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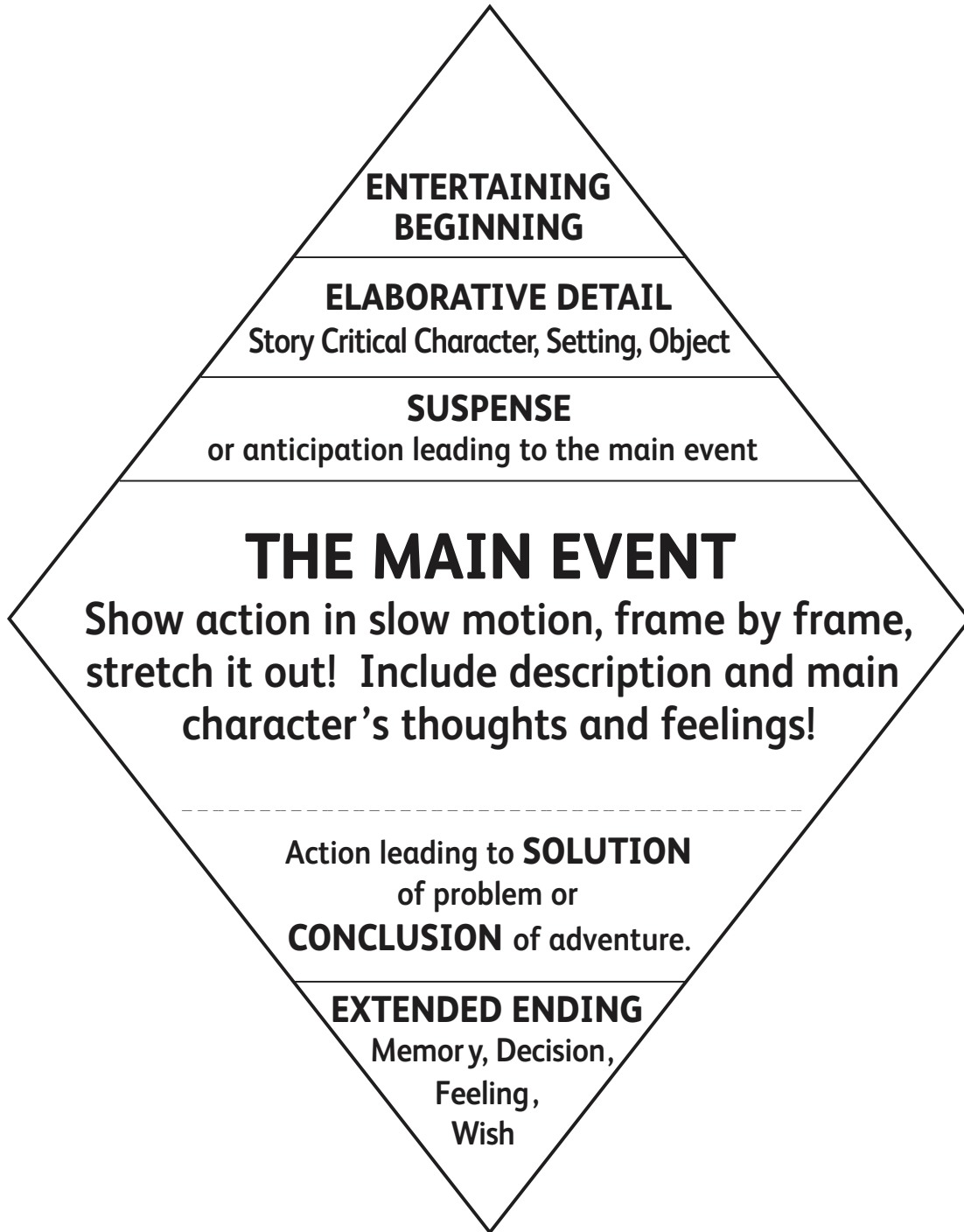
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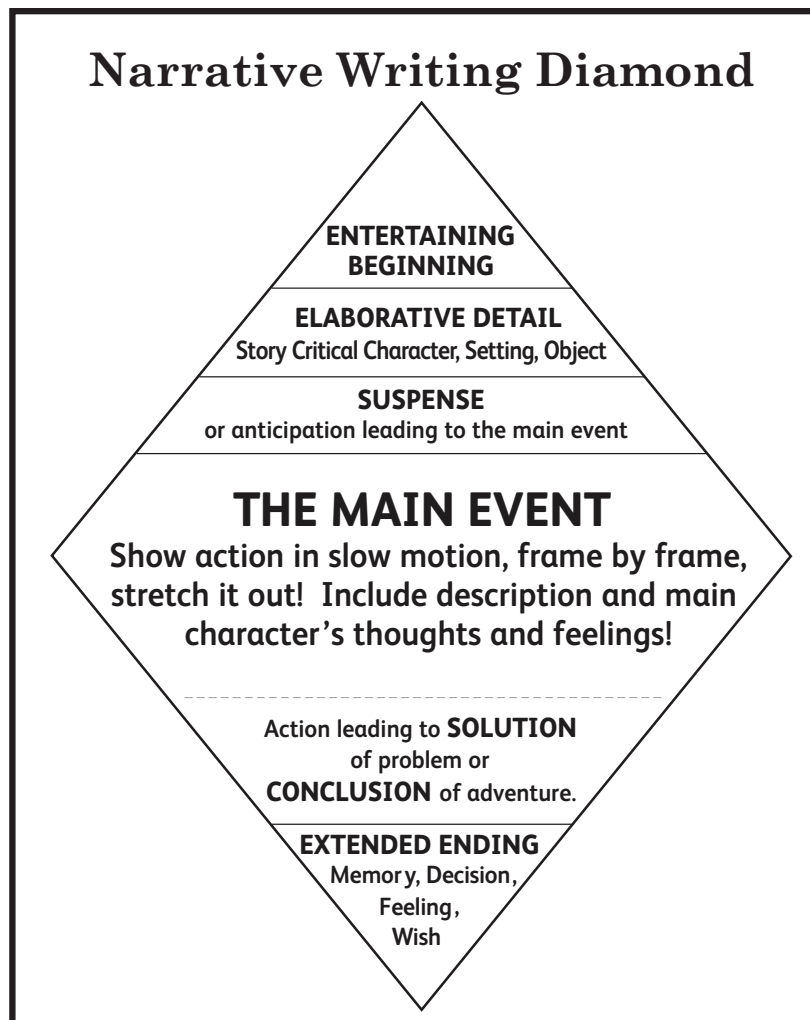
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# Narrative Writing Diamond



