

## Chapter 6...Narrative Style

### Instructor's Guide

## • Narrative Style •

2 • Narrative Prose

4 • Curricular Expectations

[See Also: Chapter 4]

### **Narrative Curriculum**

6 • Prose - Purpose

8 • Prose - Plot

10 • Prose - Theme or Effect

12 • Drama - Theme or Effect

14 • Prose - Creation

16 • Prose - Delivery

18 • Prose - Expository Reports

### **Thinking with Narrative Prose**

20 • Information [1]

22 • Description [3]

24 • Recount [5]

26 • Comparison/Contrast [6]

28 • Cause/Effect [7]

30 • Assumptions-Prediction [8]

32 • Conclusion [9]

34 • Evaluation [12]

36 • Opinion [13]

38 • Argument [14]

### **Forms for Analysis and Creation**

40 • Character Traits

42 • Plot Line

45 • Fiction Elements

### **Appropriate for Expository and Narrative Styles of Writing and Reading**

This book has copyrights, enforceable by law. Copyright conditions grant permission to duplicate the master process forms only to the person owning or assigned to this book and only for use with his/her own students. This person shares responsibility for protecting this copyright by not contributing to unlawful duplication. ©2001 th

## Narrative Prose

### • Fiction As a Narrative Prose Style of Organization •

Fiction distinguishes itself as a narrative style of communication with elements which focus on solving a story's problem. That problem gives purpose both to creators and to receivers of fictional pieces. Fiction communicates with purpose through many media like drawings and pictures, legends and tales, music and songs, books, audio and video tapes, and films.

#### • Fiction As a Medium •

Fiction as narrative medium is constructed with three parts, called **the elements of fiction: plot, characters, and setting**. Literary devices (tools) craft each element (part) to carry the creator's purpose.

All fiction has a purpose. Around its author's purpose each literary piece is created with the use of literary devices, shaping its plot, characters, and settings. Communication completes its cycle when audiences can determine purposes by interpreting plots, characters, settings, and uses of devices.

As lifelong members of reading-viewing-listening audiences, students should learn strategies that strengthen their interpretation processes. We as educators can reinforce them with consistent reinforcement across our content curriculum.

#### • Style of Prose in the Curriculum •

Students should learn how to think with, organize, and communicate information in the organizational

styles of both expository and narrative prose. They should know how to distinguish expository from narrative prose. They should know how to analyze expository prose by examining paragraphs for main ideas, topic sentences, and supporting details. They should know how to analyze narrative prose by examining the structure of the plot, the roles of the characters, and the effects of the settings. They should know how to use their findings to determine the purpose of a narrative piece.

#### • Narrative and Expository Styles •

The difference between expository and narrative prose lies in what and how they organize. **Expository prose sorts and organizes information logically into categories**, called *main ideas*. Each main idea requires at least one whole paragraph. An expository paragraph contains one **topic sentence** to declare the **main idea** and has **supporting details** to expand it, (See also: Pages 4•4-5).

In contrast, rather than organizing *information logically*, **narrative prose organizes events sequentially** as they happened, creating what we call a **plot**. The action of this plot determines whether a narrative prose piece is **straight narrative prose** or **story narrative prose**.

##### < Narrative's Plot Line >

Plot, character, and setting are the three elements of both the **straight** and the **story narrative prose style**. Each element helps to carry the purpose of its narrative piece.

The plots of straight and story narrative prose have similarities. Both plots might use either factual or fabricated incidents. Both might record actual events. Both might imagine stories around actual events. Both might use factual information, even if only as a basis for a total fabrication, as with science fiction and historical fiction. Both might tell of an actual incident. Both might create an incident from actual happenings or facts.

However, the difference between the plots of these two forms lies in the **conflict**. **Straight narrative prose does not have an ongoing conflict to resolve**. In contrast, **story narrative prose does have a conflict**, and its plot aims at resolving it.

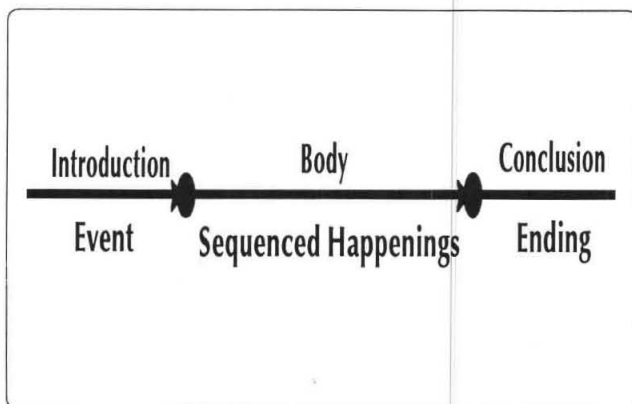


Figure 1 - [D] Visual - 6•43, 4•11, 4•32-33  
No-Conflict Plot Line  
Straight Narrative Organization

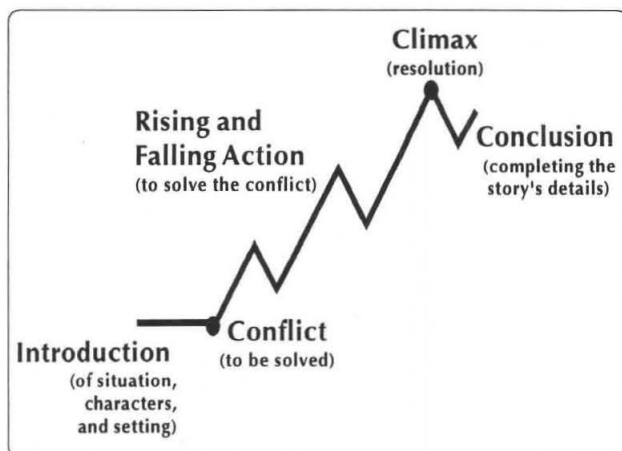


Figure 2 - [C] Visual - 6•42, 4•12-13, 4•30-31  
**Conflict-Action Plot Line**  
**Story Narrative Organization**

Therefore, in graphic displays the two plot threads look quite different. **Straight narrative prose** has a left-to-right horizontal plot line, (See Figure 1). In contrast, **story narrative prose** has a spiked plot line with vertical actions pushing the left-to-right line upward to reach the climax (*resolution*) near the end of the story. Often a conclusion follows to tie together the story's loose ends, (See Figure 2).

#### < Narrative's Purposes >

The purposes of the two forms of communication are similar. As in all communication forms, narrative prose's **broad purposes** fall into three basic categories: to inform, to persuade, and to entertain. Within these, their **specific purposes** focus either on a **thematic message** or on an **effect**.

Examples of **purposes with a thematic message** include: honesty pays, efforts are rewarded, stick with your dream, beware of wastefulness. Examples of **purposes toward an effect** include: creating empathy for person, sharing an episode, raising concern, creating intrigue, solving a mystery, terrifying, shocking, impressing upon, informing.

The purpose is the focus of the plot, characters, and setting. For example, if the **thematic purpose** is to convey that *good triumphs over evil*, then the **plot** must end with a victory or a reward for the good person, the **cast of characters** must include good and evil characteristics, and the **settings** must be in harmony with the plot, characters, and pur-

pose. For an effect example, if the **effect purpose** is to create a kind and loving image of grandfathers, then among the cast of characters must be a grandfather, and in the plot he must perform kind and loving acts.

#### < Shakespeare's Plot Line >

A third illustrated plot line needs clarification at this time. Through the years many teachers have been dealing with a plot line that looks quite different than either narrative prose line in Figures 1 or 2. This line must be clarified at this time to defer further confusion, (See Figure 3).

The plot line that many secondary English teachers have learned to use is the line in Figure 3. In contrast, this line does not illustrate the relationship between the *action and the conflict*; nor does it focus on *solving* any conflict. Shakespeare's **plot line illustrates the relationship between the action and a tragic character**. It is a plot line for Shakespearean tragedies and histories. Shakespeare designed this action-character relationship, following the pattern of Greek tragedies. This pyramidal line illustrates how actions in the first half of the play rise in favor of the main character, then, in the second half, fall to the ruination of that character.

So the Greek-and-Shakespearean plot line relates **actions to a character**, while the narrative prose plot line relates **actions to a conflict**.

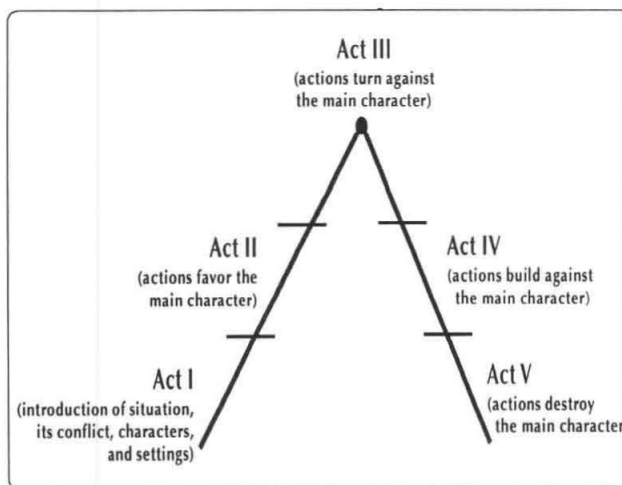


Figure 3 - [E] Visual - 6•44  
**Character-Action Plot Line**  
**Greek and Shakespearean Tragedy**

## Curricular Overview

# • Narratives, Prose Strategies, and Curricular Content •

All narrative prose aims at a purpose. Purposes range from thematic lesson-teaching messages to effect messages that work on images and emotions. Readers, viewers, and listeners vicariously live the experiences, envision the images, and thoughtfully meditate the messages of narrative prose. When they can analyze the prose and their responses to it, they become skilled thinkers and the tend to remember what they have learned.

## • Readers' Uses of Narrative Prose •

Some readers (and viewers) simply enjoy narrative prose and use it as escape from routine. With the characters they travel through times and spaces, live in historic times, and experience relationships like or unlike those in their own lives. Some readers use narrative prose as a way of learning. They learn about other cultures, eras, relationships, and so on. Many readers fulfill several needs with prose.

Narrative prose is an appealing style for conveying and receiving messages. It has served us in cave drawings, legends, and tales. Educators have used narrative prose for years. Today we even know that when stories carry messages, they stimulate meaning and they are remembered.

We are just realizing the strength of narrative prose as a brain-based strategy. From his research of the brain and learning, Dr. Robert Sylwester speaks of how stories provide vital visions and experiences so important to learning.

## • Fiction across Your Curriculum •

Fictional narratives stretch learners. Their examples of life paint images of times and places. Their structure, elements, and devices can be put together and taken apart by examining creators and receivers. Fiction's examples of life have for years helped us reinforce our content curricula with magnified images of people during their times. Historical fiction has given students visions of life during featured eras. Science fiction has exercised imaginations in the sciences. Examples of people's relationships, conflicts, and solutions have dramatized studies of feelings, values, and attitudes.

Figure 4 - [G] Linear - 6•46  
Fiction Analysis Strategy: Elements  
Level 1: Grades 1 - 3  
Level 2: Grades 4-12 on next page

## < Strategies for Narrative Prose >

(See: 6•8-19 for illustrations)

### Students can:

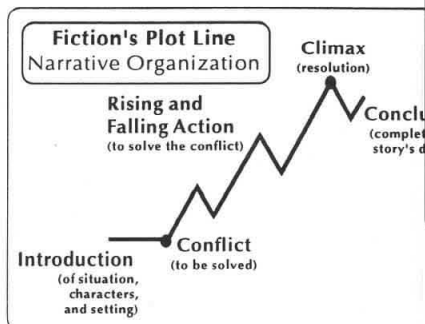
- I. determine **purposes of narrative works** by examining the elements and devices (Figures 4 and 6), (See: Pages 6•6-7);
- II. analyze or plan the **organizational structure of narrative plots** in reading or writing by examining plot parts and conflicts (Figure 5), (See: Pages 6•8-9);
- IIIa. determine **intended themes or effects** in short stories, novellas, and novels by analyzing their elements and devices (Figures 4 and 6), (See: Pages 6•10-11);
- IIIb. determine **intended themes or effects** in dramas, musical dramas, films, and videos by analyzing their elements and devices (Figures 4 and 6), (See: Pages 6•12-13);
- IV. create stories with **facts from content units** by planning plots, characters, and settings around a purpose (Figures 4 and 6), (See: Pages 6•14-15);
- V. **tell or write created stories** by sharing with individuals, groups, or on tapes (Figures 4 and 6), (See: Pages 6•16-17);
- VI. write **expository reviews of narrative works**, by beginning with the fiction analysis process, then organizing into expository paragraphs (Figures 4 and 6), (See: Pages 6•18-19).

Title _____		Student _____	Date _____	Room _____
Author _____		Teacher _____		
Copyright © _____				
<p>Permission: Think, Organize, Write with The Thinking and Writing Process ©1998 by thea holtan 206 Savings Lane North • Minneapolis, MN 55447</p>				
<b>CHARACTERS</b> What is one word for each of these ideas about each character: appearance, action, personality, motivation, and feelings. (What you can describe a word, then a line or a half.)		<b>PURPOSE</b> What is either the theme, or the conflict of this story?		
1. _____ 2. _____ 3. _____ 4. _____				
<b>PLOT</b> Conflict: What is the story's problem?		What 3 or 4 things happened to solve the story's problem?		Result: What was the solution to the story's problem?
1. _____ 2. _____ 3. _____ 4. _____				
<b>SETTING</b> Where did the story happen?		When did the story happen?		How much time passed during the story?
_____ _____ _____		_____ _____ _____		_____ _____ _____



## • Students Learn with Visual and Linear Strategies Like These •

Figure 5 - [C] Visual - 6•42  
Fiction Analysis Strategy: Plot  
Levels 1 and 2: Grades 1 - 12



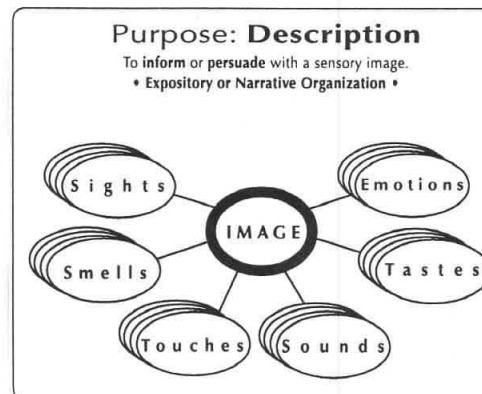
### Thinking Strategies

Most thinking strategies throughout Chapter 4 can be applied to studies of narratives. They give students another experience with strategic processes, and they massage students' memories. (See Page 4•3 for a list of these strategies; see Pages 6•20-39 for illustrations that relate thinking strategies with narrative fiction.)

Figure 6 - [H] Linear - 6•47  
Fiction Analysis Strategy: Elements - Devices  
Level 2: Grades 4 - 12

### Strategies with Narrative Prose

Students learn to analyze, create, and write about fiction, using strategies throughout Chapter 6. (See Pages 6•9-19 for illustrations and explanations.)



Figures 7 and 8 - Visual and Linear - 4•26-31  
Thinking Strategy: Description  
Grades 2 - 12

## < Use Thinking Strategies with Narrative Prose >

Strategies for narrative prose help to reinforce analyses and memory. These strategies are presented in visual and linear form throughout Chapter 4. You can link most of the thinking strategies with narrative prose. **Find specific illustrations of the following list throughout this chapter on pages 20-39.** Find strategy forms in Chapter 4 and on Pages 6•40-47.

