

# Welcome!

Thank you for joining us! The webinar will begin shortly.



## Using Story Frames to Improve Comprehension, Written Language, and Key Skills

Presented by Carolee Dean, M.S., CCC-SLP, CALT



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## Webinar Tips

- 1 Close any applications that use bandwidth or resources on your device
- 2 To submit a question, click "Questions" in the webinar panel and type in your question
- 3 To minimize the webinar panel, click the orange arrow in the upper left of the panel
- 4 If you experience computer audio issues, you can switch to "Phone call" in the "Audio" section of the webinar panel and use the dial-in information provided



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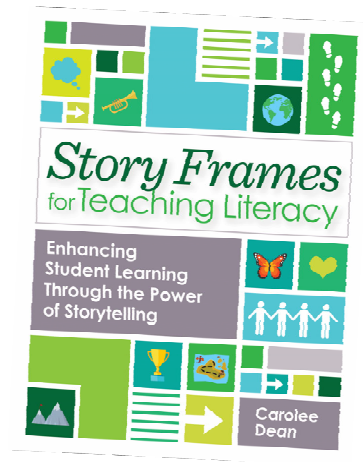
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# Story Frames for Teaching Literacy

Analyzing and creating stories can boost critical literacy skills for *all* learners—and this comprehensive resource will show teachers and SLPs how.

<https://bpub.fyi/StoryFrames>

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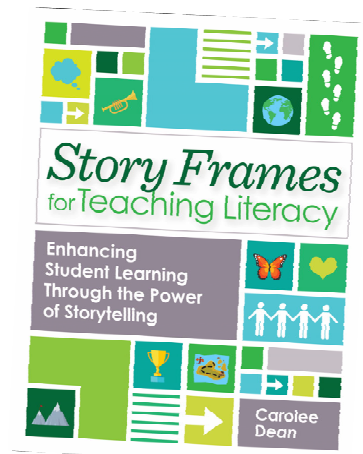
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## Giveaway

We're giving away a FREE copy of  
**Story Frames for Teaching Literacy!**

Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!

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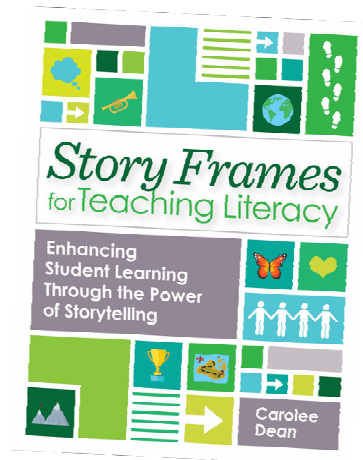


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## Survey

At the end of the webinar, you'll be prompted to complete **a short survey**.

Let us know what you thought, and you could **win a free book!**



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## Certificates

Certificates of attendance are available for all webinar viewers.



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## Introduction

- Bachelor's Degree in Music Therapy
- Speech-Language Pathologist
- Certified Academic Language Therapist (member of ALTA)
- Previous President of the Southwest Branch of IDA
- Current Representative of the Pacific Region of IDA
- Young Adult Author

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### Contributing Authors

See upcoming interviews on my blog at [caroleedeanbooks.blogspot.com](http://caroleedeanbooks.blogspot.com)

*\*Fostering a Growth Mindset: Strengths-Based Superhero Stories* by Amy Miller

*Enhancing the Learning Experience: Coherence and Executive Functions* by Paula Moraine

*\*Advocating for Students: The Family Story* by Mary Jo O'Neill

*\*Memoir: Writing Our Lives* by Lesley Roessing

*Function Trumps Form: Sentence-Level Instruction* by William Van Cleave

*\*The Influence of Culture on Storytelling* by Carol Westby

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## Objectives

1. Learn the underlying structure present in almost all stories—and explore how to effectively teach this structure to students to improve comprehension
2. Understand how using the context of a story facilitates vocabulary development
3. Explore how teaching self-questioning (and other strategies) improves both comprehension and written language
4. Discover activities that will inspire even the most reluctant writers

