

6<sup>th</sup> Grade ELA

notebooks



NAME: \_\_\_\_\_



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Reading



# Literary Terms & Definitions

characters: people, animals, or things that take part in the \_\_\_\_\_ of a story.

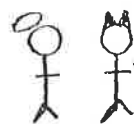


protagonist: the \_\_\_\_\_ character  
aka the GOOD GUY

antagonist: a character in \_\_\_\_\_  
with the protagonist  
aka the BAD GUY

conflict: a struggle between \_\_\_\_\_  
characters or forces

internal: personal struggle of  
character



external: struggle between \_\_\_\_\_  
\_\_\_\_\_ character or  
outside forces

theme: the \_\_\_\_\_ or \_\_\_\_\_ a  
story reveals about life  
↓  
"life lesson"  
or  
"\_\_\_\_\_ of the story"  
⇒ think: What did the character  
\_\_\_\_\_? How can this  
story \_\_\_\_\_?  
What is the  
overall/general lesson?

### Common themes:

- ★ \_\_\_\_\_ does not buy happiness.
- ★ Hardwork is its own \_\_\_\_\_.
- ★ Character is measured in \_\_\_\_\_ ways.
- ★ A \_\_\_\_\_ needs no accuser.
- ★ Tell the truth even when it's difficult.  
↳ \_\_\_\_\_!
- ★ \_\_\_\_\_ your money pays off.
- ★ Beauty is \_\_\_\_\_ thing.
- ★ \_\_\_\_\_ be yourself.




★ \_\_\_\_\_ takes many forms.

★ People with \_\_\_\_\_ can still be friends.

★ Nobody likes a \_\_\_\_\_.

★ Don't judge people before you get to know them.

→ Don't judge a book by its cover.

**plot:** the \_\_\_\_\_ that makes up a story 

**exposition:** the first part of the plot where \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_ are revealed

**setting:** the setting is the \_\_\_\_\_ (when), & \_\_\_\_\_ (where) a story takes place; the setting \_\_\_\_\_ throughout the story.

**inciting incident:** the event that \_\_\_\_\_ in motion & makes \_\_\_\_\_ the story \_\_\_\_\_.

**rising action:** the \_\_\_\_\_ of the story that \_\_\_\_\_ the plot along with \_\_\_\_\_, twists, and turns.

**climax:** the most \_\_\_\_\_ part of the story for the protagonist, \_\_\_\_\_.

**falling action:** events that \_\_\_\_\_ and move the conflict toward \_\_\_\_\_.

**resolution:** \_\_\_\_\_ of the plot are tied up & \_\_\_\_\_.

character trait: shows \_\_\_\_\_,  
\_\_\_\_\_, & beliefs  
↳ what's important  
to you?

direct characterization: the author  
tells you  
\_\_\_\_\_

indirect characterization: the  
author \_\_\_\_\_ you who  
a character is \_\_\_\_\_  
the character's \_\_\_\_\_ &  
\_\_\_\_\_.

connotation: a word's "\_\_\_\_\_"  
↳ how does it make  
you feel?  
↳ what are your  
\_\_\_\_\_ thoughts?



Story: \_\_\_\_\_  
Author: \_\_\_\_\_

climax

Falling Action

Resolution:

THEME:

Main Conflict

Rising Action

Exposition:

- Characters ~
- Setting ~
- basic problem ~



# Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

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# Point of View

➡ 1<sup>st</sup> person: the narrator is \_\_\_\_\_ in the story \_\_\_\_\_ it

★ \_\_\_\_\_: I, me, my, mine, we, us, our, ours

➡ 2<sup>nd</sup> person: the narrator \_\_\_\_\_ in the story and \_\_\_\_\_ to the reader \_\_\_\_\_.

★ PRONOUNS: you, your, yours

➡ 3<sup>rd</sup> person: the narrator is \_\_\_\_\_ in the story

→ limited: the narrator \_\_\_\_\_ the thoughts and feelings of \_\_\_\_\_.

★ PRONOUNS:  
he, she, it, they,  
him, her, them,  
his, hers, its,  
their, theirs

→ omniscient: the narrator is \_\_\_\_\_ and knows the thoughts & feelings of \_\_\_\_\_.



# Author's Purpose


➡ **PERSUADE**: use information to \_\_\_\_\_  
people to \_\_\_\_\_ their opinion,  
their point of view, or their \_\_\_\_\_.

→ reader's job: \_\_\_\_\_ what  
the argument \_\_\_\_\_ AND \_\_\_\_\_  
it; is it a \_\_\_\_\_ argument?  
is the \_\_\_\_\_ strong?  
is it \_\_\_\_\_?

➡ **INFORM**: teach, \_\_\_\_\_, clarify, share  
information, & \_\_\_\_\_ on a topic  
explain with \_\_\_\_\_ of detail

→ reader's job: \_\_\_\_\_  
paying close attention to:  
\_\_\_\_\_, explanations,  
illustrations, and \_\_\_\_\_.

