

Track ideas across a story



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Move across the literature standards that target story development.

TRACK ONE

ANALYZE DEVELOPMENT

TRACK INTERACTION

INFER RELATIONSHIP



FOCUS: Collect all details for a single story element.

STRATEGY INSTRUCTION:

- Discern summary v. tracking.
- Return to previous story summaries.
- Reteach relevant text details per story element.

FOCUS: Study the collected details to find patterns and connections.

STRATEGY INSTRUCTION:

- Define what is a character trait.
- Build their trait vocabulary.
- Find evidence to support a trait.
- Utilize the *Trait Test*.
- Analyze the setting choices.

FOCUS: Collect text details for two story elements from the same text.

STRATEGY INSTRUCTION:

- Introduce the *Interaction Tracker*.
- Collect plot & character details.
- Collect plot & setting details.

FOCUS: Analyze the impact the character (or setting) has on the plot.

STRATEGY INSTRUCTION:

- Apply *If/Then* thinking.
- Apply *What if...* thinking.
- Infer the relationship.

Grade K | RL3 ...Identify characters, settings, and major events in a story.

Grade 1 | RL3 Describe characters, settings, and major events in a story, using key details.

Grade 2 | RL3 Describe how characters in a story respond to major events and challenges.

Grade 3 | RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 4 | RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Grade 5 | RL3 Compare and contrast two or more characters, settings, or events... drawing on specific details in the text (e.g., how characters interact).

Grade 6 | RL3 Describe how a... plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Grade 7 | RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 8 | RL3 Analyze how particular lines of dialogue or incidents... propel the action, reveal aspects of a character, or provoke a decision.

Grades 9-10 | RL3 Analyze how complex characters... develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Grades 11-12 | RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Readers Track & Analyze Details
GRADES 2-4

TRACK 1 IDEA
Analyze the Development
What's his personality? Infer a character trait

TRACK 2 IDEAS
Analyze the Relationship
Hurts, Challenges Negative Nudge
Helps, Supports Positive Push

GRADES 5-12

Readers Track & Analyze Details
GRADES 5-12

TRACK 1 IDEA
Analyze the Development
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TRACK 2 IDEAS
Analyze the Relationship
Hurts, Challenges Negative Nudge
Helps, Supports Positive Push
Causes, Controls Leads to





TRACK ONE

Define "tracking."

Discern **summary v. tracking.**

SUMMARIZING:

- An overall understanding (most important points) of the whole text from beginning to end.
- Reader infers only the most important details of all story elements.



COMPREHENSION STANDARDS | Session 1 Summarize Literature

TRACKING:

- A deep understanding of one story element from beginning to end.
- Reader collects ALL the details about ONE story element.

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Compare to **tracking an animal.**

Note each footprint (i.e., text detail) on the journey (i.e., from beginning to end; across the whole text).

Return to previous **story summaries.**

- Identify the types of details included in a summary.
- Strip off details about "extra" story elements.
- Return to the text to collect all details about that one story element.



Reteach **relevant text details per story element.**



- Track what a **main character DOES** (e.g., actions, reactions, decisions).
- Track what a **main character SAYS** (e.g., spoken words presented in quotation marks, speech bubbles, narration).
- Track what a **main character THINKS & FEELS** (e.g., wish, want, goal, fear, hope, etc. presented in words, punctuation, and illustrations).
- Track **SETTING** details (e.g., location, activity, time of day, time of year, time line, tone).




"Carpet Fitter"
Eddie **wanted** to finish the job quickly (to start his weekend), **but** he saw a bump in the carpet. **So**, he pounded out the lump and **then** realized it may have been the lady's parakeet!

Character Tracker		Character's Name
Beginning		
Middle	Middle	End

Character Tracker		Character's Name
Beginning		
Middle	Middle	End

The Carpet Fitter, a common urban legend	
1	...
2	...
3	...
4	...
5	...
6	...
7	...
8	...
9	...
10	...

SECRET SITE RESOURCES



ANALYZE DEVELOPMENT

Draw a conclusion.

Define what is a **character trait**.

- How he acts all the time. *He's always like that. That's just (Eddie) being (Eddie).*
- His personality.
- His default setting.

Distinguish character **feelings** v. **change** v. **traits**.

- **FEELINGS** change with different scenes, settings, or situations.
- **CHANGE** occurs after the character has realized or learned something.
- **TRAITS** (or his personality) don't change; they remain the same.

Build their **trait vocabulary**.