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## SLP Background

Stein & Glenn (1979) Story Grammar includes:

1. Setting
2. Initiating events
3. Internal responses
4. Internal plans
5. Attempts
6. Direct Consequences
7. Reactions

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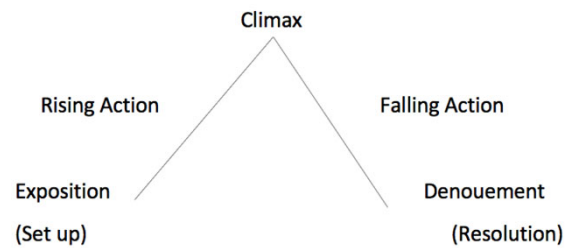
## Collaborating with Teachers

Noden (1999) *Image Grammar: Using Grammatical Structures to Teach Writing*

### Reading Teachers

1. Initiating Event
2. Internal Responses
3. Attempts
4. Outcomes
5. Resolution
6. Reaction

### English Teachers – Freytag's Pyramid



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Author of  
Young Adult  
Novels



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## Background

*The Writer's Journey* from Vogler, C. (2007). *The writer's journey: Mythic structure for writers* (3rd ed.). Studio City, CA: Michael Wiese Productions; reprinted by permission.

The Writer's Journey

The Ordinary World

The Call to Adventure

Refusal of the Call

Meeting with the Mentor

Crossing the First Threshold

Tests, Allies and Enemies

Approach to the Innermost Cave

The Ordeal

Reward

The Road Back

The Resurrection

Return with the Elixir

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## Background

**Table I.1.** Comparison of *Story Frames* and *The Writer's Journey* Elements for *The Writer's Journey* from Vogler, C. (2007). *The writer's journey: Mythic structure for writers* (3rd ed.). Studio City, CA: Michael Wiese Productions; reprinted by permission.

Story Frames	The Writer's Journey
Ordinary World	The Ordinary World
Call and Response	The Call to Adventure
	Refusal of the Call
Mentors, Guides, and Gifts	Meeting with the Mentor
Crossing	Crossing the First Threshold
New World	Tests, Allies and Enemies
Problems, Prizes, Plans	Approach to the Innermost Cave
Midpoint Attempt	The Ordeal
Downtime Response	Reward
Chase and Escape	The Road Back
Death and Transformation	
Climax: The Final Test	The Resurrection
Final Reward	Return with the Elixir

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## Evidence

- **Pictography** (Ukrainetz, 1998) Effective for improving time concepts, sequencing, content quality, and story structure.
- **Macrostructure vs. Microstructure** (Gillam et al., 2018) vocabulary, complex sentence structure, causal/temporal words, cohesive ties, clarity
- **The Importance of Text Structure Knowledge** (Hennessy, 2021)
- **Narrative Writing as a Bridge to Expository Writing** (Peterson & Peterson, 2016) Re-Conceptualizing Expository Language As Narration.

### Narrative Non-Fiction Picture Books

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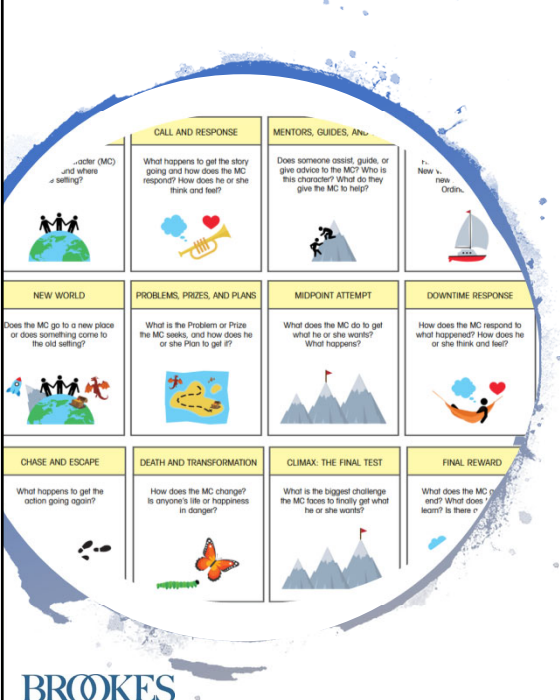
## Objective 1

