


ALABAMA
DEPARTMENT OF EDUCATION

Makes Sense Strategies Toolkit
applications for
Grades 6-8 Language Arts

Part 1 Common Core **READING** Standards & MSS
Part 2 Common Core **VOCABULARY** Standards & MSS
Part 3 Common Core **WRITING** Standards & MSS
Part 4 Project-based Learning Standards & MSS

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University of Alabama

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The 6-8 Common Core Language Arts Standards
READING LITERATURE

Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas
Explicit text vs. Inferences	Determine Theme / Central Idea	Determine Word Meanings / Impact of word choice
	How Plot Unfolds / Is Propelled	How Text Structure Contributes to Meaning
		Point of View
		Comparing Convergences of Literature
		Comparing Genres

Explicit text vs. Inferences

RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Explicit text vs. Inferences

Cite textual evidence to support analysis of what the text says **explicitly** as well as inferences drawn from the text.

Organizer SMARTsheets

- Hierarchic**
1 Main Idea 2 Main Ideas 3 Main Ideas 4 Main Ideas 5 Main Ideas 6 Main Ideas
- Compare / Contrast**
Venn, Matrix (compare), Matrix & conclusions, Matrix & double conclusions
- Cause / Effect**
Cause-Effect, Cause-Effect
- Sequence**
Steps, Cycles, Sequence of Events

Essential Understandings SMARTsheets

WRITING
Level 1, Level 2, Level 3, Level 4, Level 5, Resources, Supplemental: Narrative, Descriptive, Expository, Persuasive

Vocabulary
Word Cards, Semantic Tables, Word Comparisons, Word Connections, Features Analysis, LINC's mnemonics, Scavenger Hunts, Multiple Meanings

History & Science Generative Ideas
Person Group, Place, Event, Process, Theory, Ideology, Debate, Issue, Policy, Conflict, Problem, Invention, Object

Math
Substantive Concepts, Computational Processes, Rules / Theorems

Social / Motivation
Behavior, Literacy, Character Building, Perspective Taking, Self-control, Goal Setting & Self-efficacy, Behavior Analysis

Project-based Learning
Planning Investigations, Conducting Investigations, Making Presentations, Evaluating Project Processes & Outcomes

SMARTplanners for Teachers
Instructional Design, Instructional Design, Lesson Plans, Unit Plans, Lesson Plans, Activities, Guides, Scaffolding, Tables, Reflection, Examples

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Explicit text vs. Inferences

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Essential Understandings SMARTsheets Literature

STORY GRAMMAR & SEQUENCE

Balloon Story Elements
COL, R Backline Backline Backline Backline Backline Backline
Peter Rabbit

Flower Story Elements
COL, R Backline Backline Backline Backline Backline Backline
Jack & the Beanstalk

Ice Cream Story Grammar
COL, R Backline Backline Backline Backline Backline Backline
The Sneaking Hand

BME
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

Balloons BME
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

Woolies BME
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

Footprints Sequence
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

Fairies Part
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

Story Steps
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

Story Elements (advanced)
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

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Explicit text vs. Inferences

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Essential Understandings SMARTsheets Literature

STORY GRAMMAR & SEQUENCE

Story Sequence (simple)
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

8 Step Sequence
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

4 Step Sequence
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

Story-steps Analysis
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

Action, Risk & Fall
COL, R Backline Backline Backline Backline Backline Backline
The Boy Who Cried Wolf

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Explicit text vs. Inferences

Rose Daughter by Robin McKinley is about ...
a new twist on the Beauty and the Beast story

This happened ...

Beauty's father had to send her to live with a beast in a castle

So then this happened ...

Beauty learns to love the Beast

- Beauty's family is in ruin financially and her father never recovered from her mother's death.
- They move to Rose Cottage. Once they settle in, Beauty tends the garden and grows very lovely and rare roses.
- The father has to go back to the city on business.
- He stays at the castle on his way home where he meets the beast and in return for a rose, must send his daughter
- She works with the Beast's roses because they are dying.
- Over time, she befriends the beast but cannot marry him.
- She goes home for a short time but returns to the beast.
- She breaks the spell so the beast can leave the castle but he is still a beast.

