



5th-8th GRADE

literary analysis

AUTHOR'S CRAFT UNIT

AUTHOR'S CRAFT ONE

AUTHOR'S CRAFT	DEFINITION	PURPOSE
SIMILE	Compares two unlike	To describe through

AUTHOR'S CRAFT PASSAGES SET ONE

Excerpts from *The House on Mango Street* by Sandra Cisneros

AUTHOR'S CRAFT TWO

AUTHOR'S CRAFT	DEFINITION	PURPOSE
FLASHBACK	Move to a scene in a movie, novel, etc. that is set in a time earlier than the main story.	To help readers better understand present-day elements in the story or learn more about a character.
FLASH-FORWARD	Move to a scene in a movie, novel, etc. that is set in a time later than the main story.	To reveal significant parts of the story that have not yet occurred, but soon will in greater detail.
CLIFFHANGER	A component of a story ends unresolved.	To compel audiences to turn the page or return to the story in the next installment.
FORE-SHADOWING	An indication or hint of what is to come later in the story.	Create suspense, feeling of unease, a sense of curiosity, or a mark that things may not be as they seem.
SUSPENSE	An uneasy feeling that a reader gets when they don't know what is going to happen next.	Heighten tension during a dramatic scene. Conceal answers they don't want to give away. Build up to a twist.
STYLE	The way authors express their ideas. It's how they say something, not what they say.	Styles in writing are created deliberately by the author to convey a specific mood or effect.
TEXT STRUCTURE	The way authors organize the text: chapters, sections, sentences, diary, etc.	Focuses attention on key concepts and relationships. Anticipate what is to come.
CHARACTER DIALOGUE	Communication between two characters—spoken out loud; denoted by quotation marks.	Helps reveal character traits, reveals relationships, can show tension between characters, and should move the story along.
GENRE	A genre is a book or story category defined by style, content, and form.	The specific genre can help tell the story accurately as well as set the reader up for the text's purpose.
VIEW	The narrator's position in the story.	The author uses point of view as a very intentional part of their craft.

AUTHOR'S CRAFT – APPLICATION: PART ONE

COMMON CORE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Language: 1, 4, 5, 6	Literature: 1, 4, 5, 6			
Writing: N/A	Writing: N/A	Writing: N/A	Writing: N/A	Writing: N/A

AUTHOR'S CRAFT PASSAGES SET TWO

Excerpt from "The Raven" by Edgar Allan Poe

NAME: _____ **STATION:** _____

DIRECTIONS: Read the text, then answer the questions. Use your Author's Craft notes to help you.

Station #1 – "Casey at the Bat" by Ernest Lawrence Thorne

1. Quote an example of Suspense.

PASSAGE ONE

It was many and many a year ago.

PASSAGE TWO

AUTHOR'S CRAFT

PASSAGE ONE

PASSAGE TWO

AUTHOR'S CRAFT

PASSAGE ONE

PASSAGE TWO

AUTHOR'S CRAFT

WHAT IS A ONE-PAGER?

An author's craft one-pager is a single-page response to your reading. It connects the author's writing choices (craft techniques) to your analysis in a creative way. You'll create a one-pager that helps your audience understand how the author's techniques shape the text's meaning, tone, and theme.

ONE-PAGER REQUIREMENTS

TO START

1. Your writing must be easy to read, and the one-pager should be visually appealing and organized.
2. Write the title of the book, correctly punctuated, along with the author's name somewhere on the page.

SELECT two or three author's craft techniques that are especially important in your text (for example: figurative language, tone, symbolism, or structure). For each, include a short definition and an example (quote) from the text that demonstrates how the author used that technique. Be sure to explain the purpose or effect of each example—why did the author make that choice?

PERSONAL STATEMENTS

Write two personal analysis statements about what the author's craft reveals about the text's tone, mood, or theme. These are not simple opinions about the story (like "I liked the ending") but thoughtful statements about how the writing itself creates meaning. For example:

- "I noticed that the author's repetition of short, choppy sentences built tension in this scene."

ANSWERS

Write two analytical questions about the author's craft choices. These might explore why the author made certain decisions or how those choices affected the reader. For example: "Why does the author use so much figurative language to describe pain or sadness?"

IMAGES

Find one or two songs, poems, or quotes that represent the author's tone or style. Write the title and explain how the lines connect to the author's craft choices.

