Writing Activity

Framed Paragraphs (w/Content Connections)

Purpose: Semantic Development and Syntactic Development

Focus: Use a "frame" (outline or template) for writing a paragraph that contains a main idea (topic sentence), supporting details, and a summary statement (conclusion).

ELDC (Continuum) Level(s): Low Intermediate 1, Low Intermediate 2, High Intermediate 1, High Intermediate 2

Note: Framed paragraphs are most useful in preparing students for exam questions. In fact, framed paragraphs make very good exam questions.

Procedure: Introduce framed paragraphs to the class by creating a story collectively using the language experience approach. The second time you assign framed paragraphs, have each group prepare one. Once the groups have mastered framed paragraphs, each student prepares his/her own. Include incentives for the group to help individual team members. For example, give a team one point for each member who receives a grade of B or higher. After constructing a model paragraph with the class, groups, pairs, or individuals find examples in text.

Social Studies Example: *There are many cultures of people living in Florida. First.... Second.... Third.... These groups and others....*

Language Arts Example: *..., a character in the novel... by... is.... An example of this behavior is... Another example is.... Finally.... Therefore, this character is...*

Science Example: *OBSERVATION: After observing... HYPOTHESIS: I think... MATERIALS: 1…2…3… PROCEDURE: 1…2…3… DATA: 1…2…3… ANALYSIS: The results of the experiment show.... This was caused by.... Therefore, my hypothesis was/was not correct because....*

Examples of Framed Paragraphs Activities *(Continued on next pages)*

Refer to the pages that follow for examples of framed paragraphs activities.

Reproducible graphic organizers *and* **paragraph frames** are provided for these skills:

- Generic Paragraph Organizers
- Conclusions
- Historical Setting
- Predicting
- Details
- Main Idea
- Sequencing
- Cause & Effect
- Compare/Contrast
- Reading Critically: Visualization
- Author's Purpose
- Event Map
- Problem/ Solution
- Characterization
- Symbolism
- Conflict (Internal, External, Conflict Dissection)

Examples of Framed Paragraphs Activities

The objective of the **Framed Paragraph Activity** is writing using a "frame" (outline or template) to write a paragraph that contains a main idea (topic sentence), supporting details, and a summary statement (conclusion). Paragraph writing in the context of academic tasks is excellent practice for exam questions and are an excellent classroom assessment. Use the **Framed Paragraphs** regularly for short writing practices and incorporate it into more difficult academic tasks or concepts.

Teachers introduce "frames" or template models for students to follow. As students develop writing skills, they can create their own paragraph frames in groups or individually.

Below are examples of how to use Framed Paragraphs in analysis and FCAT support skills in various subject areas, including **science, social studies, mathematics,** and **language arts** objectives.

Examples of a "Framed Paragraphs" Activity: Paragraph Frames & Paragraph organizers
The examples of _paragraph frames_ and _organizers_ below incorporate essential writing skills into subject area content instruction. Note that "formula writing" is NOT the objective. Instead, students are learning and practicing paragraph writing while exploring subject area concepts. _Writing a paragraph_ is not an objective, but a _learning strategy_. In the process of using paragraph frames and organizers, students learn the "formula" for writing a paragraph without spending instructional time on it. There is no need to "teach for the test" (FCAT Writing). The writing models (_paragraph frames and organizers_) provide practice for the writing test.

Refer to the pages that follow for examples of framed paragraphs activities.
Reproducible graphic organizers _and_ **paragraph frames** are provided for these skills:

- Generic Paragraph Organizers _(Title, Introduction (&Topic Sentence), (4) Details, & Conclusion)_
- Conclusions
- Historical Setting
- Predicting
- Details
- Main Idea
- Sequencing
- Cause & Effect
- Compare/Contrast
- Reading Critically: Visualization
- Author's Purpose
- Event Map
- Problem/ Solution
- Characterization
- Symbolism
- Conflict (Internal, External, Conflict Dissection)

Content Connections
Math: Read procedure for activity. This can be adapted so students use appropriate frame in a math journal to explain process for solving a problem.
Science:
Social Studies:

Refer to next page(s) for more Framed Paragraphs Activities.

Framed Paragraphs (Continued)
Framed Paragraph Activity: Paragraph Organizer

Directions: Use the paragraph organizer below to organize ideas before writing framed paragraphs.

TOPIC FOCUS (*MY* Title):_____

(Topic Sentence/ Introduction):_____
_____
_____
_____

Supporting Detail #1 _____
_____
_____
_____

Supporting Detail #2 _____
_____
_____
_____

Supporting Detail #3_____
_____
_____
_____

Supporting Detail #4 _____
_____
_____
_____

(Restate topic sentence)_____
_____
(Concluding Sentence): _____
_____

Framed Paragraphs Activities and Organizers *(Continued on next page)*

Framed Paragraph Activity: Paragraph Frame for Conclusions

Name_____

    The _____ *(story, event, science experiment, math problem, period of history, etc)* shows that *(helps us to conclude that)* _____
_____
There are several reasons why. First, _____
_____
_____
_____
_____
A second reason is _____
_____
_____
_____
_____
Finally, _____
_____
_____
_____
_____
In conclusion, _____ is _____
_____because_____
_____
_____
_____
_____

Refer to next page for more Framed Paragraphs Activities.

Framed Paragraph Activity: Paragraph Frame for Conclusions

At the end of _____ *(story title, event, science experiment, math problem, period of history, etc)*,the reader (writer) can draw the conclusion that _____ _____ _____ _____ *(Topic Sentence)*

This conclusion is based on information in the story *(event, science experiment, math problem, period of history, etc)*, and personal knowledge. First, the author *(evidence, facts, calculation, etc)* says/shows that _____ _____ _____ *(information in the story- Detail # 1)*. Second, _____ _____ _____ *(information in the story- Detail # 2)* Another detail (*fact, observation*) that leads us to this conclusion is _____ _____ _____ _____ *(information in the story-Detail # 3)*. Personal experience and knowledge of the world also tells us that _____ _____ _____ _____ *(personal knowledge-Detail # 4)* The reader can draw the conclusion that _____ _____ _____. This is because of _____ _____ *(information)*, and _____ _____ *(information)* Personal experience and general knowledge about _____ _____ _____ help the reader to arrive at this conclusion.

Refer to next page for more Framed Paragraphs Activities.

Framed Paragraph Activity: Paragraph Organizer for Conclusions

Conclusions & Generalizations Model
MAIN IDEA:
DETAIL: DETAIL: DETAIL:
ADD WHAT I KNOW ON THE SUBJECT: 1   2
POSSIBLE CONCLUSIONS: 1   2
POSSIBLE GENERALIZATIONS: *(How does this apply to the bigger picture of life? Is there a lesson to be learned?)* 1 2

Refer to next page for more Framed Paragraphs Activities.

Framed Paragraph Activity: Paragraph Organizer for Conclusions
Drawing Conclusions from Information

Title/Topic/Chapter_____

Fact from the reading:	Fact from the reading:
What I know about it myself:	What I know about it myself:

CONCLUSIONS

1.

2.

3.

4.

| Fact from the reading:	Fact from the reading:
What I know about it myself:	What I know about it myself:

Refer to next page for more Framed Paragraphs Activities

Framed Paragraph Activity: Paragraph Organizer for Conclusions

Identify *one* conclusion from the reading, text, or lesson summary and *four* important facts that support that conclusion. You may use facts from your knowledge to support the conclusion. Complete the chart.
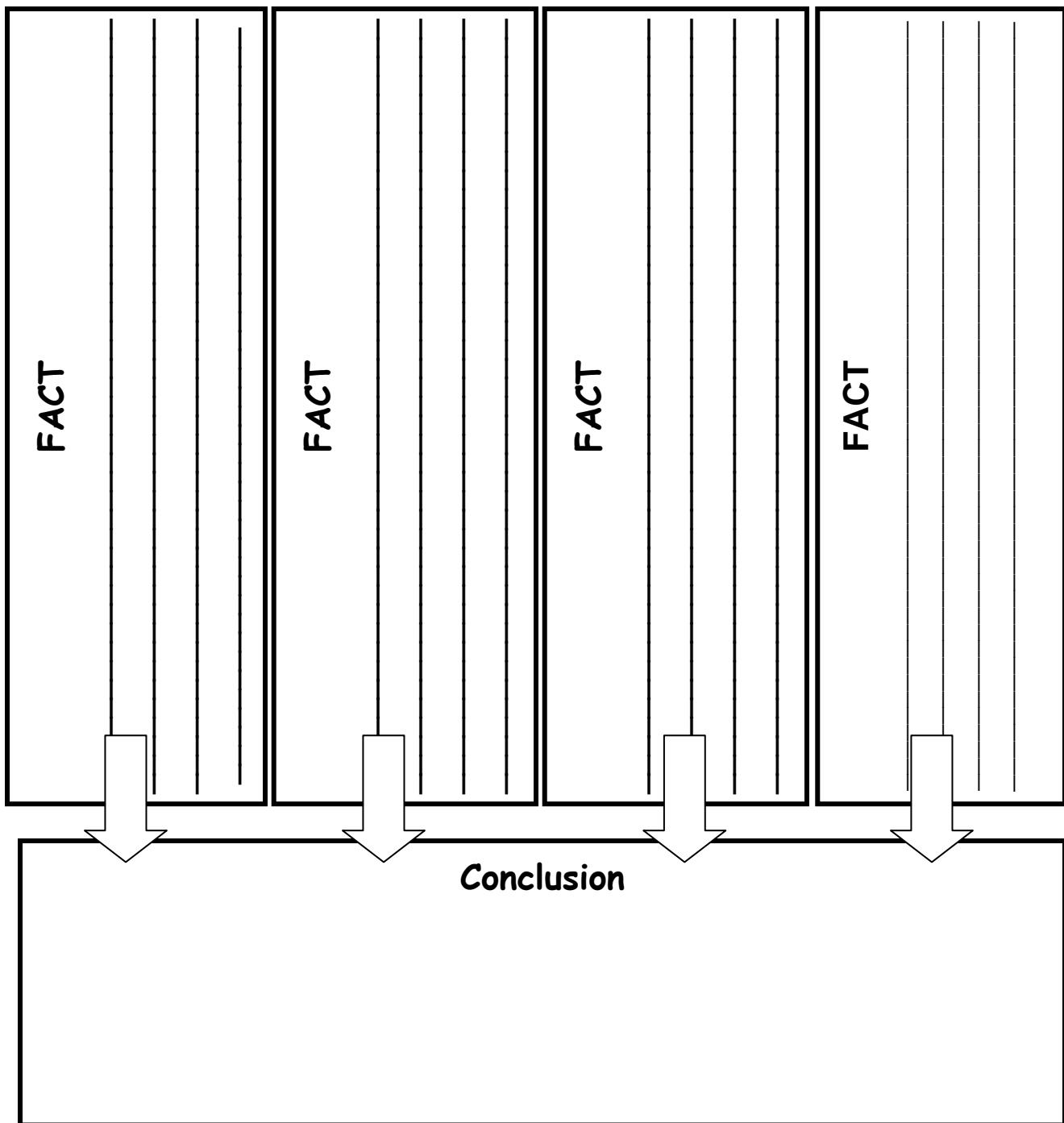
FACT

FACT

FACT

FACT

Conclusion

Refer to next page for more Framed Paragraphs Activities

Framed Paragraph Activity: **Paragraph Frame for Historical Setting**

Getting Started:

Identify Where (Location, place): _____

_____

Identify When (Time, time period, era): _____

_____

Historical Facts to Explore: _____

_____
_____
_____

Historical Setting

The details of the setting of _____ are important for several reasons *(Topic Sentence)* The story *(event, incident, experiment, etc)* _____takes place during _____ *(when)* in/at _____ *(where)* The time of the story is important because _____ _____ _____ *(Detail #1)* The place the story occurs is also important to understanding the story. The main events take place _____ _____ _____ *(where)* During this period of time, there was great interest in_____ _____ _____ *(Detail #2)* Some other important details about the setting include _____ _____ and _____ _____ *(Detail #3)* The writer _____ uses the setting of the story to _____ _____ _____ _____ *(make his/her characters interesting, make the plot of the story come to life, tell her/his point of view, etc.)* *(Conclusion)*

Framed Paragraph Activity: Paragraph Frame for Predicting

Use the following questions as starters for predicting:

Who/ what do you think _____ is (is used for)?
Why do you think _____? What happened to _____?
What do you think _____ will do?
How do you think _____ will react when _____?
What do you think happened to _____ when _____?

Predicting

In _____ (*story, text, experiment, poem, math problem, etc*), the active reader (*learner*) wants to know more, and naturally begins to ask questions and predict the answers *(Topic Sentence)*. One example is _____. The reader (*mathematician/ historian/ scientist, etc*) asks the question, _____, and might predict that _____. (*Detail #1*) Another example is _____. The reader (*mathematician/ historian/ scientist, etc*) asks the question, _____and might predict that _____ (*Detail #2*).A third question the reader (*mathematician/ historian/ scientist, etc*) asks is _____. The reader (*mathematician/historian/ scientist, etc*) asks the question, _____and might predict that _____ (*Detail #3*) The writer (*textbook, math problem, experiment, etc*) provides details that cause the reader to think, ask questions, and predict the answers, which the reader (*mathematician/historian/ scientist, etc)* looks for later (*Conclusion*).

Refer to next page for more Framed Paragraphs Activities

Framed Paragraph Activity: Paragraph Organizer for Predicting

PREDICTING *(Pre-Reading Strategies: Preview & Predict)*

Directions: Think about the topic. What questions do you have? Write your questions. Next, predict an answer to each question based on what you know so far. Later return to the questions and predictions to see how well you did. Check off the ones you can check.