1. **Learn the underlying structure present in almost all stories—and explore how to effectively teach this structure to students to improve comprehension**
2. Understand how using the context of a story facilitates vocabulary development
3. Explore how teaching self-questioning (and other strategies) improves both comprehension and written language
4. Discover activities that will inspire even the most reluctant writers

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## From Downloadable Resources

[See the slide deck for STORY FRAMES](#)


Introduction to Storyboard and Icons for the 12 Elements

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## Objective 2



1. Learn the underlying structure present in almost all stories—and explore how to effectively teach this structure to students to improve comprehension
2. **Understand how using the context of a story facilitates vocabulary development**
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## Content Rich Vocabulary Instruction

Wright and Neuman (2015)

- Takes place in the context of what is being taught in the classroom
- Repeated exposures to words and their meanings
- Analyzing word parts
- Utilizing words in a variety of contexts

They recommend repeated readings of books that contain the target word as well as reading several books on the subject.

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## Vocabulary – Picture Noting





Vocabulary words	Images
Revolution	
Liberty	
Persuade	
Surrender	

Figure 5.1. Vocabulary words with images. (© Carolee Dean.)

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## Vocabulary – Semantic Webs

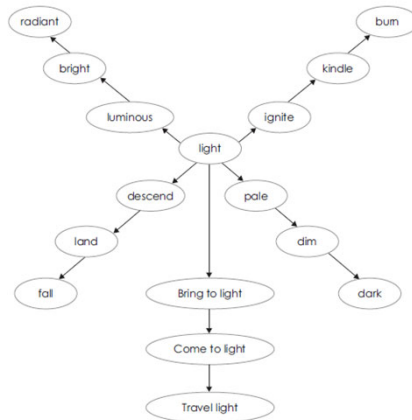


Figure 5.2. Semantic web for the word light.

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## Vocabulary & Grammar

- Vocabulary Foldables
- Games
  - Odd One Out
  - Word Definitions
  - Words in Sentences
  - Grammaticality Judgement

Grammaticality Judgment		Vocabulary/Odd One Out Data Collection Sheet	
Directions: Give 1 point for every correct response.		Directions: Give 1 point for every correct response, 0 for every incorrect response, 5 for partial.	
Name: _____		Name: _____	
Date: _____		Date: _____	
<b>GRAMMAR UNDERSTANDING</b>		<b>VOCABULARY</b>	
Helping verbs		Choosing sentences	
Regular past tense		Choosing definitions	
Subject-verb agreement		Using target words in a sentence	
Irregular past tense		Using target words during story retell	
<b>GRAMMAR USAGE: SENTENCE REPAIR</b>		<b>ODD ONE OUT</b>	
Helping verbs		Different	
Regular past tense		Same	
Subject-verb agreement		Word memory	
Irregular past tense			
Sentence repair			
<b>GRAMMAR USAGE: DURING STORY RETELL</b>			

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## Objective 3

1. Learn the underlying structure present in almost all stories—and explore how to effectively teach this structure to students to improve comprehension
2. Understand how using the context of a story facilitates vocabulary development
3. **Explore how teaching self-questioning (and other strategies) improves both comprehension and written language**
4. Discover activities that will inspire even the most reluctant writers

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## Wh – Questions – Slide Deck



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## Objective 4

1. Learn the underlying structure present in almost all stories—and explore how to effectively teach this structure to students to improve comprehension
2. Understand how using the context of a story facilitates vocabulary development
3. Explore how teaching self-questioning (and other strategies) improves both comprehension and written language
4. **Discover activities that will inspire even the most reluctant writers**

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## Summary Writing

Story Frames Complete Storyboard – page 1  
Directions: Draw images for each part of the story.

