


# Differentiated STORY WRITING

Name Teya



The yellow bird flew  
to the ground  
she saw a brown worm  
in the dirt she chased  
the worm till they were  
both out of breath  
Suddenly they became  
friends in the end they lived  
happily ever after

# A Note To The Teacher:

This is a FREE sample set of the full Story Writing pack so you can try them and see if it's right for your students.

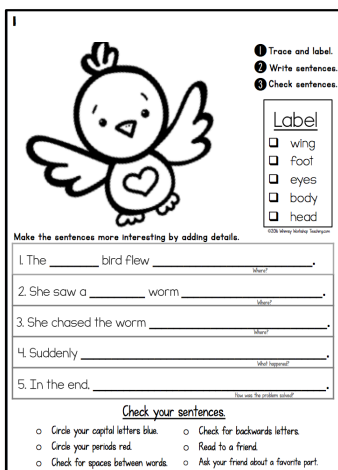
These writing templates allow you to differentiate resources to support the different needs of your students during independent story writing time. All students use the same Story Starter pages for support, and complete the tasks appropriate to their ability. Students are prompted to draw, label, write simple sentences, add details (adjectives) and use conflict and resolution in their story.

**Click HERE  
for the  
full set!**

## Getting Started

**Each student will need a Story Starter page  
and a blank writing template page.**

**You may wish to laminate the Story Starters to use  
as reference and support over and over again each  
year. I like to let students choose their animal  
each time they start a new story.**



**1** Trace and label.  
**2** Write sentences.  
**3** Check sentences.

**Label**

- wing
- foot
- eyes
- body
- head

Make the sentences more interesting by adding details.

1. The \_\_\_\_\_ bird flew \_\_\_\_\_.

2. She saw a \_\_\_\_\_ worm \_\_\_\_\_.

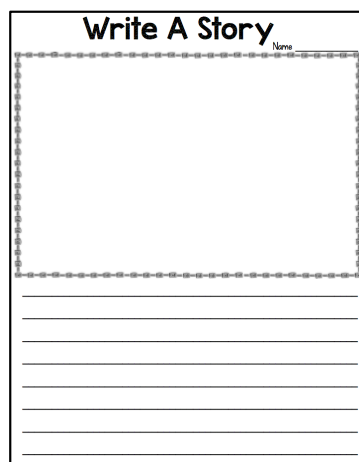
3. She chased the worm \_\_\_\_\_.

4. Suddenly \_\_\_\_\_.

5. In the end, \_\_\_\_\_.

**Check your sentences**

- Circle your capital letters blue.
- Check for backwards letters.
- Circle your periods red.
- Read to a friend.
- Check for spaces between words.
- Ask your friend about a favorite part.



**Write A Story** Name \_\_\_\_\_

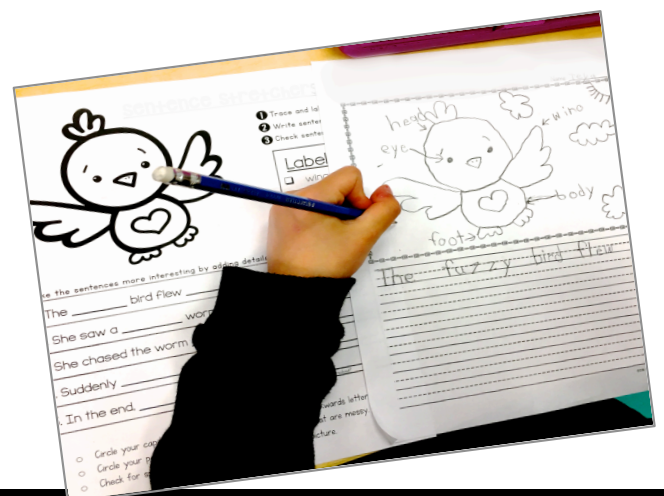
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Differentiated Story Writing

## Story Starters Frame



- 1 Trace and label.
- 2 Write sentences.
- 3 Check sentences.

### Label

- wing
- foot
- eyes
- body
- head

Make the sentences more interesting by adding details.

