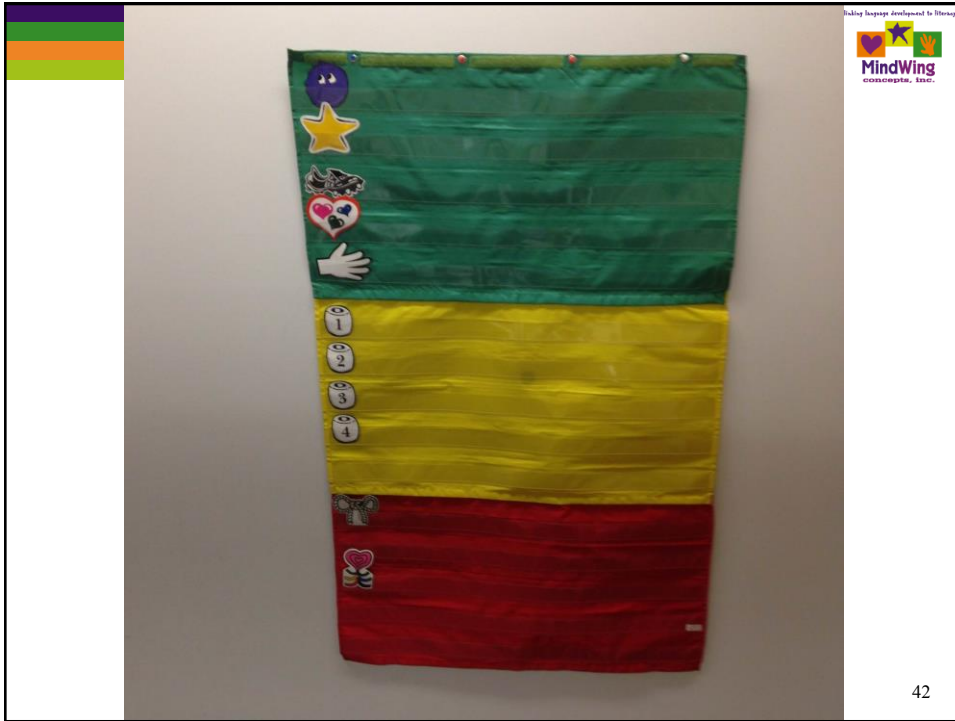
## Episode #3, Antonio \_\_\_\_\_

-  Antonio
-  school/neighborhood, Jeremy's house
-  Notices Jeremy has the shoes
-  Confused
-  He **REMEMBERS** how much Jeremy loves the shoes.
-  Finds the shoes on his doorstep
-  Thrilled, Thankful, Proud (of shoes)
-  To thank Jeremy
-  "Thanks!"
-  Antonio and Jeremy race! (wearing boots!)
-  happy

### Episode #3, Jeremy \_\_\_\_\_

-  Jeremy
-  school/home/ neighborhood
-  Jeremy's shoes don't stretch. He notices Antonio's shoes are taped.
-  disappointed, empathetic, thoughtful
-  He *KNOWS* those shoes will never fit and actually hurt to wear them.  
He *REMEMBERS* that Antonio never laughed at his babyish shoes and plays with him at recess and at home.
-  Jeremy decides to give the shoes he bought to Antonio.
-  Runs across the street
-  Puts the shoes on the doorstep
-  Rings the doorbell
-  Runs
-  Antonio has the shoes
-  Happy, Mad (at his Velcro shoes), Proud







## WRITING TO SUPPORT ANALYSIS, REFLECTION and RESEARCH:



### Beginning in GRADE 4

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)).
- b. Apply grade 4 Reading standards to informative texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### Focused upon in GRADE 5

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text (e.g., How characters interact)”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

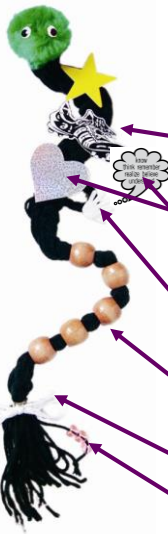
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## SAMPLE 4<sup>th</sup> GRADE Lesson Prompt

Explain the main character’s problem in the story, and then describe how this character responds to the problem. Include evidence from the text about how the character’s thoughts and emotions led him/her to take action.