See the movement and shape of the plot and reduce the story to its key elements - **SUMMARIZE!**



This story is about \_\_\_\_\_ .

The problem/experience/adventure was that \_\_\_\_\_ .

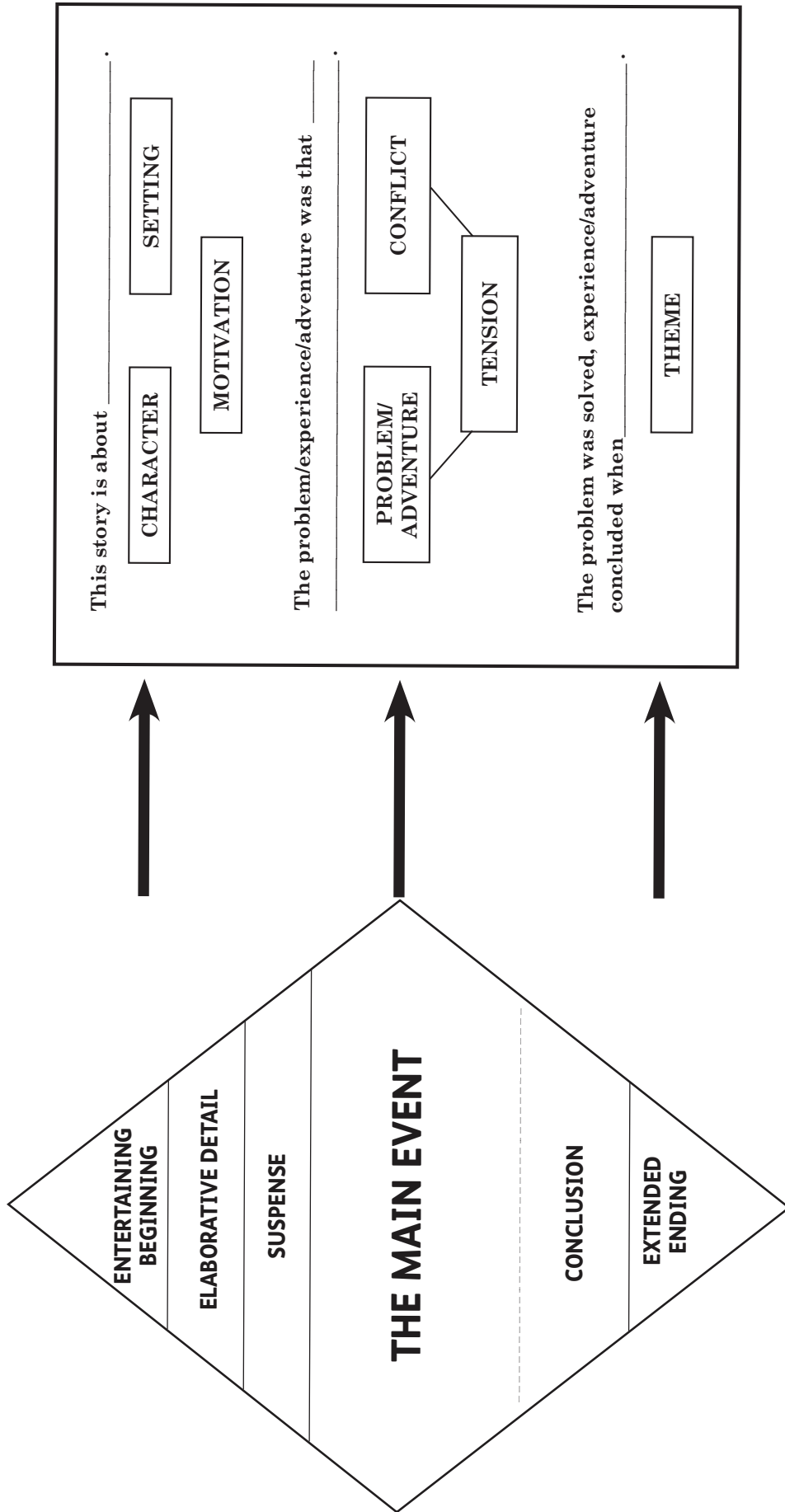
The problem was solved, experience/adventure concluded  
when \_\_\_\_\_ .