So what? What is important to understand about this?
Beauty rejects society's superficial ideals in order to maintain her relationship with the people she loved

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Organizer SMARTsheets

- Hierarchy:** 1>Main Idea 2>Main Ideas 3>Main Ideas 4>Main Ideas 5>Main Ideas 6>Main Ideas
- Compare / Contrast:** Venns, Matrix (compare) Matrix & conclusions Matrix & double conclusions
- Cause / Effect:** CE boxes CE webs
- Sequence:** Signs Cycles Sequence of Events

Essential Understandings SMARTsheets

- Literature:** Story Grammar & Sequences Character Analysis Story Problems Questions Inferences Predictions Text Personal
- Writing:** Level 1 Level 2 Level 3 Level 4 Level 5 Resources Supplemental: Narrative Descriptive Expository Persuasive
- Vocabulary:** Word Cards Semantic Tables Word Comparisons Word Connections Features Analysis LINC3 mnemonics Scavenger Hunts Multiple Meanings
- History & Science:** Generative Ideas Process Group Place Level Process Theory Ideology Debate Issue Policy Conflict Problem Invention Object
- Math:** Mathematical Concepts Computational Processes Rules / Theorems
- Social / Motivation:** Behavior Inventory Character Building Perspective Taking Self-control Goal Setting & Self-advocacy Behavior Analysis
- Project-based Learning:** Planning Investigations Making Presentations Evaluating Project Processors & Outcomes
- SMARTsheets for Teachers:** Content area (Math & Science) Literacy/Strategy (Math & Science) Application Guides Scaffolded Texts Reflection Guides

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Explicit text vs. Inferences

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Essential Understandings SMARTsheets Literature

CHARACTER ANALYSIS

1 2

Character Description Lilly Pop Characters Character Train Features (simple) Features (sophisticated)

COLR Rapunzel Teardrop Backline Wizard of Oz Backline Ginger Bread Man Jewel Lost His Jungle Backline Robinson Crusoe Cost All Backline Huck Finn Backline

Features of Characters Multiple Characters Emphasizing + Negative Qualities Character Comparisons Character ASN

COLR Mr. Vegetable's Town Backline Sara, Plan & Tail Backline Nancy Cooper Backline Robinson Crusoe vs. Huck Finn (Olivia vs. Max (Where the Wild Things Are)) Backline

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Character	Title of Story	Author
Robinson Crusoe	Robinson Crusoe	Daniel Defoe

What did the character look like? Scraggly beard, long tangled hair, raggedy clothes, hat made of palm leaves, homemade umbrella

How did the character act? Creative-found a variety of unusual ways to use everyday objects to help himself survive. Careful-always cautious about exploring.

What was the character's role in the story? Crusoe shows that if your will to survive is strong and if you are creative and careful, you can overcome great hardship. Crusoe also shows how important companionship is to humans.

How did the character change? At first, Crusoe was very frightened and depressed. He felt sorry for himself. He eventually became confident and even liked living on the island, especially after he made friends with Friday.

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Character	Title of Story	Author
Huckleberry Finn	The Adventures of Huckleberry Finn	Mark Twain

Appearance: How the character looks About 12 yrs. old, barefoot, needs haircut, straw hat, ingenious, clever, cocky, happy, superstitious

Self-perceptions: What does the character think about his or her self? Views self as independent, worldly, adult-like, superior to others, invincible

Perceptions of others: How does the character tend to view others? Views African Americans via stereotypes (silly, superstitious, dumb, obedient, and passive).

Actions toward others: How does the character treat other people? Treats his friend Jim, a slave he is supposedly trying to help escape, with disrespect; devalues his life, puts him in harm's way

Transformations: How does the character change in the story? Huck gradually realizes that life is not a big fantasy; comes to grips with the "realness" of people, and the impact of the way people treat each other

Role in the story: Why was the character important to the story? Huck's adventures allows readers to develop empathy for Jim (African Americans in general). The Grangerford/Shepherdson feud is symbolic of the Civil War.

