

## Tracking Narrative Language Progress (TNL-Pr)

Gillam & Gillam (2010)

Story Grammar Element	Description	Examples	Description	Examples	Description	Examples	Description	Examples	Total
<b>Character</b>  <b>Salt Code = CH</b>	<b>0 Points:</b> No main character is included, or only <b>ambiguous pronouns</b> are used.	<p>“<u>They</u> were walking.”</p> <p>“<u>She</u> and <u>him</u> were walking.”</p> <p>Somebody is walking.</p>	<b>1 Point:</b> Includes at least one main character using <b>non-specific labels</b> (pronouns, nouns) <b>WITH a determiner</b> (“the” or “a”).	<p>“Once there was <u>a boy</u> walking.”</p> <p>“<u>The boy was</u> walking.”</p>	<b>2 Points:</b> Includes at least 1 main character using a “ <b>name</b> ” for the character.	<p>“Once there was a boy named <u>Charles</u>.”</p> <p><i>Note: Only code each character one time.</i></p>	<b>3 points:</b> Includes <b>more than 1</b> main character using specific ( <b>name</b> ).	<p>“There was a boy named <u>Charles</u>, a girl named <u>Connie</u>, and a mom named <u>Jody</u>.”</p>	
<b>Setting</b>  <b>Salt Code = S</b>  <b>*Setting elements may occur anywhere in the story.</b>	<b>0 Points:</b> No reference to a specific time or place.	<p>“The boy and the girl were walking.”</p>	<b>1 Point:</b> Includes reference to a general place <b>or</b> time (*not necessarily related to a “story”)	<p>“The boy and the girl were <u>outside</u>.”</p> <p>“The space ship came from <u>outer space</u>.”</p>	<b>2 points:</b> 1 reference to a <b>specific</b> place <b>or</b> time in the same story. (*must be related specifically to the story).	<p>“Once there was a boy and a girl walking in <u>Central Park</u>.”</p>	<b>3 points:</b> Includes 2 or more references to <b>specific</b> places and/or times (in the same story).	<p>“<u>Last week</u> there was a boy and a girl walking in <u>Central Park</u>. They lived in <u>Logan</u>.”</p>	
<b>Initiating Event</b>  <b>Salt Code = IE Event that motivates/elicits action “starts the story”</b>  <b>*Note: The IE must be explicitly stated by the child, not inferred by the scorer.</b>	<b>0 Points:</b> A problem or “starting” event is not stated.	<p>“The girl looked at the boy. The boy and girl were walking in the park. The boy is next to a car. There is a tree.”</p> <p><i>Note: Description of picture with no motivating event to start the story..</i></p>	<b>1 Point:</b> Includes at least one event or problem that <b>does not</b> motivate/elicit an action from the character.	<p>“<u>A spaceship landed</u> in the park (potential <b>initiating event</b>). There were aliens laughing and a dog running and a table and....(no action/attempts related to potential IE)”</p>	<b>2 points:</b> Includes at least one event or problem that <b>elicits</b> an active response from the character(s).	<p>“A spaceship landed in the park (<b>IE</b>). The girl ran (<b>A</b>) out to say “hi” to the aliens.”</p>	<b>3 points:</b> 2 or more IE’s in one story (complex episode).	<p>“A spaceship landed in the park (<b>IE</b>). The girl ran (<b>A</b>) out to say “hi” to them. They became friends (<b>C</b>). Then, the spaceship caught on fire (<b>IE</b>). They ran to get some water.”</p>	

