
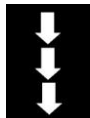





CONTENT IMPERATIVES :

RE-EXAMINE WHAT YOU HAVE LEARNED

<u>CONTENT IMPERATIVE</u>	<u>ICON</u>	<u>DEFINITION</u>	<u>LIT. CIRCLE APPLICATION</u>
ORIGIN		THE BEGINNING, ROOT, OR SOURCE OF AN IDEA OR EVENT	<ul style="list-style-type: none"> ▪ How did this begin? ▪ What was the cause? ▪ What was the stimulus? ▪ Etymology ▪ Cause of conflict ▪ Comprehension/Thinking Skills: note ambiguity; identify missing information; test assumptions; prove with evidence
CONTRIBUTION		THE SIGNIFICANT PART OR RESULT OF AN IDEA OR EVENT	<ul style="list-style-type: none"> ▪ How long did this build/formulate? ▪ What things came together to cause this? ▪ What was the value? ▪ Effect of a character's actions, impact of setting, contributing factors of accelerating the conflict/rising action ▪ Effect of literary devices ▪ Comprehension/Thinking Skills: differentiate from relevant from irrelevant; judge with criteria; prioritize; prove with evidence
CONVERGENCE		THE COMING TOGETHER OR MEETING POINT OF EVENTS OR IDEAS	<ul style="list-style-type: none"> ▪ How did this all come together? ▪ How did things merge? ▪ What were the meeting points? ▪ Factors that create the climax ▪ Realization/Key Moment for the character ▪ Author's use of language to develop tone, imagery, style; genre ▪ Comprehension/Thinking Skills: drawing conclusions, predicting, inferring
PARALLEL		IDEAS OR EVENTS THAT ARE SIMILAR AND CAN BE COMPARED TO ONE ANOTHER	<ul style="list-style-type: none"> ▪ What is similar? ▪ What is comparable? ▪ What seems the same as...? ▪ Synonyms ▪ Connections ▪ Comprehension/Thinking Skills: identify attributes; compare and contrast; judge with criteria; support/prove with evidence
PARADOX		THE CONTRADICTORY ELEMENTS IN AN EVENT OR IDEA	<ul style="list-style-type: none"> ▪ What are the opposing ideas? ▪ What are the inconsistencies? ▪ What is the dilemma? ▪ Internal conflict ▪ Irony ▪ Comprehension/Thinking Skills: differentiate fact from fictions; determine relevant from irrelevant; judge with criteria; judge authenticity

Adapted from *Flip Book, Too*, Sandra Kaplan and Bette Gould and *Content Imperative Cards*, Educator to Educator