

# Thesis Alignment Framework: Visual Worksheet

Name: \_\_\_\_\_ Author/Text: \_\_\_\_\_

# STEP 1: MINDMAP - Collect Your Evidence

**Instructions:** In the space below, create a mindmap with your TEXT TITLE in the center. Branch out to collect textual details for each week.

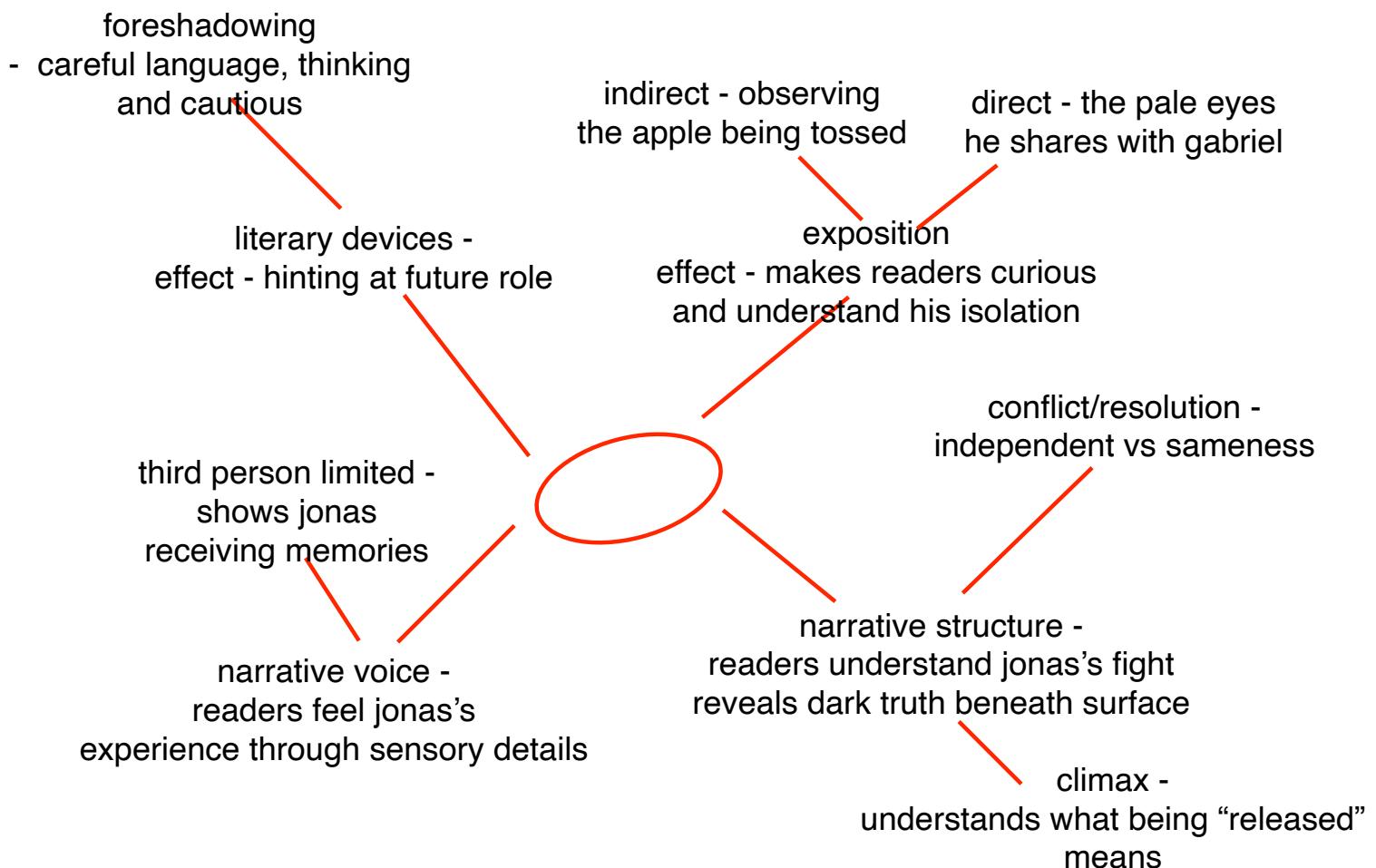
**Central Node:** Your text title goes in the center

**Four Main Branches:**

- **WEEK 1: DEVICE** (foreshadowing/symbolism/imagery)
- **WEEK 2: EXPOSITION** (characterization/setting)
- **WEEK 3: STRUCTURE** (conflict/climax/phase)
- **WEEK 4: VOICE** (POV/distance/focalization)

**Branch Details to Include:**

- Week 1: Specific quote/moment + device type
- Week 2: What readers learn + how it's shown
- Week 3: Structural phase + what's at stake
- Week 4: POV + character perspective + how info is delivered



# STEP 2: EFFECT MATCHING - Find Compatible Effects

**Instructions:** Review the effect options below. Draw lines connecting effects that could work together across weeks. Look for effects that SUPPORT each other, not contradict.

