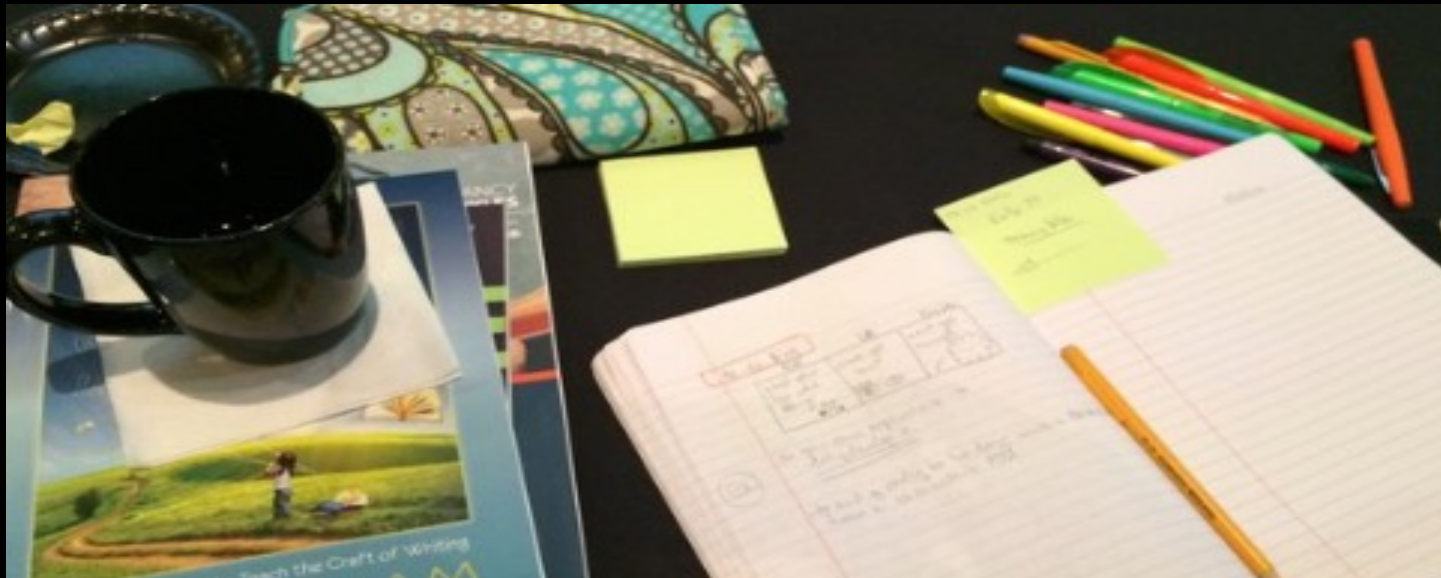


Exploring Kernel Essays for Reading and Writing



Gretchen Bernabei

Think of times in your life you've
been injured or damaged...

Quick List

Topic _____

Text Structure

Kernel Essay

1.

2.

3.

4.

I heard this. 1. 2. 3.

what
happened

what
happened

why I
didn't see
it coming

what
happened

why I
didn't see
it coming

the damage
it has
caused

what
happened

why I
didn't see
it coming

the damage
it has
caused

what we
will do
about it

Pearl Harbor Address to the Nation

December 8, 1941, Washington, D.C.

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:

Yesterday, December 7th, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary

Franklin Delano Roosevelt, 1941

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

And this morning, the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander in Chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember

Pearl Harbor Address to the Nation

December 8, 1941, Washington, D.C.

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:

Japan attacked the U.S.
Yesterday, December 7th, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.

We didn't see it coming.
Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

We were deceived.
It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

It is
The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

the damage
Yesterday, the Japanese government also launched an attack against Malaya.

Last night, Japanese forces attacked Hong Kong.

Franklin Delano Roosevelt, 1941

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

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Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander in Chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph—so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.

Declaration of War

And so...

An accident

where
I
was

What
happened

how
bad it was

juries

Picking Up the Pieces

what
happened

Why I didn't
see it coming

the damage

what we
will do about
it

An Accident

where
I
was

what
went wrong

the extent
of the damage

Injuries

Picking Up the Pieces

what
happened

Why I didn't
see it coming

the damage

What we
will do about
it

Franklin
D.
Roosevelt

An Accident

where
I
was

what
went wrong

the extent
of the damage

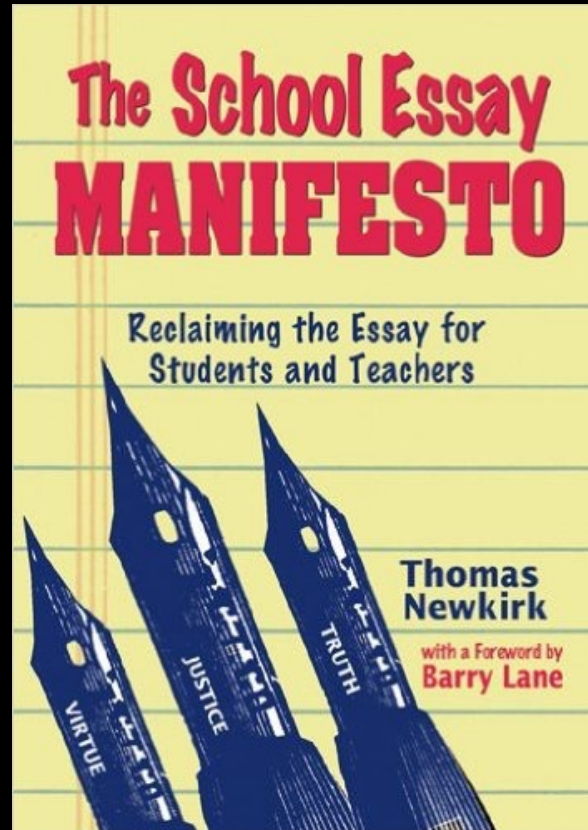
Humpty
Dumpty

Question:

Why do we
keep teaching
the
5-paragraph
essay?

*Why do we
keep teaching
the
5-paragraph
essay?*

Answer:



Students need concrete, step-by-step help.

