


**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
applications for  
**6-8 Common Core 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

**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

Text Types & Purposes    Production & Distribution of Writing    Research to Build & Present Knowledge    Range of Writing

**Expressing Opinions**    **W.6.1. Write arguments to support claims with clear reasons and relevant evidence.**

Expository    Introduce claim(s) and organize the reasons and evidence clearly.

Narrative    Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Etc.

**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Opinion / Persuasive Writing**

**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**    **SMARTplanners for Leaders**

**MSS Implementation Resources**

© 2005 Makes Sense Strategies, LLC. All Rights Reserved. 10001 Opium Rd., Neshoba, AL 36675. phone: (205) 338-0913

**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**

**Opinion / Persuasive Writing**

**Organizer SMARTsheets**

**HIERARCHIC 2 Main Ideas**

**1 Main Idea**    **2 Main Ideas**    **3 Main Ideas**    **4 Main Ideas**    **5 Main Ideas**    **6 Main Ideas**

**Web Box**    **Web**    **Frame**    **Frame Boxes**    **Flow Chart**

**COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**

**Computer Explosion**    **Regular & Irregular Polygons**    **Jessie Owens**    **Marven of Great N. Woods**    **The Stranger**    **Graphing Lin. Equations**    **Scientific Method**    **Boys Life**    **Sing to the Stars**    **Bridge to Terabithia**    **Republican Party split**    **Civil Rights**    **Truck Everlasting**    **Triangles**    **Ball**    **Lincoln v. Washington**    **Egyptian**    **Sign of Beaver**    **Harmony**    **Graphing Quadratic Functions**    **Lesson Before Dying**    **Microorganisms**    **Right Triangles**    **Sonny's Blues**

**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**

**Opinion / Persuasive Writing**

**Name of a character**  
**Reader's opinion about the character**

**Reason #1**    **Reason #2**

**Supporting details**    **Supporting details**

**Supporting details**    **Supporting details**

**Supporting details**    **Supporting details**

**Supporting details**    **Supporting details**

**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**

**Opinion / Persuasive Writing**

**Organizer SMARTsheets**

**HIERARCHIC 2 Main Ideas**

**1 Main Idea**    **2 Main Ideas**    **3 Main Ideas**    **4 Main Ideas**    **5 Main Ideas**    **6 Main Ideas**

**Web Box**    **Web**    **Frame**    **Frame Boxes**    **Flow Chart**

**COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**    **COLR**    **Backline**

**Computer Explosion**    **Regular & Irregular Polygons**    **Jessie Owens**    **Marven of Great N. Woods**    **The Stranger**    **Graphing Lin. Equations**    **Scientific Method**    **Boys Life**    **Sing to the Stars**    **Bridge to Terabithia**    **Republican Party split**    **Civil Rights**    **Truck Everlasting**    **Triangles**    **Ball**    **Lincoln v. Washington**    **Egyptian**    **Sign of Beaver**    **Harmony**    **Graphing Quadratic Functions**    **Lesson Before Dying**    **Microorganisms**    **Right Triangles**    **Sonny's Blues**

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

Topic \_\_\_\_\_ Is about ... \_\_\_\_\_

**Opinion about the topic**

Main idea	Main idea
<b>Reason #1</b>	<b>Reason #2</b>
Supporting Point	Supporting Point
Supporting Point	Supporting Point
Supporting Point	Supporting Point
Supporting Point	Supporting Point

So what? What is important to understand about this?

**Conclusion**

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Text Types & Purposes** **Production & Distribution of Writing** **Research to Build & Present Knowledge** **Range of Writing**

**Expressing Opinions** **W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**Expository**

**Narrative**

Introduce a topic; organize ideas, concepts, and information, using strategies such as **definition**, **classification**, **comparison/contrast**, and **cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Etc.

