

# What Are Six-Second-Stories®?

A kernel sentence containing the 4 Wh's...



*Who?*



*Did What?*



*Where?*



*When?*



## Language / Literacy Developmental Checklist

Sequence of Narrative Development Stages (See research evidence in 2006 Manual, pp. 109-114)

Student Name	STAGE 1 Descriptive Sequence	STAGE 2 Action Sequence	STAGE 3 Reactive Sequence
Comments:	<ul style="list-style-type: none"> <li>Character description                             <ul style="list-style-type: none"> <li>age/gender</li> <li>physical description</li> <li>like/dislike</li> <li>personality</li> </ul> </li> <li>Saying descriptions (Phonem day)</li> <li>Ability to have</li> <li>No causal, temporal links</li> <li>Additive cohesion (no and, on)</li> </ul>	<ul style="list-style-type: none"> <li>Centering on a character or theme</li> <li>May have chronology / temporal order</li> <li>No causal relationships</li> <li>Center on actions</li> <li>Temporal coherence (see, then, first, next, what, after that)</li> </ul>	<ul style="list-style-type: none"> <li>Initiating Events in which changes or life events cause other changes—<b>reactions</b></li> <li>Causal chaining begins</li> <li>No feeling, plan, or goal stated</li> <li>Coherencies (e.g. but, or)</li> </ul>
Comments:			
Date:	Date:	Date:	

Linking Language Development to Literacy  
  
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**PRESCHOOL — "Landscape of Action" (Fischer, 1986)**

...that creates a springboard for a balanced conversational exchange, like:

*"My parents (👾) took me to see the movie "Hop" (🗨️)  
 at the Mall (★) on Saturday night (★)."*

instead of: *"They took me to a movie"* which is sentence that could easily cause a conversational breakdown

Can you, as the listener,  
**ask** your communication partner **to explain**  
what s/he means if you're confused?

Can you, as the speaker,  
**prepare** your message so your communication partner  
can understand it the first time?

Can you, as the speaker,  
**repair** your message so your communication partner  
can understand it if s/he is confused?

# How Can Six-Second-Stories® Help?

Six-Second-Stories® (S3) teach our students how to bridge the gap between their mind and someone else's in three ways:

- 1) By effectively sharing personal narratives with conversational partners, relationship development becomes possible
- 2) By being able to generate a topic sentence to WRITE a personal narrative
- 3) By facilitating Social Problem Solving

**S3 are intended to “simplify” a complex human interaction/conversational exchange so that essential skills can be isolated, extracted, taught effectively & then re-inserted into the dynamic process so that our students can actually “connect” with others (language/literacy/Social Thinking® synergy).**

# Why Do Six-Second-Stories® Work?

- Oral language is paired with written expression in a highly structured format
- The visual template allows fleeting auditory information to be “freeze-framed” to improve:           Auditory comprehension (on the listener’s part) or  
  Oral expression (on the speaker’s part)
- This scaffolding can be gradually faded & replaced with a naturalistic cuing system
- Students’ strengths are emphasized: a visual learning is paired with their preferences for following predictable patterns, solving puzzles, and using tactile-kinesthetic tools
- The oral-literacy continuum is combined, since students are listening, speaking, reading and writing throughout the structured activities
- Using SGM® methodology, students can be taught to write a personal narrative once they have generated a topic sentence based on a Six-Second-Story® in response to a Prompt such as: *What did you do over Spring Break?*

# What Makes This Intervention Unique?

- Six-Second-Stories® offer explicit, systematic yet flexible instruction
- Easily adapted to suit a wide-range of students (PreK-12)
- Improves conversational exchanges in the *Here & Now* (listening & speaking), but incorporates critical elements of the *There & Then* (reading & writing) as well
- Strengthens oral communication skills while enhancing literacy skills
- Benefits our students (they have *fewer dots to connect*) between interpersonal & academic behavioral expectations
- Benefits educators & parents (through increased efficiency) with continuity of underlying vocabulary, concepts & materials