**Narrative Unit Notes** KEY

Complete this for   
the story we read   
as a class

Title of story (underline it or use italics):

Author of story:

Genre:

the turning point; the pivotal moment that changes the outcome, usually the most dramatic, often a decision/action that leads to a solution or conflict resolution

A close up of a map

Description automatically generated

List 1-2 events that occur as a result of the climax

list 3-5 MAIN events that are vital to the plot

how did the story end?

* Hook (which strategy?):
* What information was revealed?):
  + Characters
  + Relevant context & backstory
  + Setting
  + Conflict (protagonist’s goal & obstacle)

**Study the dialogue. What do you notice about HOW TO WRITE DIALOGUE?**

* + New paragraph each time someone speaks
  + Each paragraph is indented
  + Once you have established which characters are speaking, you do not need to repeat which characters are speaking unless it is unclear
  + Use better words (more specific) than “said”
  + Use quotation marks
  + **Punctuation for what’s said goes *inside* the quotation marks.**
  + Capitalize the beginning of each sentence
  + **Use single quotes if the person speaking is quoting someone**.

**Write down as many examples of FIGURATIVE LANGUAGE from the story as you find.**

Complete this for   
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| **Example** | **Type of figurative language** | **Page #** |
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**Choose a CHARACTER from this story and record as much as you can about him/her:   
age, appearance, goals, friends, family, preferences, dislikes, obstacles/enemies, personality,   
etc. You can do this by drawing/sketching or with words (list, paragraph). Use the space below.**

**R.2 -** determine central ideas, themes, supporting details, and summarize.   
 \*This shows up as R.1 in Powerschool.\*

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Complete this for   
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1. What are some key words to describe this story? In other words, this story is about  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Now choose one of those key words that you feel best represents the story and/or can be supported with the most examples/proof from the text. Circle it above.
3. What lesson is the author trying to teach about this topic OR what lesson does a character learn about this topic? This is the theme! Think of this as the moral. Write the theme here:
4. Find an example from the beginning of the story that serves as evidence of this theme. For example, if your theme is “Family is more important than anything,” then find an event or line of dialogue that illustrates this in the beginning of the text. Use either a direct citation (quotation marks) or paraphrase but be sure to explain what is happening and how it relates to the theme AND include the page number(s).
5. Find an example (event or line of dialogue) from the middle of the story that serves as evidence of this theme. Use either a direct citation (quotation marks) or paraphrase but be sure to explain what is happening and how it relates to the theme AND include the page number(s).
6. Find an example (event or line of dialogue) from the end of the story that serves as evidence of this theme. Use either a direct citation (quotation marks) or paraphrase but be sure to explain what is happening and how it relates to the theme AND include the page number(s).
7. Summarize the story by completing the following using important events:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SOMEBODY** | **WANTED** | **BUT** | **SO** | **THEN** |
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**R.3 -** Analyze how particular lines of dialogue/story events propel action, reveal

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         character aspects of a character, or provoke a decision. \*Note the impact  
         of one line of dialogue or event on actions (plot), decisions, and characters. \*

1. Identify an event that moved the story along (at any point). Explain the event and how   
   it propelled the action.
2. Think about the character you chose to analyze/describe.   
   1. Which event revealed something new about this character (personality, goals, strengths, behaviors, etc.)?   
        
      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explain.
   2. Look at what you wrote/drew for him/her. Choose one thing about him/her and find a piece of dialogue from the story that illustrates/underscores/reveals/highlights this information. For example, if the character is very intelligent, find dialogue (people speaking) about how intelligent he/she is. Be sure to write the dialogue like this: “’blah blah’” (Crutcher pg.#). OR “’blah blah’” (Crutcher 33).
   3. Which event or dialogue caused this character (or someone else) to make an important decision? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
        
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**Narrative Unit Notes** Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of story (underline it or use italics):

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A close up of a map

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List 1-2 events that occur as a result of the climax

list 3-5 MAIN events that are vital to the plot

how did the story end?

* Hook (which strategy?):
* What information was revealed?):
  + Characters
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  + Setting
  + Conflict (protagonist’s goal & obstacle)

**Study the dialogue. What do you notice about HOW TO WRITE DIALOGUE?**

* + New \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ each time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_
  + Each paragraph is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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  + Use better words (more specific) than \_\_\_\_\_\_\_\_\_\_
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  + **Punctuation for what’s said goes *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* the quotation marks.**
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the beginning of each sentence
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**Write down as many examples of FIGURATIVE LANGUAGE from the story as you find.**

See the last pages of this packet for help identifying examples of figurative language  
and/or vocabulary notes.

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| **Example** | **Type of figurative language** | **Page #** |
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   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
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**VOCABULARY** - For this unit, you need to understand the following vocabulary terms so that you can apply them to texts while completing literary analysis. You may use this page to take notes (write definitions/descriptions, draw pictures/visual clues, or write helpful hints). Please note that you can find Quizlet sets for most of these terms, and we will practice in class. There is an extra space in case you/we encounter a term that needs added.

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| Protagonist | Antagonist | Conflict (know the different types from last year) | |
| Introduction (exposition) | Rising action | Climax | Resolution |
| Setting (when & where) | Falling action | Main idea-v-supporting detail | Theme |
| Dialogue | Static character | Dynamic character | Narrative |
| Textual evidence | Summary | Figurative language |  |
|  | | | |
| Types of figurative language | | | |
| Simile | Metaphor | Hyperbole | Personification |
| Onomatopoeia | Alliteration | Oxymoron | Symbolism |
| Idiom | Imagery | Allusion |  |