



Narrative Development




Agenda

- **Brainstorm** what a narrative is and describe them
- **Identify** 5 different types of narratives
- **Uncover** story grammar elements
- **Discuss** the six stages of narratives from two different perspectives: Applebee and Vygotsky
- **Practice** identifying different story elements and stage
- **Resources share out**



What is a Narrative?

- Brainstorm
- Give an account of happenings, as in telling a story
- Adhere to conventions or rules
- Are bridges between oral language and literacy...why?
- Are different than conversations because...
- Have detailed sentences that are relevant to a topic
- Occur naturally- telling about our weekends, jokes, gossip, relate anecdotes
 - Therefore narratives are important academically as well as socially



Brainstorm...what are important skills needed for narrative writing ?

- Sequence
- Appropriate vocab
- Cohesive ties (linking words)
- Story grammar (talk about soon)
 - Setting, initiating event, internal response, plan, attempt, consequence, and reaction
- Non-reliance on contextual support
 - Giving the reader enough information



5 Different Types of Narratives

- **Scripts:** tells about familiar, recurring events
- **Recounts:** remembering a personal experience that the reader was also present (shared experience)
- **Accounts:** personal experience that is unknown to the reader
- **Eventcasts:** a description of ongoing activities or what needs to be done
- **Stories:** fictional stories that is expected to have a plot in which the characters establish a goal to resolve a problem



Story Grammar

- **Setting:** includes the social, physical, or environmental context as well as the main characters
- **Initiating Event:** It is some action, event or change in the environment that affects the characters (Often the problem)
- **Internal Response:** the characters typically have an internal response to the initiating event, which may include emotions, goals, thoughts or intentions
- **Plan:** The main character develops a plan of action



Story Grammar Continued...

- **Attempt:** the plan of action leads to attempts or actions directed toward resolving the situation or attaining the goal
- **Consequence:** either the resolution of the problem or the attainment of the goal, or the failure to deal adequately with the situation
- **Reaction:** finally, the character demonstrates a reaction that includes the character's internal states
 - (feelings or thoughts) and response to the events that have occurred



Six Stages of Narratives

(through the lens of Vygotsky and Applebee)

- Heaps
- Sequences
- Primitive Narratives
- Unfocused Chain
- Focused Chain
- Narratives



Heaps

- Vygotsky

- An early effort to organize concepts
- Thoughts are linked only because of the child's egocentric perception of the events/objects.

- Applebee

- Labels and descriptions of events/actions
- No central theme or character
- Sentences are usually simple and declarative



Sequences

■ Vygotsky

- Children begin to organize thoughts/objects/events based on shared attributes or commonalities
- beginning of categorization
- events are listed because they are similar from the child's perspective.

■ Applebee:

- Labeling around a central theme, character, or setting; but there is no plot. The events can be listed in any order without changing the meaning. Sequence (list of events) revolves around a simple central theme.



Primitive Narratives

■ Vygotsky

- thoughts/objects/events are categorized based on complementarity (how things go together – fork/spoon) vs. similarity (fork/rake)
- Beginning expression of the concept of **consequences**.

■ Applebee

- Has a central theme (person, object, event)
- Contains 3 story grammar elements: initiating event, attempt/action, and consequence – all around/expanding the central theme
- No true ending or resolution and little discussion of motivation
- No use of causal terms.



Unfocused Chain

- Vygotsky
 - Thoughts/objects/events are linked to each other
 - One leads to the next, etc.... (game of 'telephone'—what is said at the beginning bears little resemblance to what is said at the end of the chain).
- Applebee:
 - Emergence of clear cause/effect in narration
 - some temporal relationships
 - weak plot
 - weak motivations
 - ending may not be logical
 - poor cohesion
 - 3 aspects of primitive narratives plus plan or motivation
 - Rely primarily on temporal links.



Focused Chain

- Applebee
 - Same as Unfocused Chain BUT the same character (or theme) remains the clear focus throughout.



True Narrative

■ Vygotsky

- Thoughts/objects/events are linked together with causal and temporal links
- True concepts emerge
- In a narrative, one concept is central, but secondary themes arise from it.

■ Applebee

- Narrative includes 5 story grammar elements
- Initiating event, attempt, and consequence are required
- Two others are frequently a resolution and an ending, but these may be replaced by other story grammar components
- Plot and motivations are clear, and events are sequenced logically and temporally.



Let's Practice

■ What type of narrative is this?

A boy went to school. And then there was only one chair. He didn't like his friend sitting with him. So he fights with him. The friend is very, very mad. And then he is not a friend. The boy, he gives the friend a new pencil. The boy feels glad. I have a friend at school. I go on the bus in the morning. It is a yellow bus. I like it.



Let's Practice

- What type of narrative is this?
 - Little boy played. He cried. He's all right. He went home. He went to bed. When he wakes up you're gonna say good night to him.



Let's Practice

- What type of narrative is this?
 - I find a rock. It's blue. I take it home. My mom like it. I had chicken nuggets. I sleep.