PRINT AND DIGITAL

A MIDDLE SCHOOL ELA

author's craft literary analysis unit

This complete **Author's Craft Analysis Unit** helps students move beyond surface-level observations and into authentic literary analysis—examining how authors use craft to create tone, mood, and meaning. Through scaffolded lessons, modeled examples, and creative culminating projects, students learn to recognize and apply author's craft techniques across multiple texts and genres. Across six sequenced lessons, students practice identifying and analyzing craft elements such as figurative language, tone, symbolism, and structure. They learn to write about author's choices with clarity and purpose while strengthening their ability to cite and explain textual evidence.

- 6 fully scaffolded lessons** with teacher pacing guides and digital + print teaching slides
- Modeled annotations and mentor examples** that show what strong analysis looks like
- Author's craft reference pages** defining tone, mood, symbolism, figurative language, and more
- Student response organizers** for analyzing author's choices and their impact
- Differentiated sentence frames + analysis stems** to support all learners
- Creative one-pager project** connecting literary craft, visuals, and theme
- Teacher answer keys, exemplar responses, and rubrics** for quick grading and modeling
- Digital student notebook** for 1:1 or blended classrooms

PRINT AND
DIGITAL



author's craft literary analysis reading and writing unit

This **Author's Craft Unit** helps students move beyond plot summaries to understand how authors create meaning—through deliberate choices in craft, structure, and style. With step-by-step modeling, scaffolded lessons, and engaging mentor texts, students learn to identify and analyze an author's craft decisions while writing about literature with clarity and purpose. Each lesson layers skills so students can read like writers and write like analysts.

Here's what they'll learn:

- **Author's Purpose & Craft Techniques:** Students examine how diction, syntax, imagery, and structure influence meaning and tone.
- **Word Choice & Figurative Language:** Identify how authors use literary devices to shape emotion and theme.
- **Structure & Pacing:** Analyze how scenes, chapters, and transitions build tension and convey meaning.
- **Symbolism & Theme:** Trace how recurring images and ideas contribute to deeper thematic understanding.
- **Analytical Writing Foundations:** Use evidence and commentary to explain how and why an author's choices matter.

Why this works:

This unit bridges reading and writing. Students don't just learn what literary terms mean—they see them in action, discuss their effects, and apply the same moves in their own analytical responses. Each lesson provides scaffolded practice, modeled examples, and guided discussions so students can confidently articulate how authors craft meaning.

Perfect for:

- Teachers who want students to move beyond plot to analyze how writing works.
- Students who need structured, visual models of close reading and analysis.
- Any middle school ELA class focusing on literary analysis, author's purpose, or theme development.

TEACHERS LIKE YOU HAVE SAID...



"I absolutely love every resource I buy from Martina. The layout is easy to follow, it correlates with her other resources, and **has everything you need in it. The standards are aligned with every lesson, suggested responses are included, clear procedures, learning objectives, and so much more.**" – Julie N.



"This is an amazing resource and is well worth the price. It is so robust. I started with the text structures and objective summaries lessons, and students were very engaged." – Jill P.



Love this resource! It has been so great at helping my students understand the skills needed to properly analyze literature and then write about it. — Sarah H



"I love these units! They are so easy to use in the classroom and making planning and teaching an absolute breeze."
— Carley L.



I'm new to teaching 8th grade and honestly I had no clue what I was doing when I first read that I was supposed to teach Literary Analysis starting that my second week with the kids. **I was feeling overwhelmed and saw that you had posted this resource that same day.** Answer to prayer?? Anyhow, it's been a LIFESAVER to me as you have been teaching me step by step how to lead my kids through this unit. We've used the lessons in the order that you mentioned, the kids are using the notebook pages as reference, and I'm showing your slides. **They are getting it. Just the bite-sized portion every day that they need.** Thank you so much! they need every day. -Amy J.



"This was one of the first products of yours that I have purchased, and I'm SO beyond glad that I did. I love everything about it-- ESPECIALLY how you've included the lesson plans, and examples of completed work. I've never been more pleased with a TPT purchase in my life. Thank you!"

