


**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
applications for  
**K-3 Common Core Language Arts**

**Part 1** Using Smart Sheets to teach reading  
**Part 2** Using Smart Sheets to teach vocabulary  
**Part 3** Using Smart Sheets to teach writing

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University of Alabama

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**The K-3 Reading Standards**

Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas
Ask & answer questions	Summarize main ideas & details	Make Relationship Connections
	Determine Word Meanings	Provide Reasons & Supporting Points
		Make Comparisons

**For example....**

There are a series of K-3 standards, all of which address **"Asking & Answering Questions"**

**RL.K.1. RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RL.1.1. RI.1.1.** Ask and answer questions about key details in a text.

**RL.2.1. RI.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.3.1. RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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There are a series of K-3 standards, all of which address **"Asking & Answering Questions"**

We will be examining a range of MSS Smart Sheets you can use to address **"Asking & Answering Questions"** strand of standards

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There are a series of K-3 standards, all of which address **"Summarizing Main Ideas & Details"**

**READING LITERATURE**

**RL.K.2.** With prompting and support, retell familiar stories, including key details.

**RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

**RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL.1.3.** Describe characters, settings, and major events in a story, using key details.

**RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.

**RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**READING INFORMATION**

**RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.

**RI.1.2.** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.

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There are a series of K-3 standards, all of which address **"Summarizing Main Ideas & Details"**

We will be examining a range of MSS Smart Sheets you can use to address the **"Summarizing Main Ideas & Details"** strand of standards

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Thus, this presentation focuses on ways to apply MSS in the context of addressing standards in each of these strands

In this video, we'll examine **samples** of how teachers have used Smart Sheets to address various standards

Later, in another video, we'll examine **scaffolded instructional routines** that teachers apply when using Smart Sheets

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MAKES SENSE STRATEGIES™  
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Organizer SMARTsheets

- Hierarchic
  - 1-Rain icons 2-Rain icons 3-Rain icons 4-Rain icons 5-Rain icons 6-Rain icons 8-Rain icons
- Compare / Contrast
  - Events, Matrix and conclusions Matrix & double conclusions
- Cause / Effect
  - 10 Issues 12 webs
- Sequence
  - Days, Cycles, Sequences of Events


SMARTplanners for Leaders

Instructional Design  
Content area Units & Lessons Library/Strategy Units & Lessons Anticipation Guides Scaffolding Tactics Reflective Reviews

MSB Implementation Resources


Articles [www.Makesensestrategies.com](http://www.Makesensestrategies.com) Archived newsletters

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## Makes Sense Strategies Toolkit

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### Key Ideas & Details

Ask & answer questions

Summarize main ideas & details

Make Relationship Connections


### Craft & Structure

Determine Word Meanings

### Knowledge Integration

Provide Reasons & Supporting Points

Make Comparisons




## Essential Understandings SMARTsheets Literature

HOME

### QUESTIONING STRATEGIES

Questioning Categories




COLLR

Baseline

Use Real Things (and Symbols)

Ask a Little Bit

Use Green Questions



COLLR


Baseline

Use Real Stuff

Use the Strategy

Keep My Mouth

Cloud Questions




COLLR

Baseline

Use the New Guy

I Don't Want To Go To Bed!

S Ws & an H




COLLR

Baseline

King Arthur Legend


Question Matrix



COLLR

Baseline

Question Connections




COLLR

Baseline

Across Four Arrows

US Civil War

Anticipated Questions




COLLR

Baseline

Italy


Like Real Life Questions




COLLR


Baseline

When We Were Colored



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### Key Ideas & Details

**Ask & answer questions**

**Summarize main ideas & details**

**Make Relationship Connections**


### Craft & Structure

**Determine Word Meanings**


### Knowledge Integration


**Provide Reasons & Supporting Points**

**Make Comparisons**



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### Key Ideas & Details

**Ask & answer questions**

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**Make Relationship Connections**

### Craft & Structure

**Determine Word Meanings**

### Knowledge Integration

**Provide Reasons & Supporting Points**

**Make Comparisons**

**Who?** Rosa, Grandma, Mother, Mother-in-law

**What?** Rosa, Calleschauer mother's sign to true money to Day a crisis.

**When?** Rosa leaves the sign suddenly when her mother comes home from work.

**Where?** All at the apartment, first Rosa, mother, and Rosa-mother went to work to buy for Rosa mother leaving from from work.

