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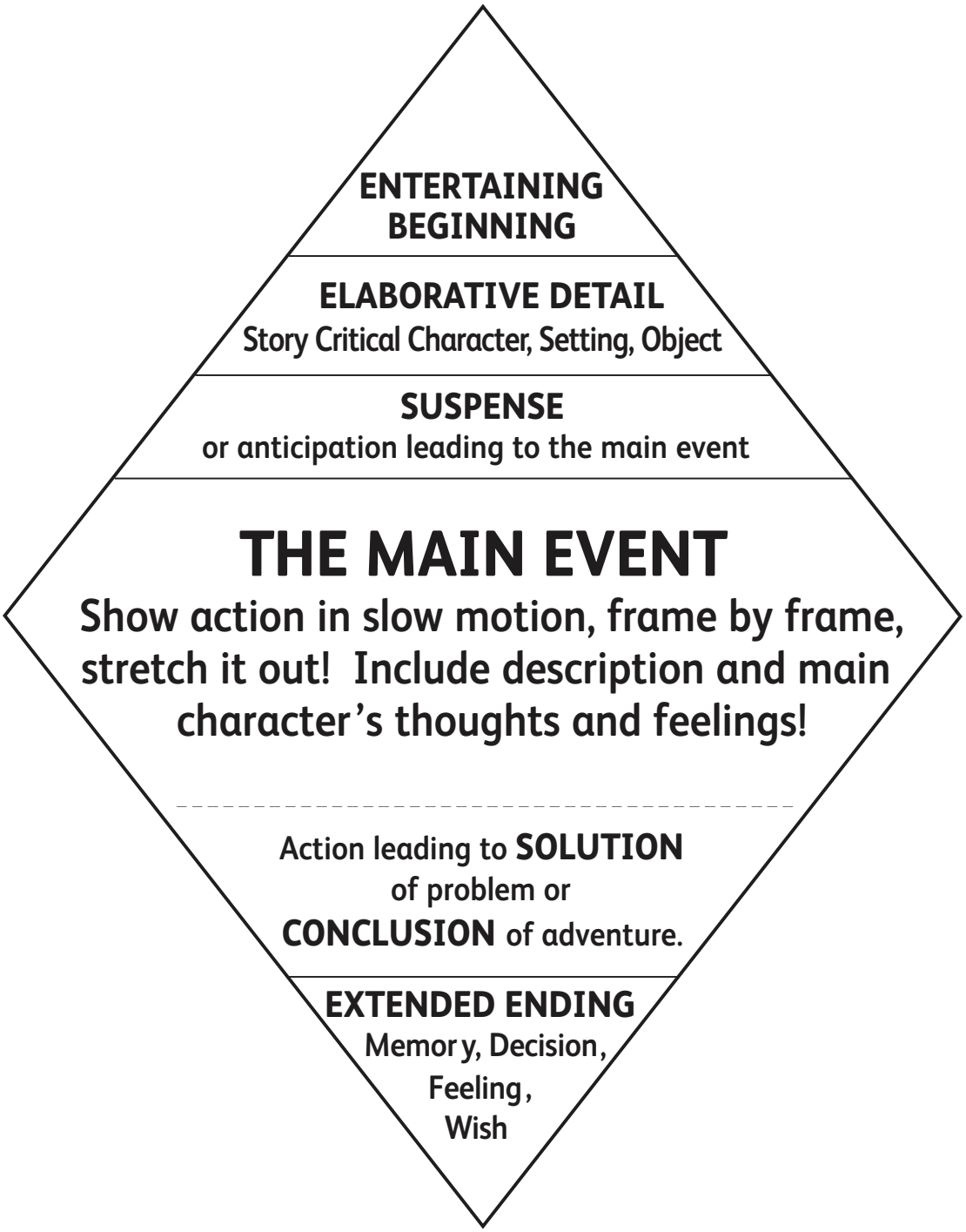
Narrative Writing Diamond



