FICTION
BIG Idea: Writers write stories to tell a moral or message about life.

BIG question: How do you read a story?
# NWEA Skills Categories: Reading FICTION

## PART 1: What does the story tell me?
- LOCATES INFORMATION
- INFERS MEANING
- MAKES PREDICTIONS
- DRAWS CONCLUSIONS

## Part 2: Getting the Message
The following NWEA skills relate to inferring the theme or moral of a story.
- SUMMARIZES
- INFERS/ANALYZES THEME
- LESSON/MORAL  Note: Usually is the theme.
- MAIN IDEA of a Story or other work of literature

## Part 3: How does the writer tell me the theme/message?
The author uses the plot and character development to communicate the theme. Setting usually supports development of the theme.
- SETTING
- CHARACTER
- PLOT

The plot is the key to understanding the theme-message-moral of a story. Plot analysis includes:
- SEQUENCE
- CAUSE AND EFFECT
- CONFLICT/RESOLUTION

## ANALYZING THE WRITER’S CRAFT
- AUTHOR’S VIEWPOINT
- TONE

## POINT OF VIEW

## AUTHOR’S STYLE/TECHNIQUE
- DIALOGUE
- FOreshadowing
- IRRONY
- MOOD

## FICTION AND POETRY TECHNIQUES:
May be used in poetry and in other genres.
- IMAGERY AND SENSORY LANGUAGE
- FIGURATIVE LANGUAGE
- SIMILES AND METAPHORS
- IDIOMS
- SYMBOLISM
NWEA FICTION GUIDE/ASSESSMENT QUESTIONS

Plot Structure
What was the most important event?
Why?

Cause-effect
What was an important choice someone made?
What happened because of that choice?

Author’s Techniques
How did the writer help you understand what the characters are like?

Theme or Message
What message or idea did the writer want you to understand by reading the story?

Identify/infer Stated and Implied Character Traits
Which of these is true of _____?
Which of these words describes _____?
Which trait does ____ show when he ________?

Analyze and Infer Motive
Who would most likely agree with the statement below?
Why does x feel _____?
Why does ____ say ______?

Analyze Relationships
What word best describes the relationship between ______ and ______?
How does _____ feel about ________?

Infer Word Meaning from Context
In the passage, what does ________ mean?
Which of these is the best definition of the word _____ as used in paragraph x?

Identify/Classify Sequence
Which event happened last?
Which event occurred before ______?

Identify/Analyze/Infer Causes and Effects
What caused ________?
Which of these occurs because ________?
At the end of the passage, why is ________?
STORY QUESTIONS with PARCC progression and NWEA skills integrated.

**Before/At Beginning of Reading** Which genre is this story?

*What kinds of features will be in it?*

<table>
<thead>
<tr>
<th><strong>DURING READING</strong></th>
<th><strong>AFTER COMPLETING THE STORY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Locate information</strong>&lt;br&gt;What is a word the writer uses to describe _____? (character or setting)</td>
<td><strong>Sequence</strong> the story:&lt;br&gt;What were the important events in the order they took place?</td>
</tr>
</tbody>
</table>
| **Locate, then Analyze Information**<br>Who are the important characters?<br>What did you learn about the setting in this paragraph/part of the story?<br>What did you learn about the characters in this part of the story?<br>What information tells you that? | **Infer character traits**<br>What is a trait of one of the characters?<br>*What information in the story did you use to figure that out?*
| **Infer from Context**<br>What does this word mean?<br>Why do you think that? | **Analyze Narrator**<br>Who told the story? How do you think the narrator felt about the characters? *Why do you think that?*
| **Rephrase statements**<br>What is another way to say ______? | **Problem-Solution/Conflict**<br>How did characters solve the problem (or conflict)?<br>*How did they feel about that choice?*
| **Identify Narrator**<br>Who is telling the story?<br>*How do you know?* | **Summarize** the story:<br>Who were the important characters?<br>What problem did they solve?<br>How did they solve it?<br>How did they feel after they solved it?<br>What information tells you that? |
| **Cause-Effect**<br>What is an important change or event?<br>What caused it?<br>How did characters feel about it? | **Identify/Infer the Main Idea or Theme**<br>What is the main idea or theme or lesson learned? State it in a sentence.<br>*What parts of the story support it?* |
| **Predict**<br>What do you predict will happen next?<br>Why do you think that? | |
THINK MORE—Analyze Craft and Structure

Craft and Structure
May be asked during or after reading.