Use this same template for summarizing what you read AND to plan what you're going to write!





# Student Reference Page



## Informational Pillar

### INTRODUCTION

Lead/Topic Sentence

Main Idea #1 \_\_\_\_\_

Detail

Detail

Detail

Detail

Main Idea #2 \_\_\_\_\_

Detail

Detail

Detail

Detail

Main Idea #3 \_\_\_\_\_

Detail

Detail

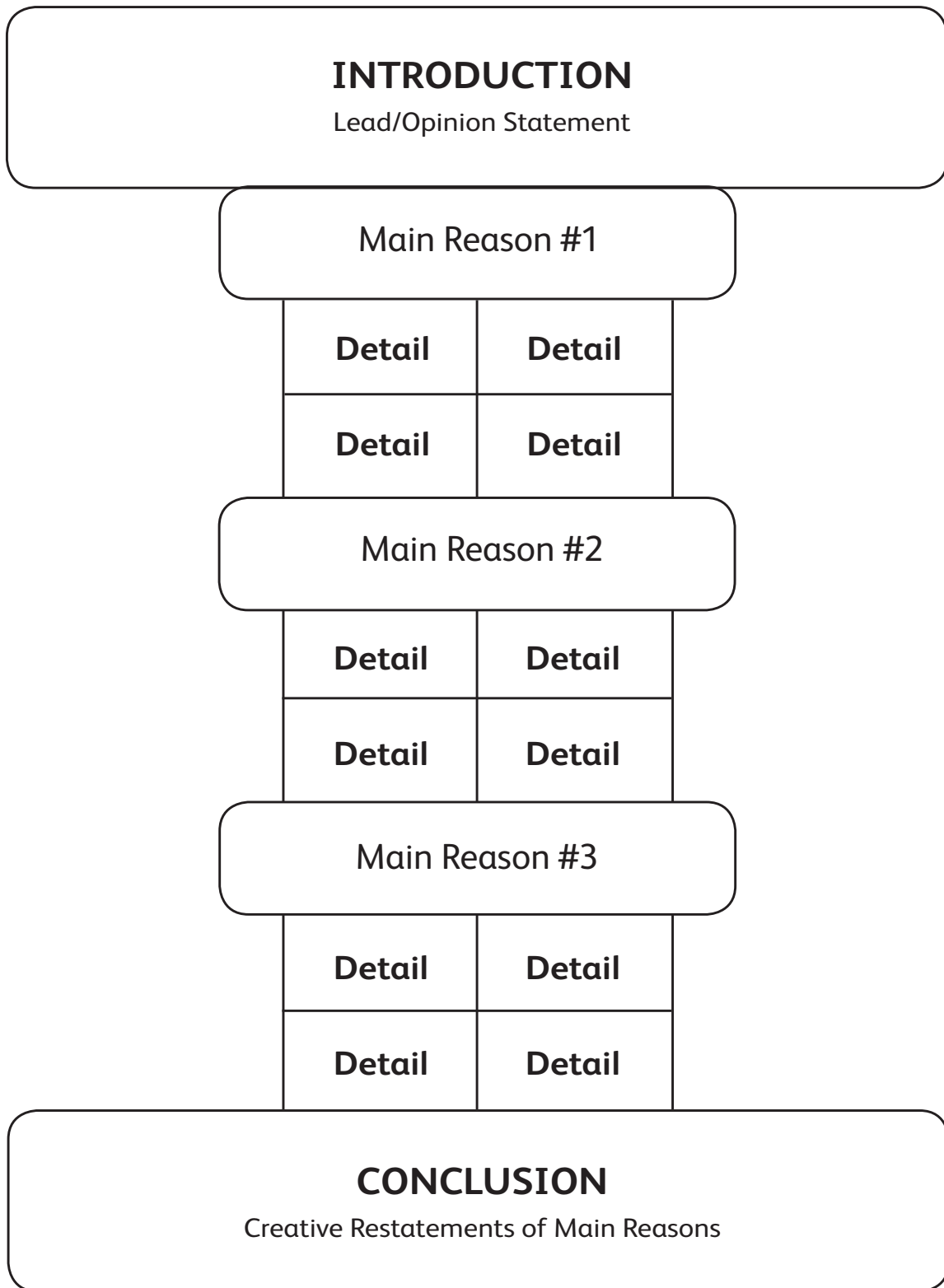
Detail

Detail

### Conclusion



# Opinion Pillar



## Annotation and Analysis Process for Narrative Stories

1. Label the **title** – what *genre* does the title hint at?
2. Circle the **entertaining beginning**, identify, label the technique.
3. Identify the **purpose of the story action** and main character's **motivation**.
4. Find **elaborative detail** describing the **setting** – mark and label this.
5. Underline and label suspense, **story tension, conflict**.
6. Bracket the **main event**.
7. Underline and label the **conclusion/solution** or conclusion of adventure.
8. Circle the **extended story ending** and label each technique.
9. Identify the **theme**. Have students highlight the parts of the story that indicate theme.
10. Fill in **summarizing framework**. Allow students to prompt you.

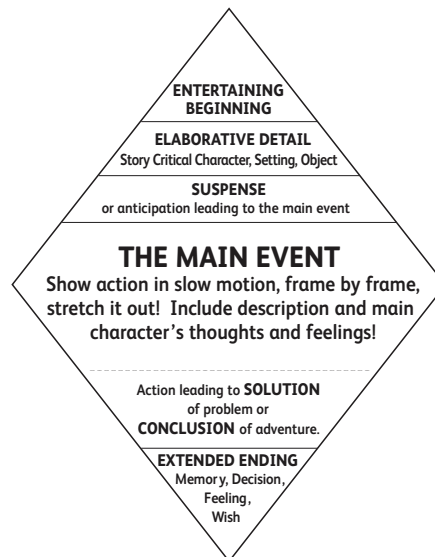
This is a story about \_\_\_\_\_.

The problem/experience was

\_\_\_\_\_.

The problem ended/concluded when

\_\_\_\_\_.



## SUMMARIZING FRAMEWORKS

### Narrative Writing Summarizing Framework

This story is about \_\_\_\_\_.  
*Character*

The problem, adventure, or experience was that \_\_\_\_\_.  
\_\_\_\_\_  
*Main Event*

The problem was solved/adventure, experience concluded when \_\_\_\_\_.  
\_\_\_\_\_.

