

Who, Did What, Where, When: Facilitating Personal Narrative and Storytelling Skills  
Patricia Becker, M.S., CCC-SLP  
School District of South Milwaukee  
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**Definition**

Social monologue of extended unit of text, with temporally or causally linked events (Owens, 2010)

Recounts, event casts, accounts, and fictionalized stories

Used to describe, explain, and interpret events

**Rationale**

Correlates with reading comprehension

Predicts academic achievement

Difficulties persist

(Boudreau, 2008)

Children with LI produce linguistically and structurally poorer narratives (Boudreau, 2008)

Children with LI display less total words, different words, story grammar elements, complete episodes, conventional introductions/conclusions, communication repairs, cohesive ties, and attempts, plans, and internal responses. (Crais & Lorch, 1994)

Personal stories:

make our lives meaningful

make sense of our memories, thoughts and  
emotions

connect us with others

entertain, educate and engage listeners

develop creativity

recall, revive and reinvent our past

strengthen our humor and appreciation for the wonder of life

increase confidence

build self-trust and powers of memory

(Maguire, 1998)

*“The stories that people tell are the container that holds their world together and gives meaning to their lives.”*

Andrew Ramer

**Scope, Sequence and Standards**

Develop sense of story and teach discourse level cohesive and text structure devices (ASHA, 2000)

Apply knowledge of text structure

Recognize and recall elements and details

Summarize and identify cause-effect  
Present fictional stories that recount  
Answer factual and interpretative questions about stories  
(Wisconsin Department of Public Instruction , 2009)

Use graphic organizers and recognize story structure (National Institute for Literacy, 2001)

### **Forms of Assessment in Research**

**Interview** - content, convention, clarity, and conduct and **Retelling** - propositions (Wilde & Sage, 2007)

**Retelling** - story information units and episode levels (Hayward & Schneider, 2000)

Forms of Assessment in Research

**Retelling** - information content, grammatical usage, retelling, propositional units, narrative quality, number of connectives, connective type, and story type, **Teacher and paraprofessional interview** (Davies, Shanks, & Davies, 2004)

Forms of Assessment in Research

**Retelling** - narrative quality, number of different words, **Syntax**, and **Working memory** (Swanson, Fey, Mills, & Hood, 2005)

**Reading comprehension, Retelling** - productivity and complexity, **Oral story comprehension** (Westerfeld & Gillon, 2008)

### **Assessment Tools**

Test of Narrative Language

SALT Language Sample Analysis

Index of Narrative Complexity

Renfrew Action Picture Test and Bus Story

Sage Assessment of Language and Thinking

Strong Narrative Assessment Procedure

Rubrics

### **Language Samples: Using the Three Little Pigs to Guide Instruction**

Story retell – No picture support, Kindergarten, OHI

Additional prompt: “Once upon a time...”

One pine time, three little pigs findin’ sticks, hay, bricks for make house. Them make house, they go in house. Wolf come. Wolf say, “Huff. Let me come in your house.”

Other pig say, “No, no, no. On my chinny. On my chinny, chinny.”

Wolf say, “I huff. I huff. Blow your house down.” Huff, huff, blow house down. Okay.

Pigs run in other house. Okay. Wolf come blow other house. Okay. Them run other house. Wolf try blow it down, it too strong. Him hop on roof, in chimney. Pigs get hot fire. Hot water. Wolf come down in hot boiling water. Wolf say, “Ow!” Run out door.

Story retell with picture support, First Grade, LD, ADHD

Additional prompt: “Tell the story. Say, Once upon a time...”

Once upon a time, there was three little pigs walkin’ by a house. And a fox comed. And he blowed their house down. And he huffed, and he puffed, and he blew the house in.

Reviewed story

Prompt: "Once upon a time..."

Once upon a time, there was three little pigs. One little pig...what is this? ("Straw") straws. The fox knocked on the door and he blew the house down. Then he...huffed and puffed and blew the house down.

Prompt: "Then..."

Then, third, he blew the house down. The...pig built his house to make it out of bricks. And the fox (unintelligible) and he blew the house down of bricks.

