


**ALABAMA DEPARTMENT OF EDUCATION**

**Makes Sense Strategies Toolkit**  
*applications for*  
**4-5 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  
 Part 4 Project-based Learning Smart Sheets




**Edwin Ellis, Ph.D.**  
 University of Alabama

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<b>Text Types &amp; Purposes</b> Expressing Opinions Expository Narrative	<b>Production &amp; Distribution of Writing</b> Editing & Revising Publishing	<b>Research to Build &amp; Present Knowledge</b> Researching Presenting	<b>Range of Writing</b>
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The are quite a few great resources in the **Makes Sense Strategies** Tool-kit for addressing these standards



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**Organizer SMARTsheets**

- Hierarchical: Main Ideas 2 Main Ideas 3 Main Ideas 4 Main Ideas 6 Main Ideas 8 Main Ideas
- Compare / Contrast: Venns Matrix Complex Matrix & conclusions Matrix & double conclusions
- Cause / Effect: CE frames CE webs
- Sequence: Single Cycles Sequence of Events

**Essential Understandings SMARTsheets**

- Literature: Story Grammar & Sequence Character Analysis Literary Analysis Story Problem Questions Inferences Predictions Text/Persuad
- 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 LINC5 mnemonics Scavenger Hunts Multiple Meanings
- History & Science: Generative Ideas Person Group Place Event Process Theory Ideology Debate Issue Policy Conflict Problem Investigation Object
- Math: Mathematical Concepts Computational Processes Rules / Theorems
- Social / Motivation: Behavior Literacy 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 Scaffolding Tactics Reflective Reviews
- SMARTplanners for Leaders
- MSS Implementation Resources: School-wide Implementation Strategies Articles [www.MakesSenseStrategies.com](http://www.MakesSenseStrategies.com) Acknowledgements

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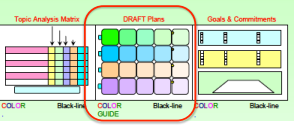
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**Essential Understandings SMARTsheets Projects**

HOME

Planning Projects Conducting Investigations Making Presentations Evaluating Projects

Topic Analysis Matrix DRAFT Plans Goals & Commitments



PATHS project planning strategy  
 DRAFT planning strategy

Determine tasks	Reveal resources	Assign duties	Forecast barriers	Target solutions
		WHO does WHAT by WHEN?	If we run into this problem...	THEN we'll solve it by ...
		WHO does WHAT by WHEN?	If we run into this problem...	THEN we'll solve it by ...
		WHO does WHAT by WHEN?	If we run into this problem...	THEN we'll solve it by ...
		WHO does WHAT by WHEN?	If we run into this problem...	THEN we'll solve it by ...

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PATHS project planning strategy  
DRAFT planning strategy

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**Goals for working together effectively**  
Check 3 that will be primary goals

Listening without interrupting  Respecting different opinions, skills & abilities  Giving "I" messages  
 Turn taking & involving everyone  Encouraging & complimenting others  Consensus building  
 Offering assistance  Recognizing and celebrating others' successes  Giving negative feedback  
 Communicating about difficulties  Recognizing unique talents of others  Peacefully resolving conflicts

**Goals for using effective work techniques**  
Check 3 that will be primary goals

Using & keeping timelines  Being open minded  Organizing ideas & being clear  
 Resisting impulsiveness  Being creative  Being accurate  
 Engaging in challenging tasks  Viewing an idea in unusual ways  Noticing how you & others think  
 Persisting during tough times  Presenting an idea in usual ways  Using information resources  
 Organizing & prioritizing tasks  Inventing & testing strategies to solve problems  Checking for quality

**Commitments to quality of project and presentation**

By signing my name below, I am making a commitment to:

1. Developing a high quality product that I will be proud of.
2. Creating a product that will make sense, be interesting and informative to my audience.
3. Being neat and careful.
4. Doing my share on time.
5. Doing my best.