### Informational Writing Summarizing Framework

**TOPIC:** \_\_\_\_\_

**MAIN IDEA #1:** \_\_\_\_\_

**MAIN IDEA #2:** \_\_\_\_\_

**MAIN IDEA #3:** \_\_\_\_\_

**etc.:** \_\_\_\_\_

### Opinion Writing Summarizing Framework

**TOPIC:** \_\_\_\_\_

**MAIN REASON #1:** \_\_\_\_\_

**MAIN REASON #2:** \_\_\_\_\_

**MAIN REASON #3:** \_\_\_\_\_

**etc.:** \_\_\_\_\_





## Annotation and Analysis Process for Informational/ Expository and Opinion Texts

1. Identify **title/topic**.

2. Number each **paragraph**.

3. Circle and label **introduction**.

4. Bracket and label **body** of the piece.

5. Underline **main idea** or **main reason** sentences, place **blurb** in margin (a word or phrase).

6. Cross check **supporting details** to main ideas.

7. Box and label the conclusion. Reference **main ideas**.

8. Fill in **summarizing framework**:

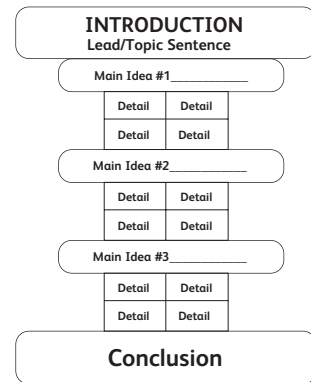
**TOPIC:** \_\_\_\_\_

**MAIN IDEA/REASON #1:** \_\_\_\_\_

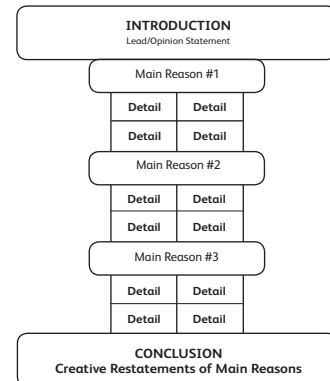
**MAIN IDEA/REASON #2:** \_\_\_\_\_

**MAIN IDEA/REASON #3:** \_\_\_\_\_ etc.

Informational/Expository Pillar



Opinion Pillar



## SENTENCE STARTERS FOR OPINION WRITING

### Pro

One thing I enjoy is \_\_\_\_\_.  
My favorite \_\_\_\_\_ is \_\_\_\_\_.  
I absolutely love \_\_\_\_\_.  
It's easy to see why I like \_\_\_\_\_.  
I really appreciate \_\_\_\_\_.  
I heartily approve of \_\_\_\_\_.  
I get really excited when \_\_\_\_\_.  
I feel positive about \_\_\_\_\_.  
There's nothing I'd rather do than \_\_\_\_\_.  
I look forward to \_\_\_\_\_.  
I am in favor of \_\_\_\_\_.  
I adore \_\_\_\_\_.  
I'm very impressed by \_\_\_\_\_.  
I strongly support \_\_\_\_\_.  
I'm fond of \_\_\_\_\_.