**I suspect that many
teachers teach the
form—or variants of
it—because they see
no teachable
alternative.**

-Thomas Newkirk
**The School Essay Manifesto (page
40)**



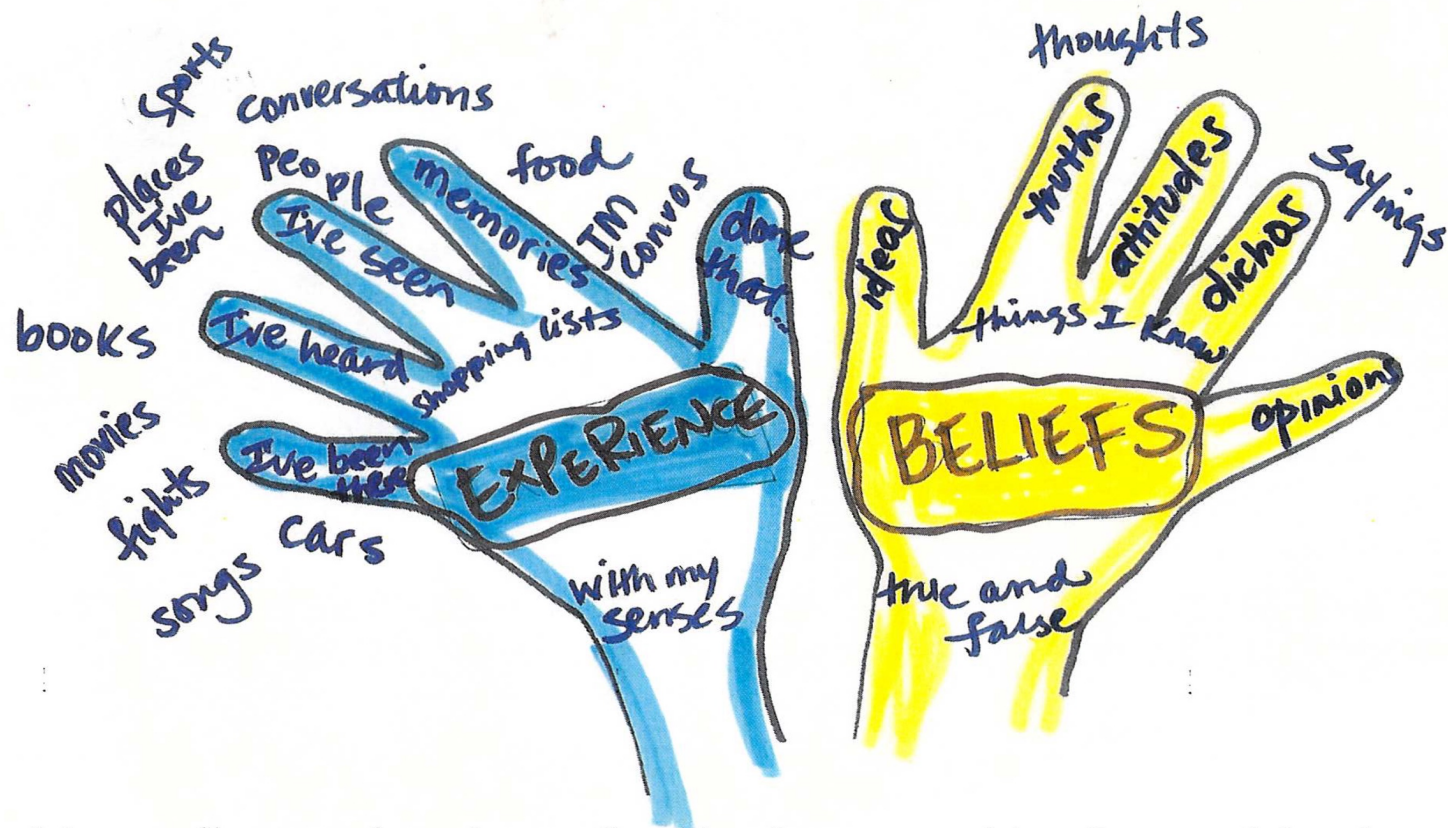
No teachable alternative.



Me

If writing is to be a unique
mode of thinking, we
should ask how writing
can foster and track
movement of the mind.

--Thomas Newkirk
The School Essay Manifesto



Most really engaging pieces of writing have something from each hand.

The Story of *My* Thinking

What I used to think

But this happened

So now I
think

Gretchen Bernabei • Dorothy Hall

Foreword by Thomas Newkirk



The Story of My Thinking

Expository Writing Activities
for 13 Teaching Situations

Heinemann
DEDICATED TO TEACHERS™

So we began to stockpile structures, starting with the most obvious.

A Memory

Where you were

Moment it started

Next moment

Final moment

What you thought

A Colorized Memory

Where you were
(dramatized)

Moment it started
(dramatized)

Next moment
(dramatized)

The final moment
(dramatized)

What you thought

A Completely Made up Story

Moment involving character(s)

Moment when a problem arises

How the characters try
(unsuccessfully) to solve the problem

How the characters solve it
(or deal with it)

A Fable

Animals doing something

Conversation between the animals

Action

Result

Moral

Comparing Notes (Mine and Others)

Some people think

And other people think

But I think

What that tells me

Tevye's Debate

On one hand

On the other
hand

But on the other
hand

But on the other
hand

How I can be
guided when the
choice is so tough

Evolution of a Term (word or phrase in the prompt)

What the word meant
to me when I was 4

What I was a little
older

What the word means
to me now

What the word will
probably mean when I
am ____ (pick an age)

Tribute to the Person Who Taught me Something

What the
lesson is

Flashback to
the lesson

Description of
the person

Lyrics or words
you can
remember that
person saying
(on the subject)

What I wish I
could find out
now from that
person

Students began to create their own structures.

Who Reacted When

Why this happened

How this happened

When this happened

What people
thought about it

Alex Blue

Metamorphosis

How you
felt before
it happened

How you felt
while it was
happening

How you felt
after it happened

How you feel now

What you believe
now

Kelsey Mahan

What the Heck

My friends
did this

I thought
about it

I believe
_____ so

I did this

They reacted
like this

So now, we ...

Casey Lewis

Discovering A Lie

Someone told me		So I believed		Then I found out		So now I think/kno
-----------------	--	---------------	--	------------------	--	--------------------

Alyssa Flores

Changing Your Mind

I believe this	But society proved me wrong by doing this	So then I believe this	But then this happened	So now I believe this
----------------	--	---------------------------	---------------------------	--------------------------

Greg Herbst

I Wish

I wish that		But I know		And knowing this		Makes me believe .
-------------	--	------------	--	------------------	--	--------------------

Steven Young

Who Reacted When

Why this happened

How this happened

When this happened

What people
thought about it

Alex Blue

Metamorphosis

How you
felt before
it happened

How you felt
while it was
happening

How you felt
after it happened

How you feel now

What you believe
now

Kelsey Mahan

What the Heck

My friends
did this

I thought
about it

I believe
_____ so

I did this

They reacted
like this

So now, we ...

Casey Lewis

We
captured
structures
that we
saw
around
us.

Ethos

You know (of) this person	You trust this person	This person says _____	It must be true
------------------------------	--------------------------	---------------------------	-----------------

Pathos

We value these things	Look what happened	Isn't that sad	We must do this _____
-----------------------	--------------------	----------------	--------------------------

Logos

Here is a point	Reason/Evidence	Proven theories	So
-----------------	-----------------	-----------------	----

Syllogism

If this is true	And this is true	Then this must be true
-----------------	------------------	---------------------------

We captured some traditional structures.

Basic Informational Structures				
Description				
What it is	Kinds of it	Where you can find it	Parts of it	One thing almost all of them do
Sequence				
This is about the process of ____.	Prior to ____, this happens.	After ____, this happens.	When it's time for ____,	Finally, ____.
Cause and Effect				
What happens	This happens because ____.	That makes ____ happen.	This happens for several reasons: ____	As a result, ____.

Compare and Contrast

___ and
___ are
very
much
alike.

They
both ___
and ___.

However,
there are
some
differences
between the
two.

For one
thing,
_____.

Another way
they are
different is
_____.

Problem and Solution

___ is
happening.

This is a
problem
because
_____.

This is
happening
because
_____.

Another
thing
contributing
to the
problem is
_____.

We must stop
this so that
_____.

We created some structures for responding to literature.

How I Figured It Out/Cracking the Code

I was totally confused
when I read "_____"

So I tried _____

And then _____

And now I understand

Did I Miss Something?