→ **ENTERTAIN**: the main goal  
is \_\_\_\_\_ to teach or inform

→ reader's job: pay  
attention to:  
\_\_\_\_\_, plot,   
figurative language,  
& the \_\_\_\_\_  
(theme)

→ **SHARE INSIGHT**: Share \_\_\_\_\_,  
\_\_\_\_\_, or ideas.

# Author's Perspective

It's not what you say, it's \_\_\_\_\_ you say it.

→ Point of View is the perspective you have when you \_\_\_\_\_.

→ Our point of view \_\_\_\_\_ of the world.

→ Our points of view \_\_\_\_\_ how we think and \_\_\_\_\_ we believe.

↓  
reader's job: understand a writer's point of view to understand \_\_\_\_\_ that person \_\_\_\_\_

↳ Did the writer give the \_\_\_\_\_ view point or \_\_\_\_\_ the picture they see?

→ pay attention to CONTEXT \_\_\_\_\_

↓  
word choice

Ex: protest vs. riot



# Author's Tone & Reader's Mood

- Perspective \_\_\_\_\_ your \_\_\_\_\_ and your attitudes affect \_\_\_\_\_ you \_\_\_\_\_ yourself.
- Attitudes and opinions \_\_\_\_\_ tone.
- An author's tone is \_\_\_\_\_ by their **word** \_\_\_\_\_.
- Writers **select** the words they to use to \_\_\_\_\_ their message **exactly**.
- **Reader's mood** is the \_\_\_\_\_ the reader gets from a text. It is \_\_\_\_\_ by the \_\_\_\_\_.





Positive Tones (increasing intensity from left to right →)				
Reactive	Positive and Quiet	Positive thoughts	Positive and caring	Positive and lively
Amazed	Calm	Appreciative	Affectionate	Amiable
Astonished	Casual	Approving	Benevolent	Amused
Attentive	Collected	Assuring	Compassionate	Cheerful
Curious	Composed	Confident	Concerned	Delighted
Eager	Content	Determined	Considerate	Ecstatic
Interested	Peaceful	Encouraging	Consoling	Elated
Keen	Pleasant	Grateful	Empathetic	Energetic
Polite	Relaxed	Hopeful	Empathetic	Enthusiastic
Startled	Relieved	Inspiring	Friendly	Excited
Stunned	Serene	Optimistic	Loving	Exuberant
Surprised		Pleased	Merciful	Happy
		Promising	Romantic	Humorous
		Proud	Soothing	Jovial
		Respectful	Supportive	Joyful
		Reverent	Sympathetic	Jubilant
		Sanguine	Thoughtful	Playful
		Satisfied		Vibrant Vivacious
		Thankful		

Neutral Tones		
Admonitory	Factual	Patriotic
Allusive	Formal	Personal
Authoritative	Frank	Picturesque
Balance	Honest	Questioning
Blunt	Informal	Reflective
Candid	Informative	Reminiscent
Colloquial	Knowledgeable	Resigned
Contemplative	Learned	Scholarly
Controlled	Lyrical	Serious
Conversational	Naïve	Sublime
Discursive	Noble	Virile
Distinct	Nostalgic	
Evocative		
Expectant		

Negative Tones (increasing intensity from left to right →)			
Negative and passive	Negative thoughts	Negative and uncontrolled	Negative and forceful
Apathetic Bored Cold Dejected Depressed Despaired Disappointed Discontented Disinterested Dispirited Gloomy Hopeless Hurt Melancholy Miserable Regretful Sad Upset	Apologetic Critical Doubtful Envious Foreboding Frustrated Gloomy Guilty Judgmental Pessimistic Regretful Remorseful Shameful Solemn Somber Suspicious	Agitated Alarmed Anxious Apprehensive Defenceless Distressed Disturbed Embarrassed Fearful Helpless Humiliated Mortified Nervous Powerless Shocked Stressed Tensed Troubled Uneasy Vulnerable Worried	Accusing Aggravated Angry Annoyed Belligerent Calculating Condemnatory Condescending Contempt Disgusted Factionous Furious Harsh Hateful Insulting Irritated Manipulative Outraged Quarrelsome Sarcastic Sardonic Vexed

Parts of Speech



# Nouns

➔ A \_\_\_\_\_ is a word that is used to name \_\_\_\_\_, things, \_\_\_\_\_, places, \_\_\_\_\_, or events.



PERSON



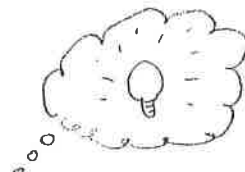
THING



ANIMAL



PLACE



IDEA

➔ A common noun is a \_\_\_\_\_ name for an **un**\_\_\_\_\_ person, thing, animal, place, idea, or event.