### Opinion Statement

In my opinion, \_\_\_\_\_.  
To me, \_\_\_\_\_.  
According to my point of view \_\_\_\_\_.  
My belief is \_\_\_\_\_.  
As I see it, \_\_\_\_\_.  
My attitude is that \_\_\_\_\_.

### Transition Words

- because
- for the reason that
- given that
- as cited by
- as demonstrated by the fact that
- since
- as evidenced by
- in view of the fact that
- as illustrated by
- as
- seeing that
- in light of the fact that
- supported by the fact that

### Con

One thing I dislike is \_\_\_\_\_.  
My least favorite \_\_\_\_\_ is \_\_\_\_\_.  
I absolutely hate \_\_\_\_\_.  
It's easy to see why I dislike \_\_\_\_\_.  
I just can't appreciate \_\_\_\_\_.  
I completely disapprove of \_\_\_\_\_.  
I get very disappointed when \_\_\_\_\_.  
I feel negative about \_\_\_\_\_.  
There's nothing I'd like to avoid more than \_\_\_\_\_.  
I dread \_\_\_\_\_.  
I am against \_\_\_\_\_.  
I abhor \_\_\_\_\_.  
I'm unimpressed by \_\_\_\_\_.  
I strongly oppose \_\_\_\_\_.  
I don't care for \_\_\_\_\_.

My stance is that \_\_\_\_\_.  
From my point of view, \_\_\_\_\_.  
I think that \_\_\_\_\_.  
It seems to me \_\_\_\_\_.  
My position is that \_\_\_\_\_.



## Literary Analysis Questions

Locate evidence from the text to identify character, setting, motivation, plot, conflict and theme. Use the appropriate symbol on top of the evidence when you find it and label it with the appropriate literary element. (Color code the evidence instead of using the symbols.) Remember that in some stories there will be more than one piece of textual evidence.

- ✓ **Main point of view character:** Who was the main point of view character?
- Setting:** Where and when did the story take place?
- ★ **Plot:** What was the problem or adventure?
- **Motivation:** What did the main character(s) want?
- △ **Conflict:** What kept the main character(s) from getting what he/she/they wanted?
- X **Theme:** What was the big idea of the story?

Use this summary every time you read a story.

This story is about \_\_\_\_\_ .

The problem/adventure/experience was \_\_\_\_\_ .

The problem was solved, experience or adventure concluded when \_\_\_\_\_ .

The theme of the story was \_\_\_\_\_ .

### Sentence Starters for Providing Evidence:

- The author shares \_\_\_\_\_.
- We see this as the main character \_\_\_\_\_.
- The text states, “\_\_\_\_\_”.
- The reader realizes this when \_\_\_\_\_.
- The theme is clearly shown when \_\_\_\_\_.
- In paragraph \_\_\_\_\_, the author writes \_\_\_\_\_.
- “\_\_\_\_\_,” writes the author to show \_\_\_\_\_.



# LITERARY ELEMENTS

## The “Building Blocks” of Story

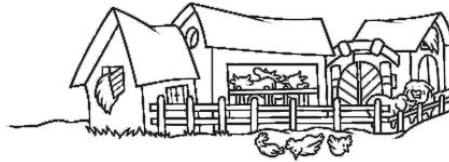
### Character/Point of View

Readers see the story through the 5 senses of the main point of view character who is telling the story.



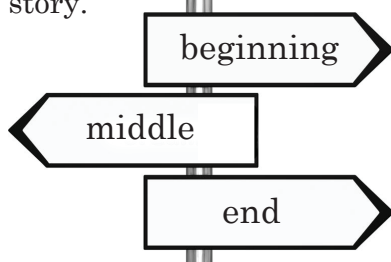
### Setting

Time and place, when and where the story takes place. (This sets the mood and tone.)



### Plot

Sequence of what happens in a story.



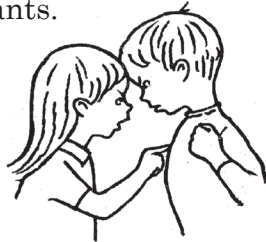
### Motivation

What the main character wants. (This drives the story action.)



### Conflict

Challenge the main character must overcome to get what he/she wants.