- Insightfully Designed Academics

DIGITAL VERSIONS

DIRECTIONS

1. Click on
2. Sign into
3. Go to "Fi

DIRECTIONS		AUTHOR'S CRAFT UNIT STANDARD ALIGNMENT		EIGHTH GRADE	
				LESSONS	
				2-6	
AUTHOR'S CRAFT UNIT STANDARD ALIGNMENT		SEVENTH GRADE		2-6	
STANDARDS AND CONCEPTS		LESSONS		2-6	
Cite several pieces of textual evidence to support analysis		2-6		2-6	

AUTHOR'S CRAFT UNIT STANDARD ALIGNMENT			
		STANDARDS AND CONCEPTS	LESSONS
RL.7.1	of what from the text		
RL.7.4	Determine used in meaning repeated stanza		

1	3	Cite textual evidence to support analysis of what the text	2-6
AUTHOR'S CRAFT UNIT STANDARD ALIGNMENT			FIFTH GRADE
		STANDARDS AND CONCEPTS	LESSONS

RL.5.4		Lesson	Duration	Lesson Overview
3	□			<p>Introduction to Author's Craft: Students are introduced to the concept of <i>author's craft</i>—the techniques authors use to make their writing more interesting. Students will learn about figurative language through notes on similes, metaphors, and personification. Students will also learn how authors use descriptive language to paint a picture in the reader's mind.</p>

Dear ELA Teacher,
Thank you for downloading the **Author's Craft Mini-Unit!** This resource is designed to help students in grades 5-8 strengthen their understanding of how authors use craft techniques to include
action. [Learn more](#)

TABLE OF CONTENTS

Page	Lesson	Lesson Overview
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121	5	Analysis by Writing a Reader's Response Essay on Author's Craft
128	6	Extension Option for One-Pager with Author's Craft

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STEP-BY-STEP TEACHER LESSON PLANS

Includes lesson plans, lesson materials, full-size reference materials, and graphic organizers.

AUTHOR'S CRAFT - INTRODUCTION

COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE
LEARNING TARGET	AUTHOR'S CRAFT - APPLICATION: PART ONE		
	COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE
	Literature: 1, 4, 5, 6 Writing: N/A	Literature: 1, 4, 5, 6 Writing: N/A	
LEARNING	1. I can determine the meaning of words and phrases as they are used in a text.		

AUTHOR'S CRAFT - SCAVENGER HUNT PRACTICE

COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
LEARNING TARGET	AUTHOR'S CRAFT - APPLICATION: PART TWO			
	COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE
	Literature: 1, 4, 5, 6 Writing: N/A	Literature: 1, 4, 5, 6 Writing: N/A		
LEARNING	1. I can determine the meaning of words and phrases as they are used in a text.			

AUTHOR'S CRAFT - ANALYSIS

COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	
LEARNING TARGETS	AUTHOR'S CRAFT: ONE-PAGER			
	COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE
	Literature: 1, 4, 5, 6 Writing: 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9	Literature: 1, 4, 5, 6 Writing: 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9	Literature: 1, 4, 5, 6 Writing: 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9	Literature: 1, 4, 5, 6 Writing: 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9
LEARNING TARGETS	1. I can determine the meaning of words and phrases as they are used in a text.			

AUTHOR'S CRAFT: ONE-PAGER

COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
LEARNING TARGETS	PREPARATION			
	COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE
	Literature: 1, 4, 5, 6 Writing: 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9	Literature: 1, 4, 5, 6 Writing: 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9	Literature: 1, 4, 5, 6 Writing: 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9	Literature: 1, 4, 5, 6 Writing: 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9
LEARNING TARGETS	1. I can determine the meaning of words and phrases as they are used in a text.			

PRINT AND DIGITAL

PRINT AND DIGITAL



LESSON PRESENTATIONS

PDF and Google Slides lesson presentations for every lesson to display for students while taking notes or learning how to cite text evidence.

AUTHOR'S SPOT

SIMILE

METAPHOR

HYPERBOLE

PERSONIFICATION

ALLUSION

ALLITERATION

ASSONANCE

TONE

The repetition of
consonant sounds

An attitude of
toward a subject
audience

The tone's purpose
how the reader per-
writer's inter

SYMBOLISM

**The use of symbols to
represent ideas or
qualities.**

Symbolism's purpose is to add
emotion.

