



**Monitoring Indicators of Scholarly Language**  
Gillam & Gillam (2010)

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

<b>Internal Response</b>  <b>Salt Code = IR</b>  (eg., afraid, surprised, happy, excited, sad; NOT “liked” “had fun”)  *Note: Adjective or adverb that expresses a mental state related to emotion	<b>0 Points:</b> There are no feelings, desires or thoughts explicitly stated	The girl and boy saw the aliens land and they ran out to meet them.	<b>1 Point:</b> Words are used that describe feelings that are <u>not directly</u> related to the IE.	The boy saw a spaceship land in the park (IE). There was a happy dog.	<b>2 points:</b> The feelings, desires or thoughts of the character are explicitly stated and <u>relate to the IE</u>  (One stated IR)	The spaceship landed (IE). The girl was <u>afraid (IR)</u> of meeting the aliens.	<b>3 points: Two or more</b> feelings, desires or thoughts are explicitly stated and <u>relate to the IE</u>  (2 or more stated IRs)	The spaceship landed. The girl was <u>excited</u> to meet the aliens. She was <u>happy</u> when they greeted her nicely.
<b>Plan</b>  <b>Salt Code: P</b>  <i>Key words:</i> wanted, thought, decided, pondered, considered	<b>0 Points:</b> No statement or wording that relates to planning to take action that can be directly tied to the IE.  Decided, wanted, thought are <b>NOT included</b>	The aliens landed. The girl ran out to meet them.	<b>1 point:</b> Terms are used or statements are made that use “gonna, going to” or a cognitive/mental state verb NOT related to how the character may react to the IE. The statement is NOT directly related to the IE.	The girl <u>decided</u> to have a picnic with her brother.	<b>2 points:</b> There is a statement about planning to act and it is tied directly to the IE. Must be made by the main character.	The spaceship came down (IE). The aliens came out (A). The girl <u>wanted</u> to go (P) meet them.	<b>3 points:</b> There is more than one statement about planning to act and it is tied directly to the IE. Must be made by the main character.	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.
<b>Action/Attempt</b>  <b>Salt Code = A</b>  Note: Cognitive state verbs NOT included (thought, decided, wanted , said, saw)	<b>0 Points:</b> No actions are taken by the main character(s) (no action verbs contained in the story). Basically, a series of random descriptions.	There is a girl. There is a boy. It is sunny.	<b>1 point:</b> Actions are taken by the main character(s) that are not directly related to the IE.  Descriptive actions	The spaceship landed. The boy and the girl were <u>going</u> to a park.	<b>2 Points:</b> One or more actions is taken by the main character(s) that <b>IS</b> directly related to the <b>IE</b> .	The spaceship of aliens landed in the park ( <b>IE</b> ). The girl <u>ran out</u> to meet them. She went up and said, “Hi.”	<b>3 Points:</b> The addition of a complicating action that interferes with the character’s actions in response to the IE.	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 (C).

<b>Consequence</b>  <b>Salt Code = CO</b>  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).	<b>0 Points:</b> No outcome of the action/attempt is explicitly stated.	The spaceship landed (IE). The aliens go out (A). The boy was afraid (IR).  *An internal response may not serve as a consequence.	<b>1 point:</b> One consequence with no IE.  *The consequence is linked only to an action.	The girl ran over there (A). She fell and got hurt (C).	<b>2 Points:</b> One consequence directly linked to IE.	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).	<b>3 Points:</b> Two or more consequences.  To get a 3: IE #1 must match up with Conseq #1; IE #2 must match up with Conseq #2	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).
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Literate Language	Description	Example	Description	Example	Description	Example	Description	Example
<b>Coordinating Conjunctions</b>  <b>FANBOYS</b> ( <i>for, and, nor, but, or, yet, so</i> ) Can coordinate nouns, verbs, or clauses. ‘so excited’ = adverb	<b>0 points</b>	No coordinating conjunctions in story  For, an, nor, but, or, yet, so NOT included	<b>1 point:</b> One coordinating conjunction used in story.	The girl was afraid and the boy ran away as fast as he could.	<b>2 points:</b> Two different coordinating conjunctions used in story.	John walked to the store but it was closed.	<b>3 points:</b> Three or more different coordinating conjunctions used in story.	Sally ran home but their mom wasn’t there, so they went back to the park.
<b>Subordinating Conjunctions</b>  ( <i>when, while, because, after, if, since, before</i> )  ‘that day’ = adjective	<b>0 points</b>	No subordinating conjunctions	<b>1 point:</b> One subordinating conjunction used in the story	<u>When</u> the aliens landed the girl ran.	<b>2 points:</b> Two different subordinating conjunctions used in the story	The girl saw the aliens <u>while</u> she was playing in the park. She ran home <u>because</u> she was <u>afraid</u> .	<b>3 points:</b> Three or more different subordinating conjunctions used in the story	<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.

