

Start to Finish

Targeted Standards:

W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

The beginning writer will often use formulaic writing, such as “I love...” or “I like...” and call this a story. The teacher must help students understand that all stories have a beginning, middle, and an end so they can assist them in expanding their sense of story. This strategy introduces the writer to more complex story language through real books and invites the writer to experiment with this language in his/her own writing. By using a graphic organizer, the writer will be able to organize the story parts of a favorite story, and then use this organizer to expand his/her own writing.

Procedure

1. Use books that are read aloud to discuss the parts of the story. Use this time to think aloud about what words are used to make this story move along.
2. Read to the students a story that has a distinct beginning, middle, and end. Draw three boxes on chart paper, and label them “Beginning,” “Middle,” and “End.” Have the students retell the story while focusing on what happened first, next, and last. Record their sentences in the appropriate boxes.
3. Extend the strategy to show the sequence of the story, using appropriate transition language, such as *first*, *next*, *last*, *finally*, *second*, or *at last*.
4. Ask students to write their own stories, using the graphic organizer and sequencing words. Have the students ask themselves, “Does my story have a beginning, middle, and an end?” If it doesn’t, encourage the students to write a sentence that will fill in that part of the story. Students could then exchange stories and peer review.

Attachment/Resources:

- Using mentor texts to teach writing: 2nd grade
<http://www.youtube.com/watch?v=ecaschenaA>
- Mentor texts for Personal Narratives
<http://creativeliteracy.blogspot.com/2009/09/mentor-texts-for-personal-narrative.html>

Reference/Research:

Calkins, L. (1994). *The art of teaching writing* (New ed.). Portsmouth, N.H.: Heinemann.

Fletcher, R. J., & Portalupi, J. (2007). *Craft lessons teaching writing K-8* (2nd ed.). Portland, Me.: Stenhouse Pub.