



Successful Communication Teacher Edition

Thinking Through Craft

Grades

Primary–Middle School

Unit Goal

This unit helps students analyze and understand the features of successful communication, with a specific focus on written communication. The overarching goals are to engage in metacognition to understand features of successful communication including ideas, organization, sentence fluency, voice, word choice, and conventions. Using the artwork exemplar below also supports conversation about propaganda and/or stereotyping, content not explicitly addressed in this unit.

Alternative approaches are offered for primary and middle school students.

Curricular Connections

Whether reading, listening, writing, or speaking successful communication allows thoughts and ideas expressed by one person to be easily understood by another. Facility with language is essential for understanding and conveying ideas in any content area.

Essential Questions

- What does it mean to communicate successfully?
- What are the features of successful communication?
- What can artworks teach us about successful communication?
- How can students understand the features of successful communication so well that they use these tools independently and flexibly?

Duration

This unit is composed of three sets of activities and requires a total of 125 minutes across three class periods. Optional metacognitive breaks are not included in this estimate. These breaks provide students an opportunity to reflect upon their thinking (metacognition) in order to better understand that thinking pattern and transfer it to other content areas and to the world outside of school.

Artworks

This guide focuses on Wendy Maruyama’s *Shadow of Amboseli*. Several alternative, persuasive artworks from the Renwick Gallery can be used to support this unit, including:

- *Washington, D.C. Foreclosure Quilt* by Kathryn Clark
- *Practice Bomber Range In the Mississippi Flyway* by Terese Agnew
- *Our Destruction* by Carla Hemlock

Arc of Learning

Set 1: What is communication? What are the features of successful communication? (50 minutes)

Using examples of individuals who communicated successfully throughout modern history, students will come up with a definition of communication. They will compare this with a dictionary definition.

Students will consider the features of successful communication by reflecting on their own experiences. They will use this experience to list strategies that can be used to communicate with clarity.

Student responses will be organized under the following features of successful communication and be labeled accordingly. Student responses will then be used to describe each category.

- Ideas
- Organization
- Sentence Fluency
- Voice
- Word Choice
- Conventions

Set 2: What can artworks teach us about successful communication? (35 minutes)

Students will use a close looking strategy to examine an artwork.

- ➔ Primary School students will use **Nouns, Adjectives, Verbs** to look at the artwork.
- ➔ Middle School students will use the thinking routine **See-Think-Wonder** to explore and think about the artwork.

Using a variety of thinking routines, students will analyze and interpret an artwork. They will build background knowledge of the artwork's larger historical context, provided in a short article. To deepen their understanding of the features of successful communication, students will explore the artwork through the lens of each of the features.

Set 3: How can students use the features of successful communication independently and flexibly? (40 minutes)

Students will create a descriptive piece of writing. They will first draw their ideas and then use the details in their drawing to describe it. They will then use all the features of successful communication.



Wendy Maruyama, Shadow of Amboseli, 2016, jelutong, milk paint, waxed linen thread, and finish, Smithsonian American Art Museum, Gift of Penland School of Crafts through contributions made by Fleur Bresler, the Cousins Foundation, Tom Oreck, Kaola and Frank Phoenix, Susan Parker Martin and Alan Belzer, Barbara McFadyen and Douglass Phillips, Diane Charnov, Lee Rocamora, John A. Thompson, Jr., members of the Smithsonian Women's Committee, and the Collectors of Wood Art, 2016.54

Set 1: What is Communication? What Makes Communication Successful?

Materials Needed:

- Student Booklet pages 6–8
- Speakers, projector, screen, and Internet-enabled computer
- Flip chart or some other means to record student responses, so that they are visible to the whole group

Total Duration: 50 minutes

Teaching Notes:

The first learning experience in this set is designed to give students examples of communication, so that they might come up with their own definition of communication before a definition is presented to them. The second experience is designed to give students an opportunity to think of the qualities of successful communication independently, so that they might generate the features of successful communication before they are presented to them.

1A. What is communication?

Materials Needed:

- Speakers, projector, screen, and Internet-enabled computer
- Student Booklet page 6

Duration: up to 20 minutes

Activity & Discussion:

1. Show students one or more film clips of speakers such as Dr. Martin Luther King, Jr., John F. Kennedy, or Naomi Wadler.
2. Invite students to share with a neighbor their impressions of the speech. Begin the discussion by asking:
 - What did you notice about that speech?
 - What was the speaker doing?

