

The Path to Story Writing

Although this path is for first grade, second grade students will follow the same path at a more rapid pace.

1. Printing (September)
2. Oral Story Telling for Diagnosis
 - Have child narrate experiences; listen for story telling skills and problems.
Possible Problems: "and then," use of vocabulary, sentence structure, organization, etc.
 - Introduce Story Sequence Chart. These are short summaries. End with a bang!
 - Use the chart every day to tell stories.
3. Copy Words and Sentences (October)
4. Reading and Language Files (November)
5. Original Sentences (Oct/Nov)
 - Teach sentence structure, punctuation.
 - Give examples. Encourage children to come up with their own. Continue to allow them to copy what you write as long as needed.
6. Oral Story Telling: Reader Stories (Oct/Nov)
 - Read the story together.
 - Discuss content, mood, cause and effect, predictions, conclusions, feelings, opinions, and promotion of character traits such as tolerance, consideration, and helpfulness.

Story Sequence Chart

WHO	is in the story?
WHERE	does he live? does he go?
WHAT	does he look like? does he say? does he do?

Problem or Surprise

Solve Problem
(or reveal surprise)

A closing Clincher Sentence

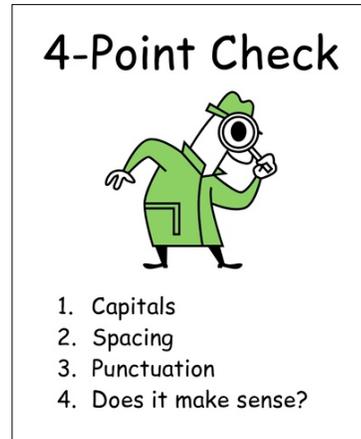


(Oral Story Telling Continued)

- Teach how to create an outline using the Story Sequence Chart.
- Verbally summarize (into tape recorder). Stress good elocution.

7. Writing Reader Stories (January or later)

- Collectively write a reader story.
 - Read the story together. Write down key words, orally say a sentence, and write a sentence from those words onto the chalkboard.
 - Carefully check each written sentence using the four-point check.
 - After completing the story, read the story together expressively.
- Collectively outline a story; students write it individually, if ready.
 - Create an outline together and orally say sentences, but do not write the sentences down on the board.
 - Encourage students to summarize and keep it short.
 - Students use the class-generated outline to write their own story.
- Evaluation of written work.
 - Correct spelling, punctuation, and other mechanics.
 - Be sure all the elements of the story are present.
 - No re-write necessary.
- Insert Dress-ups (after many stories have been written independently)
 - Ban *said*. Create a chart with substitutes.
 - Try -ly adverbs.
 - If students “accidentally” use a dress-up, praise them and show them what they did! Show them how it words to repeat again.

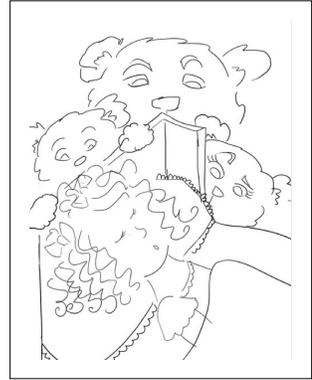


8. Consistent Practice—Write every day!

- Reader stories: Little Bear
- Poems: Ooey Gooley

9. Library Book Summaries (Late February)

- When students have show mastery of writing stories, invite them to summarize their library books using the same process.
- Again, stress summary. Give the setting and character details, state the problem and move quickly to the climax. Slow down to explain the climax and resolution.
- No rewrites. Correct the student's mistakes so they learn not to make them again. The goal is quantity and practice.



10. Creative Writing

Beyond library book summaries are original stories and experiences

- Response to a poem
- Journal entries
- Sequence of events
 - How to do something
 - What we did.
 - Something that happened.
- Response to an event
- Historical story
- Descriptive paragraph

Structure

- Stories follow story sequence (Unit 3)
- Stories might be sequence of events.
- Poetry.
- Topical paragraphs (pets, hobbies)
 - Teach how to stay on topic (What goes on a sundae?)
 - Teach topic/clincher