Story retell with picture support, First Grade, LD

Once upon a time, there were three little pigs. The first little piggy just made a house made of...straws. And the, and, here is the big bad wolf. "Little pig, little pig, let me in." And the piggy said, "No, no, no...not without my chinny, chin, chin." And the wolf says, "And I'll puff and I'll puff and I'll blow your house down." "Eee!" (sound effect of house falling down)

The second little pig just made a house made of sticks. And the big bad wolf say, "Little pig, little pig, let me in," said the big bad wolf. "No, no, no. Not without my chinny, chin, chin." "And I'll huff and I'll puff and I'll blow hour house down." "Eee!" (sound effect) The third little piggy made a house made of bricks. "Little pig, little pig, let me in." "No, no, no. Not without my chinny, chin, chin." "And I'll huff and I'll puff and I'll blow your house down." But the, but, he...can't...not blow...the...the house in.

### **Research Outcomes and Evidence-Based Practice**

Highly descriptive language samples inflate number of words score

"Communication Opportunity Group Scheme" (Wilde & Sage, 2007) improves narrative thinking

Explicit instruction in story grammar impacts information units, episode levels, story type, oral narrative comprehension, and other measures of narrative quality (Davies, Shanks, & Davies, 2004; Hayward & Schneider, 2000; Schneider & Vis Dube, 2005; Swanson, Fey, Mills & Hood, 2005; Westerveld & Gillon, 2008)

Story presentation type differences found, with oral conditions favoring picture only conditions (Schneider & Vis Dube, 2005)

Generalization to reading comprehension not evident (Westerveld & Gillon, 2008)

Pictography and story mapping result in longer narratives, increased use of action sequences and temporal conjunctions, and higher levels of story grammar knowledge (Boulineau, Fore, Hagan-Burke, & Burke, 2004; Ukrainetz McFadden, 1998b)

Informal observations:

scaffolding effects

transfer to personal event narratives

professional knowledge and collaboration

confidence in narrative production (Davies, Shanks, & Davies, 2004, Hayward & Schneider, 2000, Swanson, Fey, Mills & Hood, 2005)

### **In Summary...**

Effective narrative intervention incorporates...

Explicit story grammar instruction

Reading comprehension strategies

Visual organization supports

Written language composition

Understanding and use of cohesive devices/transition words

Variety of shared reading activities

### **Pre/Post Intervention Sample**

(Read aloud)

### **Elicitation Considerations**

Topic

Context

Story type

Experience

Task

Source

Stimuli

Mode of presentation

Length/Processing load

Interest

Structure

(Owens, 2010)

### **Elicitation Techniques:**

Personal Narratives

Prompt, "Have you ever..."

Establish shared experience (scary, funny, sick/hurt) or

Discuss "favorite..."

Provide model

(Owens, 2010)

Use visualization

"Loaf" to revisit your past

Use memory triggers (emotions, events)

Consider genre (Elizabeth Ellis' Story Types, "Ha-Ha, Aha, Ahhh, Amen")

Create a lifeline

Use photos/objects

Interview

Talk out loud to yourself

“Spin” as you go  
Add dialogue  
Recreate versus report  
Stimulate all five senses  
(Maguire, 1998)

### **Why Retell?**

Exposes children to written narratives, conventions of print, literate language, story structure and organization, dialogue, and experiences  
(Fahey & Reid, 2000)

### **Retelling Strategies**

Discuss “good listening”  
Prepare  
Practice  
Use visual organizers

### **Scaffolded Stories** (Franke)

Familiar events and routines  
Clear pictures  
Simple sentence patterns  
Explicit information  
Event, social thinking or personal  
Tell-Imitate-Retell-Accept or Prompt

### **Developmental Approach** (Hansen, 2004)

Emergent reader retells events  
Early fluent reader retells basic story elements  
Fluent reader summarizes plot

Guide in logical, cohesive retelling

Provide direct instruction in identification of story elements, sequencing, and summarizing  
Model recall, Number to indicate sequence, Define story element terms, Model story mapping,  
Identify events, problems, solutions, etc., Identify plot (goal, episode, resolution)  
(Hansen, 2004)

### **Prerequisite Skills and Building Blocks**

Question comprehension  
Understanding and use of literary concepts and vocabulary  
Word retrieval and fluency  
Topic maintenance and relevance  
Prerequisite Skills and Building Blocks  
Describing details  
Relating events  
Predicting  
Identifying cause and effect

Identifying main ideas

Summarizing

Interventions: Children's Books

Fairytale adaptations

Books that teach sequence, perspective, cause/effect, character attributes...

