## Essential Understandings of Literature Workshop Activities

#### HANDOUT

### Edwin Ellis

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### **Professional Development Activity 1**

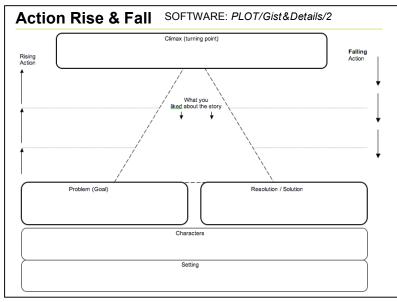
Work with a partner to complete this activity...

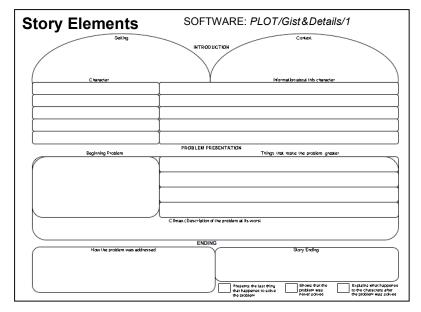
Analyze the learning standards below and determine (a) which of the <i>High Frequency Literature Topics and</i> (b) which <i>Type of Essential Understanding Knowledge</i> the standard appears to be primarily about. Note 1st & 2nd choices for each.				
High Frequency Literature Top	ics $\rightarrow$ plot character se	TTING LITERARY DEVICES	POETRY & SONGS	AUTHOR STUDY VOCABULARY
Type of EU Knowledge $\rightarrow$ Gist &	& Details Ask & Answer Questic	ns Connections Compa	risons Predictions &	Inferences Influences & Causes
1. Determine main idea and supporti	ng details in informational and fund	ctional reading materials		
HF Literature Topic:1st choice	2nd choice	Primary EU Type of	f Knowledge 1st choice	2nd choice
2. Compare the use of literary eler	nents and devices, including rhyth	m, rhyme scheme, tone, and pl	ot, in various selections	s, cultures, and genres.
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	_ 2nd choice
3. Analyze predictions, including con	firming and refuting			
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	_ 2nd choice
4. Distinguish among the major genre myths, parables, fables, and science			l autobiographies, and	subgenres, such as folktales,
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	_ 2nd choice

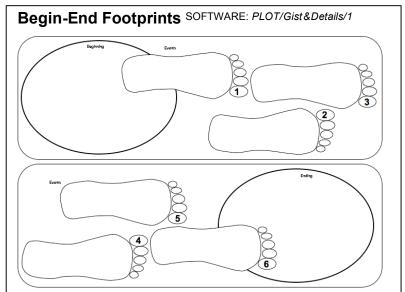
		ction, climax, falling action, or resolution	-	
HF Literature Topic: 1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice
6. Identify literary components that	contribute to authors' styles.			
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice
7. Distinguish between parallel plot	s and circular plots			
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice
8. Recognize foreshadowing to ant	icipate events			
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice
9. Compare the writing styles of two	o or more British authors.			
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice
10. Use the research process to loo	cate, select, retrieve, evaluat	e, and organize information to support	t a thesis on a no	nliterary topic.
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice
11. Make inferences about characte	ers and their motives			
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice
12. Summarize passages of inform	ational and functional readin	g materials		
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice
13. Analyze nonfiction, science ficti	ion, mystery or suspense, fai	ntasy, and adventure for distinguishing	characteristics.	
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice
14. Read with literal and inferential when passage provides cause;		informational and functional reading m ge provides effect;	aterials, including	g making inferences about effects
HF Literature Topic:1st choice	2nd choice	Primary EU Type of Knowledge	1st choice	2nd choice

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- 1. Write the name of a famous literary work students typically read in school.
- 2. Find each of the depicted SMARTsheets below on the EU Literature SMARTsheet software and then...
- 3. Decide 1st and 2nd choice regarding which would be best to use when facilitating reading comprehension of this work. Be prepared to share your choices and rationales with the audience.