<p><b>Internal Response</b></p> <p><b>Salt Code = IR</b></p> <p>(eg., afraid, surprised, happy, excited, sad; NOT “liked” “had fun”)</p> <p>*Note: Adjective or adverb that expresses a mental state related to emotion</p>	<p><b>0 Points:</b></p> <p>There are <b>no</b> feelings, desires or thoughts explicitly stated</p>	<p>“The girl and boy saw the aliens land and they ran out to meet them.”</p>	<p><b>1 Point:</b></p> <p>Words are used that describe feelings that are <b>not directly</b> related to the IE.</p>	<p>“The boy saw a spaceship land in the park (IE). There was a happy dog.”</p>	<p><b>2 points: One</b> feeling, desire, or thought of the character are explicitly stated and <b>relate to the IE.</b></p> <p>(One stated IR)</p>	<p>“The spaceship landed (IE). The girl was <u>afraid (IR)</u> of meeting the aliens.”</p>	<p><b>3 points: Two or more</b> feelings, desires or thoughts are explicitly stated and <b>relate to the IE</b></p> <p>(2 or more stated IRs).</p>	<p>“The spaceship landed. The girl was <u>excited</u> to meet the aliens. She was <u>happy</u> when they greeted her nicely.”</p>	
<p><b>Plan</b></p> <p><b>Salt Code: P</b></p> <p><i>Key words:</i> wanted, thought, decided, pondered, considered</p>	<p><b>0 Points:</b></p> <p>No statement is provided about the character’s plan to solve the problem.</p>	<p>The aliens landed. The girl ran out to meet them.</p>	<p><b>1 point:</b></p> <p>Use “gonna, going to” or a cognitive/mental state verb <b>NOT related</b> to how the character may react to the IE. The statement is NOT directly related to the IE.</p>	<p>“The girl <u>decided</u> to have a picnic with her brother.”</p>	<p><b>2 points:</b></p> <p>There is <b>one</b> statement about how the character may react to the IE. The statement is <b>directly related</b> to the IE.</p>	<p>“The spaceship came down (IE). The aliens came out (A). The girl <u>wanted</u> to go (P) meet them.”</p>	<p><b>3 points:</b></p> <p>There are <b>2 or more</b> statements about how the characters may react to the same or different (if complex episode) IEs.</p>	<p>“The aliens landed. The girl <u>decided</u> to go meet them. She ran over and said, “Hi.” The boy <u>thought</u> he would sneak away. He went home and no one saw him go.”</p>	
<p><b>Action/Attempt</b></p> <p><b>Salt Code = A</b></p> <p>Note: Cognitive state verbs NOT included (thought, decided, wanted)</p>	<p><b>0 Points:</b></p> <p>No actions are taken by the main character(s) (no action verbs contained in the story). Basically, a series of random descriptions.</p>	<p>“There is a girl. There is a boy. It is sunny.”</p>	<p><b>1 point:</b> Actions are taken by the main character(s) that are <b>not directly</b> related to the IE.</p> <p>(Descriptive actions)</p>	<p>“The spaceship landed. The boy and the girl were <u>going</u> to a park.”</p>	<p><b>2 Points: One or more</b> actions is taken by the main character(s) that IS directly related to the IE.</p>	<p>“The spaceship of aliens landed in the park (IE). The girl <u>ran</u> out to meet them. She went up and said, “Hi.”</p>	<p><b>3 Points:</b></p> <p>The <b>addition</b> of a <b>complicating action</b> that interferes with the character’s actions in response to the IE.</p>	<p>“The aliens landed in the park (IE). The girl wanted to be their friend (P). She walked over to say hi (A). <u>They snarled at her</u> (Complication). She ran home to tell her parents what happened ©.”</p>	