"_____"
confused me

I thought
maybe it
means

Or, I
thought
maybe it
means

Then I read
"_____" and
knew

I knew it
made sense
when I read
"_____"

The Path of Wondering

I wondered

When I read
"_____"

So I asked
myself

And I read
"_____"

Finally I
figured out

If I Were Making a Movie of This, I Would Have to Have

A movie
version
should be

I'd include

And include

And include

All of these
would create

One Way I Could Change This Story While Keeping It Basically The Same

One thing
I could
change
and it
would still
be the
same
piece

Not this

because

Not this

because

Maybe this

What's
essential

In any language.

Historia de Algo (Persona)

La razón por
cual elegí la
persona

Una cualidad
cual el/ella
tiene

Un momento
cuando yo vi
esa cualidad

Como eso
afecto a
la gente

Mi opinión
sobre esa
persona

Historia de Algo (Evento)

Evento

Porque esto
ocurrió

Cuando
ocurrió

Lo que
pensaba la
gente en ese
momento

Lo que yo
pienso
ahora

And then we started to notice structures in other places...

David Brooks Editorials

This happened		An obvious way to think about it is ...		The problem with that view is ...		A better way to look at it would be ...
---------------	--	---	--	-----------------------------------	--	---

contributed by Thomas Newkirk

In Shakespearean soliloquies

To Be, Or Not To Be (Spoken by Hamlet, Act 3 Scene 1)

Choice:
Staying
the same
or
changing

**What
change
means**

**biggest
disadvantage
of
change**

**biggest
disadvantage
of
staying the same**

**How change
might make it
worse**

**What happens
if you just
don't decide**

Hamlet - Act 3, Scene 1

To be, or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them? To die: to sleep;
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to, 'tis a consummation
Devoutly to be wish'd. To die, to sleep;
To sleep: perchance to dream: ay, there's the rub;
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause: there's the respect
That makes calamity of so long life;
For who would bear the whips and scorns of time,
The oppressor's wrong, the law's delay,
The insolent stubbornness of close-reared
tyranny, the pangs of despotic law,
The slave's paltry word, the petty tyranny
Of a rank hand? Whose frown no power
Of earth or heaven can challenge? Whose
Than fly to others that we know not of?
Thus conscience does make cowards of us all;
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought,
And enterprises of great pith and moment
With this regard their currents turn awry,
And lose the name of action.

**how
indecision
makes
the chance
go by**

So let's play!

Quick List

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Quick List

times you
needed to call
for help

1. *Texarkana breakdown*
- 2.

Quick List

times you
needed to call
for help

- 1. Texarkana breakdown
- 2.

injuries

- 3. blistered finger
- 4. oyster shell - knee

Quick List

times you
needed to call
for help

1. Texarkana breakdown

2.

injuries

3. blistered finger

4. oyster shell - knee

taught someone
to do something

5. to make chili

6. Hank - tie his shoes

Quick List

times you
needed to call
for help

1. Texarkana breakdown
- 2.

injuries

3. blistered finger
4. oyster shell - knee

taught someone
to do something

5. to make chili
6. Hank - tie his shoes

disappointing
moments

7. hurricane \$ not for horse
8. BBH postponed

Quick List

- | | | |
|---|---|---|
| times you
needed to call
for help | [| 1. Texarkana breakdown |
| | | 2. |
| injuries | [| 3. blistered finger |
| | | 4. oyster shell - knee |
| taught someone
to do something | [| 5. to make chili |
| | | 6. Hank - tie his shoes |
| disappointing
moments | [| 7. hurricane & not for
horse |
| | | 8. BBH postponed |
| problems you
could
solve | [| 9. close San Pedro exit |
| | | 10. put women in charge
of govt for 5 yrs. |

Problems You Could Solve

Problem-Solution

the problem

that means
I can't —

my plan
to solve it

...and the
result

Problem-Solution Message

the
problem

how you
know (proof)

solutions that
didn't work

your solution

Problems you could solve

Problem-Solution

the problem

that means
I can't —

my plan
to solve it

...and the
result

Little
Bo Peep

Problem-Solution Message

the
problem

how you
know (proof)

solutions that
didn't work

your solution

Thomas
Jefferson

You taught someone to do something

Making Something

What
we will
MAKE

Step 1

Step 2

Step 3

Tips for Doing Something

DO
this.

Don't
do that.

Why
not

So...

Times you taught someone to do something

Making Something

What
we will
MAKE

Step 1

Step 2

Step 3

Pat-A-
Cake

Tips for Doing Something

Do
this.

Don't
do that.

Why
not

So...

"Speak
the
speech"
-Shakespeare

Disappointing moments

Cure for Disappointment

what
we wanted
(past)

what
we got (pres-
ent)

what we
hope (future)

From Good to Bad

Something
good was
happening

Something
began to
go wrong

how it went
really wrong

how much
worse it
got

Disappointing moments

Cure for Disappointment

what
we wanted
(past)

what
we got (pres-
ent)

what we
hope (future)

MLK

From Good to Bad

Something
good was
happening

Something
began to
go wrong

how it went
really wrong

how much
worse it
got

Rock-a-
bye-
baby

What a Mess! Help!

A call
for help

What is
going wrong

Q: Where
is the person
in charge?

A: That
person is ...

S.O.S.

our
situation

what we
have done
so far

What I
need

what will
happen if
we don't get
help

one
happy
note

What a Mess! Help!

A call
for help

What is
going wrong

Q: Where
is the person
in charge?

A: That
person is ...

Little
Boy Blue

S.O.S.

our
situation

what we
have done
so far

what I
need

what will
happen if
we don't get
help

one
happy
note

William
B.
Travis
Alamo Letter

When things don't work the way they should happen

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government laying its foundation on such principles and Prudence, indeed, will

Our solution

it is their duty to protect the
Guards for their future
sufferance of these Colonies; and such
constrains them to alter their former Systems of
The history of the present King of Great Britain is a history of
injuries and usurpations, all having in direct object the
absolute Tyranny over these States To prove

In historical documents

History is full of useful structures.



For responding to
independent
reading:

Story of my Thinking		
I used to think	But this happened)	So now I know
I used to think that everyone was excited to go to school but then the boy had a nightmare about school <u>so now I know</u> that some people are nervous about the first day of school.		
I used to think Jack was a good friend but then he joined in with the other boys talking about Auggie behind his back so now I know that Jack is not a very good friend.		
I used to think kids running the world was a terrible idea but then I read all of the kids good ideas <u>so now I think</u> kids make the world better		

Making a Connection

When I read

I made a
connection to
(self, text, world)

Because

When I read about the kids trying
to not touch Auggie, I made a
connection to the bully of
a wimpy kid because the kids
in that do the "cheese touch" to.

when I read about no one
wanting to touch Auggie, I made
a connection to the world
because in real life there is
corona right now and we cant
touch anybody.

when I read about the big bad pig
and how cranky he was to

Summary

Somebody
wanted _____

But

So

Then

Auggie wanted his mom to come and make him feel better about Vid not wanting him at the play but Daisy got sick. So mom had to rush Daisy to the vet. Then Daisy died so Auggie forgot about his hurt feelings.

Vid didn't want Auggie to go to the play but Daisy died and they were not mad at each other any more so they all went to the play. Then Vid took Miranda's place in the play and got a standing ovation.

Vid was supposed to be the understudy but Miranda faked being sick so Vid had to go on stage. Then Vid got the standing ovation and Miranda felt better about herself.

Character Feelings

_____ felt

I know because
they did

I also know
because they said

Jack felt confused. I know because he kept trying to sit with different groups but people kept moving away from him. I also know because he said "Who is no one sitting with me?"