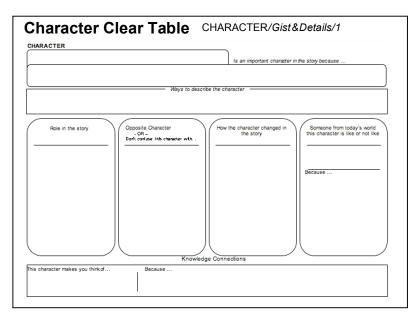




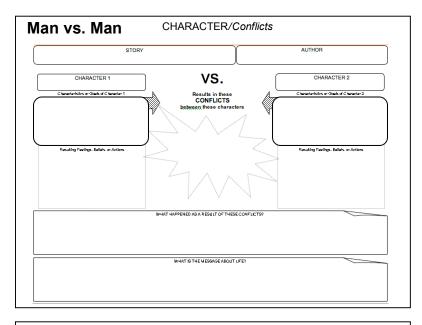


Characters Characters What LED UP to your favorite part of the story? What happened DURING your favorite part of the story? Reason why I liked it Details Details Details	Favorite Part	SOFTWARE: PLOT/Gist&Details/1
What LED UP to your favorite part of the story? What happened DURING your favorite part of the story? Reason why I liked it Another reason why I liked it		
What happened DURING your favorite part of the story?  Reason why I liked it  Another reason why I liked it		Characters
Reason why I liked it Another reason why I liked it	What LED UP to your favorite part of the story?	
Reason why I liked it Another reason why I liked it		
	What happened DURING your favorite part of the story	y?
	Reason why I liked it	Another reason why I liked it
Details Details		
	Details	Details

- 1. Write the name of a famous literary character students typically read about in school.
- 2. Find each of the depicted SMARTsheets below on the EU Literature SMARTsheet software and then...
- 3. Decide 1st and 2nd choice regarding which would be best to use when facilitating reading comprehension of this work. Be prepared to share your choices and rationales with the audience.



	STORY	Ϋ́	AUTHOR
,	CHARACTER	ME	_
	What the character is like	What I'm like	Conclusion Why I'd like to me more like (or less like) this character)
Appearance physical characteristics, now dresses, grooming)			
Personality happy/sad, moody, out- going/shy, confident, friendly/mean, leader/follower, etc.			
Interactions low one acts around or treats other people			
Conflict / Stress How one deals with conflicts, challenges, problems, stress, etc.			_



Description	2 >
WHO was the main character in the story?	
Reminds me of	
What happened?	
WHAT problem did the character have?	
Problem similar to	
Importance	~
WHY was the problem important?	
Others it affected	
What happened?	
HOW did the character deal with the problem?	

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# **Professional Development Activity 4** 1. Write the name of a famous short-story students typically read in school. \_

- 2. Find each of the depicted SMARTsheets below on the EU Literature SMARTsheet software and then...
- 3. Decide 1st and 2nd choice regarding which would be best to use when facilitating reading comprehension of this work. Be prepared to share your choices and rationales with the audience.

	STORY		) (		AUTHOR	
INE is the author's at	titude, stated or implie	d, toward a subject. Au	ithors often describe t	ne setting in a w	ays that help establis	sh the TONE of the stor
What seems to be th	e tone at the BEGINNIN	⊌G of the story?				
Pessimism	Opeimism Anvious	Sevious 5	illerness Humanaus	Jayika 🗌	Sed 07HER->	
Words the author use	ed to help influenced the	e tone at this point in the	story			
What seems to be th	e tone at the MIDDLE o	f the story?				
Pessimism	Optimism Arwinus		illerness Humaraus	Japika 🗌	Sed 07745R->	
Words the author use	ad to be n influenced the	e tone at this point in the	story			
						$\rightarrow$
What seems to be th	e tone at the END of the	a story?				
Pessimism	Opainnism Anvious	Serious 5	Billerness Humanaus	Jayiku'	Sad 077459.7	
Words the author use	ed to help influenced the	e ton e at this point in the	story			

etting Cre	dibility	SETTING/Gist&Det
STORY		
LOCATION & PHYSICAL CHARACTERISTICS	Description	
Completely fantasy! No place would be like this	Pal an 'X' on the line belaw that sharrs haw wallfull; you thin the setting's invation & physical character Exeland bonfor Railing	bt/ct were     Very realistic     Could be a real place
	-	
CUSTOMS / SOCIAL RULES & EXPECTATIONS	Description	
Completely fantasy! No place would be like this <	Put an 'X' on the line below that shows how realistic you thint the social customs in the setting we	Very realistic!
	Explanation for Pating	
NTERACTIONS	Description	
(how people treat each other)	Put an 'X' on the line below that shows how realistic you thint the way people in the setting treated each	ci her were
Completely fantasy! No place would be like this ←	Explanation for Rating	Very realistic! Could be a real place

Setting Influences	SETTING/Influences&Causes
STORY	AUTHOR
Characteristics of Setting Physical characteristics	Influenced the character's actions by
Weather	
Social / Culture Situation	
Historical context (what was happening in history at the time the story takes place)	→ Influenced the plot by

Setting Comparisons	SETTING/Comparisons STORY 2
SETTING LOCATION Where the story takes place	
SETTING SUROUNDINGS What the setting looks like	
SETTING ATMOSPHERE Mood	
SETTING CONTEXT What is happening at the setting that affects many geople.	
SO WHAT? What is important to understand about this?	