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Essential Understandings SMARTsheets Literature
HOME

CHARACTER ANALYSIS

How Character Changed

Character	Baseline	Character	Baseline
COL/R	Rip Van Winkle	COL/R	Scrooge
	My Brother Sam Is Dead		

Character Clear Table

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Explicit text vs. Inferences
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CHARACTER
Scrooge
Is an important character in the story because
He is the antagonist in "The Christmas Carol"

Ways to describe the character
Miserly, bossy, old and wrinkled, mean, insensitive, frowns, complains a lot, rich, contemptuous

Role in the story
3 ghosts visit. Past reminds him of the childhood, present shows how bad things are, future shows that no one will remember him. Money doesn't buy happiness; being a caring person does

Opposite Character Don't Confuse with...
Bob Cratchet, works for Scrooge, underpaid, never given days off, works in unheated office, Tiny Tim's dad. Cratchet is Scrooge's opposite

How the character changed in the story
Scrooge changed from being mean and uncaring to being generous and kind

Someone from today's world this character is like or not like
Uncle John
Because Uncle John changed from being really strict and mean to being laid-back and concerned for others

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Organizer SMARTsheets

- Hierarchical
- Compare / Contrast
- Cause / Effect
- Sequence

Essential Understandings SMARTsheets

- Literature
- Writing
- Vocabulary
- History & Science
- Math
- Social / Motivation
- Project-based Learning
- SMARTplanners for Teachers

MAKES SENSE STRATEGIES
Edwin Ellis v.10.1

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Essential Understandings SMARTsheets Literature
HOME

LITERATURE ANALYSIS

Literary Themes, Literary Devices, Poem / Lyrics, Poem (any), Speech Analysis

Character	Baseline	Character	Baseline	Character	Baseline	Character	Baseline
COL/R	Across Five Aprils	COL/R	Charlotte's Web	COL/R	Wreck of Edmund Fitzgerald	COL/R	Woods on Snowy Evening
			1st Semester Novels		Do Not Go Gentle into Night		I Have a Dream

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Explicit text vs. Inferences
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POEM
Wreck of the Edmund Fitzgerald
It about...
A ship that sank in the Great Lakes area in the month of November during the year 1975.

Speaker
The speaker is someone who wants others to remember the sailors that died when the ship sank. He is also speaking to captains of other ships so they won't make the same mistakes.

Tone
The tone of the song is very somber and has a feeling of respect for the dead.

Symbolism
"twas the Witch of November come stealin'" is a line from the song that is a symbol of the hurricane season that hits the Great Lakes area around this time and causes shipwrecks.

Is like
"And all that remains is the faces and the names of the wives and the sons and the daughters" is a line in the song that shows that that no one survived the wreck and no bodies were found.

Theme
Life can end tragically even though one is prepared to fight to the end to survive. All the men aboard were well-seasoned sailors and the sinking of such a large ship seems ironic.

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Essential Understandings SMARTsheets Literature

INFERENCE STRATEGIES

Forming inferences about a character

Character Inference 1: **Worf - 3 Little Pigs**
COL:IR Baseline

Character Inference 2: **Treasure Island - Jim Hawkins**
COL:IR Baseline

Character Inference 3: **COL:IR Baseline**

Forming inferences about an event

Event Inference 1: **Freaky Red Star Washington**
COL:IR Baseline

Event Inference 2: **Make Way for the Ducklings**
COL:IR Baseline

Event Inference 3: **The Drinking Gourd**
COL:IR Baseline

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Explicit text vs. Inferences

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Title: Jack and the Beanstalk **Character:** Giant **Point in the story:** Jack steals the goose

Describe a character from the story

Giant - huge, angry guy that lives up on a cloud - Has lots of gold and other cool stuff - Lives alone - Likes to eat humans

The author never tells the whole story. You have to use your own background knowledge or experience to make guesses or draw conclusions about parts of the story not explained by the author. These are called **INFERENCES**.

This is a guess or inference about something related to the character's ...
Past Present Future

This is a guess or inference about something related to the character's ...
Experiences Feelings Study Actions

Some things about the character that **could** be true, but the author didn't tell

I think the giant lived up on the cloud because he wanted to get away from people.

I think this because ...
Stories about giants always are about killing them and/or stealing their stuff. Maybe the giant was tired of it and wanted to get away from people.