Possible Student Response: I noticed that the speaker was passionate but that I could hear everything they said clearly. They had big ideas but I could follow the message easily.

3. Give students a short background on the speeches you selected. For example:
 - In 15 minutes, Martin Luther King **successfully communicated** to an audience of thousands that all people were created equal and it was essential to judge people not by the color of their skin but by the content of their character.
 - In 7 ½ minutes, the 35th president of the United States **successfully communicated** to listeners the importance of civic action and public engagement and charged the American public to reconsider their role in that country.
 - In 2 minutes, Naomi Wadler (then 11 years old) stood in front of 800,000 people and **successfully communicated** that scores of African American women were also victims of gun violence and their

deaths should be as vigorously protested as the 17 students killed at Marjory Stoneman Douglas High School.

4. Ask: What *is* communication? Invite students to write down synonyms for “to communicate” or record their responses on the board.

Possible Student Responses:

- explain
- tell
- write
- share
- reveal

1B. What are the features of successful communication?

Materials Needed:

- Student Booklet page 6

Duration: 10 minutes

Teaching Note: Student responses will vary widely.

Discussion & Activity:

1. Working with a partner, challenge students to draw a picture to depict communication. Then, invite students to create a definition for the verb “communicate” inspired by their drawing.
2. Working as a large group, challenge your students to sort their definitions or pictures into the following categories, which are varying definitions of the verb “communicate” from the Merriam-Webster dictionary¹:
 - the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.
 - to give messages or information to others through speech, writing, body movements, or signals.
 - to transmit information, thought, or feeling so that it is satisfactorily received or understood.
 - to get someone to understand your thoughts or feelings.

Tell students that the last two definitions (numbers 3 and 4) apply specifically to this unit.

¹“Communicate.” *Merriam-Webster.com Dictionary*, Merriam-Webster, <https://www.merriam-webster.com/dictionary/communicate>. Accessed 18 Oct. 2020.

1C. What does successful communication feel and sound like?

Materials Needed:

- Student Booklet page 7

Duration: 10 minutes

Discussion & Activity:

1. Invite students to think of a moment when they think someone communicated really successfully. If they have trouble getting started, prompts might include:
 - A lesson taught by a teacher or student that the class seemed to understand well.
 - An article that the student read or one that they wrote that was easily understood.
 - A controversial issue that you explained well or was explained well to you.

Alternatively, invite students to share a moment of unsuccessful communication.

2. Whether it was a moment of successful OR unsuccessful communication, encourage students to think about:
 - How did you feel in that moment?
 - What did that moment of communication sound like?
 - What happened next?

Possible Student Responses:

- Successful communication: I know the message got across because I knew what to do or understood what was being said. It felt satisfying. It felt like we were on the same page and understood each other perfectly.
- Unsuccessful communication: It was frustrating. I could not figure out what I was supposed to do. They wouldn't do as I had asked them. I couldn't understand what they were saying. The ideas were all garbled. I could not understand the words they were using. The sentences were incorrect.

Commented [JW1]: Some of the "you" are a little confusing—not sure if it's referring to the student or the teacher. I tried to clarify some!

1D. Revisit: What are the features of successful communication?

Materials Needed:

- Student Booklet page 8
- Flip chart or some other means to record student responses so that they are visible to the whole group

Duration: 10 minutes

Teaching Notes:

This exercise is designed to help students identify the features of successful communication and label them to provide a common vocabulary with which to talk about the features. Experts on writing in any genre agree that quality communication shares these six salient features, which also appear on page 22 of the Student Booklet:

- **IDEAS:** Ideas are built with plenty of supportive, contextual, and descriptive details.
- **ORGANIZATION:** Ideas are organized logically. There is a beginning, body, and conclusion. Ideas are organized into paragraphs with focused topic sentences.
- **SENTENCE FLUENCY:** Sentences are interesting and varied. They are composed thoughtfully in order to communicate successfully. There are no gaps in the thought process. The thoughts flow smoothly and are easy to follow.
- **VOICE:** The communicator is passionate and speaks from the heart. It is abundantly evident that the communicator is knowledgeable and has a message to convey.
- **WORD CHOICE:** The communicator picks choice words to convey precise meaning and to help the audience form pictures in their mind. Figurative language is used to communicate thoughts effectively.
- **CONVENTIONS:** Grammar, spelling, and punctuation are correct.