TRAITS ARE TRIED & TRUE

Recommended Character-Trait Vocabulary | BY GRADE LEVEL

1	arrogant, calm, confident, considerate, curious, dishonest, foolish, gloomy, greedy, honest, intelligent, innocent, irresponsible, jealous, selfish, ungrateful, vengeful
2	arrogant, calm, confident, considerate, cowardly, courageous, cruel, dependable, helpful, honest, greedy, humble, irresponsible, loyal, mischievous, responsible, selfless, pessimistic, uncharacteristic, wise
3	arrogant, calm, confident, considerate, cowardly, courageous, cruel, dependable, helpful, honest, greedy, humble, irresponsible, loyal, mischievous, responsible, selfless, pessimistic, uncharacteristic, wise, ungrateful
4	arrogant, calm, confident, considerate, cowardly, courageous, cruel, dependable, helpful, honest, greedy, humble, irresponsible, loyal, mischievous, responsible, selfless, pessimistic, uncharacteristic, wise, ungrateful
5	arrogant, calm, confident, considerate, cowardly, courageous, cruel, dependable, helpful, honest, greedy, humble, irresponsible, loyal, mischievous, responsible, selfless, pessimistic, uncharacteristic, wise, ungrateful
6	arrogant, calm, confident, considerate, cowardly, courageous, cruel, dependable, helpful, honest, greedy, humble, irresponsible, loyal, mischievous, responsible, selfless, pessimistic, uncharacteristic, wise, ungrateful

- Introduce traits and offer synonyms.
- Connect TV, movie, & literary characters to different traits.
- Note that individuals have multiple traits—and they aren't all positive. Characters are people, and people are flawed.

Characters & Their Traits

MAIN CHARACTER	CHARACTER TRAITS
Cinderella	Passive, Trusting, Kind
Luke Skywalker (Star Wars)	Impulsive, Dash
Harry Potter	Brave, Loyal
Elliott (E.T.)	Independent, Self-Determined
Woody (Toy Story)	Loyal, True, Determined
Katniss Everdeen (Hunger Games)	Athletic, Strong, Courageous
Sarwinse Gamgee (Lord of the Rings)	Loyal, Faithful
Goldilocks	Entitled, Proudful
Little Red Riding Hood	Suspicious, Skeptical
Humpty Dumpty	Fragile, Clumsy

Find evidence to support a character trait.

Character Web

Title: "The Outpost Letter"
Author: Unknown Legend
Character Name: Eddie
Character Trait: Contentful

Evidence from the beginning of the text: "Ten years of his life... fitting carpet for other people to walk on... no one ever approached it."

Evidence from the middle of the text: "Each time, Washington who had never even seen him a cup of tea... who made him go outside to smoke."

Evidence from the end of the text: "Finally, the job was finished and he spent another two hours in his house... he decided to get rid of the lamp another way... he had a good pocket of carpeting."

Character Web

Title: "The Duck"
Author: Natalie Babbitt
Character Name: Winnie
Character Trait: Independence

Evidence from the beginning of the text: "She had been in the house for three weeks... she was in the first place I had to..."

Evidence from the middle of the text: "She was in the house for three weeks... she was in the first place I had to..."

Evidence from the end of the text: "She was in the house for three weeks... she was in the first place I had to..."

Character Web

Title: "The Duck"
Author: Natalie Babbitt
Character Name: Winnie
Character Trait: Independence

Evidence from the beginning of the text: "I'm tired of being asked as if the same... I want to be by myself for a change... not over who it is... something that I'll all... done... pp. 14-15"

Evidence from the middle of the text: "I'll never be able to do anything important if I stay in here like this... I expect I'll better run away... p.15"

Evidence from the end of the text: "my father I want to help I don't... if it wasn't for me, there wouldn't be any trouble in the first place... I have to..." p.15

Infer a character's trait(s) and put it through the **Trait Test**.

- Analyze the *do, say, think/feel* text clues to infer a character's personality.

Analyze the Development

What's his personality? Infer a character trait

TRAIT TEST

Stays the same.
Doesn't change.

Big vocabulary.
Not an everyday feeling.

Evidence in most/all of text.
Not 1 spot.

Analyze the **setting choices**.

- An author chooses a particular setting in order to "host" a particular problem.
- Every setting can't support every problem. There is the story-setting relationship.



1. Reveal photos of different settings.
2. Brainstorm potential problems for each.
3. Note which problems could/could not be interchanged.

SPIN-OFF SESSION

COMPREHENSION STANDARDS | Session 4
Perspective & Point of View

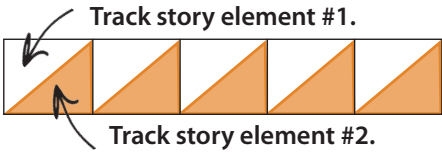
SECRET SITE RESOURCES



TRACK INTERACTION

INFER RELATIONSHIP

Utilize the *Interaction Tracker*.



Introduce the **Plot & Character Interaction Tracker**.

