

# Writing Basics Series

## WRITING STORIES

REM 150

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A TEACHING RESOURCE FROM



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# INTRODUCTION

**Writing Stories** is designed to help students learn and practice skills that will encourage them to gain experience and confidence in writing stories.

There is a distinct difference between telling a story and writing a story. When telling a story, the listener gets clues to what is meant by facial expressions, body movements, tone of voice, and the different ways the words are spoken.

When writing a story, the words are all the reader has to understand what the writer means to say. They must be carefully chosen to communicate the description, feeling, action, or suspense that the writer wants to create.

**Writing Stories** takes the student step-by-step through the writing process with the final goal being the writing of a story that is creative, interesting, and properly developed.

Examples are given for each part of the writing process and practice pages provide the students a chance to demonstrate their understanding of the lessons being taught.

## Skill Reference Chart

### *Writing Stories* (REM 150)

- Analyze information
- Choose the correct word
- Combine sentences correctly
- Determine the sequence
- Identify and use parts of speech
- Identify sentence fragments and run-on's
- Identify sentence(s) that do not fit into a paragraph
- Identify the topic/topic sentence
- Synthesize information
- Use correct capitalization and punctuation
- Utilize creativity
- Write a paragraph/story in sequence
- Write a topic sentence
- Write an organized paragraph
- Write an original sentence
- Write using a variety of simple sentence structures
- Write using descriptive words
- Write using fluent sentences
- Write using transitional words, phrases, or sentences
- Write using vivid and varied words

Name \_\_\_\_\_

## Checklist - Final Form

Use the following **checklist** to help make sure you do not overlook important points. Check off each item as you review your story.

\_\_\_\_\_ 1. Does the beginning grab the reader's interest?

The first paragraph should get into the story quickly so the reader will want to read the whole story.

\_\_\_\_\_ 2. Are all the words spelled correctly?

Check words you are unsure of in a dictionary or thesaurus.

\_\_\_\_\_ 3. Is the punctuation correct?

\_\_\_\_\_ 4. Are the ideas or action in the right order?

The story should move along in a logical order.

\_\_\_\_\_ 5. Have the best words been used?

Check your describing words and decide if they are the most interesting and accurate words for what you want to express.

\_\_\_\_\_ 6. Do the paragraphs connect well from one to the next?

Good transition should make the story easy to read and follow.

\_\_\_\_\_ 7. Are all important details and information included?

Do not leave the reader hanging with unanswered questions about important details.

\_\_\_\_\_ 8. Is the ending good?

The conclusion should end the story so there are no questions left unanswered about what you started out describing.

\_\_\_\_\_ 9. Is your handwriting neat, clear, and easy to read?

### FINAL FORM:

**When you are satisfied that you have made all the necessary changes, rewrite your story in the revised form. Be sure to give your story a title.**

Written stories are made with carefully chosen words. The words form clear, complete statements. For example, a sentence in your story might be:

The dog chased the cat.

You want the reader to “see” the dog and cat as **you** “see” them. The sentence could be changed to this:

The big, black, yelping dog chased the frightened, little, white cat.



**Describing words can tell:**

- |  |  |
|--|--|
| 1. <b>what kind</b> (red roses, busy man)    | 3. <b>how many</b> (five dollars, no runs) |
| 2. <b>which one</b> (those books, any chair) | 4. <b>how much</b> (full pail, some food)  |

**Write the sentences below. Add words to give the reader a clearer description of the person, place, or thing.**

1. Music came from the stereo.

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2. Clouds gathered in the sky.

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3. I had tarts for dessert.

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4. Is that jacket yours?

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5. We laughed at the clowns.

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6. Don't fall in that hole!

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