Jack felt nervous when he went to Auggie's house for the first time. I know because he asked Auggie if he had told Vid about the awful things Jack said. I also know because he said, he was afraid Auggie told.

Justin felt surprised when he met Auggie because he lied about it to Vid. I also know because he said that he tried to fake his expression to hide his surprise.

Jack felt sad when the three boys picked him. I know because he had it in his expression on his face. I also know because he showed Justin the paper that he made to see who was on his side.

The Effect of an Author's Choice

The author uses
(choose one)

- ☐ Vocabulary
- ☐ Sensory images
- ☐ Figurative language
- ☐ Something else
(name it)

an
example

another
example

This creates
(choose one)

- ☐ A _____ mood
- ☐ A _____ feeling
- ☐ An understanding of

- ☐ Something else
(name it)

The author uses sensory images like Auggie feeling like he was under water and crying the "waterworks." These created an understanding of how scary that night was for Auggie and how poor his hearing is.

The author uses vocabulary like backtracked and single file, this creates a visual in my mind of how they searched for the hearing aids.

The author uses figurative language like when Mr. Tushman said that August “carried up the most hearts.” This creates an understanding of how August helped people not judge a book by its cover. (Wonder, Mel 4th grade)

How do I help a student get there?

How do I help a student get there?

One step at a time.

From our upcoming fable book:

FABLES

Short Answer Questions to Show Understanding

PILOT EDITION

BACK
TO THE
BASICS

- Fables are a form of traditional literature that has been passed down orally for generations.
- The primary purpose of a fable is to teach a lesson or impart a moral.
- Fables mostly use animals as main characters.
- Fables have the same elements of plot structure as all literary texts (characters, setting, conflict, etc.)
- Fables are a required genre listed in the Texas state standards (TEKS), starting in kindergarten.

STEP

1

Read a fable.

- Read or listen to a fable.
- You could read more than one fable grouped in the same theme.
- You could read or listen to a partner read a fable.
- These are short; reread it again and again to pick up hidden details.
- You may want to consider acting out the fable to internalize the story.

STEP

2

Create or choose a question.

- Write some questions to show understanding of the characters, plot, themes, or vocabulary used in the fable.

These questions stems range from basic to more complex understanding:

1. What happens in this fable? (Retell the story.)
2. What is this fable mostly about?
3. How do you think _____ feels at the beginning and/or end?
4. What is the conflict or problem in the fable? (How is it solved?)
5. Who is more _____ (helpful, nicer), _____ or _____?
6. How does _____ change during this story?
7. Why does _____ do/think/say/believe/want _____?
8. What's one word you would use to describe the _____ (character)?
9. What lesson does _____ learn in the fable?
10. What does the moral mean?
11. In sentence _____, what does the word or phrase _____ suggest?
12. How are _____ and _____ alike/different?
13. Why does _____ become _____ (upset, happy...) when _____?
14. What does _____ (character) mean when he says _____?
15. What can the reader tell (conclude) from the action in sentence(s) _____?
16. What does _____'s reaction when he learns _____ show about his character?
17. How do the actions of _____ and/or _____ support the theme/moral?
18. Write a summary using 3 details from the fable.
19. What causes _____ to realize _____?
20. Which sentence expresses a turning point in the fable?
21. Why does _____ agree to _____?
22. What is _____'s attitude about _____?
23. What argument does _____ (character) make to support his behavior/position/opinion?
24. What challenge(s) does _____ face?
25. What does _____ represent in the fable?
26. On which persuasive technique does _____ (character) rely?

STEP

3

Answer
the
question.

STEP

4

Ask yourself, "How do I know this?"
What did I read that told me this?"

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STEP 2 Create or choose a question.

www.thefairyprint.com

The Wolf and the Goat

A hungry Wolf spied a Goat browsing at the top of a steep cliff where he could not possibly get at her. "That is a very dangerous place for you," he called out, pretending to be very anxious about the Goat's safety. "What if you should fall! Please listen to me and come down! Here you can get all you want of the finest, tenderest grass in the country." The Goat looked over the edge of the cliff. "How very, very anxious you are about me," she said, "and how generous you are with your grass! But I know you! It's your own appetite you are thinking of, not mine!"

Moral: An invitation prompted by selfishness is not to be accepted.

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These questions range from basic to more complex understanding:

1. What happens in this fable? (Retell the story.)
2. What is this fable mostly about?
3. How do you think _____ feels at the beginning and/or end?
4. What is the conflict or problem in the fable? (How is it solved?)
5. Who is more _____ (helpful, nicer), _____ or _____?
6. How does _____ change during this story?
7. Why does _____ do/think/say/believe/want _____?
8. What's one word you would use to describe the _____ (character)?
9. What lesson does _____ learn in the fable?
10. What does the moral mean?
11. In sentence _____, what does the word or phrase _____ suggest?
12. How are _____ and _____ alike/different?
13. Why does _____ become _____ (upset, happy...) when _____?
14. What does _____ (character) mean when he says _____?
15. What can the reader tell (conclude) from the action in sentence(s) _____?
16. What does _____'s reaction when he learns _____ show about his character?
17. How do the actions of _____ and/or _____ support the theme/moral?
18. Write a summary using 3 details from the fable.
19. What causes _____ to realize _____?
20. Which sentence expresses a turning point in the fable?
21. Why does _____ agree to _____?
22. What is _____'s attitude about _____?
23. What argument does _____ (character) make to support his behavior/position/opinion?
24. What challenge(s) does _____ face?
25. What does _____ represent in the fable?
26. On which persuasive technique does _____ (character) rely?

STEP 3

Answer the question.

STEP 4

Ask yourself, "How do I know this?
What did I read that told me this?"

Structures for Answering Questions about Author's Choices

RACE

Restate the question

Answer

Cite evidence from the text

Explain what the evidence means

Noticing the Author's Moves

I read the words "_____"

Which told me _____

Then I read "_____"

which told me _____

And then I knew the author did _____ to create _____

The Effect on A Reader

When I read "_____" (word or phrase)

It made me feel/picture/think _____

which created _____

If the author had used a different word/phrase like _____

It would have had this effect _____

So I think the author was trying to create _____

The Effect of An Author's Choice

The author uses (pick one)

- ☐ vocabulary
- ☐ sensory images
- ☐ figurative language
- ☐ device: _____
- ☐ something else _____

an example

another example

This creates (pick one)

- ☐ a mood of _____
- ☐ a feeling of _____
- ☐ a _____ tone
- ☐ a character who _____
- ☐ interest in _____
- ☐ understanding of _____
- ☐ Something else _____

FABLES

PILOT EDITION

BACK TO THE BASICS

- Fables are a form of traditional literature that has been passed down orally for generations.
- The primary purpose of a fable is to teach a lesson or impart a moral.
- Fables mostly use animals as main characters.
- Fables have the same elements of plot structure as all literary texts (characters, setting, conflict, etc.)
- Fables are a required genre listed in the Texas state standards (TEKS), starting in kindergarten.

Short Answer Questions to Show Understanding

STEP 1

Read a fable.

- Read or listen to a fable.
- You could read more than one fable grouped in the same theme.
- You could read or listen to a partner read a fable.
- These are short; reread it again and again to pick up hidden details.
- You may want to consider acting out the fable to internalize the story.

STEP 2

Create or choose a question.

- Write some questions to show understanding of the characters, plot, themes, or vocabulary used in the fable.