<p><b>Consequence</b></p> <p><b>Salt Code = CO</b></p> <p>Outcome of attempt/action related to IE; Action that “ends” the episode or brings it to a logical conclusion (may also be the IE for a following episode).</p>	<p><b>0 Points:</b></p> <p>No outcome of the action/attempt is explicitly stated.</p>	<p>“The spaceship landed (IE). The aliens got out (A). The boy was afraid (IR).”</p> <p>*An internal response may not serve as a consequence.</p>	<p><b>1 point: One consequence with no IE.</b></p> <p>The consequence is linked only to an action.</p>	<p>“The girl ran over there (A). She fell and got hurt (C).”</p>	<p><b>2 Points: One consequence directly linked to IE.</b></p>	<p>“The spaceship came from space and landed (IE) in the park. The aliens got out to (A) look at the earth (A) and then they flew back to their home (C).”</p>	<p><b>3 Points: Two or more consequences directly linked to initiating events.</b></p>	<p>“The spaceship landed (IE). The aliens got out (A) and looked at the earth (A) and flew home (C/IE). On the way, they hit a meteor (A). They fixed the hole (A) and flew on home (C).”</p>	
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<b>Literate Language</b>	<b>Description</b>	<b>Example</b>	<b>Description</b>	<b>Example</b>	<b>Description</b>	<b>Example</b>	<b>Description</b>	<b>Example</b>	<b>Total</b>
<p><b>Coordinating Conjunctions</b></p> <p><b>FANBOYS</b> (for, and, nor, but, or, yet, so)</p> <p>Can coordinate nouns, verbs, or clauses.</p>	<p><b>0 points: No</b> coordinating conjunctions in story.</p>	<p>“She ran to the dog.”</p>	<p><b>1 point: One</b> coordinating conjunction used in story.</p>	<p>“The girl <u>and</u> the boy were running.”</p>	<p><b>2 points: Two different</b> coordinating conjunctions used in story.</p>	<p>“The girl <u>and</u> the boy were afraid <u>but</u> they went anyway.”</p>	<p><b>3 points: Three or more different</b> coordinating conjunctions used in story.</p>	<p>“Sally <u>and</u> John ran home <u>but</u> their mom wasn’t there <u>so</u> they went back to the park.”</p>	
<p><b>Subordinating Conjunctions</b></p> <p>(after, although, as, because, if, for, like, once, since, that (but that, in that, in order that, such that), unless, when, where, while.)</p>	<p><b>0 points: No</b> subordinating conjunctions.</p>		<p><b>1 point: One</b> subordinating conjunction used in the story.</p>	<p>“<u>When</u> the aliens landed the girl ran.”</p>	<p><b>2 points: Two different</b> subordinating conjunctions used in the story.</p>	<p>“The girl saw the aliens <u>while</u> she was playing in the park. She ran home <u>because</u> she was afraid.”</p>	<p><b>3 points: Three or more different</b> subordinating conjunctions used in the story.</p>	<p>“<u>After</u> the aliens landed, they walked out of the spaceship. John said, <u>if</u> they have ray guns they will kill us. Sally said, I don’t think they do <u>since</u> they look so nice.”</p>	

<b>Mental/linguistic verbs</b>  <b>Salt Code: M/L</b>  [wanted, thought, said, know, promised, decided, forgot, wished, greeted, barked, called, asked, wished, know, told]	<b>0 points: No</b> mental/linguistic verbs.		<b>1 point: One</b> mental/linguistic verb.  “The boy <u>thought</u> it was hot.”	<b>2 points: 2 DIFFERENT</b> mental/linguistic verbs explicitly stated.	“He <u>decided</u> to go and meet the aliens.”  “He <u>said</u> , “Hello.”	<b>3 points: 3 or more different</b> mental/linguistic verbs explicitly stated.  “He <u>decided</u> to go and meet the aliens. The girl <u>told him</u> he was brave. He <u>said</u> , “Thanks.”	
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<b>Adverbs</b>  <b>Salt Code: ADV</b> (adverb that conveys tone, attitude, time, or manner, place, degree or reason and modifies a verb, adjective, or another adverb)  Note: Additional examples below chart.	<b>0 points: No</b> adverbs.		<b>1 point: One</b> adverb that conveys tone, attitude, time, or manner, place, degree or reason and modifies a verb, adjective, or another adverb.  “ <u>Sometimes</u> , they like to watch aliens.”  “They went <u>back</u> home.”  “He is <u>very</u> good.”	<b>2 points: Two different</b> adverbs  “The boy and the girl were <u>very</u> scared. They left <u>quickly</u> .”		<b>3 points: 3 or more different</b> adverbs.  “The aliens yelled <u>loudly</u> , “Don’t come over here.” <u>Surprisingly</u> , the kids went anyway. <u>After</u> that, they were all friends.”	
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<b>Elaborated Noun Phrases</b> <b>Salt Code: ENP</b> (articles, possessives, determiners, quantifiers, wh-words, big, black, funny)  <b>Note: Additional Examples below chart</b>	<b>0 points: No</b> noun phrase elaboration.	“He saw spaceship.”	<b>1 point: A</b> noun phrase contains <b>one</b> modifier that precedes the noun.  “ <u>Her</u> brother saw <u>the</u> spaceship.”  “ <u>The</u> dog is happy.”  “Two aliens came out.”	<b>2 points: A</b> noun phrase that contains <b>2 different modifiers</b> that precedes the noun.  “ <u>The black</u> dog saw the spaceship.”		<b>3 points: Noun phrases</b> in which <b>3 or more different</b> modifiers precede the noun.  “ <u>The old, black</u> dog was sick.”	=
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Based on the research and contributions of many including: Anderson, 2010; Curenton & Justice, 2004; Greenhalgh & Strong, 2001; Hughes, McGillivray & Schmidek, 1997; Petersen, Gillam & Gillam, 2008; Pellegrini, 1985. \*Contributions from Michelle Merrill, Karen Turnbow, Brittney Lamb, Sara Hegsted, Julise Jager, Allie Hancock, Abbie Olszewski, Katie Squires, and Hugo Segura