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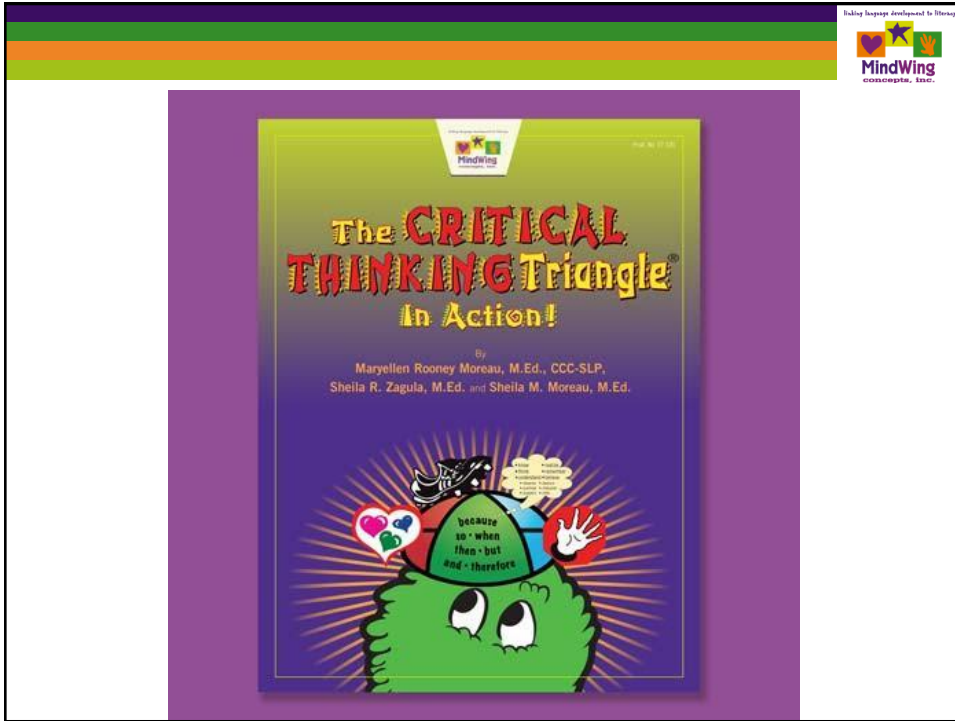




## What do we need to know to respond to the prompt?

- Identify the kick off (problem, challenge, trouble)
- Character's feelings
- Character's Mental States (what he/she knows, remembers, realizes, etc)
- Plan made
- What was done to carry out the plan?
- Result/Consequence
- Lesson Learned

## Deepening Critical Thinking: Investigating, Elaborating and Expanding on Kick-Off's, Feelings, Mental States and Plans



## The **CRITICAL THINKING Triangle**® In Action!

Student Thinking Mat

Jeremy couldn't fall asleep because he was thinking about Antonio and those shoes


Believed that he could help his friend Antonio

Empowered

Jeremy decided to give those shoes to Antonio

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Product #CTT-100

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One day, Jeremy 🧐 was in his bedroom at night ✨, in bed, trying to fall asleep, but he couldn't sleep 🦋 because he was thinking about Antonio and those shoes. The words "I'm not going to do it" kept running through his head. He felt empathetic 💗 about Antonio, discouraged 💗 about not having those shoes, and confused 💗 about what he should do. Because of these feelings, Jeremy needed to think.

☁️ Jeremy *thought* that Antonio's feet were smaller than his when they were in Math class.

☁️ He *remembered* that Antonio didn't laugh at his "Mr. Alfrey" shoes during class like the others did.