1. Write the name of a famous poem students typically read in school.

- 2. Find each of the depicted SMARTsheets below on the EU Literature SMARTsheet software and then...
- 3. Decide 1st and 2nd choice regarding which would be best to use when facilitating reading comprehension of this work. Be prepared to share your choices and rationales with the audience.

oem-to-Self Connections	POETRY&SONGS/Connection
POEM / SONG	AUTHOR
The poem is mostly about	
The poem makes me think about	
The poem makes me feel	
Words or phases in the poem that are the most powerful or interesting	
Someone I know who might LIKE this poem Because Someon	e I know who probably would NOT like this poem Because

oem Analysis	POETRY&SONGS/ Gist & Details
POEM / SONG	Is about
Speaker (when reading the poem, who is the speaker?)	
How does the speaker seem to feel about the subject of the poem?	
Symbolism Do objects or things in the poom represent other stuff? How?	
Is like Is the speaker comparing things or saying what something is like? How?	
Theme What's the message about life in this poem?	

Poetic Devices	LITERARY DEVICES/Figurative Language
POEM / SONG	AUTHOR
Determine which devices (may be more than	n one) the author used in the poem/song to convey meaning, mood, or tone.
	Poetic Devices
Alliteration Onomatopoeia	Simile Punctuation
Figurative Language Personification	Rhyme / Sound Line length
Imagery Repetition	Word choice Graphics (captal laters, spaces, etc.)
Metaphors Rhythm	Sentence Structure Dialogue
Different device than listed above:	
Order Device used in poem/song	Explanation
l I J	

	POETRY & SONGS/Predictions & Inferenc
The poem /song is about	=
Authors sometimes communicale ideas in interesting and	d colorful ways using similes or metaphors.
SIMILE: Two ideas are compared in a side-by – side mar e.g., "Graduating from high school is like being set free fr	
METAPHOR: The author compares two unlike things the Instead of comparing two ideas side-by-side, the author e.g., "Love is a rose." "The girl was a night owl."	at have some important features in common and carry the meaning of one word to another, superimposes one idea onto another.
Phrase from the poem/song	My Inference (what I think the author meant)
Simile Metaphor	$\swarrow$
Phrase from the poem/song	My Inference (what I think the author meant)
	/
Simile Metaphor	
Simile Metaphor	My Interence (what I think the author meant)
	My Inference (what I think the author meant)

- 1. Write the name of a famous novel or novella students typically read in school.
- 2. Find each of the depicted SMARTsheets below on the EU Literature SMARTsheet software and then...
- 3. Decide 1st and 2nd choice regarding which would be best to use when facilitating reading comprehension of this work.

Theme-to-Real Life Con	nections THEME/Connections
STORY	AUTHOR
The subject of a story is the topic about which an author has chosen to write. A the	me is the author's unstated opinion about that topic and is usually a message about life
STORY TOPIC: This stary is mostly about	
THEVE of STORY (author's opinion about lopic / message about life)	
Examples of how the th	neme shows up in real-life
POSSIBLE REAL-LIFE SITUATION where the theme applies	Exploration of why you thint this theme applies to this sharefor
POSSIBLE REAL-LIFE SITUATION where the treme applies	Exploration of why you think this wave applies to this sharton

pics	& Them	162				Gist & Detai
STORY			AUTHOR			
subject of a story i	s the topic about which an a	author has chosen t	o write. A theme is the aut	hor's unstated opinio	on about that topic an	d is usually a message about
		Commo	on Topics Addressed	in Themes		
Abandonment Accomplishment Affirmation Ambridion Ambridion Ambridion Ambridion Beaty Birth/Childhood Commercialism	Community Compromise Courage Crueity Determination Discovering Talent Discovering Talent	Ethics Family Fate Fear Freedom Frendship Futility Gender Grief Guilt Happiness Heroism	Honesty Hope Identity Ilmess Imagination Individual & Society Innocence & Exparience Isolation Jealousy Justice Loneliness	Love Loyalty Memory Nature Oppression Parenthood Patience Perseverance Prejudice Pride Race	Repret Religion Religion Responsibility Science & Technology Sex/Sensuality Sincerity Social Class Social Class Sanity Spintuality Stages of Life	Success Suffering Survival Teamwork Tradition Truth Violence War Welfare of others Work
C hoose one	t of the theme topics (or make up		slalement (hal shows what you ( ME of STORY (author's opinion		r's opinion about the topic)	) of the story is about.
Chasse one IEME TOPIC:	e of the theme topics (or mate up	ТНЕ		abast topic)	r's opinion about the topic	of the story is about.
C hasse one HEME TOPIC:	e of the therme topk's (or make up	ТНЕ	ME of STORY (author's opinion	abast topic)	/s opinion about the topic	i of the Xary Is about.
Chaste and IEME TOPIC: dence of estary	t of the theme topics (or mate up	ТНЕ	ME of STORY (author's opinion	abast topic)	/s opinion about the topic	j of the story is about.
Chase on IEME TOPIC: dence of	rof the theme lopics (or make up	ТНЕ	ME of STORY (author's opinion	abast topic)	/s ophion about the topic	j of the story is about.
Choose and IEME TOPIC: Jence of Serve of Serve of Serve of Serve of	r of Inclusions (opics (or make ap	ТНЕ	ME of STORY (author's opinion	abast topic)	/s ophion about the topic	j of the story is about.