Books about storytelling

### **Interventions: Rhymes, Songs, and Chants**

Stuart Stotts and Tom Pease "Celebrate" CD

*Tell Me a Story* retelling poem

Websites <http://www.songsforteaching.com/reading.htm>

"If you're going to tell a story, you need a beginning. (2X) Try: Once upon a time, First, Long, long ago. If you're going to tell a story, you need a beginning.

If you're going to tell a story, you need a middle. (2X)

Try: Next, Second, Then, Suddenly, During, So. If you're going to tell a story, you need a middle.

If you're going to tell a story, you need an end. (2X)

Try: Lastly, In conclusion, After that, Finally. If you're going to tell a story, you need an end."

### **Interventions: "Make and Takes"**

"That's Good/That's Bad" spinner, "Egg Carton Tales" (Kaye, 1998)

Story element notebooks

Response cards

"How to" books and kits

Interventions: "Make and Takes"

Sequence flip

Story element game

"Blabbermouth," "Before and After," (Williams & Cohen, 2002)

### **Interventions: Games and Activities**

Visualization "Story Stew"

Junk box

Masterpiece

Story element sort

Sequence It! - magic tricks, recipes, crafts...

Interventions: Games and Activities

First, Next, Last charade

"I Can Name That Story/Main Idea in \_\_\_\_ Words"

Magnets

Story Tree

Dot-to-Dot Stories

Interventions: Games and Activities

Fortune Cookies

Movie Review  
The Employment Agency  
Balloons  
Calendar of Events  
Dramatic Play  
Interventions: Games and Activities  
Once Upon a Time  
Scrambled Stories  
We Know the Story  
Time to Mime  
I've Been There/Postcards  
(Delemain & Spring, 2003)

**Interventions: Commercial Products**

Games  
Fun Decks  
Story Frames  
Skills Workbooks  
Story Cards  
Mad Libs  
Interventions: Online  
Writing templates and graphic organizers  
Story grammar questions  
Story starters  
Story props  
Games

Thank you!

Patricia Becker, M.S., CCC-SLP

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<http://www.members.tripod.com/crokebeck/homepage.html>

*“If you don’t know the trees, you may be lost in the forest, but if you don’t know the stories, you may be lost in life.” Anonymous*

## **Narrative Websites**

### Story Questions

[http://teachers.net/4blocks/ella\\_ssr\\_conferencing\\_questions.pdf](http://teachers.net/4blocks/ella_ssr_conferencing_questions.pdf)

### Fairy Tales

<http://delicious.com/karenprek/fairytales-theme>

<http://www.britishcouncil.org/kids-stories-fairy-tales.htm>

<http://www.ferrum.edu/applit/bibs/tales/Other3Pigs.htm#PictureBooks>

### Story Writing Templates

[http://presentationsoft.about.com/od/classrooms/a/story\\_template.htm](http://presentationsoft.about.com/od/classrooms/a/story_template.htm)

### Retelling

<http://teachers.net/4blocks/article33.html>

[http://teachers.net/4blocks/story\\_bit\\_response\\_form.pdf](http://teachers.net/4blocks/story_bit_response_form.pdf)

<http://classroom.jc-schools.net/read/RETELLING.pdf>

<http://www.colorincolorado.org/article/13282>

[http://www.liketoread.com/read\\_strats\\_retell.php](http://www.liketoread.com/read_strats_retell.php)

<http://www.reallygoodstuff.com/pdfs/136442.pdf>

[http://membres.distributel.net/~redeemed7/anchors/anchors\\_main.htm](http://membres.distributel.net/~redeemed7/anchors/anchors_main.htm)

### Story Starters

<http://www.ngfl-cymru.org.uk/vtc/ngfl/english/121/>

### Parent Articles

<http://library.loudoun.gov/Default.aspx?tabid=69>

<http://gseweb.harvard.edu/~pild/time.htm>

<http://www.state.lib.la.us/empowerlibrary/Narrative%20Skills%20Activities.pdf>

### Slideshows and Podcasts

<http://www.slideshare.net/bogeybear/narrative-skills>

[http://breitlinks.com/earlyliteracy/narrative\\_skills.htm](http://breitlinks.com/earlyliteracy/narrative_skills.htm)