INTERACTION TRACKER PLOT & CHARACTER		
LITERATURE		
<p>Plot: The beginning always includes who is doing what and where. Subsequent plot events may also be included.</p> <p>Character: Details describe the character's physical appearance and personality related to the upcoming conflict.</p> <p>Interaction: An obstacle, danger, or situation needs to be faced.</p> <p>Problem: Conflict arises because of a character's flaws, a situation, or a combination of the two.</p> <p>Resolution: The plot concludes with more complete events and a final resolution.</p> <p>Theme: Think and feel of learning experiences.</p> <p>Character's Role: Shows the character making choices that are influenced by the situation to make a difficult decision.</p>	<p>Character's Goal: The character's goal or "wishes" (intentional or unintentional).</p> <p>Obstacle: Things stand in the way of the character's goal.</p> <p>Character's Reaction: Each action or event causes a reaction or response.</p> <p>Character's Choice: Shows how the character reacts to the situation.</p> <p>Character's Motivation: Why the character is doing what they are doing.</p> <p>Character's Problem: Shows the character's problem or obstacle.</p> <p>Character's Solution: Shows how the character solves the problem.</p>	<p>Character's Trait: The character's personality, strengths, weaknesses, and other traits.</p> <p>Character's Problem: Shows the character's problem or obstacle.</p> <p>Character's Solution: Shows how the character solves the problem.</p> <p>Character's Choice: Shows how the character reacts to the situation.</p> <p>Character's Motivation: Why the character is doing what they are doing.</p> <p>Character's Problem: Shows the character's problem or obstacle.</p> <p>Character's Solution: Shows how the character solves the problem.</p>

Introduce the **Plot & Setting Interaction Tracker**.

INTERACTION TRACKER PLOT & SETTING		
LITERATURE		
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Infer the relationship between **Plot & Character**.



- Reread the plot activity and the simultaneous character details per box on the *Interaction Tracker*.
- Describe the character's actions/ reactions during major points in the plot.
- Identify if there is a pattern to how he acts or reacts to events.
- Infer if the main character's traits are helping or hindering his situation.
- Consider how his past may have influenced the choices he made in the present.

Infer the relationship, applying *If/Then* thinking.

If this character had different/ opposite traits... *Then* how would the story be different?

- Characters are not separate from their problems.
- Their traits can be part of the problem (e.g., impatient, naive) or part of the solution (e.g., persevering, flexible).
- A different character faced with the same situation brings a new set of traits.

Infer the relationship between **Plot & Setting**.



- Look for a shift in the setting when the problem is revealed.
- Identify setting changes tied to character actions. When characters move, the setting goes with them.
- Notice any mood shifts (e.g., suspense, emotion) as the story plot advances.
- Determine if the tension eased, the mood lightened, and/or the weather improved by the end.

Infer the relationship, applying *What if...* thinking.

- *What if* the setting changed from ___ to ___? What would be the impact on the problem (or solution)?
- *What if* the story took place in a different geographic location, time period, time of day, type of weather, type of atmosphere, etc.?
- *What if* some parts of the setting were changed— would the plot change? Which setting details could be changed and which are vital to this particular plot?

The Impact of Characters & Their Traits IF... THEN...			
MAIN CHARACTER	CHARACTER TRAITS	IF...	THEN...
Charlotte	Passive, Trusting, kind	If she had been assertive and brave...	Then the three wouldn't have died but she would have been just like her happily.
Luke Spiveker (Old Man)	Impulsive, rash	If Luke had been careful and cautious...	Then he wouldn't have caused his to destroy the Death Sea.
Harry Potter	Brave, loyal	If Harry Potter had been a disgrace coward...	Then he wouldn't confront and lead his friends would have been in danger.
Essex (E.T.)	Independent, self-determined	If Essex had been dependent on others...	Then E.T. would still be in Los Angeles.
Woody (Toy Story)	Loyal, True, Determined	If Woody had been apathetic...	Then the toys would have been scattered and lost.
Kurtz (The Thin Red Line)	Ambitious, Strong, Overconfidence	If Kurtz had been a caring person...	Then Jim would have died in the jungle earlier.
Salvatore Carrano (Lord of the Flies)	Loyal, Faithful	If Sal had been selfish...	Then the One King wouldn't have been damaged.
Coltrane	Kindness, beautiful	If Coltrane had been evil...	Then the Beast would not have been damaged.
Little Red Riding Hood	Submissive, Naive	If Red had been brave...	Then she would have been the wolf's dinner.
Humpy Dumpty	Pragmatic, Clever	If Humpy had been foolish and naive...	Then he wouldn't have fallen and broken to pieces.

Infer the Relationship

Hurts, Challenges Negative Nudge

Helps, Supports Positive Push

Causes, Controls Leads to

Setting Impacts Plot	
<p>WHERE (LOCATION, PLACE):</p> <p>Beach Playground Park School Home City</p>	<p>POTENTIAL PROBLEMS</p> <p>Sunburn, Shark attack, Drowning Fall off monkey bars, Fight between friends Stung by burrhead bee Get lost, Fall off monkey bars Bullying, No available seats Damaged houses, Property loss, People missing</p>
<p>WHEN (TIME, TIME OF LIFE):</p> <p>Puberty Old age Morning Birth day Five year old After lunch Before bed</p>	<p>Single on an important day, voice changes at the wrong moment, mood swings, Finger/fishes, can't hear, can't walk, Saw a fox, forgot to do homework Isn't get invited, can't go to Just a fourth period in a week, left recess at school Falls out, missed call on clothes Can't find favorite shirt, night light burnt out</p>