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AN EXAMPLE OF LESSON SIX'S SLIDES

5th GRADE literary analysis
AUTHOR'S CRAFT UNIT

note to teacher: [View on Teachers Pay Teachers](#)

LESSON LITERARY ANALYSTS

WHAT IS A ONE-PAGER?

- A one-pager is a single page response to your reading.
- It connects the ideas in the writing to your life.
- You can use your own words and ideas.

TO START:

- You'll complete the one-pager on white paper.

ONE-PAGER REQUIREMENTS

- Author's name and title of the text.
- Select two or three author's craft techniques that are especially important in your text (e.g., imagery, symbolism, tone, point of view).
- Write two personal analysis statements about what the author's craft reveals about the text's tone, mood, or theme.
- Write two analytical questions about the author's craft choices (e.g., "Why does the author use repetition here?" "How does this word choice affect the mood?").
- Answer your two questions using text evidence and analysis to explain how the craft techniques support the tone, mood, or theme.
- Find one or two songs, poems, or quotes that reflect the author's tone, mood, or style. Include a short explanation of how they connect.
- Draw or create two to three images that represent the author's tone, mood, or writing style. Use symbolism, color, or visual elements that reflect how the text feels, not just what happens.

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OTHER REQUIREMENTS

AUTHOR'S CRAFT

read, and
ly

PERSONAL STATEMENTS

- Select **techniques** that support your text's tone, mood, or style. For example:
- Write **two personal analysis statements** about what the author's craft reveals about the text's tone, mood, or theme. For example:

ANALYTICAL QUESTIONS

- Write **two analytical questions** about the text's tone, mood, or style. For example:
- Answer your **two questions** in complete sentences using **text evidence**.

SONGS, QUOTES, OR POEMS

- Find **one or two songs, poems, or quotes** that reflect the author's tone, mood, or style. For example:

IMAGES

- Draw or create **two to three images** that represent the author's tone, mood, or writing style.
- These visuals should reflect how the text feels or sounds rather than just what happens.
- For example, you might draw a stormy sky to represent tension or use color to show the shift in mood. Include at least one sentence explaining how your image connects to the author's craft.

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BRAINSTORMING

BRAINSTORMING

EDCAP BRAINSTORMING

BRAINSTORMING

ONE-PAGER BRAINSTORMING

ONE-PAGER EXAMPLES



ONE-PAGER EXAMPLES



ONE-PAGER EXAMPLES



NAME: TEACHER EXAMPLE: GRADE: PERIOD:
TEXT AND AUTHOR: SANDRA CINTOS

ONE-PAGER BRAINSTORMING

PLAN OUT YOUR ONE-PAGER HERE:

NAME: TEACHER EXAMPLE: GRADE: PERIOD:
TEXT AND AUTHOR: ROSA PARKS

ONE-PAGER BRAINSTORMING

PLAN OUT YOUR ONE-PAGER HERE:

NAME: TEACHER EXAMPLE: GRADE: PERIOD:
TEXT AND AUTHOR: THE GIVER

ONE-PAGER BRAINSTORMING

PLAN OUT YOUR ONE-PAGER HERE:

NAME: TEACHER EXAMPLE: GRADE: PERIOD:
TEXT AND AUTHOR: THE OUTSIDERS

ONE-PAGER BRAINSTORMING

PLAN OUT YOUR ONE-PAGER HERE:

NAME: TEACHER EXAMPLE: GRADE: PERIOD:
TEXT AND AUTHOR: TO KILL A MOCKINGBIRD

ONE-PAGER BRAINSTORMING

PLAN OUT YOUR ONE-PAGER HERE:

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EXAMPLE OF A LESSON PLAN AND RESOURCES

AUTHOR'S CRAFT two

AUTHOR'S CRAFT	DEFINITION	PURPOSE
FLASHBACK	Move to a scene in a movie, novel, etc. that is set in a time earlier than that makes sense.	To help readers better understand present-day elements in the story or learn more about a character.

AUTHOR'S CRAFT one

AUTHOR'S CRAFT	DEFINITION	PURPOSE
SIMILE	Compares two unlike things.	To describe through comparison.

AUTHOR'S CRAFT two

AUTHOR'S CRAFT	DEFINITION	PURPOSE
SIMILE	Compares two unlike things.	To describe through comparison.

CLOSING

- Ask students review questions, such as What is _____? How does an author use _____ in their writing to develop their craft?