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The 6-8 Common Core Language Arts Standards

READING LITERATURE

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

Explicit text vs. Inferences **Determine Theme / Central Idea** **How Plot Unfolds / Is Propelled** **Determine Word Meanings / Impact of word choice** **How Text Structure Contributes to Meaning** **Point of View** **Comparing Conveyances of Literature** **Comparing Genres**

Determine Theme / Central Idea

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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Determine Theme / Central Idea

Determine a **theme** or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Organizer SMARTsheets

- Literature:** Story Grammar & Sequence, Character Analysis, Literary Analysis, Story Problem, Questions, Inferences, Predictions, Text Personal
- Writing:** Level 1, Level 2, Level 3, Level 4, Level 5, Resources, Supplemental, Narrative, Descriptive, Expository, Persuasive
- Vocabulary:** Word Cards, Semantic Tables, Word Comparisons, Word Connections, Features Analysis, LINC3 mnemonics, Scavenger Hunts, Multiple Meanings
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Determine Theme / Central Idea

Determine a **theme** or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Organizer SMARTsheets

HIERARCHIC 4 Main Ideas

1 Main Idea, 2 Main Ideas, 3 Main Ideas, 4 Main Ideas

4-MT Web

COL:IR Baseline **King Arthur** **Four Themes Found in all King Arthur stories**

COL:IR Baseline **Always has some kind of...** **challenge**

COL:IR Baseline **Always has some kind of...** **quest**

COL:IR Baseline **Always has some kind of...** **enchantment**

COL:IR Baseline **Always has a promise required by...** **Chivalry code**

So what? What is important to understand about this?

Assignment: Note evidence of each theme in Robin Hood

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Determine Theme / Central Idea

Determine a **theme** or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

King Arthur Stories

Four themes found in all King Arthur stories -

Order	Main Idea	Details
1	Always has some kind of...	challenge
2	Always has some kind of...	quest
3	Always has some kind of...	enchantment
4	Always has a promise required by...	Chivalry code

So what? What is important to understand about this?

Assignment: Note evidence of each theme in Robin Hood

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- Sequence**: Steps, Cycles, Sequence of Events

Essential Understandings SMARTsheets

- Literature**: Story Grammar & Sequence, Character Analysis, **Literary Analysis**, Story Problem, Questions Inferences, Predictions, Text Personal
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- Vocabulary**: Word Cards, Semantic Tables, Word Comparisons, Word Connections, Features Analysis, LINC5 mnemonics, Scavenger Hunts, Multiple Meanings
- History & Science**: Generative Ideas, Person Group Place Event Process Theory Ideology Debate Issue Policy Conflict Problem Invention Object
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Essential Understandings SMARTsheets Literature

LITERATURE ANALYSIS

Literary Themes	Literary Devices	Poem / Lyrics	Poem (askd)	Speech Analysis
COL/IR Across Five Aprils Backline	COL/IR Chickadee's web 1st Semester Novels Backline	COL/IR Wheels of Edward Fitzgerald Do Not Go Gentle into Night Backline	COL/IR Woods on Snowy Evening Backline	COL/IR Liberty or Death I Have a Dream Backline

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Determine Theme / Central Idea

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Across Five Aprils by Irene Hunt

Select the theme that you think is illustrated in the story and explain why you think so.

<input type="checkbox"/> Triumph of good over evil	<input type="checkbox"/> Human response to trauma	<input type="checkbox"/> The price of love	<input type="checkbox"/> Search for significance
<input type="checkbox"/> Inherent goodness of man	<input type="checkbox"/> Search for one's destiny	<input type="checkbox"/> Struggling with mortality	<input type="checkbox"/> Competence vs. incompetence
<input type="checkbox"/> Evil that lurks within	<input type="checkbox"/> Relationship to one's culture	<input checked="" type="checkbox"/> Price of war / peace	<input type="checkbox"/> Control (or lack of) over destiny
<input type="checkbox"/> Pride v. Obit	<input type="checkbox"/> Circle of life	<input type="checkbox"/> Romance / courtship	<input type="checkbox"/> Developing spirituality

Different theme than listed above: _____

Order

Order	Evidence of the theme in story	Explanation
1	When the cousins visit from the South and talk of war with the Creightons	The Creightons, a family living in northern Illinois, do not wish for war. Most family members support the North, while relatives support the south.
2	John and Bill's opposing views about the war and how their decisions divided the family	John and Bill, the two oldest sons, and well respected members of the family disagree on the beliefs of the North and South. This causes family tension.
3	Calling all young men to join the army and fight	Abel, the school teacher, John, the eldest son, Tom, another brother, & cousin, Ed, join the Union Army, while Bill, the second oldest son, joins the Confederate.
4	The community's response to Bill's decision to join the Confederate Army	People openly criticize the family because of Bill's loyalty to the South. They also burn the family barn and poison the well.