Examples: teacher, pencil, cat, school

➔ A proper noun is a \_\_\_\_\_ name for a \_\_\_\_\_ person, thing, animal, place, idea, or event.

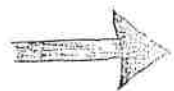
Examples: Ms. Conley, Riverway, California

→ A concrete noun names a person, thing, animal, or place that can be \_\_\_\_\_ by \_\_\_\_\_ or \_\_\_\_\_ of our \_\_\_\_\_. You can \_\_\_\_\_ it, \_\_\_\_\_ it, \_\_\_\_\_ it, \_\_\_\_\_ it, or \_\_\_\_\_ it.

Examples: students, pizza, monkeys

→ An abstract noun names an \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_. This type of noun \_\_\_\_\_ be perceived with one of our senses.

Examples: growth mindset, love, anger



A \_\_\_\_\_ noun names  
\_\_\_\_\_ person, place, thing,  
animal, idea, or event.

Examples: chicken, backpack, school

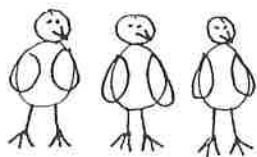


1 \_\_\_\_\_



A \_\_\_\_\_ noun names  
\_\_\_\_\_ than \_\_\_\_\_ person,  
place, thing, animal, idea,  
or event.

Examples: chickens, backpacks, schools

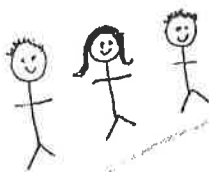


3 chick \_\_\_\_\_

The students went for a hike by the creek.

noun      noun      noun

noun      noun



Mrs. Ibarra fell in Bear Creek.

Capitalize \_\_\_\_\_  
proper nouns



# Pronouns

➔ A \_\_\_\_\_ is a word that is used \_\_\_\_\_ the \_\_\_\_\_ of a noun. It can be thought of as a "\_\_\_\_\_-in" for a noun.

➔ Subject and object pronouns \_\_\_\_\_ replace \_\_\_\_\_.

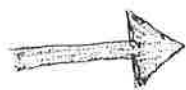
Ex: I, me, you, he, she, it, him, her, we, us, they, them

➔ \_\_\_\_\_ and pronouns are used to \_\_\_\_\_ possession and usually replace \_\_\_\_\_ nouns.

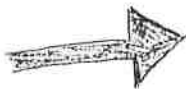
Ex: my, mine, your, yours, his, her, hers, its, our, ours, their, theirs

➔ \_\_\_\_\_ and \_\_\_\_\_ pronouns refer to \_\_\_\_\_ or \_\_\_\_\_ in the sentence.

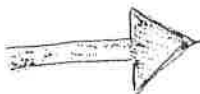
Ex: myself, yourself, himself, herself, itself, ourselves, themselves



\_\_\_\_\_ pronouns are  
used to \_\_\_\_\_ (show).  
Ex: this, that, these, those



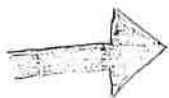
\_\_\_\_\_ pronouns are used  
to \_\_\_\_\_ information to  
a sentence.  
Ex: which, that, who, whom, whose, where



\_\_\_\_\_ pronouns are  
used for \_\_\_\_\_ things.  
Ex: all, none, some, several, anyone,  
nobody, each, both, few, either, none,  
one, no one



\_\_\_\_\_ pronouns are  
used in \_\_\_\_\_.  
Ex: which, who, what, where, how



\_\_\_\_\_ pronouns are used  
for \_\_\_\_\_ or \_\_\_\_\_ that are  
reciprocated.  
Ex: each other, one another

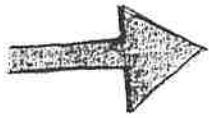
# "People" Pronouns

		<u>Subject</u>	<u>Object</u>	<u>POSSESSIVE ADJECTIVE</u>	<u>POSSESSIVE PRONOUN</u>
S i n g u l a r	1st				
	2nd	you	you	your	yours
	3rd	he	him	his	his
		it	it		—
P l u r a l	1st	We		our	
	2nd	you	you	your	yours
	3rd		them		theirs

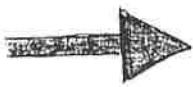
NO  
APOSTROPHE!



# Adjectives



An \_\_\_\_\_ is a word that  
\_\_\_\_\_ a noun. To modify a  
word means to \_\_\_\_\_ the  
word or to make the meaning



Adjectives tell \_\_\_\_\_,  
\_\_\_\_\_ one or ones, and how  
many or \_\_\_\_\_ much.

Examples:

What kind: chocolate icecream,  
purple hair

Which one: her pencil, last year

how many: thirty students, no cake

→ An \_\_\_\_\_ is a word that is used to \_\_\_\_\_ a noun as \_\_\_\_\_ or \_\_\_\_\_.