LESSON ONE

AUTHOR'S CRAFT - INTRODUCTION

COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Literature: 4, 5, 6	Literature: 4, 5, 6	Literature: 4, 5, 6	Literature: 4, 5, 6	Writing: N/A

LEARNING TARGETS

- I can determine the meaning of words and phrases as they are used in a text.
- I can analyze the impact of specific word choices on meaning and tone.
- I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- I can analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

PREPARATION

- Make copies of the quick notes (two pages) or the interactive notes for students.
- Download Lesson One Slides for projection.

DIGITAL PREP

- Assign digital versions to students in Google Classroom. The digital version is all one file, so you'll just need to assign it once at the start of the unit and instruct students on which lesson they'll be completing each day.

LEARNING PERIOD

- Explain to students that they're starting a mini-unit focused on author's craft, which consists on analyzing an author's writing technique and the different elements that they use in their writing.
- Tell students that today, though, they're going to be learning about the different elements of author's craft in writing.
- Pass out the blank interactive notebook pages or the completed quick notes (two pages), then give students time to cut and paste their pages into their notebooks.
- Display the Lesson One Slides, and have students complete their notes as you work through the slides with them.

COMING UP: THE HUNGRY TEACHER

AUTHOR'S CRAFT

TEXT STRUCTURE	IMAGERY/ SENSORY DETAILS	FLASHBACK
PURPOSES		
Simile	Metaphor	Hyperbole
To describe through comparison	To describe through comparison	To emphasize the magnitude of something through exaggerated

AUTHOR'S CRAFT

PERSONIFICATION	TEXT STRUCTURE	IMAGERY/ SENSORY DETAILS	FLASHBACK
To bring a nonhuman thing to life	The way authors organize the	Visually descriptive or figurative	To move to a scene that is

AUTHOR'S CRAFT

Simile	Metaphor	Hyperbole
Compares two unlike things, using "like" or "as"	Compares two things that are not alike by saying that one thing is another thing	An exaggeration that can't possibly be true

AUTHOR'S CRAFT

Personification	Allusion	Alliteration
Gives human qualities to nonhuman things	Makes a reference to a historical or literary place, person, or event	The repetition of beginning consonant sounds in two or more neighboring words or syllables

AUTHOR'S CRAFT

Assonance	Tone	Symbolism
The repetition of the sounds of vowel-stressed syllables	The attitude of a writer towards a subject or an audience	The use of symbols to represent ideas or qualities

Directions: Cut out each word and definition, fold along the solid line under the word, paste behind the word, then write the purpose under the flap.

AUTHOR'S CRAFT

SIMILE

The difference between two things that are alike.

HYPERBOLE

An exaggeration that can't possibly be true.

PERSONIFICATION

Giving something human qualities.

ALLITERATION

The repetition of beginning consonant sounds in two or more neighboring words or syllables.

ASSONANCE

The repetition of vowel sounds in two or more words.

TONE

The attitude of a writer towards a subject or an audience.

SYMBOLISM

The use of symbols to represent ideas or qualities.

CLIFFHANGER

When a chapter or story ends.

STYLE

The way authors organize the words in a sentence.

FORESHADOWING

An indication of what is going to happen.

SUSPENSE

An uneasy feeling that a story ends.

TEXT STRUCTURE

The way the authors organize chapters, sections, and paragraphs.

GENRE

A book or story category defined by style, content, and form.

POINT OF VIEW

The narrator's position in the story.

COMING UP: THE HUNGRY TEACHER

Each lesson plan has a section for the standards, objective, prep, digital prep, a learning period, a writing conference section, and closing. It also includes any student materials.

The lesson's teaching slides have everything you need to teach the lesson: teaching slides, examples, and concept break downs.

DIFFERENTIATED LESSONS AND STATIONS

my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet burp. I was stunned into silence for the rest of the night.

After everyone had gone, my mother said to me, "You want to be the same

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PASS
TW

AUTHOR'S CRAFT STATION SET TWO

"Fish Cheeks" by Amy Tan

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ot a

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore;
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage¹² shone;
He stilled the rising tumult;¹³ he bade the game go on;
He signaled to the pitcher, and once more the dun¹⁴ sphere flew;
But Casey still ignored it and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"

PASSAGE
ONE

AUTHOR'S CRAFT STATION SET TWO

"Casey at the Bat" by Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine¹ that day;
The score stood four to two, with but one inning more to play,
And then when Cooney died at first, and Barrows did the same,
A pall-like² silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to the hope which springs eternal in the human breast;
They thought, "If only Casey could but get a whack at that—
We'd put up even money now, with Casey at the bat."