**Why?** They paid no, Rosa and her, then paid to second floor, then the first to work. Rosa came's home, then work.

**How?** A boy, Rosa-mother's mother, they both all the furniture was missing.

Title

A Chair for My Mother

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**Key Ideas & Details** **Craft & Structure** **Knowledge Integration**

Ask & answer questions Summarize main ideas & details Make Relationship Connections Determine Word Meanings Provide Reasons & Supporting Points Make Comparisons

**What happened?** Little Tiger stayed up all night and went to find someone to play with.

**Where did it happen?** Since tigers live in the jungle it probably happened in the jungle.

**When did it happen?** At night, since it was supposed to be bedtime.

**Who was involved?** Little Tiger Mommy Tiger

**How did it happen?** Mommy got frustrated because he kept saying "I don't want to go to bed," so she let him stay up all night.

**Why did it happen?** Because Little Tiger kept saying "I don't want to go to bed!"

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**Character** **Title of Story** **Author**

Rip **Rip Van Winkle** **Washington Irving**

**Description of the character at the beginning of the story**

Young man, tall, skinny, simple, good-natured, kind neighbor, meek, loved by children, obedient, hen-pecked husband hated working for pay but didn't mind helping a neighbor

**What caused the character to change?**

Went to a fairy party and drank stuff that caused him to sleep for 20 years

**Description of the character at the end of the story**

Old man, foot-long white beard and hair, rotten clothes, didn't recognize anyone, confused, dismayed, loyal to the King of England, sad to learn all his friends had gone and his parents had died

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**The** **Hansel and Gretel** **Setting:** Dark forest, ginger bread house

**Characters:** Hansel, Gretel, and wicked witch

**What LED UP to your favorite part of the story?**

Hansel & Gretel got lost while walking through the woods. They see the gingerbread house & begin nibbling on it. The witch catches them & puts them in cells to fatten them up so she can eat them.

**What happened DURING your favorite part of the story?**

The witch wants Hansel to stick his finger out so she can see if he's getting any fatter. She can't see too well so Hansel sticks out a bone instead. She thinks the bone is his finger.

**Reason why I liked it** **Another reason why I liked it**

I liked the idea of the kid tricking the witch. It made me want to try some trick on a witch if one ever catches me.

**Details**

The witch feeds him more. If I didn't have a bone, I'd use a stick.

He has time to think of a way to escape. I'd throw dirt in her eyes.

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**Organize SMARTsheets**

**Essential Understandings SMARTsheets**

**SMARTplanners for Teachers**

**SMARTplanners for Leaders**

**MSB Implementation Resources**

**www.MakesSenseStrategies.com**

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**Byron** **is about...**

**A character in the book, "The Watsons Go to Birmingham"**

**Order**

He feared his mom. Disobedient

He wanted to be popular - "Daddy Cool".

He picks on kids most of the time.

He was disliked because he was a bully.

He could be nice and show his feelings.

**So what? What is important to understand about this?**

Sometimes being cool does not result in making friends.

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**Two Best Presidents** **is about**

Presidents that had the greatest positive impact on our country

**Main Idea** **Main Idea**

**1 George Washington** **16 Abraham Lincoln**

**1st President of US - served 3 terms** **16th President of US - served one term, and part of another**

**Leader during American Revolution (General, not president) fought the British** **Leader (president) of US during Civil War - fought the Confederacy States of America**

**Owned slaves himself** **Freed the slaves north of Mason-Dixon line (Emancipation Proclamation)**

**Monument in Washington, DC in his honor (also Washington DC named for him) - face on dollar bill** **Monument in Washington, DC in his honor - face on penny & five dollar bill**



**Key Ideas & Details**


- Ask & answer questions
- Summarize main ideas & details
- Make Relationship Connections

**Craft & Structure**

- Determine Word Meanings


**Knowledge Strategies**

- Provide Reasons & Supporting Points
- Make Comparisons



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### Key Ideas & Details

**Ask & answer questions**

**Summarize main ideas & details**

**Make Relationship Connections**


### Craft & Structure

**Determine Word Meanings**

### Knowledge Integration






**Provide Reasons & Supporting Points**

**Make Comparisons**









**Essential Understandings SMARTsheets 4 Literature**  
10ME

### STORY PROBLEM ANALYSIS


Story Problem (simple)	Addressing the Problem	Story Problem Patterns	Problem Analysis	Problem 1 Solution
				
COL:R Baseline Where the Lion Lives	COL:R COL:R Baseline On the Shower Hydroplaning	COL:R Baseline	COL:R COL:R Baseline Crash in Alabama	COL:R Baseline

Clear Table	ADN	Ground	Problem Perspectives	Influence & Action * Impact
				
COL:R Baseline	COL:R Baseline	COL:R Baseline	COL:R Baseline	COL:R Baseline



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STORY

There's an Owl in the Shower

Describe the problem

The logging company is cutting down trees that are homes for the spotted owls. The environmentalists are trying to save the spotted owls. The government forces the loggers to stop cutting, so they become unemployed.

