

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.

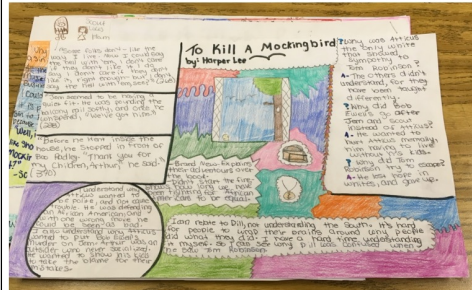
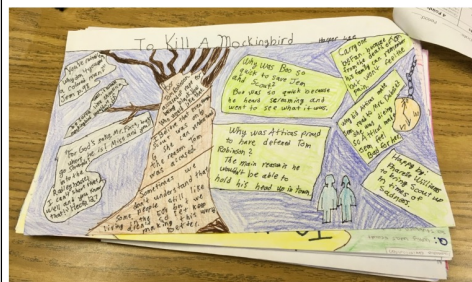
AUTHOR'S CRAFT — APPLICATION: PART ONE

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

AUTHOR'S CRAFT PASSAGES SET TWO

Excerpt from *"The Raven"* by Edgar Allan Poe

ONE PAGER EXAMPLES:



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NAME: _____

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

1. Quote an example of Suspense:

AUTHOR'S CRAFT PASSAGES SET TWO

"Annabel Lee" by Edgar Allan Poe

It was many and many a year ago

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

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.



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."



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



ANSWERS

Answer your two questions in complete sentences using **text evidence**. Explain what you think the author's purpose was and how that craft technique helped achieve it. For example: "The short, fragmented sentences show the character's panic and help the reader feel the same stress the character does."



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.

HYPERBOLE

An exaggeration that can't possibly be true

ALLITERATION

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

SYMBOLISM

PRINT AND DIGITAL



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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'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



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

STEP-BY-STEP TEACHER LESSON PLANS

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

DIGITAL VERSIONS

DIRECTIONS

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

AUTHOR'S CRAFT UNIT STANDARD ALIGNMENT

EIGHTH GRADE

LESSONS

2-6

AUTHOR'S CRAFT UNIT STANDARD ALIGNMENT

SEVENTH GRADE

STANDARDS AND CONCEPTS

LESSONS

2-6

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from that which is implied.

RL.7.4 Determine what the text says explicitly as well as inferences drawn from that which is implied.

AUTHOR'S CRAFT UNIT STANDARD ALIGNMENT

SIXTH GRADE

STANDARDS AND CONCEPTS

LESSONS

2-6

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from that which is implied.

AUTHOR'S CRAFT UNIT STANDARD ALIGNMENT

FIFTH GRADE

STANDARDS AND CONCEPTS

LESSONS

2-6

RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from that which is implied.

Lesson Overview

Introduction to Author's Craft: Students are introduced to the concept of author's craft—the techniques authors use to make their writing more effective. Through notes and examples, students learn how to identify and analyze these techniques.

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 shape meaning in their writing. This unit includes a variety of activities, including an analysis unit, review of the unit, and a flexible, ready-to-use lesson plan.

Overview of the

This six-lesson mini-unit includes elements of author's craft and pacing and depth of analysis.

1. Lesson 1

Students

notes or

2. Lesson 2

Students

contemp

3. Lesson 3

Students

evidence

4. Lesson 4

Students

transfer,

5. Lesson 5

Students

citing tex

6. Lesson 6

Students

understa

What's Included

• Full lesson plans

• Student notebook

• Editable teacher

• Practice passag

• Writing response

• Standard alignm

Tips for Success

• Scaffold the pro

responsibility gra

• Differentiate by c

craft, while sever

• Encourage varie

structure, tone, c

• Use Lesson 6 flex

alternative, or a

Martina Cahill, The

martina@thehungry

TABLE OF CONTENTS

Page	Lesson	Lesson Overview
3	N/A	Note to Teacher: Breakdown and Layout of Unit + Lesson Overview
5	N/A	Links to Digital Files/Versions of Resources
6	N/A	Fifth - Eighth Grade Standard Alignment
10	1	Introduction to Author's Craft
29	2	Practice with Author's Craft
79	3	Application of Identifying Author's Craft
97	4	Application of Identifying Author's Craft
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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AUTHOR'S CRAFT - INTRODUCTION