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Text Types & Purposes** **Production & Distribution of Writing** **Research to Build & Present Knowledge** **Range of Writing**

**Expressing Opinions** **W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**Expository**

**Narrative**

**Organizer SMARTsheets**

**Hierarchical** 3 Main Ideas 1 Main Idea 2 Main Ideas 4 Main Ideas 8 Main Ideas

**Compare / Contrast** Venn, Matrix concepts Matrix & double connections

**Cause / Effect** C-E webs C-E webs

**Sequence** Steps Cycles Sequence of Events

**Essential Understandings SMARTsheets**

**Literature** Story Grammar & Sequence Character Analysis Literary Analysis Story Problem Questions Inferences Predictions Text/Persuade

**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 LNCIS 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 Library 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 Content Area Units & Lessons Library/Strategy Units & Lessons Anticipation Guides Scaffolding Tactics Reflective Reviews

**SMARTplanners for Leaders** MSS Implementation Resources School-wide Implementation Strategies Anticipation Guides www.MakesSenseStrategies.com Anticipation Guides

© 2009 Makes Sense Strategies, LLC. All Rights Reserved. 10000 Quorum Rd., Northport, AL 36457 phone: (205) 394-5512

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Expository Writing**

**Organizer SMARTsheets**

**Hierarchical** 3 Main Ideas 1 Main Idea 2 Main Ideas 4 Main Ideas 8 Main Ideas

**Compare / Contrast** Venn, Matrix concepts Matrix & double connections

**Cause / Effect** C-E webs C-E webs

**Sequence** Steps Cycles Sequence of Events

**Essential Understandings SMARTsheets**

**Literature** Story Grammar & Sequence Character Analysis Literary Analysis Story Problem Questions Inferences Predictions Text/Persuade

**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 LNCIS 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 Library 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 Content Area Units & Lessons Library/Strategy Units & Lessons Anticipation Guides Scaffolding Tactics Reflective Reviews

**SMARTplanners for Leaders** MSS Implementation Resources School-wide Implementation Strategies Anticipation Guides www.MakesSenseStrategies.com Anticipation Guides

© 2009 Makes Sense Strategies, LLC. All Rights Reserved. 10000 Quorum Rd., Northport, AL 36457 phone: (205) 394-5512

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Organizer SMARTsheets**

**HIERARCHIC 3 Main Ideas**

**Title Idea** **Subtitles** **Box Frame** **Frame** **Matrix**

**COL:R** **Backline** **COL:R** **Backline** **COL:R** **Backline** **COL:R** **Backline** **COL:R** **Backline**

**Physical Science** **Where the Lines Broom** **Where the Lines Broom** **Where the Lines Broom** **Where the Lines Broom** **Where the Lines Broom**

**Navigation** **Upgrade Down** **Web X 3 details** **Web X 4 details** **Flow Chart**

**COL:R** **Backline** **COL:R** **Backline** **COL:R** **Backline** **COL:R** **Backline** **COL:R** **Backline**

**Nature** **Plant Uses** **Volcanic Eruptions** **Snowed** **Paleoanthropology** **Sedimentary Rock** **Some Structures** **Landmark** **Monkey Play** **3 Types of Molecules**

**Brother's Bug** **Sedimentation** **Star types** **Simple Machines** **Some Structures** **Some Structures** **Some Structures** **Some Structures** **Some Structures** **Some Structures**

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**The PLANS writing strategy**


- Preview**
  - Preview the **PATH**
  - Preview **words to use**
- List ideas**
- Assign order**
- Note sentences**
- Search for errors & correct**

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**The PLANS writing strategy**

**Preview**  
Preview the PATH


Purpose  
Audience –  
Topic –  
Hook –



**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**The PLANS writing strategy**

**Preview**  
Preview the PATH  
Preview words to use




*What would be some good words to use when I write about Bald Eagles?*

Bald Eagles  
nest  
majestic  
in danger  
fly  
National Bird  
DDT  
white heads  
baby eagles

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**The PLANS writing strategy**

List main ideas & details on a think-sheet



**Frame**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bald Eagles** is about \_\_\_\_\_

Interesting things about our National Bird

Main Idea	Main Idea	Main Idea

So what? What is important to understand about this?

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Frame**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bald Eagles** is about \_\_\_\_\_

Interesting things about our National Bird

Main Idea	Main Idea	Main Idea

So what? What is important to understand about this?

**PLANS**  
List key information

Writer lists topic and "Is about" statement

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Frame**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bald Eagles** is about \_\_\_\_\_

Interesting things about our National Bird

Main Idea	Main Idea	Main Idea
<b>Eagles in danger</b> Farmers put DDT on crops to kill bugs Fish eat bugs that washed into water Eagle eats fish & DDT gets into them DDT makes egg shells thin, so they break	<b>Baby Bald Eagles</b> Takes 6-8 weeks for eggs to hatch Lay only 2-3 eggs White w/blue spots If baby falls out of nest, it dies Babies have brown heads, not white	<b>What they eat</b> Mostly eat fish & dead animals Steal food from otherbirds Poor hunters

So what? What is important to understand about this?