Signatures

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**Organizer SMARTsheets**

Hierarchical Main Ideas 2 Main Ideas 3 Main Ideas 4 Main Ideas 6 Main Ideas 8 Main Ideas  
 Compare / Contrast (Venn, Matrix, Venn) Matrix & conclusions Matrix & double conclusions  
 Cause / Effect CE frames CE webs  
 Sequence Steps Cycle Sequence of Events

**Essential Understandings SMARTsheets**

Literature Story Scanner & Sequence Character Analysis Literary Analysis Story Problem Questions Inferences Predictions Text/Poem  
 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 LINC5 mnemonics Scavenger Hunt Multiple Meanings  
 History & Science Generative Ideas Person Group Plans Event Process Theory Ideology Debate Issue Policy Conflict Problem Invention Object  
 Math Mathematical Concepts Computational Processes Rules / Theorems  
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 Project-based Learning Training Investigations Making Presentations Evaluating Project Processes & Outcomes  
**SMARTplanners for Teachers** Conducting Investigations Making Presentations Evaluating Project Processes & Outcomes  
 Instructional Design Content-area Units & Lessons Literacy/Strategy Units & Lessons Anticipation Guides Scaffolding Tactics Reflective Reviews  
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**Essential Understandings SMARTsheets Projects**

HOME

Planning Projects Conducting Investigations Making Presentations Evaluating Projects

Information Sources TEST Plans Hypothesis Testing

FIND research strategy  
INVENT problem-solving strategy  
TEST research strategy

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**Information Sources**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Print resources</b> Electronic: • Internet • CD Rom Encyclopedias • Library computerized search programs Paper: • News (that made to learn) • Specialty magazines (i.e., Skateboard magazine) • News magazines (i.e., Time magazine) • Reference books (library) • Newspapers (introduce to public library) • Specialty books (i.e., Dummetts Guide to Stating) • Textbook • Reference abstracts (library)	Research topics/questions & location of resources
<b>Human resources</b> Interview experts on topic • Persons with unique experience related to topic • Someone who could identify additional information resources Have someone demonstrate new ways of using technology • Presentation programs like Power Point • Library search engines	
<b>Media resources</b> • Movies (videos) related to topic • Info-reels related to topic (public library) • Television shows related to topic • CD/R tapes to listen to (check on books on tape) • Pictures/maps	
<b>Experiences</b> Places to visit: • Library • Factory • Business • Service organization (i.e., Red Cross office) Things to do: • Try something out • Observe	

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Information Sources TEST Plans Hypothesis Testing

FIND research strategy  
INVENT problem-solving strategy  
TEST research strategy

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Project-based Learning: Implementing Investigations  
**TEST Strategy for Designing Experiments**  
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Target a question** Ask a question that you hope your experiment or research will provide an answer to  
 What happens to \_\_\_\_\_ when \_\_\_\_\_? (Is added or subtracted from \_\_\_\_\_?)  
 How do \_\_\_\_\_ know or think about \_\_\_\_\_?  
 How well does \_\_\_\_\_ work when trying to \_\_\_\_\_?  
 How did \_\_\_\_\_ change over \_\_\_\_\_ amount of time?  
 What are the parts of \_\_\_\_\_?  
 How does \_\_\_\_\_ change when \_\_\_\_\_?  
 What is the difference between \_\_\_\_\_ and \_\_\_\_\_?  
 Complete one of these questions or write a different question here.

**Establish the kind of information you will need to answer the question** If you plan to ...  
 Repeatably measure something. What will be measured? \_\_\_\_\_ How often will it be measured? \_\_\_\_\_  
 Count the number of times something happens. When should the counting occur? \_\_\_\_\_ How often? \_\_\_\_\_  
 Make a list of observations and then categorize them later. What will you be looking for during the observations? \_\_\_\_\_  
 Survey people to get opinions. Who will be surveyed? \_\_\_\_\_ What will you ask them about? \_\_\_\_\_

**Set a plan for collecting the data** Note the steps you will follow from the beginning to the end of your experiment  
 \_\_\_\_\_  
 \_\_\_\_\_

**Tally the data** Note the calculations that will need to be performed on the data to make sense of it.  
 Subtract numbers to see which category is better?  Subtract numbers from different categories to determine difference?  
 Compute averages, means, or percentages?  Other calculations? \_\_\_\_\_

**Show the results** Decide how the data will be visually displayed  
 Tables: List out numerical differences.  
 Line Graphs: show changes over time.  
 Bar graphs: show differences in quantities.  
 Pie charts: show differences in percentages.  
 \_\_\_\_\_  
 \_\_\_\_\_

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Project-based Learning: Implementing Investigations  
**Essential Understandings SMARTsheets Projects**  
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Planning Projects Conducting Investigations Making Presentations Evaluating Projects

Information Sources TEST Plans Hypothesis Testing

COLOUR Black-line COLOUR Black-line COLOUR Black-line

FIND research strategy  
 INVENT problem-solving strategy  
 TEST research strategy

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Project-based Learning: Implementing Investigations  
**Hypothesis Testing**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

We observed this ... The observations led us to this hypothesis ... So then we tested the hypothesis by ... Results of the tests led us to conclude that ...

