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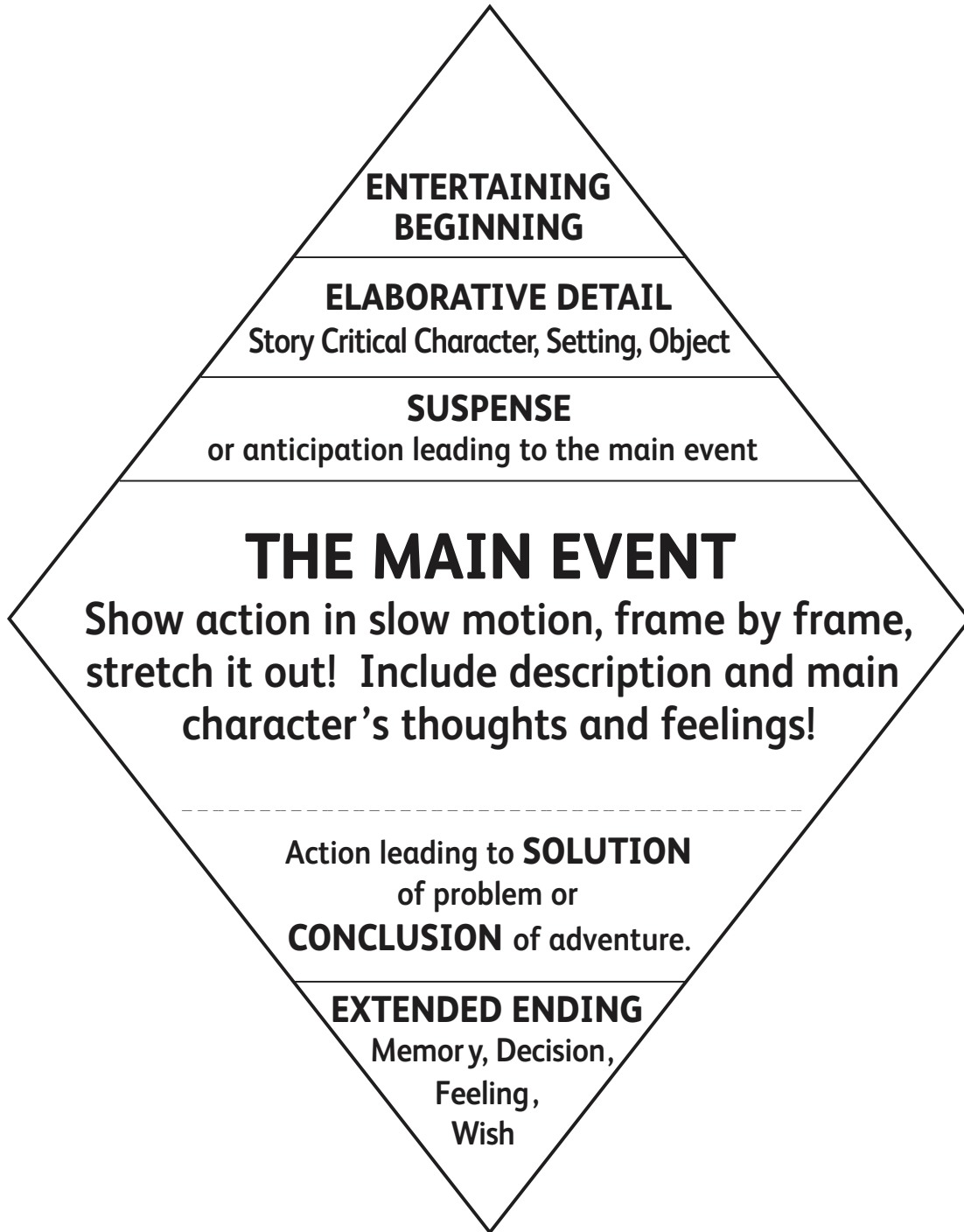
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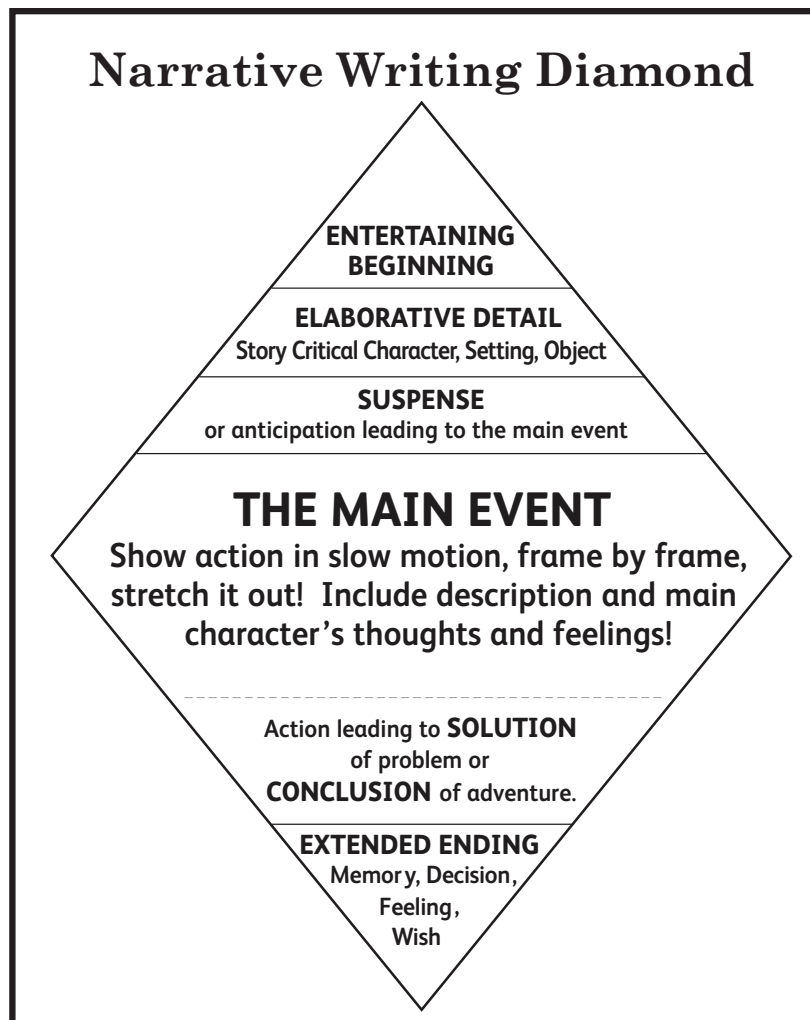
4 Point Narrative Writing Rubric..... SRP 19