Questioning the Author: Theme THEME/Ask Answer Questions				
Presend to be the author of this story, How might the author author of the story in the story of				
What is the primary message (theme) in the story?				
æ				
What personal experiences have you had that made you feel it was important to write about this message / theme?				
æ				
What are some different ways the message / theme is addressed in the story? Evidence.of.thecre.in.the.story?				
æ				
What emotions did you hope readers would feel as they read about your message / theme? Why?				
æ				
What other messages/themes are included in your slory?				
œ				

STORY		) (	AUTHOR	
The subject of a story is the topic about which an author has chose	sen to write. A theme is th	e author's unstated opinior	about that topic and is usual	y a message about life
TORY TOPIC: This story is mastly about				
THEME of STORY (author's opinion about topic / message about life)				
n ten bor or on the law of a demonstration when the stage about the				
How the theme affec	ted the character's i	noughts, teelings, o	ractions	、
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Y	5 <i>7</i>	267		
	PROTAGONI	ST		
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listed below. Be prepared to share your choices	and rationales w	be the most appropriate for addressing the sample Common Core Literature Standards vith the audience.
1. Describe how a particular story's or drama's toward a resolution.	olot unfolds in a s	eries of episodes as well as how the characters respond or change as the plot moves
Recommended: EU Literature SMARTsheet:	1st choice	/ software location:
	2nd choice	/ software location:
2. Determine a theme or central idea of a text a opinions or judgments.	nd how it is conve	eyed through particular details; provide a summary of the text distinct from personal
Recommended: EU Literature SMARTsheet:	1st choice	/ software location:
	2nd choice	/ software location:
3. Compare and contrast the structure of two or		analyze how the differing structure of each text contributes to its meaning and style.
Recommended: EU Literature SMARTsheet:	1st choice	/ software location:
	2nd choice	/ software location:
4. Compare and contrast texts in different forms similar themes and topics.	or genres (e.g.,	stories and poems; historical novels and fantasy stories) in terms of their approaches to
Recommended: EU Literature SMARTsheet:	1st choice	/ software location:
	2nd choice	/ software location:
5. Cite strong and thorough textual evidence to determining where the text leaves matters un		of what the text says explicitly as well as inferences drawn from the text, including
Recommended: EU Literature SMARTsheet:	1st choice	/ software location:
	2nd choice	/ software location:
6. Analyze the representation of a subject or a k	ey scene in two	different artistic mediums, including what is emphasized or absent in each treatment.
Recommended: EU Literature SMARTsheet:	1st choice	/ software location:
	2nd choice	/ software location:
7. Analyze the impact of the author's choices re is ordered, how the characters are introduced		evelop and relate elements of a story or drama (e.g., where a story is set, how the action
Recommended: EU Literature SMARTsheet:	1st choice	/ software location:
	2nd choice	/ software location:
		d in the text, including figurative and connotative meanings; analyze the impact of specific ble meanings or language that is particularly fresh, engaging, or beautiful. (Include
Recommended: EU Literature SMARTsheet:	1st choice	/ software location:
	2nd choice	/ software location:

### **Professional Development Activity 8: Instructional Design**

Work with a partner to identify specific instructional procedures for using the EU Literature SMARTsheets during the instructional phases listed below. Be prepared to share your recommendations with the audience.

BEGINNING LESSON: Procedures for Activating Background Knowledge, Reviewing Essential Prerequisite Knowledge, & Assessing What Students Already Know & What Erroneous Understandings They May Have

DURING LESSON: Procedures for Using the EU Literature SMARTsheets to Maximize Student Engagement, Develop Meaningful Understandings of the Literature, and Develop Reading & Writing Expertise

ENDING LESSON: Procedures for Using the EU Literature SMARTsheets to facilitate Reflective Reviews of Essential Understandings of the Lesson

### **Professional Development Activity 9: Reflective Review**

1. Of all the EU Literature SMARTsheets you saw today, which excite you the most? Why?

2. How are the EU Literature SMARTsheets similar to instructional tools with which you are already familiar? How are they different?

3. What you like to see happen with the EU Literature SMARTsheets software? What is needed to make it happen?

4. What would you like to know more about regarding the EU Literature SMARTsheets software?