### Students can:

1. **inform** of a work's three elements (plot, characters, and setting) and what they do to communicate the purpose, (See: Pages 6•20-21; 4•16);
2. **specifically describe** a character's appearance, personality, movements, motivations, and/or feelings, (See: Pages 6•22-23; 4•26);
3. **recount** a narrative story as it might have happened, using facts from a content unit, (See: Pages 6•24-25; 4•36);
4. **compare and contrast** two or more characters, (See: Pages 6•26-27; 4•42);
5. **determine causes and effects** of characters' personalities, (See: Pages 6•28-29; 4•46);
6. **predict** what might have happened if conditions had been different, (See: Pages 6•30-31; 4•50);
7. **make conclusions** about characters by describing their appearance, actions, personality, motivations, and/or feelings, (See: Pages 6•32-33; 4•54);
8. **evaluate** a work of fiction based on how well the purpose is achieved through the plot, characters, and setting, (See: Pages 6•34-35; 4•66);
9. share an **opinion** about a purpose, a character, or the effectiveness of a narrative prose work, (See: Pages 6•36-37; 4•70);
10. convince others of the purpose of a work and substantiate it with characters' traits and plot actions, (See: Pages 6•38-39; 4•74).

## Narrative Prose Strategies - PURPOSE

[All six performances are listed on Page 6•4.]

### I. Determine purposes of narrative works.

**TASK:** Students examine the **plot**, **characters**, and **setting** to determine the purpose of narrative works. This purpose may be a theme or message that the author conveys, (e.g.: *best to tell the truth; it pays to be good; giving results in receiving*). It may also be an effect that the author conveys, (e.g.: *an impression of a person; beauty of the land; fear; shock; mystery*).

**PROCESS:** Having completed the Fiction Analysis strategy G or H, students examine the way a conflict is resolved at the end of a story; they examine the traits of the characters in the story; and they examine the way the literary portrait of the characters who are important to the message. Then they conclude the purpose of the story, and they prove their purpose with key actions of the plot and key traits of a main character and a contrasting character.

**EXPECTATIONS:** Students can determine and prove a story's purpose when they look at the elements: the plot's conflict, actions, and climax; characters' traits; and complementary settings.

**EXTENSIONS:** Students could share their analyses of narrative purpose by writing informative expository documents in which the purpose is in the opening paragraph, followed by paragraphs about the plot's actions, characters' traits, and complementary settings. (See: Pages 6•18-19).

They can determine the purpose of other works by completing this process with narrative readings from reading texts, as book reports, and as group assignments for discussions about a books.

Title <u>Tikki Tikki Tembo (a Chinese story)</u>		Student <u>J.M. Good</u>	Date <u>April 1</u>	Room <u>100</u>
Author <u>retold by Arlene Mosel</u>		Teacher <u>J.R. Great</u>	FAX (612) 512-9197	
Copyright © <u>unknown</u>		©1998  HOLT		
<p>Accompanies <i>Think, Organize, Write with The Thinking and Writing Process</i> by THEA M. HOLTAN • 206 Saratoga Lane North • Minneapolis, MN 55441</p>				
<b>CHARACTERS</b> Who are the main characters?		<b>PURPOSE</b> What is either the theme or the effect of this story?		
1. <u>Chang</u> <u>young, playful, fun-loving, scared</u> 2. <u>Tikki Tikki Tembo-no so</u> <u>older, playful, oldest child, playful, scared</u> 3. <u>Honorable Mother</u> <u>motherly, reliable, anxious</u> 4. <u>Old Man with a Ladder</u> <u>aged, slow-paced, worried</u>		Purpose: To show readers a reason why the Chinese people have short names.		
<b>PLOT</b> CONFLICT: What is the story's problem?		CLIMAX: What was the solution to the story's problem?		
Tikki Tikki Tembo has fallen into a well while playing near it. Because of his long name, Tikki's brother Chang takes too long to tell his mother, honorably.		1. Mother says not to play near well. 2. Tikki falls into the well; Chang takes too long to ask for help because he has to say Tikki's long name. 3. The old man comes with ladder, but he is slow. 4. Tikki gets out. He was hurt, but he gets better after awhile.		
<b>SETTING</b> Where did the story happen?		How much time passed during the story?		
<u>China</u>		<u>a day</u>		



Figure 1 - Example  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46 • Grades 1 - 3

**Character Analysis - LEVEL 2**

• Write words that describe the character.  
• Write evidence from the story to prove your words.

**Character**

Evidence from the Plot

Motivations

Appearance

Feelings

Personality

Movements

Evidence from the Plot

Evidence from the Plot

Evidence from the Plot

Evidence from the Plot

Figures 1 and 2  
Visual Practice  
Character Analysis  
Levels 1 and 2  
Page 6•40-41 . Grades 2 - 12

Figures 1 and 2  
Visual Practice  
Conflict-Action and No-Conflict Plot Line  
Story and Straight Narrative Organization  
Page 6•42-43 . Grades 2 - 12 and 4 - 12

**Story Narrative Style (Plot with a Conflict)**  
To inform of events sequenced to solve a conflict.  
• Narrative Organization Style •

**Introduction**  
(of the situation, characters, and setting)

**Conflict**  
(to be solved)

**Rising and Falling Action**  
(to solve the conflict)

**Climax**  
(resolution)

**Conclusion**  
(completing the story's details)

• Narrative Style: Actions •

- Plot solves a conflict.
- Sequenced events (actions).
- Actions rise to the climax.
- Has character(s) and setting(s).
- No topic sentences.

• Practice on This Form •

In the boxes list the parts of a story's plot. You can use a short story or one plot from a novel. You can also plan your own story.

**Introduction**      **Body**      **Conclusion**

**Event**      **Sequenced Happenings**      **Ending**

• Practice on This Form •

In the boxes list the parts of a plot that has no conflict. You can use an article, a column from a newspaper, etc. You can also plan your own story to tell about a factual or an imagined event, using facts that you know are true.

### • Alternatives •

- Students begin by analyzing a plot's narrative organization on Story Plot line C or Straight Plot Line D.
- They then analyze characters on Character Analysis A and B.
- They can begin with Fiction Analysis G, then move to H.



Figure 2 - Example

**Fiction Analysis Strategy**  
Story or Straight Narrative Organization  
Page 6•47 . Grades 4 - 12

Title RS: Slave Ship Student Ann Example Date April 1 Room 100  
Author Barbara Conklin Teacher Mr. Helpful  
Copyright © 1987 FAX (612) 512-9187  
Accompanions: Think, Organize, Write with The Thinking and Writing Process by THEA M. HOLTAN • 206 Saratoga Lane North • Minneapolis, MN 55441 ©1998 H

**CHARACTERS** Describe character with one word about each of these: appearance, actions, personality, motivations, and feelings. (When you can't think of a word, draw a line to show a blank.)

Write the names of the main characters:

1. Mariah      pretty, graceful, fun-loving, devoted, loving
2. Paul Strobe      appealing, alert, sensible, concerned, loving
3. Mariah's mother      careful, supportive, concerned, caring
4. \_\_\_\_\_
5. \_\_\_\_\_

**PLOT** CONFLICT: What is the story's problem? Paul is going to die. Together he and Mariah are dealing with this.

What 4 or 5 things happened to solve the problem?

1. console each other while Paul is alive
2. Paul dies
3. Mariah cries; consoled by her mother
4. she remembers Paul saying, "Sometimes remember me."
5. \_\_\_\_\_

CLIMAX: What was the solution to the problem? Mariah felt comforted by keeping Paul alive in her memories.

**SETTING** Where did the story take place? Palm Springs, California

When did the story take place? during the summer

What length of time passed throughout the story? the months of one summer

**LITERARY DEVICES** Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.

**Character Development:**

- stock character
- hero
- antihero
- personification
- descriptive language

**Plot Development:**

- tense (past, present, future)
- person (first, second, third)
- flashback
- irony
- descriptive language

**Setting:**

- descriptive language
- mood
- tone

**Descriptive language:**

- imagery (to senses)
- figurative language
- metaphor, simile
- analogy
- assonance, alliteration

**Meaning:**

- symbolism
- theme
- purpose

**PURPOSE** What is either the theme or the effect of this narrative story?

To help people, especially teenagers, deal with the death of someone close.

What evidence do you see in the characters' traits to prove the theme or the effect?

Paul dies and Mariah grieves; then she experiences a process that leads her to a resolution to keep Paul alive in her memories.

What evidence do you see in the plot's actions to prove the theme or the effect?

Mariah's sensitive nature; her determination, and her values toward survival.

Paul's likeable character, his depth, and his concern for Mariah's survival.

## Narrative Prose Strategies - PLOT

[All six performances are listed on Page 6•4.]

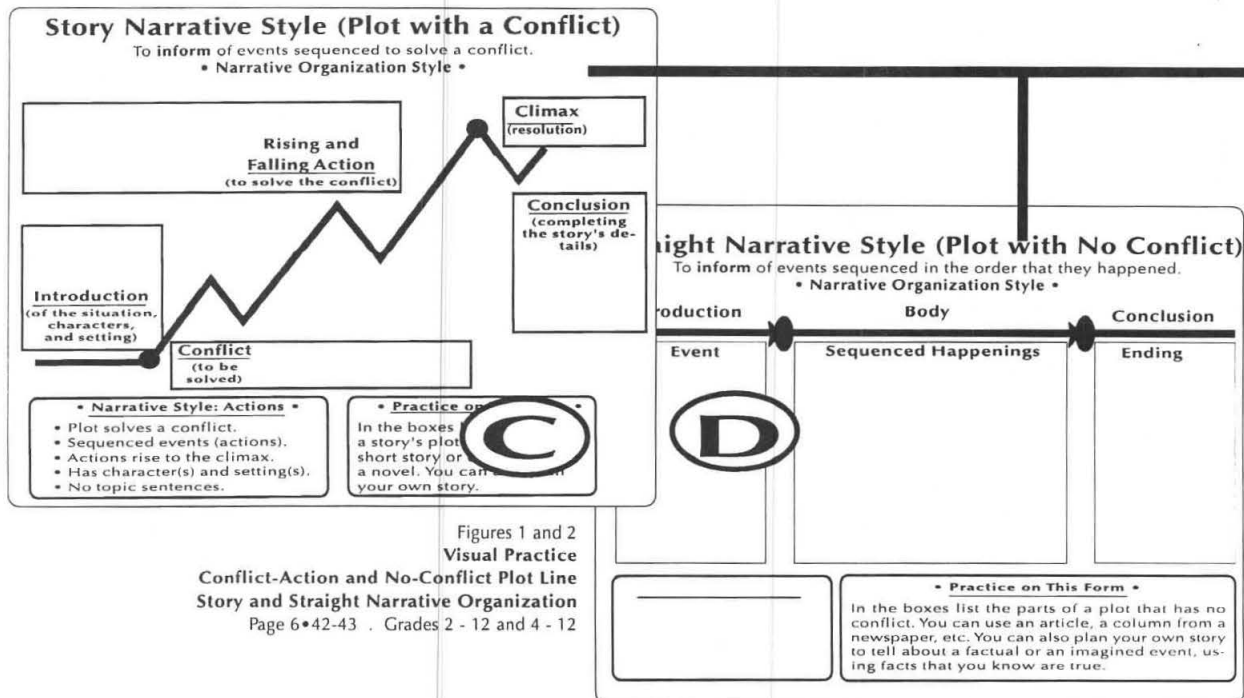
### II. Analyze or plan the organizational structure of narrative plots.

**TASK:** **Analyze** means **take apart and examine each part**. Students take apart the plot by looking for its parts: the **conflict**, **climax**, and **key actions** that connect the conflict to the climax; and a possible **conclusion** that ties together loose ends of the plot.

**PROCESS:** Students have options. They can visualize the plot with Plot Line, visual strategy C or D, (See: *Figures 1 and 2*). They can also analyze on the linear Fiction Analysis, strategy G or H (See: *Figures 3 and 4*) or the Recount strategy, Format #5, (See: *Figure 5*). They can also begin with a Visual Practice, then transfer their thinking to the linear Fiction Analysis or to Chapter 4's Recount format #5.

**EXPECTATIONS:** Students should be able to determine if the narrative has a conflict that runs throughout the entire story or only has small, loose episodes that are not threaded together with a dominant conflict. They should be able to select which approach to use: Story (conflict) or Straight (no conflict) Narrative.

**EXTENSIONS:** Students could share their analyses of narrative prose plot lines by writing informative expository documents, (See: *Pages 6•18-19*). They could also tell their plot, even if the character would not be developed with multiple dimensions.



Figures 1 and 2  
Visual Practice  
Conflict-Action and No-Conflict Plot Line  
Story and Straight Narrative Organization  
Page 6•42-43 . Grades 2 - 12 and 4 - 12



Figures 3 and 4  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12

The image shows two 'Fiction Analysis' forms, labeled G and H, which are part of a linear planner. Form G is for 'Story or Straight Narrative Organization' and Form H is for 'Conflict or No-Conflict Plot'. Both forms have sections for Title, Author, Copy, and a large 'G' or 'H' in a circle. They include sections for 'PURPOSE' (What is the purpose of this story?), 'PLOT' (What is the story's problem? What 4 or 5 things happened to solve the problem? What was the solution to the problem? What evidence do you see in the character's actions to prove the theme or the effect?), 'SETTING' (Where did the story take place? When did the story take place? What month of time passed throughout the story?), and 'LITERARY DEVICES' (Character Development, Plot Development, Setting, Descriptive Language, Meaning). Arrows point from these forms to the 'Recount Format 5' form below.

### • Alternatives •

1. Students begin by analyzing a plot's narrative organization on Story Plot line C or Straight Plot Line D.
2. They then analyze a plot's narrative organization on the Plot section of the linear Fiction Analysis form G/H.
3. They can also analyze a plot on the linear Re-count Format 5 strategy.

## Format 5

Figure 5  
Recount - Linear Planner  
Conflict or No-Conflict Plot  
Straight or Story Narrative Organization  
Chapter 4 . Grades 2 - 12

The 'Recount Format 5' form is a linear planner for recounting an event. It includes sections for Title, Event, Purpose (To inform of what happened.), and a large section for the recount itself. The recount is divided into three parts: 1. Introduction - The Event's Situation and Setting, 2. Body - Order of the Steps as They Happened, and 3. Conclusion - Personal Comments about the Event. Each part has a set of lines for writing. The form also includes a 'Purpose' section and a 'Recount' section with a large arrow pointing to the 'Recount' section.

## Narrative Prose Strategies - THEME or EFFECT

[All six performances are listed on Page 6•4.]

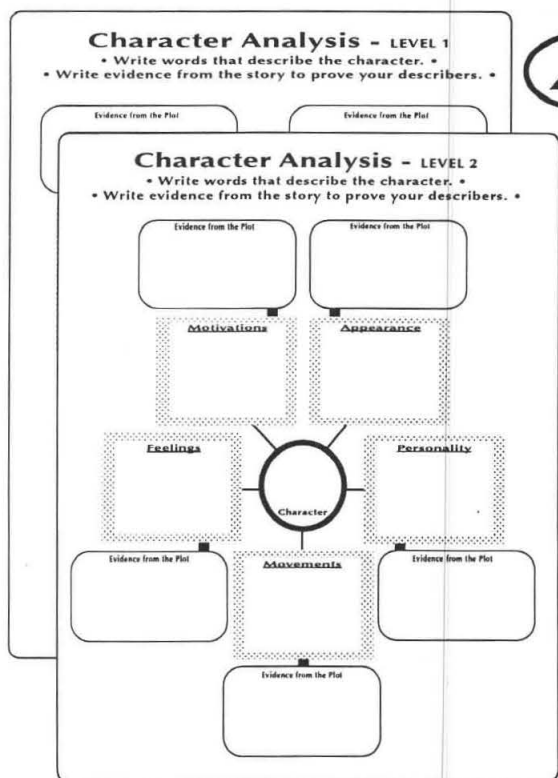
### IIIa. Determine themes and effects in short stories, novellas, and novels.

**TASK:** **Analyze** means **take apart and examine** each part. Students take apart narratives, looking at their elements: plot, characters, and setting. They also examine each the devices used to develop each element. From these elements and their devices they determine purposes of stories.

**PROCESS:** Students have options. They can visualize the plot parts on Plot Line visual strategy C or D, (See: Figures 3 and 4). They can visualize character analyses on the Character Analysis strategies A or B, (See: Figures 1 and 2). Also, they can analyze plot, character and setting on the linear Fiction Analysis, strategy G or H (See: Figures 5 and 6), or on the linear Recount strategy, Format #5 (See: Figure 7). Finally, they might begin with a visual strategy, then transfer to a linear strategy.