Blank frame, P. 20 CTT In Action guidebook

-  Jeremy *knew* for a fact that those shoes were making him limp home and giving him blisters because they were too small.
-  He *realized* during basketball, on the swings and when they raced at the playground, that Antonio’s shoes were held together with duct tape and that he really needed new shoes. But, Jeremy kept thinking, “I’m not going to do it.”
-  Jeremy *knew* that he had a loving Grandma and a caring guidance counselor who were trying to replace his falling-apart shoes.
-  After supper, Jeremy *noticed* that Antonio wished “those shoes” were his and Jeremy *believed* that he could help his friend Antonio.
-  After much thought, Jeremy decided to give those shoes to Antonio.

### **SAMPLE 4<sup>th</sup> GRADE Lesson Prompt**

Explain the main character’s problem in the story, and then describe how this character responds to the problem. Include evidence from the text about how the character’s thoughts and emotions led him/her to take action.

# Deepening Social Problem Solving through Sentence Building Prompts

What is the situation? What is the kick-off (problem)? How does the character FEEL? How can it be solved?

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**Prompt #3**

Is there a Kick-Off?

Did something “unexpected” happen? Is there a problem?  YES  NO


Remember that there may be many Actions in a social situation; some of them are Kick-Offs  because the *ho-hum day* is not *ho-hum*.


The expected happenings are not happening as we expected them to.



Jeremy’s shoes came apart and Mr. Alfrey gave him baby-ish Velcro shoes.

\* Prompt From Deepening Discourse and Thought Manual and Facilitating Relationships Manual



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### Prompt #3c

If there was a Kick-Off...

...how did Jeremy \_\_\_\_\_ feel about it? The Mr Alfrey Shoes

He was embarrassed, humiliated and angry

How do you know Jeremy \_\_\_\_\_ felt that way? \_\_\_\_\_

He thought the shoes were baby-ish, his classmates laughed at him

What did his/her Body Language show you? He looks annoyed that his shoes broke, then disgusted by the Mr Alfrey shoes, then his shoulders are hunched in the classroom, and he grips his pencil so tight, it might bust




What did his/her Tone of Voice tell you? \_\_\_\_\_


\_\_\_\_\_


*If you are an observer:* Do you have a feeling about the Kick-Off? \_\_\_\_\_

\_\_\_\_\_

\* Prompt From Deepening Discourse and Thought Manual and Facilitating Relationships Manual



Building language development for literacy  


### Prompt #4

Express the situation as you or the character(s) see it. Choose one of these problem solving sentence makers.

& \_\_\_\_\_ were \_\_\_\_\_

at \_\_\_\_\_ when all of a sudden \_\_\_\_\_ and \_\_\_\_\_

we/they felt \_\_\_\_\_

Jeremy \_\_\_\_\_ was Was playing kickball

at At the playground \_\_\_\_\_ when all of a sudden His shoe fell apart \_\_\_\_\_ and \_\_\_\_\_

he/she felt annoyed and probably embarrassed \_\_\_\_\_

I was \_\_\_\_\_, \_\_\_\_\_

when suddenly \_\_\_\_\_ and \_\_\_\_\_

I felt \_\_\_\_\_

*If you are an observer:* I saw \_\_\_\_\_ looking \_\_\_\_\_ because \_\_\_\_\_

\* Prompt From Deepening Discourse and Thought Manual and Facilitating Relationships Manual

## Deepening Empathy:

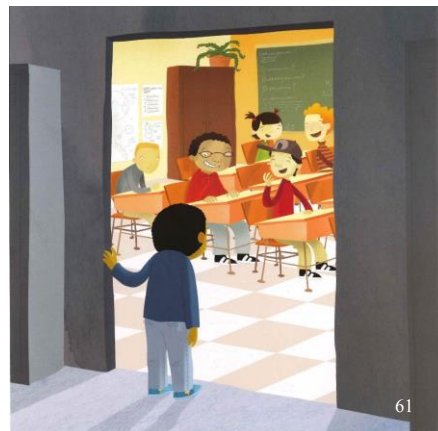
Find evidence in the book of **EMPATHY**  
*Words, Actions, Body Language, Tone of Voice,*  
*and Facial Expressions help us to infer that a*  
*character is feeling empathetic.*

We can also feel empathy for a character when we  
take perspective and put ourselves in **THEIR** shoes.