Author’s Viewpoint/Tone
How does the writer feel about the characters and events?
Why do you think that?  What kinds of descriptions of the characters or events does the writer use that tells you that?

Author’s Techniques
What is the feeling or mood of the story (or this part of the story)?
How does the writer set that mood?

What technique does the writer use in this part of the story?
Find an example of one of these techniques in the story.
dialogue  foreshadowing
irony  sensory language
flashback  symbolism

How does this technique help you understand the story?

After reading two stories:
Compare Stories
Compare this story to another that has the same theme. How are they different? How are they alike?
Start Clearly to Read a Story Closely

Common Core Reading Standard 1: Read closely, then make and support logical inferences. Supports standard 3—figure out what happens in a story.

Who and Where

When you start to read a story, draw a picture that shows the place.

Then add one or two characters who are part of the story. Predict what will happen. Then read to find out what the people do.
I Can Sequence a Story  Use sequence to tell or retell a story

CCSSR 1. Read carefully/closely to CCSSR3—sequence events in a story (plot).

Use this chart to tell a story you make up or to report a story you read.

<table>
<thead>
<tr>
<th>First</th>
<th>Then</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Then</th>
<th>Then</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Then</th>
<th>At the end</th>
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</table>

Then write what you think about the story.
What did you like about it?
What parts of the story were most important?
I CAN COMPREHEND A STORY: SEQUENCE
CCSSR 1. Read carefully/closely to CCSSR3—sequence events in a story (plot).

Draw pictures to show what happened. Number each box to tell the sequence. Put the page number on which you found the events.

EXCEED On another page retell the story your way. Add details. Add dialogue.
SMART CHART: CHARACTER TRAITS

*Remember, a character trait is how a person is all the time—traits don’t change.*
*List three more character traits. Then write the synonym and the antonym for each one.*

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>SYNONYM</th>
<th>ANTONYM</th>
</tr>
</thead>
<tbody>
<tr>
<td>brave</td>
<td></td>
<td></td>
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<tr>
<td>wise</td>
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</tbody>
</table>

**Analyze, then Infer with evidence**

CCSSR 1 Read carefully/closely to figure out a character’s traits (CCSSR3)

Write about a character or person who has one of the character traits in your chart. Use examples of what the person does to explain how you know that character or person has those traits.

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
### SMART CHART: FEELINGS

Remember, a feeling is what a person thinks at one time or another. It is how a person feels because something happens or someone says something or because the person wants something. Feelings change.

List three more feelings. Then write the synonym and the antonym for each one.

<table>
<thead>
<tr>
<th>FEELING</th>
<th>SYNONYM</th>
<th>ANTONYM</th>
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<tbody>
<tr>
<td>happy</td>
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<tr>
<td>angry</td>
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</tbody>
</table>

**Analyze, then Infer with evidence**

CCSSR1—read carefully, then infer causes and effects (CCSSR3)

Write about person who has one of the feelings in your chart. Tell why the person feels that way. Explain what caused the person to feel that way.

___________________________________________________________________
___________________________________________________________________
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**Story Reader: I figure out what goes on in a story.**
CCSSR1. Read carefully/closely to figure out events (CCSSR3) in a story

As you read a story, note what you learn about the characters and events. Note what you learn in each box for each paragraph or page.

<table>
<thead>
<tr>
<th>P. 1</th>
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<th>P. 2</th>
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<th>P. 3</th>
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<th>P. 5</th>
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</table>

**What do you think is the most important event so far in the story?**

_______________________________________________________________
Story Interpreter: Feelings

CCSSR 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Feelings are part of every story.
Think about one of the main characters in a story.
How does the character feel in different parts of the story?

Character: ____________________________________________

<table>
<thead>
<tr>
<th>When</th>
<th>Feeling</th>
<th>Why the Character Feels this Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning</td>
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<tr>
<td>When something important happens</td>
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<td></td>
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<tr>
<td>At the end</td>
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</tbody>
</table>

What does the character learn from what happens in the story?

______________________________________________________________

*If the character changes, explain how and why.*

How:

______________________________________________________________

Why:

______________________________________________________________

______________________________________________________________
Story Reader
CCSSR1. **Read carefully fully to** figure out the plot and characters of a story (CCSSR3)

Show the place.

Name three characters in the story. For each one, tell one trait. Explain why you think the character has that trait—based on the story.