1. The \_\_\_\_\_ bird flew \_\_\_\_\_.  
Where?

2. She saw a \_\_\_\_\_ worm \_\_\_\_\_.  
Where?

3. She chased the worm \_\_\_\_\_.  
Where?

4. Suddenly \_\_\_\_\_.  
What happened?

5. In the end, \_\_\_\_\_.  
How was the problem solved?

### Check your sentences.

- Circle your capital letters blue.
- Check for backwards letters.
- Circle your periods red.
- Read to a friend.
- Check for spaces between words.
- Ask your friend about a favorite part.

## Write A Story

Name \_\_\_\_\_

## Blank Writing Page

A large rectangular area with a dashed border, intended for drawing or writing. Below the dashed area are several horizontal lines for writing.

### LEVEL 1

Trace or draw the animal onto the Writing Page by placing it over top.

### LEVEL 2

Label the picture using the word list.

### LEVEL 3

Write sentences 1-3. Add unique details in the missing spots.

### LEVEL 4

Write sentences 4-5 to introduce conflict and resolution.

### LEVEL 5

Self-edit using the checklist at the bottom of each page.

### LEVEL 6

Read to a friend and talk about strengths in the story.



# Story Writing Steps

All students can work with the same paper at the same time.  
Students complete as many of the steps as they are able to.

**More advanced students will complete all six levels.**

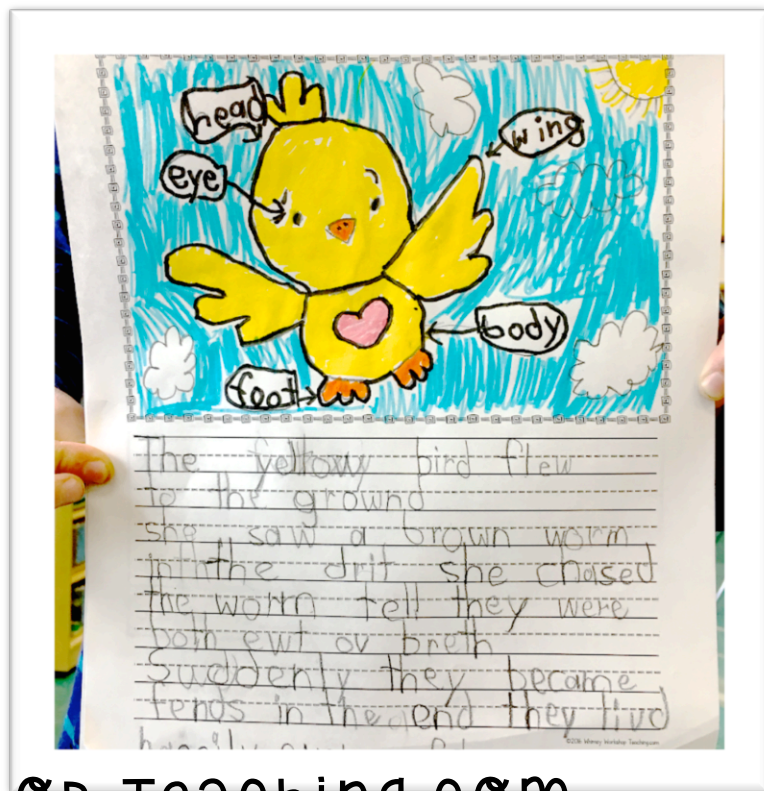
\*NOTE: These templates are designed to trace over, but they can be used as printables if desired.

Level 1	Trace (or copy) the picture and add details. Use emergent writing to describe the picture.
Level 2	After Level 1, label the picture using the word bank.
Level 3	After Levels 1 and 2, add missing details to sentences 1-3 to establish characters, setting and plot.
Level 4	Add missing details to sentences 4-5 to introduce conflict and to provide a resolution.
Level 5	Self-edit using the checklist for correct punctuation, capitalization, spacing, and general neatness.
Level 6	Read aloud to a friend. Discuss strengths, favorite parts, or peer edit. The friend signs their name and writes about their favorite part of the story as positive feedback. This establishes the idea of keeping the reader in mind when writing stories.

This collection also works as an independent writing center, as an option for Daily 5 time, for sub tubs, or as writing homework.

# Differentiated Story Writing

Students use the Writing Frame to trace or copy the picture, and to add their own details to the starter sentences.