Mr. Alfrey feels empathy toward  
Jeremy because Jeremy's shoe fell  
apart and Mr. Alfrey knows Jeremy  
is in need of shoes.



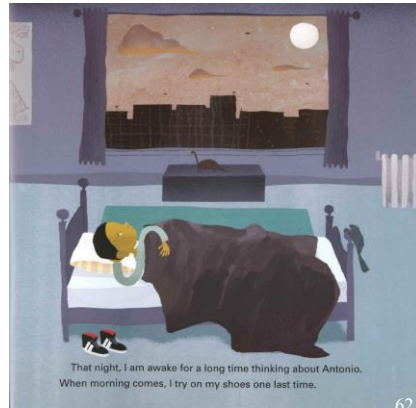
Antonio feels empathy for Jeremy  
because he didn't laugh when the  
other classmates did. (We find out  
later that Antonio's shoes are duct  
taped/falling apart too.)



Grandma feels empathy toward Jeremy because she knows how deeply he wanted those shoes and feels badly that they don't fit and have given him blisters.



Jeremy reflects on Grandma, Mr. Alfrey and most importantly Antonio, and feels empathy for Antonio – which helps him to decide to give Antonio those shoes.



## SAMPLE 4<sup>th</sup> GRADE Lesson Prompt


How did the events in the story lead to the character(s) growth as a person?

*ie. As a result of his experiences (list them) with those shoes, and the empathy shown to him by people in his life, Jeremy came to realize that having caring family, teachers and friends was more important than "those shoes."*



# Interdisciplinary Pathway to Deepen Discourse:

## The Discourse and Thought Development Chart



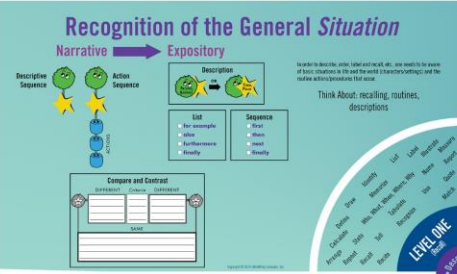
### DISCOURSE AND THOUGHT DEVELOPMENT CHART