Name \_\_\_\_\_  
Story \_\_\_\_\_

ORDINARY WORLD	CALL AND RESPONSE	MENTORS, GUIDES, AND GIFTS	CROSSING
NEW WORLD	PROBLEMS, PRIZES, AND PLANS	MIDPOINT ATTEMPT	DOWNTIME RESPONSE

1. What is the story about?  
2. What is the main problem?  
3. What is the main goal?  
4. What is the main obstacle?  
5. What is the main conflict?  
6. What is the main challenge?  
7. What is the main struggle?  
8. What is the main journey?  
9. What is the main quest?  
10. What is the main mission?

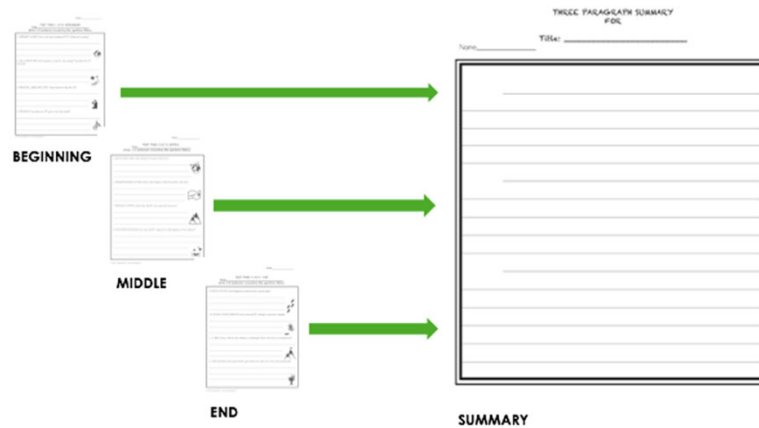
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# Summary Writing

Students working with the Complete Storyboard will use their Plot Pages to write a three-paragraph summary.



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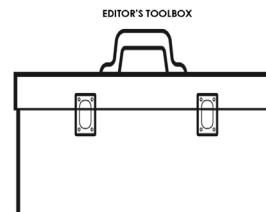
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# Summary Writing

## Step 5: Editor's Toolbox (four options)

- Make a copy of this PowerPoint for each student. Copy and paste the tools you want each student to use above their toolbox. They may click and drag tools into the toolbox when finished **OR**
- Circle the tools you want a student to use. Instruct the student to cross out each tool after using it **OR**
- E-mail the downloadable version of the tools and toolbox to the home or school **OR**
- Print out and laminate them, then mail the laminated version to the student.



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## Poetry: Exploring the Power of Language and Story Through Verse



Line 1	5-syllable prepositional phrase	In a cold, damp school
Line 2	7-syllable subject with adjectives out of order	Louis Braille, blind and alone
Line 3	5-syllable verb phrase/predicate	Created a code

Figure 10.2. Haiku Builder with examples from *Six Dots: A Story of Young Louis Braille* (Bryant, 2016).

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## DICEY STORY – SLIDE DECK



*Who is the main character (MC)?*

<b>1</b>	Teenager	<b>4</b>	Athlete
<b>2</b>	Prince or Princess	<b>5</b>	Animal
<b>3</b>	Scientist	<b>6</b>	Kid

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story template

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**STORY FRAMES**  
**AD LIB #1**  
**TRAVEL**  
**TROUBLE**

by Carolee Dean, M.S., CCC-SLP, CALT

Fill-in-the-blank  
story builder  
for  
School  
Home  
Therapy

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## From Story Writing to Expository Writing

KEY FEATURES WORKSHEET		
Directions: Describe the features used in each type of text. If a book does not include that feature, write NONE.		
	Picture Book	Informational Text
Title		
Subtitle		
Author		
Index or list of chapters		
Word definitions: At the end in a glossary or somewhere else?		