- These questions stems range from basic to more complex understanding.
1. What happens in this fable? (Retell the story.)
 2. What is this fable mostly about?
 3. How do you think _____ feels at the beginning and/or end?
 4. What is the conflict or problem in the fable? (How is it solved?)
 5. Who is more _____ (helpful, nicer, or _____)?
 6. Why does _____ change during this story?
 7. Why does _____ do/think/say/believe/vent _____?
 8. What's one word you would use to describe the _____?
 9. What lesson does _____ learn in the fable?
 10. What does the moral mean?
 11. In sentence _____ what does the word or phrase _____ suggest?
 12. How are _____ and _____ alike/different?
 13. Why does _____ become _____ (upset, happy, ...) when _____?
 14. What does _____ (character) mean when he says _____?
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 16. What does _____'s reaction when he learns _____ show about his character?
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 24. What challenge(s) does _____ face?
 25. What does _____ represent in the fable?
 26. On which persuasive technique does _____ (character) rely?

STEP 3

Answer the question.

STEP 4

Ask yourself, "How do I know this? What did I read that told me this?"

Part 2: Showing Understanding with Questions & Answers with corresponding Themes 6-10

Extend the Thinking

Optional extensions to deepen the experience

Choose a structure that will best explain your thinking.

Structures for Answering Questions about a Text

RA12345

Question	Answer	How do you know?	What does that mean?	How else do you know?	What does that mean?	So... your answer is...?
----------	--------	------------------	----------------------	-----------------------	----------------------	--------------------------

RACE

Restate the Question	Answer	Cite evidence from the text	Explain what the evidence means
----------------------	--------	-----------------------------	---------------------------------

Ba-da-binging the Evidence

Answer to the question	How I know	What that shows
------------------------	------------	-----------------

Figuring out the reading

I read the words	Which told me	Then I read	Which told me	And then I knew
------------------	---------------	-------------	---------------	-----------------

Explaining a Change

how changes in the story	at the beginning (with evidence)	at the end (with evidence)	another way to describe the change
--------------------------	----------------------------------	----------------------------	------------------------------------

Say or write a sentence for each box from your structure.

*You just created a constructed response!

Retell or read your question(s) and response(s) to several people.

You could add details to transform your short answers into a literary analysis essay.

Create or choose a question.

- Write some questions to show understanding of the characters, plot, themes, or vocabulary used in the fable.

These questions stems range from basic to more complex understanding:

1. What happens in this fable? (Retell the story.)
2. What is this fable mostly about?
3. How do you think _____ feels at the beginning and/or end?
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14. What does _____ (character) mean when he says _____?
15. What can the reader tell (conclude) from the action in sentence(s) _____?
16. What does _____'s reaction when he learns _____ show about his character?
17. How do the actions of _____ and/or _____ show about his character?
18. Write a summary using 3 details from the _____ time/moral?
19. What causes _____ to realize _____?
20. Which sentence expresses a turning point?
21. Why does _____ agree to _____?
22. What is _____'s attitude about _____?
23. What argument does _____ (character) make about behavior/position/opinion?
24. What challenge(s) does _____ face?
25. What does _____ represent in the fable?
26. On which persuasive technique does _____



- How do you think the brass pot feels at the beginning and end of the fable?

Explaining A Change

how _____
Changes in
the story

at the
beginning
(with evidence)

at the
end
(with evidence)

another
way to
describe
the change

1. The brass pot changes from caring and confident to devastated.

2. At the beginning the brass pot feels confident that he can "take very good care" of his friend.

3. At the end, when the clay pot "flew into a thousand pieces," the brass pot probably felt just as shattered, because his ^{promise} to protect his friend failed.

4. He took a chance, and he watched his friend die. So his feelings changed from caring and adventurous/confident to grieving guilt.

SPICE	Identify the question	Purpose	What evidence from the text	Explain your answer
-------	-----------------------	---------	-----------------------------	---------------------

Noticing the Author's Moves				
What does the author say?	Which words did the author use?	Then I read...	Which word did the author use?	And then I read...

The author is a... (circle one)				
author	editor	illustrator	publisher	reader

Author's Choices
Short Answer

The Wolf and the Goat

A hungry Wolf stood a Goat browsing at the top of a steep cliff where he could not possibly get at her. "That is a very dangerous place for you," he called out, pretending to be very anxious about the Goat's safety. "What if you should fall? Please listen to me and come down here. You can get all the grass you want of the finest, tenderest grass in the country." The Goat looked over the edge of the cliff. "How very, very anxious you are about me," she said. "and how generous you are with your grass but I know you! It's your own appetite you are thinking of, not mine."

Moral: An invitation prompted by selfishness is not to be accepted.

The Effect of the Author's Choice

The author says (pick one)	in order to	purpose
<input type="checkbox"/> to show	<input type="checkbox"/> to show	<input type="checkbox"/> to show
<input type="checkbox"/> to show	<input type="checkbox"/> to show	<input type="checkbox"/> to show
<input type="checkbox"/> to show	<input type="checkbox"/> to show	<input type="checkbox"/> to show
<input type="checkbox"/> to show	<input type="checkbox"/> to show	<input type="checkbox"/> to show

Create or choose a question.

- Write some questions to show how and why the author used different kinds of craft moves.

- Why is _____ (an event or person/animal) important?
- How does the author show that this text is a fiction?
- Why does the author _____?
- How does the author show that _____ (character) is _____ (characteristic)?
- Why did the author write this fiction?
- The author includes a description of _____ to show _____.
- How did the author help the reader visualize _____?
- What is the main reason the author included sentence(s) _____?
- Why does the author choose this setting for the fiction?
- In sentence _____, the author uses the word/phrase(s) _____ to suggest what?
- What does the sensory language in sentence _____ illustrate?
- How does the description in sentence(s) _____ affect the reader's understanding of the setting/character?
- The author includes the information in sentence(s) _____ to help the reader do what?
- What is the author's purpose for writing this fiction?
- How does the author's description of _____ help the reader understand _____?
- What effect does the word/phrase _____ have in sentence _____?
- How does _____ contribute to the development of the author's ideas?
- _____ is important in the fiction because it shows what?
- How does the setting influence the plot of the fiction?
- What is the effect of the author's use of _____?

Q: How does the author show that the wolf is devious?

Noticing the author's moves

I read the words	Which told me	Then I read	Which told me	And then I read

And then I read the author did to create

I read the words "a hungry wolf" which told me the wolf would be taking active steps to eat.

Then I read "pretending to be anxious" which told me he was about to trick the goat into becoming his next meal.

So I knew the author showed that the wolf was ^{a devious liar} trying to eat the goat. ~~trick~~ the goat, into luring the goat.