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Frame**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bald Eagles** is about \_\_\_\_\_

Interesting things about our National Bird

Main Idea	Main Idea	Main Idea
<b>Eagles in danger</b> Farmers put DDT on crops to kill bugs Fish eat bugs that washed into water Eagle eats fish & DDT gets into them DDT makes egg shells thin, so they break	<b>Baby Bald Eagles</b> Takes 6-8 weeks for eggs to hatch Lay only 2-3 eggs White w/blue spots If baby falls out of nest, it dies Babies have brown heads, not white	<b>What they eat</b> Mostly eat fish & dead animals Steal food from otherbirds Poor hunters

So what? What is important to understand about this?

**PLANS**  
List key information

Writer notes a "So what?" statement

Next time you see a picture of a Bald Eagle, think about how they are in danger

**Makes Sense Strategies** Frame  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bald Eagles** is about \_\_\_\_\_

Interesting things about our National Bird

Main Idea	Main Idea	Main Idea
3 Eagles in danger	1 Baby Bald Eagles	2 What they eat
Farmers put DDT on crops to kill bugs	Takes 6-8 weeks for eggs to hatch	Mostly eat fish & dead animals
Fish eat bugs that washed into water	Lay only 2-3 eggs	Steal food from otherbirds
Eagle eats fish & DDT gets into them	White w/blue spots	Poor hunters
DDT makes egg shells thin, so they break	If baby falls out of nest, it dies	
	Babies have brown heads, not white	

So what? What is important to understand about this?

Next time you see a picture of a Bald Eagle, think about how they are in danger

**PLANS**  
Assign order  
Writer assigns numbers to indicate order

**Makes Sense Strategies** Frame  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bald Eagles** is about \_\_\_\_\_

Interesting things about our National Bird

Main Idea	Main Idea	Main Idea
3 Eagles in danger	1 Baby Bald Eagles	2 What they eat
Farmers put DDT on crops to kill bugs	Takes 6-8 weeks for eggs to hatch	Mostly eat fish & dead animals
Fish eat bugs that washed into water	Lay only 2-3 eggs	Steal food from otherbirds
Eagle eats fish & DDT gets into them	White w/blue spots	Poor hunters
DDT makes egg shells thin, so they break	If baby falls out of nest, it dies	
	Babies have brown heads, not white	

So what? What is important to understand about this?

Next time you see a picture of a Bald Eagle, think about how they are in danger

**PLAN**  
Assign order  
Writer orders details into desired sequence

**Makes Sense Strategies** Frame  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bald Eagles** is about \_\_\_\_\_

Interesting things about our National Bird

Main Idea	Main Idea	Main Idea
3 Eagles in danger	1 Baby Bald Eagles	2 What they eat
1 Farmers put DDT on crops to kill bugs	2 Takes 6-8 weeks for eggs to hatch	2 Mostly eat fish & dead animals
2 Fish eat bugs that washed into water	1 Lay only 2-3 eggs	3 Steal food from otherbirds
3 Eagle eats fish & DDT gets into them	4 If baby falls out of nest, it dies	1 Poor hunters
4 DDT makes egg shells thin, so they break	3 Babies have brown heads, not white	

So what? What is important to understand about this?

Next time you see a picture of a Bald Eagle, think about how they are in danger

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**The PLANS writing strategy**

Note ideas in sentences by following your plan.

**Makes Sense Strategies** Frame  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bald Eagles** is about \_\_\_\_\_

Interesting things about our National Bird

Main Idea	Main Idea	Main Idea
3 Eagles in danger	1 Baby Bald Eagles	2 What they eat
1 Farmers put DDT on crops to kill bugs	2 Takes 6-8 weeks for eggs to hatch	2 Mostly eat fish & dead animals
2 Fish eat bugs that washed into water	1 Lay only 2-3 eggs	3 Steal food from otherbirds
3 Eagle eats fish & DDT gets into them	4 If baby falls out of nest, it dies	1 Poor hunters
4 DDT makes egg shells thin, so they break	3 Babies have brown heads, not white	

So what? What is important to understand about this?