TITLE/TOPIC/TEXT_____

Question to ask…? (I wonder…) Make a prediction:	**CHECK**
Question to ask…? (I wonder…) Make a prediction:	**CHECK**
Question to ask…? (I wonder…) Make a prediction:	**CHECK**
Question to ask…? (I wonder…) Make a prediction:	**CHECK**
Question to ask…? (I wonder…) Make a prediction:	**CHECK**

Refer to next page for more Framed Paragraphs Activities

Identifying Significant Details
Use questions as starters for identifying details: *Who? Why? How? Where? What? When?*

In the _____ (*text/ novel/ story/ experiment/ math problem/ poem/ essay/ novel, etc*) _____ _____,
there are several significant details that help the reader *(learner, mathematician/ historian/ scientist, etc)* follow the action *(steps, problem, story, etc)* (*Topic Sentence*) First, (*who – Detail #1*) _____ _____. Another important detail is (*what—Detail #2*) _____ _____
_____ The third detail important to the story (*text/ novel/ story/ experiment/ math problem/ poem/ essay/ novel, etc*) is (*where—Detail #3*). _____ _____. Also significant is (*when—Detail #4*) _____ _____ A key element of the _____ (*text/ novel/ story/ experiment/ math problem/ poem/ essay/ novel, etc*) is (*why—Detail #5*) _____ _____. Finally, the writer (*textbook, math problem, experiment, etc*) tells (*how—Detail #6*). _____ _____ _____ _____ All of these details are significant because _____ _____ _____ (*Conclusion*).
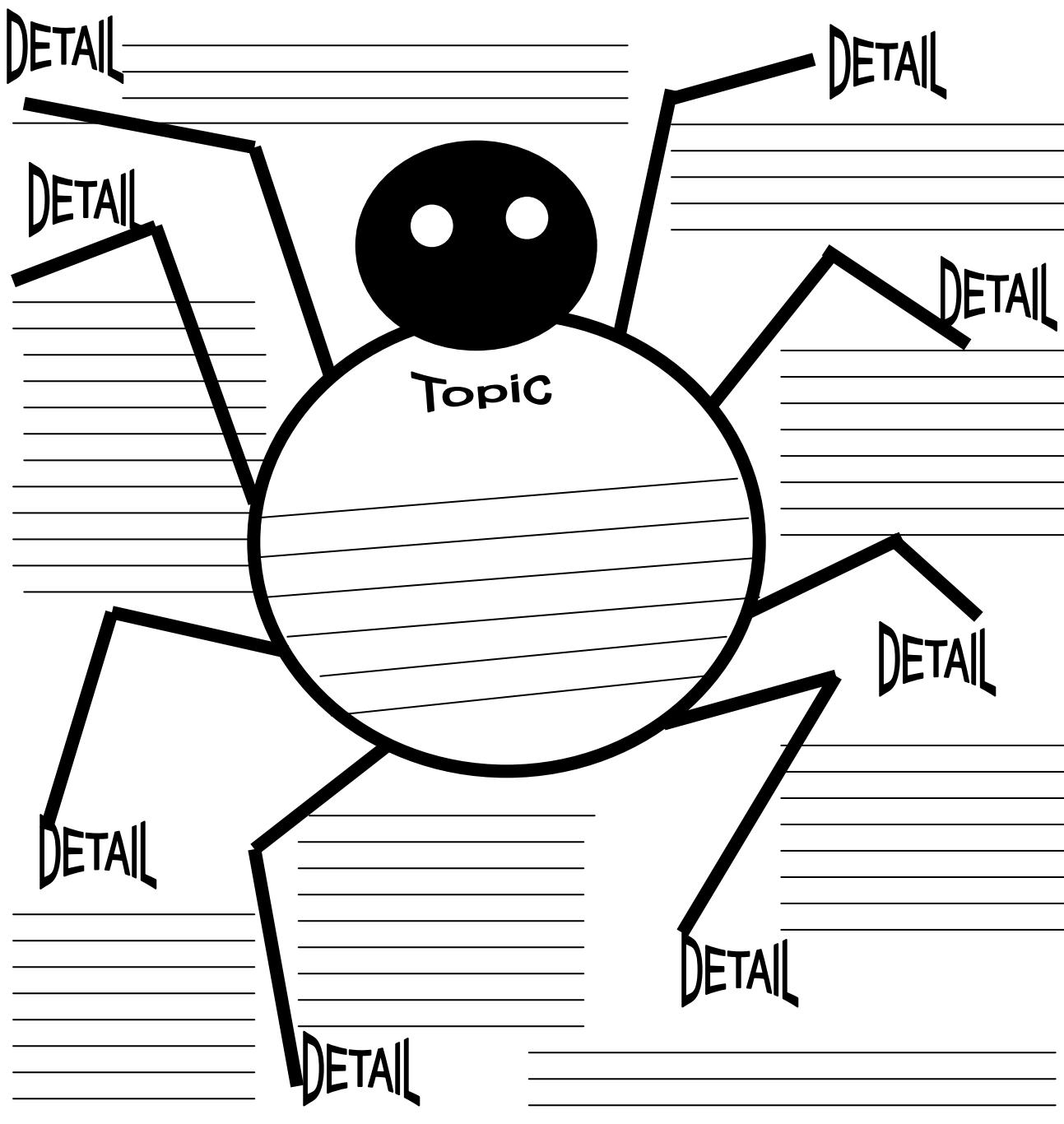
Framed Paragraph Activity: Paragraph Organizer for Details

Details

Text Topic/ Title _____

Directions: Use the paragraph organizer below to organize ideas before writing framed paragraphs.

DETAIL

DETAIL

DETAIL

DETAIL

DETAIL

Topic

DETAIL

DETAIL

DETAIL

Framed Paragraphs Activities and Organizers (Continued on next page)

Framed Paragraph Activity: **Paragraph Organizer for Significant Details**

Identifying Significant Details

Title/Topic/Text: _____

What

When

Where

MAIN IDEA

_____
_____
_____
_____
_____

Who

How

Which

What

Why
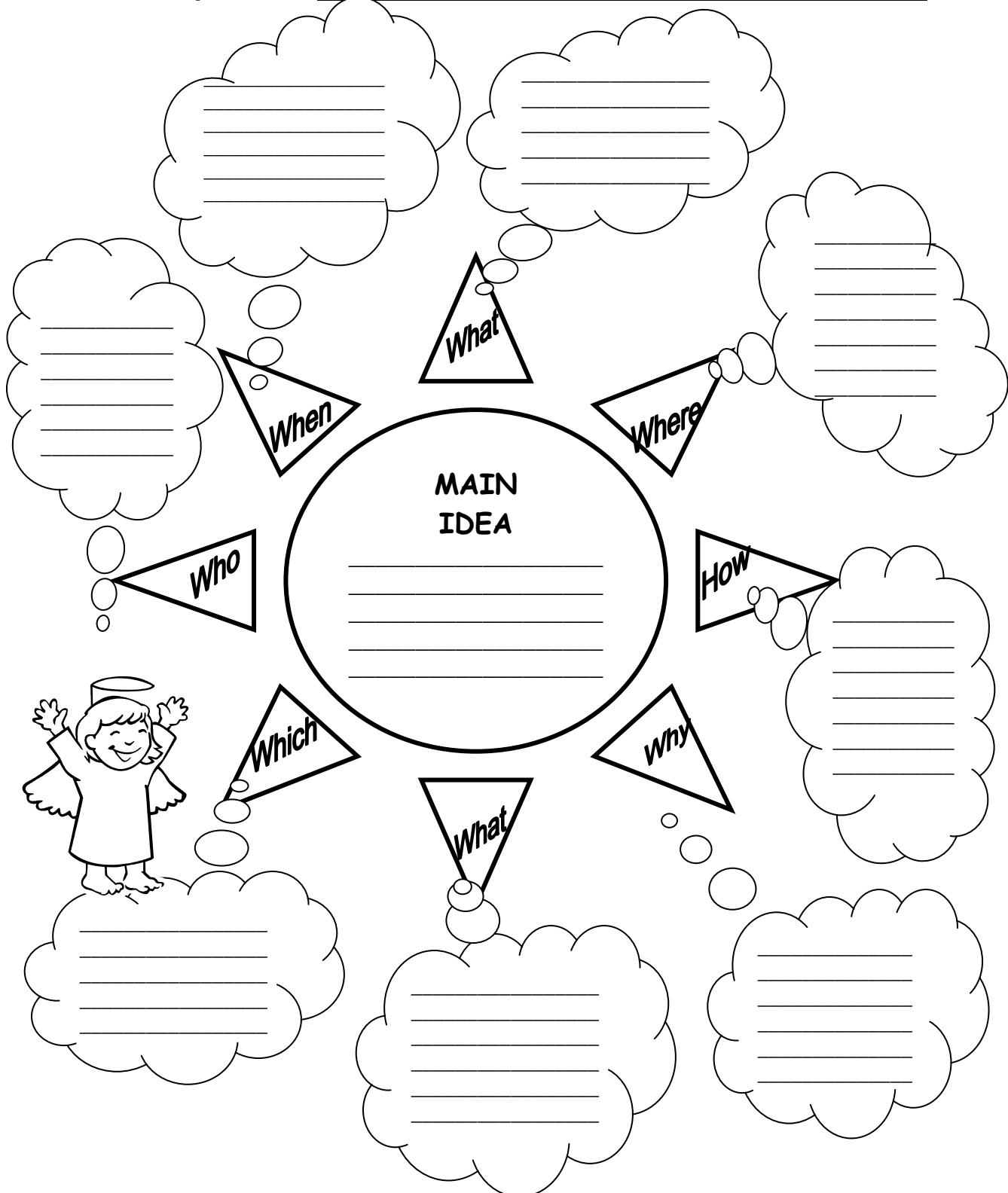
Framed Paragraph Activity: Paragraph Organizer for Significant Details

Identifying Significant Details

Title/Topic/Text: _____

Sensory
(touch, taste, smell, sound, sight)
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Definitions
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Reasons
(why)
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Facts
(who, what, where, when, how)
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Descriptions
_____
_____
_____
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_____
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_____
_____
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_____
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_____

Examples
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Statistics
(how much/many)
_____
_____
_____
_____
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_____
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_____

Framed Paragraph Activity: Paragraph Organizer for Significant Details

Identifying Significant Details
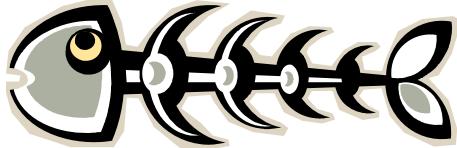
Title/Topic/Text: _____

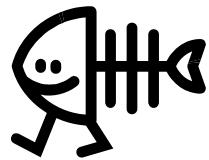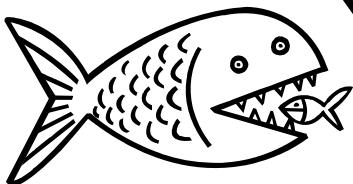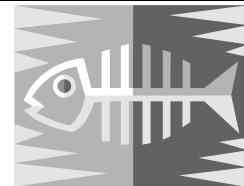1. WHO   2. WHAT   3. WHEN

1.   2.   3.

MAIN IDEA: _____
_____
_____

4.   5.   6.

1. WHERE   2. HOW   3. WHY

Framed Paragraph Activity: **Paragraph Organizer for Significant Details**

Identifying Significant Details

Title/Topic/Text: _____

Who

_____

What

_____

Where

_____

Title or Main Idea

_____

When

_____

Why

_____

Framed Paragraph Activity: Paragraph Organizer for Significant Details

Identifying Significant Details

Title/Topic/Text: _____

TOPIC

Framed Paragraph Activity: Paragraph Organizer for Significant Details
Identifying Significant Details

Title/Topic/Text: _____

DETAILS

1
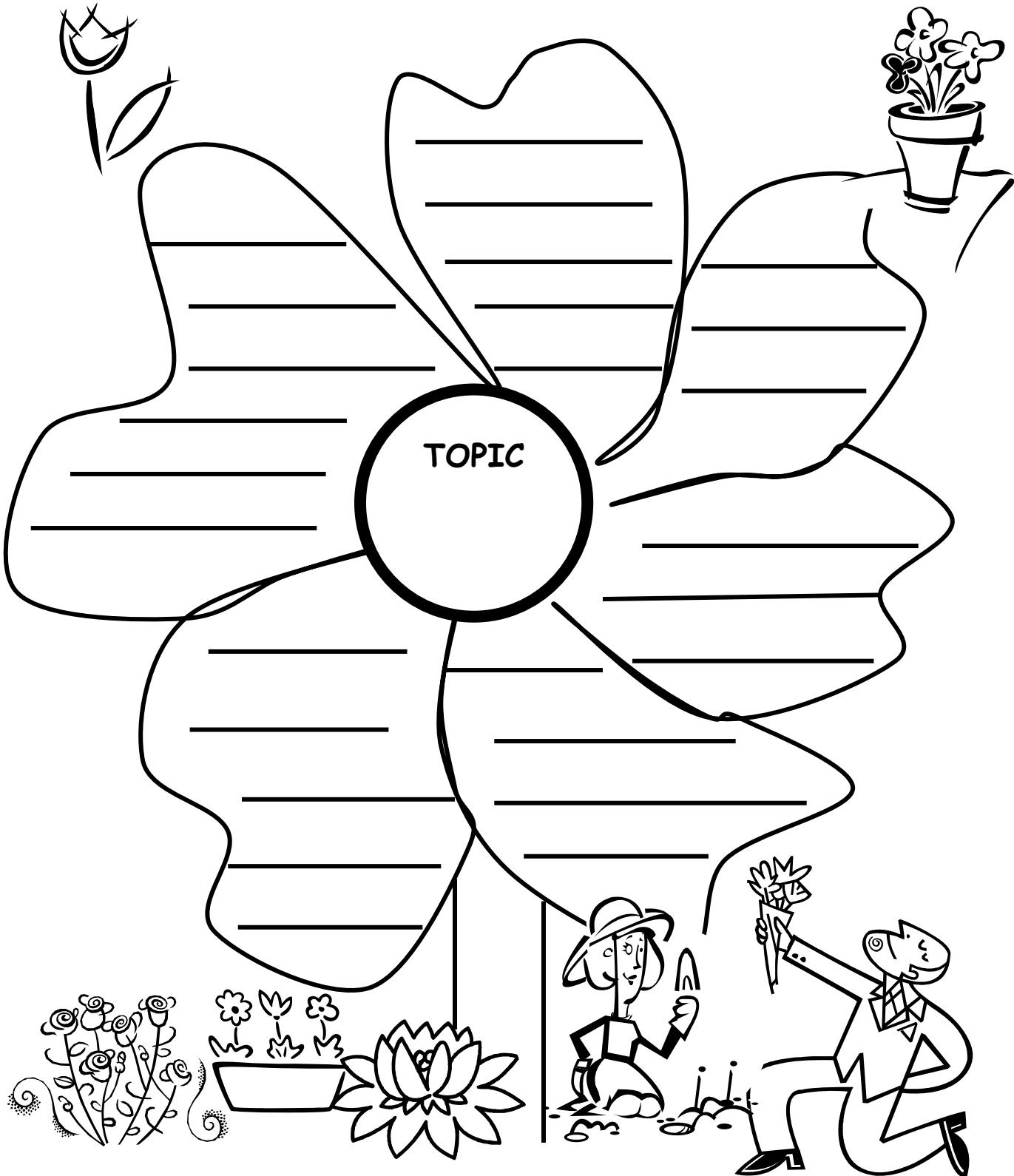
2

3

4

TOPIC

Framed Paragraph Activity: Paragraph Organizer for Significant Details

Identifying Significant Details

Title/Topic/Text: _____

TOPIC:

DETAIL _____

DETAIL _____

DETAIL _____

DETAIL _____

CONCLUSION:

Framed Paragraph Activity: Paragraph Frame for Main Idea

Title/Topic/Text: _____

Main Idea
In the reading *(story, text, experiment, poem, math problem, etc),* _____ _____ the main idea of _____ is _____ _____ *(Topic Sentence)* Significant details *(events)* include_____ _____, _____ _____, and _____ _____. First, there are details about *(Detail #1)* _____ _____ In addition, there are references to *(information about)* *(Detail #2)* _____ _____. The reader can figure out that the writer is talking about *(restate main idea)* _____ because *(Detail #3)* _____ _____. The significant details *(briefly summarize some key details)* _____ _____, _____, and _____ lead us back to the same main idea *(restate main idea)* _____ _____ *(Conclusion)*

Refer to next page for more Framed Paragraphs Activities

Framed Paragraph Activity: **Paragraph Frame for Main Idea**
Title/Topic/Text: _____

Main Idea

A (the) main idea in _____
(story, event, science experiment, math problem, period of history, etc), is _____
_____.
One example is _____
_____
_____
_____
Another example is _____
_____
_____
_____
_____
A third example is _____
_____
_____
_____
_____
In conclusion, the main idea of the *(story, event, science experiment,*
math problem, period of history, etc) _____ is _____
_____.
The main idea helps the *(reader, learner, mathematician/ historian/*
*scientist, etc)*_____ to understand _____
_____
_____
_____