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: 1 \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Total macrostructure score   /21    
Total microstructure score   /15   Total microstructure score   /15   Total microstructure score   /15   Total microstructure score   /15   Total microstructure score   /15  

Story used to elicit narrative: \_\_\_\_\_

## Additional Examples of Microstructure elements (not an exhaustive list)

### Coordinating conjunctions:

- May include *and, and then, then, for, or, yet, but, nor, and so*.
- They may coordinate nouns in a noun phrase (The boy and the girl), verbs in a verb phrase (They were running and playing) or clauses (The boy ran back home but he got there too late.)

### Subordinating conjunctions:

- Include *after, although, as, because, if, for, like, once, since, that (but that, in that, in order that, such that), unless, when, where, while*.
- These words set up a hierarchical relationship between clauses. You must have 2 clauses to have a subordinating conjunction.
- “That” in the sentence, “I saw that.” is not subordinating. “That” in the sentence, “I saw that you really liked him.” is subordinating.

### Adverbs:

- May relate to time (e.g. *all of a sudden, suddenly, again, now, tomorrow, yesterday*),
- Manner (e.g. *somehow, well, slowly, accidentally*),  
Degree (e.g. *very, almost, barely, much*),  
Place (*here, outside, above, right there*),
  - Number (first, second), and
  - Affirmation or negation (e.g. *definitely, really, never, not*).

**Elaborated Noun Phrase:** An ENP is a group of words comprising a noun at its head and one or more modifiers providing additional information about the noun. Modifiers may include articles (e.g. *a, an, the*), possessives (e.g. *my, his, their*), demonstratives (e.g. *this, that, those*), quantifiers (e.g. *every, each, some*), wh-words (e.g. *what, which, whichever*), and true adjectives (e.g. *tall, long, ugly*).

**Simple elaborated noun phrases** consist of a single modifier and a noun. Examples include *one* day, big *doggy* (adjective + noun), *that* girl (determiner + noun), and *those ones* (demonstrative + noun). Complex elaborated noun phrase (CENP): CENPs consist of two or more modifiers and a noun. Examples include *big red house* (adjective + adjective + noun), *a tall tree* (article + adjective + noun), and *some mean boys* (quantifier + adjective + noun).

**Mental and Linguistic Verb:** Mental verbs may include *think, know, believe, imagine, feel, consider, suppose, decide, forget, and remember*. Linguistic verbs may include *read, write, say, tell, speak, shout, answer, call, reply, whisper, and yell*.