Next time you see a picture of a Bald Eagle, think about how they are in danger

You probably know that the Bald Eagle is our national bird, and you have seen it on U.S. symbols and money. There are many interesting things about Bald Eagles. Bald Eagles don't have many babies. They usually lay only 2 or 3 eggs at a time. The eggs are white with blue spots. It takes about 6-8 weeks for them to hatch. Baby Bald Eagles have brown heads when they hatch. If the baby falls out of the nest, it dies. Although they may seem mighty, Bald Eagles are actually poor hunters. They get a lot of their food by stealing from other birds. They eat fish and dead animals. Not many people know that our National Bird is actually a thief!

Bald Eagles are in danger. Farmer put a chemical called DDT on their crops to kill insects. Fish eat the dead bugs when they wash into the water. When Bald Eagles eat the fish, the DDT gets in them too. The DDT causes the egg shells to be too thin so they break easily. Baby cannot hatch from the few eggs they lay. So the next time you see a picture of a Bald Eagle, remember that it is a thief in danger!

**ALABAMA DEPARTMENT OF EDUCATION**  
**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Expository Writing**

**Organizer SMARTsheets**

**Hierarchy**  
1 Main Idea 2 Main Ideas 3 Main Ideas 4 Main Ideas 5 Main Ideas 6 Main Ideas 7 Main Ideas 8 Main Ideas 9 Main Ideas

**Compare / Contrast**  
Venn Diagram Matrix & conclusions Matrix & double conclusions

**Cause / Effect**  
Cause-Effect Matrix Cause-Effect Matrix

**Sequence**  
Step Cycle 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 Feature Analysis LINC's semantics 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**  
Behavior Theory 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 Designers 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

**Makes Sense Strategies**  
www.MakesSenseStrategies.com Acknowledgments

© 2009 Makes Sense Strategies, LLC. All Rights Reserved. 10052 Cypress Rd., Northport, AL 36447 phone (205) 394-5512




**ALABAMA**  
DEPARTMENT OF EDUCATION



**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

## Expository Writing



**Organizer SMARTsheets**  
HOME

### COMPARE / CONTRAST Matrix with double conclusions

Venn
Matrix (simple)
Matrix w/ conclusions

**2x4 Double-conclusions**


**COLOR**      **Baseline**

Coke's Square

**2x4 Double-conclusions**


**COLOR**      **Baseline**

Red Rising Head v Lum Po

**2x4 Double-conclusions**


**COLOR**      **Baseline**

9/11 v Pearl Harbor

**2x4 Double-conclusions**


**COLOR**      **Baseline**

Branches of Science

**3x4 Double-conclusions**


**COLOR**      **Baseline**

Opah v Rose v Choshin

**3x4 Double-conclusions**


**COLOR**      **Baseline**

Singers  
Shakespeare's Plays


**4x4 Double-conclusions**


**COLOR**      **Baseline**


Where US government gets \$

**4x4 Double-conclusions**


**COLOR**      **Baseline**



**ALABAMA**  
DEPARTMENT OF EDUCATION



**7th**  
**Make Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

## Expository Writing

TOPIC: Similar stories from very different parts of the world

	Lon Po Po	Little Red Riding Hood	
Main ideas	Features	Features	
<b>Setting</b>	Northern China Country Side	European Country Side	Conclusion about this main idea Similar setting with both stories taking place in the country
<b>Characters</b>	Mother, Three Sisters, & the Wolf	Red, Mother, Grandmother, Woodman & the Wolf	Conclusion about this main idea The characters roles are very different in each story
<b>Plot</b>	Girl stay home while mom visits grumpy. Wolf takes advantage of the situation & hopes to eat the girl	Mother sends Red to visit sick grumpy. Wolf meets her along the way and plans to eat Red & grumpy	Conclusion about this main idea The wolf's role as the mean character is the same in both stories
<b>Solution</b>	Elderst girl uses through wolf's disguise & finds a way to not smart wolf. wolf dies	Wolf eats grumpy & Red, Woodman hears mother wolf & cuts open his belly saving the day. Wolf dies	Conclusion about this main idea Children are the clever ones who save the day in Lon Po Po
	Conclusion about these features  Wolf receives a kinder death in Lon Po Po & no one gets eaten	Conclusion about these features  Red & Grumpy have to get eaten before the wolf is killed. Yuck!	