Framed Paragraph: Paragraph Organizer for Main Idea & Details

MAIN IDEA and DETAILS

Title/Topic/Text: _____

Identify the **main idea** and **details** from the text or lesson summary
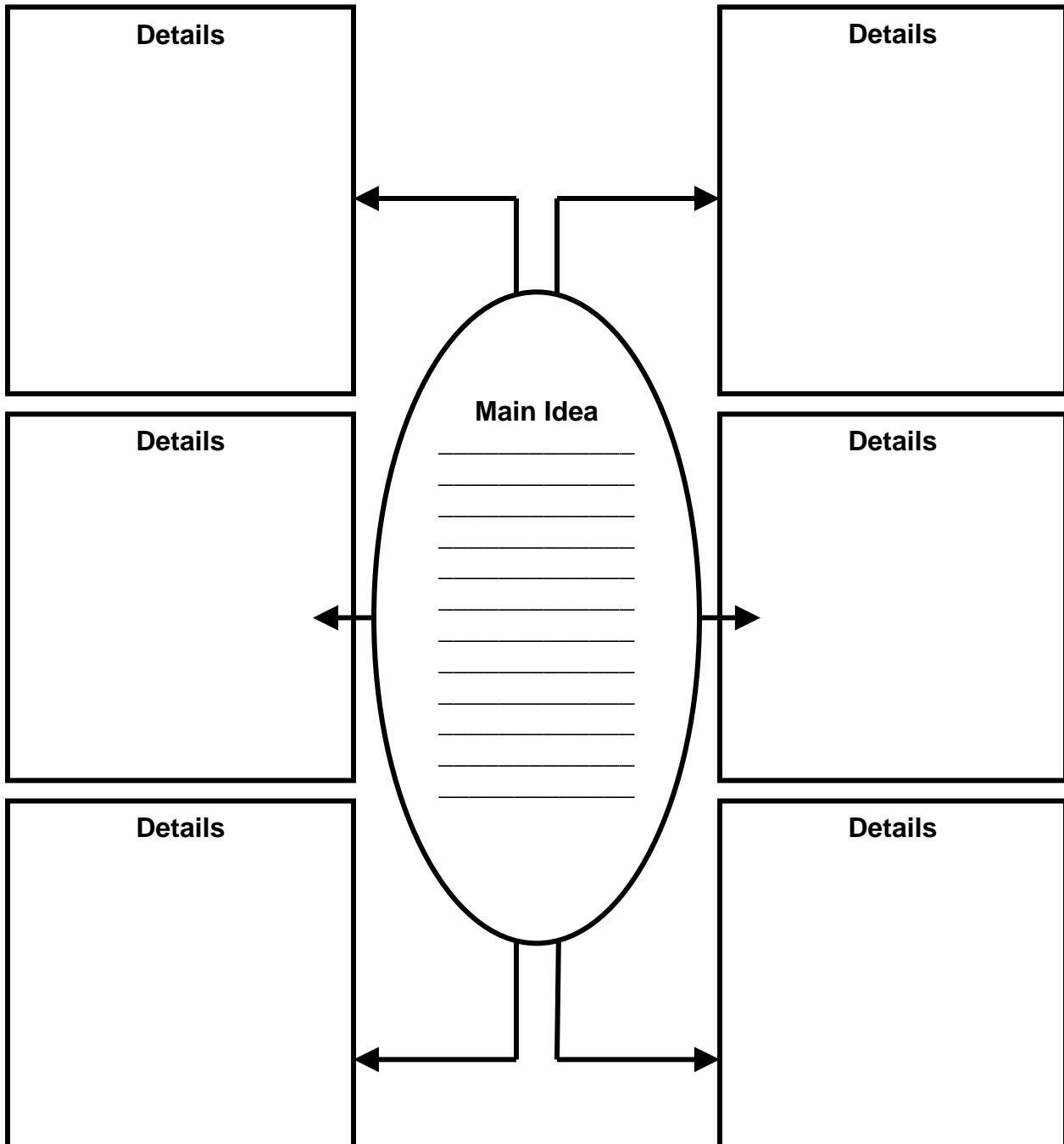
Details

Details

Details

Main Idea

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Details

Details

Details

Refer to next page for more Framed Paragraphs Activities

Framed Paragraph Activity: Paragraph Organizer

Main Idea & Details

Directions: Use the paragraph organizer below to organize ideas before writing framed paragraphs.

Text Topic/ Title _____

Main Idea (Topic Sentence)

_____

_____

_____

_____

_____

DETAIL: _____

_____

_____

_____

DETAIL: _____

_____

_____

_____

DETAIL: _____

_____

_____

_____

Concluding Sentence (Restate Topic   Sentence using different words)

_____

_____

_____

_____

Framed Paragraphs Activities and Organizers (Continued on next page)

Main Idea & Details

Text Topic/ Title _____

Directions: Use the paragraph organizer below to organize ideas before writing framed paragraphs.

MAIN IDEA (Topic Sentence)

DETAIL
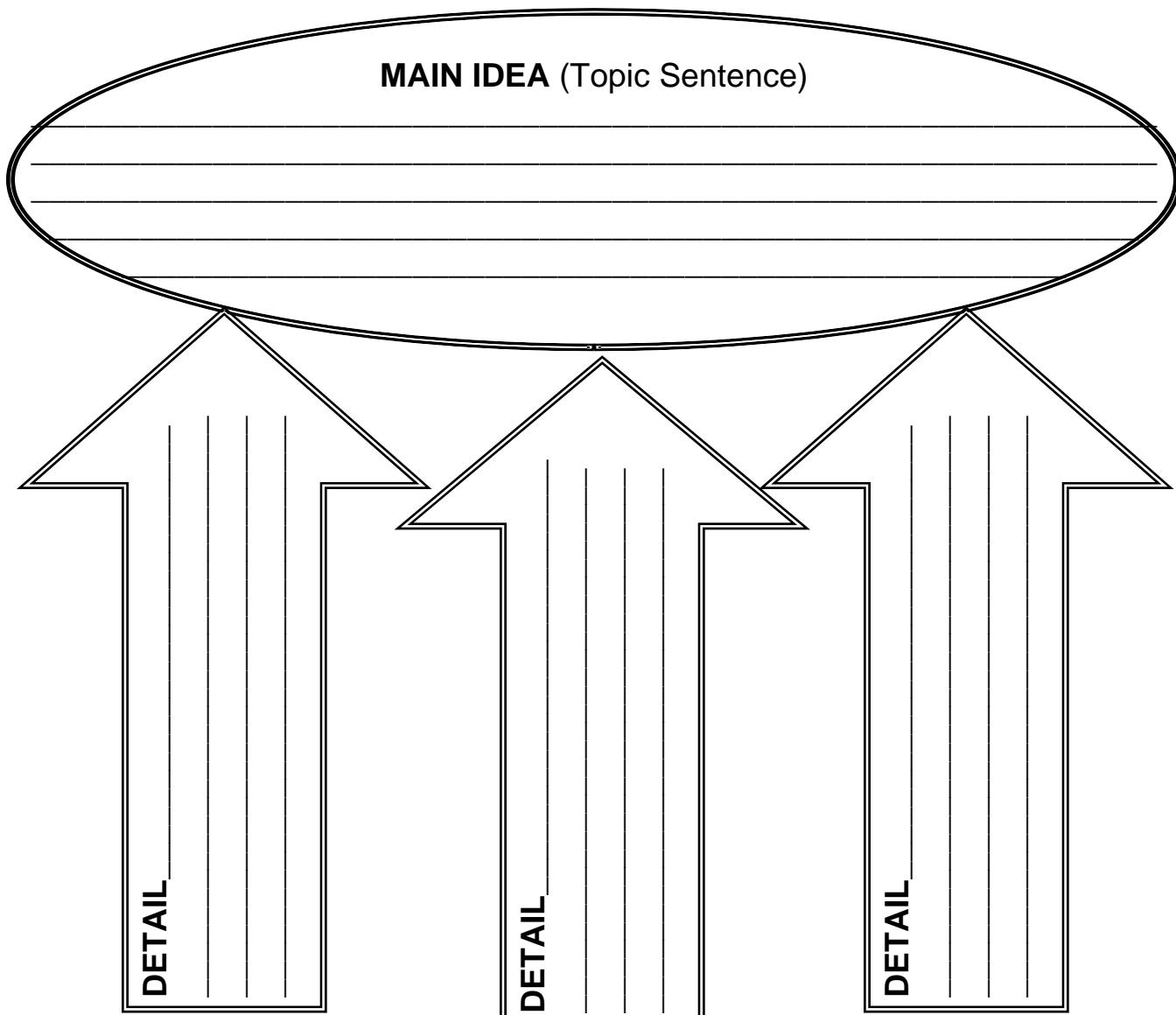
DETAIL

DETAIL

Concluding Sentence (Restate the topic Sentence using different words):

_____
_____
_____
_____

Framed Paragraphs Activities and Organizers (Continued on next page)

Framed Paragraph Activity: Paragraph Organizer

Main Idea & Details

Text Topic/ Title _____

Directions: Use the paragraph organizer below to organize ideas before writing framed paragraphs.

Paragraph Organizer

Detail #1

Detail #2

TOPIC:

Detail #3

Detail #4

Detail #5

Main Idea & Details

Text/ Topic/ Title _____

DETAIL

DETAIL

DETAIL

CONCLUSION

MAIN IDEA
TOPIC SENTENCE

TITLE

Framed Paragraphs Activity: Paragraph Frame for Sequencing

Text Topic/ Title _____

Sequencing
Chronological/Time Order Story/History/Observation Frame

In the _____
(story, event, period of history, science experiment, math problem, etc), there
are three important _____ (*events, steps, directions, etc*).
First, _____
_____
_____
_____
_____

Second, _____
_____
_____
_____
_____

Next, _____
_____
_____
_____
_____

In conclusion, _____
_____
_____
_____
_____

Refer to next page for more Framed Paragraphs Activities.

Framed Paragraph Activity: **Paragraph Organizer for Sequencing**

Text Topic/ Title _____

Directions: Write sentences in the chart placing the events/ steps in the order in which they happened.

Sequencing	
1st (FIRST)	
2nd	
3rd	
4th	
5th	
6th	
7th	
8th	
9th	
10th (LAST)	

Refer to next page for more Framed Paragraphs Activities

Framed Paragraph Activity: Paragraph Organizer for Sequencing

Text Topic/ Title _____

(Chronological Order, Steps in a Process, Giving & Following Directions)

Sequencing

First,

Second,

Third,

Next,

After that,

Then,

Finally,

Refer to next page for more Framed Paragraphs Activities

Framed Paragraph Activity: Paragraph Organizer for Sequencing

Sequencing

(Chronological Order, Steps in a Process, Giving & Following Directions)

Text Topic/ Title _____

First,

Second,

Third,

Next,

Then,

Subsequently,

Following that,

Later,

Finally,

Refer to next page for more Framed Paragraphs Activities

Framed Paragraph Activity: Paragraph Organizer for Sequencing

Sequencing

(Chronological Order, Steps in a Process, Giving & Following Directions)

TITLE/TOPIC/TEXT _____
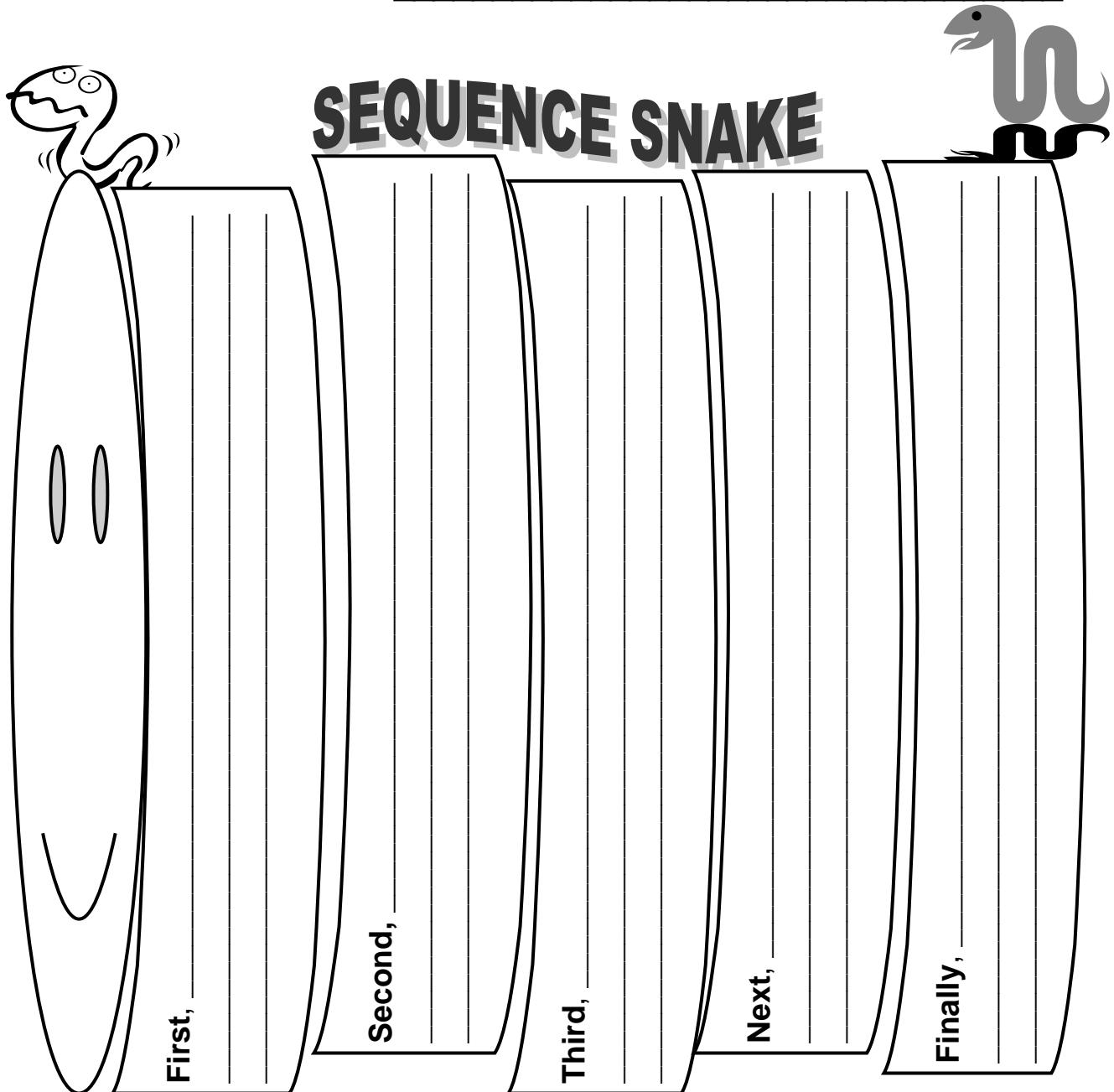
SEQUENCE SNAKE

First, _____

Second, _____

Third, _____

Next, _____

Finally, _____

Refer to next page for more on Framed Paragraphs

Framed Paragraph: Paragraph Organizer for Sequencing (Timelines)