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 _____ .

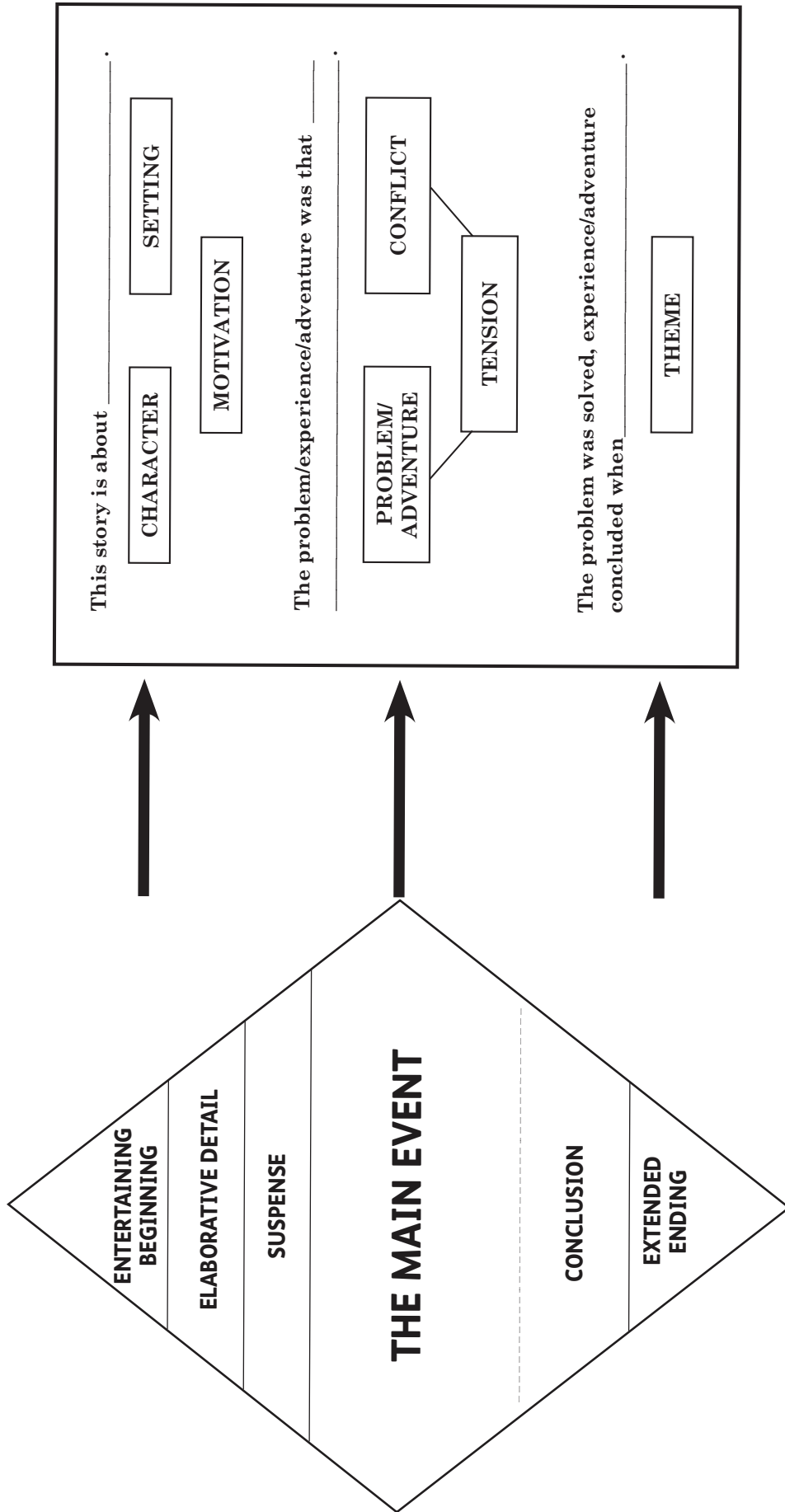
The problem was solved, experience/adventure concluded when _____ .