**EXPECTATIONS:** Students should be able to interpret the purpose of narrative prose works by analyzing the three elements (plot, characters, and settings) and their devices to determine how each contributes to the purpose of a work.

**EXTENSIONS:** Students could share their analyses of purposes of narrative prose by writing informative expository documents, (See: Pages 6•18-19).



**A**

**B**

#### • Alternatives •

1. The Fiction Analysis G/H options provide for analysis of all three elements.
2. Character Analysis A/B and Plot Line Analysis C/D give students visualization of two elements.
3. Format 5 provides a linear option for analyzing plots.

Figures 1 and 2  
 Visual Practice  
 Character Analysis  
 Levels 1 and 2  
 Page 6•40-41 . Grades 2 - 12

Figures 3 and 4  
 Visual Practice  
 Conflict Plot Line  
 Story Narrative Organization  
 No-Conflict Plot Line  
 Straight Narrative Organization  
 Pages 6•42-43 . Grades 2 - 12

Figures 5 and 6  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12

### Straight Narrative Style (Plot with No Conflict)

To inform of events sequenced in the order that they happened.  
• Narrative Organization Style •

### Story Narrative Style (Plot with a Conflict)

To inform of events sequenced to solve a conflict.  
• Narrative Organization Style •

### Format 5

Figure 7  
Recount 5 - Linear Planner  
Conflict or No-Conflict Plot  
Straight or Story Narrative Organization  
Chapter 4 . Grades 2 - 12

## Narrative Drama Strategies - THEME or EFFECT

[All six performances are listed on Page 6•4.]

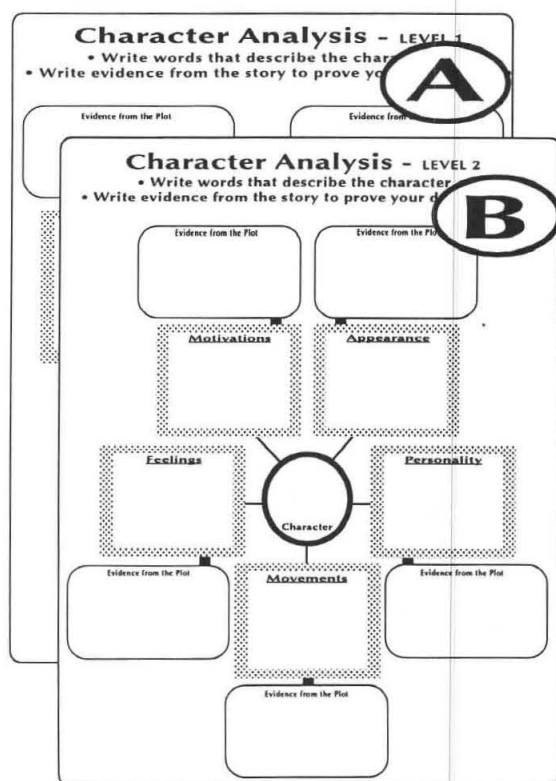
### IIIb. Determine theme and effects in dramas, musical dramas, films, and videos.

**TASK:** **Analyze** means **take apart and examine** each part. Students take apart dramatized narratives, looking at their elements: plot, characters, and setting. They also examine each the devices used to develop each element. From these elements and their devices they determine purposes of dramas.

**PROCESS:** Students have options. They can visualize the elements of plot and character with Plot Line visual strategy C or D, (See: Figures 3 and 4), and Character Analysis visual strategy A or B, (See: Figures 1 and 2). They can also analyze plot, character and setting on the linear Fiction Analysis strategy G or H, (See: Figures 5 and 6), or on the linear Recount strategy, Format #5, (See: Figure 7). They might also begin with a visualization strategy, then transfer to a linear strategy.

**EXPECTATIONS:** Students should be able to interpret the purpose of dramatized narrative prose by analyzing the three elements (plot, characters, and settings) and devices to determine how each contributes to the purpose.

**EXTENSIONS:** Students could share their analyses of purposes of dramatized narrative prose by writing informative expository documents, (See: Pages 6•18-19).



#### • Alternatives •

1. The Fiction Analysis G/H options provide for analysis of all three elements.
2. Character Analysis A and B and Plot Line Analysis C/D give students visualization of two elements.
3. Format 5 provides a linear option for organizing analyses in expository paragraphs.

Figures 1 and 2  
Visual Practice  
Character Analysis  
Levels 1 and 2  
Page 6•40-41 . Grades 2 - 12

Figures 3 and 4  
Visual Practice  
Conflict Plot Line  
Story Narrative Organization  
No-Conflict Plot Line  
Straight Narrative Organization  
Pages 6•42-43 . Grades 2 - 12



Figures 5 and 6  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12

### Straight Narrative Style (Plot with No Conflict)

To inform of events sequenced in the order that they happened.  
• Narrative Organization Style •

### Story Narrative Style (Plot with a Conflict)

To inform of events sequenced to solve a conflict.  
• Narrative Organization Style •

## Format 5

Figure 7  
Recount 5 - Linear Planner  
Conflict or No-Conflict Plot  
Straight or Story Narrative Organization  
Chapter 4 . Grades 2 - 12

## Narrative Prose Strategies - CREATION

[All six performances are listed on Page 6•4.]

### IV. Create stories with facts from content units.

**TASK:** Creating a story requires **thinking of three elements and how to put them together to achieve a purpose.** In this case, students use content information from a curricular unit. Reflecting on the information, they first conclude on a purpose (a theme or an effect); then they think of a narrative situation, conflict and resolution (climax) that will fulfill the purpose. They define character(s) needed to enact the plot; and setting(s) for the story. Then they sequence the events (episodes) of the plot. For straight narratives they need mini-episodes that collectively achieve the purpose of the narrative rather than a continuous conflict-to-climax structure.

**PROCESS:** Students have options. They can complete the whole process on the Fiction Analysis strategy F, (See: Figure 1); or they can plan the story, one part at a time on the Plot Line Strategy C/D, (See: Figures 4 and 5) and the Character Analysis strategy A/B, (See: Figures 2 and 3). Linear thinkers might choose the Recount Format 5 strategy, (See: Figure 8). If they use the Fiction Analysis G/H, they should complete it by planning from the purpose, (See: Figures 6 and 7).

**EXPECTATIONS:** They should be able to plan a narrative prose with information that they have learned from a social studies or a science unit of study. **This moves the information into long term memory.**

**EXTENSIONS:** From their narrative plans students can tell or write a story. Refer to Pages 6•16-17.

Figure 1  
Linear Practice  
Fiction Planning Strategy  
Story or Straight Narrative Organization  
Page 6•45 . Grades 3 - 12



Title _____		Student _____		Date _____		Room _____	
Author _____		Teacher _____		FAX (612) 512-9197		©1998	
Copyright © _____		Accompany: Think, Organize, Write with The Thinking and Writing Process by THEA, 401 HOLT AVE • 1206 Savage Lake North • Minneapolis, MN 55414		Fiction Analysis		LEVEL: 3	
<b>CHARACTERS</b> If you are reporting on a novel that has more than one plot, use a new form for each plot. Write the names of the main characters. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		Describe character with one word about each of these: appearance, actions, personality, motivation, and feelings. (When you can't think of a word, draw a line or show a blank.) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		<b>PURPOSE</b> What is the theme or the effect of this narrative does? 1. _____ 2. _____ 3. _____			
<b>PLOT</b> CONFLICT: What is the story's problem? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		What 4 or 5 things happened to solve the problem? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		CLIMAX: What was the solution to the problem? 1. _____ 2. _____ 3. _____		What evidence do you use in the character's actions to prove the theme or the effect? 1. _____ 2. _____ 3. _____	
<b>SETTING</b> Where did the story take place? 1. _____ 2. _____ 3. _____		When did the story take place? (time, day, season, year, etc.) 1. _____ 2. _____ 3. _____		What length of time passed in the story? 1. _____ 2. _____ 3. _____		What evidence do you use in the plot's actions to prove the theme or the effect? 1. _____ 2. _____ 3. _____	
<b>LITERARY DEVICES</b> Character Development: • stock character • hero • antihero • personification • descriptive language • narrative • thoughts • actions • dialogue • descriptive language		Plot Development: • tense (past, present, future) • person (first, second, third) • flashback • irony • descriptive language		Setting: • descriptive language • mood • tone		Descriptive Language: • imagery (to senses) • figurative language • metaphor, simile, analogy • assonance, alliteration	
				Meaning: • symbolism • theme • purpose			

#### • Alternatives •

1. To visualize a plot and its parts, students can plan on plot lines C/D.
2. To visualize characters' features, students can create a web with analysis strategies A/B.
3. To plan a narrative piece in a linear way, students can develop elements on Format 5.

**Character Analysis**  
• Write words that describe the character.  
• Write evidence from the story to prove it.

Evidence from the Plot

Feelings

Appearance

Character

Personality

Evidence from the Plot

Figures 2 and 3  
Visual Practice  
Character Analysis  
Levels 1 and 2  
Page 6•40-41 . Grades 2 - 12

Figures 4 and 5  
Visual Practice  
Conflict Plot Line and  
No-Conflict Plot Line  
Story Narrative Organization  
Straight Narrative Organization  
Pages 6•43-44 . Grades 2 - 12

**Straight Narrative Plot with No Conflict**  
To inform of events sequenced in the order that they happened.  
• Narrative Organization Style •

Introduction

Body

Conclusion

**Story Narrative Plot with a Conflict**  
To inform of events sequenced in the order that they happened.  
• Narrative Organization Style •

Introduction (of the situation, characters, and setting)

Conflict (to be solved)

Rising and Falling Action (to solve the conflict)

Climax (resolution)

Conclusion (completing the story's details)

• Narrative Style: Actions •

- Plot solves a conflict.
- Sequenced events (actions).
- Actions rise to the climax.
- Has character(s) and setting(s).
- No topic sentences.

• Practice on This Form •

In the boxes list the parts of a story's plot. You can use a short story or one plot from a novel. You can also plan your own story.

**Fiction Analysis**  
LEVEL: 1

Title \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_  
Author \_\_\_\_\_ Teacher \_\_\_\_\_ Room \_\_\_\_\_

**CHARACTERS** If you are writing on a novel, list the names of the main characters. If you are writing on a short story, list the names of the main characters. (Write the names of the main characters.)

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**PLOT** (Describe the story's problem.)

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**LITERARY DEVICES** Read each item and decide if it relates to the way that you have read or that you are writing. Circle those which relate. To each is defined and/or written about how they create the elements of fiction.

<b>Character Development:</b> • stock characters • hero • antihero • personification • descriptive language	<b>Plot Development:</b> • narrative • thoughts • actions • dialogue • descriptive language	<b>Setting:</b> • descriptive language • mood • tone	<b>Descriptive Language:</b> • imagery (to senses) • figurative language • metaphor, simile, analogy • assonance, alliteration	<b>Meaning:</b> • symbolism • theme • purpose
--	--	---	--	--

**PURPOSE** What is either the purpose or the effect of this narrative story?

What evidence do you see in the characters? (Circle the words that describe the effect.)

What evidence do you see in the plot? (Circle the words that describe the effect.)

Figures 6 and 7  
Linear Practice  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-7 . Grades 1 - 3; 4 - 12

## Format 5

Figure 8  
Recount 5 - Linear Planner  
Conflict or No-Conflict Plot  
Straight or Story Narrative Organization  
Chapter 4 . Grades 2 - 12

**Recount Format 5**  
(Outline Plan #2)

Title \_\_\_\_\_ Student \_\_\_\_\_  
Event \_\_\_\_\_ Teacher \_\_\_\_\_  
Room \_\_\_\_\_ Date \_\_\_\_\_

**Purpose:** To inform of what happened.  
[Circle the kind of account: personal reality / factual reality / imaginative reality]  
[Circle the voice for telling the narration: first/second/third person] [Circle the tense: past/present/future:]

**1 Introduction - The Event's Situation and Setting**  
[a] Tell the situation of the event. [b] Tell the setting of the event.

**2 Body - Order of the Steps as They Happened**  
[a] List the specific events that happened. [b] Number these events in the order that they happened.]

**3 Conclusion - Personal Comments about the Event**  
[a] Again tell the situation of the event. [b] Tell personal comments about the event.]

## Narrative Prose Strategies - DELIVERY

[All six performances are listed on Page 6•4.]

### V. Tell or write created stories.

**TASK:** Telling or writing a story requires the ability to express happenings of the plot and descriptions of characters and settings. Sentence fluency, word choice, and voice play big roles in effective stories.

**PROCESS:** Students develop a story in the order illustrated on Fiction Analysis F, (See: Figure 1). They can either plan alone or, preferably, with a partner or group. Then from the plan they tell or tell it to listeners or write it to readers. In telling their story, students who create a story with one another should divide their oral delivery into sections and present it to at least one person. One student begins the story, others take over at planned points. In writing their stories, students word process the story from their Fiction Analysis plan, (See: Figures 4 and 5).

**EXPECTATIONS:** Though not an easy task to perform, story telling builds a set of useful abilities. Throughout life students will use story telling for purposes like telling jokes, sharing scenes, recalling incidents, and telling fireside and bedtime stories.

**EXTENSIONS:** From their visual or linear plans students can tell and/or write narrative stories. They can do this with information from a curricular unit of study, creating incidents from truth, (See: Pages 6•14-15).

Figure 1  
Linear Practice  
Fiction Planning Strategy  
Story or Straight Narrative  
Organization  
Page 6•45 . Grades 3 - 12



Title _____		Student _____	Date _____	Room _____
Author _____		Teacher _____	FAX (612) 512-9197	
Copyright © _____		Accompanies: Think, Organize, Write with The Thinking and Writing Process by THEA M. HOLTAN • 206 Savings Lane North • Minneapolis, MN 55441		
<b>CHARACTERS</b> If you are reporting on a novel that has more than one plot, use a new form for each plot. Write the names of the main characters.		Describe characters with one word about each of these: appearance, actions, personality, motivations, and feelings. (When you can't think of a word, draw a line to show a blank.)		<b>PURPOSE</b> What is either the theme or the goal of this narrative story?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____		1. _____ 2. _____ 3. _____ 4. _____ 5. _____		1. _____ 2. _____ 3. _____
<b>PLOT</b> Know it! What is the story's problem?		What's or's things happened to solve the problem?		Know it! What was the solution to the problem?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____		1. _____ 2. _____ 3. _____ 4. _____ 5. _____		1. _____ 2. _____ 3. _____
<b>SETTING</b> Where did the story take place?		When did the story take place? (month, day, season, year, etc., etc.)		What evidence do you see in the plot to prove the theme or the effect?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____		1. _____ 2. _____ 3. _____ 4. _____ 5. _____		1. _____ 2. _____ 3. _____
<b>LITERARY DEVICES</b> Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.				
<b>Character Development:</b> • stock characters • hero • antihero • personification • dialogue • descriptive language	<b>Plot Development:</b> • person (past, present, future) • person (first, second, third) • flashback • irony • descriptive language	<b>Setting:</b> • descriptive language • mood • tone	<b>Descriptive Language:</b> • imagery (the senses) • figurative language • metaphor, simile, analogy • assonance, alliteration	<b>Meaning:</b> • symbolism • theme • purpose

#### • Alternatives •

1. Students begin by describing people on Character Analysis A/B.
2. Then they might describe people on Characters lines of Fiction Analysis G/H.
3. They can practice plot development on the Plot line of C/D.
4. Finally they can put together characters and plot on Fiction Analysis G/H.



When you assign stories to be planned and told, link the strategy with information from a content course or a unit that students have been studying.

After students plan their stories with partners or teams, have them plan a rotation for orally telling it to others.

When they tell the story, have them tell it as a story, using only the Fiction Analysis form as a prompt for the story's plot, characters, and settings.

**Situation** - Tell of the situations in which the characters find themselves.

**Characters** - Tell who the characters are and use your planned words to describe them.

**Setting** - Tell of the setting. Tell where and when the story takes place. As the story moves along its plot, tell of time that passes. As a story teller, tell your story to intrigue your listeners.