Sequencing *(Timeline— Chronological Order)*

TIMELINE(S) for _____

Directions: Complete the timeline below for a series of events, steps, days, dates, years, etc. Write the start time (*date, event, result*), or end time (*date, event, result*) in the boxes. Identify the markers or "line labels" for the date or information (*Time, date, year, event, day, etc.*). Use as many boxes and "line labels" as you need.
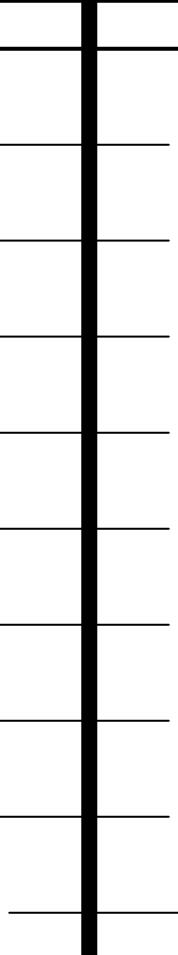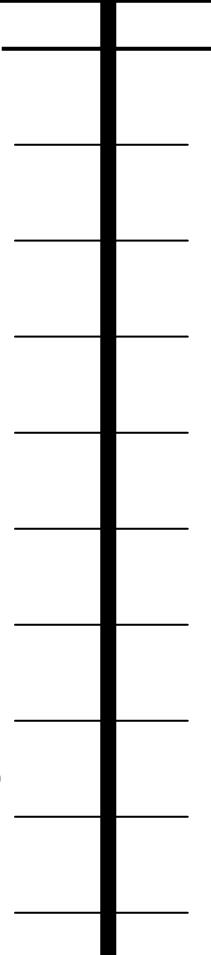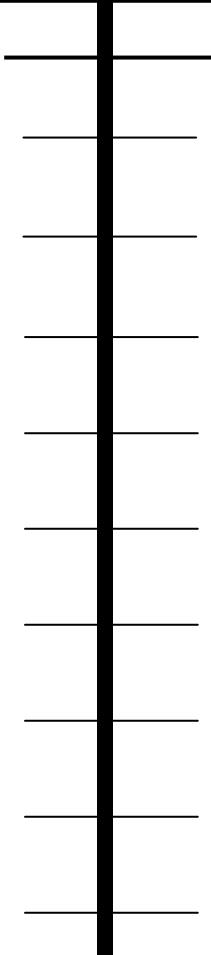
Framed Paragraph: Paragraph Organizer for Sequencing (Timelines)

Sequencing *(Timeline— Chronological/Time Order)*

TIMELINE/ INTERVAL for _____

Directions: Complete the timeline below for a series of events, steps, days, dates, years, etc. Identify an interval of time. Chart the order of events during that limited interval of time. Write the "BEGIN" time (*date, event, result*), and "END" time (*date, event, result*). Identify the markers or "line labels" for the date or information (*Time, date, year, event, day, etc.).* Use as many boxes and "line labels" as you need.

TIME INTERVAL
Begin _____
End
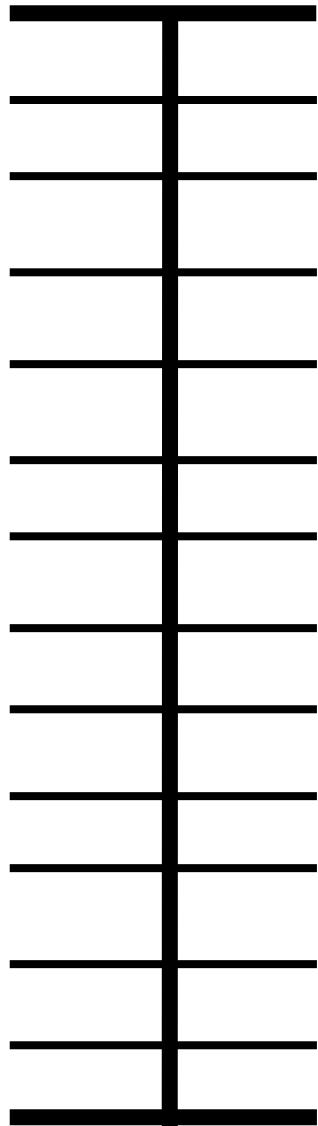
EVENTS

IN CHRONOLOGICAL ORDER

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

Framed Paragraph Activity: Paragraph Frame for Cause & Effect

Cause & Effect

Note: Here are some signal words for identifying cause & effect relationships:

As a result	Due to	Consequently	Since	Therefore	Because	Due to the fact that
For this/that reason	So that	Nevertheless	For	Thus	If…then	This/that is how

TITLE/TOPIC/TEXT _____

There are several examples of cause and effect in the *(story, text, experiment, lesson, chapter, poem, math problem, etc)*_____ _____ *(Topic Sentence)* First, *(Detail #1)* _____ _____ _____ _____ _____. Another example of cause and effect is *(Detail #2)*_____ _____ _____ _____ The third example of cause and effect is *(Detail #3)* _____ _____ _____ _____. The writer *(textbook, math problem, experiment, etc)* _____ uses/*(has)* _____ examples of cause and effect to help the reader *(learner,* *mathematician/ historian/ scientist, etc)* _____ _____ _____ _____ _____ *(understand complicated relationships in the story, follow the action, to make the story more enjoyable, to make the experiment easier to understand, to explain the period of history, etc.)* *(Conclusion)*

Framed Paragraph Activity: Paragraph Organizer Cause-Effect

Cause & Effect

Directions: Identify cause & effect relationships. Write them in the correct areas of the chart. Here are some underlined signal words for cause & effect:

As a result, Due to, For, Since, Therefore, Because, Due to the fact that, For this/that reason, So that, Nevertheless, Consequently, Thus, If…then, This/that is how

TITLE/TOPIC/TEXT _____

Cause (Reason)

EVENT #1: What happened **FIRST?**

Effect (Result)

EVENT #2: What happened **SECOND?**

Effect (Result)

EVENT #2: What happened **SECOND?**

Cause (Reason)

EVENT #1: What happened **FIRST?**
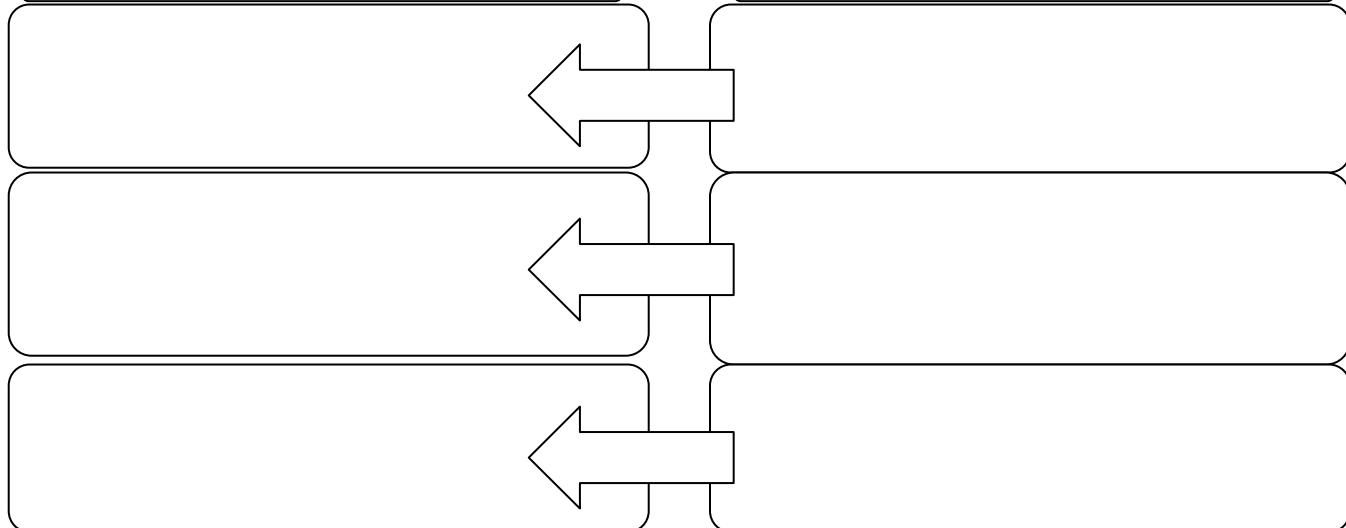
Framed Paragraph Activity; Paragraph Organizer-Cause & Effect
(Character Development—Before/ After)

TITLE/TOPIC/TEXT _____

<u>Directions</u>: Identify a character from literature, history, science, etc. Describe the character before something caused him/her to change. Describe the character after something caused him/her to change. Write the **cause** of that change (The change is the result or effect of the cause)
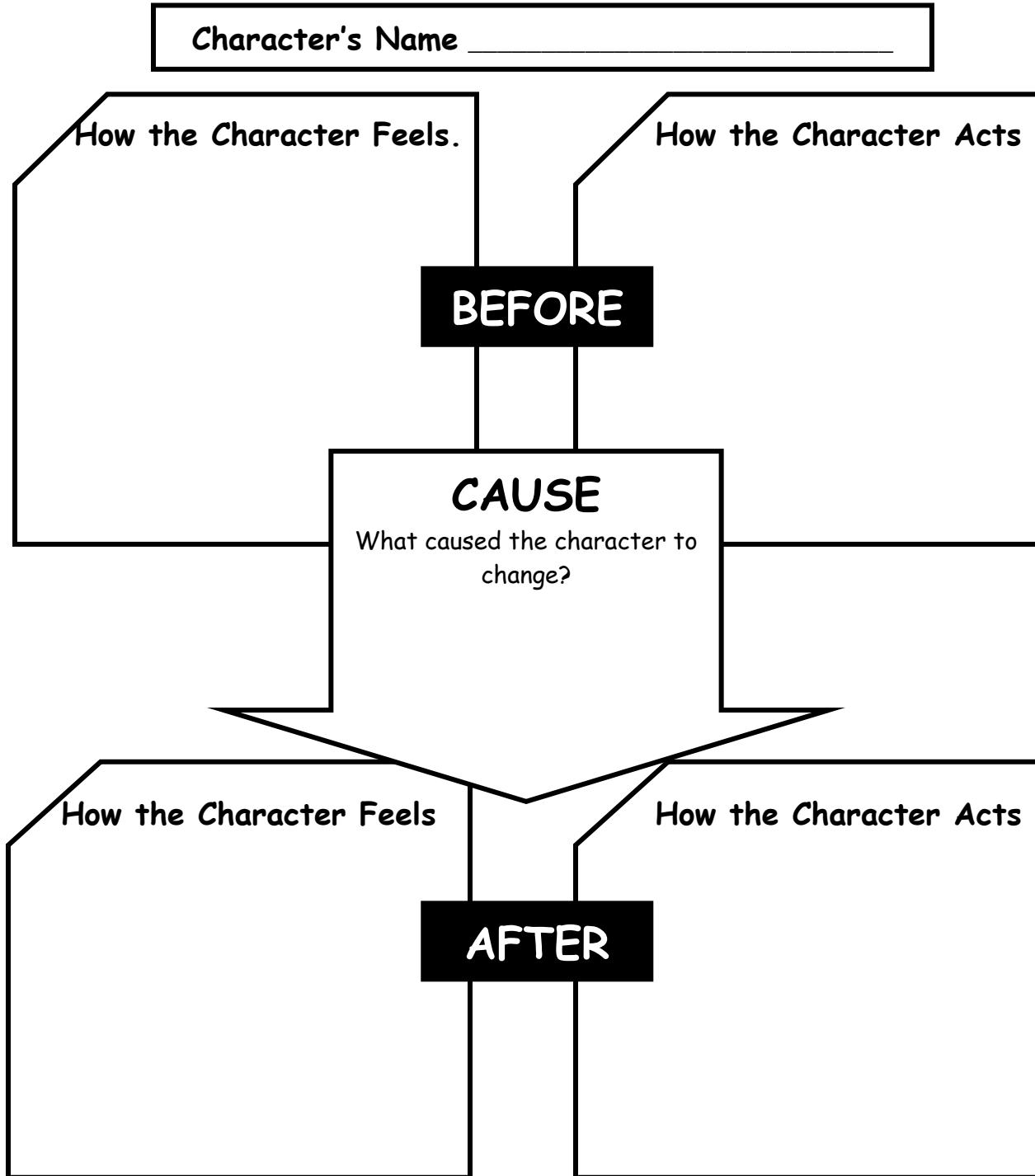
Character's Name _____

How the Character Feels.

How the Character Acts

BEFORE

CAUSE
What caused the character to change?

How the Character Feels

How the Character Acts

AFTER

Framed Paragraph Activity: Paragraph Organizer Cause-Effect

Cause & Effect

Directions: Identify **(4)** cause & effect relationships in the lesson and write them in the correct areas of the chart. Here are some signal words for cause & effect:

As a result, Due to, For, Since, Therefore, Because, Due to the fact that, For this/that reason, So that, Nevertheless, Consequently, Thus, If…then, This/that is how
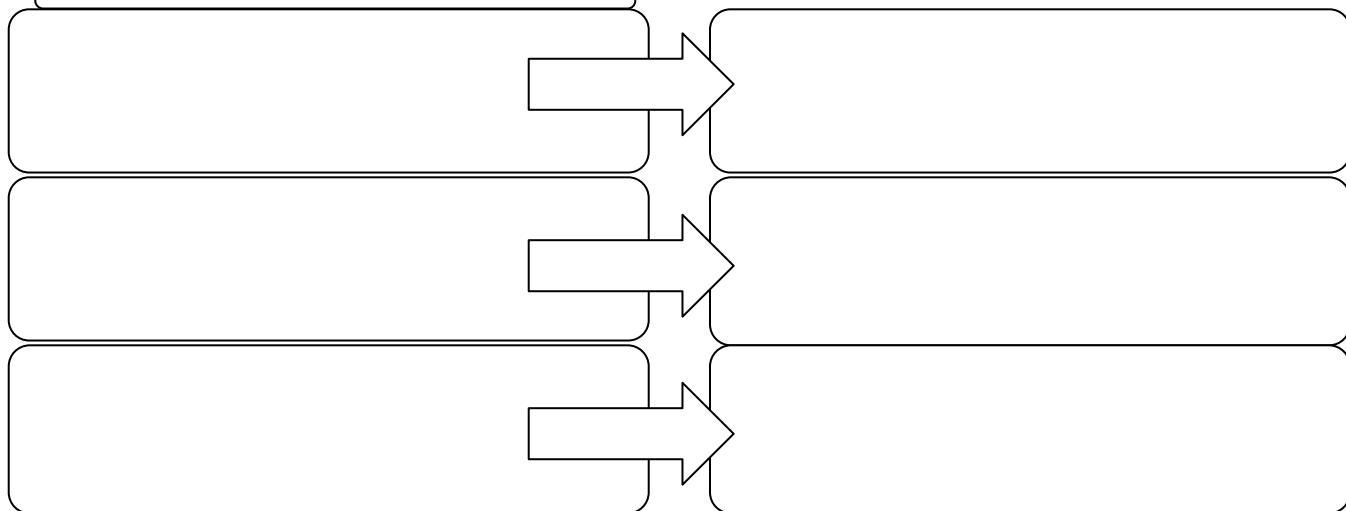
TITLE/TOPIC/TEXT _____

Example: *The Emancipation Proclamation was the result of the American Abolition Movement.*

Cause (Reason—Why?)
The American abolition movement

Effect (Result—What happened?)
The Emancipation Proclamation

Example: *The seed germinated because it had good soil, sunlight, and enough water.*

Cause (Reason—Why?)
Good soil, sunlight, and water

Effect (Result—What happened?)
The seed germinated

Example: *The students studied for the test. Consequently, they received high scores.*

Cause (Reason—Why?)
The students studied for the test

Effect (Result—What happened?)
They received high scores

Example: *I multiplied the length by the width. That is how I found the correct area of a rectangle.*

Cause (Reason—Why?)
I multiplied the length by the width

Effect (Result—What happened?)
I found the correct area of a rectangle.