## ALABAMA DEPARTMENT OF EDUCATION



## Makes Sense Strategies Toolkit

© Edwin Ellis, PhD (2005) 984-5512

# Expository Writing

**Organizer SMARTsheets**

-  **Hierarchy**  
 1-Main Idea 2-Main Ideas 3-Main Ideas 4-Main Ideas 5-Main Ideas 6-Main Ideas
-  **Compare/Contrast**  
 Venn's Matrix (Compare) Matrix & conclusions Matrix & double conclusions
-  **Cause/Effect**  
 Venn's Matrix 2x2
-  **Sequence**  
 Venn's Matrix Sequence of Events

**Essential Understandings SMARTsheets**

-  **Literature**  
 Story Grammar & Sequence Character Analysis Literary Analysis Story Problems Questions Inferences Predictions Text/Purpose
-  **Writing**  
 Level 1 Level 2 Level 3 Level 4 Level 5 Supplemental Narrative Descriptive Expository Persuasive
-  **Vocabulary**  
 Word Cards Semantic Tables Word Relationships Word Connections Features Analysis LNCs sentences Scenarios Words 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 Related Theorems
-  **Social Motivation**  
 Behavior Literacy Character Building Perspective Talking 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/Strategic Units & Lessons Anticipation Guides scaffolding Tactics Reflective Reviews
-  **SMARTplanners for Leaders**

**MSS Implementation Resources**  
 School-wide Implementation Strategies Articles




## MAKES SENSE STRATEGIES™

Edwin Ellis v.01.1

[www.MakesSenseStrategies.com](#)


[www.MakesSenseStrategies.com](#)

[Acknowledgements](#)



**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5552











**Organizer SMARTsheets**  
HOME

*Expository Writing*

**SEQUENCES Steps**

Cycles      Sequence of events

4 Steps (Basic)	4 Steps with Details	4 Steps Frame	5 Steps (Basic)	5 Steps with Details
				
<p><b>How studies used</b> Habit Ecosystem</p>	<p><b>COLOR</b> Backline Making paper Food Chain Control Effect</p>	<p><b>COLOR</b> Backline Naturalization Process</p>	<p><b>COLOR</b> Backline Diff of 2 Squares Geometry Hunk Film Ratio Method</p>	<p><b>COLOR</b> Backline Major Theories Experiments NATO Respiratory System</p>

# 10

## Makes Sense Strategies Toolkit

© Edwin Ellis, PhD (2005) 394-5512

### Explaining poems

Haiku

is about ...

The four basic steps to writing a Haiku Japanese poem

- 1 Think of one of your favorite things in nature.  
**HORSES**
- 2 Write the first line. It needs to contain only 5 syllables.  
**A MANE OF SILVER**
- 3 The second line contains 7 syllables.  
**FLOWING SOFTLY IN THE WIND**
- 4 The third (and last) line should contain 5 syllables.  
**AS ON WE GALLOP**

Why are these steps important?

If the poem doesn't fit the 3-line patterns, it's not haiku.



**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

### Expository Writing

**Charlotte's Web** Select the theme that you think is illustrated in the story and explain why you think so.

☐ Allegory ☐ Hypertone ☐ Ozymen ☒ Sads  
☐ Alteration ☒ Irony ☐ Paradox ☒ Antagonismorphism  
☐ 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	Antagonismorphism Charlotte & Wilbur have human qualities	Charlotte writes words in her web about Wilbur's excellence ("humble").
3	Sims 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	Sadness 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.

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

### Expository Writing

**Essential Understandings SMARTsheets Literature**

HOME

#### LITERATURE ANALYSIS

Literary Themes	Literary Devices	Poem / Lyrics	Poem (abv)	Speech Analysis
COLOR Across Five Aprils	COLOR Charlotte's web Backline 1st Semester Novels	COLOR Wreck of Edmund Fitzgerald Backline On Not On Gentle into Night	COLOR Woods on Snowy Evening Backline	COLOR Liberty or Death Backline I Have a Dream

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

### Expository Writing

**Wreck of the Edmund Fitzgerald** Is about...

A ship that sunk in the Great Lakes area in the month of November during the year 1975.

<b>Speaker</b> (when reading the poem, who is the 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.
<b>Tone</b> How does the speaker seem to feel about the subject of the poem?	The tone of the song is very somber and has a feeling of respect for the dead.
<b>Symbolism</b> Do objects or things in the poem represent other stuff? How?	"'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.
<b>Is like</b> Is the speaker comparing things or saying what something is like? How?	"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.
<b>Theme</b> What's the message about life in this poem?	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.