Figures 2 and 3  
Visual Practice  
Character Analysis  
Levels 1 and 2  
Page 6•40-41 Grades 2 - 12

Figures 4 and 5  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 Grades 1 - 3 and 4 - 12

## Narrative Prose Strategies - LITERARY REVIEWS

[All six performances are listed on Page 6•4.]

### VI. Write expository reviews of narrative works.

**TASK:** An **expository review** presents information in paragraphs with **main ideas and supporting details**. The main ideas of this review would have paragraphs about main ideas (topics) like the **purpose**, the **plot**, the **characters**, and the **setting**, (See: Figure 1). Each expository paragraph has a **topic sentence that labels the paragraph's main idea**. The topic sentence should have in it a reference to the narrative work and to the main idea (topic) itself (e.g.: purpose, plot, character, or setting). Supporting details support the main ideas with elaborations and explanations.

**PROCESS:** After students complete their analysis of a narrative work, (See: Figures 2 and 3), they report their thoughts in expository paragraphs, (See: Figures 4 and 5).

**EXPECTATIONS:** Adhering to the expository style, students should be able to arrange and communicate their analyses of narrative prose. They should speak or write their thoughts about narrative purposes, their elements, and their devices.

**EXTENSIONS:** Students can use the outline to represent thoughts, to write expository documents, or to give oral presentations to at least one person or on an audio tape. Both oral and written expository documents would serve as oral literary reviews which can be assigned as **sophisticated book reports**.

<div style="text-align: center; margin-bottom: 10px;"> </div> <div style="border: 1px solid black; padding: 10px;"> <div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Title</div> <div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Introduction</div> <div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Plot</div> <div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Characters</div> <div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Setting</div> <div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Purpose</div> <div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Conclusion</div> </div>	<div style="text-align: center; margin-bottom: 10px;"> <b>• Alternatives •</b> </div> <ol style="list-style-type: none"> <li>1. Students use an outline for Format 1 or Levels 1-3 to organize their analyses.</li> <li>2. Students write their analytical reviews in expository paragraph form. This form could even be applied to a book report assignment.</li> <li>3. Students speak their analytical reviews in an oral assignment with a small groups or on an audio tape.</li> </ol>
---	---

Figure 1  
Expository Paragraphs  
Review of a Narrative Work  
Grades 3 - 12

**Fiction Analysis**

Accompanies *Think, Organize, Write with The Thinking and Writing Process* ©1998 by THEA M. HOLIAN 206 Saratoga Lane North • Minneapolis, MN 55441

**CHARACTER** If you are reporting on a novel that has more than one plot, use a new form for each plot.

Describe characters with one word about each of their appearance, actions, personality, motivations, and feelings. Before you can't find a word, then a line is okay a book.

**PLOT** What is the story's problem?

What 4 or 5 things happened to solve the problem?

What 4 or 5 things happened to solve the problem?

**SETTING** Where did the story take place?

What length of time passed throughout the story?

**PURPOSE** What is either the **CHARACTER** or the **SETTING** of this narrative story?

What evidence do you see in the characters' actions to prove the theme or the effect?

**LITERARY DEVICES** Read each item and decide if it relates to the story that you have read in that you are writing. Circle those which relate. Be sure to discuss and write about how they relate the elements of fiction.

**Character Development:**

- stock character
- hero
- antihero
- personification
- descriptive language

**Plot Development:**

- tense (past, present, future)
- person (first, second, third)
- flashback
- irony
- descriptive language

**Setting:**

- descriptive language
- mood
- tone

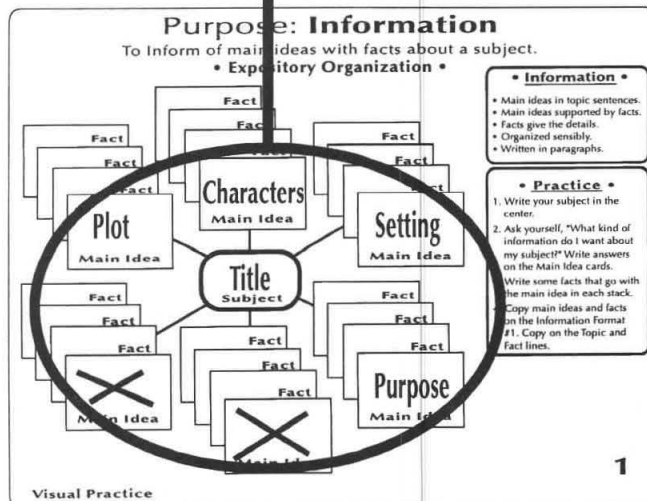
**Descriptive Language:**

- imagery (to senses)
- figurative language
- metaphor, simile, analogy
- assonance, alliteration

**Meaning:**

- symbolism
- theme
- purpose

Figures 2 and 3  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12



Figures 4 and 5  
Information 1 - Visual and Linear  
Main Idea and Supporting Details  
Expository Organization  
Chapter 4 . Grades 2 - 12

**Format 1**

**Information Format**  
(Outline - Plan #1)

Accompanies *Think, Organize, Write with The Thinking and Writing Process* ©1998 by THEA M. HOLIAN 206 Saratoga Lane North • Minneapolis, MN 55441

**Plot**

**Characters**

**Setting**

**Purpose**

**Conclusion - Summary and Ending for Your Readers**

(a) State a conclusion about the topic. (b) State a final conclusion about your subject.

**G**

Title \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_

Author \_\_\_\_\_

Copyright © \_\_\_\_\_

**CHARACTERS** What are the main characters? \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**PLOT** CONFLICT: What is the story's problem? \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**SETTING** Where did the story happen? \_\_\_\_\_

When did the story take place? \_\_\_\_\_

Figures 1 and 2  
Linear Practice  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 • Grades 1-3 and 4 - 12

**H**

Title \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_

Author \_\_\_\_\_ Teacher \_\_\_\_\_

Copyright © \_\_\_\_\_

**CHARACTERS** Write the names of the main characters. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**PLOT** CONFLICT: What is the story's problem? \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**SETTING** Where did the story happen? \_\_\_\_\_

When did the story take place? \_\_\_\_\_

What length of time passed throughout the story? \_\_\_\_\_

**CHARACTER DEVICES** Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.

<b>Character</b>	<b>Plot</b>	<b>Setting</b>	<b>Descriptive Language</b>	<b>Meaning</b>
• stock character	• narrative	• descriptive language	• imagery (to sense)	• symbolism
• hero	• thoughts	• person (first, second, third)	• figurative language	• theme
• antihero	• actions	• flashback	• metaphor, simile, analogy	• purpose
• personification	• irony	• mood		
• descriptive language	• descriptive language	• tone	• assonance, alliteration	

Title \_\_\_\_\_

Introduction \_\_\_\_\_

Plot \_\_\_\_\_

Characters \_\_\_\_\_

Setting \_\_\_\_\_

Purpose \_\_\_\_\_

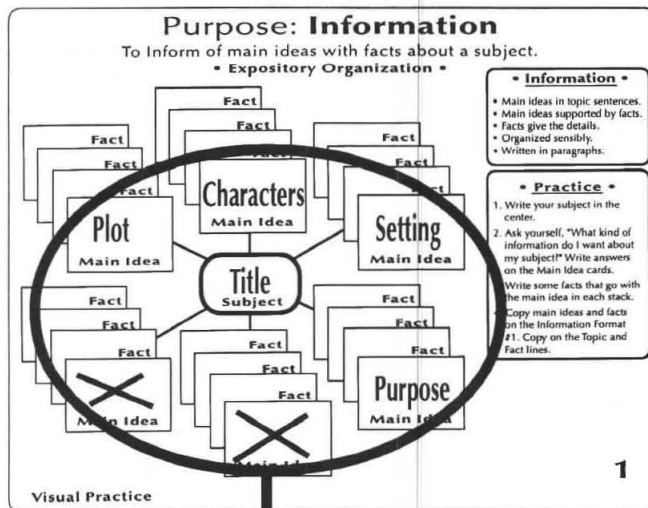
Conclusion \_\_\_\_\_

### • Alternatives •

1. Students have a choice of analyzing with strategies G/H or with visual or linear Format 1.
2. They then follow their organization to communicate it in an expository style.
3. They can choose to write or speak from their planned outline.



# Format 1



Figures 3 and 4  
Information 1 - Visual and Linear  
Main Idea and Supporting Details  
Expository Organization  
Chapter 4 • Grades 2 - 12

**• Information Format •**  
(Outline Plan #1)

Student \_\_\_\_\_  
Teacher \_\_\_\_\_  
Room \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_  
Subject \_\_\_\_\_ Purpose: To inform of main ideas

**② Introduction** - [(a) Write the first sentence about your subject with no details.]  
[(b) Write the other sentences with your topics in order and again with no details.]

---

**① Body - Main Ideas and Their Supporting Details**  
[(a) List and number topics about your information.] [(b) List facts that you want to say about each topic.]  
[(c) Write topic sentences with subject and topic.] [(c) Number facts in the order that you want them.]

Main Idea (Topics)	Supporting Facts (Details)
<b>Plot</b> Topic Sentence (both subject and topic) [ ] [ ] have many [ ] [ ]	[ ] [ ] [ ]
<b>Characters</b> Topic Sentence (both subject and topic) [ ] [ ]	[ ] [ ] [ ]
<b>Setting</b> Topic Sentence (both subject and topic) [ ] [ ]	[ ] [ ] [ ]
<b>Purpose</b> Topic Sentence (both subject and topic) [ ] [ ]	[ ] [ ] [ ]

**③ Conclusion - Summary and Ending for Your Readers**  
[(a) State a conclusion about each topic.] [(b) State a final conclusion about your subject.]

## Thinking with Narrative Prose - INFORM

[These ten thinking strategies to use with narrative prose are listed on Page 6•5.]

### 1. Inform of a work's three elements (plot, characters, and setting) and what they do to communicate the purpose.

**TASK: Inform** means to give **factual information**. Students analyze the elements and devices of narrative prose, organize their analyses in an expository style, and write or speak them in an **informative format**.

**PROCESS:** Students can choose to process their thinking on a Fiction Analysis strategy G/H, (See: Figures 1 and 2), on a mind-map of Format 1, (See: Figure 3), or on the linear outline for Inform - Format 1, (See: Figure 4). Having organized their thoughts, they present them in writing (or speaking) in an expository document.

**EXPECTATIONS:** Students should be able to determine how the three elements convey the purpose of a narrative prose work. They should be able to inform others of their thoughts by following an information format.

**EXTENSIONS:** Having organized their information to inform, students could make predictions, draw conclusion, evaluate, form opinions, or create arguments about some aspect of the work. Refer to Pages 6•30-39.

**Character Analysis - LEVEL 1**

• Write words that describe the character.  
• Write evidence from the story to prove your words.

**Character Analysis - LEVEL 2**

• Write words that describe the character.  
• Write evidence from the story to prove your description.

**Character**

Evidence from the Plot

Motivations

Appearance

Feelings

Personality

Evidence from the Plot

Evidence from the Plot

Evidence from the Plot

Figure 1  
Visual Practice  
Character Analysis  
Level 1  
Page 6•40 . Grades 1 - 3

Figure 2  
Visual Practice  
Character Analysis  
Level 2  
Page 6•41 . Grades 4 - 12

• **Alternatives** •

1. Students have a choice of analyzing with strategies A/B, G/H or with visual or linear Format 1.
2. They then follow their organization to communicate it in an expository style.
3. They can choose to write or speak from their planned outline.

**Character Analysis - LEVEL 1**

• Write words that describe the character.  
• Write evidence from the story to prove your words.

**Character Analysis - LEVEL 2**

• Write words that describe the character.  
• Write evidence from the story to prove your description.

**Character**

Evidence from the Plot

Motivations

Appearance

Feelings

Personality

Evidence from the Plot

Evidence from the Plot

Evidence from the Plot

**Character Analysis - LEVEL 3**

• Write words that describe the character.  
• Write evidence from the story to prove your description.

**Character**

Evidence from the Plot

Motivations

Appearance

Feelings

Personality

Evidence from the Plot

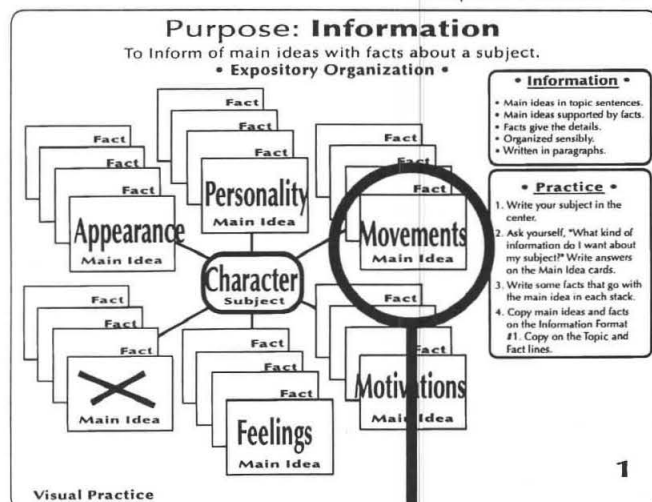
Evidence from the Plot

Evidence from the Plot

Figures 3 and 4  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12

# Format 1

Figures 5 and 6  
Information 1 - Visual and Linear  
Main Idea and Supporting Details  
Expository Organization  
Chapter 4 . Grades 2 - 12



**Information Format #1**  
[Outline Plan #1]

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Room: \_\_\_\_\_ Date: \_\_\_\_\_  
Subject: \_\_\_\_\_ Purpose: To inform of main ideas

**② Introduction** - [(a) Write the first sentence about your subject with no details.]  
[(b) Write the other sentences with your topics in order and again with no details.]

---

**① Body - Main Ideas and Their Supporting Details**  
[(a) List and number topics about your information.] [(b) List facts that you want to say about each topic.]  
[(d) Write topic sentences with subject and topic.] [(c) Number facts in the order that you want them.]

Main Idea (Topic)	Supporting Facts (Details)
Appearance	Topic Sentence (both subject and topic) [ ] [ ] I have many [ ] [ ] Topic Sentence (both subject and topic) [ ] [ ]
Personality	Topic Sentence (both subject and topic) [ ] [ ] Topic Sentence (both subject and topic) [ ] [ ]
Movements	Topic Sentence (both subject and topic) [ ] [ ] Topic Sentence (both subject and topic) [ ] [ ]
Motivations	Topic Sentence (both subject and topic) [ ] [ ] Topic Sentence (both subject and topic) [ ] [ ]

**③ Conclusion - Summary and Ending for Your Readers**  
[(a) State a conclusion about each topic.] [(b) State a final conclusion about your subject.]

## Thinking with Narrative Prose - DESCRIBE

[These ten thinking strategies to use with narrative prose are listed on Page 6 • 5.]

## 2. Specifically describe one small feature of a character from appearance, personality, movements, motivations, and feelings.

**TASK: Describe** means to give **details that create images through the senses** of the reader or listener. Students analyze a specific feature of a character, a specific action or movement, a specific vision or feeling tone of a setting. They organize their in either an expository or a narrative style, and paint a detailed image by writing or speaking it in **descriptive format**.

**PROCESS:** Students can choose to process their thinking on one small portion of Character Analysis A/B, (See: Figures 1 and 2), a Fiction Analysis G/H, (See: Figures 3 and 4), on a mind-map of Format 1, (See: Figure 5), or on the linear outline for Inform - Format 1, (See: Figure 6). They create an image of a small feature of the character and amplify it to make an image on the mind of the listener or reader. Having organized their thoughts, they present them in writing (or speaking) in an expository document.