# Write A Story



- 1 Trace and label.
- 2 Write sentences.
- 3 Check sentences.

## Label

- wing
- foot
- eyes
- body
- head

Make the sentences more interesting by adding details.

1. The \_\_\_\_\_ bird flew \_\_\_\_\_.

Where?

2. She saw a \_\_\_\_\_ worm \_\_\_\_\_.

Where?

3. She chased the worm \_\_\_\_\_.

Where?

4. Suddenly \_\_\_\_\_.

What happened?

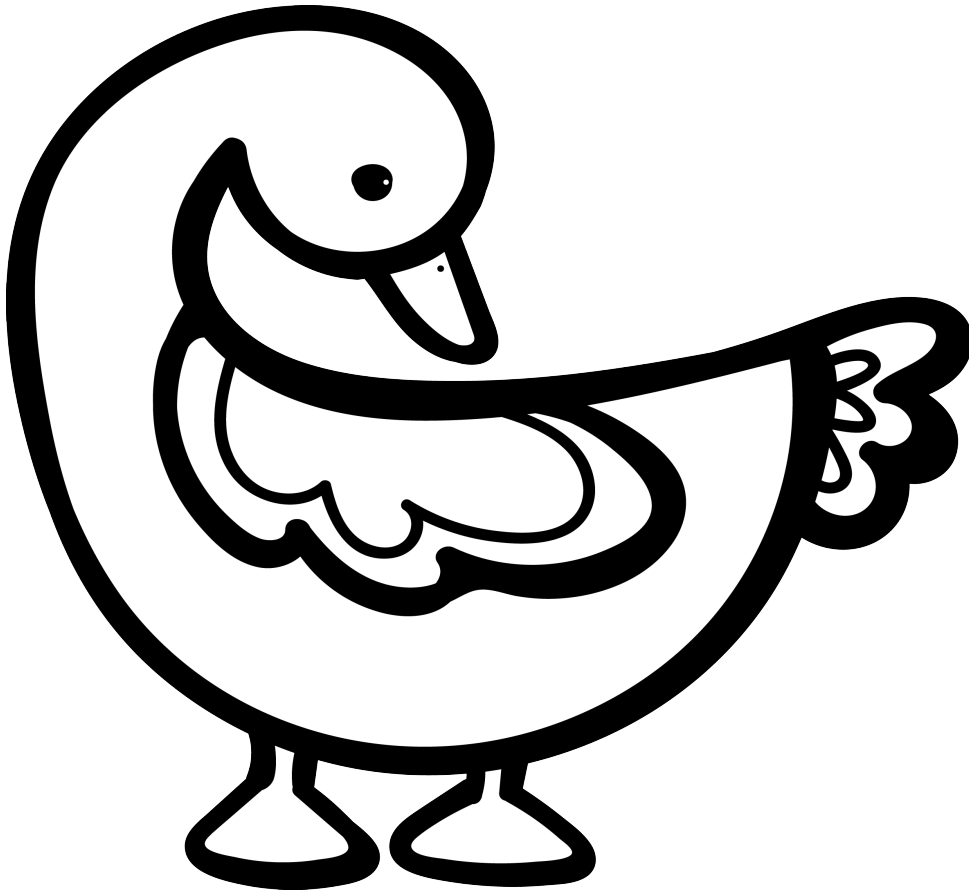
5. In the end, \_\_\_\_\_.

How was the problem solved?

## Check your sentences.

- Circle your capital letters blue.
- Check for backwards letters.
- Circle your periods red.
- Read to a friend.
- Check for spaces between words.
- Ask your friend about a favorite part.

# Write A Story



- 1 Trace and label.
- 2 Write sentences.
- 3 Check sentences.

## Label

- bill
- foot
- tail
- eye
- wing
- head

Make the sentences more interesting by adding details.

1. The \_\_\_\_\_ duck waddled \_\_\_\_\_.

Where?

2. He saw a \_\_\_\_\_ slug \_\_\_\_\_.

Where?

3. He poked the slug \_\_\_\_\_.

Where?

4. Suddenly \_\_\_\_\_.

What happened?