Examples: the - the school  
a - a teacher  
an - an apple

\*ONLY use " " when the \_\_\_\_\_ with a \_\_\_\_\_.

→ Sometimes nouns \_\_\_\_\_ as adjectives.  
Ex: \_\_\_\_\_ party, \_\_\_\_\_ game

→ \_\_\_\_\_ pronouns can also be adjectives. When they are used \_\_\_\_\_ a noun, they are demonstrative adjectives.  
Ex: \_\_\_\_\_ cat, \_\_\_\_\_ students

→ A \_\_\_\_\_ adjective is formed from a proper noun.  
Ex: \_\_\_\_\_ party

GOOD,  
BETTER,  
BEST.

Never let it rest, until  
the GOOD is BETTER, and  
the BETTER is BEST!





# Adverbs

➔ An \_\_\_\_\_ is a word that modifies a \_\_\_\_\_, an \_\_\_\_\_, or another \_\_\_\_\_.

➔ Adverbs answer questions of \_\_\_\_\_? how \_\_\_\_\_? how \_\_\_\_\_?  
to what \_\_\_\_\_? when? how?  
how \_\_\_\_\_?

➔ Most adverbs are \_\_\_\_\_ + "ly".

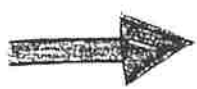
C O M M O N	A D V E R B S		where: away, here, inside, near, there
			when: ago, later, next, now, soon, then
			how: clearly, easily, quietly, slowly
			how often: always, forever, never, usually
			to what extent: almost, very, extremely, not

Ex: Yesterday, Orion fiercely Kicked the  
balloon away.

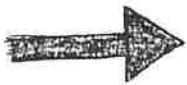
Annotations:  
- "Yesterday" is labeled with an arrow pointing to it from the word "when" below.  
- "fiercely" is labeled with an arrow pointing to it from the word "how" above.  
- "away" is labeled with an arrow pointing to it from the word "where" below.



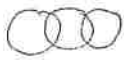
# VERBS



There are \_\_\_\_\_ of verbs.  
The easiest to identify are \_\_\_\_\_  
verbs which express action.  
Examples: Kick, run, jump, eat, walk



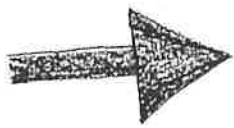
\_\_\_\_\_ verbs help the action verb  
Show \_\_\_\_\_ or \_\_\_\_\_ A  
Sentence can have \_\_\_\_\_  
helping verbs.  
Example: You \_\_\_\_\_ reading  
every night.



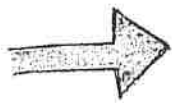
\_\_\_\_\_ verbs link or \_\_\_\_\_ the  
\_\_\_\_\_ of a sentence with a  
word or words in the \_\_\_\_\_.  
Example: Grammar : confusing.



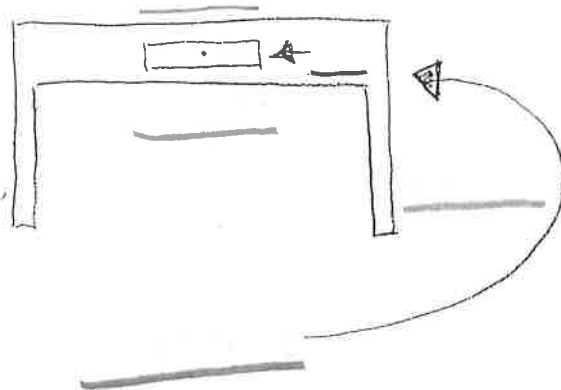
# Prepositions



A \_\_\_\_\_ is a word that \_\_\_\_\_ a noun or pronoun to the rest of the sentence.



Prepositions act as the "\_\_\_\_\_" in a sentence by expressing \_\_\_\_\_ and \_\_\_\_\_, possession, time and \_\_\_\_\_ an action is completed.





# Conjunctions

➔ There are \_\_\_\_\_ kinds of conjunctions.  
ordinating conjunctions are \_\_\_\_\_  
words. They \_\_\_\_\_ two or more  
words, phrases, and sentences together.  
ordinating conjunctions are  
\_\_\_\_\_ words. They are used  
to \_\_\_\_\_ an independent and a  
dependent clause.

coordinating conjunctions:

F \_\_\_\_\_

A \_\_\_\_\_

N \_\_\_\_\_

B \_\_\_\_\_

O \_\_\_\_\_

Y \_\_\_\_\_

S \_\_\_\_\_

\* if you are joining  
2 independent clauses  
use a \_\_\_\_\_!

I like teaching, but

I love learning.

“ ”  
\_\_\_\_\_

subordinating conjunctions:

AAAWWWUBBIS

although, after, as, while, when,  
until, because, before, if, since

→ There are more subordinating conjunctions. The ones listed are just some of the most \_\_\_\_\_.