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How Plot Unfolds / Is Propelled

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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How Plot Unfolds / Is Propelled

Describe how a **particular story's** or **drama's plot unfolds** in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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How Plot Unfolds / Is Propelled

Describe how a **particular story's** or **drama's plot unfolds** in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Essential Understandings SMARTsheets Literature

STORY GRAMMAR & SEQUENCE

Balloon Story Elements	Flower Story Elements	Ice Cream Story Grammar	BME	Balloons BME
COL/IR Peter Rabbit Backline	COL/IR Jack & the Beanstalk Backline	COL/IR My Rabbit The Missing Sign Backline	COL/IR Backline	COL/IR Lily's Story Day Open to the Beach Red Case of Shyly Algebra Under My Bed Backline

Weenies BME	Footprints Sequence	Favorite Part	Story Steps	Story Elements (advanced)
COL/IR Frodo Backline	COL/IR Island of Blue Dolphins Backline	COL/IR Hansel & Gretel Salt in the Shoes Backline	COL/IR Backline	COL/IR Concrete Backline

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Essential Understandings SMARTsheets Literature

STORY GRAMMAR & SEQUENCE 1 2

Story Sequence (simple) Begin - Ending Footprints This happened... 11 This happened... then... 2 What happened?

4 Step Sequence 5 Steps Story-steps Analysis Action Rise & Fall

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How Plot Unfolds / Is Propelled

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Character Features (simple)

4 Steps Frame

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Essential Understandings SMARTsheets Literature

CHARACTER ANALYSIS 1 2

Character Description Lilly Pop Characters Character Traits Features (simple) Features (sophisticated)

Features of Characters Multiple Characters Emphasizing v. Negative Qualities Character Comparisons Character ASN

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How Plot Unfolds / Is Propelled

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Character Features (simple)

STORY AUTHOR

What did the character look like?

How did the character act?

What was the character's role in the story?

How did the character change?

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How Plot Unfolds / Is Propelled

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Character Features (sophisticated)

STORY AUTHOR

Appearance How does the character look?

Self-perceptions What does the character think about his or her self?

Perceptions of others How does the character tend to view others?

Actions toward others How does the character treat other people?

Transformations How does the character change in the story?

Role in the story Why does the character matter to the story?

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How Text Structure Contributes to Meaning

Problem (Goal)
Red needs to travel through dangerous woods to take Grandma some cookies

Resolution / Ending
Woodsman kills wolf, saves Red and Grandma. Red leaves to follow instructions

Characters
Little Red Riding Hood, Grandma, Wolf, Woodsman

Setting
Forest, Summertime

Plot Summary:
 - **Rising Action:** Red confronts wolf in Grandma's bed "What big eyes / ears / nose / TEETH you have!"
 - **Falling Action:** Wolf tries to get Red to come closer. Wolf pounces on Red, plans to eat her.
 - **What you need about the story:** Wolf disguises self as Grandma and gets in her bed. Wolf locks Grandma in closet. Wolf sees Red, runs ahead to Grandma's house. Red leaves path to pick flowers. Mom warns Red not to stray from path.
 - **Resolution:** Woodsman hears screams, runs to Grandma's house. Woodsman breaks open door to get in. Red screams.

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How Text Structure Contributes to Meaning

Organizes SMARTsheets

- Hierarchy: 1 Main Idea, 3 Main Ideas, 4 Main Ideas, 6 Main Ideas, 8 Main Ideas
- Compare / Contrast: 1 Year, 2 Main Issues, Matrix & conclusions, Matrix & double conclusions
- Cause / Effect: 3 Issues, 2 Issues
- Sequence: Steps, Cycles, Sequence of Events