Figure 7.5. Key Features Worksheet: Narrative nonfiction picture book versus informational text.

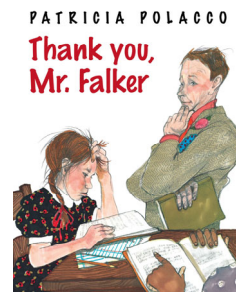
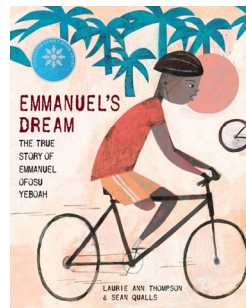
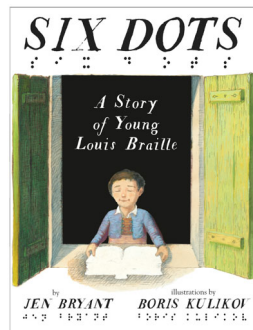
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## Narrative Non-Fiction Picture Books

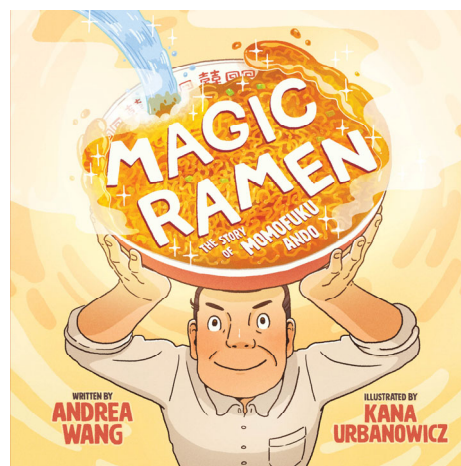
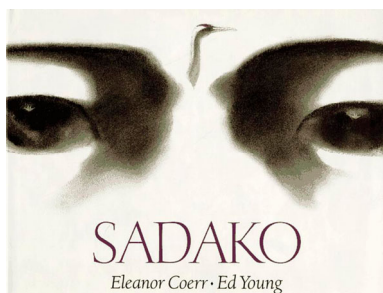


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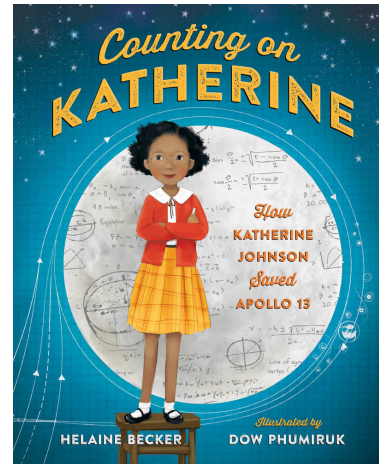
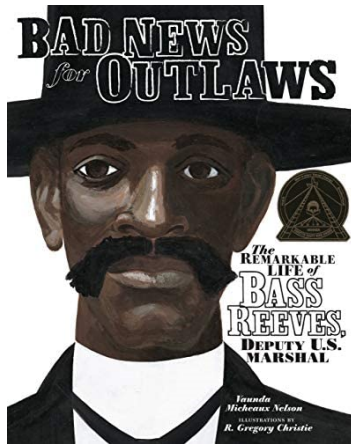
## Narrative Non-Fiction Picture Books