Specific observations Details of hypothesis Testing procedure Details of conclusion

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Project-based Learning: Implementing Investigations  
**Organizer SMARTsheets**  
 Hierarchic: Main Idea 2 Main Ideas 3 Main Ideas 4 Main Ideas 5 Main Ideas 6 Main Ideas  
 Compare / Contrast: Venn, Matrix, complex Matrix & conclusions Matrix & double conclusions  
 Cause / Effect: CE chains CE webs  
 Sequence: Single Cycles Sequence of Events

**Essential Understandings SMARTsheets**  
 Literature: Story Grammar & Sequence Character Analysis Literary Analysis Story Problem Questions Inferences Predictions Text Personal  
 Writing: 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 Person Group Place Event Process Theory Ideology Debate Issue Policy Conflict Problem Invention Object  
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**SMARTplanners for Teachers**  
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Project-based Learning: Implementing Investigations  
**Essential Understandings SMARTsheets Projects**  
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Planning Projects Conducting Investigations Making Presentations Evaluating Projects

Presentation Goals Presentation Options Presentation Plans

COLOUR Black-line COLOUR Black-line COLOUR Black-line

CLEAR communication strategy

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Project-based Learning: Implementing Investigations  
**Essential Understandings SMARTsheets Projects**  
 HOME

KEY IDEA TO BE COMMUNICATED	2-D VISUAL DEVICES	3-D VISUAL DEVICES	PERFORMANCES	NOTES ABOUT IDEAS
	Web or frame	Create a model	Oral report	
	Compare/contrast	Collection of samples	Dramatization of event	
	Sequence	Artifacts	Dramatization of commercial	
	Cycle	Key-ideas & details mobile	Role-play	
	Mind Map	Interest center	Debate	
	Chart/Table/Graph		Explanation/demonstration	
	Makes Sense Think-sheet	WRITTEN DOCUMENTS	Video of real interview	
	Other graphic organizer	Histo-fiction Story	Interview simulation	
	Surface map	Business or personal letter	Create audience experience	
	Photographs	Grant proposal	Simulation activity	
	Poster	Script play or commercial	Movement (dance /charade)	
	Draw/paint pictures	Newspaper article	Newspaper article	
	Collage	Cartoons/Comic book	Comic book	
	Interactive Bulletin Board	Information pamphlet	Information pamphlet	
	ABC pop-up book	Scroll	Scroll	
	Slide show	Tour Guide	Tour Guide	
	Power Point presentation	Written Report	Music	

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Planning Projects Conducting Investigations Making Presentations Evaluating Projects

**Presentation Goals** **Presentation Options** **Presentation Plans**

CLEAR communication strategy

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**PATH Presentation Plans**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of presentation: \_\_\_\_\_ Names of presenters: \_\_\_\_\_

**PURPOSE OF THE PRESENTATION**

To inform or motivate something  To increase awareness of an issue or problem  To change an attitude or belief  To show a solution to a problem  To change a behavior or way of doing things  To entertain

**AUDIENCE**

ADULTS: Teachers, Parents &/or relatives  
STUDENTS/FRIENDS: Younger students, Same age students, Older students

Focus on the describing the big picture & basics, avoid technical language  
Provide overview of the big picture, identify common misunderstandings or myths, be sure to define technical terms  
Acknowledge expertise, overview big picture, focus on specifics, OK to use technical terms

**TOPICS**

What is the most important idea you hope the audience will understand as a result of the presentation?

Main idea #1: \_\_\_\_\_ Main idea #2: \_\_\_\_\_ Main idea #3: \_\_\_\_\_

**HOOK**

What would be a good way to begin the presentation that will make the audience curious about the topic?