Characters

Loggers, Spotted Owls, Environmentalists, Government

Events

- Leon finds an orphaned owl and decides to raise it.
- Leon began to see the animal in a different light

Solution

- Leon decided to find another way to support his family
- Leon planned to help the environmentalists because he knew the owls so well


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**Key Ideas & Details**

Ask & answer questions	Summarize main ideas & details	Make Relationship Connections
1.1	1.1	1.1
1.2	1.2	1.2
1.3	1.3	1.3
1.4	1.4	1.4
1.5	1.5	1.5
1.6	1.6	1.6
1.7	1.7	1.7
1.8	1.8	1.8
1.9	1.9	1.9
1.10	1.10	1.10
1.11	1.11	1.11
1.12	1.12	1.12
1.13	1.13	1.13
1.14	1.14	1.14
1.15	1.15	1.15
1.16	1.16	1.16
1.17	1.17	1.17
1.18	1.18	1.18
1.19	1.19	1.19
1.20	1.20	1.20
1.21	1.21	1.21
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1.23	1.23	1.23
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1.26	1.26	1.26
1.27	1.27	1.27
1.28	1.28	1.28
1.29	1.29	1.29
1.30	1.30	1.30
1.31	1.31	1.31
1.32	1.32	1.32
1.33	1.33	1.33
1.34	1.34	1.34
1.35	1.35	1.35
1.36	1.36	1.36
1.37	1.37	1.37
1.38	1.38	1.38
1.39	1.39	1.39
1.40	1.40	1.40
1.41	1.41	1.41
1.42	1.42	1.42
1.43	1.43	1.43
1.44	1.44	1.44
1.45	1.45	1.45
1.46	1.46	1.46
1.47	1.47	1.47
1.48	1.48	1.48
1.49	1.49	1.49
1.50	1.50	1.50
1.51	1.51	1.51
1.52	1.52	1.52
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1.90	1.90	1.90
1.91	1.91	1.91
1.92	1.92	1.92
1.93	1.93	1.93
1.94	1.94	1.94
1.95	1.95	1.95
1.96	1.96	1.96
1.97	1.97	1.97
1.98	1.98	1.98
1.99	1.99	1.99
1.100	1.100	1.100


**Craft & Structure**

Determining Word Meanings
2.1
2.2
2.3
2.4
2.5
2.6
2.7
2.8
2.9
2.10



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## Key Ideas & Details

Graft & Structure

Relationship Connections

**Ask & answer questions**


**Summarize main ideas & details**

**Determine Word Meanings**

**Knowledge Integration**

**Provide Reasons & Supporting Points**






**Make Comparisons**








### Organizer SMARTsheets

HOME



#### CAUSE / EFFECT 1 2 3 4

Cause	3MI CE Box Name	3MI CE Frame	3MI CE Box Name	3MI CE Frame
				
COL:IR Growing Up as a Slave	COL:IR Ringsidekick An Egg in a Wig	COL:IR Baseline The Great Egghead Tree Every Year, America Takes its Bop Day	COL:IR Baseline Discovery of Photosynthesis	COL:IR Baseline Plutoniums Impact on the

When Then Cause	When Then Box Name	If Then Because	When Then Because	When Then So
				
COL:IR Baseline Peanut Omelette Tar Baby Honeydew	COL:IR Baseline Force & Motion Raptor American War	COL:IR Baseline Reason of Hiding Social Disadvantage	COL:IR Baseline Changing Families Consumption	COL:IR Baseline Global Warming Prescriptions The 3 Green Changes

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Key Ideas & Details		Craft & Structure	Knowledge Integration	
Ask & answer questions	Summarize main ideas & details	Determine Word Meanings	Provide Reasons & Supporting Points	Make Comparisons
	an egg is an egg			
When... on a branch breaks	Then... It is on a stick			
				
So what? What is important to understand about this?				
Nothing Stays the Same				

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Key Ideas & Details		Craft & Structure	Knowledge Integration	
Ask & answer questions	Summarize main ideas & details	Determine Word Meanings	Provide Reasons & Supporting Points	Make Comparisons
	Michael Jordan Pursuing of a Dream			
This... Michael's team lost their basketball game	Caused this... asked his mom what he could do to get taller			
He and his brothers played ball on Saturdays	His mom told him to put salt in his shoes and pray			
The tallest boy on the court said he was too short to play	At dinner she told him to eat his vegetables			
He knocked the ball out of his hands	Instead of going to the park he stayed home and practiced			
Michael blamed himself for the loss	His dad had a long talk with him, his team won			
So what? What is important to understand about this?				
If you are patient, work hard, and pray you can be a winner at anything you do				

