

Essential Understandings of Literature Workshop Activities

HANDOUT

Edwin Ellis

16652 O'Quinn Rd., Northport, AL 35475

Professional Development Activity 1

Work with a partner to complete this activity...

Analyze the learning standards below and determine (a) which of the **High Frequency Literature Topics** and (b) which **Type of Essential Understanding Knowledge** the standard appears to be primarily about. Note 1st & 2nd choices for each.

High Frequency Literature Topics → PLOT CHARACTER SETTING LITERARY DEVICES POETRY & SONGS AUTHOR STUDY VOCABULARY

Type of EU Knowledge → Gist & Details Ask & Answer Questions Connections Comparisons Predictions & Inferences Influences & Causes

1. Determine main idea and supporting details in informational and functional reading materials

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

2. Compare the use of... literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres.

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

3. Analyze predictions, including confirming and refuting

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

4. Distinguish among the major genres, including poetry, short stories, novels, plays, biographies, and autobiographies, and subgenres, such as folktales, myths, parables, fables, and science fiction, based on their characteristics.

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

5. Classify plot elements as exposition or hook, conflict, rising action, 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 plots and circular plots

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

8. Recognize foreshadowing to anticipate events

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

9. Compare the writing styles of two 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 locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

11. Make inferences about characters and their motives

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

12. Summarize passages of informational and functional reading materials

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

13. Analyze nonfiction, science fiction, mystery or suspense, fantasy, 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 comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect;

HF Literature Topic: 1st choice _____ 2nd choice _____ Primary EU Type of Knowledge 1st choice _____ 2nd choice _____

Professional Development Activity 2

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.

Action Rise & Fall SOFTWARE: PLOT/Gist&Details/2

The diagram illustrates the 'Action Rise & Fall' plot structure. At the top is a box labeled 'Climax (turning point)'. Below it is a box labeled 'What you liked about the story'. At the bottom are two boxes: 'Problem (Goal)' on the left and 'Resolution / Solution' on the right. Below these are three horizontal boxes labeled 'Characters', 'Setting', and another empty box. Arrows indicate 'Rising Action' on the left and 'Falling Action' on the right. Dashed lines connect the 'Problem' and 'Resolution' boxes to the 'Climax' box.

Begin-End Footprints SOFTWARE: PLOT/Gist&Details/1

The diagram shows 'Begin-End Footprints' as a story arc. It features a large oval labeled 'Beginning' on the left and a large oval labeled 'Ending' on the right. Between them are several smaller shapes representing 'Events', each with a footprint icon. The footprints are numbered 1 through 6, indicating a sequence of events.

Story Elements SOFTWARE: PLOT/Gist&Details/1

The diagram is divided into three main sections: 'INTRODUCTION', 'PROBLEM PRESENTATION', and 'ENDING'.
 - **INTRODUCTION:** Includes 'Setting' and 'Context'. Below are boxes for 'Character' and 'Information about this character'.
 - **PROBLEM PRESENTATION:** Includes 'Beginning Problem' and 'Things that make the problem greater'. Below is a box for 'Climax (Description of the problem at its worst)'.
 - **ENDING:** Includes 'How the problem was addressed' and 'Story Ending'.
 At the bottom, there are three checkboxes:
 Presents the last thing that happens to solve the problem
 Shows that the problem was never solved
 Explains what happened to the characters after the problem was solved

Favorite Part SOFTWARE: PLOT/Gist&Details/1

The form is titled 'Favorite Part' and includes the following fields:
 - Title
 - Setting
 - 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
 - Another reason why I liked it
 - Details (two columns)

Professional Development Activity 3

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.

Character Clear Table CHARACTER/Gist&Details/1

CHARACTER

_____ is an important character in the story because ...

_____ Ways to describe the character

Role in the story	Opposite Character - OR - Don't confuse this character with ...	How the character changed in the story	Someone from today's world this character is like or not like
			Because ...

Knowledge Connections

This character makes you think of ... Because ...

Man vs. Man CHARACTER/Conflicts

STORY	AUTHOR	
CHARACTER 1 Characteristics or Goals of Character 1	VS.	CHARACTER 2 Characteristics or Goals of Character 2
Revealing Feelings, Beliefs, or Actions	Results in these CONFLICTS between these characters	Revealing Feelings, Beliefs, or Actions
WHAT HAPPENED AS A RESULT OF THESE CONFLICTS?		
WHAT IS THE MESSAGE ABOUT LIFE?		

Character-to-Self Connections CHARACTER/Connections

STORY	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, how dresses, grooming)		
Personality (happy/sad, moody, outgoing/shy, confident, friendly/mean, leader/follower, etc.)		
Interactions How one acts around or treats other people		
Conflict / Stress How one deals with conflicts, challenges, problems, stress, etc.		

Question Connections CHARACTER/Ask&AnswerQuestions

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

Professional Development Activity 5

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.

Poem-to-Self Connections POETRY&SONGS/Connections

POEM / SONG	AUTHOR
The poem is mostly about...	
The poem makes me think about...	
The poem makes me feel...	
Words or phrases in the poem that are the most powerful or interesting...	
Someone I know who might LIKE this poem... Because.....	Someone I know who probably would NOT like this poem... Because.....

