




For each of the seven stages of narrative development, we have “chunked” the narrative components in a developmental sequence geared for analysis of social situations with students who have social learning challenges.

Example: Descriptive Sequence, Stage 1

 <p>Character</p>	<p>Label characters: Is able to use one describing word to tell about character.</p>
 <p>Setting</p>	<p>Names setting: Is able to label objects within environment/setting. (See Actions below.)</p>
<p>Actions/ Reactions/ Attempts</p> 	<ul style="list-style-type: none"> • Actions are mentioned as familiar parts of the setting. (They are not necessarily in sequence.)

- “chunked” the narrative components in a developmental sequence geared for analysis of social situations with students who have social learning challenges.
- provided a sequence of assessment and intervention points for each icon within the “chunk”


These points function as benchmarks within the narrative component. For instance, the iconic representation of Character & Setting

within the Descriptive Sequence contains the sequential benchmarks (at right) to inform and pace your instruction.

These benchmarks are used as criteria to analyze the situation in more depth. Notice the developmental sequence (1–4) within each iconic component.

Example: The student may point to a character and say “boy.” To develop the thinking behind the character icon, the first benchmark in the sequence becomes an instructional objective: to name and describe a character using physical description.

- noted linguistic cohesion words (cohesive ties) necessary to express the Big Picture

<p>Cohesive Ties</p> 	<p>Additive cohesive ties: “and” and “then” used to tie ideas together.</p>
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Please see the conjunctions necessary as cohesive devices to “tie” the components of the chunks together: “The boys are playing soccer. First, they kicked the ball, then they”. As students progress from the temporal sequence in the example to causal connections, the cohesive ties change.



Character

- 1 Target Character named and described using physical descriptors
- 2 Target Character named and described using physical descriptors and Character likes/dislikes
- 3 Target Character named and described using physical descriptors and personality traits
- 4 At least one other Character named and connected to Target Character through action, thoughts or emotion.



Setting

- 1 Setting named (at least place)
- 2 Setting described using 2 physical characteristics including sensory verbs if applicable
- 3 Setting described using at least 2 physical characteristics containing evidence of “script” knowledge of the setting (what usually happens within the Setting)
- 4 Setting described and related/ compared to life experience and/or to another part of the text

- developed scaffolding questions (sample at right) within the “chunk” for teachers, parents and specialists to use daily.

These questions may be used in many ways:

1) To assist parents at home with targeted questions for use with books or when observing situations, 2) To provide materials as part of a center or station in the classroom, 3) To assess comprehension during the literacy block, and 4) as a quick, question-based data collection tool.

- formulated guiding questions for the practitioner to use in determining progression to the next narrative “chunk.” Since everyone is interested in progress monitoring, use these Guiding Questions as such. (sample below)

- Show me a character on the cover of this book.
- Name a character from the story.
- Describe what the character looks like.
- What does the character like/dislike to do?
- If the character is (brave)/ _____, what in the story told you that?
- Where does the story probably take place?
- Name the setting.
- Tell me what you, the character: see, hear, touch, smell, taste, etc., at _____.
- If the setting is _____, what things do you see in that setting? Describe one of those things.
- Draw a character in a setting.
- ♡ Ask a general question about the feelings of the character at the setting.

Guiding Questions to Determine Movement From Descriptive Sequence to Action Sequence

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Is the student naming and describing the Character? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Is the student giving at least 2 of the following descriptions of the Character?
___ a. Age/gender (<i>young boy</i>)
___ b. Physical (<i>color, size, appearance, etc.</i>)
___ c. Likes/dislikes (<i>loves cookies, hates Mondays, etc.</i>)
___ d. Personality (<i>grumpy, exuberant</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Is the student giving a setting with time or place? (<i>in a castle, long ago</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Is the student able to label basic setting (<i>script</i>) vocabulary related to the story? (<i>fish/ocean/swim</i>) |

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Is the student retelling the story using correct Semantic Grammatical Rules/simple sentences? (<i>Tommy pull wagon/Tommy pulled the wagon</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Is the student using the cohesive ties <i>and</i> , or <i>and then</i> ? |

If you answered **YES** to all of these questions, the student should progress to the Action Sequence level of narrative development.

If you answered **NO** to one or two of them, use your clinical judgment to move the student or to decide that the student should remain in the Descriptive Sequence level.

If you decide to move the student forward, the components that were answered “no” should remain as targets within the student’s growing competence.

All sections of Guided Questions were composed in collaboration with Orange County Florida Public Schools, Padilla, E., Mueller, K., Moreau, M. (2010).

Note: Mastery of the Complete Episode is the goal of Cumulative Narrative Chunking™. Thus, “Guiding Questions to Determine Movement...” end at the Complete Episode. Complex and Interactive stages only add more episodes to the process (another Kick-Off or another Character’s perspective).



► The following twelve pages of Cumulative Narrative Chunking™ Maps may be photocopied. Printable files for download are also located on MindWing’s website. See page ii in the front of this manual.