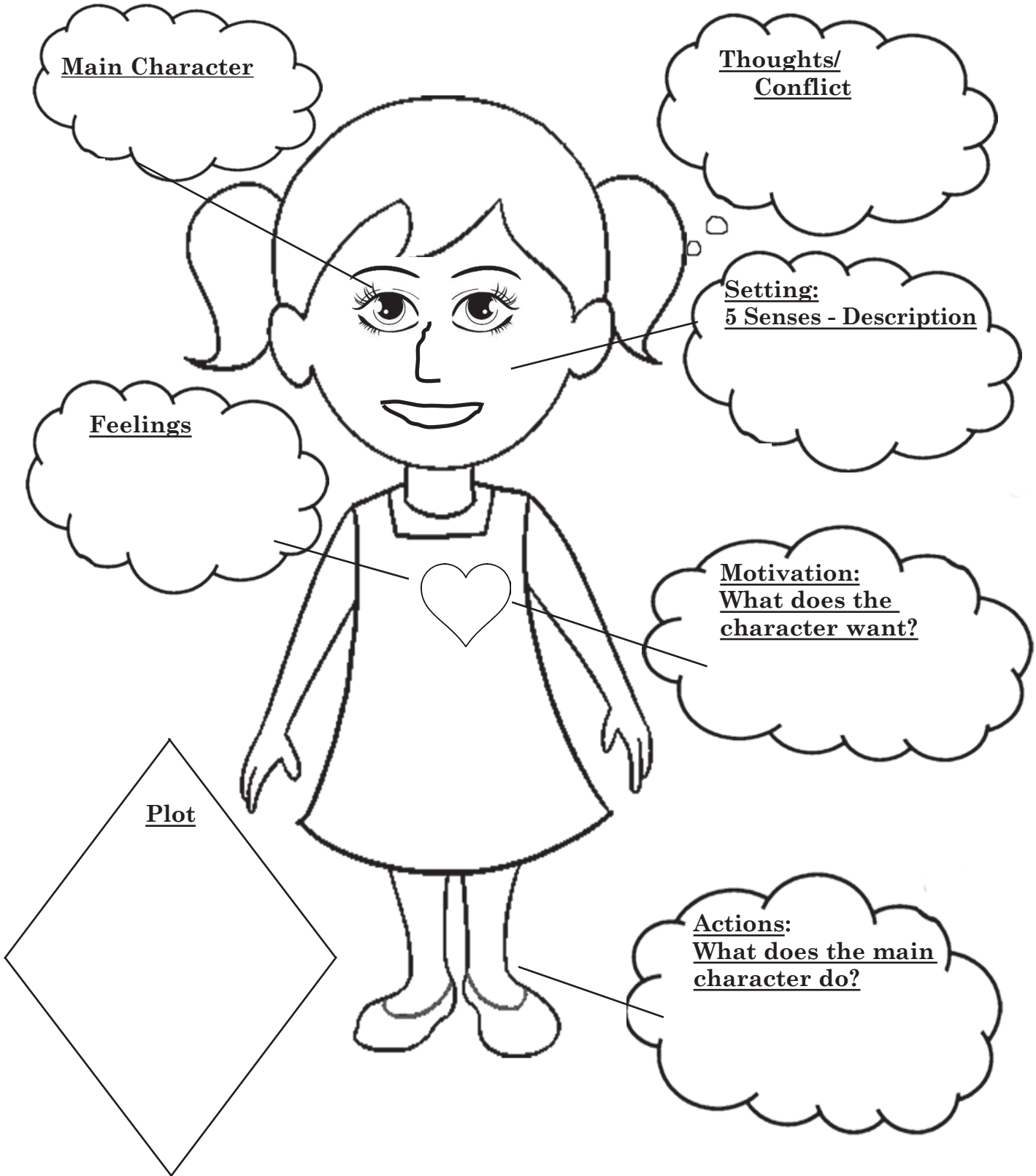


### Theme

Underlying controlling idea that drives the story.