You may know these same features by other names. Even though the labels may differ, the thoughts underlying them are similar.

Discussion & Activity:

1. **Consider communicator's actions.** Divide the class into small groups. Invite each group to review their work from Step C (page 7) and then discuss:
 - What allowed the communication to be so successful?
 - What did you or the person communicating with you do in order to communicate successfully? OR What should the person who did not communicate successfully have done in order for the communication to be successful?

Possible Student Responses:

- Their thoughts, ideas, messages were clear. They got to the heart of the matter. They said it simply but clearly. They knew the subject really well. They gave lots of descriptive, supporting, contextual detail.
- They arranged their thoughts in an organized manner.
- Their sentences were correct and easy to understand. The sentences were interesting and varied. There were no gaps in their thought process and it was easy to follow their train of thought.
- They used words that said what they meant to say and helped me form pictures in my mind. They attracted my attention and held it the whole time.
- They were passionate and spoke from the heart. They knew what they were talking about and clearly were very knowledgeable.

2. **Make a concept web.** Next, groups should translate this thinking to actions a communicator might take or choices a communicator might make, documenting these in a concept web on page 8.
 - Invite each group to share their responses with one other group and use their sharing to add to their webs, if necessary.
 - Ask the groups to share out their responses to the whole class. Students may describe the features in different ways and without any category names into which their responses might fit.
 - As they are sharing their responses, group them according to the features of successful communication. Use the features listed in the Teaching Notes above or any other labels that suit your classroom. Be sure to record students' responses visibly for all to see; perhaps on a flip chart or Smartboard.
3. **Classify the responses.** Invite students to study the groups of responses, then name each group (ideas, organization, sentence fluency, voice, word choice, conventions). This serves as a formative assessment.

Set 2: What Can Artworks Teach Us about Successful Communication?

Materials Needed:

- Student Booklet pages 9-10
- Projection of Shadow of Amboseli or color print reproductions
- Flip chart or Smartboard (middle school)

Total Duration: 35 minutes, plus optional metacognitive breaks

Teaching Notes:

Two versions of a close looking activity are offered below. One is most appropriate for Primary School. The other is geared to Middle School.

2A. Close Looking (Primary School)

Materials Needed:

- Student Booklet page 9
- Projection of Shadow of Amboseli or color print reproductions

Duration: 10 minutes

Teaching Notes:

The goal of this learning experience is for students to look intentionally and label all that can be seen. You may need to preface this activity with a discussion of nouns, adjectives, and verbs in order to clarify their definitions.

Discussion & Activity:

1. Guide the students as they look at the artwork with the prompts below. If your students would benefit from sketching, feel free to invite them to draw what they see while you voice the following:
 - Let's take a long and close look at this artwork.
 - Let your eyes wander over the artwork. Let your eyes take a second trip around the artwork.
 - Imagine the artwork on a pedestal that could rotate. Imagine you are looking at the artwork from below, from one side, and now another.
 - If you could take the artwork apart, how might it come apart? Into what pieces? How is the figure arranged? What posture is it in? If the artwork were to come alive, what movements would you see? In what direction could the figure be moving? What might lie behind in the space behind? What might lie in the space ahead?
 - What might you hear?
2. Now that you have had a chance to examine the artwork, write as many nouns, adjectives, and verbs as you can to describe the artwork and its parts.

Possible Student Responses:

- Dark shapes shielding
- Red string holding
- Long trunk hanging

2A. Close Looking (Middle School)

Materials Needed:

- Student Booklet page 10
- Projection of Shadow of Amboseli or color print reproductions
- Flip chart or Smartboard

Duration: 15 minutes

Teaching Notes:

Guided looking and the See-Think-Wonder pattern of thinking are designed to give students an opportunity to closely look at the craftwork and then begin to think about an interpretation. See-Think-Wonder challenges students to move from plain observation (describing what's there), to interpretation (reasoning with evidence), and finally to generating questions (wondering).

It is important to collect what students see and make a thorough inventory before moving on to their thoughts about what they see. Every now and again a student will be inclined to confuse what they see with what they think. On such occasions, it is important to lead the student back to what they see that makes them think about it the way they do. This will require the student to provide tangible evidence for their thoughts.