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

### Expository Writing

**Essential Understandings SMARTsheets Literature**

HOME

#### LITERATURE ANALYSIS

Literary Themes	Literary Devices	Poem / Lyrics	Poem (abv)	Speech Analysis
COLOR Across Five Aprils	COLOR Charlotte's web Backline 1st Semester Novels	COLOR Wreck of Edmund Fitzgerald Backline On Not On Gentle into Night	COLOR Woods on Snowy Evening Backline	COLOR Liberty or Death Backline I Have a Dream

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

### Expository Writing

**I Have A Dream** Is about...

Calling for racial equity and an end to discrimination

<b>Speaker</b> Why is this person the one who is making the speech about the issue?	Dr. Martin Luther King Jr. was an American clergyman, activist and prominent leader in the African-American civil rights movement. He made this speech on August 28, 1963, from the steps of the Lincoln Memorial during the March on Washington for Jobs and Freedom. He was the person to make this speech because he is identified as the leader of the Civil Rights Movement.
<b>Tone</b> How does the speaker seem to feel about the issue?	Dr. Martin Luther King expresses passion for the issue of racial equality and the African American people. He is personally and deeply affected on the issue and his tone expresses strength and a call for change. King's speech resembles the style of a Baptist sermon and is widely hailed as a masterpiece of rhetoric.
<b>Purpose</b> What does the speaker hope will happen with the issue as a result of this speech?	He hopes for social change and racial equality for African Americans, which would hopefully improve the economic and education of a disenfranchised group of people.
<b>Message</b> What is the message about life in this speech?	All men are created equal and deserve the right to life, liberty and the pursuit of happiness. Also people must not judge each other by the color of their skin, but by the content of their character.
<b>Reaction</b> How do you think people reacted to the speech? Why?	The speech pressured the JFK administration to advance civil rights legislation in Congress. In the wake of the speech and march, Dr. King became the youngest person ever awarded the Nobel Peace Prize. MLK's speech helped many Americans recognize the magnitude of racial inequality in the U.S. and change economic and educational policies meant to keep African Americans disadvantaged.

**ALABAMA DEPARTMENT OF EDUCATION** **Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

Text Types & Purposes	Production & Distribution of Writing	Research to Build & Present Knowledge	Range of Writing
Expressing Opinions	Editing & Revising		
Expository	Publishing		
Narrative			



**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

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

The standards also address teaching students how to both **edit and revise** their own writing **and** to **provide peers with feedback** on their writing

**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Expository Writing**

Organizer SMART sheets

- Hierarchic: 1 Main Idea, 2 Main Ideas, 3 Main Ideas, 4 Main Ideas, 5 Main Ideas, 6 Main Ideas, 7 Main Ideas
- Compare / Contrast: Venn, Matrix (compare), Matrix & conclusions, Matrix & double conclusions
- Cause / Effect: CE boxes, CE webs
- Sequence: Maps, Cycles, Sequence of Events

Essential Understandings SMART sheets

- 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, LINC's 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 / 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, Anticipation Guides, Scaffolding Tactics, Reflective Reviews

SMARTplanners for Leaders

MSS Implementation Resources

School-wide Implementation Strategies, Articles, [www.MakesSenseStrategies.com](http://www.MakesSenseStrategies.com), Acknowledgments

© 2009 Makes Sense Strategies, LLC. All Rights Reserved. 16001 Quail Run, Northport, AL 35418 phonedu@1001.100.0013

**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**Developmental Process Writing**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
BASIC ORGANIZATION	NARRATIVE + DESCRIPTIVE	NARRATIVE + DESCRIPTIVE + EXPOSITORY (2nd)	NARRATIVE + DESCRIPTIVE + EXPOSITORY (3rd)	PERSUASIVE

STUDENT HANDOUTS

- Onesheet vs. Process Writing
- Process Writing Features
- PLANS
- SCOPE**
  - Narrative
  - Descriptive
  - Expository
  - Persuasive

ACTIVITIES

- Identify the mode (1st)
- Identify the mode (2nd)

RECORD KEEPING

- Class Records
- Individual Record

SUPPLEMENTAL THINGSHEETS

- Narrative
- Descriptive
- Expository
- Persuasive

**ALABAMA**  
DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
© Edwin Ellis, PhD (2005) 394-5512

**The SCOPE editing strategy**

- S** Spelling
- C** Capitalization
- O** omissions
- P** Punctuation
- E** Ear