

Story Grammar

What is a Story Grammar and why is it important?

A Story Grammar (Marshall, 1983) helps students understand the structure of a literary text. At an early elementary level, a Story Grammar may include elements such as the characters, setting, and a beginning, middle, and end.

How can I use a Story Grammar with my students?

After students have read a story, distribute a Story Grammar and ask them to complete it. Encourage them to think about the elements of the story by asking questions such as: “Who were the main characters in the story?” “Where did the story take place?” “What happened in the beginning?” and “What happened in the end?” For older students, more complex elements, such as problems, events, resolution, and theme, may also be included.

Following is an example of a Story Grammar for *Babushka’s Doll*.

Characters:	Babushka, Natasha, and Babushka’s doll.
Setting:	Babushka’s house and yard.
Beginning:	Natasha wants to swing, but Babushka has work to do. Natasha wants lunch, but Babushka must feed the goats.
Middle:	After lunch, Natasha sees the doll and wants to play with it. The doll bosses Natasha around and makes her sad.
End:	Natasha doesn’t want to play with the doll anymore and she is nice to Babushka now.



Name: _____ Date: _____

Story Grammar

Characters:

Setting:

Beginning:

Middle:

End:



Name: _____ Date: _____

Story Grammar and Summary

Characters:

Setting:

Beginning:

Middle:

End:

Summary:



Name: _____ Date: _____

Story Grammar

Characters:

Setting:

Problem:

Events:

Ending:



Name: _____ Date: _____

Story Grammar and Summary

Characters:

Setting:

Problem:

Events:

Ending:

Summary:



Name: _____ Date: _____

Chapter Book Story Grammar Summaries

Chapter Summary:

Beginning (B), Middle (M), End (E)