→ If a clause \_\_\_\_\_ with a subordinating conjunction, it is a **dependent** clause and \_\_\_\_\_ stand \_\_\_\_\_.



Punctuation



# Apostrophes

"the flying comma"

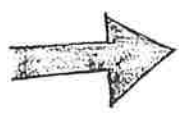
→ An \_\_\_\_\_ is punctuation that is used to \_\_\_\_\_ or to \_\_\_\_\_ into a \_\_\_\_\_.

→ Possessive nouns are nouns + 's \_\_\_\_\_ when the noun ends in s, then just an ' is added.  
Examples: Ms. Conley's tea  
James' pencil

→ \_\_\_\_\_ are two words \_\_\_\_\_ together. The missing letter is \_\_\_\_\_ with apostrophe.  
Examples: it is → it's  
is not → isn't



# Quotation Marks

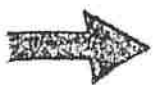


Quotation marks are punctuation used to \_\_\_\_\_ or \_\_\_\_\_ author's thoughts.

Ex: Mrs. Ibarra screeched, "Don't sneeze on me!"



Quotation marks go around the \_\_\_\_\_ quote. When typing there is \_\_\_\_\_ between the quotation marks and the beginning and end of the quoted text. Quotation marks "\_\_\_\_\_" the quote.



If the quote is a \_\_\_\_\_ sentence, the \_\_\_\_\_ letter of the quote should be \_\_\_\_\_ **regardless** of where it is in the sentence.

Ex: The exact phrase she used was "There is no way we're going to make it."



If you're quoting a phrase or part of a sentence, \_\_\_\_\_ the first letter of the quote.

Ex: He called them "loud, smelly, and utterly annoying," and closed the door.

→ \_\_\_\_\_ marks that **introduce** a quote **NEVER** go \_\_\_\_\_ the quotation marks.

Examples: Ms. Conley said, "I'm reading right now."

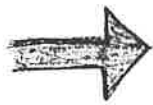
Mrs. Ibarra replied, "It's almost time for school."

→ Punctuation marks at the \_\_\_\_\_ of the quote are different.

→ \_\_\_\_\_ and \_\_\_\_\_ **always** go **inside** the quotation marks.

Examples: Ms. Conley said, "All things are difficult before they are easy."

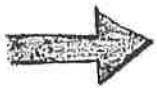
"I wish it was Friday,"  
Mrs. Ibarra said.



\_\_\_\_\_ marks and \_\_\_\_\_  
points go inside if they go  
with the quoted text and  
outside if they \_\_\_\_\_ to the  
Whole \_\_\_\_\_.

Examples: Mrs. Ibarra asked, "Did  
you read last night?"

Did the students cheer  
everytime Ms. Conley  
said, "It's time for grammar"?



Colons, semicolons, and dashes  
\_\_\_\_\_ go \_\_\_\_\_.





# Complete Sentences



# Subject & Predicate

→ The \_\_\_\_\_ is **whom** or **what** the sentence is about. It is \_\_\_\_\_ a noun or pronoun.

→ The \_\_\_\_\_ is the action the \_\_\_\_\_ **OR** \_\_\_\_\_ the subject by telling what the subject is. The predicate **always** contains the \_\_\_\_\_ in the sentence.

Examples:

_____	↓	_____	↓
Ms. Conley		teaches 6 <sup>th</sup> grade.	
Subject		Predicate	

_____	↓	_____	↓
Ms. Conley		is a teacher.	
Subject		Predicate	



# Sentence Structure

→ \_\_\_\_\_ sentences have \_\_\_\_\_  
subject and \_\_\_\_\_ predicate.  
Example: I like pizza.

→ A simple sentence is also  
called an \_\_\_\_\_ clause.

→ A \_\_\_\_\_ sentence has  
\_\_\_\_\_ subject or predicate.

→ A compound subject is  
a sentence with \_\_\_\_\_  
\_\_\_\_\_ subjects.

Example: Mrs. Ibarra and I like  
pizza.

→ A compound predicate is a sentence with \_\_\_\_\_ predicates. \_\_\_\_\_ is used for a compound predicate.

Example: We ate pizza and drank soda.

→ A compound \_\_\_\_\_ has **two** \_\_\_\_\_ clauses. A \_\_\_\_\_ and a FANBOY separate the two independent clauses.

\*A third clause can be added, but should be done sparingly.

Example: I like pizza, **but** I love icecream.

# Complex Sentences

➔ A complex sentence has at least one \_\_\_\_\_ clause and at least one \_\_\_\_\_ clause.

➔ A dependent clause starts with a \_\_\_\_\_ conjunction and contains a subject and a predicate.

Example: \_\_\_\_\_ I finished my pizza,  
I ate icecream.

➔ REMEMBER:

Although, After, As, While, When, Until,  
Because, Before, If,  
Since

➔ If a sentence has an AA~~A~~WWUBBIS word, it is \_\_\_\_\_ a complex sentence.