5. In the end, \_\_\_\_\_.

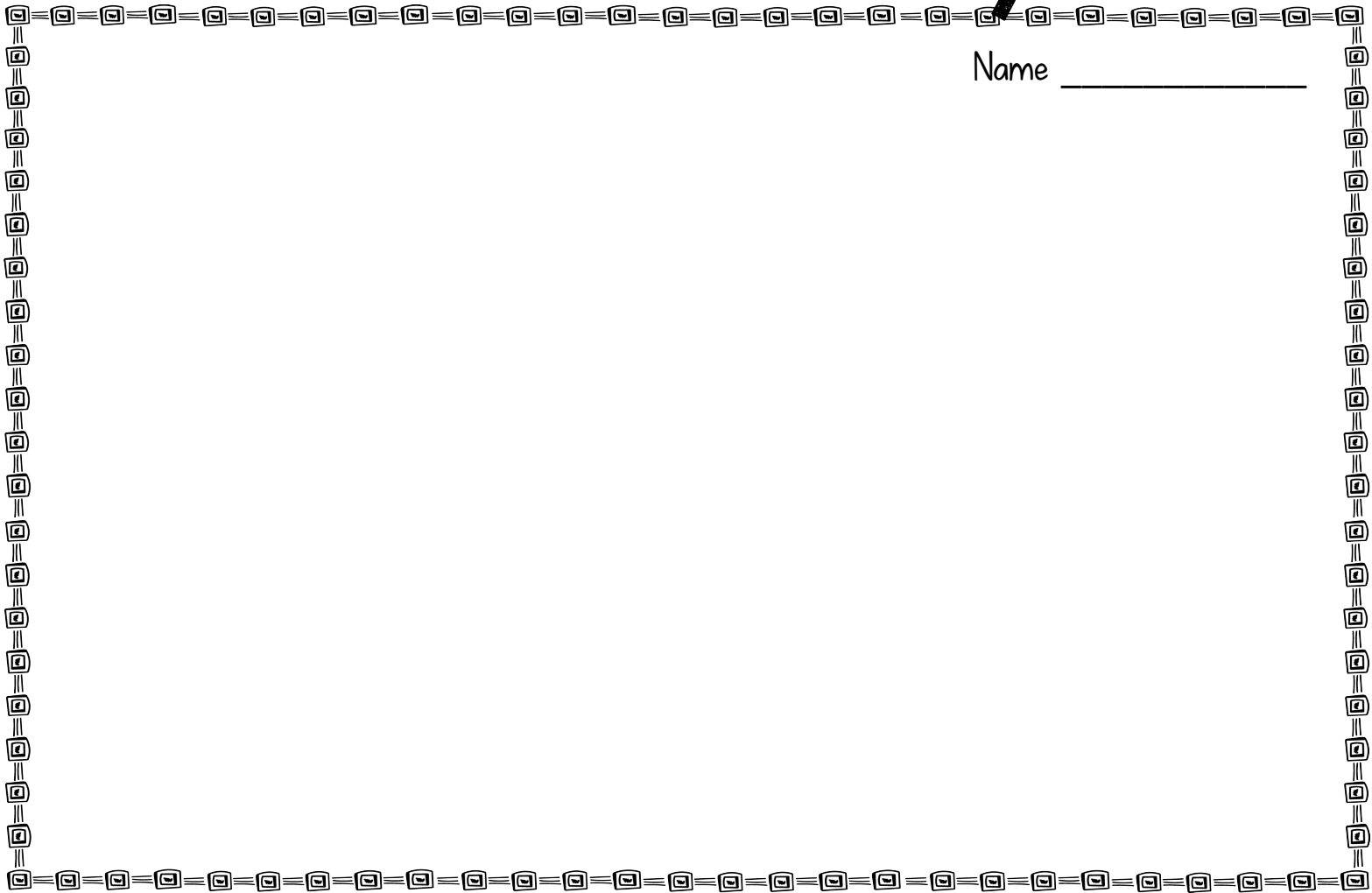
How was the problem solved?

## Check your sentences.

- Circle your capital letters blue.
- Circle your periods red.
- Check for spaces between words.
- Check for backwards letters.
- Read to a friend.
- Ask your friend about a favorite part.

# Write A Story

Name \_\_\_\_\_



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My work was checked by \_\_\_\_\_

A favorite part was \_\_\_\_\_