Common Core STANDARDS

FIFTH GRADE SIXTH GRADE SEVENTH GRADE

Learning Targets

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

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Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

AUTHOR'S CRAFT - SCAVENGER HUNT PRACTICE

Common Core STANDARDS

SIXTH GRADE SEVENTH GRADE EIGHTH GRADE

Learning Targets

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

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Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

AUTHOR'S CRAFT: ONE-PAGER

Common Core STANDARDS

FIFTH GRADE SIXTH GRADE SEVENTH GRADE EIGHTH GRADE

Learning Targets

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

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Literature: 1, 4, 5, 6 Writing: N/A

Literature: 1, 4, 5, 6 Writing: N/A

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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 DRAFT

SIMILE

METAPHOR

HUNDERBOLE

PERSONIFICATION

ALLUSION

ALLITERATION

ASSONANCE

The repetition of

TONE

**An attitude of
toward a subje
audienc**

The tone's purpose
how the reader p
writer's inter

SYMBOLISM

The use of symbols to represent ideas or qualities.

Symbolism's purpose is to add emotion.

[illegible]

AN EXAMPLE OF LESSON SIX'S SLIDES

5th GRADE literary analysis AUTHOR'S CRAFT UNIT

note to teacher:

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 you.
- You use your own words to explain what you read.

TO START:

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.

OTHER REQUIREMENTS

AUTHOR'S CRAFT

- Select **two or three** author's craft techniques that are especially important in your text (e.g., imagery, symbolism, tone, point of view).
- For each technique, write **two personal analysis statements** about what the author's craft reveals about the text's tone, mood, or theme.

PERSONAL STATEMENTS

- Write **two personal analysis statements** about what the author's craft reveals about the text's tone, mood, or theme.

ANALYTICAL QUESTIONS

- 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?").
- The questions should be **analytical** and **specific**.
- For each question, write **two answers** in complete sentences using **text evidence**.

ANSWERS TO YOUR QUESTIONS

- 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 writing style.
- Write a short explanation of how they connect to the text.

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.

BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

ONE-PAGER EXAMPLES

ONE-PAGER EXAMPLES

ONE-PAGER EXAMPLES

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 the main story.	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.

AUTHOR'S CRAFT one

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

CLOSING

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

AUTHOR'S CRAFT - INTRODUCTION

COMMON CORE STANDARDS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
LITERATURE	4, 5, 6	4, 5, 6	4, 5, 6	4, 5, 6
WRITING	N/A	N/A	N/A	N/A

LEARNING TARGETS

1. I can determine the meaning of words and phrases as they are used in a text.
2. I can analyze the impact of specific word choices on meaning and tone.
3. 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.
4. 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

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

DIGITAL PREP

1. 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

1. 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.
2. Tell students that today, though, they're going to be learning about the different elements of author's craft in writing.
3. 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.
4. Display the Lesson One Slides, and have students complete their notes as you work through the slides with them.

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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 exaggeration

AUTHOR'S CRAFT

TEXT STRUCTURE	IMAGERY/SENSORY DETAILS	FLASHBACK
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

PERSONIFICATION

Gives human qualities to nonhuman things

ALLUSION

Makes a reference to a historical or literary place, person, or event

ALLITERATION

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

ASSONANCE

The repetition of the sounds of vowel-stressed syllables

TONE

The attitude of a writer towards a subject or an audience

SYMBOLISM

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

The difference between the two is that the first is a flashback and the second is a flashback.

SIMILE

Compares two things that are not alike to suggest they have something in common.

HYPERBOLE

An exaggeration that can't possibly be true.

PERSONIFICATION

Giving something human qualities.

ALLUSION

A figure of speech that refers to a person, place, or thing.

ASSONANCE

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

TONE

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

FORESHADOWING

A warning or hint of what is to come.

SUSPENSE

An uneasy feeling that a person or thing is in danger.

STYLE

The way authors use words and sentences.

CLIFFHANGER

When a story ends with a question that makes the reader want to know what happens next.

CHARACTER DIALOGUE

Communication between characters.

GENRE

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

POINT OF VIEW

The narrator's position in the story.

The author uses point of view as a very intentional part of their craft.