7. Why does the Princess ^{make a} promise to the frog?

21. Why does the princess agree to keep her word?

9. What lesson does the prince learn in the fairy tale?

8. What word would you use to describe the frog?

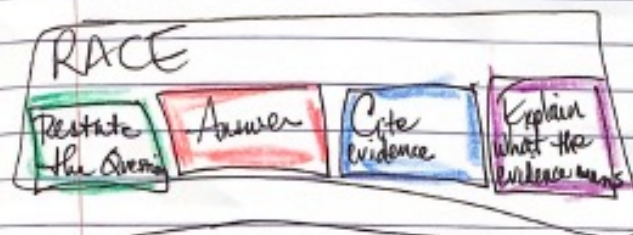
Frog Prince

12. How are the frog and the princess alike? (different?)

8. What word would you use to describe the princess?

21. What causes the princess to realize she is

The Frog Prince

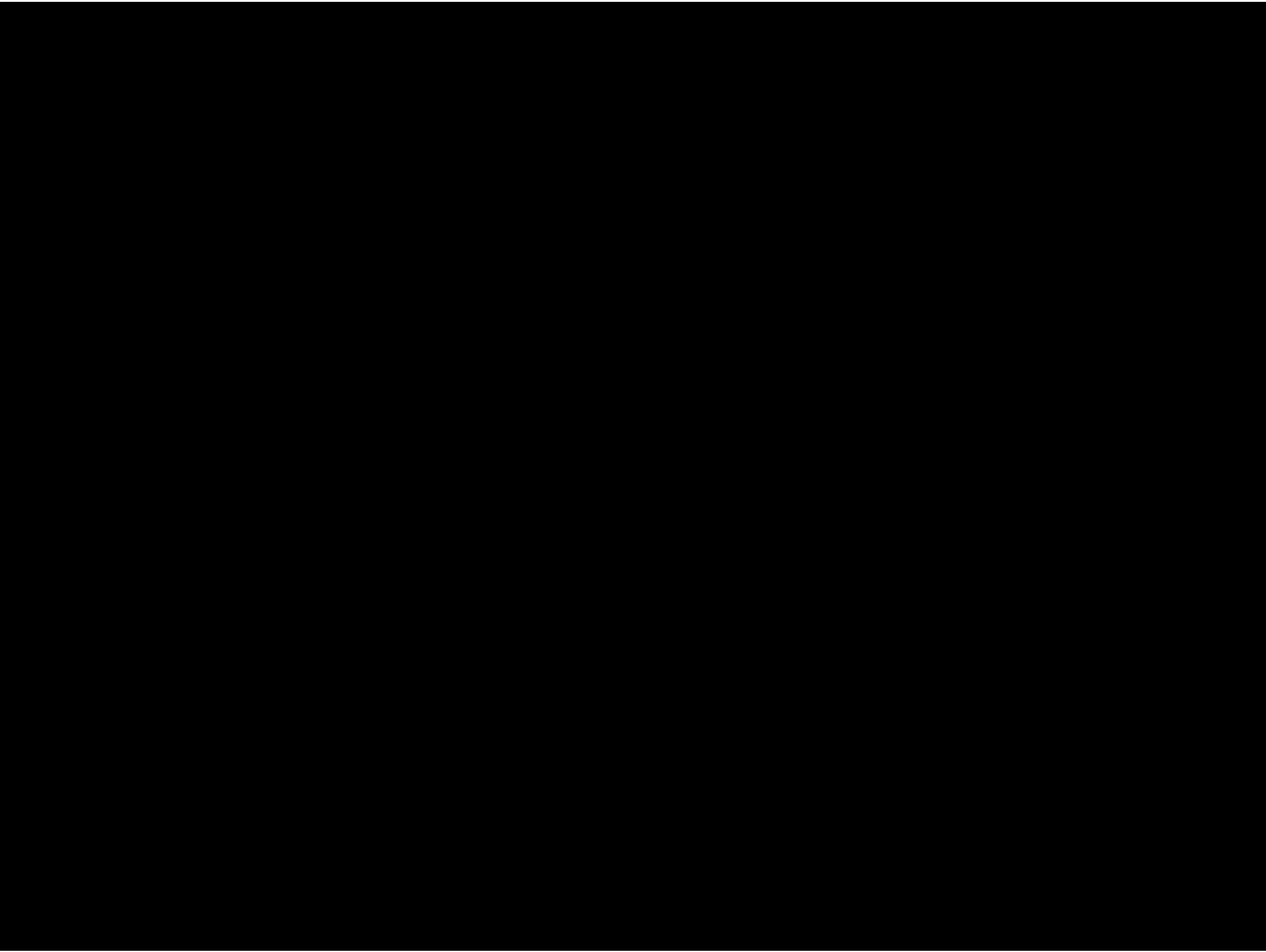


1. What lesson does the prince learn?

2. The prince learns to be assertive.

3. He appears at the castle to get his end of the bargain.

4. This means he had to hop probably a long way from the swamp to the castle, to knock, to make such a bold request to a father, to be willing to risk people shrieking or worse, all by himself. He learned to step up.



More Than One

Question: Do you have ____?

Answer: Yes, I have ____.

List them

Baa Baa Black Sheep

And for children too young for words,
we can make text structures in pictures.

Name: Angelica Salvador

My Topic: my little Raket

Text Structure: Prize Possession

(Write Read & Write Leads)

1

What I have



I have
a little
Raket!

2

What it looks like



It looks
like a square
with pink and
yellow.

3

The best thing about it



We got this
from my Baby
Shower!

4

One time...



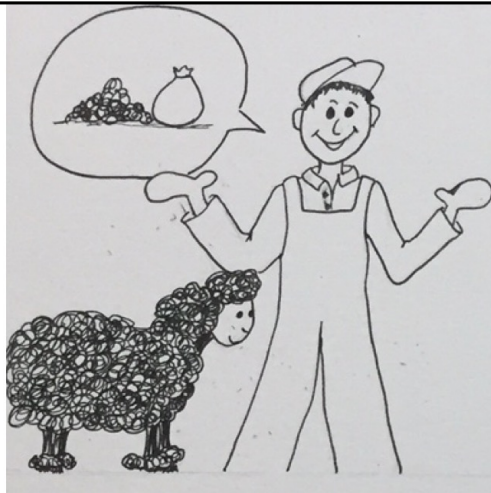
One time
it broke and
my Mom fixed it!

Baa Baa Black Sheep

Baa baa black sheep, have you any wool?

Yes sir, yes sir, three bags full!

One for the master, one for the dame,
And one for the little boy
Who lives down the lane.



Me and Blank Key



Written and Illustrated by

Angelica Salvador

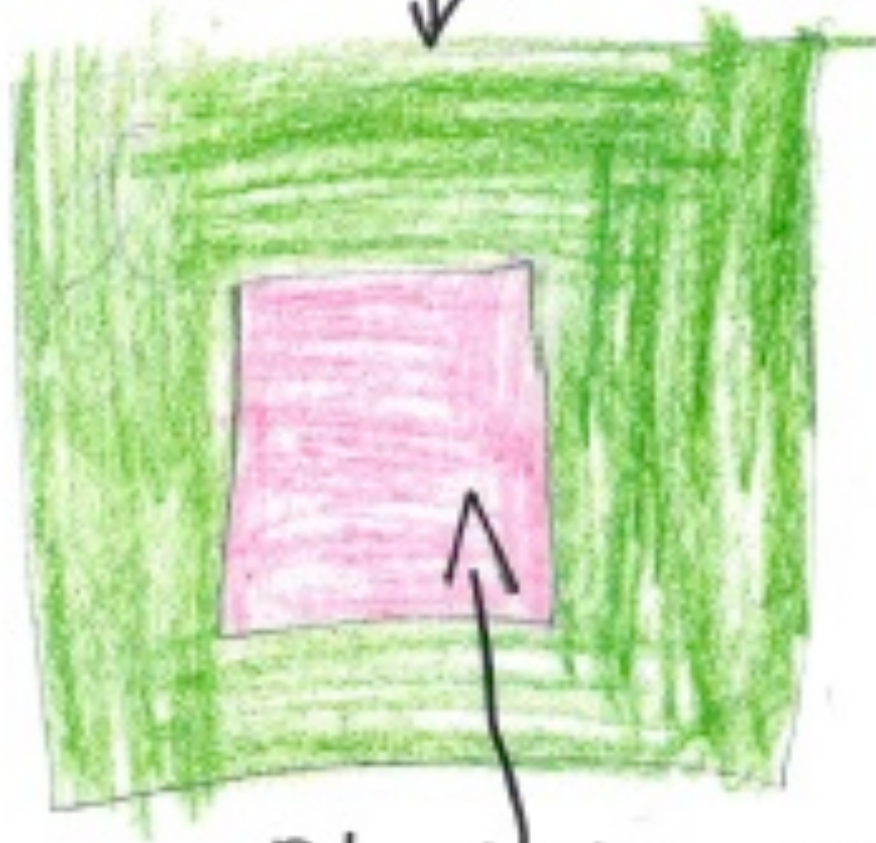
This book is dedicated to
my mami Diane.