Cause (Reason—Why?)
_____
_____

Effect (Result—What happened?)
_____
_____

Cause (Reason—Why?)
_____
_____

Effect (Result—What happened?)
_____
_____

Cause (Reason—Why?)
_____
_____

Effect (Result—What happened?)
_____
_____

Cause (Reason—Why?)
_____
_____

Effect (Result—What happened?)
_____
_____

Framed Paragraph Activity: Paragraph Organizer Cause-Effect
CAUSE & EFFECT

TITLE/TOPIC/TEXT _____

CAUSE	EFFECT
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Framed Paragraph Activity: Paragraph Organizer Cause-Effect
CAUSE & EFFECT: Effect with Several Causes
TITLE/TOPIC/TEXT _____

A CAUSE-EFFECT relationship occurs when something happened (the effect), and we know the cause of the event (the reason, why it happened). One cause can have many different effects or results. One effect can have many different causes. Identify SEVERAL CAUSES of ONE EFFECT.
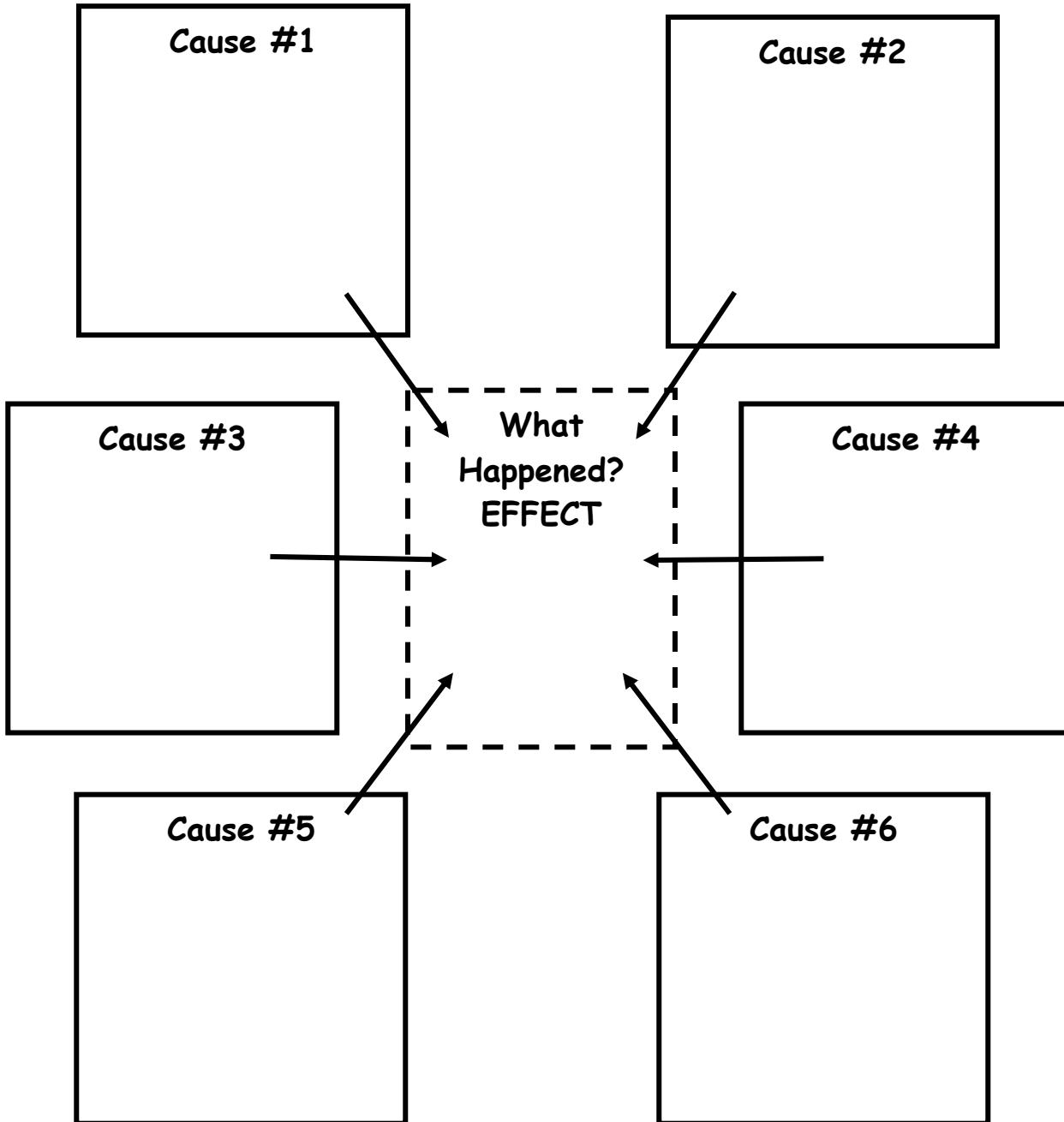
Cause #1		Cause #2
	What Happened? EFFECT	
Cause #3		Cause #4
Cause #5		Cause #6

Framed Paragraph Activity: Paragraph Organizer Cause-Effect
CAUSE & EFFECT: Cause with Several Effects

TITLE/TOPIC/TEXT _____

A CAUSE-EFFECT relationship occurs when something happened (the effect), and we know the cause of the event (the reason, why it happened). One cause can have many different effects or results. One effect can have many different causes. Identify SEVERAL EFFECTS of ONE CAUSE.

Effect #1	Effect #2

Cause

Effect #3	Effect #4

Effect #5	Effect #6
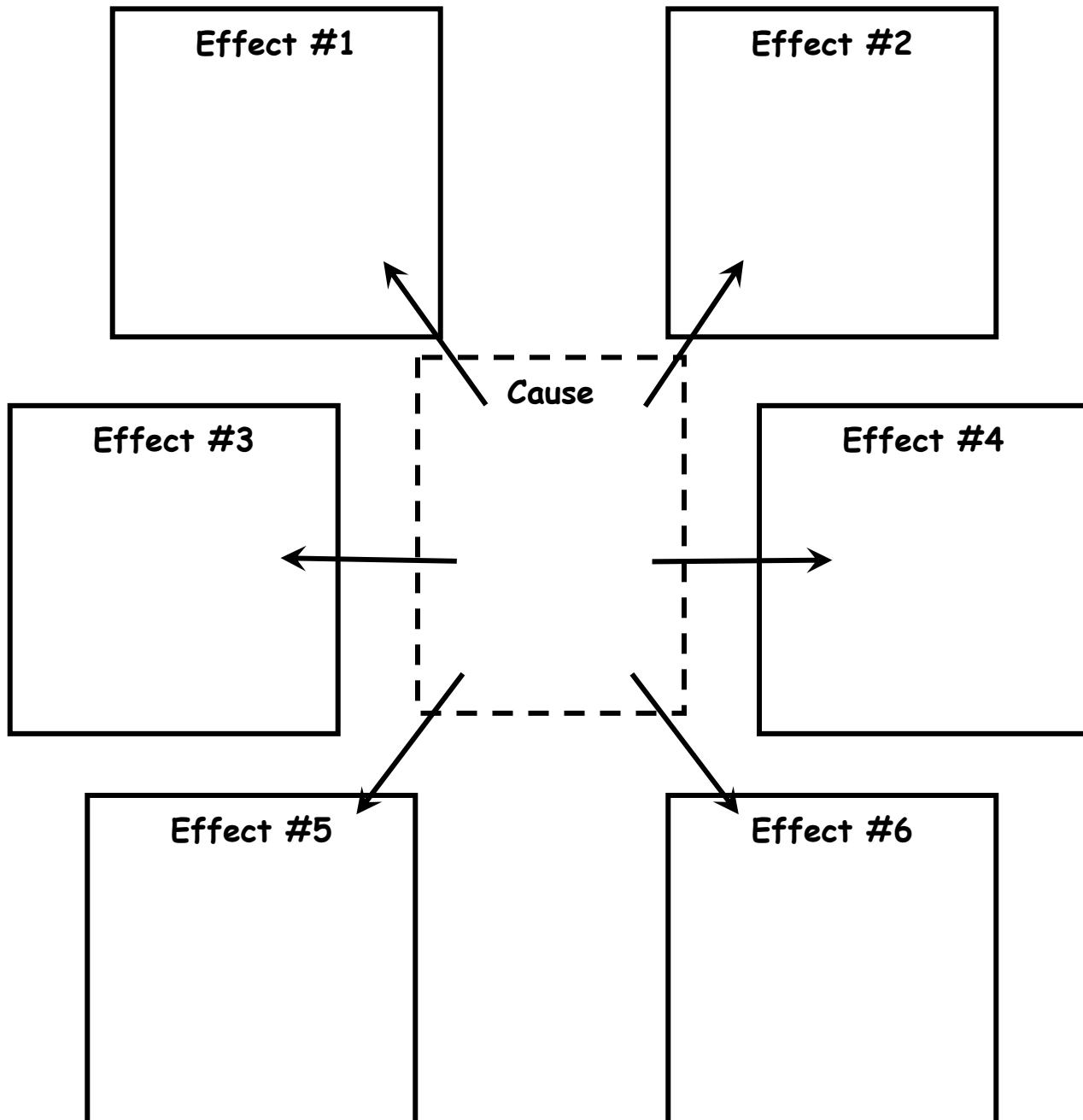
Framed Paragraph Activity: Paragraph Frame-Compare/Contrast

Compare/Contrast—Decision Making

TITLE/TOPIC/TEXT _____

In the *(story, text, experiment, lesson, chapter, poem, math problem, etc)* _____
_____ *(character / s)* _____
need*(s)* to make a difficult decision with different possible choices *(or alternatives) (Topic Sentence).* The question *(decision, choice)* is _____
_____
If _____ *(character/s)* decide*(s)* _____
_____,
there are advantages *(pros)*. One advantage is *(Detail #1)* _____
_____
A second advantage is *(Detail #2)* _____
_____
The third advantage is *(Detail #3)* _____
_____
On the other hand, if _____ *(character/s)*
decide*(s)* _____
_____,
there are disadvantages *(cons).* One disadvantage is *(Detail #1)* _____
_____
A second disadvantage is *(Detail #2)* _____
_____
Another disadvantage is *(Detail #3)* _____
_____
In the end, _____ *(character/s)* need*(s)* to
make a decision to _____
_____.
or _____
_____.
In this writer's opinion, the decision should be _____
_____
because _____
_____ *(Conclusion)*.

Framed Paragraph Activity:

Paragraph Organizer--Compare & Contrast (Decision Making Model)

TITLE/TOPIC/TEXT _____

PROBLEM(S)	GOAL(S)
_____	_____
_____	_____
_____	_____

ALTERNATIVES	PROS (+) & CONS (−)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)
DECISION(S)	**REASON(S)**

Framed Paragraph Activity:

Paragraph Organizer for: Compare & Contrast: Decision-Making Model

TITLE/TOPIC/TEXT _____

NO		YES

QUESTION OR CHOICES

CONCLUSIONS
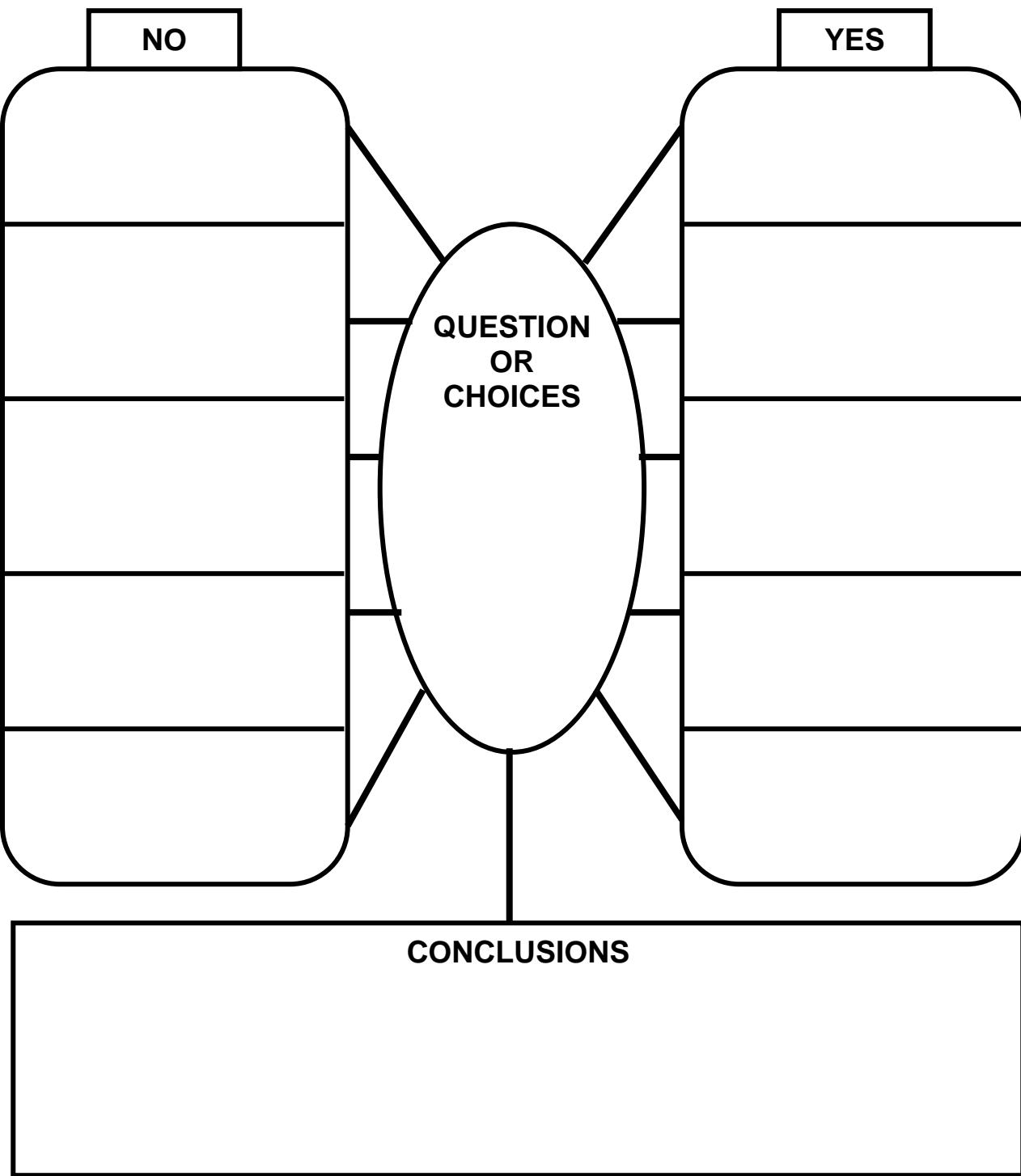
Framed Paragraphs Activities and Organizers *(Continued on next pages)*

Framed Paragraph Activity: Paragraph Frame for Compare/Contrast

Compare and Contrast

In the *(story, event, period of history, science experiment, math problem, etc)* __ _____, a comparison of _____ _____ *(FIRST element, character, event, result, concept, idea, person, place, thing, etc)* and _____ _____ *(SECOND element, character, event, result, concept, idea, person, place, thing, etc)* shows differences and similarities *(Topic Sentence)*. The first _____ *(similarity or difference)* is _____ _____ *(State the first difference or Similarity-Supporting Detail #1)* In addition, _____ _____ *(Name the FIRST element, character, event, result, concept, idea, person, place, thing, etc being compared)* and _____ _____ *(Name the Second element, character, event, result, concept, idea, person, place, thing, etc being compared)* are _____ _____ *(different/similar)* because _____ _____ _____ *(State the second difference or similarity—Supporting Detail #2)*. Finally, by comparison, _____ _____ and _____ _____ are *(different/similar)* *(State the third/last difference or similarity—Supporting Detail #3)* because _____ _____ _____ *(similarity or difference)* In conclusion, when comparing and contrasting the two _____ *(characters, events, results, places, etc.)* in the _____ *(story, event, period of history, science experiment, math problem, etc)*, the _____ *(similarities, differences, or similarities and differences)* are evident. These *(similarities, differences, or similarities and differences)* _____ include _____ _____ *(Briefly restate Detail #1)*, _____ _____ *(Briefly restate Detail #2)*, and _____ _____ *(Briefly restate Detail #3) (Conclusion)*

Framed Paragraph Activity: Paragraph Frame for Compare/Contrast

Compare and Contrast

TITLE/TOPIC/TEXT _____

Directions: Complete the chart by comparing and contrasting two elements *(ideas, characters, events, results, places, things, etc.).*

ELEMENT # 1   ELEMENT #2

_____   _____

DIFFERENT   DIFFERENT

1.   ...1

2.   2.