→ If the independent clause comes \_\_\_\_\_ the dependent clause, \_\_\_\_\_ is needed.

Example: I like reading because it takes you to different places.

→ If the independent clause comes \_\_\_\_\_ the dependent clause, a \_\_\_\_\_ to separate the dependent clause and the independent clause.

Example: Before I started teaching, I was a waitress.



# Appositives

➔ An \_\_\_\_\_ is a noun or noun phrase that provides \_\_\_\_\_ about the noun \_\_\_\_\_ it.

Example: Mrs. Ibarra, my sixth grade teacher, loves hot cheetos.

➔ An appositive is framed by commas unless it is a \_\_\_\_\_ appositive.

↳ provides \_\_\_\_\_ information about the noun

Example: My friend Mrs. Ibarra owes me tacos.



Writing



# RACE

→ Use **RACE** to respond to questions about a text.

**R** \_\_\_\_\_ the question.

**A** \_\_\_\_\_ the question.

**C** \_\_\_\_\_ text evidence.

→ use direct quotes

→ paraphrase; use your own words

**E** \_\_\_\_\_ why your evidence supports your answer.

## RACE Example

**Question:** What internal conflicts does Rachel face in "Eleven"?

In the story, "Eleven," by Sandra Cisneros, Rachel faces an internal conflict on her eleventh birthday when she wishes she was older. "Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk" (pg 1). This is Rachel's internal conflict because she associates age with wisdom. Even though she is eleven, Rachel doesn't feel any older or wiser than when she was ten. She also wishes she could speak up for herself but is too afraid. This example shows that Rachel's internal conflict is being eleven.

# Narrative Writing Planning

**QUESTIONS** to consider...

→ Who is the story about?

---

→ What's the main conflict?

---

---

→ Where + when does the story take place?

---

→ What background information does your reader need?

---

---

➡ **Rising Action:** How will your character get to the climax?  
What events or experiences does your character need to have to get there?

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

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

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

➡ **Climax:** What is the turning point for your character? How will your character solve the conflict?

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

➡ **Falling Action:** What questions still need to be answered? Did your character learn anything or change?

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



→ **Resolution:** Did you answer all the questions? Is the conflict resolved? Is there a lesson you want to leave your reader with?

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Other questions to consider:

→ What character traits does your character have? How will your reader know? (Think actions & words)

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→ Does your story have any supporting characters? What character traits do they have?

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# Brown Girl Dreaming

- \* external conflict with mom; resentful that her mom thinks telling stories will lead to stealing → see pages 18-23
- \* external conflict with sister; jealous of her sister's success + attention → see page 15 line 5
- \* internal conflict → not as gifted as her sister; low self-esteem pg 15 line 12 + pg 17 line 22
- \* character traits: Stubborn, Creative, extroverted → see page 18 line 25
- \* a lot of conflict within her family

Woodspoon  
By: Jacqueline Woodson

\* both struggle with who they are  
→ see page 1 + pg 15 line 42

\* Common theme: growing up is never easy + it's hard to figure out who you are  
→ see page 1 +

\* external conflict with their setting  
→ see page 3 + page 13 lines 14-2

# Even

\* external conflict with teacher because Rachel can't speak up for herself right away  
→ see page 1 + 2