But Flynn preceded³ Casey, as did also Jimmy Blake,
And the former was a hoodoo,⁴ while the latter was a cake;⁵
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despiséd,⁶ tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty⁷ yell;
It rumbled through the valley, it rattled in the dell;
It pounded on the mountain and receded upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile lit Casey's face.
And when, responding to the cheers, he lightly doffed⁸ his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt;
Then while the writhing⁹ pitcher ground the ball into his hip,
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty¹⁰ grandeur¹¹ there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one!" the umpire said.

STATION SET TWO. PASSAGE ONE

MARTINA CAHILL—THE HUNGRY TEACHER

AUTHOR'S CRAFT STATION SET TWO

"Jabberwocky" by Lewis Carroll

'Twas brillig, and the slithy toves

Levi is matte today.
His face is darker, blurrier.
I wish Mom wasn't at work.
He's scaring me.

Four stoplights.
Why is it taking this long?
It shouldn't take this long.

AUTHOR'S CRAFT STATION SET TWO

Excerpt from House Arrest by K.A. Holt

WEEK 50

I stayed home from school today.
I'm telling you now,
do
Mo
No
the
Mo
to u
I'm
I ca
And
for
So
so i

I'll
Jus
I'll
The
It w
I'll
Far
Far

You
and
Shir
But

PASSAGE THREE

PASSAGE FOUR

STATION SET TWO

SEVENTH AND EIGHTH GRADE

STATIONS

The seventh and eighth grade station sheets, passages, and answer keys for the scavenger hunt stations. There are full-color stations, followed by black-and-white options.

7TH & 8TH GRADE

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DIFFERENTIATED LESSONS AND STATIONS

NAME	TEACHER KEY	STATION SHEET
<p>Directions: Read the text, then answer the questions. Use your Author's Craft notes to help you.</p>		
<p>Station #1 – "Masks" by Shel Silverstein</p>		
1. "She 2. v The t they differe	<p>NAME</p> <p>Directions: Read the text, then answer the questions. Use your Author's Craft notes to help you.</p>	STATION SHEET
<p>Station #1: "Masks" by Shel Silverstein</p>		
1. Quote an example of symbolism:		STATION SHEET
<p>Station #2: "Charles" by Shirley Jackson</p>		
1. Quote an example of Foreshadowing:		
2. H	<p>Station #3 – "Fame is a bee" by Emily Dickinson</p>	
3	1. Quote an example of a metaphor:	STATION SHEET
<p>Station #4 – Excerpt from "House Arrest" by K.A. Holt</p>		
1. Quote an example of a simile:		
2. What does this simile mean in this text?		
3. Quote an example of an allusion:		
4. What is the purpose of this author's craft move in this story?		
5. Quote two parts of the novel to show how the author structured it:		
6. Who und	structure have on the reader's experience and one	
<p>What craft do you see in this text?</p>		
<p>5TH & 6TH GRADE</p>		

"Look down," Laurie said. "Look at my thumb. Gee, you're dumb." He began to laugh insanely.

"Why did Charles hit the teacher?" I asked quickly.

"Because she tried to make him color with red crayons," Laurie said. "Charles wanted to color with green crayons so he hit the teacher and she spanked him and said no more red crayons." He continued to laugh insanely.

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"He doesn't even wear a jacket."

Monday night was the first Parent-Teachers meeting, and only the fact that the baby had a cold kept me from going: I wanted passionately to meet Charles's mother.

"What?" I said, and my husband added warily. "You mean Charles?"

"Charles," Laurie said. "He gave the crayons around and he picked up the books afterward and the teacher said he was her helper."

"What happened?" I asked incredulously.

"He was her helper, that's all," Laurie said, and shrugged.

a look at her.

"If only she's there," I said prayerfully.

"She'll be there," my husband said. "I don't see how they could hold a P.T.A. meeting without Charles's mother."