3   3.

1.

2.

3.

SIMILAR

Framed Paragraph Activity: Paragraph Frame for Compare/Contrast

Compare and Contrast

TITLE/TOPIC/TEXT _____

Directions: Complete the chart by comparing and contrasting YOURSELF to a character or person from history, literature, science, mathematics, etc.

Character/Person in Lesson		Myself
1	⟷	1
2	⟷	2
3	⟷	3
4	⟷	4
5	⟷	5
6	⟷	6

Framed Paragraph Activity: Paragraph Frame for Compare/Contrast

Compare and Contrast

TITLE/TOPIC/TEXT _____

Directions: Complete the chart by comparing and contrasting two concepts or elements *(ideas, characters, events, results, places, things, etc.).*
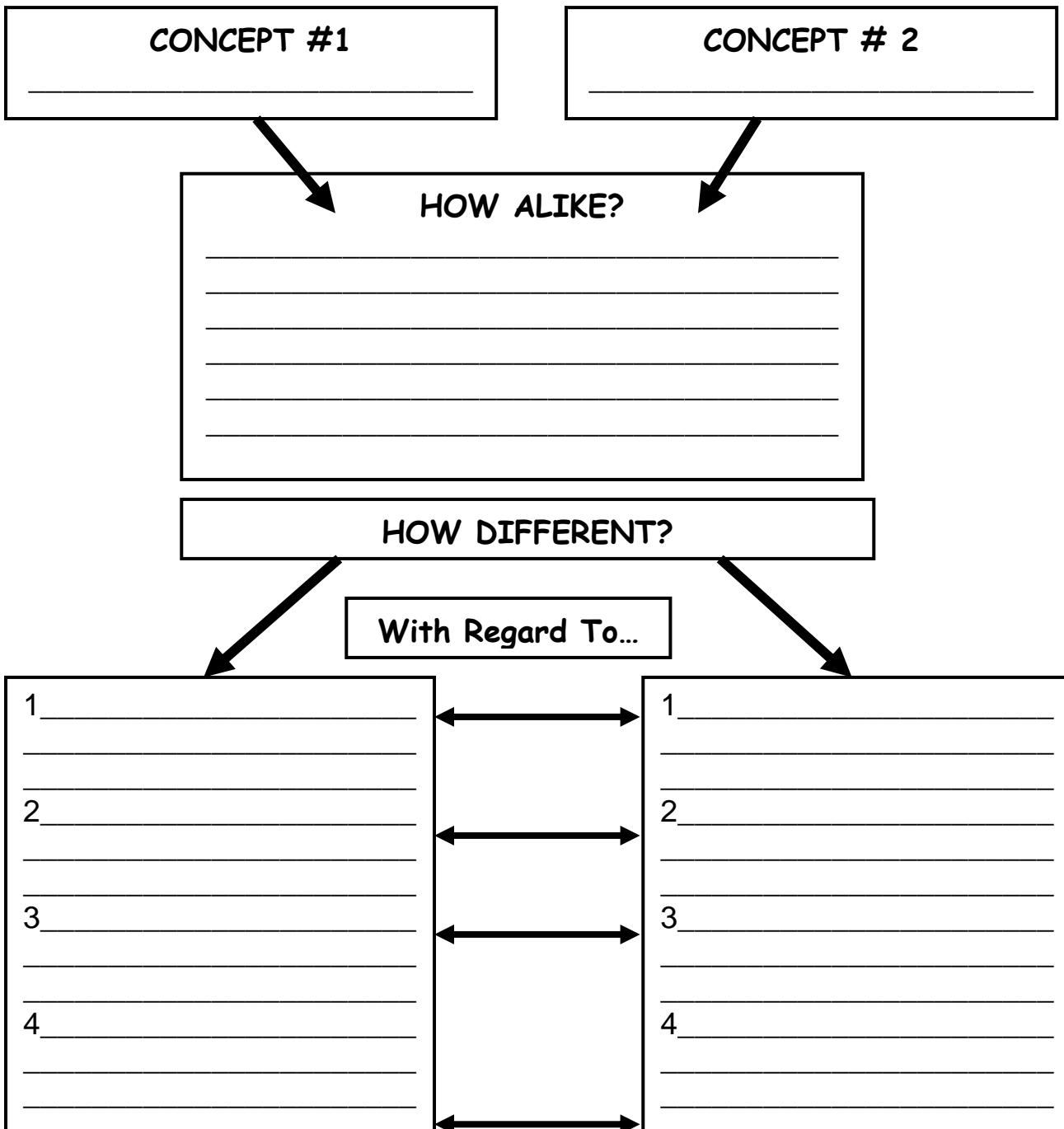
CONCEPT #1	CONCEPT # 2
_____	_____

HOW ALIKE?
_____
_____
_____
_____
_____
_____

HOW DIFFERENT?

With Regard To…

1_____	1_____
_____	_____
2_____	2_____
_____	_____
3_____	3_____
_____	_____
4_____	4_____
_____	_____
_____	_____

Framed Paragraph Activity: Paragraph Frame for Compare/Contrast

Compare and Contrast

TITLE/TOPIC/TEXT _____

Directions: Complete the chart by comparing and contrasting two elements *(ideas, characters, events, results, places, things, etc.)* in the past (THEN) and in the present (NOW).

THEN	NOW

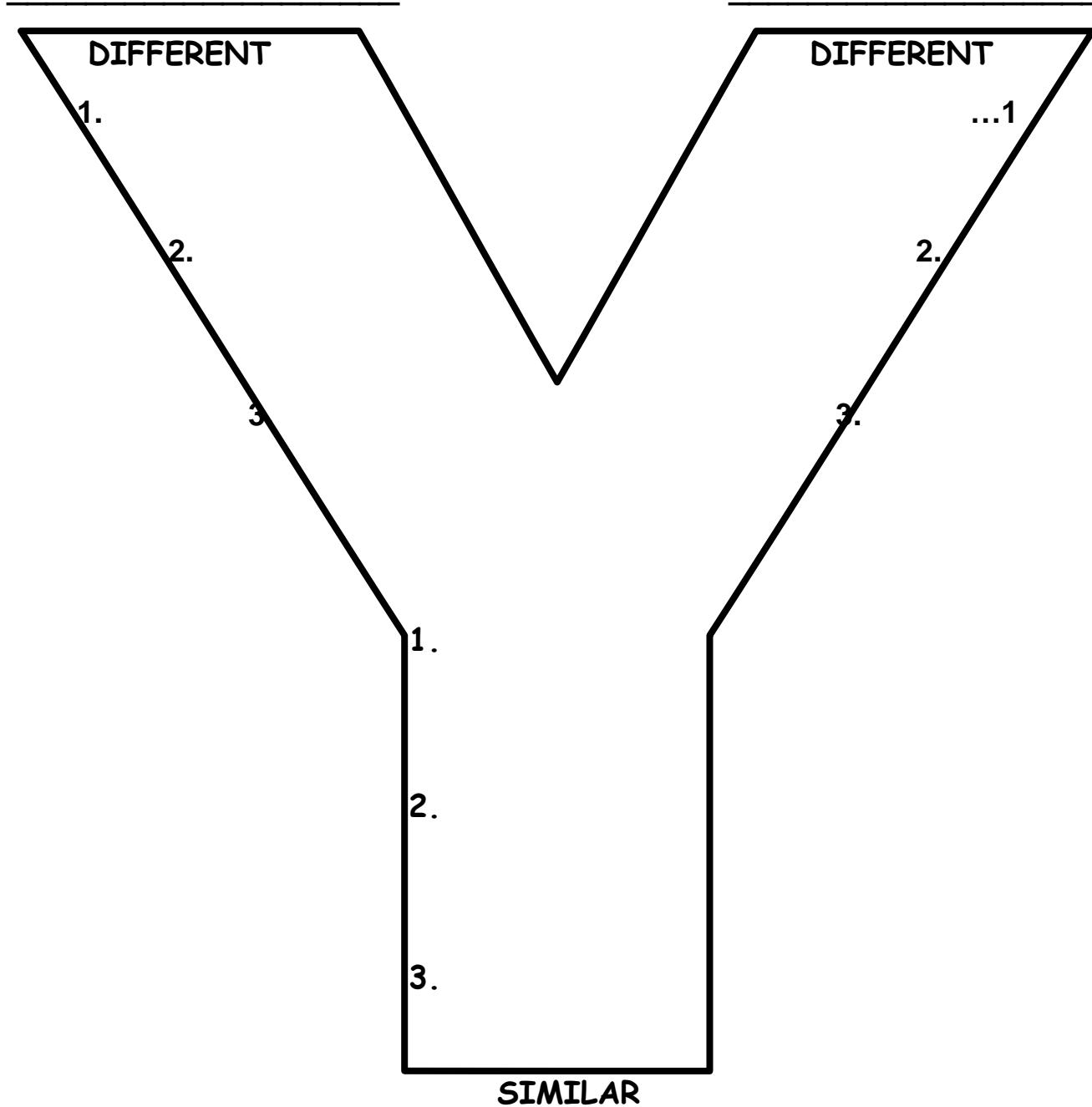# Framed Paragraph Activity: Paragraph Frame for Compare/Contrast

Compare and Contrast

TITLE/TOPIC/TEXT _____

Directions: Complete the chart by comparing and contrasting two elements *(ideas, characters, events, results, places, things, etc.).*

ITEMS BEING COMPARED

CHARACTERISTICS

CONCLUSIONS

_____
_____
_____

Framed Paragraph Activity: Paragraph Frame for Compare/Contrast

Compare and Contrast: INTENSITY

TITLE/TOPIC/TEXT _____

Directions: Complete the chart by comparing and contrasting two elements *(ideas, characters, events, results, places, things, etc.).*

From the point of view of:			

HIGH	10				
	9				
	8				
	7				
	6				
	5				
	4				
	3				
	2				
LOW	1				
		Event/ Item	Event/ Item	Event/ Item	Event/ Item

Framed Paragraph Activity: Paragraph Frame for Compare/Contrast

Compare and Contrast

TITLE/TOPIC/TEXT _____

Directions: Complete the chart by comparing and contrasting two elements *(ideas, characters, events, results, places, things, etc.).*

Comparing: A._____
          B._____

DIFFERENCES A	SIMILARITIES A and B	DIFFERENCES B
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7

Framed Paragraph Activity: Paragraph Frame for Compare/Contrast
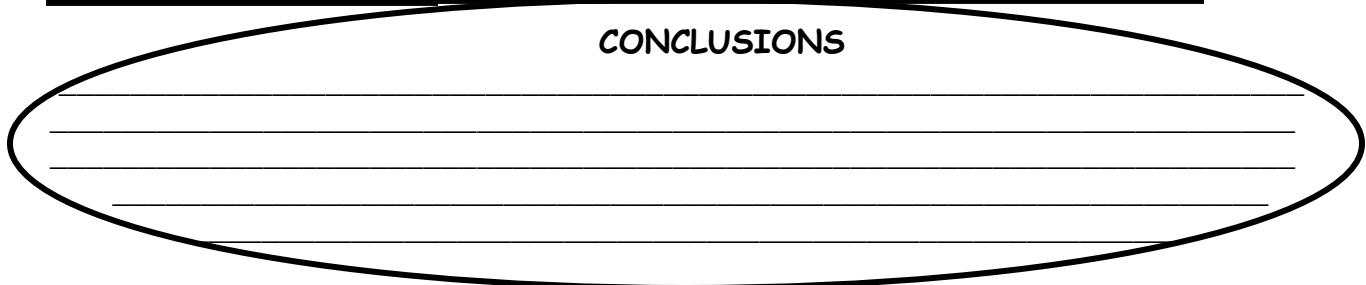
Compare and Contrast

TITLE/TOPIC/TEXT _____

Directions: Complete the chart by comparing and contrasting two elements *(ideas, characters, events, results, places, things, etc.).*

Event 1		Event 1

Different	Same	Different

Different	Same	Different

Different	Same	Different

Different	Same	Different

Framed Paragraphs Activity:
Paragraph Frame for Reading Critically-(Visualization)

Prewriting Directions: (Teams or individuals)
a) Use examples as starters for visualization and model them in the paragraph frame and the graphic organizers.
b) Use sentences from the lesson (summary or text) that are rich with details for elaboration as examples of visualization.
c) Encourage students to focus on details (i.e. words or phrases) that cause a "word picture" in their minds.
d) Another interesting observation is the choice of words that tell "when" and "how" (suddenly, mysteriously, without warning, etc). These words get the reader's attention.
e) In addition, students or teams of students should search the text for more details and colorful, expressive words or phrases for each visualization topic.

