Materials

1. Textbook open to page 140
2. Spiral open to a blank space
GIST Summary

After analyzing the text, compose a twenty word summary.

Example
Arrogant, wealthy officials insult the courage of women; however, a lion-hearted dame saves the party from a lethal, hissing cobra.
TNReady Analysis: During Reading

Directions: Select the letter of the response that best answers the following question:

1. In lines 235-240, how does Steve feel when conversing with Tommy?

   a. Guilty, because he is ashamed for not believing the boy.
   b. Excited, because Tommy may have unearthed a clue to solving the town’s problem.
   c. Uneasy, because there may be a hint of truth in Tommy’s words.
   d. Fearful, because he fears the boy may be responsible for the strange occurrences
Plot Development Notes

**Plot development** occurs when the plot becomes stronger or more intense.

**Example**

Within *The Hunger Games* by Suzanne Collins, the plot develops when Katniss' sister, Prim, is selected to participate in the games.
TNReady Analysis: During Reading

Directions: Select the letter of the response that best answers the following question:

2. How does the look Charlie and Steve exchange in line 136 contribute to the development of the plot?

a. It forces Steve to realize Don tampered with his car.
b. It explains the meteor is the source of the town’s power problems.
c. It reveals the two men’s anger regarding their current situation.
d. It highlights the two men’s genuine fear that the power outage is a serious, strange issue.
TNReady Analysis: During Reading

Directions: Select the letters of the responses that best answer the following question:

3. Which two of the following themes best arise when the townspeople accuse Les of being the monster because he looks at the stars at night?

a. Treat others the way you want to be treated.

b. In a crisis, people will always seek to place the blame on a scapegoat.

c. Look for the golden lining.

d. It is impossible to be certain about things.
Claim: During Reading

Based upon the prompt below, compose a well-structured claim. Moreover, include three main points within your assertion.

Prompt
Write a claim analyzing how the narrative addresses the theme that prejudice leads to violence. Develop your claim by providing textual evidence from the passage.

Claim Model
[restate question] because [insert point one], [insert point two], and [insert point three].
TIDE Response: During Reading

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph analyzing how the passage addresses the theme prejudice leads to violence. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate point 1].
Story Illustration Four Corners Activity

Step One: Based on your evidence, determine which portion of the text engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believe that portion of the text best engages readers.

Theme  Characterization

Plot Development  Point of View
Literature Graphic Organizer

Step 1: As a class, we will number ourselves from 1 to 5. Record your number within your notes.

Step 2: According to your number, relocate to the following desks:

1
2
3
4
5
Step 3: Within your group, complete the indicated sections of the Informational Text Graphic Organizer:

- Theme
- Plot Development
- Characterization
- Point of View
- GIST Summary
Literature Graphic Organizer

Analyze and evaluate each component of the Informational Text Graphic Organizer. For each section, provide your claim alongside textual evidence and line numbers.

Example:

<table>
<thead>
<tr>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot Development</td>
<td>The plot develops as readers peer into the dank basement and discover the boy, introducing conflict.</td>
</tr>
<tr>
<td></td>
<td>“he is malnourished – vegetables and fruit are a thing of the past” (40).</td>
</tr>
</tbody>
</table>
Literature Graphic Organizer

Step 5: Now, by taking turns, each group member will teach his or her section of the graphic organizer to the group members.

Teachers
Please read your response verbatim.

Learners
Record brief notes on the “teacher's” response.

Currently Teaching
Theme
Plot Development
Characterization
Point of View
GIST summary
Literature Graphic Organizer Four Corners Activity

Step One: Based on your evidence, determine the element of the text which engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believed that portion of the text best engages readers.
Literature Graphic Organizer Mini-Jigsaw

Step 1: Within your group, complete the indicated sections of the chart:

- Theme
- Characterization
- Plot Development
- GIST Summary
- Point of View
Literature Graphic Organizer Mini-Jigsaw

Step 2: Now, by taking turns, each group member will teach his or her section of the graphic organizer to the group members.

Teachers
Please read your response verbatim.

Learners
Record brief notes on the “teacher's” response.

Currently Teaching
Theme
Plot Development
Characterization
Point of View
GIST summary
Literature Graphic Organizer Four Corners Activity

Step One: Based on your evidence, determine the element of the text which engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believe that portion of the text best engages readers.

- Theme
- Characterization
- Plot Development
- Point of View
Theme Notes

A **theme** is a lesson about life or human nature that the writer teaches the reader.