Let's Practice

- What type of narrative is this?
 - A boy went to school. And then there was only one chair. He didn't like his friend sitting with him. So he fights with him. The friend is very, very mad. And then he is not a friend. The boy, he gives the friend a new pencil. The boy feels glad. The boy sits in the chair. He has a new pencil too.



Let's Practice

- What type of narrative is this?

- Find a frog. He sees a frog. He fell. And the frog hopped. And he caught the frog. Frog hopped again. Then he went away. The boy was angry. And the frog was pretty nervous.

One more....

- What type of narrative is this?

There was a little boy. And he wanted to get a frog (**identify**). And he brought his dog. He saw a frog in the pond. He ran to catch it (**identify**). But he tripped over a log. And he fell in the water (**identify**). But the frog jumped over to a log. He told his dog to go try to get the frog (**identify**). He almost caught the frog. But instead, he caught his dog (**identify**). When he saw (**identify**) what he caught, he was mad (**identify**). The little boy, he yelled to the frog. Then the boy went home and left the frog. The frog was sad alone (**identify**). Then he followed the boy's footprints until he got into the house. Then he kept following them into the bathroom where the little boy took a bath with his dog (**identify**). "Hi," said the frog. Then the frog jumped in the tub. And they were all happy together." (**what's this...it can be two things**)



Take a moment

- Think about your learner
- Identify what stage their narrative is in
 - How do you know?
- Make a plan
 - Decide what to target
 - Develop a mini lesson
 - Model mini lesson with your student using a writing piece



Resources for Minilessons

- <https://performingineducation.com/5-mini-lessons-you-must-teach-for-creative-narrative-writing/> (character, setting, sequencing)
- <https://rockinresources.com/2015/03/writing-mini-lesson-15-plot.html> (plot)
- <http://speechymusings.com/2017/11/25/teaching-story-grammar-parts-narratives/> (story grammar)

Resources for Minilessons



CONJUNCTIONS

What do you have?
The dog was hungry.
The dog was thirsty.

What do you have?
Sophia likes sharks.
Jake likes sharks.

and

and

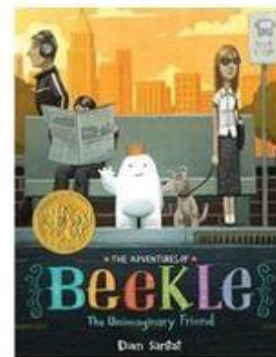
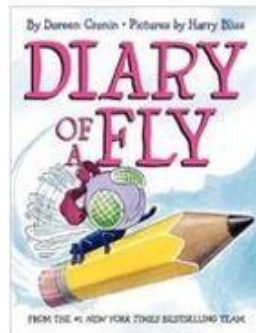
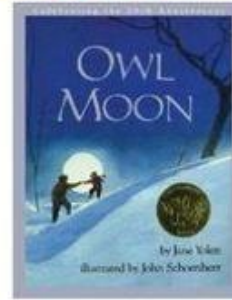
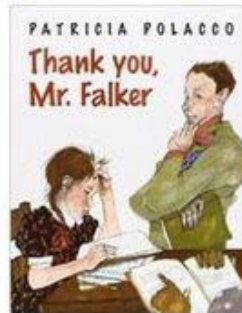
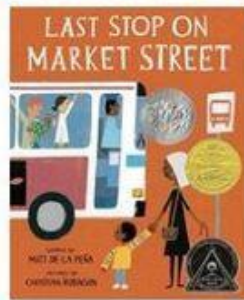
Combining sentences in a hands-on way!

Compound subject
Jake and Sophia like sharks.

Compound predicate
The dog was hungry and thirsty.

Differentiation Station Creations

10 Mentor Texts for *Narrative Writing*



Cohesive Ties

CONJUNCTIONS

Link things or actions within single sentences.

Introduce an explanation	Suggest a possibility or condition	Help you to know at what time the action happened	Introduce a change of direction	Introduce an addition	Present a choice
because	if	when	but	and	either
as long as	as long as	before	although		or
so	whether	after	despite		
as	unless	as soon as	however		
	until		rather than		
	provided that		yet		

COHESIVE DEVICES

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COMPARISON ALSO EQUALLY SIMILARLY LIKEWISE COMPARED WITH	ADDITION AND ALSO FURTHERMORE TOO WHAT IS MORE
EXEMPLIFICATION FOR EXAMPLE, FOR INSTANCE, TO ILLUSTRATE SUCH AS NAMELY	SEQUENCING FIRST SECOND NEXT THEN AFTER
RESULT SO THEREFORE AS A RESULT THUS BECAUSE	CONTRAST IN COMPARISON IN CONTRAST INSTEAD ON THE CONTRARY CONVERSELY
QUALIFYING BUT HOWEVER ALTHOUGH EXCEPT UNLESS	REFORMULATION IN OTHER WORDS PUT MORE SIMPLY THAT IS TO SAY RATHER IN SIMPLE TERMS
HIGHLIGHTING IN PARTICULAR ESPECIALLY MAINLY PARTICULARLY ABOVE ALL	TRANSITION TURNING TO WITH REGARD TO WITH REFERENCE TO AS FAR AS X IS CONCERNED