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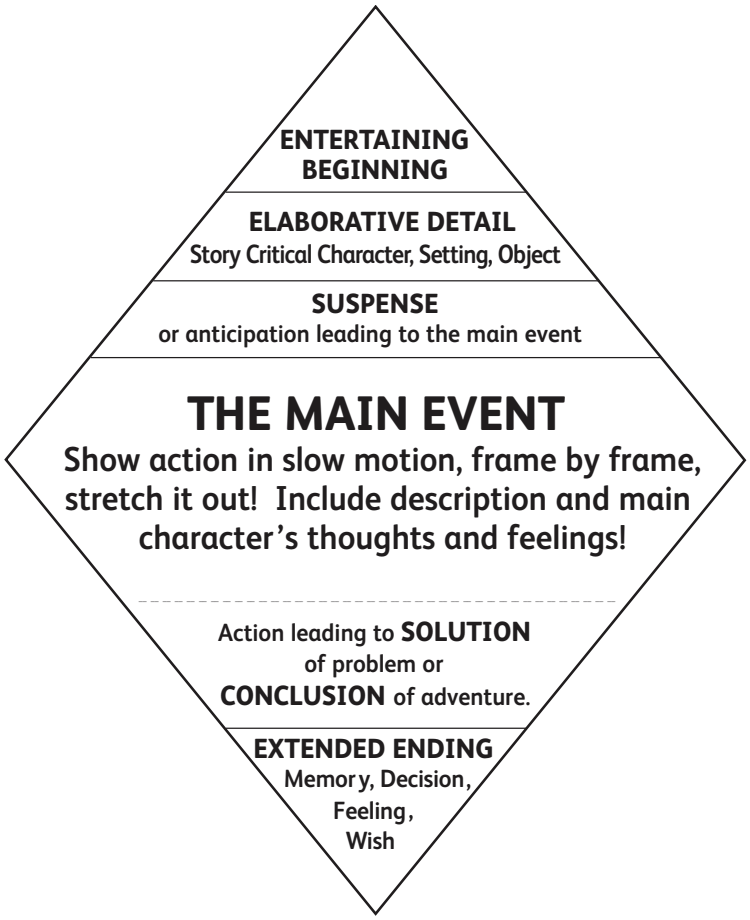
See the movement and shape of the plot and reduce the story to its key elements - SUMMARIZE!

Narrative Writing Diamond



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!

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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

Summarizing Framework

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

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Opinion Pillar

INTRODUCTION
Lead/Opinion Statement

Main Reason #1

Detail	**Detail**
Detail	**Detail**

Main Reason #2

Detail	**Detail**
Detail	**Detail**

Main Reason #3

Detail	**Detail**
Detail	**Detail**

CONCLUSION
Creative Restatements of Main Reasons

Summarizing Framework

TOPIC: _____

MAIN REASON #1: _____

MAIN REASON #2: _____

MAIN REASON #3: _____

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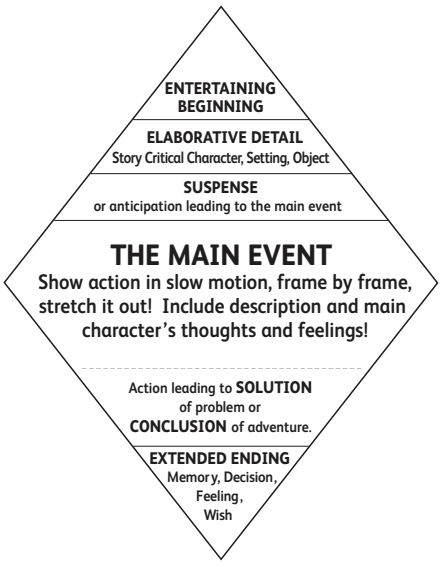
Annotation and Analysis Process for Narrative Stories

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**. Highlight the parts of the story that indicate theme.
10. Fill in **summarizing framework**.

    This is a story about _____.
    The problem/experience was _____.
    The problem ended/concluded when _____.



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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.: _____

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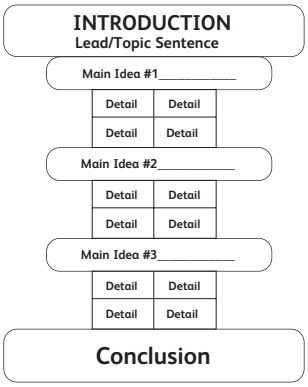
Annotation and Analysis Process for Informational and Opinion Texts

1. Identify **title/topic**.
2. Number each **paragraph**.
3. Circle and label **introduction**.
4. Bracket and label **body** of the piece.

InformationalPillar



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**:

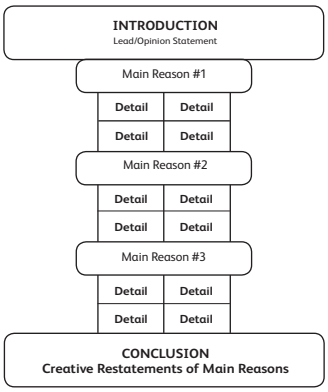
TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____

MAIN IDEA/REASON #3: _____ etc.

Opinion Pillar



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Literary Analysis Questions

Locate evidence from the text to identify character, setting, problem, solution 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.

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_____
_____ .

✓ **Main point of view character:** Who was the main point of view character?

□ **Setting:** Where and when did the story take place?

△ **Problem/Adventure:** What was the main character's problem or adventure?

○ **Solution/Conclusion:** How was the problem solved or adventure concluded?

☆ **Theme:** What was the big idea of the story?