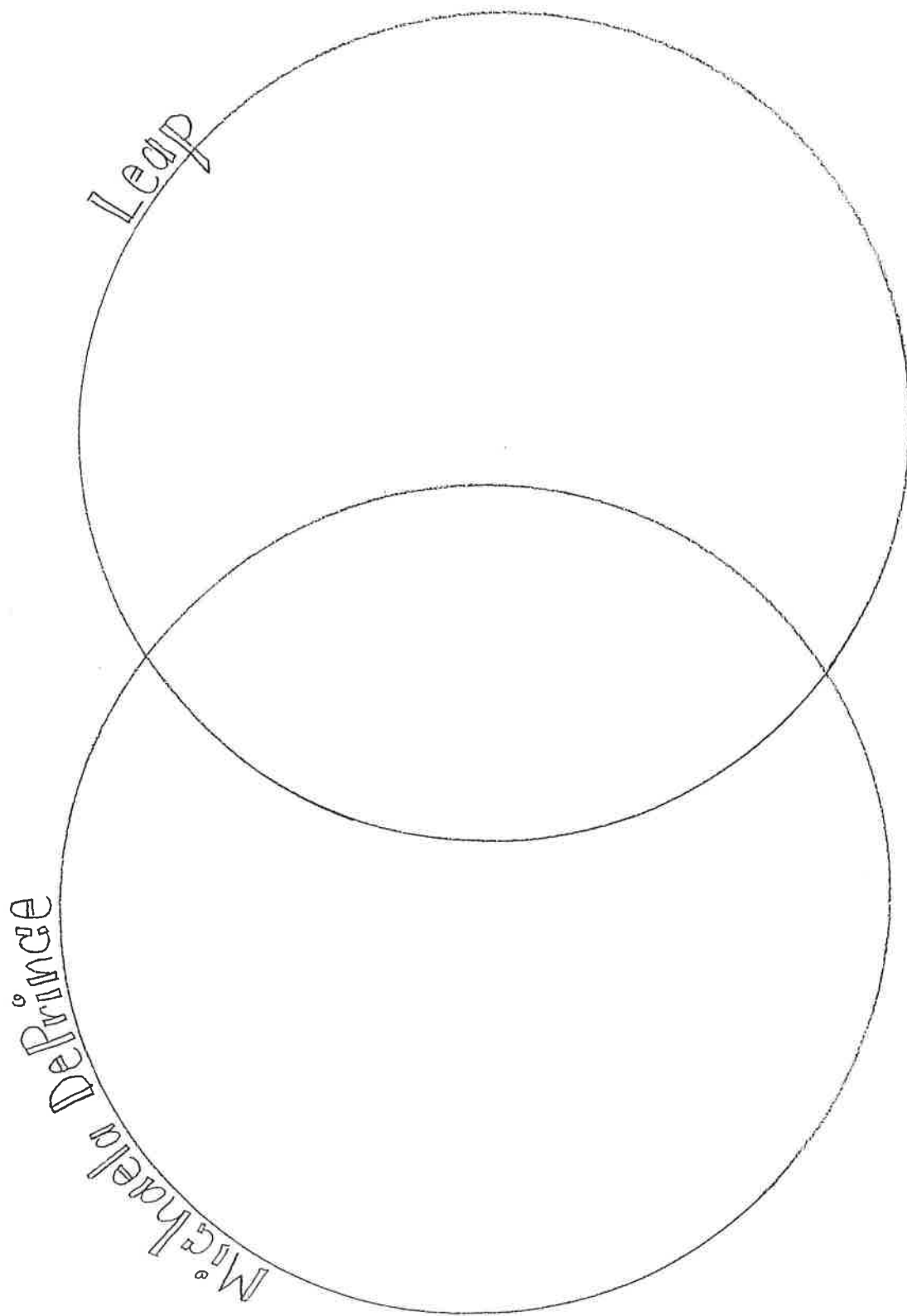
\* external conflict with classmates; one accuses Rachel of being the owner of the sweater, one forgets it's hers, all see Rachel's meltdown → see page 2 + 3

\* character traits: shy, timid, introverted pg 2

\* Strong family relationship  
→ see page 1

By: Sandra Cisneros







*Skinnny Tomboy Kid*

*Bad Boy*





# Informational Writing

→ What's your topic?

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→ What are the top 3 things you want to tell your reader?

---

---

→ Gather 2 to 3 pieces of evidence for each of your points.

1st point: **1.**

**2.**

**3.**

2nd point: 1.

2.

3.

3rd point: 1.

2.

3.

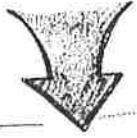
→ Write a **topic** sentence for each of your points. Your topic sentence should **introduce** your point but should **not** include **any** evidence.

1st point:

2nd point:

3rd point:

# Introduction Paragraph



Always FUNNEL it!

→ Start broad & general

→ & then get  
more

SPECIFIC



But remember,  
there should be  
**No Details!**

Save details for your  
body paragraphs!

→ **Hook:** Should be ENGAGING &  
introduce your topic  
↳ think: Why should your reader  
care? How can your  
reader relate?

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➔ **Overview:** Should be more specific than the hook, but still general and broad

➔ **think:** What **THEME** or central idea does your topic relate to?

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➔ **Thesis:** hint at the evidence to come; be more specific than the overview, include **each** of your 3 points

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# Body Paragraph #

➔ TOPIC SENTENCE: tell your reader what you're going to tell them; introduce your point but don't give away details!

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➔ EVIDENCE #1: should support your point  
↳ can be: a direct quote; quotation marks + page number needed  
or: paraphrased with your own words

---

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➡ ANALYSIS #1: should tell your reader **WHY** your evidence is important/relevant & **HOW** it supports your point

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➡ EVIDENCE #2:

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➡ ANALYSIS #2:

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→ EVIDENCE #3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ ANALYSIS #3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ TRANSITION/CONCLUSION: tell your reader  
what you told  
them; summarize  
your evidence &  
analysis, then give  
a hint about your  
next point