At the meeting I sat restlessly, scanning each comfortable matronly face,

PASSAGE TWO

AUTHOR'S CRAFT STATION SET ONE

"Charles" by Shirley Jackson

The day my son Laurie started kindergarten he renounced corduroy overalls with bibs and began wearing blue jeans with a belt: I watched him go off the first morning with the older girl next door, seeing clearly that an era of my life was ended, my sweet-voiced nursery-school tot replaced by a long-trousered, swaggering character who forgot to stop at the corner and wave good-bye to me.

He came home the same way, the front door slamming open, his cap on the floor, and the voice suddenly became raucous shouting, "Isn't anybody here?"

At lunch he spoke insolently to his father, spilled his baby sister's milk, and remarked that his teacher said we were not to take the name of the Lord in vain.

"How was school today?" I asked, elaborately casual.

"All right," he said.

"Did you learn anything?" his father asked.

Laurie regarded his father coldly. "I didn't learn nothing," he said.

"Anything," I said. "Didn't learn anything."

"The teacher spanked a boy, though," Laurie said, addressing his bread and butter. "For being fresh," he added, with his mouth full.

"What did he do?" I asked. "Who was it?"

Laurie thought. "It was Charles," he said. "He was fresh. The teacher spanked him and made him stand in a corner. He was awfully fresh."

"What did he do?" I asked again, but Laurie slid off his chair, took a cookie, and left, while his father was still saying, "See here, young man."

The next day Laurie remarked at lunch, as soon as he sat down. "Well, Charles was bad again today." He grinned enormously and said, "Today Charles hit the teacher."

"Good heavens," I said, mindful of the Lord's name, "I suppose he got spanked again?"

"He sure did," Laurie said. "Look up," he said to his father.

"What?" his father said, looking up.

AUTHOR'S CRAFT STATION SET ONE

Masks by Shel Silverstein

AUTHOR'S CRAFT STATION SET ONE

Fame is a Bee by Emily Dickinson

Fame is a bee.

AUTHOR'S CRAFT STATION SET ONE

Excerpt from *House Arrest* by K.A. Holt

PASSAGE ONE

PASSAGE THREE

PASSAGE FOUR

STATION SET ONE

FIFTH AND SIXTH GRADE STATIONS

The fifth and sixth grade station sheets, passages, and answer keys for the scavenger hunt stations. There are full-color stations, followed by black-and-white options.

STUDENT REFERENCE PAGES AND BOOKLET

SUMMARY vs. ANALYSIS

AUTHOR'S CRAFT TWO

AUTHOR'S CRAFT	DEFINITION	PURPOSE
FLASHBACK	Move to a scene in a movie, novel, etc. that is set in a time earlier than the main story.	To help readers better understand present elements in the story by adding more about a character.

FIGURATIVE LANGUAGE

SIMILE	DEFINITION: Compares two unlike things using "like" or "as."	PURPOSE
Example: "Myrd's head is as empty as a flower pot."		

METAPHOR	DEFINITION: Comparing two things that are not alike to suggest they have something in common.	PURPOSE
Example: "The atmosphere of a piece of writing is the emotion a piece of food gives off."		

HYPERBOLE	DEFINITION: Exaggerating for effect.	PURPOSE
Example: "The author's attitude towards a subject is like the sun."		

ALLUSION	DEFINITION: Referring to a well-known story, person, or event.	PURPOSE
Example: "The author's attitude towards a subject is like the sun."		

TONE WORDS

MISERABLE	DEFINITION: Very unhappy.	PURPOSE
Example: "I'm miserable."		

AMAZING	DEFINITION: Very impressive.	PURPOSE
Example: "It's amazing."		

MISERABLE	DEFINITION: Very unhappy.	PURPOSE
Example: "I'm miserable."		

AMAZING	DEFINITION: Very impressive.	PURPOSE
Example: "It's amazing."		

MISERABLE	DEFINITION: Very unhappy.	PURPOSE
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AMAZING	DEFINITION: Very impressive.	PURPOSE
Example: "It's amazing."		

MISERABLE	DEFINITION: Very unhappy.	PURPOSE
Example: "I'm miserable."		

AMAZING	DEFINITION: Very impressive.	PURPOSE
Example: "It's amazing."		

