


**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


 Edwin Ellis, Ph.D.  
 University of Alabama

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<b>Text Types &amp; Purposes</b>	<b>Production &amp; Distribution of Writing</b>	<b>Research to Build &amp; Present Knowledge</b>	<b>Range of Writing</b>
Expressing Opinions	Editing & Revising	Researching	
Expository	Publishing	Presenting	
Narrative			

The are quite a few great resources in the **Makes Sense Strategies** Tool-kit for addressing these standards



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Organizer SMARTsheets

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

Essential Understandings SMARTsheets

Literature

Check out the **Project-based Learning Smart Sheets**

Math

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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Essential Understandings 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 mnemonic 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

Social / Motivation: 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

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Essential Understandings SMARTsheets Projects

HOME

Planning Projects Conducting Investigations Making Presentations Evaluating Projects

Topic Analysis Matrix DRAFT Plans Goals & Commitments

COLOR Black-line COLOR Black-line COLOR Black-line

PATHS project planning strategy  
 DRAFT planning strategy

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Project-based Learning Planning Investigations DRAFT Plans

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

Determine tasks	Reveal resources	Assign duties	Forecast barriers	Target solutions
THINK what I do by	THINK what I do by	THINK what I do by	THINK what I do by	THINK what I do by
THINK what I do by	THINK what I do by	THINK what I do by	THINK what I do by	THINK what I do by
THINK what I do by	THINK what I do by	THINK what I do by	THINK what I do by	THINK what I do by
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Project-based Learning: Planning Investigations  
**Goals & Commitments**

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

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

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

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

<input type="checkbox"/> Using & keeping timelines	<input type="checkbox"/> Being open-minded	<input type="checkbox"/> Organizing ideas & being clear
<input type="checkbox"/> Resisting impulsiveness	<input type="checkbox"/> Being creative	<input type="checkbox"/> Being accurate
<input type="checkbox"/> Engaging in challenging tasks	<input type="checkbox"/> Viewing an idea in unusual ways	<input type="checkbox"/> Noticing how you & others think
<input type="checkbox"/> Persisting during tough times	<input type="checkbox"/> Presenting an idea in usual ways	<input type="checkbox"/> Using information resources
<input type="checkbox"/> Organizing & prioritizing tasks	<input type="checkbox"/> Inventing & testing strategies to solve problems	<input type="checkbox"/> 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.

\_\_\_\_\_  
Signature

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Project-based Learning: Planning Investigations  
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**Organizer SMARTsheets**

**Hierarchical**  
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**Compare / Contrast**  
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**Cause / Effect**  
CE frames CE webs

**Sequence**  
Steps Cycles Sequence of Events

**Essential Understandings SMARTsheets**

- Literature**  
Story Grammar & 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 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
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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

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Project-based Learning: Planning Investigations  
**Goals & Commitments**

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Project-based Learning: Implementing Investigations  
**Information Sources**

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

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**Print resources**

- Keywords
- CD-ROM Encyclopedias
- Online information search programs
- Paper
- Books (not related to topic)
- Search magazines (e.g., Scholastic magazine)
- News magazines (e.g., Time magazine)
- Reference books (library)
- Newsprint (available at public library)
- Reference cards (e.g., Chrome Book to Daring)
- Textbooks
- Reference materials (library)

**Human resources**

- Interview experts on topic
- Persons with unique experiences related to topic
- Persons who will identify additional information resources
- Have someone demonstrate new ways of using technology
- Presentator programs like Power Point
- Library specialists

**Media resources**

- News (related to topic)
- Video related to topic (public library)
- Television shows related to topic
- CD-ROMs related to topic (library or books on tape)
- YouTube

**Experiences**

- Places to visit
- Library
- Factory
- Science experiment (e.g., Red Cross effort)
- Things to do
- Field trip
- Observation

Research topics/questions & location of resources

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- CD-ROM Encyclopedias
- Online information search programs
- Paper
- Books (not related to topic)
- Search magazines (e.g., Scholastic magazine)
- News magazines (e.g., Time magazine)
- Reference books (library)
- Newsprint (available at public library)
- Reference cards (e.g., Chrome Book to Daring)
- Textbooks
- Reference materials (library)

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Essential Understandings SMARTsheets Projects  
HOME

Planning Projects Conducting Investigations **Making Presentations** Evaluating Projects

**Presentation Goals** Presentation Options Presentation Plans

CLEAR communication strategy

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Project Lead Learning Styles Presentation  
Presentation Goals  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

The INTENT of our presentation is primarily to ...

Team member signatures

Goals about the INFORMATION we share ...

Goals about the WAY we share the information ...

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**Presentation Options**

CLEAR communication strategy

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Presentation Options

KEY IDEA TO BE COMMUNICATED	NOTES ABOUT IDEAS		
<b>2-D VISUAL DEVICES</b>	<b>3-D VISUAL DEVICES</b>	<b>PERFORMANCES</b>	
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	<b>WRITTEN DOCUMENTS</b>	Video of real interview	
Other graphic organizer	Historical-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 /choreo)	
Draw/paint pictures	Newspaper article	Newspaper article	
Collage	Cartoons/Comic book	Comic book	
Interactive Bulletin Board	Information pamphlet	Information pamphlet	
ABC pop-up book	Script	Script	
Slide show	Tour Guide	Tour Guide	
Power Point presentation	Written Report	Music	

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Essential Understandings SMARTsheets Projects  
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Planning Projects Conducting Investigations **Making Presentations** Evaluating Projects