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

NAME: _____

TEACHER KEY

STATION SHEET

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

Station #2 – "Fish Cheeks" by Amy Tan

STATION SHEET

1. Quote Part of the text to show the story's a flashback:

1. _____

2. _____

3. _____

Station #3 – "Jabberwocky" by Lewis Carroll

STATION SHEET

1. Quote part of the poem to show the author's style:

1. _____

2. _____

3. _____

Station #4 – Excerpt from "House Arrest" by K.A. Holt

STATION SHEET

1. Quote an example of a metaphor:

1. _____

2. _____

3. _____

2. What does this metaphor mean in this text? How does it add to the text?

2. _____

3. _____

NAME: _____

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 Thayer

STATION SHEET

1. Quote an example of Suspense:

1. _____

2. _____

3. _____

2. How does the suspense add to the reader's experience with this poem?

2. _____

3. _____

3. Quote an example of Foreshadowing:

3. _____

4. What affect does this author's craft move have on the Poem?

4. _____

5. Quote an example of Personification and Alliteration:

5. _____

6. _____

7. _____

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DIFFERENTIATED LESSONS AND STATIONS

NAME: _____ **TEACHER KEY** **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

NAME: _____ **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:

Station #2: "Charles" by Shirley Jackson **STATION SHEET**

1. Quote an example of Foreshadowing:

Station #3 – "Fame is a bee" by Emily Dickinson **STATION SHEET**

1. Quote an example of a metaphor:

Station #4 – Excerpt from "House Arrest" by K.A. Holt **STATION SHEET**

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 or what structure gave on the reader's experience and

7. What craft do you see in this text?

8. What craft do you see in this text?

9. What craft do you see in this text?

"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."

doesn't ever 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.

"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,

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AUTHOR'S CRAFT STATION SET ONE **PASSAGE TWO**

"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.

STATION SET ONE: PASSAGE TWO

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AUTHOR'S CRAFT STATION SET ONE **PASSAGE ONE**

"Masks" by Shel Silverstein

AUTHOR'S CRAFT STATION SET ONE **PASSAGE THREE**

"Fame is a Bee" by Emily Dickinson

Fame is a bee.

AUTHOR'S CRAFT STATION SET ONE **PASSAGE FOUR**

Excerpt from House Arrest by K.A. Holt

WEEK 18

AUTHOR'S CRAFT STATION SET ONE **PASSAGE TWO**

"Charles" by Shirley Jackson

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.

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5TH & 6TH GRADE

STUDENT REFERENCE PAGES AND BOOKLET

SUMMARY & ANALYSIS

LITERARY ANALYSIS

A STRONG INTRODUCTION
An introduction names the title and author, set the scene, and states the main idea of a writing assignment or paper. It often reflects a judgment that a writer has made about the text.

THEMES STATEMENTS
Human beings are... Acceptance... Change... Human beings are... Family is... It is okay... Don't just... Greed can... Kindness...

SYMBOLISM

COLOR	MEANING	SYMBOL	MEANING
BLACK	Elegance, power, mystery, evil, death, depression	Light	Hope, objective, dreams, letting go
WHITE	Innocence, safety, illumination, pure	Blue	Immortality, birth, protection, strength, innocence
RED	Romance, leadership, death, danger, blood		
ORANGE	Abundance, warmth, success, caution		

FIGURATIVE LANGUAGE

SIMILE
Definition: Comparing two unlike things using "like" or "as."
Example: "Myra'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.

HYPERBOLE
Definition: An exaggeration that can't possibly be true.

UNDERSTATEMENT
Definition: Giving something less importance than it really has.

ANALYST'S CRAFT TWO

AUTHOR'S CRAFT

FLAVOR	DEFINITION	PURPOSE
FLAVOR	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 more about its context.

LINKING WORDS IN ENGLISH

Linking words are used to link together ideas in your text. They help the reader follow your argument by showing the relationships between different sentences or sections. These are some words you can use to link your text evidence to analysis or to link your two texts to each other.

EMPHASIS	ADDITION	CONTRAST	ORDER
Undoubtedly	Additionally	Unlike	First/Firstly
Indeed	In addition	Nevertheless	Second/Secondly
Obviously	Also	On the other hand	Third/Thirdly
Particularly	As well as	One might argue...	Finally
In particular	Moreover	In contrast to	At this time

EDITING VS. REVISING

CAPITALIZATION
Proper nouns
Paper headings
Sentence beginnings

ADD OR REMOVE
Add sentences or words to make your essay better
Remove sentences or words to

MLA FORMATTING

MLA FORMATTING

WHAT IS A THESIS STATEMENT?