SYMBOLISM

COLOR	MEANING	SYMBOL	MEANING
BLACK	Elegance, mystery, evil, death, depressed		Hope, objective, dreams, letting go
WHITE	Innocence, safety, purity, perfect		Immortality, birth, protection, strength, innocence
RED	Romance, leadership, death, danger, blood		
ORANGE	Abundance, warmth, success, caution		

CREATING A THESIS STATEMENT

WHAT IS A THESIS STATEMENT?

You are making about a topic or text. Your introduction, your essay will be about and directs them, the topic and what you're going to prove, which you will support and develop throughout the essay.

X TOO GOOD EXAMPLES
Magi, "iron to my heart"

X TOO GENERAL OR BROAD They used his craft to reveal several...

X ASKING A QUESTION: Are sex...

Author's Craft One

AUTHOR'S CRAFT	DEFINITION	PURPOSE
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SIMILE	Compares two unlike things using "like" or "as."	To describe through comparison.
---------------	--	---------------------------------

METAPHOR	Comparing two things that are not alike to suggest they have something in common.	To describe through comparison.
-----------------	---	---------------------------------

HYPERBOLE	An exaggeration that can't possibly be true.	To emphasize the magnitude of something that is exaggerated.
------------------	--	--

PERSONIFICATION	Giving something unhuman, actual human qualities.	To bring things to life.
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Author's Craft Two

BLENDING QUOTES

blending quotes:

- Always integrate quotations into your writing.

- Never just "drop" a quotation into the middle of a sentence.

- Don't let a piece of evidence stand alone.

- Use your own words to introduce a quotation.

- Use only the most effective part of the quotation.

- Use ellipses if necessary.

- Maintain a smooth sentence.

writer's frame evidence by...

- Linking the claim or reason to the evidence.

- Giving background information or context.

- Saying something about the sources.

- Quoting or paraphrasing directly.

- Analyzing and commenting on the writer's language.

- Explaining how it is relevant, significant, or convincing.

examples: signal words to preface a quote

• Acknowledges

• Admits

• Agrees

• Argues

• Assumes

• Believes

• Claims

• Compares

• Confirms

• Comments

• Contends

• Counter

• Denies

• Disputes

• Emphasizes

• Illustrates

• Implies

• Insists

• Maintains

• Mentions

• Notes

• Observes

• Points out

• Reasons

• Refutes

• Refutes

• Reasons

• Responds

• Suggests

• Thinks

• Writes

• Then specifies...

• Describes

• Johnstons

• in a study

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• Accordin...

• in understand...

• Human Behavior," Riley argues.

• He then specifies...

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• Writes

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• Describes</

COMES IN SIX DIFFERENT VERSIONS:

1. Tabbed mini-page in full-color
2. Tabbed mini-page in black and white
3. Non-tabbed mini-page in full-color
4. Non-tabbed mini-page in black and white
5. Full-page in full-color
6. Full-page black and white

DIGITAL STUDENT NOTEBOOK AND GOOGLE SLIDES INCLUDED

LESSON ONE

STATION SHEET

Directions: Read the text, then answer the questions. Use your Author's Craft notes to help you.

Station #1: "Masks" by Shel Silverstein

1. Quote an example of symbolism:
2. What is the purpose of the symbolism in this text?
3. Quote an example of imagery:
4. What affect does this author's craft move have on the Poem?
5. Quote an example of assonance and rhyme:
6. Why would the author include this in his writing?
7. What other examples of author's craft do you see in this text?

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SYMBOLISM

The use of symbols to represent ideas or qualities.

Symbolism's purpose is to add emotion.

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One-Pager Requirements

1. Author's name and title of the text.
2. Select two or three author's craft techniques that are especially important in your text (e.g., imagery, symbolism, tone, point of view).
3. Write two personal analysis statements about what the author's craft reveals about the text's tone, mood, or theme.
4. Write two analytical questions about the author's craft choices (e.g., "Why does the author use repetition here?" "How does this word choice affect the mood?").
5. Answer your two questions using text evidence and analysis to explain how the craft techniques support the tone, mood, or theme.
6. Find one or two songs, poems, or quotes that reflect the author's tone, mood, or style. Include a short explanation of how they connect.
7. Draw or create two to three images that represent the author's tone, mood, or writing style. Use symbolism, color, or visual elements that reflect how the text feels, not just what happens.

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