**Presentation Plans**

CLEAR communication strategy

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PATH Presentation Plans  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Type of presentation: \_\_\_\_\_ Names of presenters: \_\_\_\_\_

PURPOSE OF THE PRESENTATION

AUDIENCE

ADULTS: \_\_\_\_\_ STUDENTS / FRIENDS: \_\_\_\_\_

TOPICS

HOOK

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Presentation Goals Presentation Options Presentation Plans

CLEAR communication strategy

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**The CLEAR Communication Strategy**

- Clarify goals, expectations, & audience needs
- List questions & organize responses
- Elaborate answers
- Anchor key ideas with graphics, pictures or videos
- Review key ideas

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**The CLEAR Communication Strategy**

Clarify goals, expectations, & audience needs

- Identify what your own goals are for the report, and what you want to happen as a result of giving the report.
- Identify the expectations of those who will receive the report.
  - What do they want to happen as a result of the report?
  - How brief or extensive do they want the report to be?
  - What does the audience expect to learn from the report?
  - What format /style does the audience expect
- Identify audience needs
  - How familiar will the audience be with the topic? Novice? Expert?
  - Will the audience need handouts?

List questions & organize responses  
 Elaborate answers  
 Anchor key ideas with graphics, pictures or videos  
 Review key ideas

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**The CLEAR Communication Strategy**

Clarify goals, expectations, & audience needs

- List questions & organize responses
  - List specific questions your report is designed to answer.
  - Order the questions in a manner that makes the most sense
  - Organize responses to each question by outlining or creating a graphic

Elaborate answers  
 Anchor key ideas with graphics, pictures or videos  
 Review key ideas

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**The CLEAR Communication Strategy**

Clarify goals, expectations, & audience needs

List questions & organize responses

Elaborate answers

- Introduce the big ideas, the problems, or questions your report is designed to address.
- List questions as headings
- Using your organizers, answer each of the questions.
- If appropriate, convert questions to heading titles

Anchor key ideas with graphics, pictures or videos  
 Review key ideas

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**The CLEAR Communication Strategy**

Clarify goals, expectations, & audience needs

List questions & organize responses

Elaborate answers

- Anchor key ideas with graphics, pictures or videos
  - Decide which key ideas should be enhanced with a graphic, picture or video.
  - Decide if any of your organizers could be included as graphics and refine as needed.
  - Refer to and explain the graphics/pictures/videos in the report.

Review key ideas

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**The CLEAR Communication Strategy**

- C**larify goals, expectations, & audience needs
- L**ist questions & organize responses
- E**laborate answers
- A**ncor key ideas with graphics, pictures or videos
- R**evise key ideas

- Provide closure to the report by summarizing key ideas and reviewing your position.

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**Organizer SMARTsheets**

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- Compare / Contrast** Venns Matrix (simple) Matrix & conclusions Matrix & double conclusions
- Cause / Effect** CS Flowchart CS webs
- Sequence** Chron. Cycles Sequence of Events

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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**

- Previewing Task Evaluation
- Presentation Evaluation
- End of Project Evaluation

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**Evaluation of Effective Collaboration Strategies**

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

Teacher's Evaluation: \_\_\_\_\_ Peer's Evaluation: \_\_\_\_\_ Student's self-Evaluation: \_\_\_\_\_ Group's self-Evaluation: \_\_\_\_\_

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

Project task: \_\_\_\_\_

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

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

Collaboration strategies most effectively used: \_\_\_\_\_

Collaboration strategies to work on more ... \_\_\_\_\_

A specific collaboration strategy to do differently next time: \_\_\_\_\_

WHEN ... \_\_\_\_\_

THEN ... \_\_\_\_\_

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**Essential skills & behaviors**

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

**Project outcomes**

- Previewing Task Evaluation
- Presentation Evaluation
- End of Project Evaluation

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**Previewing the Task Evaluation**

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

Teacher's Evaluation: \_\_\_\_\_ Peer's Evaluation: \_\_\_\_\_ Student's self-Evaluation: \_\_\_\_\_ Group's self-Evaluation: \_\_\_\_\_

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

Task: \_\_\_\_\_

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

**When planning your project, how well did your team Preview your audience?**

- What will the audience already know about this topic?
- Why would the audience be interested in this topic?
- Any connections between this topic and real-life concerns the audience may have?
- What changes in the audience do we hope to produce? (e.g., change their understanding of a topic...change their emotional state...create a feeling of empathy, concern, interest, etc.)
- Do we want to inform or entertain the audience?
- What impression of us do we want the audience to have?

**Strategic Questions you might have asked and answered...**

- Due date? How much time does that allow us?
- Topic expectations? (e.g., related to an overall area? List of topics from which to choose? Assigned a specific topic? Theme to go?)
- Research expectations? (e.g., Design our own? Choose from a list of methods? Use a particular strategy?)
- Presentation expectations? (e.g., Design our own format? Choose from a list of formats? Include a particular format?)
- What will be evaluated? (e.g., What is on the Rubric? How will we... Collaborate?... Planned?... Conducted research?... Communicate results?)
- On what areas will the team be evaluated? Areas individuals within the team that will be evaluated?

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**Essential Understandings SMARTsheets Projects**  
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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**  
 Preparing Task Evaluation Presentation Evaluation End of Project Evaluation

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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 interests/ 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.

Feedback & Suggestions

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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**  
 Preparing Task Evaluation Presentation Evaluation End of Project Evaluation

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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

another student

a committee or project team

myself

the whole team

the teacher

**Reliability**  
 Don't fulfil 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 impeded 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

Feedback & Suggestions