If the students are excited to share their thoughts or their "thinks," the teacher should be attentive to asking them what it is they see as evidence for their thought. This is to ensure that they differentiate between what they see and their thoughts about what they see. It also demands that students provide evidence for their statements.

Discussion & Activity:

1. Guide the students as they look at the artwork with the prompts below. If your students would benefit from sketching, feel free to invite them to draw what they see while you voice the following:
 - Let's take a long and close look at this artwork.
 - Let your eyes wander over the artwork. Let your eyes take a second trip around the artwork.
 - Imagine you are looking at the artwork from below, from one side, and now another.
 - If you could take the artwork apart, what pieces would you lay out?
 - How is the figure arranged? What posture is it in? If the artwork were to come alive, what movements would you see? In what direction is the figure moving?
 - What might you hear?
2. If you and your students are familiar with the thinking routine See-Think-Wonder, consider using the worksheet provided in the booklet on page 10. Invite students to take a few minutes to fill out the sheet on their own and then share their responses with the class in this order:
 - What do you see?
 - What do you think this is about?
 - What do you wonder about?

NOTE: If you and they are **not familiar** with this pattern of thinking, conduct this as a whole class activity supported by the worksheet. The question “What do you see that makes you say that?” will encourage students to support their interpretations with evidence from the artwork.

Document students’ thinking on a flip chart or Smartboard.

Possible Student Responses:

- See: shapes, hair, grooves, colors, white wall, ears, trunk, no eyes, no tusks
- Think: The thing is sad. It has no body. It seems really still.
- Wonder: What is it? What did the artist mean? Is that hair? How was it made?

Optional: Metacognitive Break

Materials Needed:

- Student Booklet page 11 or 12

Duration: 5 minutes

Teaching Notes:

By reflecting on their use of the thinking routines, students become more aware of their own thinking processes, become more familiar with thinking patterns, and begin to identify opportunities outside the classroom when this thinking pattern might be effective (transfer).

Thinking About Our Thinking Discussion:

Primary School - Use the following questions to reflect on the thinking pattern Nouns, Adjectives, Verbs:

1. How did using that thinking pattern help you observe the artwork?

Possible Student Responses:

- It broke up the artwork into objects that could be labeled.
- It helped me analyze the piece and see the piece in detail and in action.

2. Where else might you use this pattern of thinking?

Possible Student Response: I might use this pattern of thinking to create a really good description of something I saw.

Middle School - Use the following questions to reflect on the thinking pattern See-Think-Wonder:

1. What actions did this thinking pattern require you to take? (What did you do first, next, etc.?)

Possible Student Responses:

- I had to separate my seeing from my thinking. For all my thoughts, I had to provide evidence for what I saw. I had to think of what puzzled me or what I did not understand or what I was curious about.
- I had to always support my thoughts with evidence. The wonderings gave me more to think about.

2. What is the value of using See-Think-Wonder?

Possible Student Response: It allowed for multiple perspectives. People saw things I did not. It collected many more details than an individual might have come up with. The collection of facts/details about the artwork gave us more to think about.

3. In what other situations might you find See-Think-Wonder useful?

Possible Student Response: When I'm making scientific observations, I have to notice only the things in front of me and not hypothesize first. See-Think-Wonder is kind of like observer, hypothesize, test.

2B: What is the artwork about? (All Grades)

Materials Needed:

- Student Booklet page 13
- Projection of Shadow of Amboseli or color print reproductions

Duration: 7 minutes

Teaching Notes:

Using a thinking pattern, Claim-Support-Question, students are challenged to interpret the artwork based on a synthesis of observation, inferences, and information. Inviting students to think about the artwork and form their own interpretation first will provide a base to build a deeper interpretation on information about the artist and the artwork.

Discussion & Activity

1. Claim: Encourage students to use the information they have acquired through Nouns, Adjectives, Verbs or See-Think-Wonder to make a **claim** about what they think the artwork is about. What do they think the artist is trying to convey or what message is conveyed to them through the artwork?

Possible Student Responses:

- I think it is about sadness.
- Maybe it has to do with nature.

2. Support: Having made a claim about what the artwork is about, ask them to identify what it is that they see in the artwork that makes them think so? What evidence can they see in the artwork that will **support** their claim?

Possible Student Response: I see a head hanging along on a wall. It makes me feel sad.