When you are making about a topic or text. Its introduction, your essay will be about and directs the reader to the topic and what you're going to prove. It is your support and develop your claim.

ANNOTATING LITERATURE

Helps the reader focus on reading.
Helps the reader understand a text.
Helps the reader keep track of thoughts and feelings.
Helps the reader note and important details.
Helps the reader prepare for writing.
Helps the reader to prepare a text, specifically an analytical text.

WHEN SHOULD I ANNOTATE?

- When I am confused.
- When I find strong text evidence.
- When I don't know what a word means.
- When I make a connection to another piece of writing.
- When I notice a key detail.
- When something is important to remember.
- When I am surprised by something I read.
- When I want to remember something.
- When I see patterns or repetition in the text.
- When I want to jot down an idea that the text gave me.
- When I want to question something.
- When I want to summarize.
- When I want to paraphrase something in my own words.
- When I notice that a prediction I made came true.

annotation symbols

Important	Key word or detail	I understand	I don't understand	Unfamiliar word or phrase	Evidence to note	I'm surprised	I love this part	Connections	Write important thoughts in the margins
Star	Star	Star	Star	Star	Star	Star	Star	Star	Star

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.
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 precede a quote

- Acknowledges
- Admits
- Agrees
- Argues
- Asserts
- Believes
- Claims
- Compares
- Confirms
- Comments
- Concludes
- Counters
- Declares
- Denies
- Disputes
- Emphasizes
- Finds
- Illustrates
- Implies
- Insists
- Maintains
- Mentions
- Notes
- Observes
- Points out
- Reasons
- Refutes
- Rejects
- Reports
- Responds
- Suggests
- Thinks
- Writes
- Despite
- Johnston
- In a study
- According to
- Recent
- Human Behavior
- Riley argues...
- He then specifies...

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

AUTHOR'S CRAFT COLLECTION

File Edit View Insert Format Slide Arrange Tools Extensions Help

Calibri 11 B I U A

LESSON ONE

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

STATION SHEET

Station #1: "Masks" by Shel Silverstein

- Quote an example of symbolism:

- What is the purpose of the symbolism in this text?

- Quote an example of imagery:

- What affect does this author's craft move have on the Poem?

- Quote an example of assonance and rhyme:

- Why would the author include this in his writing?

- What other examples of author's craft do you see in this text?

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The screenshot shows a digital workspace with a top menu bar (File, Edit, View, Insert, Format, Slide, Arrange, Tools, Extensions, Help) and a toolbar. On the left, a vertical list of literary devices is shown, each with a definition and an example. The central area contains a large text box with a pink border, containing the title 'SYMBOLISM' and a definition of its purpose. The bottom of the workspace has a red bar with the text '©SPRINGDALE CABLE THE HUNTER TEACHER'.

4 **IDIOM**
Compare two things using "like" or "as."
Example: I was as nervous as a cat on a hot tin roof.
through.com/idioms

5 **IMAGERY**
Compare two things that are not able to suggest they have something in common.
Example: A metaphor's purpose is to describe through comparison.

6 **HYPERBOLE**
An exaggeration that can't possibly be true.
Example: I have told you a million times to clean your room.
hyperbole.com

7 **REPERSONIFICATION**
Giving something non-human actual human qualities.
Example: The wind whispered through the trees.

8 **ALLUSION**
A figure of speech that makes a reference to a place, person, or event.
Example: The poem alluded to the American Revolution.

9 **ALLITERATION**
The repetition of beginning consonant sounds in two or more neighboring words.
Example: Peter Piper picked a peck of pickled peppers.

10 **ONOMATOPOEIA**
The repetition of a sound stressed by syllables.
Example: The onomatopoeia in the poem 'The Wind' is 'whoosh, whoosh, whoosh.'

11 **ONOMATOPOEIA**
The repetition of a sound stressed by syllables.
Example: The onomatopoeia in the poem 'The Wind' is 'whoosh, whoosh, whoosh.'

SYMBOLISM

The use of symbols to represent ideas or qualities.

Symbolism's purpose is to add emotion.

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LESSON 6 ☆ ☆ ☆

File Edit View Insert Format Slide Arrange Tools Extensions Help

Fit Tr Background Layout Theme Transition

1 2 3 4 5 6 7 8 9

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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