<table>
<thead>
<tr>
<th>Character</th>
<th>Trait</th>
<th>Evidence</th>
</tr>
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<tbody>
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</table>

What was an important event?
___________________________________________________________________

Tell how you think the characters felt about that event. Why do you think they felt that way?
Story Reader
Read closely (CCSSR1) then identify/analyze relationships (CCSSR3)

Show the place.

Name three characters in the story. For each one, tell one trait. Explain why you think the character has that trait—based on the story.

<table>
<thead>
<tr>
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<th>Trait</th>
<th>Evidence</th>
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</tbody>
</table>

What was an important event?

_________________________________________________________

Tell how you think the characters felt about that event. Why do you think they felt that way?
Story Illustrator:
I can comprehend a story and infer the message.
CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

Draw three persons who are in it. Show their traits by the details you put in the pictures.

Sequence the Events. Draw or tell how it started, what happened next, how it ended.

---

**INFER:** What is the message or lesson of the story?

---

Why do you think that is the message the writer wants you to understand?

---
Map a Story
CCSSR1—read carefully—to analyze a story (CCSSR3)

Where

Who

Did what

Why

What’s next?
Analyze and Infer Causes

CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Write What You Think

___essay ___story ___fable ___cartoon ___editorial ___diary of a person involved

______________________________________________
Analyze and Infer Effects

CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Write What You Think

___essay  ___story  ___fable  ___cartoon  ___editorial  ___diary of a person involved

_________________________________________________________________
Analyze/infer cause-effect relations.
CCSSR1—read carefully to identify/analyze relationships (CCSSR3)

I can identify/analyze/infer cause-effect
Answer these questions about any story.
First, find an important action or choice someone makes.

- What do you find in the story that tells you what caused someone to do that?
  What do you infer caused it?

- What did that lead to—that is an effect.
  What does the story say happens because of that action?
  What do you predict it will lead to?
  What will people do next?

Analyze and Infer Causes and Effects
Write a few words in the triangle that name an event.
Write a few words in the boxes that tell causes of that event.
Then write a few words in the parallelograms that tell effects of that event.

Write what you think.
*Explain what you think was the most important cause and why.*

*Explain what you think was the most important effect and why.*
**Make Inferences with Evidence**

These questions can be asked about any story, history, or current event. They apply CCSSR 1—read closely, then infer with evidence, and 3 (analyze relationships) and 2—figure out the theme.

<table>
<thead>
<tr>
<th>INERENCE</th>
<th>QUESTION</th>
<th>ANSWER</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer from context</td>
<td>What does ___________ mean?</td>
<td></td>
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</tr>
<tr>
<td>Infer feelings</td>
<td>How do you think ___________ felt about ___________?</td>
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<td></td>
</tr>
<tr>
<td>Infer traits</td>
<td>What is a trait of ___________?</td>
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<tr>
<td>Infer motive</td>
<td>Why did ___________ do this— ___________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer cause-effect relations</td>
<td>What caused ___________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer predictions</td>
<td>What do you think happened next?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer the theme</td>
<td>What is the theme of the story</td>
<td>List 5 important parts that support your inference.</td>
<td></td>
</tr>
</tbody>
</table>
I can infer the moral or message of a fable.

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas. Students use the major events (CCSSR3) and writer’s choices of the parts of the story (CCSSR5) to conclude the theme.

**Draw or briefly tell the three most important parts of the fable.**

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
</tr>
</thead>
</table>

This is what I think the moral is.

______________________________________________________________________

This is what this fable shows about the culture’s values.

______________________________________________________________________

______________________________________________________________________

This is my evidence for that conclusion.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
Expand a Story: Infer Evidence-Based Dialogue

Common Core Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

*Story:* __________________________________________________

*List three different characters.*

1 ____________________ 2 ____________________ 3 ____________________

**INFER FEELINGS**

How do you infer each one felt? Explain your answer with evidence from the text.

Person 1 felt _______________ because __________________________________.

Person 2 felt _______________ because __________________________________.

Person 3 felt _______________ because __________________________________.

*Write what you think each one might have said about what happened?*
READ THOUGHTFULLY, then THINK MORE!

READ THOUGHTFULLY.
The following diagram includes standards-based questions. They are good questions to ask about any story—even stories on TV! Choose a story. Read it and talk about answers to these questions.