**EXPECTATIONS:** Students should be able to identify images to create and think of words to convey those images.

**EXTENSIONS:** Having created the images, students could convey them orally, giving them vocal expression for meaning.

Figure 1  
Linear Planner  
Conflict-Action Plot Line  
Story/Straight Narrative Organization  
Page 6•45 . Grades 2 - 12

**(F)**

Title \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_  
Author \_\_\_\_\_ Teacher \_\_\_\_\_  
Copyright © \_\_\_\_\_

Accompany: *Think, Organize, Write* with *The Thinking and Writing Process* ©1998 by THEA, 36 HOLMAN • 250 Savings Lane North • Minneapolis, MN 55441

**CHARACTERS** Write the names of the main characters. Describe characters with one word about each of these: appearance, actions, personality, motivations, and feelings. (When you can't think of a word, draw a face to show a feeling.)

1. \_\_\_\_\_ 5a. \_\_\_\_\_ 5b. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**PLOT** **CONFLICT:** What is the story's problem? **What 4 or 5 things happened to solve the problem?** **CLIMAX:** What was the solution to the problem?

1. \_\_\_\_\_ 4a. \_\_\_\_\_ 4b. \_\_\_\_\_  
2. \_\_\_\_\_ 4c. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**SETTING** **Where did the story take place?** **When did the story take place?** **What length of time passed in the story?** **What evidence do you see in the plot's setting to prove the theme or the effect?**

6a. \_\_\_\_\_ 6b. \_\_\_\_\_ 6c. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_

**LITERARY DEVICES** Read each item and decide if it applies to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.

<b>Character Development:</b> • stock character • theme • archetype • personification • descriptive language	<b>Plot Development:</b> • tense (past, present, future) • person (first, second, third) • flashback • irony • descriptive language	<b>Setting:</b> • descriptive language • mood • tone	<b>Descriptive Language:</b> • imagery (to senses) • figurative language • metaphor, simile, analogy • personification • alliteration	<b>Meaning:</b> • symbolism • theme • purpose
---	--	---	--	--

### • Alternatives •

1. Students have a choice of planning with strategies G/H, with visuals C/D, or linear Format 5.
2. They then follow their organization to communicate it in a narrative style.
3. They can choose to write or tell their stories from their planned outline.

**(H)**

Title \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_  
Author \_\_\_\_\_ Teacher \_\_\_\_\_  
Copyright © \_\_\_\_\_

Accompany: *Think, Organize, Write* with *The Thinking and Writing Process* ©1998 by THEA, 36 HOLMAN • 250 Savings Lane North • Minneapolis, MN 55441

**CHARACTERS** Write the names of the main characters. Describe characters with one word about each of these: appearance, actions, personality, motivations, and feelings. (When you can't think of a word, draw a face to show a feeling.)

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**PLOT** **CONFLICT:** What is the story's problem? **What 4 or 5 things happened to solve the problem?** **CLIMAX:** What was the solution to the problem?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

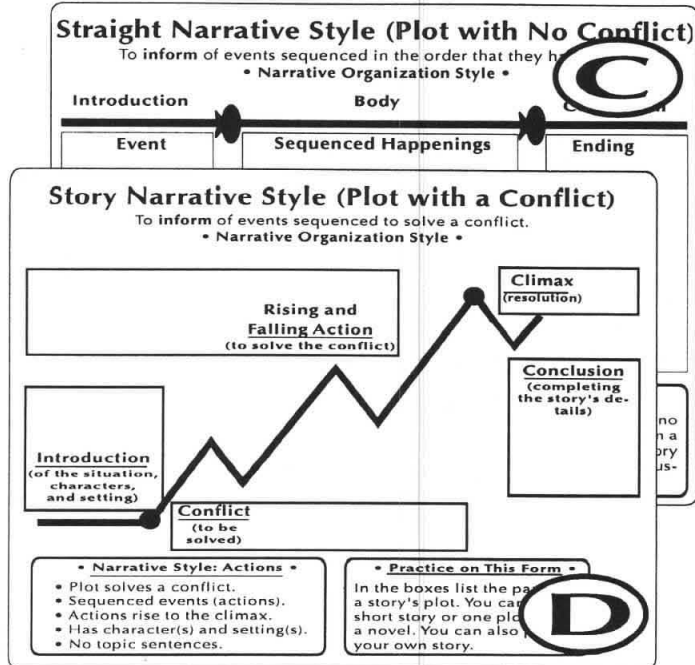
**SETTING** **Where did the story take place?** **When did the story take place?** **What length of time passed throughout the story?** **What evidence do you see in the plot's setting to prove the theme or the effect?**

6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

**LITERARY DEVICES** Read each item and decide if it applies to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.

<b>Character Development:</b> • stock character • theme • archetype • personification • descriptive language	<b>Plot Development:</b> • tense (past, present, future) • person (first, second, third) • flashback • irony • descriptive language	<b>Setting:</b> • descriptive language • mood • tone	<b>Descriptive Language:</b> • imagery (to senses) • figurative language • metaphor, simile, analogy • personification • alliteration	<b>Meaning:</b> • symbolism • theme • purpose
---	--	---	--	--

Figures 2 and 3  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12



Figures 4 and 5  
Visual Practice  
No-Conflict and Conflict Plot Line  
Straight and Story Narrative Organization  
Page 6•42-43 . Grades 4 - 12 and 4 - 12

**Format 5** Recount - Linear Planner  
Conflict or No-Conflict Plot  
Straight or Story Narrative Organization  
Chapter 4 . Grades 2 - 12

**\* Recount Format \***  
(Outline - Plan - #5)

Student \_\_\_\_\_  
Teacher \_\_\_\_\_  
Room \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

Event \_\_\_\_\_ Purpose: To inform of what happened.  
[Circle the kind of account: personal reality . factual reality . imaginative reality.]  
[Circle the voice for telling the narration: first-second-third person] [Circle the tense: past-present-future.]

**① Introduction - The Event's Situation and Setting**  
[(a) Tell the situation of the event.] [(b) Tell the setting of the event.]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**② Body - Order of the Steps as They Happened**  
[(a) List the specific events that happened.] [(b) Number these events in the order that they happened.]

[ ]. \_\_\_\_\_  
[ ]. \_\_\_\_\_  
[ ]. \_\_\_\_\_  
[ ]. \_\_\_\_\_  
[ ]. \_\_\_\_\_  
[ ]. \_\_\_\_\_  
[ ]. \_\_\_\_\_  
[ ]. \_\_\_\_\_  
[ ]. \_\_\_\_\_  
[ ]. \_\_\_\_\_

**③ Conclusion - Personal Comments about the Event**  
[(a) Again tell the situation of the event.] [(b) Tell personal comments about the event.]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Thinking with Narrative Prose - RECOUNT [Narrate]

[These ten thinking strategies to use with narrative prose are listed on Page 6•5.]

### 3. Recount a story narrative as it might have happened, using facts from a content unit.

**TASK: Recount** means to tell a story of episodes about a situation or a conflict. Students envision life at a time or in a situation of which they are studying in a content unit. They plan a story narrative and organize their episodes in a narrative style. They tell their story in a **recount format**.

**PROCESS:** Students can choose to process their thinking on a Fiction Analysis strategy G/H, (See: Figures 2 and 3), on a mind-map of Format 5, (See: Figures 4 and 5), or on the linear outline for Inform - Format 5, (See: Figure 6). Having organized their thoughts sequentially, they present them in writing (or speaking) in a narrative form.

**EXPECTATIONS:** Students should be able to choose a purpose to achieve with information from a content unit. They should use the three elements to convey a purpose through a narrative prose work.

**EXTENSIONS:** Having created a narrative prose from content curricula, students could use their own prose for processing with formats like the Evaluation Format 12, (See: Pages 6•34-35).



**Character Analysis** **A**

- Write words that describe the character.
- Write evidence from the story to prove your descriptors.

**Character Analysis - LEVEL 2**

- Write words that describe the character.
- Write evidence from the story to prove your descriptors.

**Character Analysis - LEVEL 2**

- Write words that describe the character.
- Write evidence from the story to prove your descriptors.

**B**

Figures 1 and 2  
Visual Practice  
Character Analysis  
Levels 1 and 2  
Page 6•40-41 . Grades 2 - 12

**H**

Student \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_

Teacher \_\_\_\_\_

FAX (612) 512-9197 • theathot@mnet.net

**Fiction Analysis**

**CHARACTERS**

Write the names of the main characters.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**PLOT**

What is the story's problem?

What if it didn't happen to solve the problem?

What is the solution to the problem?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**SETTING**

Where did the story take place?

When did the story take place?

What length of time passed throughout the story?

**LITERARY DEVICES**

Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. To read to discuss and/or write about how they create the elements of fiction.

<b>Character Development:</b>	<b>Plot Development:</b>	<b>Setting:</b>	<b>Descriptive Language:</b>	<b>Meaning:</b>
• stock character	• tense (past, present, future)	• descriptive language	• imagery (to senses)	• symbolism
• hero	• person (first, second, third)	• mood	• figurative language	• theme
• author	• flashback	• tone	• metaphor, simile, analogy	• purpose
• personification	• irony		• assonance, alliteration	
• descriptive language	• descriptive language			

**G**

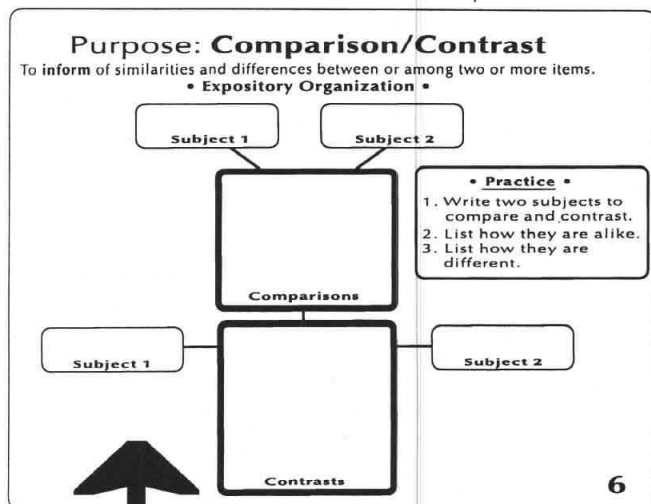
Figures 3 and 4  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12

### • Alternatives •

1. Students have a choice of comparing/contrasting on character strategies A/B, G/H, or Format 6.
2. They then follow their organization to communicate it in an expository style.
3. They can choose to write or speak from their planned outline.

# Format 6

Figures 5 and 6  
Compare/Contrast 6 - Visual and Linear  
Main Ideas - Supporting Details  
Expository Organization  
Chapter 4 . Grades 2 - 12



**\* Comparison/Contrast Format \***  
(Outline Plan #6)

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Room: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_  
Subjects: \_\_\_\_\_ and \_\_\_\_\_ Purpose: to inform of similarities and differences.  
(Circle your plan: "comparisons," "contrasts," or "both comparisons and contrasts.")

**② Introduction** - (a) Tell the subject. (b) Tell if you will write comparisons, contrasts, or both.

\_\_\_\_\_

**① Body - Organized Items of Comparison or Contrast**  
(a) List likenesses between the two subjects; number them. (b) Write a topic sentence with the subjects and "alike."

[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_

Topic Sentence (both subjects and "alike")  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_

(e.g., "\_\_\_\_\_ and \_\_\_\_\_ are alike in some ways.")

(a) List differences between the two subjects; number them. (b) Write a topic sentence with the subjects and "different."

[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_

Topic Sentence (both subjects and "different")  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_

(e.g., "\_\_\_\_\_ and \_\_\_\_\_ have some differences.")

**③ Conclusion - Summary of the Likenesses and/or Differences**  
(a) Again identify the two subjects. (b) Write a concluding statement about likenesses and differences.

\_\_\_\_\_

## Thinking with Narrative Prose - COMPARISON / CONTRAST

[These ten thinking strategies to use with narrative prose are listed on Page 6•5.]

### 4. Compare and contrast two or more characters.

**TASK:** Compare or contrast means to give similarities or differences between two or more items. Students analyze two or more items like characters, actions or movements, visions or feeling tones, settings, or purposes of narrative works. They organize their parallel thoughts in an expository style. They write or tell their comparisons or contrast in a **comparison/contrast format**.

**PROCESS:** Students can compare/contrast characters on a Character Analysis A/B, (See: Figures 1 and 2), on the character section of the Fiction Analysis G/H, (See: Figures 3 and 4), or on the Format 6 strategy, (See: Figures 5 and 6).

**EXPECTATIONS:** Students should be able to compare and contrast one or all character dimensions: appearance, personality, movements, motivations, and feelings.

**EXTENSIONS:** From their visual or linear analyses students can write expository paragraphs or give oral presentations in expository form. For more details regarding this option, refer to Pages 6•14-15.

**Character Analysis -**  
 • Write words that describe the character.  
 • Write evidence from the story to prove your analysis.

**Character Analysis - LEVEL 2**  
 • Write words that describe the character.  
 • Write evidence from the story to prove your descriptors.

Evidence from the Plot

Evidence from the Plot

Motivations

Appearance

Feelings

Personality

Character

Movements

Evidence from the Plot

Evidence from the Plot

Evidence from the Plot

Figures 1 and 2  
 Visual Practice  
 Character Analysis  
 Levels 1 and 2  
 Page 6•40-41 . Grades 2 - 12

# Causes

# Effects

**Character Analysis - LEVEL 3**  
 • Write words that describe the character.  
 • Write evidence from the story to prove your descriptors.

Evidence from the Plot

Evidence from the Plot

Motivations

Appearance

Feelings

Personality

Character

Movements

Evidence from the Plot

Evidence from the Plot

Evidence from the Plot

**Character Analysis - LEVEL 4**  
 • Write words that describe the character.  
 • Write evidence from the story to prove your descriptors.

Evidence from the Plot

Evidence from the Plot

Motivations

Appearance

Feelings

Personality

Character

Movements

Evidence from the Plot

Evidence from the Plot

Evidence from the Plot

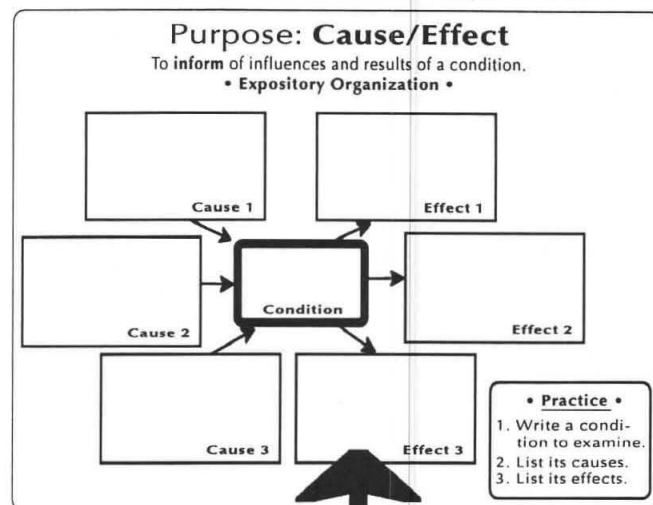
### • Alternatives •

1. Students have a choice of determining causes/effects about a character on strategies A/B, G/H, or Format 6.
2. They then follow their organization to communicate it in an expository style.
3. They can choose to write or speak from their planned outline.

Figures 3 and 4  
 Linear Planner  
 Fiction Analysis Strategy  
 Story or Straight Narrative Organization  
 Page 6•46-47 . Grades 1 - 3 and 4 - 12

# Format 7

Figures 5 and 6  
Cause/Effect 7 - Linear and Visual  
Main Idea and Supporting Details  
Expository Organization  
Chapter 4 • Grades 2 - 12



**\* Cause / Effect Format \***  
(Outline Plan #7)

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Room: \_\_\_\_\_ Date: \_\_\_\_\_

**Title** \_\_\_\_\_

**Condition** \_\_\_\_\_

**Purpose:** To inform of causes / effects  
(Circle your plan: "causes," "effects," or "both causes and effects.")

**② Introduction -** (a) Tell the condition. (b) Tell if you will write causes, effects, or both.

\_\_\_\_\_

**① Body - Organized Causes and/or Effects of Your Condition**  
(a) List causes of the condition. Number to arrange. (b) Write a topic sentence with the condition and the word "causes."

