# ASSESSMENT OF FICTIONAL NARRATIVES

Name: __________________________

Language of Elicitation: ____________

Date: __________

DOB: __________ C.A.: __________

Macrostructure (Overall Organization of Story)

<table>
<thead>
<tr>
<th>Age of Acquisition</th>
<th>Universal Expectancies</th>
<th>Expectancies That May Vary Due to Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>By: 3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Initiating event</td>
<td></td>
</tr>
<tr>
<td>4yrs</td>
<td>□ Temporal sequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Central theme</td>
<td></td>
</tr>
<tr>
<td>5yrs</td>
<td>□ Labels characters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Labels surroundings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Attempts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Consequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Reaction</td>
<td></td>
</tr>
<tr>
<td>6yrs</td>
<td>□ Provides implicit aims/intentions of characters</td>
<td></td>
</tr>
<tr>
<td>7yrs</td>
<td>□ Resolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Theme and moral</td>
<td></td>
</tr>
<tr>
<td>8 yrs</td>
<td>□ Explicit aims/plans of characters (uses words like “decided to”)</td>
<td></td>
</tr>
<tr>
<td>11yrs</td>
<td>□ Multiple plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Multiple attempts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Multiple consequences</td>
<td></td>
</tr>
<tr>
<td>&gt;12 yrs</td>
<td>□ Two separate but parallel episodes that influence each other</td>
<td></td>
</tr>
</tbody>
</table>

Source: Glenn and Stein (1980); Hedberg and Westby (1993); Liles (1987); Stein (1988); Peterson and McCabe (1983) as seen in Hughes and et al. (1997).

*optional

## INTELLIGIBILITY

| Intelligibility Rating = ____% |
| Errors noted: |

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ASSESSMENT OF FICTIONAL NARRATIVES
Microstructure (Grammaticality and Cohesive Devices):

SEMANTICS (word knowledge):
- Nouns: variety, age-appropriate, specific
- Pronouns: gender, correct part of speech
- Verbs: variety, age-appropriate, specific, appropriate tense selection
- Adjectives and Adverbs: variety, age-appropriate, specific

Comments:_________________________________________________________________________________________.

MORPHOLOGY (word structure):
- Plurals: regular and irregular
- Articles: agree in number and gender
- Verbs: subject/verb agreement; Appropriate tense conjugations
  - Regular
  - Irregular

Comments:_________________________________________________________________________________________.

SYNTAX (sentence structure):
- Utterance Length
- Sentence Complexity
  - simple sentences
  - compound sentences (i.e., DEPENDENT CLAUSE+ DEPENDENT CLAUSE connected with and, or, but)
  - complex sentences (i.e., DEPENDENT CLAUSE+ INDEPENDENT CLAUSE connected with but, so, when, etc.)
  - Conjunctions used:_____________________________________________________________________

- Grammaticality of sentences
  - Are sentences complete and grammatical/do they contain all obligatory words

Comments/Observations:_____________________________________________________________________________

Social/Pragmatics:
- Does child make story appropriate for audience?
- Does child provide appropriate amount of information for listener?
- Do they stay on task/topic?

Comments/Observations:_____________________________________________________________________________

______________________________________________________________________________________________.
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2. Improving Story Narratives of Diverse Children
3. How to Use Storybooks in Speech Language Intervention
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