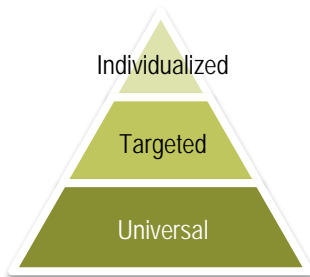


# Story Mapping



Story Mapping provides students with a framework for identifying the elements of a story. By exploring the relationships between story characters, plot, setting, problem, and solution, students learn to attend to important details. There are many types of story map graphic organizers. Some focus on the beginning, middle, and end of the story, while others focus on plot development or character traits, for example.



A teacher's understanding of their students' learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

## Why use this strategy in an inclusive learning environment

- Builds students' awareness of how story elements, characters, and events are interrelated.
- Can be used as a pre-writing strategy to organize and structure information and ideas.
- Provides a structure for oral storytelling or retelling to prepare students for writing.
- Builds comprehension of text and story by visually organizing and sequencing key events.

## How this strategy could be used in an inclusive learning environment

1. Use a familiar text/story to introduce the story mapping strategy.
2. Choose (or create) a story map and discuss each of the components (e.g., characters, setting, plot, theme, or beginning, middle, end).
3. Read a short selection of the text/story to students, encouraging students to identify the characters, settings, and events as they follow along.
4. Model how to complete the story map while discussing the main components of the story/text, highlighting transitional phrases or words.
  - a. Use a story map **before** instruction to determine the students' background knowledge and make predictions.

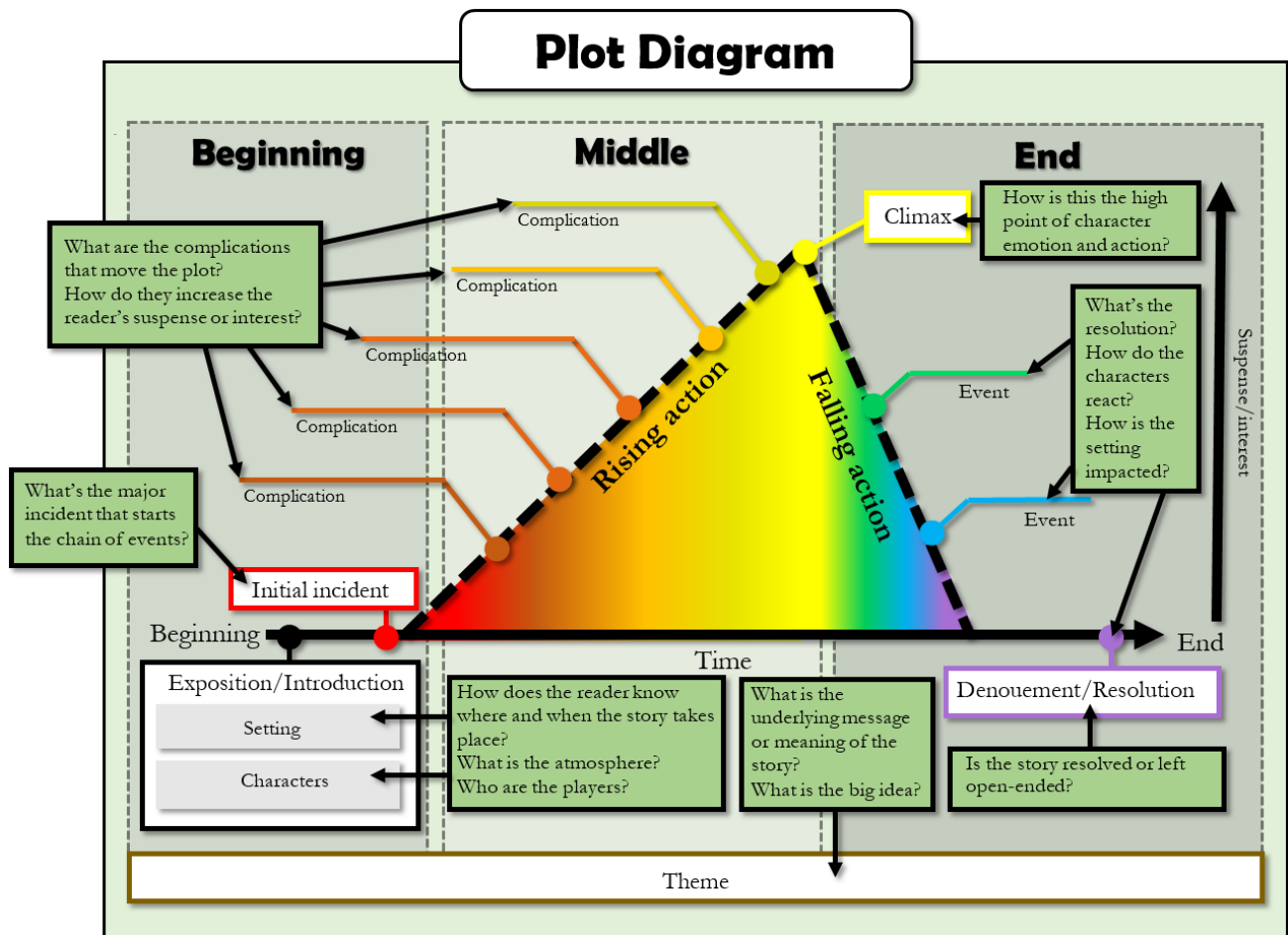


- b. Use a story map **during** instruction to help students isolate, process, and organize key information. This approach ensures students have the necessary content and sequencing prior to creating a text/story.
  - c. Use a story map **after** instruction to encourage students to make connections between prior knowledge, what was learned, and to identify the sequencing of important events or information.
5. Consider cutting out completed samples and allowing students to talk about how the story might change when it is sequenced in different ways. Compare and contrast different story maps to show students how different authors tell stories.
  6. When students are confident with the strategy, provide them with a blank story map organizer to complete while they read or follow along with the next section or chapter or with a new text/story that they select.

## Examples

Story Map		
<b>Somewhere Sometime</b>	Where and when did the story take place?	
<b>Somebody</b>	Who was the story about?	
<b>Wanted</b>	What did the character want to do or want to happen?	
<b>But</b>	What was the problem in the story?	
<b>So</b>	What did the characters do to try to solve the problem?	
<b>Then</b>	What was the solution and how did the story end?	





### Tips for individualized supports

- Use a completed story map based on a text/story that students are familiar with to support students in identifying the essential components.
- Provide a partially completed story map, of a familiar text/story, supporting students to add in information as they become more confident with identifying the elements of a text/story.
- Use key words, visuals, and/or provide the story map in a digital format to provide assistive or educational technology options such as speech-to-text or text-to-speech options.
- Complete the story map orally or by drawing or selecting images.
- Use a variety of digitally available story mapping tools to:
  - reduce letter-by-letter typing using predictive text software;
  - adjust text size and font colour; and
  - read student writing aloud.