The Oral-Literate Continuum

Conversation ◀ Narrative ▶ Exposition

#### Recognition of the General Situation

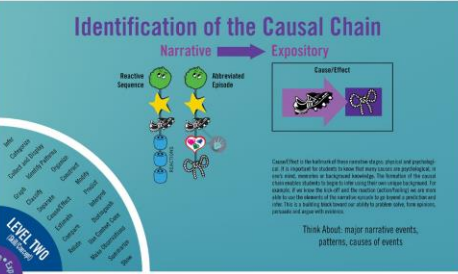
Narrative → Expository




Think About: recalling, routines, descriptions

#### Identification of the Causal Chain

Narrative → Expository

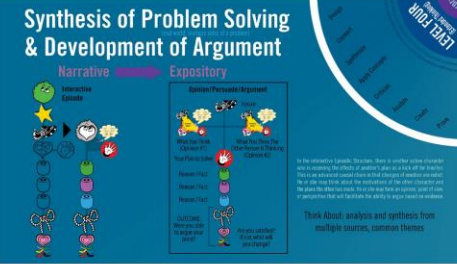


Think About: major narrative events, patterns, causes of events



#### Synthesis of Problem Solving & Development of Argument

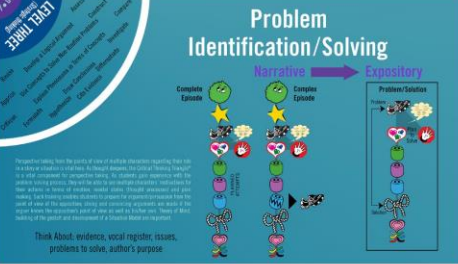
Narrative → Expository



Think About: analysis and synthesis from multiple sources, common themes

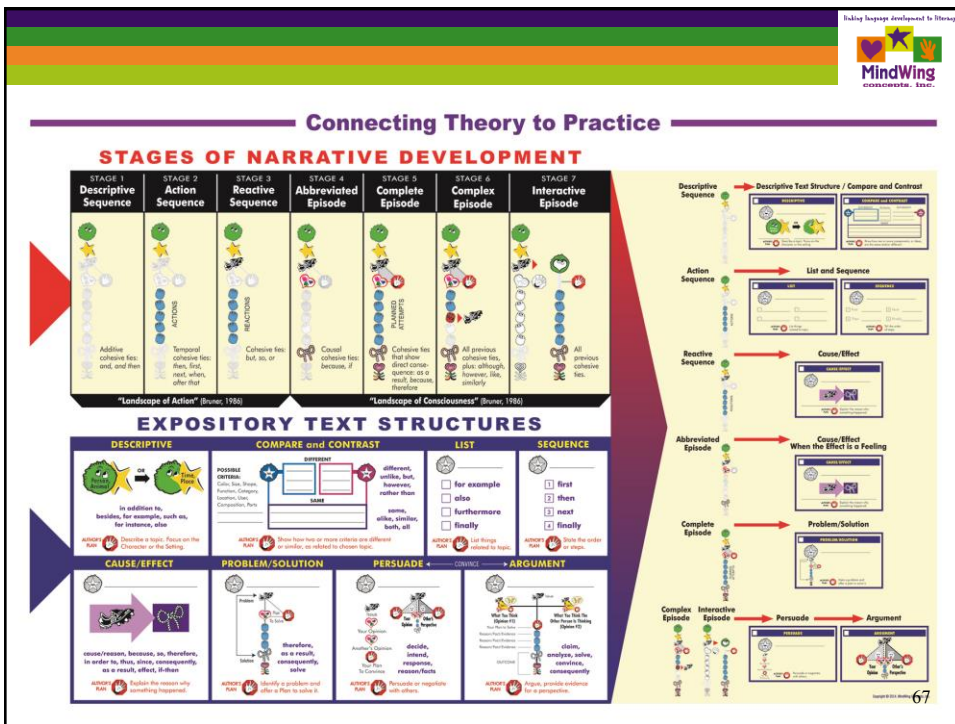
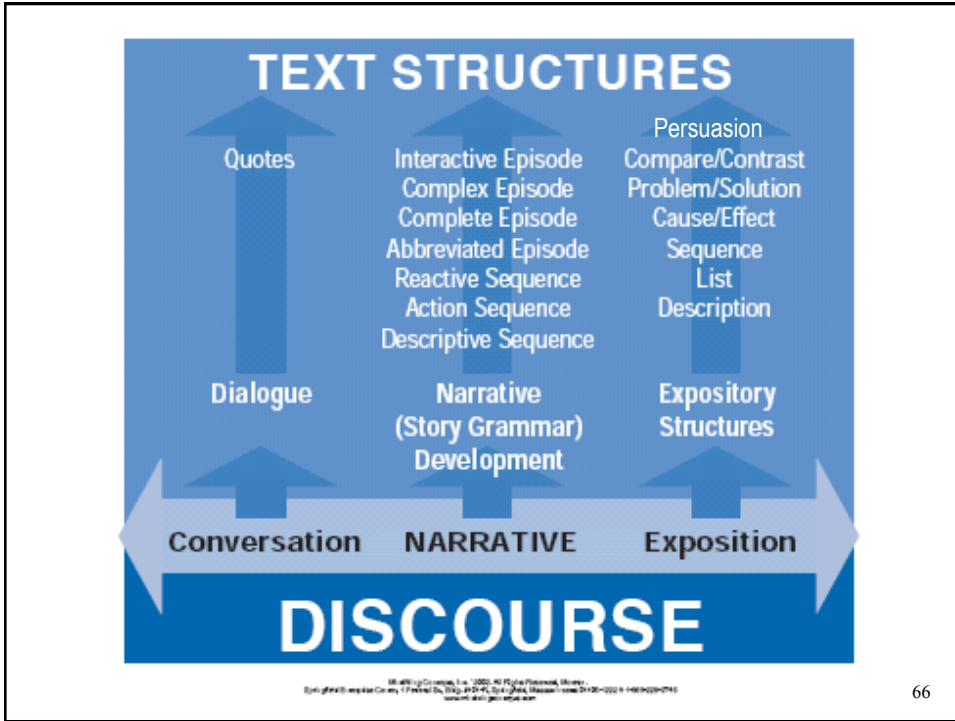
#### Problem Identification/Solving