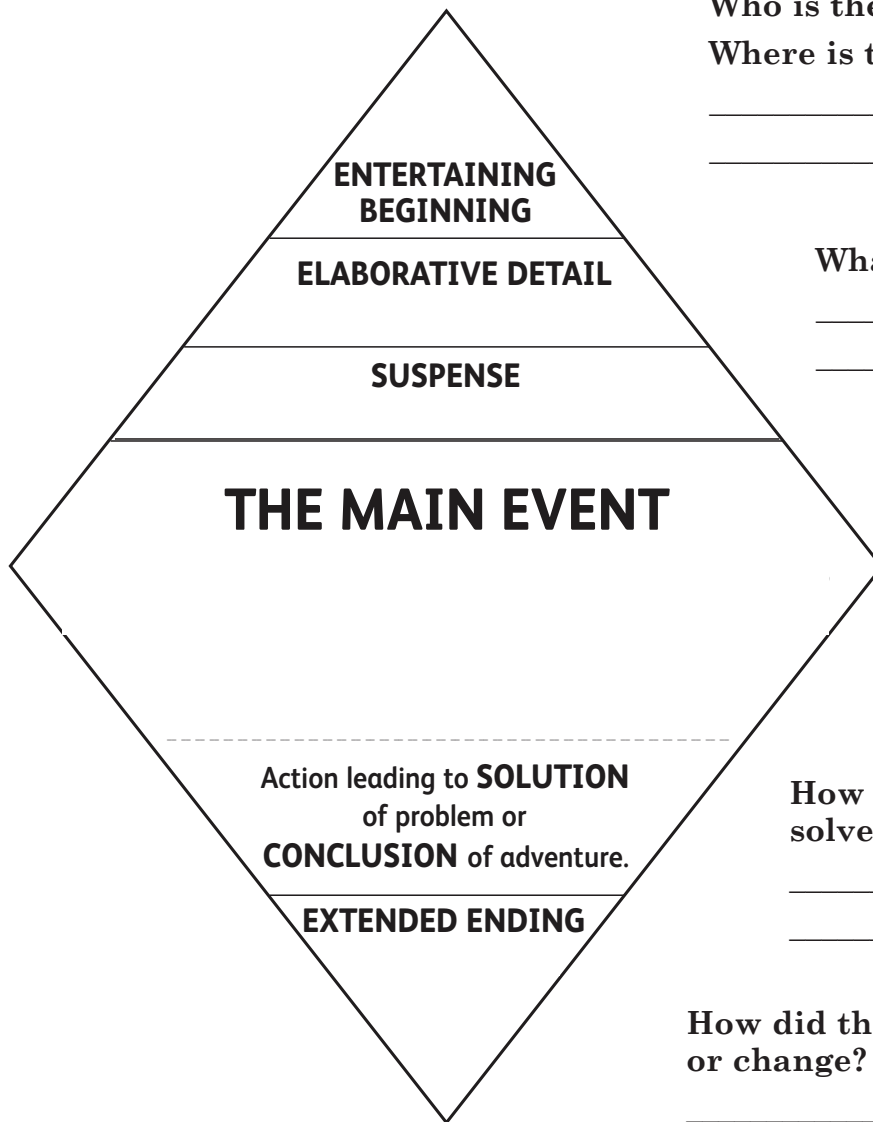
Literary Elements Template



Theme: \_\_\_\_\_



**Plot:** Identify events from the story and put them in the correct position on the diamond.



Who is the main character?

Where is the story set?

---

---

What is the problem/conflict?

---

---

What happens?  
(action, description,  
thoughts/feelings?)

---

---

How does the main character  
solve the problem?

---

---

How did the main character grow  
or change?

---

---

**Theme:** What was the big idea of the story? \_\_\_\_\_

---



# THINKING ABOUT READING

## Inferential Thinking

This is the kind of reasoning you must use when the author hints at or *infers* something in a story, but doesn't state it outright.

**Ex.** *When Marc told his joke Claire rolled her eyes and shook her head.*

The reader **infers** that the joke wasn't very funny.



## Evaluative Thinking

When we think in this way we compare what happened in the story to something in our own lives. This helps us empathize with and understand the story situation better.

**Ex.** *It was just like the time when I got separated from my family at the amusement park. I know what it's like to feel scared.*



## COMMON LITERARY THEMES

- Acceptance
- Courage
- Perseverance
- Cooperation
- Compassion
- Honesty
- Kindness
- Loyalty
- Responsibility
- Ambition
- Appreciating what you have
- Forgiveness
- The Value of Hard Work
  - Being a Graceful Loser
  - Learning from Mistakes
- Being True to Yourself
- Individuality
- Importance of Family
- Friendship
- Determination
- Inequality – Justice

*Can you think of any others?*





## Menu for Beginnings

- **AN ACTION** - Put the main character in the setting doing something interesting and relevant.
- **DIALOGUE** - Have the main character say something that expresses a feeling, creates worry, or raises the reader's interest or curiosity. It could be an **EXCLAMATION**.
- **A THOUGHT/QUESTION** - Show what the main character is thinking or worrying about.
- **A SOUND** - A story-relevant sound effect or a description of a sound is a great attention getting technique.

In order to generate these beginnings, the author asks him/herself some specific questions:

*Action: What would you do?*

*Dialogue/Exclamation: What would you say or exclaim?*

*A Thought/Question: What would you be thinking,  
wondering or worrying?*

*A Sound: What would you hear?*



Below you will find a generic list of detail generating questions that you may apply when creating elaborative segments of story critical characters, settings, and objects.

## MENU OF DETAIL GENERATING QUESTIONS

### QUESTIONS ABOUT A STORY CRITICAL CHARACTER -

- How tall/big was this character?
- What color hair/eyes?
- How old was the character?
- What kind of eyes/nose/mouth/ears did he/she have?
- What kind/color of hair did he/she have? (long, short, curly, straight, etc.)
- What kind of marks, scars, or distinguishing characteristics did he/she have?
- What was he/she wearing?
- What kind of expression was on his/her face?
- How did this character make you feel?
- Who or what did this character remind you of?

### QUESTIONS ABOUT A STORY CRITICAL SETTING -

- What was the temperature/weather like?
- What kinds of trees/plants grew there?
- How did the air feel?
- What kinds of animals were there?
- What kinds of buildings were there?
- What kind of objects were around?
- What kinds of sounds did you hear?
- How did you feel about being there?
- What did you smell?