Paragraph Frame for Reading Critically – Visualization

In the _____ (*story, text, experiment, poem, math problem, etc)* it is easy to visualize _____
_____ *(Topic sentence)*
The first thing that you can see in your mind is _____
_____
_____
Some words and ideas are clear, like _____
and _____ *(Supporting Detail #1)*
Another thing the reader can visualize is _____.
_____
Words and ideas like _____and
_____ become vivid in your mind when
the writer/textbook says *(uses words such as),* "_____"
and "_____" *(Supporting Detail #2).*
A third thing that brings a picture to your mind is _____
_____. The picture of _____
and _____
_____ is actually quite _____ *(interesting, shocking, revealing, calming, peaceful, realistic, unusual, etc) (Supporting Detail #3).* In conclusion, the author's description of *(restate 3 supporting details here* _____
_____, _____,
and _____ provides opportunities
to visualize and imagine the events and characters, making them _____
_____
_____
(very clear, unforgettable, real, outstanding, etc.) (Conclusion)

Framed Paragraphs Activity:

<div style="border:2px solid black;">

Paragraph Organizer for Reading Critically-(Visualization)

</div>

Reading Critically (Visualizing / Paraphrasing) Sequencing Events/Steps in a Process

Title/Topic/Text_____

Read actively. First, read **carefully**. Then go back and read again. This time read one event or step or at a time. Stop to think about what it means. **Visualize** it in your mind. Picture yourself in the event or doing the step. Repeat it to yourself. Then say it to yourself in your own words (**Paraphrase**). Complete each one in order before going on to the next one.
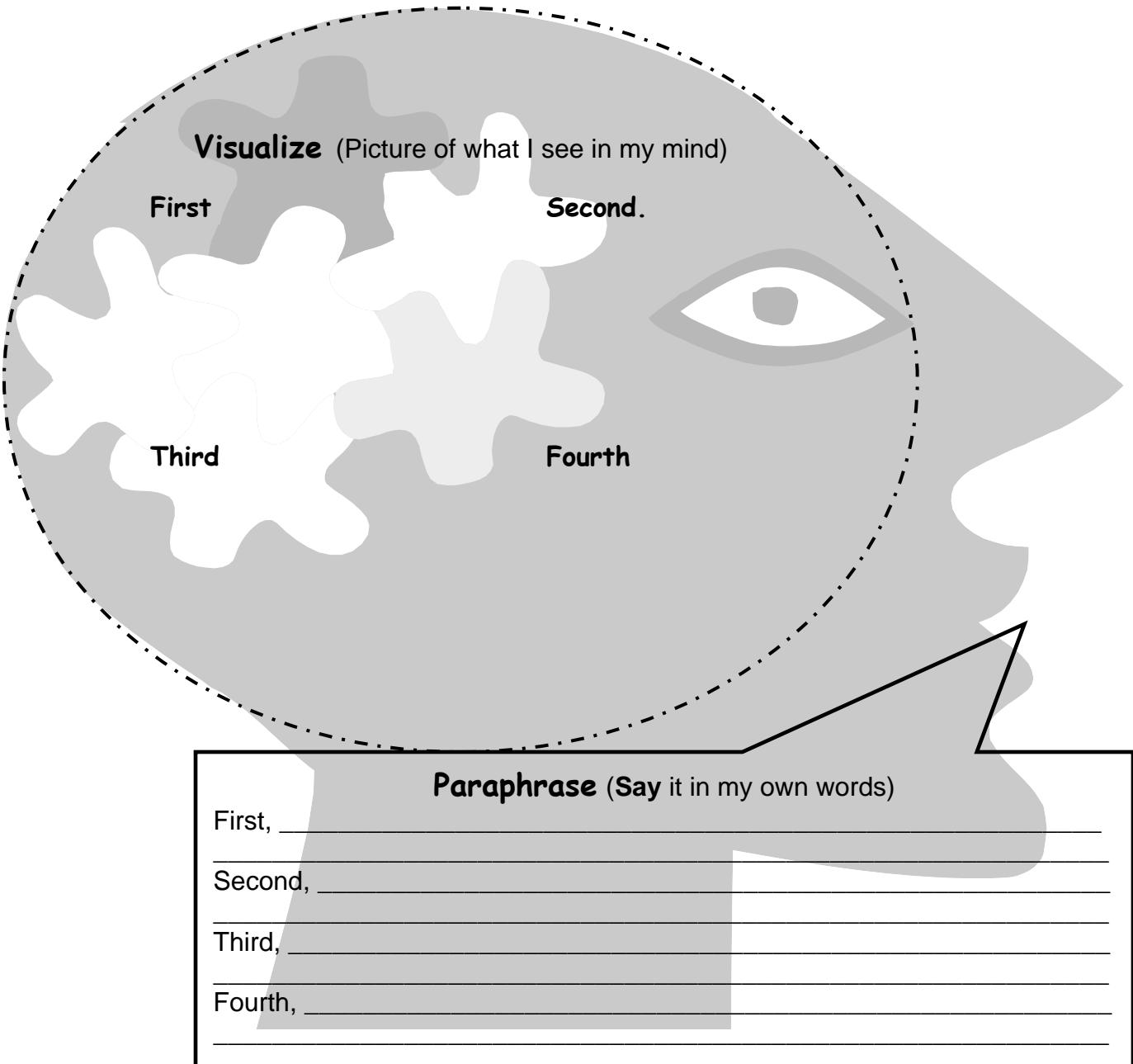
Visualize (Picture of what I see in my mind)

First

Second.

Third

Fourth

Paraphrase (**Say** it in my own words)

First, _____

_____

Second, _____

_____

Third, _____

_____

Fourth, _____

_____

Author's Purpose

_____ *(the author)* wrote

_____ *(title or topic)* to show that

_____

_____

_____

_____

One example of this is_____

_____

_____

_____

Another example is _____

_____

_____

_____

A third example is _____

_____

_____

_____

In the end, we learn from the author (author's purpose) that _

_____

_____

_____

_____

_____

Refer to next page for more on Framed Paragraphs

Framed Paragraphs Activity: Paragraph Organizer for Author's Purpose

Author's Purpose

Title/Topic/Text_____

Author's purpose: The author's purpose in a reading can be to **entertain**, **inform,** or **persuade** a reader, or any combination of these purposes. The author may inform you and entertain you at the same time. The author may try to persuade you and inform you or persuade you and entertain you. Use the chart to Identify evidence of the author's purpose(s).

INFORM	ENTERTAIN	PERSUADE

IN MY OWN WORDS…

Why did the author write this? _____
_____
_____
_____
_____

Framed Paragraphs Activity: Paragraph Organizer for Author's Purpose

Author's Purpose

Title/Topic/Text_____

Author's purpose: The author's purpose in a reading can be to **entertain**, **inform,** or **persuade** a reader, or any combination of these purposes. The author may inform you and entertain you at the same time. The author may try to persuade you and inform you or persuade you and entertain you. Use the chart to Identify evidence of the author's purpose(s).
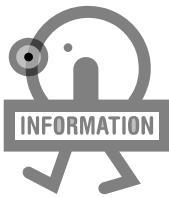
INFORM

PERSUADE
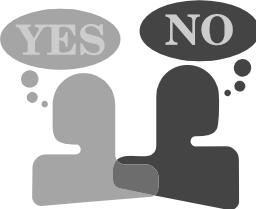
ENTERTAIN
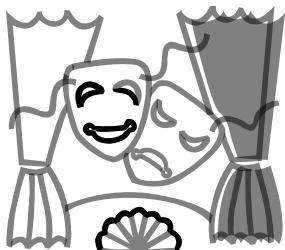
Framed Paragraphs Activity: Paragraph Organizer for Author's Purpose

Author's Purpose—"WHY?" ("Y") CHART

Title/Topic/Text_____

Author's purpose: The author's purpose in a reading can be to **entertain**, **inform,** or **persuade** a reader, or any combination of these purposes. The author may inform you and entertain you at the same time. The author may try to persuade you and inform you or persuade you and entertain you. Use the chart to Identify evidence of the author's purpose(s). Use the "Y" chart ("Why Chart" – Why did the author write this?) to identify evidence in the reading of the author's purpose(s).

INFORM

1

2

3

4

PERSUADE

1

2

3

4

ENTERTAIN

1

2

3

4

Event Map

Directions: Analyze a single important event in a story. Develop the details of the event using the following questions and the graphic organizer that follows:
  a) *What happened?*
  b) *When did it happen?*
  c) *Where did it happen?*
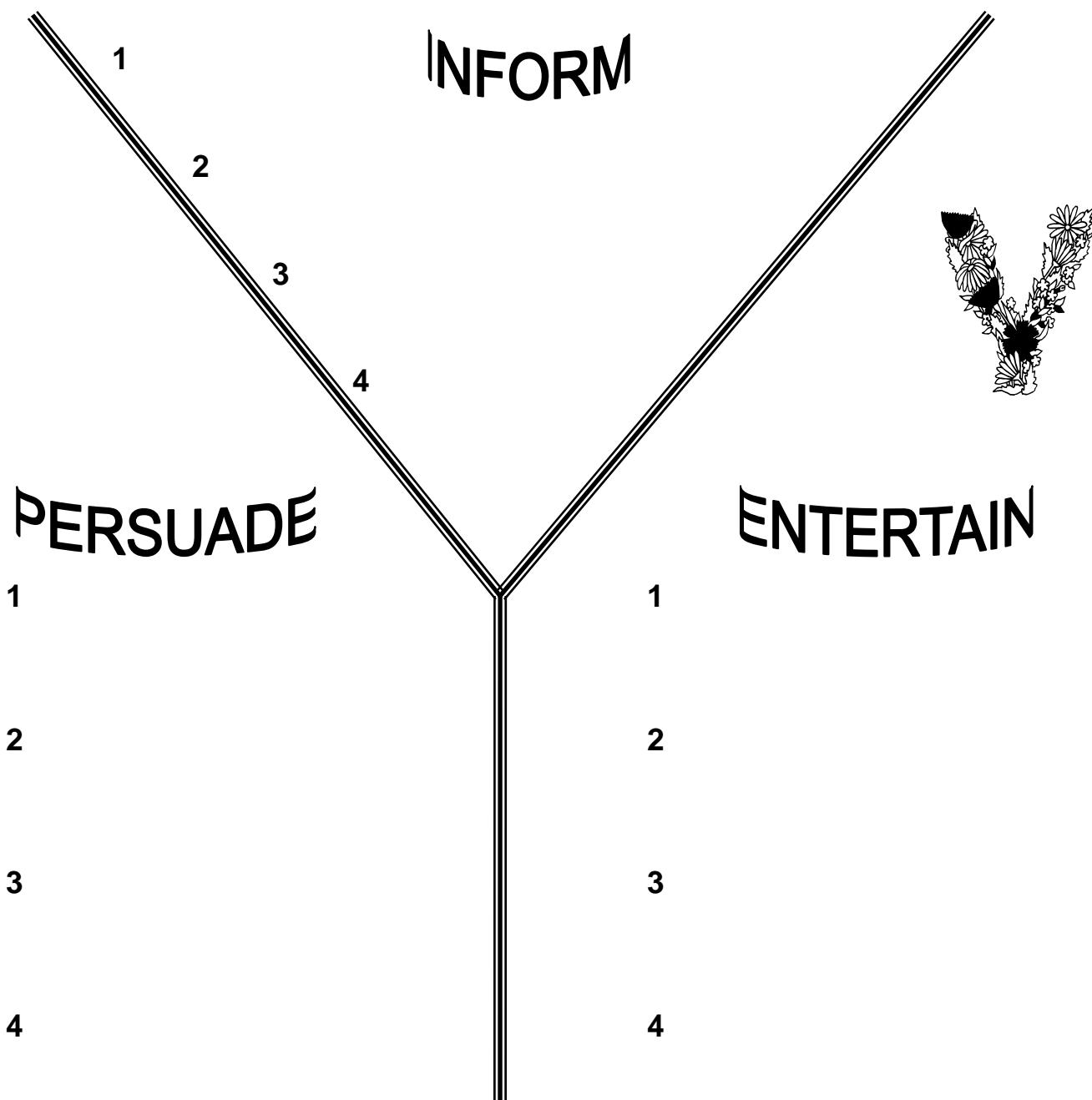 d) *Who was involved in the incident?*
  e) *Why did it happen?*
  f) *How did it happen?*

Title/Topic/Text_____

One important event that occurred in the *(story, text, experiment, poem, math problem, etc)* _____ was _____

_____

_____ *(tell the event here (Topic sentence and "What" detail). (Start new sentence telling "Who"-Detail #1)* _____

_____ *(and _____)*

was *(were)* involved in the incident. This event happened *(Tell "Where" the event happened-Detail #2)* _____

_____

in *(during, about, after, before, etc.)* _____

_____ *(Tell "when" the event happened -Detail #3)*.

How the event happened in an interesting detail because it happened

_____ *(Tell "How"-Detail #4).*

Finally, the reason for this occurrence was _____

_____ *(tell "why" the event*

happened, or the cause -Detail #5). In conclusion, the _____

_____ *(Restate event here)*

was important to the story because _____

_____

_____ *(Give an opinion here-Conclusion)*

Framed Paragraphs Activity: Paragraph Organizer for Event Map

Event Map

Title/Topic/Text_____

What
happened?

When did it
happen?

Where did it
happen?

EVENT

_____
_____
_____
_____
_____
_____

Who was
involved in the
incident?

How did it
happen?

Why did it
happen?

Problem-Solution (Resolution)

In the _____ (*story, text, experiment, poem, math problem, etc*) , the problem that arises is _____ _____ _____ (*Topic Sentence*)

To find a solution to the problem, _____ (*name the person or character*) decides to (*first action taken*) _____ _____ _____. After _____ _____ _____ (*action taken*), he/she tries to solve (resolve) _____ (*problem*) by _____ _____ _____ (*second action taken*)

In order to solve (resolve) the problem, he/she _____ _____ _____ (*third action or detail*)

In the end, (*name action taken that resolved problem*) _____ _____

solved (resolved) (*restate the problem*)_____ _____ _____

because _____ _____ _____ (*Conclusion*)

Framed Paragraph Activity: Paragraph Organizer for Problem-Solution

Problem-Solution (Resolution)

There are **solutions** /**resolutions** to **problems** of characters in literature and in history. Use a reading, a summary, or a text plus your knowledge about the events to complete the chart. Write each character's <u>problem</u> and the <u>resolution</u>.

CHARACTER	PROBLEM	RESOLUTION

Framed Paragraph Activity: Characterization Notes & Tips

Characterization (Character Profile)

- **Characters:** The characters in a story are the *people* or *animals*.
- **Character Trait:** Each character is unique and has an individual personality with certain qualities, traits, or characteristics that describe him/her/it. A character's **words** and **actions** will show his/her/its character traits.
- **Character Motivation:** A feeling, thought, goal, or reason that **causes a character to act** in a certain way. Consider the motivation of a character when describing him/her/it.
- **A Characterization (Character Profile)** is a collection of characteristics and details about a character, such as **words and thoughts**, **actions**, **motivation** or **goals**. A characterization shows a larger picture of a person from beginning to end. Teams use paragraph organizers to develop ideas, and writing paragraph frames (templates) to write. Investigate the details that characterize the *words, thoughts, actions, goals, and motivation* of a particular character. Use the questions below as starters:
    a) *What did the character reveal about his/her reasons for taking a certain action? What motivated the character?*
    b) *What kind of person is the character? What actions reveal this?*
    c) *What do the character's words reveal about his/her character, including goals, and reasons for taking action or not taking action?*
    d) *What thoughts did the character have that revealed his/her reasons for actions or inaction? What actions influenced events or other characters in the plot?*

Example: **Julia:** Using information in the paragraph, we can create a profile for Julia:

   Julia always greets people with a smile. She is reserved and serious in her work. She eats slowly without raising her head or speaking. She always calls home after school to check on her son, and she never works late. She says that when her son graduates, she will return to college to complete her degree and become a mathematician.

Character's Name: ___Julia____

Words & Thoughts	Actions	Goals	Motivation
always greets people with a smile (Friendly, caring)	*without raising her head or speaking (Maybe she's thinking)*	*Eats slowly (Maybe she is polite and health-conscious)*	*return to college to complete her degree (a very hard-worker)*
Serious (about her work and her future)	*checks on her son (implies-good mother)*	*become a mathematician (her future is important)*	*son graduates (good mother waits for son to graduate first)*
Reserved (Maybe she concentrates on work)	*never works late (implies-good mother)*	*always greets people with a smile (maybe sincere, maybe wants to keep her job))*	*always greets people with a smile (good employee and person)*

Refer to the following page for the paragraph frame and organizer for completing a Characterization.