I have a Veary
Speshel little Blanket.
It is Speshel to
me!

Blanket



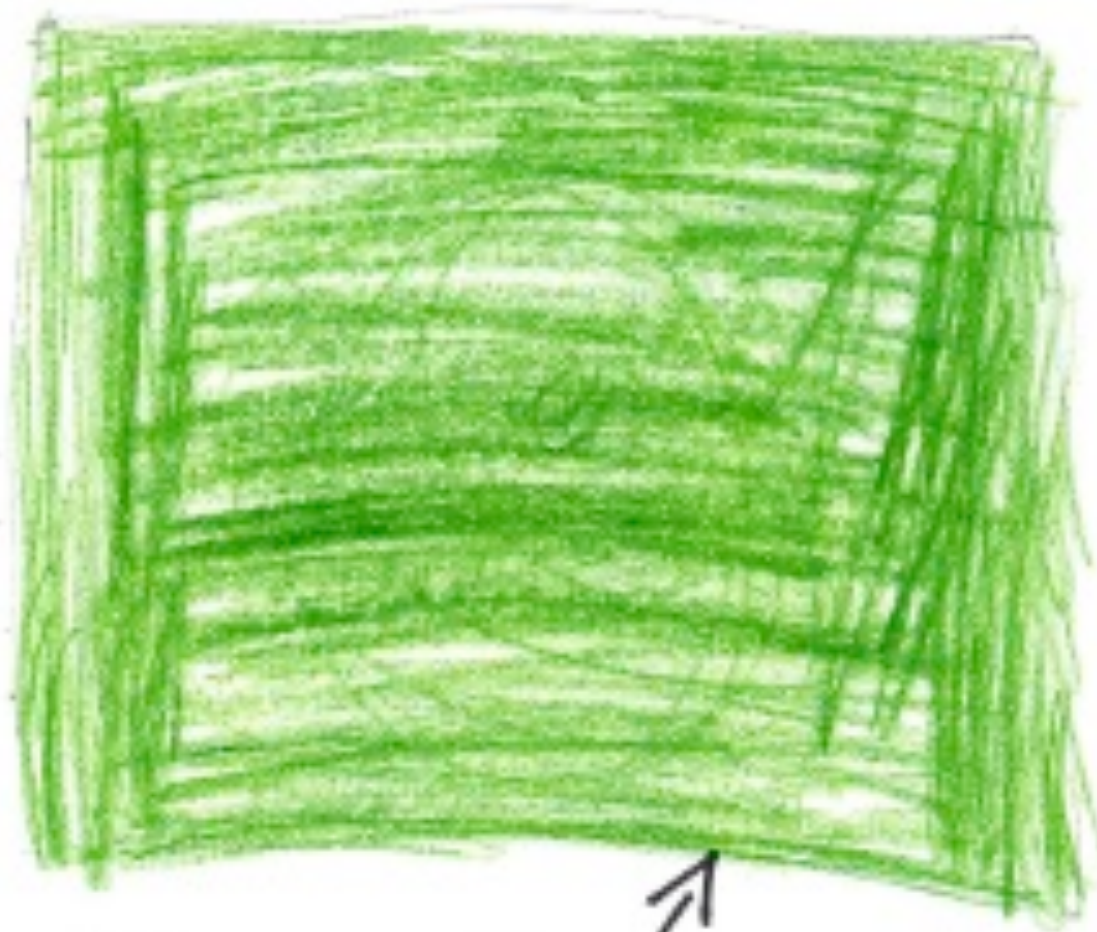
my Blanket's name
is Blanket. Blanket
has a small pink
square in the middle.



Blanky's Outside
is flufy green.
(it has lots of fluf.)



Blanket is so
soft and I
love it.



↗
The Back of
Blanky is still
green fluffy.



Blanky is old
and it Brok and
my mani fixed
it.



Blanky was
from
my Baby
Shower.



Blanky Go's
warerver I Go.
I love Blanky.

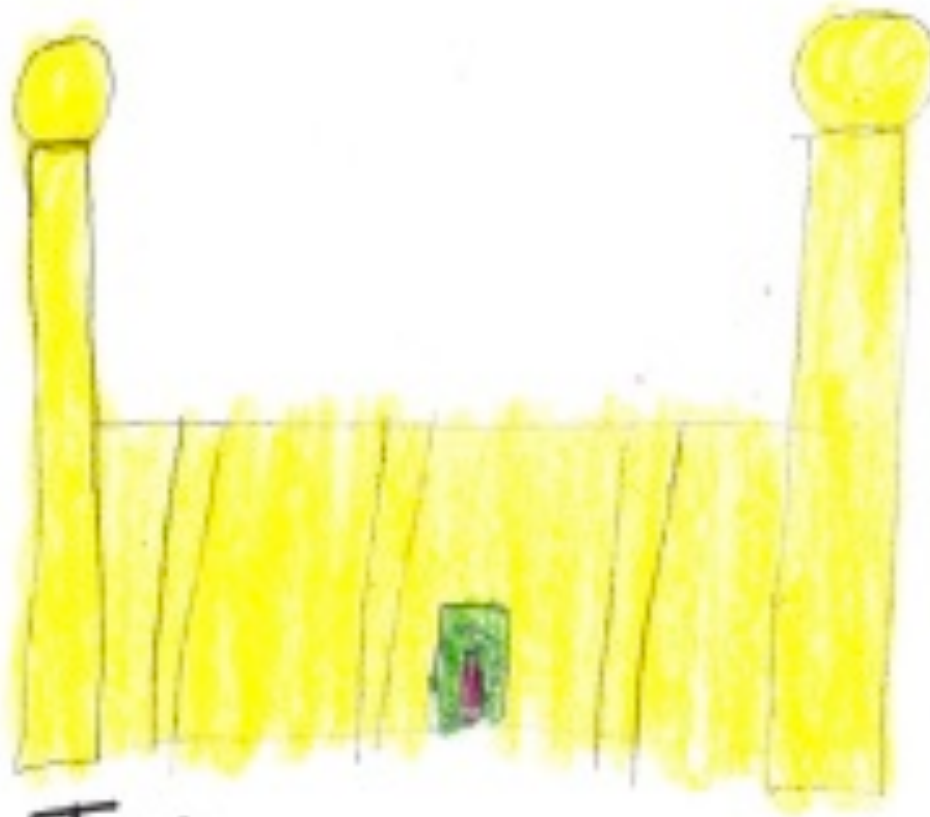
me as a baby



Blanky is small
Because I got
it when I was
a baby.