Activities and Games

[http://www.nebraskalibraries.org/conference/archives/2007/handouts/Storytelling\\_Activities.pdf](http://www.nebraskalibraries.org/conference/archives/2007/handouts/Storytelling_Activities.pdf)

<http://www.thestoryteller.ca/Pages/Activities.html>

<http://www.storyconnection.net/?content=games>

<http://www.emints.org/ethemes/resources/S00000236.shtml>

[http://languageartsgames.4you4free.com/story\\_elements.html](http://languageartsgames.4you4free.com/story_elements.html)

[http://www.nwrel.org/indianed/indianreading/1/teachers\\_manual\\_075-090.pdf](http://www.nwrel.org/indianed/indianreading/1/teachers_manual_075-090.pdf)

[http://www.teachercreated.com/blog/pics/TCR3709\\_pgs9\\_18.pdf](http://www.teachercreated.com/blog/pics/TCR3709_pgs9_18.pdf)

<http://www.quia.com/pages/sequencingfun.html>

Assessment Rubrics

<http://www.rehabmed.ualberta.ca/spa/enni/>

<http://www.readinga-z.com/assess/rubrics.html>

<http://www.wsra.org/assets/pdf/retellrubrics.pdf>

[http://www.dcn-cde.ca.gov/CRT/rubrics/Story\\_Retell.pdf](http://www.dcn-cde.ca.gov/CRT/rubrics/Story_Retell.pdf)

<http://www.nclrc.org/portfolio/formStoryRetelling.html>

Graphic Organizers

<http://freeology.com/graphicorgs/page4.php>

[http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp\\_1.pdf](http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf)

Story Props

<http://www.littlegiraffes.com/storyprops1.html>

<http://www.kizclub.com/stories.htm>

Personal Stories

<http://www.listentoourstories.com/>

<http://www.storycorps.org/>

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### **Narrative Assessments**

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Thinking Publications.

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### **Commercial Products and Resources**

<http://www.mindwingconcepts.com/products.asp?iCat=26&hierarchy=0>

<http://www.slatersoftware.com/readtell.html>

[http://www.blacksheepress.co.uk/acatalog/narrative\\_resources.html](http://www.blacksheepress.co.uk/acatalog/narrative_resources.html)

[http://animatedspeech.com/Products/products\\_stories.html](http://animatedspeech.com/Products/products_stories.html)

[http://www.ravensburger.com/usa/products/games/children\\_s\\_games/index.html?page=1](http://www.ravensburger.com/usa/products/games/children_s_games/index.html?page=1)

<http://www.amazon.com/International-Playthings-20043-Storytelling-Game/dp/B0007PB1GK>

<http://www.superduperinc.com/Default.aspx>

<http://www.linguisystems.com/>

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Williams, V. & Cohen, T. (2002) *Instant learning manipulatives for group lessons*.

Teaching Resources.

*Once...The Storytelling Game for Family and Friends* – available used on eBay and amazon.com

*Bafflegab* – available at retailers listed at <http://www.discoverybaygames.com/retailers.php>

*Storytelling Game* - available at [http://www.amazon.com/International-Playthings-20043-Storytelling-Game/dp/B0007PB1GK/ref=sr\\_1\\_2?ie=UTF8&s=toys-and-games&qid=1264647328&sr=8-2](http://www.amazon.com/International-Playthings-20043-Storytelling-Game/dp/B0007PB1GK/ref=sr_1_2?ie=UTF8&s=toys-and-games&qid=1264647328&sr=8-2)

*Mad Lib* – available online at <http://www.teachervision.fen.com/reading-and-language-arts/lesson-plan/31372.html>

*Story Frames* – available at [http://www.amazon.com/Story-Frames-Creative-Quickies-Vocabulary/dp/0742402398/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1264647096&sr=1-1](http://www.amazon.com/Story-Frames-Creative-Quickies-Vocabulary/dp/0742402398/ref=sr_1_1?ie=UTF8&s=books&qid=1264647096&sr=1-1)

