

A fixed six-element narrative checklist (setting, character, problem, solution, sequence, past-tense verb use), a story-retelling scoring sheet, a story-generation prompt sheet, a caseload roster, tracker and graph built to show progress by narrative component, session notes, quarterly summary, home note, and a classroom carryover check-in. Fillable PDF.

TRACKING Progress Graph by Narrative Component

Plot the total score on the graph; use the row below it to see which element is moving and which is not, session by session.

STUDENT	GOAL (SHORT)	CRITERION / AIM																										
TOTAL NARRATIVE SCORE, AS A PERCENT OF 12																												
<table border="1"> <thead> <tr> <th>Session</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>Element</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Session	1	2	3	4	5	6	7	8	9	10	11	12	Element												
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Element																												

Which Sheet for Which Situation

Match the situation to a sheet once, and write the page number on the roster. After that nobody has to think about it.

IF THE SITUATION IS	USE	WHERE
One story, retold once, scored on the spot	Story-Retelling Scoring Sheet	Page 10
A wordless picture book, photo sequence, sentence starter, or personal-experience prompt	Story-Generation Prompt Sheet	Page 11
One element, or the total, tracked across many sessions	Individual Narrative Data Sheet	Page 12
Every tracked element, baseline to current, in one table	Narrative Element Summary	Page 13
Any goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 14, 15, 17
A narrative element not yet defined for this caseload	Narrative Elements Checklist, write the definition in first	Page 6

What this file is not

Not a therapy program, not a story collection, not a screener, and not a fixed rubric for every student's language ability. The six narrative elements are a shared vocabulary for scoring a retelling or a generated story the same way every time; nothing here decides what a missing element means for a particular student or goal. That judgment stays with the SLP.

The four habits the file assumes

- ☐ Every element is scored on the same 0–2 scale (page 5), on every story.
- ☐ The score goes from the data sheet to the tracker (page 14) the same day.
- ☐ The make-up log (page 9) is updated the day a session is missed, not at the end of the month.
- ☐ A newly tracked element is dated on the checklist (page 6) the same day it starts appearing elsewhere in this file, not weeks later from memory.

How the paper moves

WHEN	WHAT
Every session	One data sheet (10, 11 or 12), one half of a session-notes page (16), attendance ticked (9)
Every week	Scores onto the tracker (14); home note (18) for whoever needs one; carryover sheet (19) out to one teacher
Every quarter	Graph (15) plotted, narrative element summary (13) and quarterly summary (17) written from it, make-up log totaled

The six elements every retelling and every generated story on this file is scored against. Defined once here, in the SLP's own words, before scoring begins.

SLP
SCHOOL / YEAR
UPDATED

Before using this page

These six elements are the common building blocks of narrative grammar used in literacy and language teaching — not a screener and not a fixed rubric for any one student. They are scored the same way for every story so a retelling in September and one in May can be compared.

ELEMENT	WHAT IT MEANS (FIXED)	WHAT IT LOOKS LIKE FOR THIS CASELOAD (WRITE IN)	CURRENTLY TRACKED? (Y / N)
Setting	Where and when the story happens		
Character	Who the story is about		
Problem	What goes wrong or needs solving		
Solution	How the problem gets resolved		
Sequence	Events told in an order that makes sense		
Past-Tense Verbs	Story events told using past-tense verb forms		

What this page is not

Not a checklist for deciding whether a student has a language difference or delay, and not a fixed script for every session. Presence or absence of an element in one story on one day is a data point, not the whole picture.

Two habits this page assumes

- ☐ An element is written in here, in the SLP's own words, before it is scored anywhere else in this file.
- ☐ A retired element is dated here (Y to N) the same day it comes off the tracker.

Why the six rows are fixed

These six labels do not change from student to student — only the middle write-in column does. That way a retelling scored in September and a story generated in May are measured against the same six things, and the caseload roster (page 7) can point every student at the same page.

DATA Story-Retelling Scoring Sheet

One story, retold once, scored against the six elements from page 6. For a familiar book, a class story, or anything the student already knows.

STUDENT

DATE

STORY OR BOOK (TITLE ONLY; CUE LEVEL (PAGE 5)
NOT REPRODUCED HERE)

ELEMENT	SCORE (0-2)	WHAT THE STUDENT SAID (BRIEF)
Setting		
Character		
Problem		
Solution		
Sequence		
Past-Tense Verbs		

Total / 12 and percent

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Prompts given, in order

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What to try next time

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Story-Generation Prompt Sheet

For a wordless picture book, a photo sequence, a sentence starter, or a personal-experience prompt — the student builds the story, and the same six elements are scored.

Prompt types this file assumes

Wordless picture book — a sequence of pictures with no text; the student narrates. **Photo sequence** — three or more photos in order. **Sentence starter** — a partial sentence the student completes into a full story. **Personal experience** — “tell about a time when...” This file does not include or reproduce any book, photo, or other copyrighted material; write the title or source of whatever you used below, in your own materials.

STUDENT

DATE

 PROMPT TYPE (WORDLESS
BOOK / PHOTOS / SENTENCE
STARTER / PERSONAL
EXPERIENCE)

PROMPT SOURCE OR TITLE

ELEMENT	SCORE (0–2)	WHAT THE STUDENT SAID (BRIEF)
Setting		
Character		
Problem		
Solution		
Sequence		
Past-Tense Verbs		

Total / 12, percent, and cue level used

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What the student added that was not in the prompt

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Individual Narrative Data Sheet

One student, tracked across sessions: cue, a score for every element, a total, and a percent. For watching which elements move first.