Poetic Devices LITERARY DEVICES/Figurative Language

POEM / SONG	AUTHOR
Determine which devices (may be more than one) the author used in the poem/song to convey meaning, mood, or tone.	
<input type="checkbox"/> Alliteration <input type="checkbox"/> Onomatopoeia <input type="checkbox"/> Simile <input type="checkbox"/> Figurative Language <input type="checkbox"/> Personification <input type="checkbox"/> Rhyme / Sound <input type="checkbox"/> Imagery <input type="checkbox"/> Repetition <input type="checkbox"/> Word choice <input type="checkbox"/> Punctuation <input type="checkbox"/> Metaphors <input type="checkbox"/> Rhythm <input type="checkbox"/> Sentence Structure <input type="checkbox"/> Line length <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Graphics (capital letters, spaces, etc)	
Different device than listed above:	
Order	Device used in poem/song Explanation

Poem Analysis POETRY&SONGS/ Gist & Details

POEM / SONG	Is about...
Speaker <small>(When reading the poem, who is the speaker?)</small>	
Tone <small>How does the speaker seem to feel about the subject of the poem?</small>	
Symbolism <small>Do objects or things in the poem represent other stuff? How?</small>	
Is like <small>Is the speaker comparing things or saying what something is like? How?</small>	
Theme <small>What's the message about life in this poem?</small>	

Poem Similes & Metaphors Inferences POETRY & SONGS/Predictions&Inferences

The poem /song is about...

Authors sometimes communicate ideas in interesting and colorful ways using similes or metaphors.
SIMILE: Two ideas are compared in a side-by-side manner often using the words 'IS LIKE' or 'AS'
 e.g., "Graduating from high school is like being set free from prison." "The boy was hungry as a bear."
METAPHOR: The author compares two unlike things that have some important features in common and carry the meaning of one word to another.
 Instead of comparing two ideas side-by-side, the author superimposes one idea onto another.
 e.g., "Love is a rose." "The girl was a night owl."

Phrase from the poem/song....	My Inference (what I think the author meant)
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor	
Phrase from the poem/song....	My Inference (what I think the author meant)
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor	
Phrase from the poem/song....	My Inference (what I think the author meant)
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor	

Professional Development Activity 6

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 Connections *THEME/Connections*

STORY	AUTHOR
-------	--------

The subject of a story is the **topic** about which an author has chosen to write. A **theme** is the author's unstated opinion about that topic and is usually a message about life.

STORY TOPIC: This story is mostly about...

THEME of STORY (author's opinion about topic / message about life)

Examples of how the theme shows up in real-life

POSSIBLE REAL-LIFE SITUATION where the theme applies	Explanation of why you think this theme applies to this situation

POSSIBLE REAL-LIFE SITUATION where the theme applies	Explanation of why you think this theme applies to this situation

Questioning the Author: Theme *THEME/Ask Answer Questions*

TITLE	AUTHOR
-------	--------

Pretend to be the author of this story. How might the author answer these questions?

1. What is the primary message (theme) in the story?
2. What personal experiences have you had that made you feel it was important to write about this message / theme?
2. What are some different ways the message / theme is addressed in the story? *Evidence of theme in the story?*
2. What emotions did you hope readers would feel as they read about your message / theme? Why?
2. What other messages/themes are included in your story?

Topics & Themes *THEME/Gist & Details*

STORY	AUTHOR
-------	--------

The subject of a story is the **topic** about which an author has chosen to write. A **theme** is the author's unstated opinion about that topic and is usually a message about life.

Common Topics Addressed in Themes							
Abandonment	Community	Ethics	Honesty	Love	Regret	Success	
Accomplishment	Compromise	Family	Hope	Loyalty	Rejection	Suffering	
Affirmation	Courage	Fate	Identity	Memory	Religion	Survival	
Alienation	Cruelty	Fear	Illness	Nationalism	Responsibility	Teamwork	
Ambition	Curiosity	Freedom	Imagination	Nature	Science &	Things not as they seem	
American Dream	Death	Friendship	Individual & Society	Oppression	Technology	Tradition	
Anger	Determination	Futility	Innocence &	Parenthood	Sex/Sensuality	Truth	
Beauty	Discovering Talent	Gender	Experience	Patience	Sincerity	Violence	
Betrayal	Discovering self	Grief	Isolation	Perseverance	Social Class	War	
Birth/Childhood	Diversity	Guilt	Jealousy	Prejudice	Sanity	Welfare of others	
Coming of Age	Duty (filial piety)	Happiness	Justice	Pride	Spirituality	Work	
Commercialism	Education	Heroism	Loneliness	Race	Stages of Life		

Choose one of the theme topics (or make up your own) and write a statement that shows what you think the theme (or author's opinion about the topic) of the story is about.

THEME TOPIC: _____

THEME of STORY (author's opinion about topic)

Explain why you think this is the story theme

Evidence of theme in the story

Evidence of theme in the story

Evidence of theme in the story

Theme Influences on Protagonist *THEME/Influences & Causes*

STORY	AUTHOR
-------	--------

The subject of a story is the **topic** about which an author has chosen to write. A **theme** is the author's unstated opinion about that topic and is usually a message about life.

STORY TOPIC: This story is mostly about...

THEME of STORY (author's opinion about topic / message about life)

How the theme affected the character's thoughts, feelings, or actions...

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?