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

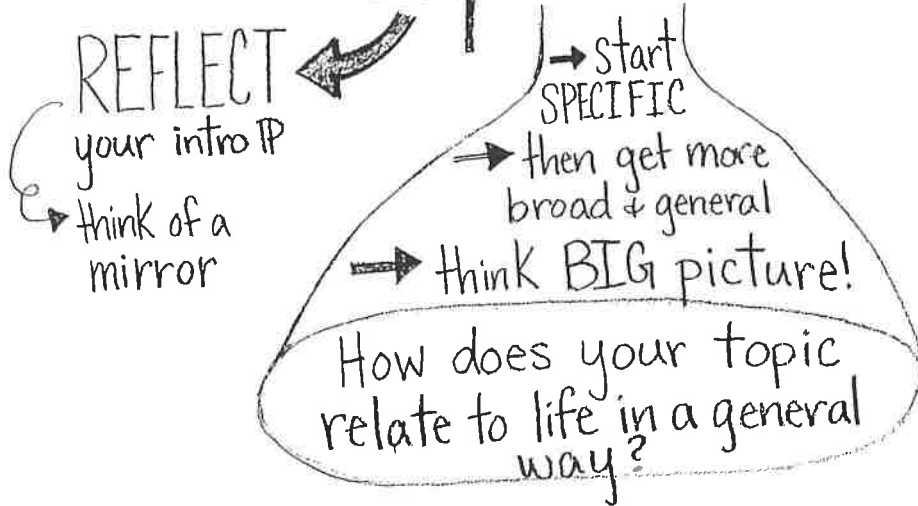




# Conclusion Paragraph



## Flip the Funnel



→ Re-state your THESIS in a different way. Use synonyms + summarize your points.

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→ Re-state your OVERVIEW in a different way. Relate the theme or central idea to life in general.

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→ Last words: leave your reader with a take-away point; what's the most important thing you want your reader to remember?

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Cayolyn Conley

April 4, 2020

### Adolescent Adversity

Somehow, even though all adults were once kids, they seem to forget how hard growing up is. Childhood is one of the most challenging experiences in life and sometimes adults who may mean well unknowingly cause more conflict, but it is this adversity that helps shape who we become. In both *Eleven* by Sandra Cisneros and *Brown Girl Dreaming* by Jacqueline Woodson, the protagonists face internal struggles with who they are, as well as external conflicts with the people in their lives; for Rachel, it's with her teacher, while Jacqueline clashes with her family.

The two main characters in these stories struggle with their identity and wanting to be older and more grown up than they are. In "Eleven," Rachel talks about how you don't feel different on your birthday even though you're older. "You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all" (pg 1). She wishes that she was older "because if I was one hundred and two I'd have known what to say" (pg 1). Rachel associates age with wisdom and feels inferior because she isn't old enough. Jacqueline from "Brown Girl Dreaming" also struggles with wanting to be older. She envies her older siblings and their friends. "But mostly, we lean over their shoulders/as quietly as we can, watching/waiting/wanting to understand/how to play another way" (pg 15). Both Rachel and Jaqueline combat internal feelings of inadequacy because they aren't old enough and don't know the right things to say and do.

As Rachel struggles in responding to her teacher and classmates, her character is revealed through her actions and words. Rachel faces an external conflict when another classmate accuses her of being the owner of a lost sweater. "That stupid Sylvia Saldivar says, 'I think the sweater belongs to Rachel'" (pg 2). Rachel knows it's not hers but doesn't speak up for herself as the teacher puts the sweater onto her desk. Finally finding her voice, Rachel squeaks out "not mine," but her teacher refuses to believe her. Rachel doesn't argue. "Because she's older and the teacher, she's right and I'm not" (pg2). Even though she wants to be brave, Rachel is too shy to correct her teacher. Her timid character is shown when she avoids engaging in confrontation. Although Rachel wants to be assertive, her response to conflict portrays her as sensitive and introverted.

On the other hand, Jacqueline's character is shown as feisty and creative as she interacts with her family and shares her story with the reader. Jacqueline has an external conflict with both her sister and her mother. She resents her sister for being smart and views her as perfect and herself as unworthy. "She is gifted/we are told./And I imagine presents surrounding her./I am not gifted. When I read the words twist/twirl across the page" (pg 15). Jacqueline is envious of her sister and wishes she was smart. Jacqueline doesn't see herself as creative even though she is. Adding insult to injury, her mother sees Jacqueline as a liar instead of as a gifted writer. She puts Jacqueline down and tells her to stop telling stories. "But my mother accuses me of lying./If you lie, she says, *one day you'll steal*" (pg 18). Jacqueline disagrees and doesn't understand how the two are connected. She sees creativity and dishonesty as separate unrelated traits, and many famous authors would agree. Throughout the story, Jacqueline shows she has an internal fire that no one can put out. Her actions and words paint her as stubborn and extroverted even though she is still figuring out who she is in this world.

In these two stories, both characters are challenged to understand who they are in relation to their world and the people in it. Their character is revealed both through their thoughts and actions, as well as through how they handle disagreements with authority figures and peers. Although adults don't intend to make growing up any harder than it already is, sometimes they inadvertently do, but it is in overcoming these obstacles that we learn who we really are. It is the moments of great adversity and those experiences that shape and define us.