3. Question: Ask them whether they have any lingering **questions**. Lingering questions, even when there are no answers, can prompt deeper thinking about an issue or idea.

Possible Student Response: What is Amboseli? Why did the artist make this artwork?

Optional: Metacognitive Break (All Grades)

Materials Needed:

- Student Booklet page 14

Duration: 5 minutes

Teaching Notes:

By reflecting on their use of Claim-Support-Question, students become more aware of their own thinking processes, become more familiar with thinking patterns, and begin to identify opportunities outside the classroom when this thinking pattern might be effective (transfer).

Thinking About Our Thinking Discussion:

Use the following questions to reflect on the thinking pattern:

1. What kind of thinking did you find yourself engaged with?

Possible Student Response: We had to explain what the artwork was about or what message the artwork was trying to convey, but also **provide evidence** to support our statement.

2. What is the relationship between making a claim and providing evidence to support that claim?

Possible Student Response: When we make a claim, it came from some prior knowledge. Our claims seemed to be based on something that we had seen, heard, or sensed. We had to provide supporting information as to why we made the claim.

3. How might this pattern of thinking be helpful in communication?

Possible Student Response: Making our audience aware of supporting evidence or information is likely to help them understand our claim better. It also encourages us to consider our claims more carefully and to recognize that claims based on supporting evidence are likely to be more credible.

2C: What is the story behind the artwork?

Materials Needed:

- Student Booklet page 15
- Projection of Shadaow of Amboseli or color print reproductions

Duration: 10 minutes

Teaching Notes:

The students will use their own interpretation as a base upon which to grow a deeper understanding of the artwork with new information. Connect-Extend-Wonder will allow students to compare their own interpretations of the artwork with the information in the text.

Discussion & Activity:

1. Invite the students to read the information about the artwork on page 15 of their booklet. Ask the students whether they have any questions about the information. Clarify or explain anything the students may not understand.
2. Connect: When connecting, ask the students to state any ideas from their own interpretation that are similar to what the text says. There may be many or none.

Possible Student Responses:

- I thought it had something to do with something sad.
- I thought it was about nature.

3. Extend: Students should now identify parts of the text that were surprising or new. How did reading the text extend their understanding of the artwork?

Possible Student Responses:

- Now I understand that it connects to the artist's love of animals, I think it's a memorial for something lost.
- Now that I know Amboseli is a national park, I think the "shadow" is what's left after poachers act.

4. Wonder: Finally, ask students what questions still remain or linger.

Possible Student Responses:

- What can we do, so far away?
- Why didn't the artist make it more obvious?
- What do the other artworks in the series look like?

Optional: Metacognitive Break

Materials Needed:

- Student Booklet page 17

Duration: 5 minutes

Teaching Notes:

By reflecting on their use of Connect-Extend-Wonder, students become more aware of their own thinking processes, become more familiar with thinking patterns, and begin to identify opportunities outside the classroom when this thinking pattern might be effective (transfer).

Thinking About Our Thinking Discussion:

Use the following questions to reflect on the thinking pattern:

1. What did you do first? What was the next step?

Possible Student Response: I first had to think of what I had written. Then I had to compare in what way my piece was similar to and different from the text. I then had to ask any new questions that came to mind.

2. What did you discover about building new information on top of prior knowledge?

Possible Student Responses:

- It helped me connect what I already knew with what was new. It felt like one was being built on the other.
- This is helpful because one always knows something about a topic or an issue. New information can connect to that old knowledge and I can feel more confident as I learn more.

3. Why might it be important to continue asking questions?

Possible Student Responses:

- When I ask questions, I can discover new layers of knowledge to build onto my old knowledge.
- My questions help me find place so to connect the new onto the old.

4. On what other occasions would you find it useful to use Connect-Extend-Wonder?

Possible Student Response: I could use Connect-Extend-Wonder when I'm reading a news article about something that I only know a little bit about.

Set 3: How can students use the features of successful communication independently and flexibly?

Materials Needed:

- Student Booklet pages 18–22
- Projection of Shadow of Amboseli or color print reproductions
- Flip chart paper with features of successful communication
- Colored pencils or markers, any art-making supplies

Total Duration: 40 minutes

3A: Connecting Art and Writing

Materials Needed:

- Student Booklet page 18
- Projection of Shadow of Amboseli or color print reproductions
- Flip chart paper with features of successful communication

Duration: 7 minutes

Teaching Notes:

This exercise gives students an opportunity to explore the features of successful communication through an artwork. It will also provide the students an opportunity to understand and apply each feature. The aim here is to deepen students' understanding of the features of successful connection by viewing them in a different medium.