### QUESTIONS TO ASK ABOUT A STORY CRITICAL OBJECT -

- What color was it?
- What did it feel like?
- What was its shape?
- What size was it?
- How old was it?
- What was it made of?
- What did it smell like?
- What kind of sound did it make?
- How heavy was it?
- Who did it belong to?
- Where did it come from?
- What did it remind you of?

Notice that none of these are yes/no questions! Detail generating questions must be specific and must ask for particulars – not true/false/positive/negative! These are just some suggestions. Not all of them are applicable all the time, nor are these the only questions you can ask - you can think of other effective questions to add to this list.



Below you will find a generic list of detail generating questions that you may apply when creating elaborative segments of settings.

## **MENU OF DETAIL GENERATING QUESTIONS - SETTINGS**

### **QUESTIONS ABOUT A STORY CRITICAL SETTING:**

- What was the temperature/weather like?
- What kinds of trees/plants grew there?
- How did the air feel?
- What kinds of animals were there?
- What kinds of buildings were there?
- What kind of objects were around?
- What kinds of sounds did you hear?
- How did you feel about being there?
- What did you smell?

Notice that none of these are yes/no questions! Detail generating questions must be specific and must ask for particulars – not true/false/positive/negative! These are just some suggestions. Not all of them are applicable all the time, nor are these the only questions you can ask - you can think of other effective questions to add to this list.



## Menu for Suspense

### Story Questions:

- What might your main character be wondering or worrying?

### Word Referents:

- Brainstorm a number of alternative ways to refer to the character or object you plan to reveal. Then ask the usual questions that apply to elaboration - but, substitute the word referents for the named character or object.

### Magic of Three:

- Name a red flag word or phrase to grab the reader's attention.
- What might you hear/see/feel/sense that hints at the revelation?
- What is your reaction to this hint?
- What do you discover? (Nothing, the first two times.)



## THE MAGIC OF THREE TEMPLATE

Red Flag word/phrase \_\_\_\_\_, 1st. HINT: \_\_\_\_\_

\_\_\_\_\_

No discovery: \_\_\_\_\_

Reaction: \_\_\_\_\_

Red Flag word/phrase \_\_\_\_\_, 2nd. HINT: \_\_\_\_\_

No discovery: \_\_\_\_\_

Reaction: \_\_\_\_\_

Red Flag word/phrase \_\_\_\_\_, 3rd. HINT: \_\_\_\_\_

\_\_\_\_\_

Revelation/Discovery: \_\_\_\_\_

### RED FLAG WORDS AND PHRASES

Suddenly	Just then	All of a sudden
A moment later	In the blink of an eye	Without warning
The next thing I knew	Instantly	To my surprise
	(add your own)	



## MAIN EVENT

Don't Summarize! Make a Scene!

FULLY ELABORATED MAIN EVENTS are made up of a balance of:

- **ACTION**
- **DESCRIPTION**
- **THOUGHTS/FEELINGS**
- **DIALOGUE/EXCLAMATION**

And just for fun...

- **SOUND EFFECT**

Here are the productive questions that help to generate a fully elaborated MAIN EVENT:

**ACTION: What did you do?**

(Tell it in slow motion, S-T-R-E-T-C-H I-T O-U-T!)

**DESCRIPTION: What did you see, hear, feel?**

**THOUGHTS/FEELINGS: What were you wondering, worrying, feeling?**

**DIALOGUE/EXCLAMATION: What did you say or exclaim?**

**SOUND EFFECT: What did you hear?**



# Menu for Extended Endings

- 🍏 **A MEMORY:**  
What did you remember most?
- 🍏 **FEELINGS:**  
How did you feel about what happened?
- 🍏 **WISH or HOPE:**  
What would you wish or hope?
- 🍏 **DECISION:**  
What did you decide?
- 🍏 **DEFINING ACTION:**  
What did you do?



## 4 Point Narrative Writing Rubric

- 0 - Unscorable!** Wrote nothing, illegible or wrote about something different from the prompt.
- 1 - Still has a Way to Go!** Shopping list. Too short. Hard to understand. Not enough details and interesting words.
- 2 - Still needs Work!** It has a little bit of detail, but mostly general details like nice, good, red, blue, very, etc. It has an okay beginning, middle and end. Lacks a single entertaining MAIN EVENT! Does not include the main character's feelings or reactions. Needs more elaboration to make it interesting.
- 3 - Good!** Has a beginning, middle, end, organized. Has some specific elaborative details and remains focused on the important events. Needs more elaboration to make it interesting. Although there is a single main event, the piece lacks a balance of action, description, and dialogue for a significant, single, and entertaining main event. Does not include enough of the main character's feelings or reactions. Includes evidence of most parts of the writing diamond.
- 4 - Great! Fantastic!** Has a strong beginning, middle and end. It is interesting and entertaining. Stays focused on the important events. There is clear evidence of every section of the writing diamond and lots of great description. Author uses interesting words, vivid vocabulary and sentence variety. There is a mixture of action, description, feelings and dialogue. This story is smooth and easy to read.