**Causes of Condition** → **Condition**

[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_

**Topic Sentence** [both condition and "causes"]  
[e.g.: "Many things have caused \_\_\_\_\_"]

(a) List effects from the condition. Arrange by numbers. (b) Write a topic sentence with the condition and the word "effects."

**Condition** → **Effects from Condition**

**Topic Sentence** [both condition and "effects"]  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_  
[ ] \_\_\_\_\_

[e.g.: "Many things result from \_\_\_\_\_"]

**③ Conclusion - Summary of the Causes and/or Effects**  
(a) Again identify the condition. (b) Write a concluding statement about the causes and effects.

\_\_\_\_\_

## Thinking with Narrative Prose - CAUSE/EFFECT

[These ten thinking strategies to use with narrative prose are listed on Page 6•5.]

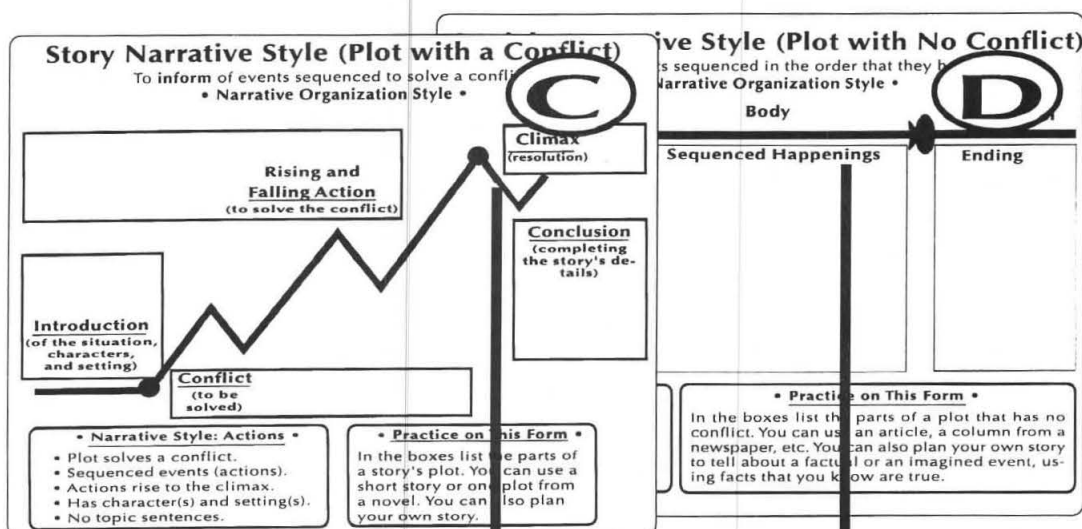
### 5. Determine causes and effects of characters' personalities.

**TASK:** Causes and effects mean the **prompters and results of a state**. Students infer causes and/or effects of a specific feature of a character, an specific action or movement, a specific vision or feeling tone of a setting. They organize their causal inferences in an expository style. They present their causal inferences in a **cause/effect format**.

**PROCESS:** Students can examine causes and effects of characters' traits on strategies A/B, (See: Figures 1 and 2) or G/H, (See: Figures 3 and 4) or on Format 7, (See: Figures 5 and 6).

**EXPECTATIONS:** They should be able to focus on characters' personalities and determine their possible causes and effects, based on evidence from the story.

**EXTENSIONS:** From their visual or linear analyses students can write expository paragraphs or present expository oral reports. For more details regarding this option, refer to Pages 6•14-15.



Figures 1 and 2  
Visual Practice  
Conflict-Action and No-Conflict Plot Lines  
Straight and Story Narrative Organization  
Page 6•42-43 . Grades 2 - 12 and 4 - 12

**Figure 3: Fiction Analysis Form**  
This form is for analyzing a fiction story. It includes sections for: **CHARACTERS** (Write the names of the main characters), **PLOT** (What is the story's problem? What 4 or 5 things happened to solve the problem? Climax: What was the solution to the problem? What evidence do you see in the story to prove the theme or the effect?), **SETTING** (Where did the story take place? When did the story take place? How long did the story last?), and **LITERARY DEVICES** (Character Development: stock character, hero, antihero, personification, descriptive language; Plot Development: theme (past, present, future), flashback, irony, descriptive language; Setting: descriptive language, mood, tone; Descriptive Language: imagery (to senses), figurative language, metaphor, simile, analogy, personification, alliteration; Meaning: symbolism, theme, purpose). It also includes a section for **PURPOSE** (What is the effect of the story?).

**Figure 4: Linear Planner**  
This form is for planning a story. It includes sections for: **CHARACTERS** (Write the names of the main characters), **PLOT** (What is the story's problem? What 4 or 5 things happened to solve the problem? Climax: What was the solution to the problem? What evidence do you see in the story to prove the theme or the effect?), **SETTING** (Where did the story take place? When did the story take place? How long did the story last?), and **LITERARY DEVICES** (Character Development: stock character, hero, antihero, personification, descriptive language; Plot Development: theme (past, present, future), flashback, irony, descriptive language; Setting: descriptive language, mood, tone; Descriptive Language: imagery (to senses), figurative language, metaphor, simile, analogy, personification, alliteration; Meaning: symbolism, theme, purpose). It also includes a section for **PURPOSE** (What is the effect of the story?).

Figures 3 and 4  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12

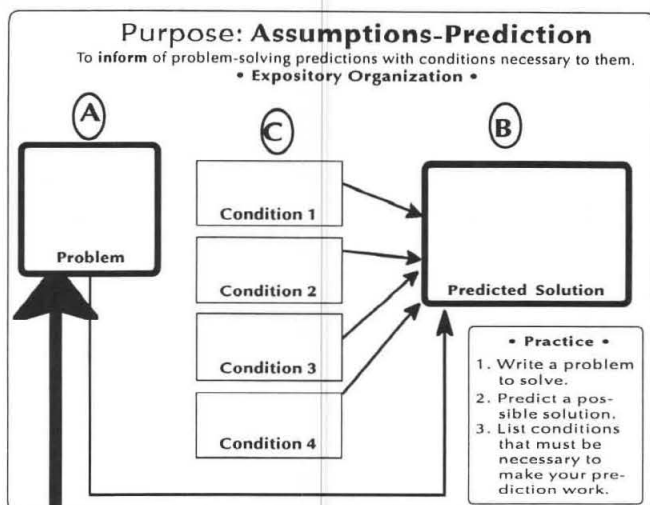
### • Alternatives •

1. Students have a choice of predicting on strategies A/ B, G/H, or Format 8.
2. They then follow their organization to communicate it in an expository style.
3. They can choose to write or speak from their planned outline.



# Format 8

Figures 5 and 6  
Assumptions-Predictions 8 - Visual and Linear  
Main Idea and Supporting Details  
Expository Organization  
Chapter 4 • Grades 2 - 12



**Assumptions - Prediction Format \***  
(Outline Plan #8)

Student \_\_\_\_\_  
Teacher \_\_\_\_\_  
Room \_\_\_\_\_ Date \_\_\_\_\_  
Purpose: To inform of prediction(s).

**2 Introduction** - (a) Tell your prediction.  
(b) Tell that "some conditions are assumed to be true for your prediction to happen."  
(e.g.: "If certain conditions are true, one prediction might be that...")

**1 Body - Organized by the Prediction's Assumed Conditions**  
(a) Write your prediction in a topic sentence with "conditions." (b) List the conditions. Number to arrange them.

Assumed Conditions	Your Prediction
[ ]	Topic Sentence: your prediction plus our assumed "conditions."  e.g.: "If _____, then _____ if necessary conditions were true."
[ ]	
[ ]	
[ ]	

**3 Conclusion - Restated Prediction and Summary of the Conditions**  
(a) Restate the prediction at the end. (b) Summarize the assumed conditions necessary for the prediction to occur.

## Thinking with Narrative Prose - ASSUMPTION/PREDICTION

[These ten thinking strategies to use with narrative prose are listed on Page 6 • 5.]

### 6. Predict what might have happened if conditions had been different.

**TASK:** Predict means to **anticipate an outcome which might come true if certain conditions exist**. Students should take apart the plot, look for its conflict, climax, and key actions that connect the conflict to the climax; they should look for a possible conclusion that ties together loose ends of the plot. They organize their predictions in an expository style. They present them in a **prediction format**.

**PROCESS:** Students can complete strategy C/D, G/H, or Format 8, (See: Figures 1-6). They examine conditions in a plot and think of how the plot might have evolved if conditions had been different.

**EXPECTATIONS:** They should be able to isolate plot and character situations and hypothesize change in them for predictions that might have been if the author had changed the situations or conditions.

**EXTENSIONS:** From their visual or linear analyses students can write expository paragraphs. For more details regarding this option, refer to Pages 6 • 14-15.

**Character Analysis**

- Write words that describe the character
- Write evidence from the story to prove your words

**A**

Figures 1 and 2  
Visual Practice  
Character Analysis  
Levels 1 and 2  
Page 6•40-41 . Grades 2 - 12

**Character Analysis - Format 9**

- Write words that describe the character
- Write evidence from the story to prove your words

**B**

Motivations

Appearance

Feelings

Personality

Character

Movements

**H**Student \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_  
Teacher \_\_\_\_\_

Accompaniment: Think, Organize, Write with the Reading and Writing Process by THEA HOLTAN, 2001  
FAX (612) 512-9197 • theahot@mnet.net

**Fiction Analysis**

LEVEL: 2

COPYRIGHT PROTECTED

**CHARACTERS**

If you are writing in a novel, you will have more than one plot, and a new name for each plot.

Describe each character with one word about each of these: appearance, personality, motivations, and feelings. When you think of a word, draw a line to show it starts.

Write the names of the main characters.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**PURPOSE**What is either the **theme** or the **topic** of the narrative story?**PLOT**

Summarize: What is the story's problem?

What 1 or 2 things happened to solve the problem?

Summarize: What was the solution to the problem?

What evidence do you see in the characters' **actions** to prove the **theme** or the **topic**?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**SETTING**

Where did the story take place?

When did the story take place? (time, day, season, etc.)

What length of time passed throughout the story?

What evidence do you see in the plot's **actions** to prove the **theme** or the **topic**?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**LITERARY DEVICES**

Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.

**Character Development:**

- stock character
- narrative
- hero
- antihero
- personification
- dialogue
- descriptive language

**Plot Development:**

- tense (past, present, future)
- person (first, second, third)
- flashback
- irony
- descriptive language

**Setting:**

- descriptive language
- mood
- tone

**Descriptive Language:**

- imagery (to senses)
- figurative language
- metaphor, simile, analogy
- personification
- alliteration

**Meaning:**

- symbolism
- theme
- purpose

**G**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**SETTING** Where did the story happen?

When did the story happen?

How much time passed during the story?

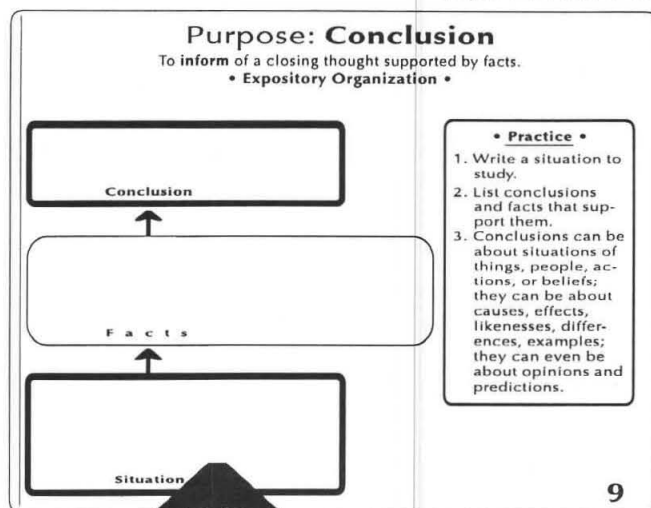
Figures 3 and 4  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12

• **Alternatives** •

1. Students have a choice of forming conclusions on strategies A/B, G/H, or Format 9.
2. They then follow their organization to communicate it in an expository style.
3. They can choose to write or speak from their planned outline.

# Format 9

Figure 5 and 6  
**Conclusion 9 - Visual and Linear**  
 Main Idea and Supporting Details  
 Expository Organization  
 Chapter 4 . Grades 2 - 12



**\* Conclusions - Format \***  
 (Outline Plan #9)

Student \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 Room \_\_\_\_\_ Date \_\_\_\_\_  
 Observation \_\_\_\_\_ Purpose: To inform of closing thoughts.

**② Introduction -** (a) Tell your topic.  
 (b) Tell that "some conclusions about [topic] can be made from all the information."  
 (c) "Looking at the information about [topic] we could conclude that \_\_\_\_\_."

**① Body - Organized Conclusions That You Can Explain with Facts**  
 (a) List the conclusions. Write them as topic sentences with the topic and "conclusions." Number to arrange them.  
 (b) List supporting facts for each conclusion.

Known or Observed Facts	Inferred Conclusions
( ). _____	( ). _____
( ). _____	( ). _____
( ). _____	( ). _____
( ). _____	( ). _____
( ). _____	( ). _____

Topic Sentences: Your *Inferred Conclusions* (above) are your topic sentences for the two paragraphs.

**③ Conclusion - Restated Topic and Reviewed Conclusions**  
 (a) Restate the topic. e.g., "Information shows that \_\_\_\_\_." (b) Review conclusions. e.g., "conclusions are..."

## Thinking with Narrative Prose - CONCLUSION

[These ten thinking strategies to use with narrative prose are listed on Page 6 • 5.]

### 7 • Make conclusions about characters by describing their appearance, actions, personality, motivations, and feelings.

**TASK: Conclude** means to draw single closures on small threads of evidence. Students draw conclusions when they think of causes, effects, comparisons, contrast, predictions with assumptions, evaluation, and opinions. They can make conclusions with any one of these strategies without developing an entire format, (See: 6 • 27-31 and 6 • 34-37). They organize their inferences in an expository style. They present their conclusive inferences in a **conclusion format**.

**PROCESS:** Students can complete strategy A/B, G/H, or Format 9, (See: Figures 1-6), to form conclusions about characters.

**EXPECTATIONS:** They should be able to describe a character by appearance, personality, movements, motivations, and feelings; they should also be able to support their conclusions with evidence from the story.

**EXTENSIONS:** From their visual or linear analyses students can orally present or write expository paragraphs. For more details regarding this option, refer to Pages 6 • 14-15.

• **Alternatives** •

1. Students have a choice of evaluating with strategies G/H or Format 12.
2. They then follow their organization to communicate it in an expository style.
3. They can choose to write or speak from their planned outline.

**Figure 1: Fiction Analysis Strategy (H)**

Accompany: Think, Organize, Write with the Thinking and Writing Process ©1998 h  
by THEA M. HOLTAN 208 Sandberg Lane North • Minneapolis, MN 55443 FAX (612) 512-9197

Student \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_  
Teacher \_\_\_\_\_

**CHARACTERS** If you are writing a novel that has more than one plot, use a new form for each plot.  
Describe character with one word about each of these: appearance, talent, personality, emotions, and feelings. (When you don't look at a book, draw a face to show a look.)

Write the names of the main characters:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**PLOT** **CONFLICT:** What is the story's problem?  
What 4 or 5 things happened to solve the problem?  
**CLIMAX:** What was the solution to the problem?  
What evidence do you see in the characters? (Circle or prove the theme or the effect.)

**SETTING** Where did the story take place?  
When did the story take place? (time, day, season, year, etc.)  
What length of time passed throughout the story?  
What evidence do you see in the plot? (Circle or prove the theme or the effect.)