Discussion & Activity:

1. **Draw:** First, have your students create a line drawing of the artwork. Then, ask them: By creating a line drawing, what did you learn about the artist's strategies to communicate their ideas?
2. **Connect:** Challenge your students to connect details they noticed through their drawing with the features of successful communication. Here are some questions you can use to prompt the exploration:
 - **Ideas:** What do you see that shows the artist has represented the story of the artwork? What evidence shows that the **ideas are developed**?
Possible Student Response: The artwork is simple and doesn't have a way to communicate, which the artist uses to communicate her ideas.
 - **Organization:** Where do you notice the artist's attempts to **organize his ideas**?
Possible Student Response: The pieces in the artwork are purposefully placed. For example, each small part fits together to form a whole.
 - **Fluency:** What strategy, if any, has the artist used to make certain that he **fluently communicates** his thoughts and leaves no gaps in what he is trying to communicate?
Possible Student Response: My eye moves easily from one place to the next.
 - **Word Choice:** The artist doesn't use words. How does the artist say what he wants visually? How does he show us his message?

Possible Student Response: The artist doesn't use words but uses materials to say something. The wooden parts are big and strong but they are tied together with delicate string.

- Voice: Where do you "hear" the artist's strong feelings or voice? What evidence do you see that the artist **feels very strongly** about the subject?

Possible Student Response: The artist clearly feels tender toward animals. This elephant head looks like it took time and care to make. The parts that are missing (eyes and tusks) make me feel sad and I think the artist feels sad about poaching, too.

- Conventions: Where do you notice the artist's **skill**?

Possible Student Response: I notice how all of the parts fit together and how it can hang on the wall without breaking.

3B: Using the Features of Successful Communication

Materials Needed:

- Student Booklet pages 20 & 21
- Projection of *Apocalypse '42* or color print reproductions
- Colored pencils or markers, any art-making supplies

Duration: 25 minutes

Teaching Notes:

This learning experience provides an opportunity for students to apply their learning about the features of successful communication to a written piece of their own. It begins with an opportunity to visualize the scenario in order to build the idea with details. Student responses will vary widely.

Discussion & Activity:

1. **Build a visual story.** This step is likely to help them compose their written description, or their story, thoroughly. It is a way of brainstorming visually.
 - Invite the students to think of this artwork as a moment in time, with a before and after. What was this elephant's life like before? Draw a detailed picture on page 20. Then, invite them to draw a picture of the land, environment, or herd that comes after this moment.
 - Ask them to visualize the picture the story of the artwork evokes. Tell them to capture all the details of the picture in their mind onto the drawing. Encourage the students to draw the pictures in as much detail as they can and to color them in.
2. **Communicate the story successfully.**
 - Next, have them use the details of their drawing to write an expository piece on page 21.
 - Ask the students to be sure to use the features of successful communication. A guide is provided for them in the leftmost column.

3C: Reflection

Materials Needed:

- None

Duration: 7 minutes

Teaching Notes:

This learning experience provides an opportunity to reflect on the learning gained throughout the entire unit. This reflection can serve as a spoken or written assessment of student understanding.

Discussion:

1. Assess students' understanding of the features of successful communication by posing one or more of the following questions:
 - What did you learn about communication that was new or interesting?
 - Which of these features did you already use?
 - Which features do you think will help you improve your ability to communicate?

Possible Student Responses:

- I learned that successful communication has parts that I can use.
- I already knew about word choice and use that.
- I didn't think too much about voice before, about how I can show that I really care about my ideas. I think that goes with word choice, but now I have a deeper understanding.

2. Invite students to transfer their thinking to other contexts by posing one or more of the following questions:
 - How might these features help choreographers communicate ideas through dance?
 - Where in music might you recognize features of communication?
 - How might these features help you understand how authors communicate their ideas in books?

Possible Student Responses:

- Choreographers might think about how body movements being connected like fluent sentences.
- Music might have conventions that tell me that we're coming to the end of a song.
- Books are longer than essays and the way they are organized helps me understand smaller ideas that add up to bigger ideas.