**Example:**

Theme: Appearances can be deceiving.
Disguised as Grandmother, the Wolf lured Little Red towards the bed.
TNReady Analysis: Theme

Directions: Select the letter of the response that best answers the following question:

1. Which of the following could be argued as a theme of the story?

   a. Don't assume you are correct.
   b. Following the crowd can prove beneficial.
   c. Technology dependence is crucial for success.
   d. Hearsay should always be believed.
TNReady Analysis: Theme

Directions: Select the letters of the responses that best answer the following question:

2. Which two pieces of evidence justify your answer to number one?

a.  "I can't get a thing on the radio. Not even the portable" (1.199-100).

b.  "There's a dead man on the sidewalk, and you killed him!" (2.1.199-200).

c.  "That was how they prepared things for the landing. They sent four people" (1.1.232-233).

d.  "I was just tryin'...tryin' to protect my home, that's all!" (2.1.169-170).
TIDE Response: Theme

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the narrative addresses the theme things are not always as they appear. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate point 1].
TNReady Analysis: Comprehension

Directions: Select the letter or letters that best answer(s) the following question:

1. What behavior causes the neighbors to question Les?

a. Les likes to work on his vehicles while everyone attends church services.
b. Les is obsessive about washing his car.
c. Neighbors have noticed that Les does not ever go to the grocery store for supplies.
d. Les stands out in front of his house and looks up at the sky at night.
TNReady Analysis: Comprehension

Directions: Select the letter or letters that best answer(s) the following question:

2. What line of text leads the neighbors to be suspicious of Steve’s actions?
   b. “I talk to monsters from outer space. I talk to three-headed green men who fly over here in what look meteors’” (93-95).
   c. “Charlie, don’t start telling me who’s dangerous and who isn’t’” (108-109).
TIDE Response: Comprehension

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the narrative establishes why the monsters extinguish the neighborhood’s power. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate point 1].
Plot Development Notes

Plot development occurs when the plot becomes stronger or more intense.

Example

Within The Hunger Games by Suzanne Collins, the plot develops when Katniss' sister, Prim, is selected to participate in the games.
TNReady Analysis: Plot Development

Directions: Select the letter or letters that best answer(s) the following question:

1. How does Charlie shooting Pete Van Horn affect the plot development?

   a. It reveals that Pete was the true monster.
   b. It forces the townspeople to accept Charlie’s stance that people cannot be trusted.
   c. It compels the mob to assault Charlie because he instigates violence.
   d. It explains why Charlie chose to shut off the town’s power.
TNReady Analysis: Plot Development

Directions: Select the letter or letters that best answer(s) the following question:

2. Why does the Woman’s dialogue in lines 350-360 develop the drama’s plot?
   a. It forced the townspeople to realize the Woman is the monster due to her lies.
   b. It reveals Les may be insane due to his odd behavior.
   c. It shows that all of the townspeople face the same dangers.
   d. It makes the reader feel sorry for Les because he is judge prematurely.
TIDE Response: Plot Development

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the town losing power develops the drama’s plot. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate point 1].
Point of View Notes

**Point of view** refers to a character’s attitude, perspective, or thoughts.

**Example:** *The Hunger Games, Katniss Everdeen*

“...a wonderful father, but he was blown to bits in a mining accident long ago. I have a mother who was once pretty and caring, but, ever since my father’s death, she has abandoned me”
TNReady Analysis: Point of View

Directions: Select the letter or letters that best answer(s) the following question:

1. How does Steve's point of view shift from the start of the play to end of the play?

   a. He is at first very furious by the unusual events, but later on, he gathers becomes calm and collected.
   b. At first he is troubled, but he soon becomes relaxed with the situation.
   c. He is at first very collected, and his mood continues to be harmonious with the crowd.
   d. At first he is calm with the power outage, but by the end he is sarcastic and furious with the crowd's actions.
TNReady Analysis: Point of View

Directions: Select the letter or letters that best answer(s) the following question:

2. How is Steve's point of view similar to that of Charlie's?

a. Both believe that Tommy has something to do with the madness.

b. Both believe the power outage was caused by an extra terrestrial force.

c. By the end of the play, both end up defensive over the crowd's view of their actions.

d. The two men view Les Goodman as a threat as he may be the monster.
TIDE Response: Point of View

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how Charlie’s point of view escalates violence in the town. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate point 1].
Characterization Notes

**Characterization** describes a character’s individual **trait**, or personality, through clues within the text.

**Example**

Trait: Savage

Her lip slightly sneered, she slowly removed the chewed, sticky mint gum from her mouth and placed it firmly in the hair of the girl seated beside her.
Characterization Notes

Authors reveal characterization through the **STEAL** method.