<b>Mental verbs</b>  <b>Salt Code: M</b>  Mental Verbs: decided, thought, wanted	<b>0 points</b>	No mental verbs.	<b>1 point:</b> 1 mental verb.	The boy <u>thought</u> it was hot.	<b>2 points:</b> 2 DIFFERENT mental verbs explicitly stated.	He <u>decided</u> to go and meet the aliens. He planned to get to them.	<b>3 points:</b> 3 or more different mental verbs explicitly stated.	He <u>decided</u> to go and meet the aliens. The girl thought he was brave and he decided to act that way.
<b>Linguistic verbs</b>  <b>Salt Code: L</b>  Linguistic Verbs: said, told, yelled	<b>0 points</b>	No linguistic verbs.	<b>1 point:</b> 1 linguistic verb.	The boy said, "NO!"	<b>2 points:</b> 2 DIFFERENT linguistic verbs explicitly stated.	The boy said, "no," and the girl yelled, "stop!"	<b>3 points:</b> 3 or more different linguistic verbs explicitly stated.	The girl told him he was brave. He said, "thanks," and she said, "you are welcome."
<b>Adverbs</b>  <b>Salt Code: ADV</b>  Note: Additional examples below chart.	<b>0 points</b>	No adverbs	<b>1 point:</b> One adverb that conveys tone, attitude, time, or manner, degree or reason and modifies a verb, adjective, negation, or another adverb.	<u>Sometimes</u> , they like to watch aliens.  He is <u>very</u> good.	<b>2 points:</b> Two different adverbs	The boy and the girl were <u>very</u> scared. They left <u>quickly</u> .	<b>3 points:</b> 3 or more different 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.
<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</b>	No noun phrase elaboration.  He saw spaceship.	<b>1 point:</b> A noun phrase contains one modifier that precedes the noun	Her brother saw the spaceship.  The dog is happy.  Two aliens came out.	<b>2 points:</b> A noun phrase that contains <b>2 different modifiers</b> that precedes the noun.	<u>The black</u> dog saw the spaceship.	<b>3 points:</b> Noun phrases in which 3 or more different modifiers precede the noun.	<u>The old, black</u> dog was sick.
<b>Grammaticality</b>	<b>0 points</b>	3 or more grammatical errors	<b>1 point</b>	2 grammatical errors	<b>2 points</b>	1 grammatical error	<b>3 points</b>	No grammatical errors
<b>Tense</b>	<b>0 points</b>	3 or more tense changes	<b>1 point</b>	2 tense changes	<b>2 points</b>	1 tense change	<b>3 points</b>	No tense changes

Based on the research and contributions of many including: Anderson, 2010; Curen-ton & 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, Allison Hancock, Abbie Olszewski.

Date \_\_\_\_\_  
Story used to elicit narrative \_\_\_\_\_  
Total macrostructure score \_\_\_\_\_  
Total microstructure score \_\_\_\_\_

### 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 are used to coordinate clauses (The boy ran back home but he got there too late). We do not give credit when they are used to coordinate nouns in a noun phrase (The boy and the girl) or verbs in a verb phrase (They were running and playing).

**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, then*), manner (e.g., *somehow, well, slowly, accidentally*), degree (e.g., *very, each, some, almost, barely, much*), number (e.g., *first, second*), affirmation or negation (e.g., *definitely, really, never, not*).

**Elaborated Noun Phrases** are a group of words comprising of a noun with 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) 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 Verbs** are a type of verb that are used differently than active verbs and are not used in progressive tenses. Mental verbs may include *think, know, believe, imagine, feel, consider, suppose, decide, forget, see, hear, and remember*.

**Linguistic Verbs** target the verbs that relate to the acts of writing and speaking which may include *read, write, say, tell, speak, shout, answer, call, reply, whisper, and yell*.

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