**LITERARY DEVICES** Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.

<b>Character Development:</b> • stock character • hero • antihero • personification • descriptive language	<b>Plot Development:</b> • tense (past, present, future) • person (first, second, third) • flashback • irony • descriptive language	<b>Setting:</b> • descriptive language • mood • tone	<b>Descriptive Language:</b> • imagery (to senses) • figurative language • metaphor, simile, analogy • assonance, alliteration	<b>Meaning:</b> • symbolism • theme • purpose
---	--	---	--	--

**Figure 2: Linear Planner**

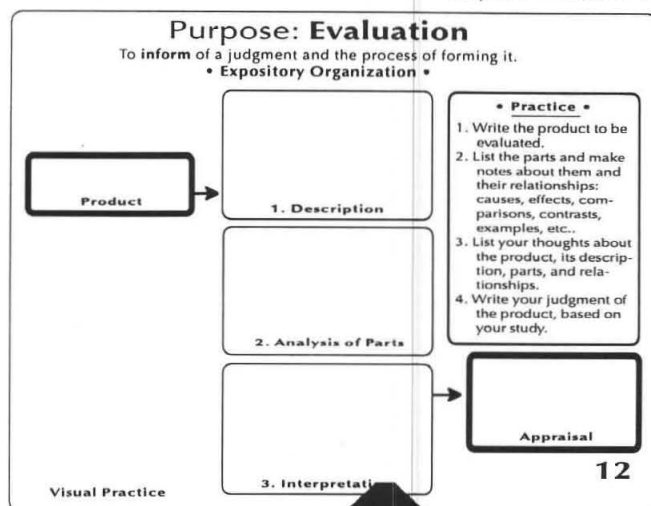
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

**SETTING** Where did the story take place?  
When did the story take place?  
How much time passed during the story?

Figures 1 and 2  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 • Grades 1 - 3 and 4 - 12

# Format 12

Figures 3 and 4  
Evaluation - Visual and Linear  
Main Idea and Supporting Details  
Expository Organization  
Chapter 4 • Grades 4 - 12



**\* Evaluation Format \***  
(Outline: Plan 812)

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Room: \_\_\_\_\_ Date: \_\_\_\_\_  
Product: \_\_\_\_\_ Purpose: To inform of a judgment.

**② Introduction** - [(a) Use the name of the product and a form of the word "evaluate."]  
[(b) Write the other sentences, using the words "Description," "Analysis," and "Interpretation." (e.g.: "An evaluation of \_\_\_\_\_ gives some interesting thoughts. Its description can be analyzed, then interpreted for meanings. This process leads to a judgment about this product.")]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**① Body - Organized by the Steps of the Evaluation Process**  
[(a) List and number topics about your information.] [(b) List notes that you want to say about each topic.]  
[(c) Write topic sentences with subject and topic.] [(d) Number notes in the order that you want them.]

Steps of Evaluating	Notes about Each Step
<b>[1]. Description</b> (How It Looks, Feels, Smells) Topic Sentence (Use the product and "describe.")	[ ] _____ [ ] _____ [ ] _____
<b>[2]. Analysis</b> (What the Parts Are) Topic Sentence (Use the product and "analyze.")	[ ] _____ [ ] _____ [ ] _____
<b>[3]. Interpretation</b> (What You Think) Topic Sentence (Use the product and "interpret.")	[ ] _____ [ ] _____ [ ] _____

**③ Conclusion - Your Judgment and Support for It**  
[(a) State your judgment of the product.] [(b) Support your judgment with key points.]  
**4. Judgment** (How You Evaluate It) [(Use the product and "Interpret.")]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Thinking with Narrative Prose - EVALUATION

[These ten thinking strategies to use with narrative prose are listed on Page 6 • 5.]

### 8. Evaluate a work of fiction based on how well the purpose is achieved through the plot, character, and setting.

**TASK: Evaluate** means determine the quality or value of an item. Students analyze the elements and devices, then interpret what they think about their effectiveness in carrying a purpose. They organize their thoughts in an expository style. They present them in an **evaluation format**.

**PROCESS:** Students can complete strategy G/H, (See: Figures 1 and 2), or Format 12, (See: Figures 3 and 4) to examine the quality of a narrative work's purpose. They can complete strategy A/B to examine the development of a character.

**EXPECTATIONS:** They should be able to describe the work, analyze it, and interpret their findings to form an evaluation.

**EXTENSIONS:** From their visual or linear analyses students can orally present or write expository paragraphs. For more details regarding this option, refer to Pages 6 • 14-15.



**Character Analysis**

- Write words that describe the character
- Write evidence from the story to prove your opinion

**Character Analysis - Format 13**

- Write words that describe the character
- Write evidence from the story to prove your opinion

Evidence from the Plot

Evidence from the Plot

Motivations

Appearance

Feelings

Character

Personality

Attitudes

Evidence from the Plot

Evidence from the Plot

Evidence from the Plot

Figures 1 and 2  
Visual Practice  
Character Analysis  
Levels 1 and 2  
Page 6•40-41 . Grades 2 - 12

### • Alternatives •

1. Students have a choice of forming opinions from strategies A/B, G/H, or Format 13.
2. They then follow their organization to communicate it in an expository style.
3. They can choose to write or speak from their planned outline.

**Fiction Analysis**

Student \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_

Teacher \_\_\_\_\_

Accompanies: Think, Organize, Write with The Thinking and Writing Process ©1998 TH by THEA M. HOLTAN 206 Sardary Lane North • Minneapolis, MN 55441 FAX (612) 512-9197

**CHARACTERS** If you are reporting on a novel, you have more than one character. Write the names of the main characters. \_\_\_\_\_

**PLOT** Describe the characters with one word about each of their appearance, actions, personality, motivation, and feelings. (Before you can think of a word, draw a line to show a blank.)

**PURPOSE** What is the purpose of this narrative story?

**SETTING** Where did the story take place? \_\_\_\_\_

**LITERARY DEVICES** Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.

**Character Development:** • stick character • narrative • theme • antithesis • personification • dialogue • descriptive language

**Plot Development:** • tense (past, present, future) • person (first, second, third) • flashback • irony • descriptive language

**Setting:** • descriptive language • mood • tone

**Descriptive Language:** • imagery (to sensory) • figurative language • metaphor, simile, analogy • personification, alliteration

**Meaning:** • symbolism • theme • purpose

**SETTING** Where did the story happen? \_\_\_\_\_

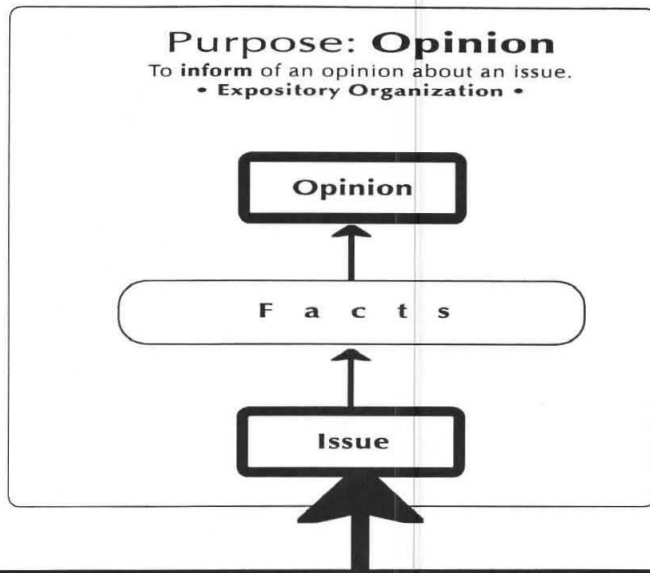
**SETTING** Where did the story happen? \_\_\_\_\_

**SETTING** Where did the story happen? \_\_\_\_\_

Figures 3 and 4  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12

Figures 5 and 6  
**Opinion 13 - Visual and Linear**  
**Main Idea and Supporting Details**  
**Expository Organization**  
 Chapter 4 • Grades 2 - 12

# Format 13



* Opinion Format *	
(Outline Plan #13)	
Title _____	Student _____
Issue _____	Teacher _____
	Room _____ Date _____
Purpose: To share an opinion.	
<b>② Introduction</b> - [In the first paragraph tell background information about the problem.] [e.g.: "For quite awhile we have had a growing problem with the _____. Most people have tried to stop the problem, but so far, no attempts have succeeded."]	
<b>① Body - Organized with the Facts First, Then Your Opinion</b> [(a) List and number facts about the issue.] [(c) Write your opinion about the issue.] [(b) Write a topic sentence with "issue" and "facts."] Topic Sentence [Use "issue" and "facts." [e.g.: "The issue involves some key facts."]]	
<b>Facts about the Issue</b> [ ]. _____ [ ]. _____ [ ]. _____ [ ]. _____ [ ]. _____ [ ]. _____ [ ]. _____ [ ]. _____	
Your Opinion: _____	
<b>③ Conclusion - Reasons to Support Your Opinion</b> [(a) State the words "my opinion." ] [(b) State your opinion.] [(c) Support your opinion with reasons.]	

## Thinking with Narrative Prose - OPINION

[These ten thinking strategies to use with narrative prose are listed on Page 6•5.]

### 9. Share an opinion about a purpose, a character, or the effectiveness of a work of prose.

**TASK:** Forming an **opinion** means drawing conclusive closure about an issue. Students draw closure about an aspect of narrative prose. They organize their opinions in expository style. They present them in an **opinion format**.

**PROCESS:** Students can choose from strategies A/B or G/H, or Format 13, (See: Figures 1-6). They should form an opinion about a prose work, then support it with evidence from work.

**EXPECTATIONS:** They should be able to form and support opinions.

**EXTENSIONS:** From their visual or linear analyses students can tell or write expository paragraphs. For more details regarding this option, refer to Pages 6•14-15.

### • Alternatives •

1. Students have a choice of planning arguments on strategies G/H or Format 14.
2. They then follow their organization to communicate it in an expository style.
3. They can choose to write or speak from their planned outline.

Figure 1 and 2: Linear Planner Fiction Analysis Strategy. The form is divided into several sections for planning a story or narrative.

**CHARACTERS**

If you are reporting on a novel that has more than one plot, use a new form for each plot.

Write the names of the main characters:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Describe characters with one word about each of their appearance, personality, moods, and feelings. (When you don't think of a word, draw a line to show a child.)

**PLOT**

What 4 or 5 things happened in the story?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**SETTING**

Where did the story take place?

Where did the story take place? (time, day, season, color, etc., year)

**LITERARY DEVICES**

Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.

Character Development	Plot Development	Setting	Descriptive Language	Meaning
*stock character	*tense (past, present, future)	*descriptive language	*imagery (to senses)	*symbolism
*hero	*person (first, second, third)	*mood	*figurative language	*theme
*antagonist	*flashback	*tone	*metaphor, simile, analogy	*purpose
*personification	*irony		*assonance, alliteration	
*descriptive language	*descriptive language			

**SETTING**

Where did the story happen?

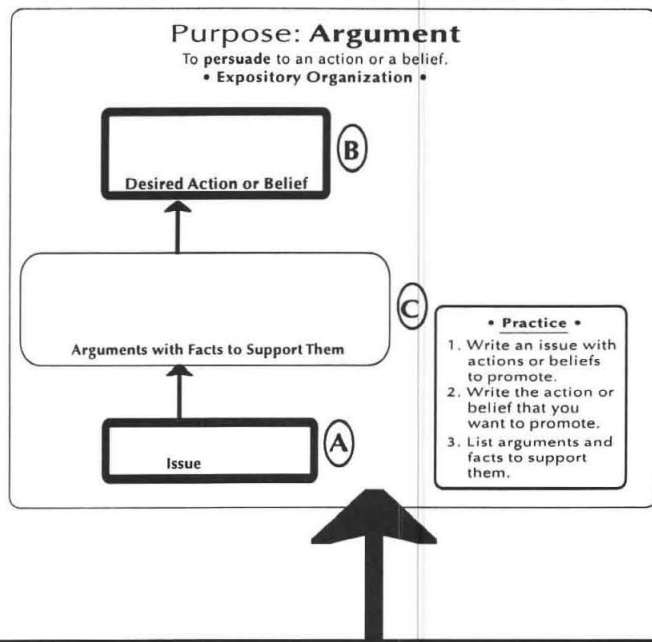
When did the story happen?

How much time passed during the story?

Figures 1 and 2  
Linear Planner  
Fiction Analysis Strategy  
Story or Straight Narrative Organization  
Page 6•46-47 . Grades 1 - 3 and 4 - 12

Figures 3 and 4  
**Argument 14 - Visual and Linear**  
**Main Idea and Supporting Details**  
**Expository Organization**  
 Chapter 4 • Grades 4 - 12

# Format 14



**• Argument Format •**  
 (Outline - Plan #14)

Student: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Room: \_\_\_\_\_ Date: \_\_\_\_\_  
**Purpose:** To persuade to believe or act

**② Introduction** - (a) State the issue as a fact.  
**[Thesis Statement]** (b) State your opinion and one or two reasons that support it.  
 [e.g.: "We recently learned of a need to have \_\_\_\_\_ in our daily diets. I believe that we should widely publicize this information to help people avoid arthritis."] \_\_\_\_\_

**① Body - Organized Facts about Your Subject**  
 (a) List the arguments to support your opinion. (c) List facts that support each argument.  
 (b) Write topic sentences with two key words. (d) Number facts in the order that you want them. |

Arguments	Facts about Arguments
[A]. _____	[ ]. _____
Topic Sentence (both "first" and argument A) [e.g.: "First, the need is great."] _____	[ ]. _____
[B]. _____	[ ]. _____
Topic Sentence (both "second" and argument B) [e.g.: "Second, the nutrient is available."] _____	[ ]. _____
[C]. _____	[ ]. _____
Topic Sentence (both "third" and argument C) [e.g.: "Third, the media can help us."] _____	[ ]. _____

**③ Conclusion - Restatement of Your Position**  
 (a) Make a statement that reviews the evidence. (b) End with a final statement of your opinion. |

## Thinking with Narrative Prose - ARGUMENT

[These ten thinking strategies to use with narrative prose are listed on Page 6 • 5.]

### 10. Convince others of the purpose of a work and substantiate it with characters' traits and plot actions.

**TASK: Argue** means to **convince to believe or to act**. Having determined an opinion, students organize their thoughts toward convincing readers or listeners. They organize their thoughts in the expository style. They present them in an **argument format**.

**PROCESS:** Students can complete strategy G/H, (See: Figures 1 and 2), or Format 14, (See: Figures 3 and 4). They examine their conclusions or opinions and decide which to promote to a listener or a reader.

**EXPECTATIONS:** They should be able to decide if they will convince to beliefs or actions. They should plan arguments with evidence, then arrange them logically.

**EXTENSIONS:** From their visual or linear analyses students can speak or write expository paragraphs. Refer to Page 6 • 5 to see in a list the options for applying strategic thinking to narrative prose.

6



## Character Analysis - LEVEL 1

- Write words that describe the character. •
- Write evidence from the story to prove your describers. •

The diagram is a character analysis template. At the center is a circle labeled "Character". Four rectangular boxes with a dotted border are connected to this central circle by lines. The boxes are labeled: "Feelings" (top-left), "Appearance" (top-right), "Personality" (bottom), and "Evidence from the Plot" (bottom). Each of these four boxes is connected to a larger, rounded rectangular box at the corners of the page, all labeled "Evidence from the Plot".

**Evidence from the Plot**

**Evidence from the Plot**

**Feelings**

**Appearance**

**Character**

**Personality**

**Evidence from the Plot**



# Character Analysis - LEVEL 2

- Write words that describe the character. •
- Write evidence from the story to prove your describers. •

The diagram is a character analysis form. At the center is a circle labeled "Character". Six lines radiate from this central circle to six rectangular boxes arranged around it. The boxes are labeled as follows:

- Top Left:** Evidence from the Plot (empty rounded rectangle)
- Top Right:** Evidence from the Plot (empty rounded rectangle)
- Middle Left:** Motivations (empty rectangle with a dotted border)
- Middle Right:** Appearance (empty rectangle with a dotted border)
- Bottom Left:** Evidence from the Plot (empty rounded rectangle)
- Bottom Center:** Movements (empty rectangle with a dotted border)
- Bottom Right:** Evidence from the Plot (empty rounded rectangle)
- Far Left:** Feelings (empty rectangle with a dotted border)
- Far Right:** Personality (empty rectangle with a dotted border)

Each of the six "Evidence from the Plot" boxes has a small black square at its top center, which is connected by a line to the corresponding outer box of the central "Character" circle.