Narrative → Expository



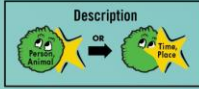
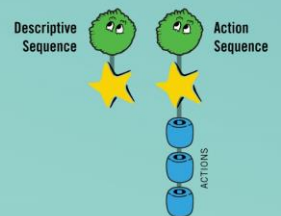
Think About: evidence, social register, issues, problems to solve, author's purpose

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# Recognition of the General *Situation*

Narrative → Expository



In order to describe, order, label and recall, etc., 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

- | List  | Sequence   |
|---|--|
| <input type="checkbox"/> for example<br><input type="checkbox"/> also<br><input type="checkbox"/> furthermore<br><input type="checkbox"/> finally | <input type="checkbox"/> first<br><input type="checkbox"/> then<br><input type="checkbox"/> next<br><input type="checkbox"/> finally |

Compare and Contrast

DIFFERENT	Criteria	DIFFERENT
<input type="text"/>	<input type="text"/>	<input type="text"/>
SAME		
<input type="text"/>		



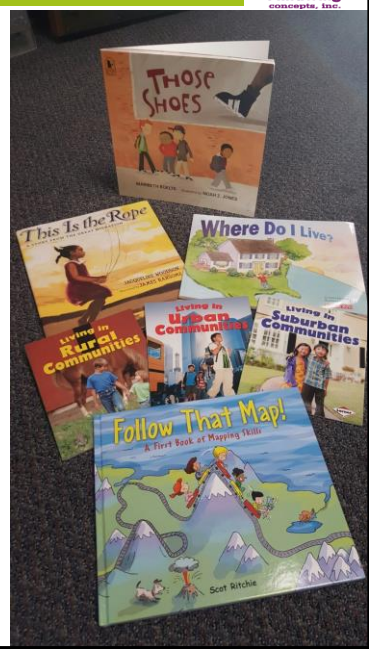
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## Quadrant #1 of the Discourse and Thought Development Chart

### 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.



# Quadrant #1 - REFERENCES



\*Boelts, Maribeth. *Those Shoes*. Somerville, MA: Candlewick Press, 2009.

\*Chesanow, Neil. *Where Do I Live?* New York: Garron's Educational Series, Inc., 1995.

Lamia, Mary. *Understanding Myself*. Washington: Magination Press, 2011.

Ritchie, Scot. *Follow That Map! A First Book of Mapping Skills*. New York: Kids Can Press Ltd., 2009.

\*Sterling, Kristin. *Living in Rural Communities*. Minneapolis: Lerner Publication Group, Inc., 2008.

\*Sterling, Kristin. *Living in Suburban Communities*. Minneapolis: Lerner Publication Group, Inc., 2008.

\*Sterling, Kristin. *Living in Urban Communities*. Minneapolis: Lerner Publication Group, Inc., 2008.

Woodson, Jacqueline. *The Other Side*. New York: G.P. The Penguin Group (USA) Inc., 2001.

Woodson, Jacqueline. *This Is the Rope*. New York: The Penguin Group (USA) Inc., 2013.

## Identification of the Causal Chain

Narrative
➔
Expository

Reactive Sequence

Abbreviated Episode

Doric

**Cause/Effect**

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.

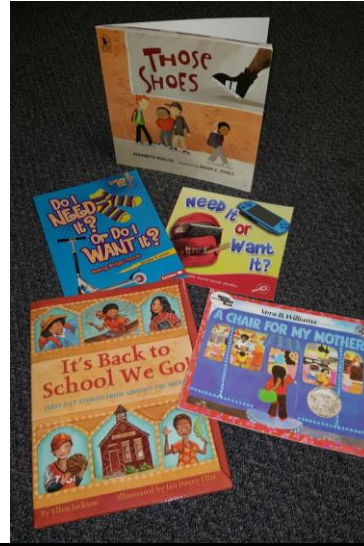
Think About: major narrative events,  
patterns, causes of events

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## 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.