Essential Understandings SMARTsheets

- Literature: Story Grammar & Sequence, Character Analysis, Literary Analysis, Story Problem, Questions, Inferences, Predictions, Text/Purpose
- Writing: Level 1, Level 2, Level 3, Level 4, Level 5, Resources, Supplemental: Narrative, Descriptive, Expository, Persuasive
- Vocabulary: Word Cards, Semantic Tables, Word Comparisons, Word Connections, Features Analysis, LINC's mnemonics, Scavenger Hunts, Multiple Meanings
- History & Science: Generative Ideas, Person Group Place Event, Process Theory, Ideology, Debate Issue, Policy Conflict, Problem, Invention, Object
- Math: Mathematical Concepts, Computational Processes, Rules / Theorems
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SMARTtools for Teachers

- Instructional Design: Content area Units, Lessons, Materials/Activities, Tools & Lessons, Application Guides, Scaffolded Tasks, Reflection Devices

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How Text Structure Contributes to Meaning

Essential Understandings SMARTsheets 4 Literature

HOME

STORY PROBLEM ANALYSIS

Story Problem (simple)
Where the Lilies Bloom

Addressing the Problem
Owl in the Shower, Chrysanthemum

Story Problem Patterns
Cinderella

Problem Analysis
Crazy in Alabama

Problem * Solution

Clear Table
The Monument

ASN

Caused

Problem Perspectives

Influence & Action * Impact

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How Text Structure Contributes to Meaning

Setting
Kingdom in a far away land where there are kings, queens, and castles

Character
Cinderella, Stepmothers, Fairy Godmother, Prince Charming

Conflict
Prince is searching for a wife but cannot find someone he likes

Introduction/Start the story

Problem Presentation
Things that make the problem greater

Beginning Problem
Cinderella's dad remarries, so she becomes an unwanted stepdaughter. Stepmothers are jealous of her beauty. She's treated badly. Made to do all the chores & wait on stepmother & stepfather.

Prince hosts a ball to search for a bride; stepmothers attend.
Cinderella has no fancy clothes to wear or a way to get to the ball. She has Fairy Godmother casts temporary spell to make it possible.
Prince falls in love with Cinderella, but she must leave by midnight.

Climax (Description of the problem at its worst)
Ball begins to strike midnight. Cinderella runs from ball, leaving bewildered prince behind. Cinderella's dress turns back to rags, coach becomes a pumpkin, etc. She loses prince and one of her glass slippers.

Ending
Prince seeks his lost love by trying to find the woman whose foot will fit in the glass slipper. Everyone tries to put her foot in the shoe, but only Cinderella's fits.

Story Ending
Prince Charming marries Cinderella.
Mean stepmothers become Cinderella's servants.

Checkboxes:
 Shows the old thing that happened before the problem
 Shows that the problem was never solved
 Shows what happened to solve the problem
 To understand the problem was solved

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How Text Structure Contributes to Meaning

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Crazy in Alabama by Mark Childress

Problem
Blacks want right to swim in new pool; Whites want "white only" pool

Factors contributing to the problem
New pool built in Cornelia, Alabama; local racists recently kill 2 blacks for participating in civil rights protests

Goal
Peejojo wants to support blacks in their efforts to obtain civil rights; (opportunity for black friends to swim in new pool)

Obstacle/What to solve the problem
Peejojo could have found someone to help him so he wouldn't have to do it by himself

Problem-solving action taken
Peejojo steps up to defend black boys as they are getting beaten up by white police outside of the pool fence

Results

Unexpected
Photographer takes Peejojo's picture (ends up in Life magazine). Peejojo becomes small hero in black community. His uncle's business is boycotted by whites.

Expected
Peejojo ostracized by local white community. Becomes the target of hate.

Epilogue/Problems or Problems Created

MLK Jr. & George Wallace come to Cornelia (tension escalates -- leads to race riots)

Peejojo's home is burned; black man working for his uncle hanged

Federal marshals arrest local police; can't convict because no one will testify until Peejojo steps up

No one will gibe Peejojo's dad any business at the funeral home

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How Text Structure Contributes to Meaning

Organizer SMARTsheets

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- Compare / Contrast**: Venn, Matrix (simple), Matrix & conclusions, Matrix & double conclusions
- Cause / Effect**: CE boxes, CE webs
- Sequence**: Signs, Cycles, Sequence of Events

Essential Understandings SMARTsheets

- Literature**: Story Grammar & Sequence, Character Analysis, **Literary Analysis**, Story Problem, Questions Inferences, Predictions, Text Personal
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How Text Structure Contributes to Meaning

Essential Understandings SMARTsheets Literature

HOME

LITERATURE ANALYSIS

Library Themes	Library Devices	Poem / Lyrics	Poem (ask)	Speech Analysis
COL/IR Across Five Aprils	COL/IR Charlotte's web 1st Semester Novels	COL/IR Wheels of Edmond Fitzgerald Do Not Go Gentle into Night	COL/IR Woods on Snowy Evening	COL/IR Liberty or Death I Have a Dream

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How Text Structure Contributes to Meaning

Charlotte's Web

Select the theme that you think is illustrated in the story and explain why you think so.