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

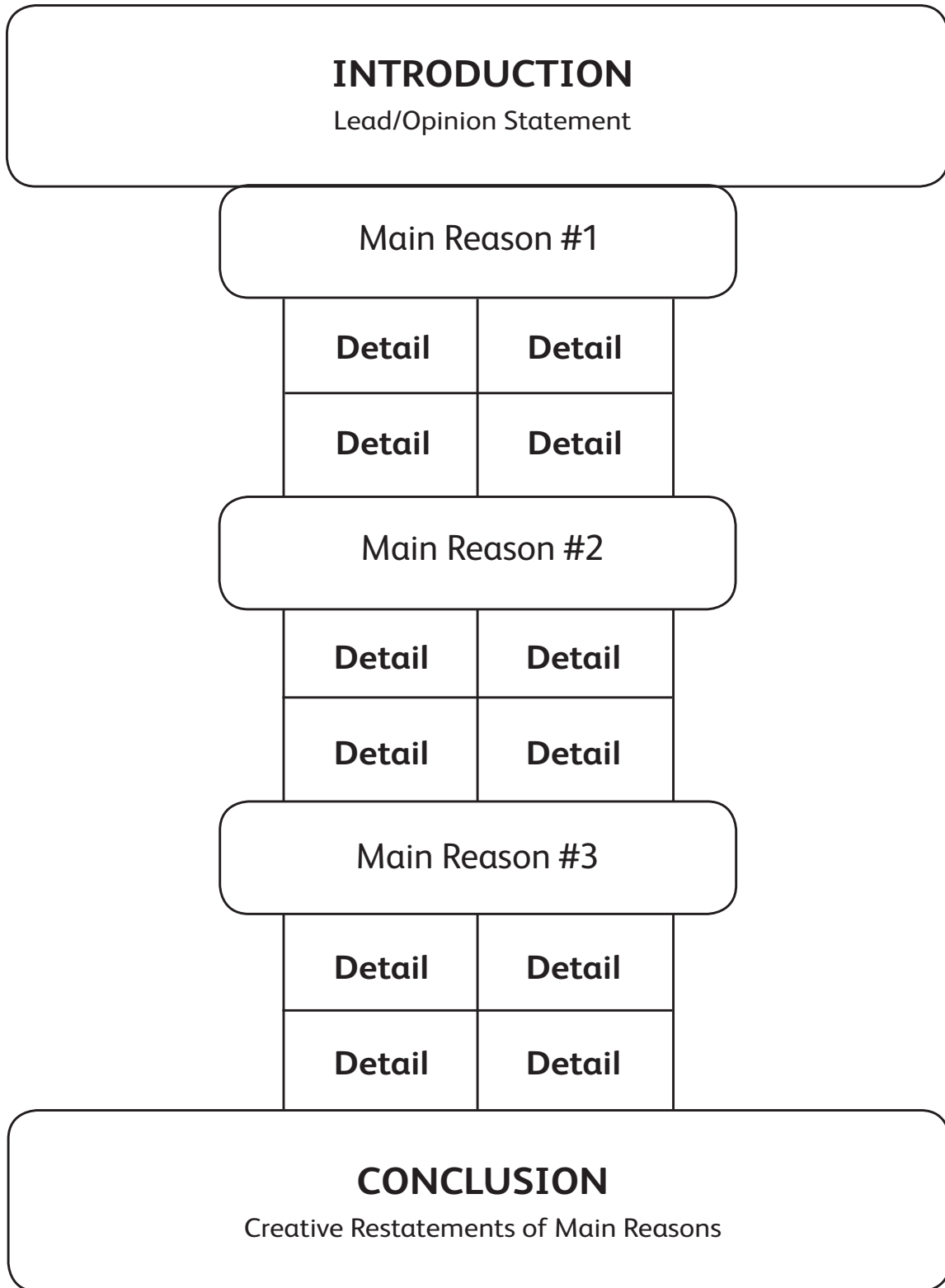
Detail

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.

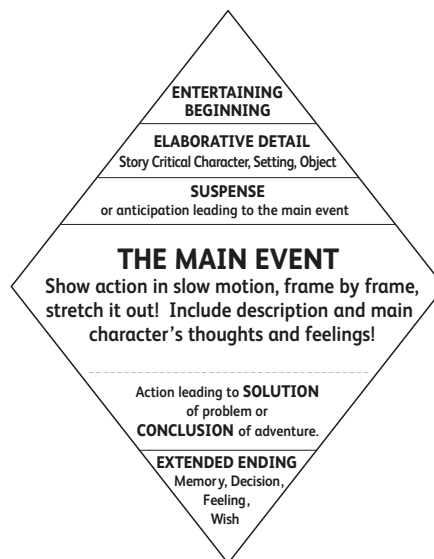
This is a story about _____.

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 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**:

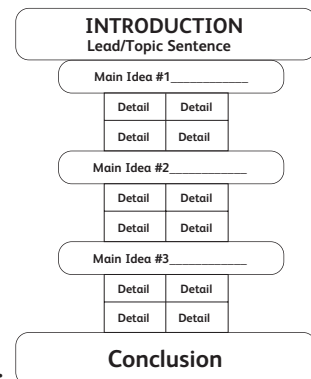
TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____

MAIN IDEA/REASON #3: _____ etc.

Informational 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 ELEMENTS

The “Building Blocks” of Story

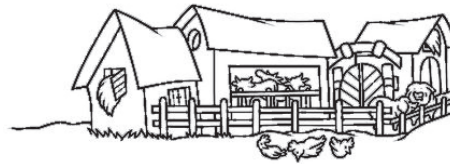
Character/Point of View

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



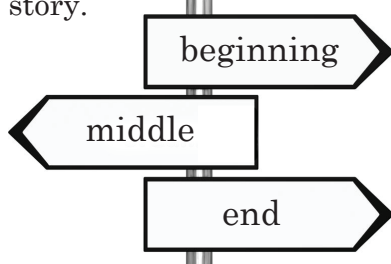
Setting

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



Plot

Sequence of what happens in a story.



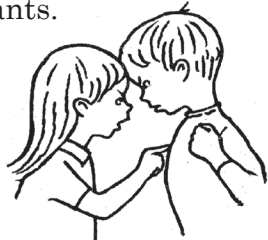
Motivation

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.



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.*



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?



Literary Analysis Questions

Locate evidence from text to identify character, setting, motivation, and conflict. (Optional: Color Code)

- Who is the main **point of view character**? _____(red)
- What is the **setting**? _____(green)
- What is the main character's **motivation**? (What does she/he **want**?) _____(blue)
- What is the **conflict**? (Who or what stands in the way of the main character's motivation?) _____(orange)
- What is the **plot**:

This story is about _____ .

The problem/adventure/experience was _____

_____ .

The problem was solved, experience or adventure concluded

when _____

_____ .

- What is the **theme**? _____(purple)



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



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.

