**[MAP BREAKDOWN](https://docs.google.com/document/d/1qDrB5hnokXfeWKEkbI18Qyjjyutjr-KDMWPNF60tK1I/edit?usp=sharing)**

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| **Unit Skills**  | **Missouri Learning Standard**  | **Serrevallo Strategy Lessons** | **Conferring Questions** **(Item Specifications)** |
| * Drawing conclusions and support with textual evidence
 | 31AbDrawing conclusions and support with textual evidence | * 13.12 (page 366) Double Entry Journal
* 13.10 (page 364) NF note taking
* 13.23 (page 377) Pile it on
 | * Look at the passage and the underlined text.
* The passage states . Which two underlined sentences support this idea?
* What text evidence supports the idea?
 |
| * Summarize and sequence the events/plot.
* Explain how past events impact future events.
 | 32AaSummarize and sequence the events/plot and explain how past events impact future events | * Uh-oh...Phew (137);
* Reactions Help You Find the Problem (139);
* What's Your Problem (141);
* Let the Blurb Help You (143);
* Retell What's Most Important By Making Connections to the Problem (144);
* Angled Summaries for Highlighting Deeper Ideas in Plot (145);
* Summarize Based on What the Character Wants (146);
* Chapter-End Stops (147);
* Somebody...Wanted...But...So (149);
* Double Plot Mountain (158)
 | * In the passage, it states . Why did? (Example: In the passage, it
* states “Sammy put her head down and then ran after them.” Why did Sammy put her head
* down?)
* How did \_ in the passage impact the character’s decision to ?
* Summarize the sequence of events and how impacted/changed future events of the passage/story.
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| * Paraphrase the big idea within the text and support with details
 | 32AdParaphrase the big idea/themes and supporting details of texts | * 7.14 (page 207) Find Clues About Theme in the Blurb
* 7.18 (Page 210) Character change can reveal lessons
 | * Identify the theme in the passage. Choose two

details that support the idea of the theme.* Paraphrase the details in the text that support the
* theme.
 |
| * Describe the personality traits of characters from their thoughts, words, and actions
 | 32AbDescribe the personality traits of characters from their thoughts, words, and actions | * *Two-Sided Problems (150);*
* *Vivid Setting Description and Impact on Character (155);*
* *Empathize to Understand (177);*
* *Yes, but Why (178);*
* *Talk and Actions as Windows (180);*
* *Out-of-Character Character (181);*
* *Complex Characters (183);*
* *More Than One Side (184);*
* *Piling Together Traits to Get Theories (186);*
* *Consider Character in Context (187)*
 | * Read the short passage below. Then describe the personality trait of each character.
* Max showed up late to dinner. He had stains all over his shirt, put his feet up on the table,and began making loud noises. No one could believe how Max behaved.
 |
| * Describe the interaction of characters (relationship) how they change
 | 32AcDescribe the interaction of characters, including relationships and how they change | * *Reactions Help You Find the Problem (139);*
* *Two-sided problems (150);*
* *Character Comparisons (176);*
* *Empathize to Understand (177);*
* *Interactions can Lead to Inferences (179);*
* *The Influences on Character (182);*
* *Conflict Causes Complexity (185)*
 | * In the passage, the (character)states \_\_\_\_. What can we learn about (character) from this statement?
* In the passage, (character) and (character) misunderstood one another.
* What event(s) changed the way they feel about each other?
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| * Compare and contrast characters
 | 32AeCompare and contrast key elements in various types of fiction  |  | * The passages have very different settings. How do the different settings in the passage change the idea/meaning?
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