Allegory Hyperbole Onymon Satire

Alliteration Irony Paradox Anthropomorphism

Analogy Metaphor / simile Personification Control (or lack of) over destiny

Different device than listed above: _____

Order Evidence of the literary device in story Explanation

1	Anthropomorphism Charlotte & Wilbur have human qualities	Charlotte writes words in her web about Wilbur's excellence ("humble").
3	Irony Wilbur gets bigger, yet less likely to be killed	Usually, the bigger the pig, the closer it becomes to being slaughtered. In Wilbur's case, the older and bigger he gets, the more famous he becomes because of Charlotte's messages in her web.
2	Setting Rat named Templeton becomes a hero	Usually, rats are vile animals that nobody wants around. Templeton helps Wilbur become famous so he's characterized as a hero.
	Control (or lack of) over destiny Charlotte's & Templeton's actions	Normally, pigs have no control over their destiny but Charlotte's & Templeton's actions successfully attempt to control his destiny.

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The 6-8 Common Core Language Arts Standards READING LITERATURE

Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas
Explicit text vs. Inferences	Determine Theme / Central Idea	Comparing Conveyances of Literature
Determine How Plot Unfolds / Is Propelled	Determine Word Meanings / Impact of word choice	Comparing Genres
How Text Contributes to Meaning	Point of View	

Comparing Conveyances of Literature

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

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Organizer SMARTsheets

HOME

COMPARE / CONTRAST Matrix with conclusions

COL/IR Prime v Composite	COL/IR Tsunami	COL/IR Track Home v Scuba Impersonation	COL/IR Easter Feathers
COL/IR Shakespeare's Plays	COL/IR Sara, Plain & Tall	COL/IR Horned	

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	Audio (listening to it) What you "SEE & HEAR"	Video (watching a play) What you "SEE & HEAR"	Stage (watching a play) What you "SEE & HEAR"	Reading (reading text) What you "SEE & HEAR"	Conclusion
STORY					
DRAMA					
POEM					

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Comparing Conveyances of Literature

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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Organizer SMARTsheets

COMPARE / CONTRAST Matrix with conclusions

COL:IR Backline COL:IR Backline COL:IR Backline COL:IR Backline

COL:IR Backline COL:IR Backline COL:IR Backline COL:IR Backline

COL:IR Backline COL:IR Backline COL:IR Backline COL:IR Backline

COL:IR Backline COL:IR Backline COL:IR Backline COL:IR Backline

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	Audio techniques used to maximize the medium	Film techniques used to maximize the medium	Stage techniques used to maximize the medium	Multi-media techniques used to maximize the medium	Conclusion
STORY					
DRAMA					
POEM					

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Comparing Conveyances of Literature

RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

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Comparing Conveyances of Literature

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Organizer SMARTsheets

COMPARE / CONTRAST Venn's

COL:IR Backline COL:IR Backline COL:IR Backline COL:IR Backline

COL:IR Backline COL:IR Backline COL:IR Backline COL:IR Backline

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Comparing Conveyances of Literature

RL.8.7. Analyze the extent to which a **filmed or live production of a story or drama stays faithful to or departs from the text or script**, evaluating the choices made by the director or actors.

	TKM book	TKM movie
	DIFFERENT	DIFFERENT
	SIMILAR	
Scout Finch		
Jem Finch		
Boo Radley		
Bob Ewell		
Tom Robinson		
Walter Cunningham		

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Comparing Conveyances of Literature

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	TKM book	TKM movie
	DIFFERENT	DIFFERENT
	SIMILAR	
Jem finds gum in tree hole		
Atticus shoots mad dog		
pageant attack		
Atticus protects Tom from mob		
Tom's rape trial		
ending		