Please note that the framed paragraph is an excellent activity for developing character profiles for modern and/or **current people in the news, historical figures, heroes** (past & present), as well as characters from **literature**. Students also enjoy doing character profiles for **themselves** and their **teammates, friends, teachers, etc.**

Characterization
(Words/thoughts, Actions, Goals, Motivation)

In the _____ (*story, text, historical period, war, experiment, poem, drama, math problem, etc*), the _____ (*author, textbook, math problem, experiment, etc*) provides important information that characterizes _____ (*name the character*) (*Topic Sentence*) First, we learn from (*name character*) _____'s words and thoughts that _____. Evidence of this in the story is _____ _____ and _____ _____ (*Detail #1*) Second, because of _____'s actions we learn that _____ _____ and _____ _____. An example of this is _____ (*Detail #2*) Third, __ _____ (*character name*) has an important goal, which is _____. An example of _____'s real motivation is _____ (*Detail #3*) By the end of the _____ (*story, text, historical period, war, experiment, poem, drama, math problem, novel, chapter, stanza, poem, etc*), we learn a great deal about the character, _____. We learn that _____ (*he/she*) _____ and _____. (*Conclusion*)

Characterization: Character Motivation

In _____ (*story, text, historical period, war, experiment, poem, drama, math problem, etc*) the _____ (*reader, learner, mathematician/ historian/ scientist, etc*) learns about _____'s (*character's*) motivation, including _____ (*his/her*) feelings, thoughts, goals and reasons for acting the way _____ (*he/she*) acts (*Topic Sentence*). First, when _____ (*name an event or situation*), the _____ (*reader, learner, mathematician/ historian/ scientist, etc*) learns _____. (*His/Her*) _____ (*reason, feeling, thought, goal*) is _____ (*Detail #1*). The reader is sympathetic to _____ (*him/her*) because the reader understands _____ (*his/her*) _____ (*reason, feeling, thought, goal*) of_____, _____ and _____. _____ (*character name*) must have thought that_____ _____. _____ (*name character*) acts like_____ _____ because_____ _____ (*Detail #2*). In addition, _____ (*he/she*) _____ _____ because _____ _____. Finally, _____ _____ (*character name*) thinks _____ because _____ _____. The reader understands the reason for this is_____ _____ (*Detail #3*) _____ (*character's*) motivation is revealed in the plot by an examination of the feelings, thoughts, goals, or reasons (*Conclusion*)

Framed Paragraph Activity: **Paragraph Organizer for Characterization**

A **characterization** is a collection of characteristics or details about a character/ person. A characterization shows a complete picture of a character/person from the beginning of the story/event to the end. Use the organizer to collect information about a character/person in the reading. (Characters are people or animals.)
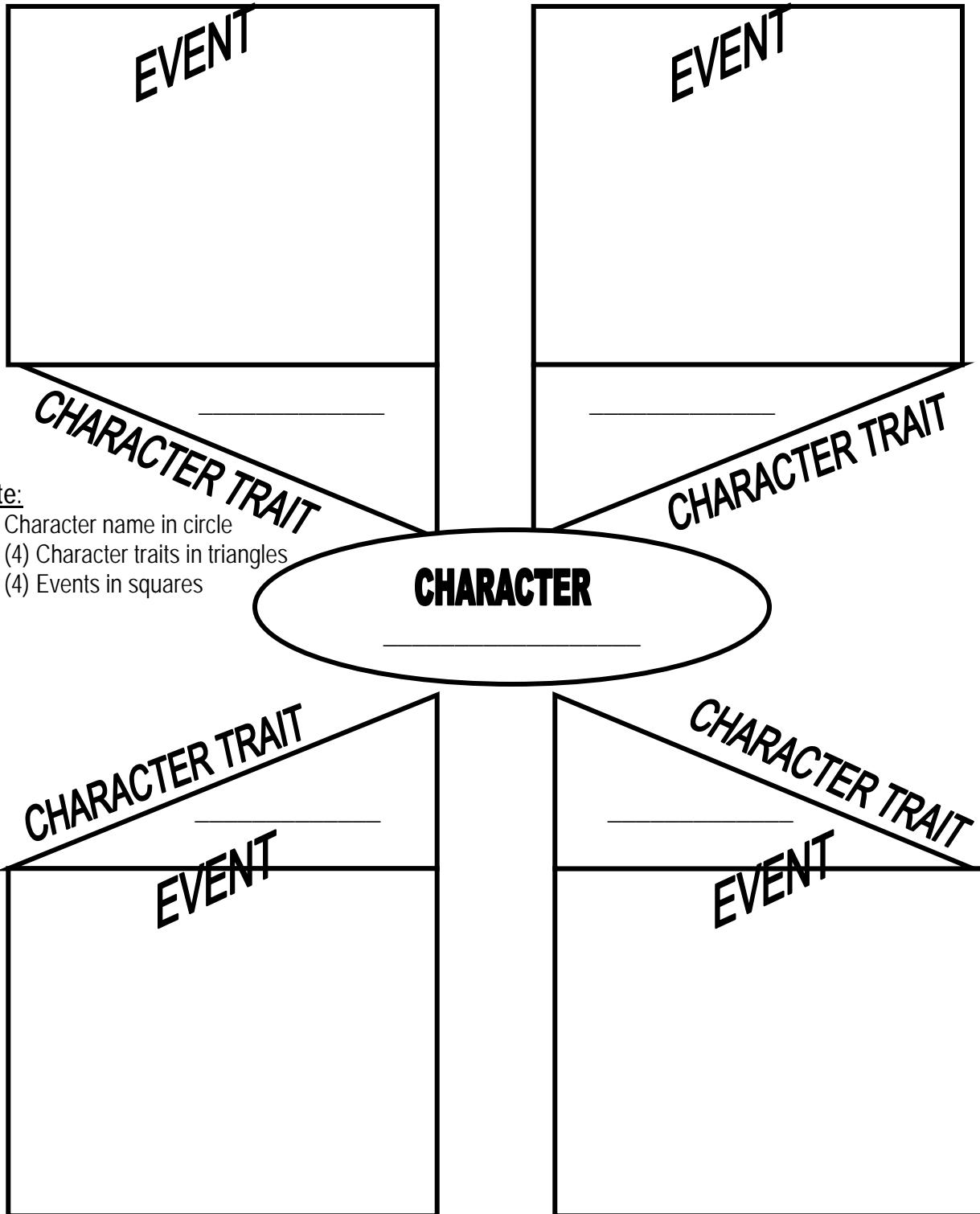
Characterization Title/Topic/Text: _____			
CHARACTER'S NAME_____ **Character Traits:** Each character is unique and has an individual personality with certain qualities, traits, or characteristics that describe him/her. A character's **words, thoughts, actions,** and **goals** will show his character traits. **Motivation** is a feeling, thought, reason, or goal that causes a character to act in a certain way.			
WORDS & THOUGHTS	**ACTIONS**	**GOALS**	**MOTIVATION**

Framed Paragraph Activity: Paragraph Organizer for Characterization

Characterization

TITLE/TOPIC/TEXT _____

EVENT

EVENT

_____

_____

CHARACTER TRAIT

CHARACTER TRAIT

Note:
- Character name in circle
- (4) Character traits in triangles
- (4) Events in squares

CHARACTER

_____

CHARACTER TRAIT

CHARACTER TRAIT

_____

_____

EVENT

EVENT

Framed Paragraph Activity: Paragraph Organizer for Character Traits
Character Traits

TITLE/TOPIC/TEXT _____

Follow Arrows:
(1) Character
(4) Traits
(2) Details each Trait

DETAIL_____
_____
_____

DETAIL_____
_____
_____

DETAIL_____
_____
_____

TRAIT
_____
_____

DETAIL_____
_____
_____

TRAIT
_____
_____

CHARACTER
_____

TRAIT
_____
_____

DETAIL_____
_____
_____

TRAIT
_____
_____

DETAIL_____
_____
_____

DETAIL_____
_____
_____

DETAIL_____
_____
_____

Character Traits

calm	carefree	caring	cheerful	conceited	considerate
cooperative	courageous	creative	curious	dainty	daring
demanding	determined	disagreeable	dreamer	energetic	fighter
friendly	fun-loving	funny	generous	gentle	gullible
handsome	happy	hard-working	helpful	honest	humble
humorous	imaginative	independent	intelligent	inventive	joyful
lazy	leader	loveable	loving	loyal	mannerly
mean	messy	mischievous	neat	patriotic	proud
quiet	resourceful	respectful	responsible	rude	sad
self-confident	selfish	serious	shy	stubborn	studious
successful	thoughtful	timid	unselfish	wild	witty

Framed Paragraph Activity: **Paragraph Organizer for Characterization**
Characterization

TITLE/TOPIC/TEXT _____

      A **Characterization** is a collection of characteristics or details about a character. A characterization shows a complete picture of a character from the beginning of the story to the end. Use the organizer to collect information about a character in the lesson. (Characters are people or animals.) **Character Traits:** Each character is unique and has an individual personality with certain qualities, traits, or characteristics that describe him/her. A character's words, thoughts, actions, and goals will show his character traits. **Motivation** is a feeling, thought, reason, or goal that causes a character to act in a certain way.

CHARACTERIZATION

WORDS & THOUGHTS

1_____
2_____
3_____
4_____

GOALS

1_____
_____
_____
2_____
_____
_____
3_____
_____
_____
4_____
_____
_____

CHARACTER'S NAME

ACTIONS

1_____
_____
_____
_____
2_____
_____
_____
3_____
_____
_____
4_____
_____
_____

MOTIVATION

1_____
2_____
3_____
4_____

Framed Paragraph Activity: Paragraph Organizer for Character Traits
Character Traits

TITLE/TOPIC/TEXT _____

<u>Directions</u>: Use the lists below of positive/negative traits to describe characters in the reading.

Character	Character Trait(s)	Evidence of this Character Trait
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

SOME POSITIVE CHARACTER TRAITS

admirable	courteous	fair	honest	loving	pleasant	spirited
adventurous	creative	faithful	honorable	loyal	polite	stunning
affectionate	daring	fearless	hopeful	neighborly	proud	talented
agreeable	decent	friendly	humble	obedient	quick-witted	tasteful
amazing	dependable	funny	humorous	observant	relaxed	tender
ambitious	determined	gallant	innocent	optimistic	reliable	terrific
amusing	devoted	gentle	inquisitive	outgoing	responsible	thoughtful
attentive	eager	gleeful	intelligent	outstanding	self-satisfied	trustworthy
cheerful	efficient	graceful	jubilant	overjoyed	serene	truthful
clever	enchanting	helpful	kind	patient	shy	valiant
courageous	enthusiastic	heroic	lively	peaceful	sly	watchful

SOME NEGATIVE CHARACTER TRAITS

angry	conceited	envious	indignant	naughty	rude	uneasy
anxious	confused	forgetful	irritable	nervous	secretive	unfriendly
ashamed	cowardly	frightened	jittery	noisy	selfish	unhelpful
awkward	cruel	furious	jumpy	nosy	snooping	unpleasant
boast	disagreeable	gloomy	lazy	oblivious	spiteful	unreliable
boisterous	dishonest	greedy	lonely	obnoxious	stubborn	vain
bossy	disloyal	grumpy	mean	outspoken	talkative	vicious
cautious	disobedient	harsh	sluggish	prying	tense	weak
chatty	disrespectful	ill-tempered	melancholy	resentful	timid	weary
clumsy	enraged	impolite	mischievous	rough	unaware	

Framed Paragraph Activity: Paragraph Frame for Symbolism

Symbolism

Title/Topic/Text: _____

At the end of the *(story, text, experiment, poem, math problem, etc)* _____ _____, the _____ *(reader, learner, mathematician/ historian/ scientist, etc)* finds _____ *(write number—two?)* important examples of symbolism that represent more than what they really are *(Topic Sentence).* One powerful example of a symbol is *(Detail #1)* _____ _____ _____

The _____ *(first example)* is more than just _____ It represents _____ _____ his is a symbol because_____ A second symbol is *(second example-Detail #2).* _____ _____ is more than just _____. It symbolizes _____ _____ and _____. This is a symbol because_____ _____ Symbols represent more than what they really are. The _____ *(reader, learner, mathematician/ historian/ scientist, etc)* gets powerful mental pictures from the two symbols of _____ and _____ at the end of the _____ *(story, text, experiment, poem, math problem, etc) (Conclusion)*

Framed Paragraph Activity: **Paragraph Organizer for Symbolism**

A **symbol** can be a person, place, or thing that represents something more than what it really is. There are personal symbols and public symbols. <u>*Examples*</u>:

    The dove is not just a bird. It stands for peace.
    The flag is not just a piece of cloth. It represents hopes and dreams of patriots.

Identify (3) symbols from the lesson or reading, and explain what each means in your own words.

Symbolism

Title/Topic/Text: _____

Symbol	**Meaning**	**Represents**	**Because**
1			
2			
3			

My Illustration of Symbols in the Reading

Framed Paragraph Activity: Paragraph Frame for Conflict

Conflict (Internal and External)

In the _____ *(story, text, experiment, poem, math problem, etc)*, _____ *(title)*, the character _____ *(character's name)* has internal and external conflicts to resolve *(Topic Sentence)*. _____'s *(character's name)* internal conflicts are _____ _____ and _____ _____ _____*(Detail #1)*. _____ *(character's name)* also experiences external conflicts, including _____ _____ _____ and _____ _____ _____ *(Detail #2)*. *(She/he)* _____ tries to resolve the internal conflict(s) by _____ _____ _____. To resolve the external conflict(s), _____ *(she/he)* _____ _____ _____*(Detail #3)*. In the end, in this writer's opinion, _____ *(character's name)* will resolve (or not resolve) _____ _____ _____ *(name the problem here)* because _____ _____ _____ _____. *(Conclusion)*

Framed Paragraph Activity: Paragraph Frame for Conflict

Conflict (Internal and External)

In the _____ *(story, text, experiment, poem, math problem, etc)*, _____ *(title)*, _____'s *(character's name)* internal and external conflicts make the story interesting.*(Topic Sentence)* First, _____ *(character's name)* has an external conflict because_____ _____ _____. Another external conflict for _____ *(character's name)* is _____ _____ _____. *(Character's name)* _____ has and internal conflict when_____ _____ _____. Another internal conflict for _____ *(character's name)* is _____ _____ _____. _____ *(character's name)* is torn between_____ _____ _____ and _____ _____ _____. In conclusion, _____'s *(character's name)* external and internal conflicts make for a very interesting story. *(Conclusion)*

Framed Paragraph Activity: Paragraph Organizer for Conflict

Conflict (Internal and External)

Identify a character and find details from the text (or lesson summary) that show external and internal conflicts the character faces.

TITLE/TOPIC/TEXT—_____

im

Detail #1-Internal Conflict

Detail #2-Internal Conflict

TOPIC: Internal & External Conflicts for_____

Detail #3-External Conflict

Detail #4-External Conflict

Framed Paragraph Activity: Paragraph Organizer for Conflict Dissection

Conflict Dissection
(Problem, Solution, Characters, Setting)

Title/Topic/Text: _____

CONFLICT FOCUS — _____

CHARACTER(S) Who…?	SETTING Time (When?) Place (Where?)

PROBLEM (Conflict)	SOLUTION (Resolution)