Blanket is not
a regular sized,
It is small.



I keep my Blanket
in my crib.
so it dos not get lost.

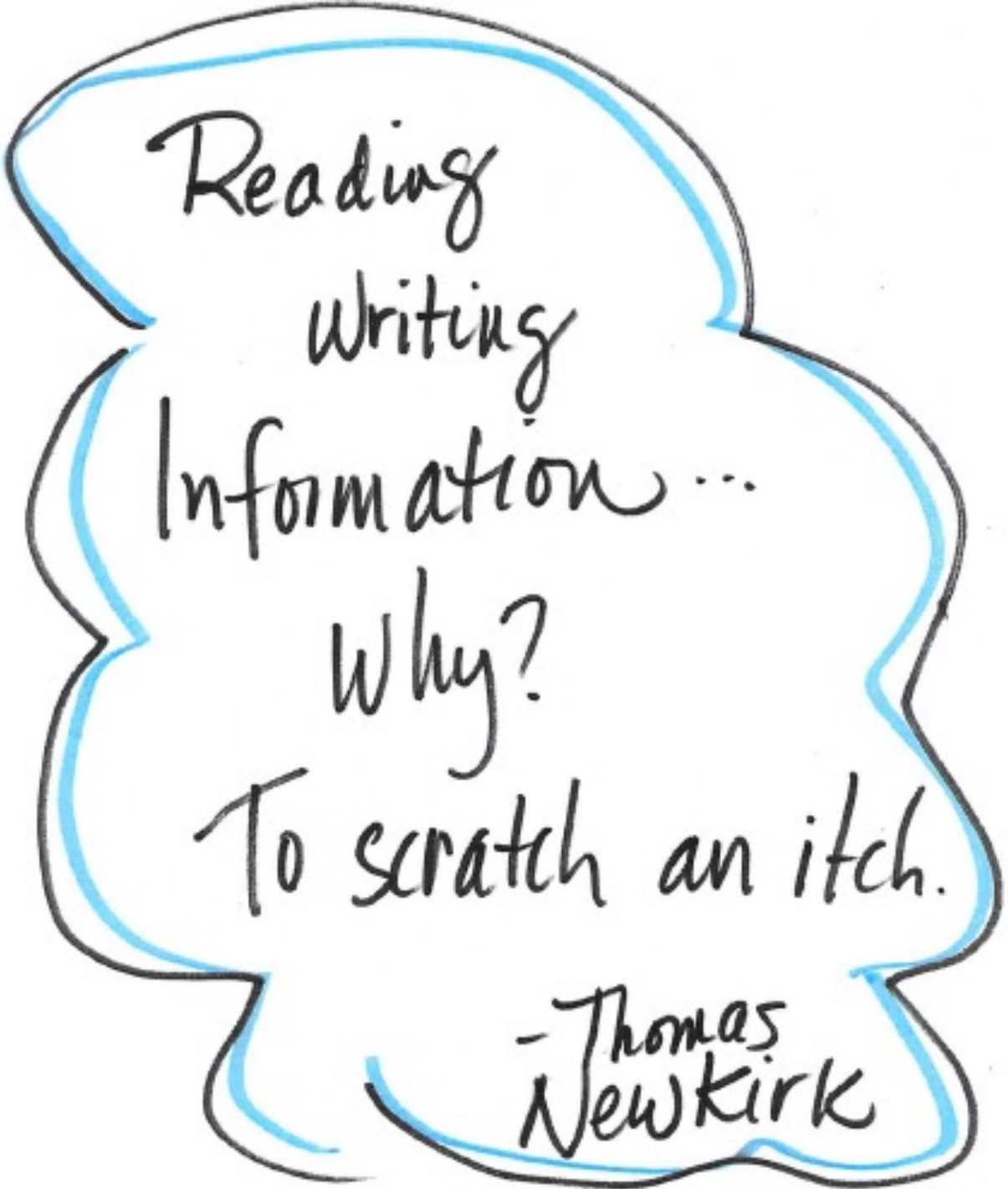


I am so glad I
have my sweet
nice Blanket
(The End)



Hawthorne House Publishing Co.
Printed in Mrs. Cortes's room
Copyright © 2017

No part of this book may be reproduced without written permission.
It must be treasured, loved!



Reading
Writing
Information ...

Why?
To scratch an itch.

- Thomas
Newkirk

The Itch ↓

Stepping Up to a
New Role

Advice About a
Strong Feeling

I Feel Your Pain

Tour of an Unfamiliar
Place

True/False? Neither.

My Symbol

Narrative: Just the
Facts

Lighting a Fire
Under a Procrastinator
for

Humble Request
for Change

The Itch ↓

One Model ↓

Stepping Up to a
New Role

Hippocratic Oath

Advice About a
Strong Feeling

John Steinbeck's Letter
to his Son

I Feel Your Pain

JFK "Ich bin ein Berliner"

Tour of an Unfamiliar
Place

Labor reformer in a mill
1846

True/False? Neither.

Einstein's letter to a
6th grader

My Symbol

Pledge of Allegiance

Narrative: Just the
Facts

Eyewitness to a Lynching

Lighting a Fire
Under a Procrastina-
tor

Patrick Henry's speech

Humble Request
for a Dime

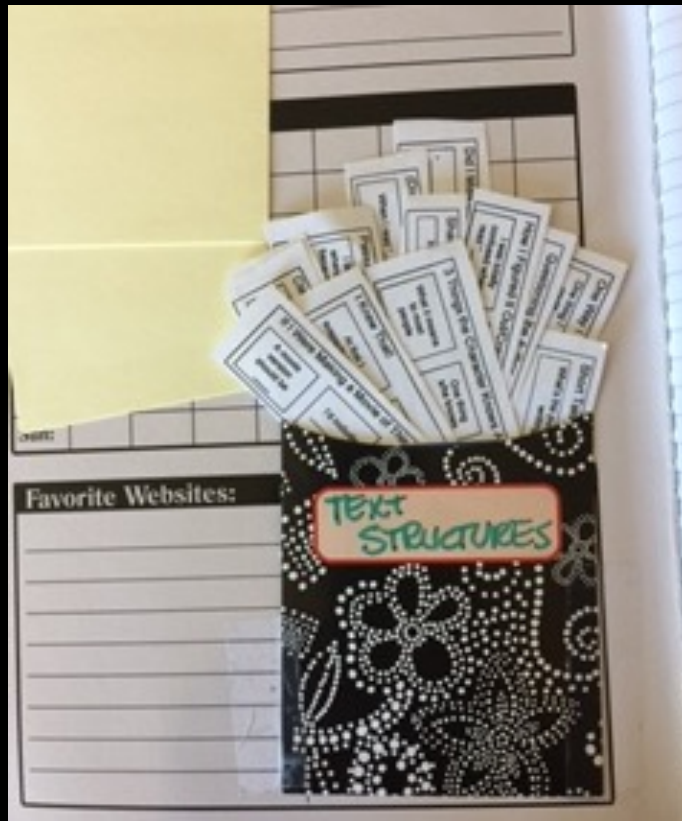
Plymouth Plantation

The Story of My Thinking

What I used to think

But this happened

So now I
think



Students become
supercharged
with structure
choices.

For any situation.

To download these and other
text structures, please visit

www.trailofbreadcrumbs.net

Gretchen Bernabei
gretchen.bernabei@gmail.com

For a copy of this PowerPoint:

<https://tinyurl.com/BernabeiKernels>