CREATE!
• Write a preview for the story—tell why someone should read it.
• Illustrate the story. Draw pictures showing important events.
• Write a letter that someone in the story might have written.
• Choose music that the characters would like.
• Create the cartoon version.
• Tell about what might have happened before the story started.
• Write/draw the next part.
• Turn it into a play.
  > List the events and characters. Note the characters’ traits.
  > Figure out the message or theme of the story. Then write the dialogue.
Write a Play to Communicate a Theme of a Story

CCSSR5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Story: ______________________________________________________

What happened—list the important events.

How it starts: ______________________________________________________

What happens next? ______________________________________________________

How it ends. __________________________________________________________

What’s the theme?

_________________________________________________________________

Why do you think that is the theme? Support your answer with evidence from your reading.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Who are the important characters?

<table>
<thead>
<tr>
<th>Who</th>
<th>Trait</th>
<th>Action</th>
<th>What happens because of that action?</th>
</tr>
</thead>
<tbody>
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</table>
Story Writer’s Choices

Use the Elements of Fiction to Plan or to Interpret a Story

Use to Plan and Write a Story—CCSS Anchor Writing Standards:
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<table>
<thead>
<tr>
<th>ELEMENT OF FICTION</th>
<th>CCSS reading literature: Determine central ideas or themes of a text and analyze their development</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME</td>
<td>What is my theme—the central idea I want readers to understand?</td>
</tr>
<tr>
<td>PLOT</td>
<td>What will happen? (structure of a story)</td>
</tr>
<tr>
<td></td>
<td>• How does it begin? (exposition)</td>
</tr>
<tr>
<td></td>
<td>• How does it continue? (rising action)</td>
</tr>
<tr>
<td></td>
<td>• What is the climax? (turning point)</td>
</tr>
<tr>
<td></td>
<td>• What happens after that? (falling action)</td>
</tr>
<tr>
<td></td>
<td>• How does it end? (resolution)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT OF FICTION</th>
<th>CCSS reading literature: CCSS 3: character development; 1: read closely, analyze, infer with evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHARACTERS</td>
<td>Who are the main characters?</td>
</tr>
<tr>
<td></td>
<td>• What are their traits?</td>
</tr>
<tr>
<td></td>
<td>• How does the writer communicate those traits?</td>
</tr>
<tr>
<td></td>
<td>• Include dialogue to help my readers understand the characters?</td>
</tr>
<tr>
<td></td>
<td>• Use actions they take to help readers understand their traits—and the theme?</td>
</tr>
<tr>
<td></td>
<td>• Tell the character’s thoughts and feelings?</td>
</tr>
<tr>
<td></td>
<td>How do they feel about each other? (relationships)</td>
</tr>
<tr>
<td></td>
<td>• How do readers learn that?</td>
</tr>
<tr>
<td></td>
<td>• How does a main character change?</td>
</tr>
<tr>
<td></td>
<td>• What causes that change?</td>
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</tbody>
</table>

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<thead>
<tr>
<th>ELEMENT OF FICTION</th>
<th>CCSS reading literature: CCSS 3: plot; 5: structure</th>
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</thead>
<tbody>
<tr>
<td>SETTING</td>
<td>Where and when does it take place? (setting)</td>
</tr>
<tr>
<td></td>
<td>• How do readers “see” that place?</td>
</tr>
<tr>
<td></td>
<td>• How do readers know what that time is?</td>
</tr>
<tr>
<td></td>
<td>• How does the setting create a mood or atmosphere?</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>ELEMENT OF FICTION</th>
<th>CCSS reading literature: CCSS 6: point of view</th>
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</thead>
<tbody>
<tr>
<td>PROBLEM OR CONFLICT</td>
<td>What problem or conflict do the characters face? How do they solve it or resolve it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT OF FICTION</th>
<th>For more information and examples of the elements of fiction, go to</th>
</tr>
</thead>
<tbody>
<tr>
<td>POINT OF VIEW</td>
<td><a href="http://www.readwritethink.org/files/resources/interactives/lit">http://www.readwritethink.org/files/resources/interactives/lit</a></td>
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For more information and examples of the elements of fiction, go to
http://www.readwritethink.org/files/resources/interactives/lit
**Compare and Contrast 2 Stories**

CCSSR9. **Analyze how two or more texts address similar themes or topics** in order to build knowledge or to compare the approaches the authors take.

Theme: __________________________________________________________

Story ___________________      Story ________________________

Explain the most important difference between the two stories.

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
THEME ANALYZER
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Think it through.