## Quadrant #2 - REFERENCES

- \*Boelts, Maribeth. *Those Shoes*. Massachusetts: Candlewick Press, 2009.
- Havill, Juanita. *Jamaica's Blue Marker*. Boston: Houghton Mifflin Company, 1995.
- \*Hord, Colleen. *Need It Or Want It?* Minnesota: Rourke Publishing, Inc., 2012.
- Jackson, Ellen. *It's Back to School We Go! First Day Stories from Around the World*. Minneapolis: Millbrook Press, 2003.
- \*Larson, Jennifer. *Do I Need It? Or Do I Want it?* Minnesota: Lerner Publishing Group, Inc., 2010.
- Sember, Brette McWhorter. *The Everything Kids' Money Book*. Massachusetts: Adams Media, 2008.
- Williams, Vera. *A Chair For My Mother*. New York: William Morrow & Company, Inc., 1982.
- Woodson, J. & Lewis, E.B. (2012). *Each Kindness* NY: Nancy Paulsen Books
- Reference: Unicef Canada. *Rights, Wants & Needs*. [globalclassroom@unicef.ca](mailto:globalclassroom@unicef.ca), 2001.

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## Problem Identification/Solving




Ionic

Perspective taking from the points of view of multiple characters regarding their role in a story or situation is vital here. As thought deepens, the Critical Thinking Triangle® is a vital component for perspective taking. 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

**Complete Episode**




PLANNED ATTEMPTS

**Complex Episode**



**Narrative** → **Expository**

**Problem/Solution**



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## Quadrant #3 of the Discourse and Thought Development Chart

### Problem Identification/Solving

...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



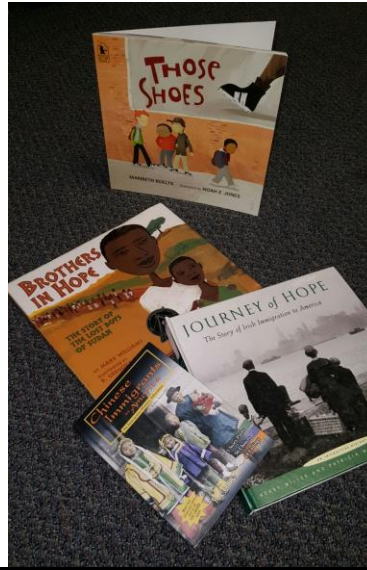


## Quadrant #4 of the Discourse and Thought Development Chart

### *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

\*Boelts, Maribeth. *Those Shoes*. Massachusetts: Candlewick Press, 2009.

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

Hunsicker, Kelley. *Chinese Immigrants in America, An Interactive History Adventure*. Minnesota: Capstone Press, 2008.

Miller, Kirby and Miller, Patricia Mulholland. *Journey of Hope, The Story of Irish Immigration to America*. San Francisco: Chronicle Books, 2001.

Otfinoski, Steven. *The Child Labor Reform Movement, An Interactive History Adventure*. Minnesota: Capstone Press, 2014.

Raum, Elizabeth. *Irish Immigrants in America, An Interactive History Adventure*. Minnesota: Capstone Press, 2008.

Williams, Mary. *Brothers In Hope, The Story of the Lost Boys of Sudan*. New York: Lee & Low Books Inc., 2005.



## While preparing last week for this Webinar...

I (as a certified elementary teacher and Speech Language Pathologist) received an email May 16, 2019 from the Commissioner of Education Jeffrey C. Riley of the Massachusetts Department of Elementary and Secondary Education (DESE). He was calling for input regarding “The Future” of Massachusetts education.

He referred to a March conference at UMass Amherst where he called upon the Massachusetts Education Community to “embrace a shift to applied, **deeper learning to engage students in interdisciplinary tasks** aligned to **state standards**, where students would use **Critical Thinking** skills and **work collaboratively to solve problems** relevant to their lives.”

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For the Deepening Discourse and Thought materials shared in  
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