1. **Speech**
2. **Thoughts**
3. **Effects on other characters**
4. **Actions**
5. **Looks**
TNReady Analysis: Characterization

Directions: Select the letter or letters that best answer(s) the following question:

1. Based upon the following evidence, what trait best fits Steve?

"A shotgun? (He pulls it out of Don's hand.) No! Willa nobody think a thought around here! Will you people wise up. What good would a shotgun do against--" (1.2.137-139)

a. unsound
b. foolish
c. irrational
d. sensible
TNReady Analysis: Characterization

Directions: Select the letter or letters that best answer(s) the following question:

2. Which piece of evidence does not justify that Charlie is panicked?
   
   a. *(looks around at the circle of faces, his eyes frightened, his face contorted)* But...but I didn't know who he was....I didn't know it was somebody we knew!* (2.1.162-172).
   
   b. "It's....it's the kid. It's Tommy. He's the one!" (2.1.237-239).
   
   c. "No! No! Please!" (2.1.203).
   
   d. "You'd let whatever's out there walk right over us, wouldn't yuh? Well, some of us won't!" (2.1.143-146).
TIDE Response: Characterization

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt
Write a paragraph which analyzes how the drama portrays Steve as a rational character. Develop your paragraph by providing textual evidence from the passage.

TIDE Model
After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate point 1].
Claim: Essential Question

Based upon the prompt below, compose a well-structured claim. Moreover, include three main points within your assertion.

Prompt
Write a claim analyzing how the narrative addresses the theme bravery occurs in uncomfortable, perilous situations.

Claim Model
[restate question] because [insert point one], [insert point two], and [insert point three].
TIDE Response: Essential Question

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the passage addresses the theme bravery occurs in uncomfortable, perilous situations. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate point 1].
Four Corners TIDE Activity

Step One: Within thirty seconds, examine your TIDE paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room for that TIDE sentence.

Step Two: Within your new group, determine why you believe this sentence proved engaging.

<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>Important Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed Analysis</td>
<td>Point of View</td>
</tr>
</tbody>
</table>
Claim

A claim is a short, concise sentence which establishes an argument.
Debate Activity

Directions: In preparation for today’s debate, compose a well-structured claim concerning the prompt. Moreover, argue three effective points, and support each of these points with evidence from the passage.

Prompt

Write a claim evaluating whether Charlie commits murder or genuinely defends himself. Develop your claim by providing textual evidence from the passage.

Claim Model

[restate question] because [insert point one], [insert point two], and [insert point three].
Debate Agree/Disagree Activity

**Step One:** Based on your analysis, determine whether you agree or disagree with the prompt. Within thirty seconds, relocate to that section of the room.

**Step Two:** Within your new group, defend your position utilizing evidence gathered on your graphic organizer.

**Prompt**
Write a claim evaluating whether or not Charlie commits murder or genuinely defends himself. Develop your claim by providing textual evidence from the passage.
Four Corners Claim Activity

Step One: Within thirty seconds, examine your claim and determine your most effective point. Then, relocate to the appropriate section of the room for that point.

Step Two: Justify the effectiveness of your selected point.
Verb Tense Consistency Notes

Verb tense indicates the time in which an action takes place.

Verb tense should not change needlessly in a passage.

Important Points

1. When writing about events that occur at the same time, use the same tense.
2. When writing about events that occur at different times, use different tenses.

Correct Example

Suddenly, a crocodile leaped out of the river and attacked the boy.

Incorrect Example

Suddenly, a crocodile leaped out of the river and attacks the boy.
On the sidewalk, little knots of people stand around talking in low voices. At the end of each conversation they will look toward Les Goodman’s house. From the various houses, we could see candlelight but no electricity. The quiet that blankets the whole area is disturbed only by the almost whispered voices of the people standing around. In one group Charlie stood staring across at the Goodmans’ house. Two men had been standing across the street from it in almost sentrylike poses.
Items in a Series Notes

- **Series (lists)** containing 3 or more items are separated by commas.
- Usually, place the word **and** before the final item in the series.
- The **series** must be parallel (beginning with the same part of speech).
- If the **series** occurs in an introductory phrase, a comma is needed at the end of the list.

**Example**

Rikki-tikki-tavi dashed through the kitchen, barreled into the bathroom, and clamped his fangs into Nag.

After viewing the ghosts of Christmas **past, present, and future**, Scrooge ultimately changes his miserly ways.
(1) Charlie swings around, raises the gun, and suddenly pulls the trigger. The sound of the shot explodes in the stillness. (2) When the figure suddenly lets out a small cry, stumbles forward onto his knees, and then falls forward on his face (3) Don, Charlie and Steve race forward to him. Steve is there first and turns the man over. The crowd gathers around them. (4) Charlie gets up, breaks away from the other man’s grasp; and lands a couple of desperate punches that push the man aside. (5) People shout, accusing, and scream as the lights go on and off.