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Key Ideas & Details		Craft & Structure	Knowledge Integration	
Ask & answer questions	Summarize main ideas & details	Determine Word Meanings	Provide Reasons & Supporting Points	Make Comparisons
	Changing Families			
When... Changes happen to a family	Then... Bad things can happen and it can be difficult.	Because... You have to adjust to the new things.		
My baby sister is born.	My mother is not paying attention to me.	My father and mother had to travel.		
My grandmother died.	I have to stay with my aunt.	No one to play with at my grandparents' house		
My brother is sick.	I feel sad & lonely.	My friends get to do things & I don't.		
My father lost his job.				
So what? What is important to understand about this?				
Every family goes through changes at different times. Sometimes the changes create bad things and you have to deal with them.				

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Ask & answer questions	Summarize main ideas & details	Determine Word Meanings	Provide Reasons & Supporting Points	Make Comparisons
	Organizer SMARTsheets			
Hierarchy	Compare / Contrast			
Character Traits	Character Traits			
Sequence	Sequence			
Essential Understandings SMARTsheets				
Literature: Key Concepts & Sequence, Character Analysis, Literary Analysis, Story Problems, Questions, Inferences, Predictions, Text/Pencil				
Writing: Level 1, Level 2, Level 3, Level 4, Level 5, Resources, Supplemental, Narrative, Descriptive, Expository, Persuasive				
Vocabulary: Word Cards, Semantic Tables, Word Connections, Word Connotations, Feature Analysis, LINC assessments, Spelling Words, Multiple Meanings				
History & Science: Generative Ideas, Points Group, Place Event, Process, Theory, Inquiry, Debate Issue, Policy Conflict, Problem, Invention, Object				
Math: Mathematical Concepts, Computational Processes, Rules/Theorems				
Social/Motivation: Behavior Library, Character Building, Perspective Taking, Self-control, Goal Setting & Self-advocacy, Behavior Analysis				
Project-based Learning: Planning Investigations, Conducting Investigations, Making Presentations, Evaluating Project Processes & Outcomes				
SMARTplanners for Teachers: Instructional Design, Content Area Units & Lessons, Library/Strategy Units & Lessons, Anticipation Guides, Scaffolded Texts, Reflective Reviews				
SMARTplanners for Leaders: NCS Implementation Resources, School-wide Implementation Strategies, Articles, www.MakesSenseStrategies.com, Acknowledgments				

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Key Ideas & Details		Craft & Structure	Knowledge Integration	
Ask & answer questions	Summarize main ideas & details	Determine Word Meanings	Provide Reasons & Supporting Points	Make Comparisons
	4 <sup>th</sup> of July Holiday			
Different	Similar	Different		
Always on July 4	Both are U.S. holidays	Memorial Day = last Monday in May.		
Celebrate America's independence from Britain.	Both honor and celebrate America	Honors soldiers who died in U.S. wars		
Lots of fireworks!	Lots of picnics	Treated like 1 <sup>st</sup> day of summer		

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Key Ideas & Details		Craft & Structure	Knowledge Integration	
Ask & answer questions	Summarize main ideas & details	Determine Word Meanings	Provide Reasons & Supporting Points	Make Comparisons
	Johnny Appleseed The Story of John Appleseed by Ann Jordan			
What the person was like	Tough-slept outside, endured hardships, religious, unselfish, cared about plants and animals	Hardworking	Creative, inventors	
What the person's community was like	Lived in the late 1700s/1800s, traveled through Ohio, Illinois, Indiana, family was poor	Neither grew up with plane transportation	Lived in the late 1800s to 1900s, came from a well-to-do family, flew their planes in Kitty Hawk, NC	
What the person did	Planted apple seeds across America	Both were in the outdoors a lot	Made bikes, gliders, and flew the first airplane	





**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
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**Key Ideas & Details**    **Craft & Structure**    **Knowledge Integration**

Ask & answer questions    Summarize main ideas & details    Make Relationship Connections    Determine Word Meanings    Provide Reasons & Supporting Points    **Make Comparisons**

TOPIC: **Reptiles that look similar**

	Frog 	Toad 
<b>Body</b>	Long	Round & short
<b>Legs</b>	Long & strong	Short
<b>Skin</b>	Smooth & slimy	Rough & bumpy
<b>Mouth</b>	Teeth	No teeth

**SO WHAT?**  
What is important to understand about this? Both are reptiles that seem similar but really are different in important ways