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 _____.
- The author writes _____.
- We find this out when _____.
- It is clear when _____.

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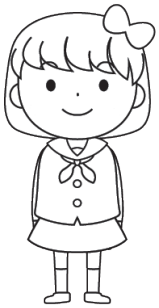
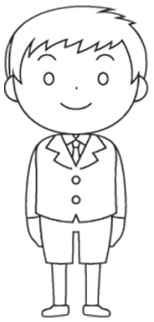
Literary Elements

CHARACTER



Who is the main character?



SETTING

Where/when does the story take place?

PROBLEM

What is the problem/ adventure?

SOLUTION

What is the solution?

THEME

What is the theme?

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Literary Elements Sentence Starters

SETTING

The author revealed the setting as _____ .

We notice the _____.

The main character finds him/herself at _____.

_____is the setting for this story.

MAIN CHARACTER

The author revealed _____ as the main character.

In the story, we find out that _____.

In this story _____.

The reader realizes _____.

We recognize _____.

SOLUTION

The author reveals the solution as _____ .

In the story, the reader discovers _____.

We realize that the main character finally _____.

Clearly, we see that the main character can _____.

PROBLEM/ADVENTURE

We learn that the problem/adventure is _____.

The main character's problem is _____.

The reader sees the problem/ adventure as _____.

As the story unfolds we find _____.

THEME

The theme of the story was_____.

The reader realizes that_____.

The author shows us_____.

Clearly the theme was _____.

As the story unfolds we see_____.

(Copy 2-sided with SP 9 to create cards)

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Literary Elements Template

Main Character ✓

_____

_____

Main Character's Problem △

_____

_____

Theme ☆

_____

_____

Setting: 5 Senses - Description □

_____

_____

Solution ○

_____

_____

Narrative Summarizing Framework:

This is a story about _____.

The problem/adventure was _____.

The problem was solved/adventure concluded _____.

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THINKING ABOUT READING – INFERENTIAL THINKING

This is the kind of thinking you must use when the author only hints at or infers something in a story. It's like a clue for the reader to figure out.

Example: John smiled and jump up and down when Grandma showed up at the door.

How is John feeling? The reader can *infer* that John is happy to see his Grandma.

Questions to help the reader dig a little deeper into the story to infer what the author did not tell:

How did the main character feel in the story?

How do you know? What is the evidence?

How did any of the other characters feel in the story?

How do you know? What is the evidence?

What did the main character learn from her/his experience?

How do you know? What is the evidence?

Sentence Starters for Inferential Thinking:

It was clear ____ was feeling.

The reader sees this when _____.

The main character felt _____.

We know because _____.

_____ felt _____.

The author says _____.

The main character learned _____.

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THINKING ABOUT READING – EVALUATIVE THINKING

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

Example: I was so happy the time my Grandma came to spend the week with us just like the main character. To show how happy I was I ran to the door and yanked it open when I saw her drive up.

Questions to help the reader dig a little deeper into a story to evaluate it.

Did you ever have a similar situation? When?

How did you feel in your situation?

What did you learn from your experience?

How/why did you empathize with the main character?

Sentence Starters for Evaluative Thinking:

I'll never forget the time I _____.

Just like the main character I _____.

A similar experience was _____.

I felt _____, just like _____.

When I think about it _____.

My experience was the same as _____ because _____.

I learned _____.

I felt the same as _____ when _____.

Just like _____, I learned _____.

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COMMON LITERARY THEMES

- Acceptance
- Courage
- Cooperation
- Honesty
- Kindness
- Loyalty
- Responsibility
- Appreciating what you have
- Forgiveness
- The Value of Hard Work
- Everyone is different
- Learning from Mistakes
- Be Yourself
- Importance of Family
- Friendship
- Determination

Can you think of any others?

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Menu for Beginnings

- **AN ACTION** - Put the main character in the setting doing something interesting and relevant.

- **A SOUND** - A story-relevant sound effect or a description of a sound is a great attention getting technique.

- **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.

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

Action: What would you do?

A Sound: What would you hear?

Dialogue/Exclamation: What would you say or exclaim?

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

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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.

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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.

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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.)

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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)	

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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?

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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?

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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.

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SENTENCE STARTERS FOR RESPONSE TO NARRATIVE STORIES:

- The title of this story was _____.
- It was written by _____.
- This story is about _____. (main character)
- The problem was that _____.
- What _____ really wanted was _____. (main character)
- The adventure began when _____.
- The author had us in suspense when _____.
- The story got exciting when _____.
- I felt _____, when _____. (nervous, scared, happy, relieved, excited, sad)
- The problem was solved when _____.
- The adventure concluded when _____.
- _____ learned that _____. (main character)
- This story reminds me of the time when I _____.
- I recommend this story because _____.
- I do not recommend this story because_____.

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