STUDENT

NARRATIVE GOAL (SHORT)

CRITERION FROM THE IEP

**CUED TRIALS COUNT AS
INDEPENDENT? (Y / N)**

[illegible]

Reading the columns

Set, Char, Prob, Sol, Seq and PT are the six elements from page 6, in the same order every time. A total without its per-element breakdown is a trap: two 8-of-12 sessions can be different students if one is missing sequence and the other is missing past tense.

Elements still scoring 0 or 1 most sessions

REPORTING

Narrative Element Summary

All six elements on one page: baseline, current, and the change between them, so a whole story’s worth of structure reads at a glance.

STUDENT

UPDATED THROUGH

SLP

REPORTING PERIOD, IF USED FOR THIS PAGE

ELEMENT	BASELINE SCORE / 2 (DATE)	CURRENT SCORE / 2 (DATE)	CHANGE	STATUS	ONE-LINE NOTE
Setting					
Character					
Problem					
Solution					
Sequence					
Past-Tense Verbs					

How this page connects to the tracker

Baseline and current here should match the first and most recent totals on the tracker (page 14). If they do not, the tracker is missing an entry — copy the total across the same day it is taken.

Elements not yet tracked for this student

Progress Graph by Narrative Component

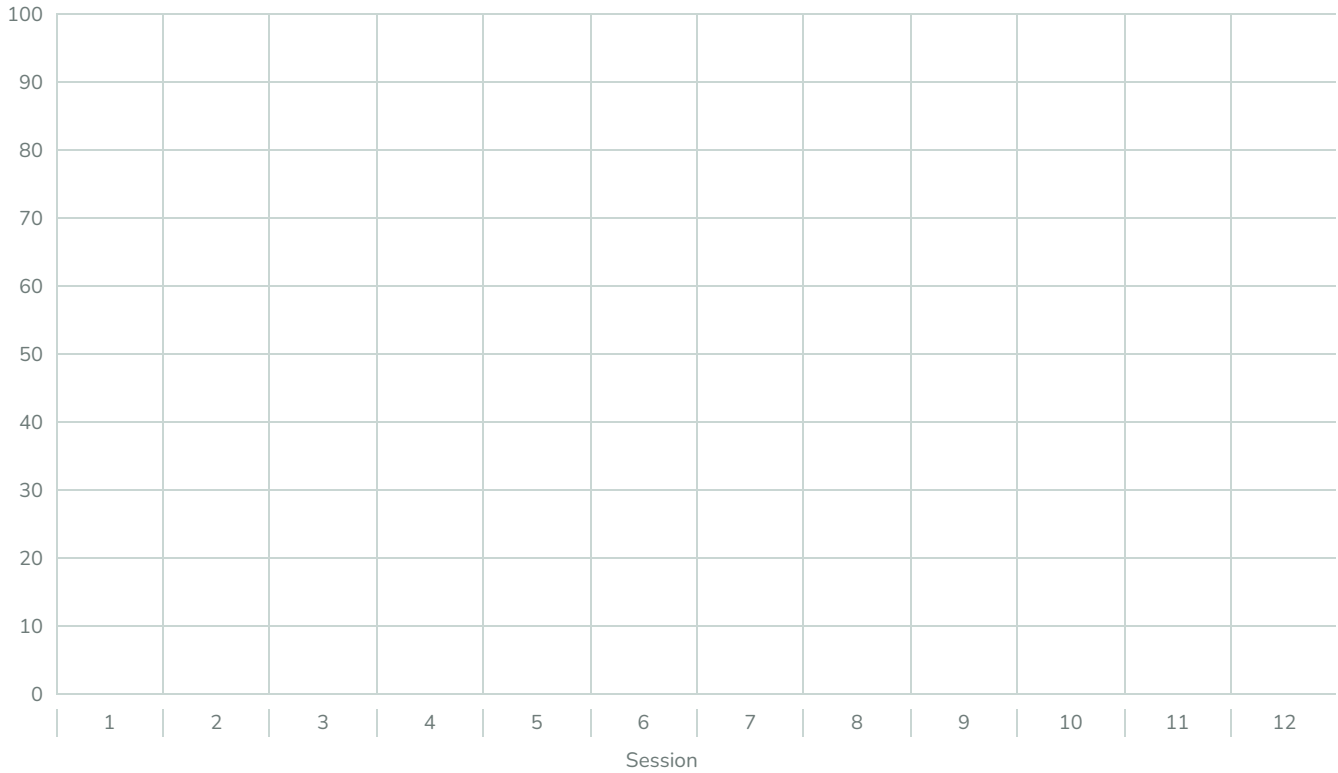
Plot the total score on the graph; use the row below it to see which element is moving and which is not, session by session.

STUDENT

GOAL (SHORT)

CRITERION / AIM

TOTAL NARRATIVE SCORE, AS A PERCENT OF 12



ELEMENT	1	2	3	4	5	6	7	8	9	10	11	12
Set												
Char												
Prob												
Sol												
Seq												
PT												

Reading it by component

Plot the total on the graph above; draw the aim line at the criterion first. Below, write each element's own 0–2 score under the same session number, so a flat total can still show one element climbing while another has not moved yet.