# Story Narrative Style (Plot with a Conflict)

To **inform** of events sequenced to solve a conflict.

• Narrative Organization Style •

6 • 42



## • Narrative Style: Actions •

- Plot solves a conflict.
- Sequenced events (actions).
- Actions rise to the climax.
- Has character(s) and setting(s).
- No topic sentences.

## • Practice on This Form •

In the boxes list the parts of a story's plot. You can use a short story or one plot from a novel. You can also plan your own story.

Visual Practice

# Purpose: **Recount (No Conflict)**

To **inform** of events sequenced in the order that they happened.

- **Narrative Organization from a Plot without a Conflict** •

**Introduction**

**Body**

**Conclusion**

**Event**

**Sequenced Happenings**

**Ending**

• **Narrative Style: Actions** •

- Plot with no conflict.
- Sequenced events (actions).
- No conflict.
- No topic sentences.

• **Practice on This Form** •

In the boxes list the parts of a plot that has no conflict. You can use an article, a column from a newspaper, etc. You can also plan your own story to tell about a factual or an imagined event, using facts that you know are true.

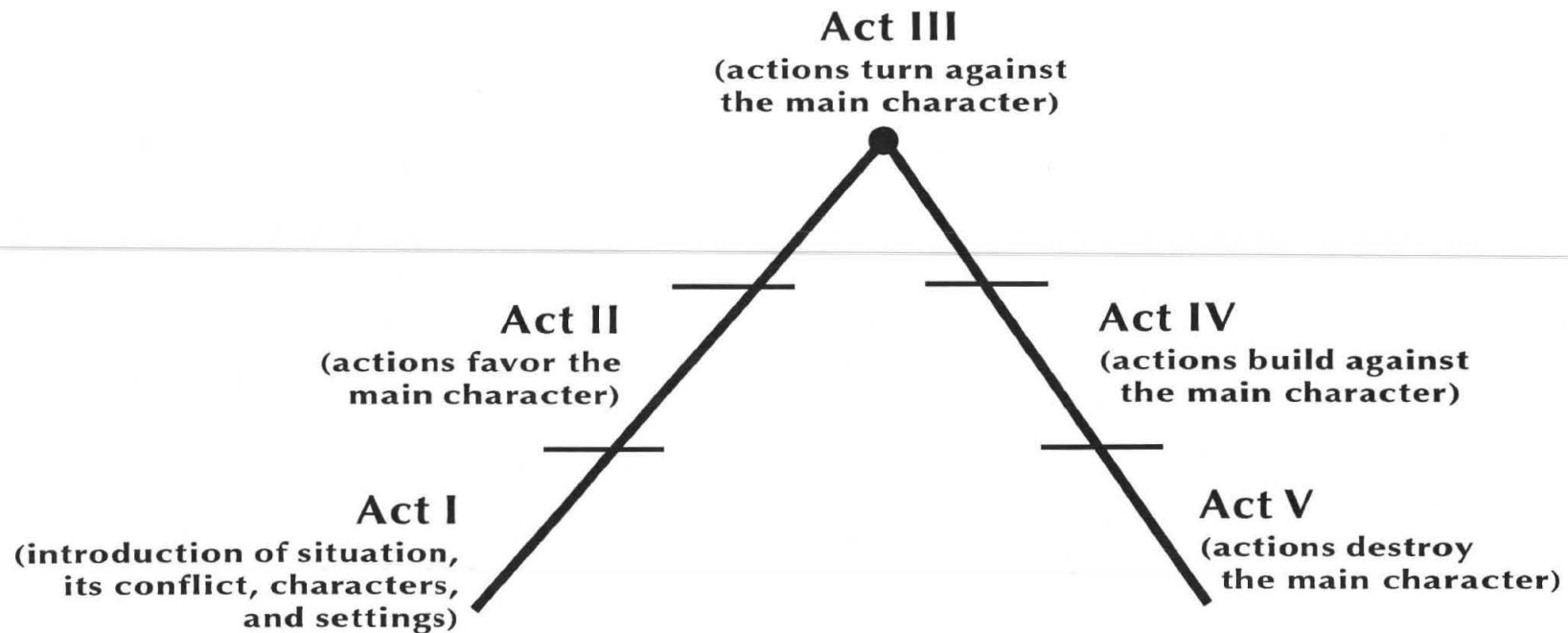
**Visual Practice**



# Tragic Dramatic Plot (Destroys Characters)

To **inform** of events sequenced for, then against the main character.

• **Dramatic Narrative Organization** •



## Greek and Shakespearean Dramatic Style

### Organizational Structure

- Actions focus on the main character.
- Events (actions) are sequenced by occurrence.
- Actions favor the main character in the first half, then destroy him/her in the second half.
- Found in Greek and Shakespearean histories and tragedies.

## CREATE Narrative Prose on Strategy Form G or H

Title _____		Student _____		Date _____		Room _____	
Author _____		Teacher _____		FAX (612) 512-9197		©1998 <sup>th</sup>	
Copyright © _____		Accompanies <i>Think, Organize, Write</i> with <i>The Thinking and Writing Process</i> by THEA M. HOLTAN 206 Saratoga Lane North • Minneapolis, MN 55441		Fiction Analysis		LEVEL 2	
<b>CHARACTERS</b> If you are reporting on a novel that has more than one plot, use a new form for each plot. Write the names of the main characters: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		Describe characters with one word about each of these: appearance, actions, personality, motivations, and feelings. (When you can't think of a word, draw a line to show a blank.) 1a or 4a 5b or 4b		<b>PURPOSE</b> What is either the <u>theme</u> or the <u>effect</u> of this narrative story? 1			
<b>PLOT</b> CONFLICT: What is the story's problem? 4a or 5a		What 4 or 5 things happened to solve the problem? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 4c or 5c		CLIMAX: What was the solution to the problem? 4b or 5b		What evidence do you see in the characters' <u>traits</u> to prove the <u>theme</u> or the <u>effect</u> ? 2	
<b>SETTING</b> Where did the story take place? 6a		When did the story take place? (time, day, era, age) 6b		What length of time passed through the story? 6c		What evidence do you see in the plot's <u>actions</u> to prove the <u>theme</u> or the <u>effect</u> ? 3	
<b>LITERARY DEVICES</b> Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction. Character Development: • stock character • hero • antihero • personification • descriptive language • narrative • thoughts • actions • dialogue		Plot Development: • tense (past, present, future) • person (first, second, third) • flashback • irony • descriptive language 7 (Circle the devices used.)		Descriptive Language: • imagery (to senses) • figurative language • metaphor, simile, analogy • alliteration • assonance; alliteration		Meaning: • symbolism • theme • purpose	

## ANALYZE Narrative Prose on Strategy Form G or H

Title _____		Student _____		Date _____		Room _____	
Author _____		Teacher _____		FAX (612) 512-9197		©1998 <sup>th</sup>	
Copyright © _____		Accompanies <i>Think, Organize, Write</i> with <i>The Thinking and Writing Process</i> by THEA M. HOLTAN 206 Saratoga Lane North • Minneapolis, MN 55441		Fiction Analysis		LEVEL 2	
<b>CHARACTERS</b> If you are reporting on a novel that has more than one plot, use a new form for each plot. Write the names of the main characters: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		Describe characters with one word about each of these: appearance, actions, personality, motivations, and feelings. (When you can't think of a word, draw a line to show a blank.) 2a or 1a 2b or 1b		<b>PURPOSE</b> What is either the <u>theme</u> or the <u>effect</u> of this narrative story? 4 or 6			
<b>PLOT</b> CONFLICT: What is the story's problem? 1a or 2a		What 4 or 5 things happened to solve the problem? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 1c or 2c		CLIMAX: What was the solution to the problem? 1b or 2b		What evidence do you see in the characters' <u>traits</u> to prove the <u>theme</u> or the <u>effect</u> ? 5	
<b>SETTING</b> Where did the story take place? 3a		When did the story take place? (time, day, era, age) 3b		What length of time passed through the story? 3c		What evidence do you see in the plot's <u>actions</u> to prove the <u>theme</u> or the <u>effect</u> ? 6 or 4	
<b>LITERARY DEVICES</b> Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction. Character Development: • stock character • hero • antihero • personification • descriptive language • narrative • thoughts • actions • dialogue		Plot Development: • tense (past, present, future) • person (first, second, third) • flashback • irony • descriptive language 7 (Circle the devices used.)		Descriptive Language: • imagery (to senses) • figurative language • metaphor, simile, analogy • alliteration • assonance; alliteration		Meaning: • symbolism • theme • purpose	



Title \_\_\_\_\_

Author \_\_\_\_\_

Copyright © \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_ Room \_\_\_\_\_

FAX (612) 512-9197

Accompanies *Think, Organize, Write* with *The Thinking and Writing Process* ©1998<sup>th</sup>  
by THEA M. HOLTAN 206 Saratoga Lane North • Minneapolis, MN 55441**Fiction Analysis**

LEVEL 1

COPYRIGHTS PROTECTED

**CHARACTERS**

Who are the main characters?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What is one word for each of these ideas about each character?  
appearance, actions, personality, motivations, and feelings.  
[When you can't think of a word, draw a line as a blank.]

**PURPOSE**

What is either the theme  
or the effect of this story?

**PLOT**

CONFLICT: What is the story's problem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What 3 or 4 things happened to solve the story's problem?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

CLIMAX: What was the solution to the story's problem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SETTING**

Where did the story happen?

\_\_\_\_\_

\_\_\_\_\_

When did the story happen?

\_\_\_\_\_

\_\_\_\_\_

How much time passed during the story?

\_\_\_\_\_

\_\_\_\_\_





Title \_\_\_\_\_  
 Author \_\_\_\_\_  
 Copyright © \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher \_\_\_\_\_ Room \_\_\_\_\_

Accompanies *Think, Organize, Write* with *The Thinking and Writing Process* ©1998<sup>th</sup>  
 by THEA M. HOLTAN 206 Saratoga Lane North • Minneapolis, MN 55441  
 FAX (612) 512-9197

# Fiction Analysis

LEVEL 2  
 COPYRIGHTS PROTECTED

## CHARACTERS

If you are reporting on a novel that has more than one plot, use a new form for each plot.

Describe characters with one word about each of these: appearance, actions, personality, motivations, and feelings.  
 [When you can't think of a word, draw a line to show a blank.]

Write the names of the main characters.

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

## PLOT

CONFLICT: What is the story's problem?

What 4 or 5 things happened to solve the problem?

CLIMAX: What was the solution to the problem?

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

## SETTING

Where did the story take place?

When did the story take place?  
 [time, day, season, year, era, age]

What length of time passed throughout the story?

\_\_\_\_\_  
 \_\_\_\_\_

## LITERARY DEVICES

Read each item and decide if it relates to the story that you have read or that you are writing. Circle those which relate. Be ready to discuss and/or write about how they create the elements of fiction.

### Character Development:

- stock character
- hero
- antihero
- personification
- descriptive language
- narrative
- thoughts
- actions
- dialogue

### Plot Development:

- tense (past, present, future)
- person (first, second, third)
- flashback
- irony
- descriptive language

### Setting:

- descriptive language
- mood
- tone

### Descriptive Language:

- imagery (to senses)
- figurative language
- metaphor, simile, analogy
- assonance; alliteration

### Meaning:

- symbolism
- theme
- purpose

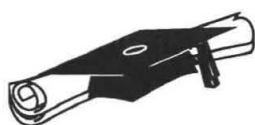
## PURPOSE

What is either the theme or the effect of this narrative story?

What evidence do you see in the characters' traits to prove the theme or the effect?

What evidence do you see in the plot's actions to prove the theme or the effect?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Terms, Categories, and Concepts



• **Index to the Instructor's Guide** ©2001 •

Assessing Writing	0•4	Note Form - Grades 5-12	5•8
Bibliography Example	5•22	Note Form - Kindergarten	5•3
Bibliography Form	5•22	Note Form, Transfer	5•2
Bibliography Forms	5•1	Open Focusing Questions	0•36
Bloom, Dr. Benjamin	0•32	Outline Example	5•21
Brain-Based Learning	0•2	Outline Form	5•21
Chapters 1-3, Layouts	0•12	Outline Form, Grades 1-2	5•11
Diamond, Dr. Marian	0•2	Outline Form, Grades 3-4	5•12
Editing Checklist, Grade 2	5•15	Outline Form, Grades 5-12	5•13
Editing Checklist, Grades 3-4	5•16	Overview of Levels 1-3	0•8
Editing Checklist, Grades 5-12	5•17	Premises	0•9
Expository Style	4•6	Product Choices	4•84
Form, Bibliography	5•1	Purpose, Argument	4•74
Form, Character Analysis	6•40	Purpose, Cause/Effect	4•46
Form, Editing Checklist - Grade 2	5•15	Purpose, Comparison/Contrast	4•42
Form, Editing Checklist - Grades 3-4	5•16	Purpose, Conclusion	4•54
Form, Editing Checklist - Grades 5-12	5•17	Purpose, Description	4•26
Form, Fiction Analysis	6•45	Purpose, Discussion	4•62
Form, Note - Grades 1-2	5•5	Purpose, Evaluation	4•66
Form, Note - Grades 3-4	5•7	Purpose, Explanation	4•22
Form, Note - Grades 5-12	5•8	Purpose, Generalization	4•58
Form, Note - Kindergarten	5•3	Purpose, Information	4•16
Form, Outline - Grades 1-2	5•11	Purpose, Opinion	4•70
Form, Outline - Grades 3-4	5•12	Purpose, Prediction	4•50
Form, Outline - Grades 5-12	5•13	Purpose, Procedure (technical)	4•32
Form, Plot Structure	6•42	Purpose, Recount (narrative)	4•36
Form, Self-Questioning - Grades 2-12	5•14	Questions, Open Focusing	0•36
Form, Subject - Grades 1-2	5•9	Record-Keeping Forms	0•18
Form, Subject - Grades 3-4	5•10	Reviews, Argument	6•38
Form, Subject - Grades 5-12	5•10	Reviews, Cause/Effect	6•28
Form, Subject - Kindergarten	5•4	Reviews, Comparison/Contrast	6•26
Form, Title Page - Grade 1	5•18	Reviews, Conclusion	6•32
Form, Title Page - Grade 2	5•19	Reviews, Description	6•22
Form, Title Page - Grades 3-12	5•20	Reviews, Evaluation	6•34
Formats	4•5	Reviews, Information	6•20
Hunter, Dr. Madeline	0•26	Reviews, Opinion	6•36
Instructional Materials	0•10	Reviews, Prediction	6•30
Kotulak, Ronald	0•2	Reviews, Recount	6•24
Layouts of Chapters 1-3	0•12	Self-Questioning Form, Grades 2-12	5•14
Level 1 - Chapter 1	1•4	Sequence of Events	4•11
Level 2 - Chapter 2	2•4	Six-Trait Writing Assessment	0•4
Level 3 - Chapter 3	3•4	Spelling Demons	0•25
Levels 1-3, Overview	0•8	Standards	0•5
Main Idea and Details	4•6	Styles of Communicating	6•2
Minnesota Standards	0•5	Subject Fields	4•85
Narrative Prose, Analysis	6•6	Subject Form - Grades 1-2	5•9
Narrative Prose, Composition	6•14	Subject Form - Grades 3-4	5•10
Narrative Prose, Curriculum	6•4	Subject Form - Grades 5-12	5•10
Narrative Prose, Delivery	6•16	Subject Form - Kindergarten	5•4
Narrative Prose, Elements	6•10	Subjects	4•78
Narrative Prose, Expository Reviews	6•18	Taba, Dr. Hilda	0•34
Narrative Prose, Plot Structure	6•8	Title Page Form, Grade 1	5•18
Narrative Prose, Style	6•2	Title Page Form, Grade 2	5•19
Narrative Style	4•13	Title Page Form, Grades 3-12	5•20
Note Form - Grades 1-2	5•5	Tools	0•10
Note Form - Grades 3-4	5•7	Wolfe, Dr. Patricia	0•2