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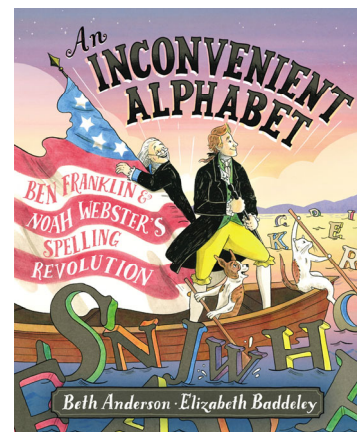
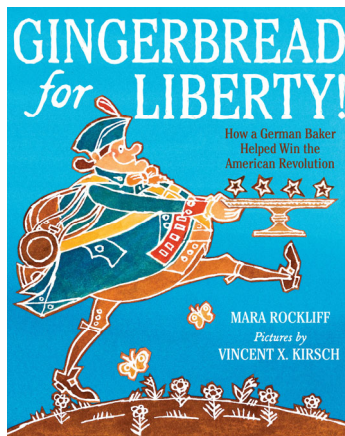
## Narrative Non-Fiction Picture Books



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## Narrative Non-Fiction Picture Books



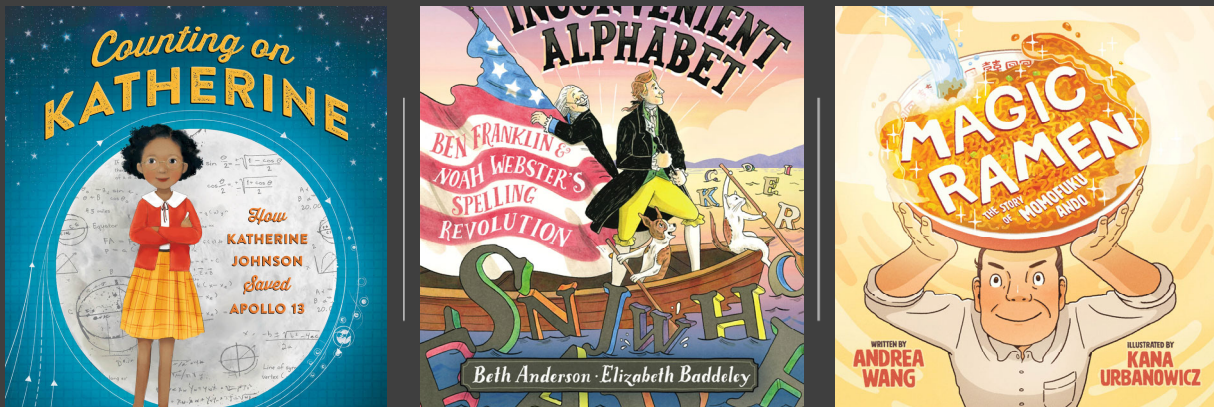
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## May Blog Post – Tips for Summer Reading with the Authors

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## June Blog Post – Tips for Writing Personal Narratives

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## Stay Connected

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- Website – [www.wordtravelliteracy.com](http://www.wordtravelliteracy.com)
- Blog – [caroleedeanbooks.blogspot.com](http://caroleedeanbooks.blogspot.com)
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- Virtual Book Fair

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# Questions?

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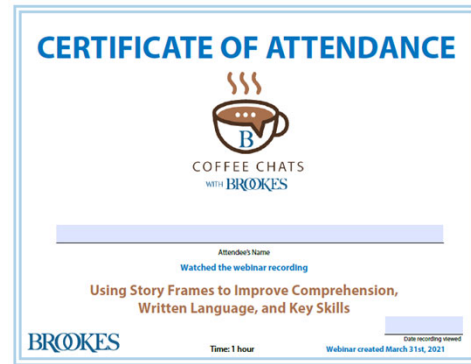


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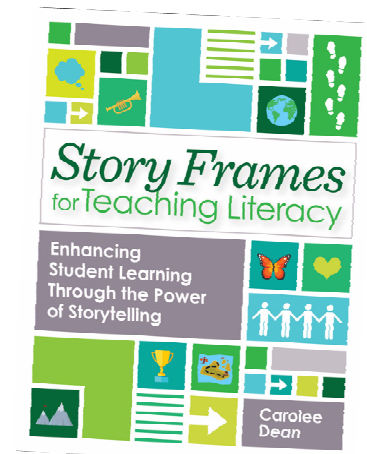


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## What did you think?

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## COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinars

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