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Compare / Contrast: Venns, Matrix concepts, Matrix & conclusions, Matrix & double conclusions  
Cause / Effect: CE frames, CE webs  
Sequences: Steps, Cycles, Sequence of Events

**Essential Understandings SMARTsheets**

Literature: Story Structure & Sequence, Character Analysis, Literary Analysis, Story Problem, 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 Comparisons, Word Connections, Features Analysis, LINC5, mnemonics, Scavenger Hunt, 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  
Social / Motivation: Behavior Literacy, Character Building, Perspective Taking, Self-control, Goal Setting & Self-advocacy, Behavior Analysis  
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**Essential Understandings SMARTsheets Projects**  
HOME

Planning Projects Conducting Investigations Making Presentations Evaluating Projects

**Essential skills & behaviors**

Collaboration Evaluation, Collaboration Observations, Work Habits Evaluation, Work Habits Observations, Evidence of Commitment to Quality

**Project outcomes**

Preventing Task Evaluation, Presentation Evaluation, End of Project Evaluation

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**Evaluation of Effective Collaboration Strategies**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Evaluation, Peer's Evaluation, Student's self-Evaluation, Group's self-Evaluation, Project task

Student name: \_\_\_\_\_

Did this really well? Did this a little? Forget to do this

Collaboration strategies most effectively used ...

Collaboration strategies to work on more ...

A specific collaborator strategy to do differently next time

WHEN ... THEN ...

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Project-based Learning Evaluation Resources  
**Presentation Evaluation**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Evaluation Peer's Evaluation Student's self-Evaluation Group's self-Evaluation Presentation

Student name \_\_\_\_\_ of \_\_\_\_\_

Did this really well?    
 Did this some, but could use a little more?    
 Need to work on this

**Content of Presentation**  
 Overall content has a clear focus; ideas/concepts tied together via a theme.  
 Ideas are important, accurate, clear, meaningfully organized, & synthesized.  
 Extends, elaborates & connects ideas/concepts to audience interest/ relevant "real-life" issues or problems to-be-solved.

**Presentation performance**  
 Presentation is appropriate for a specific audience (classmates, parents, community, staff, etc.)  
 Content of presentation linked to audience background knowledge, concerns, etc.; engages audience  
 Varied communication formats used (beyond the simple oral or written "report")  
 Visually appealing & imaginative.  
 Use of effective communication process tools (e.g. advance organizer, opening, body, closing); ideas presented in a logical manner.  
 Presentation made in a balanced way by all team members

Feedback & Suggestions \_\_\_\_\_

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Project-based Learning Evaluation Resources  
**Essential Understandings SMARTsheets Projects**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

Essential skills & behaviors

Collaboration Evaluation	Collaboration Observations	Work Habits Evaluation	Work Habits Observations	Evaluation of Commitment to Quality
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COLOR _____ Back-line _____	COLOR _____ Back-line _____	COLOR _____ Back-line _____	COLOR _____ Back-line _____	COLOR _____ Back-line _____

Project outcomes

Preventing Task Evaluation	Presentation Evaluation	End of Project Evaluation
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COLOR _____ Back-line _____	COLOR _____ Back-line _____	COLOR _____ Back-line _____

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Project-based Learning Evaluation Resources  
**End of Project / Contribution to Project Evaluation**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

This is an evaluation of ...

myself

another student

a committee or project team

contribution from

Who is performing the evaluation?  
 myself  
 the whole team  
 the teacher

Feedback & Suggestions \_\_\_\_\_

**Reliability**  
 Didn't fulfill obligations, couldn't count on 1 2 3 4 5 6 7 Fulfilled responsibilities extremely well, could always count on

**Work Quality**  
 Very poor 1 2 3 4 5 6 7 Very high

**Doing One's Share**  
 Did for LESS than share 1 2 3 4 5 6 7 Did for MORE than share

**Attitude**  
 Negative, pessimistic, undermined spirit of team 1 2 3 4 5 6 7 "Can-do", positive, optimistic attitude helped the whole team


**Timeliness**  
 Procrastinated, didn't get stuff in on time, always inspired team 1 2 3 4 5 6 7 Always ready, tasks completed on time

**Responsibility**  
 Makes excuses / blames others when problems occur, tries to dodge tasks. 1 2 3 4 5 6 7 Accepts responsibility when problems occur, volunteers to do things

**Overall Value**  
 Liability to group 1 2 3 4 5 6 7 Great Asset to Group

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**applications for**  
**4-5 Common Core Language Arts**

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**Part 2** Using Smart Sheets to teach vocabulary  
**Part 3** Using Smart Sheets to teach writing  
**Part 4** Project-based Learning Smart Sheets

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