## Week 1: Literary Device Effects

- Creates suspense
- Builds anticipation
- Hints at theme
- Establishes motif
- Introduces conflict

## Week 3: Narrative Structure Effects

- Intensifies tension
- Triggers realization
- Unifies motifs
- Delivers revelation
- Crystallizes theme

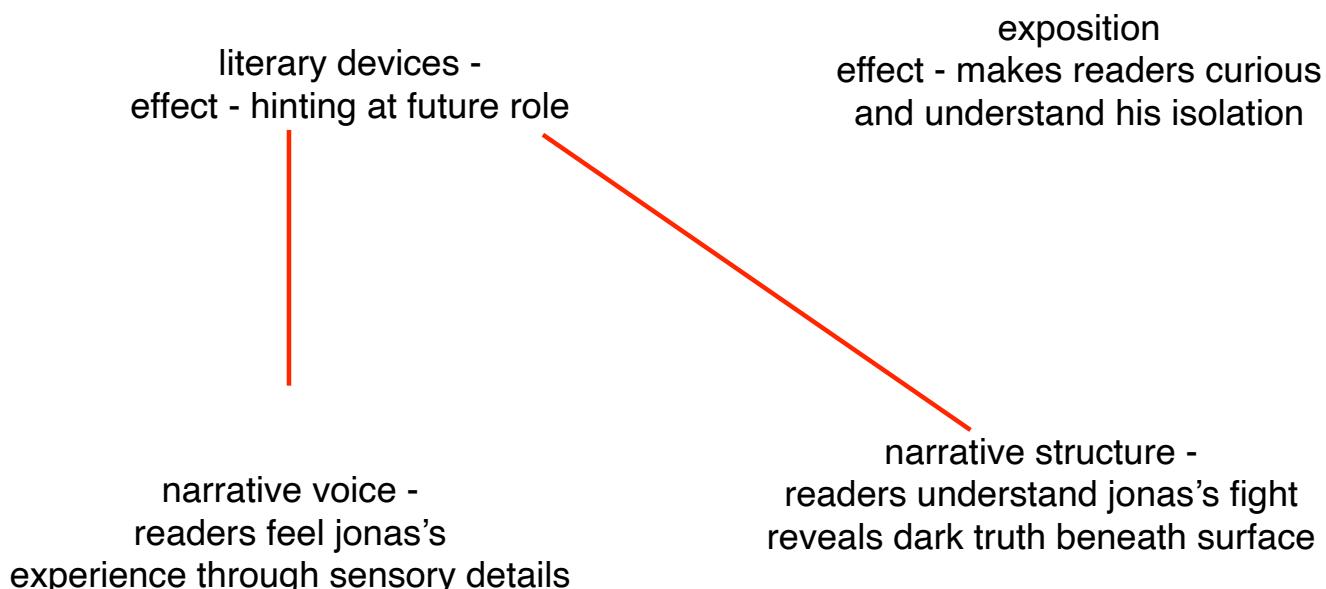
## Week 2: Exposition Device Effects

- Deepens understanding
- Shifts perspective
- Contextualizes hints
- Develops motif
- Grounds abstract concept

## Week 4: Narrative Voice Effects

- Controls access
- Manages revelation
- Filters significance
- Determines emphasis
- Controls thematic delivery

Which effects seem to align across all four weeks?



## STEP 3: EFFECT TRACKING GRID - Choose Your Aligned Effect

**Instructions:** Select ONE effect that can trace through all four weeks. Use color-coding or checkmarks to track how this effect develops.

Week	Device/Element Selected	Effect Created	How Effect Functions
Week 1 Literary Device	foreshadowing - hinting at future role	Creates:	uncertainty, can't predict what's coming. positive/negative. something's wrong.
Week 2 Exposition	indirect/direct characterisation - makes readers curious and understand his isolation	Contextualizes:	starting to learn the truth. negative, he's isolated.
Week 3 Structure	conflict - readers understand jonas's fight climax - reveals dark truth beneath surface	Intensifies:	more negative. morality. don't know if he wins. escapes rather than fights.
Week 4 Voice	third person limited - readers feel jonas's controls: experience through sensory details	Controls:	victim or hero? maybe both or neither.

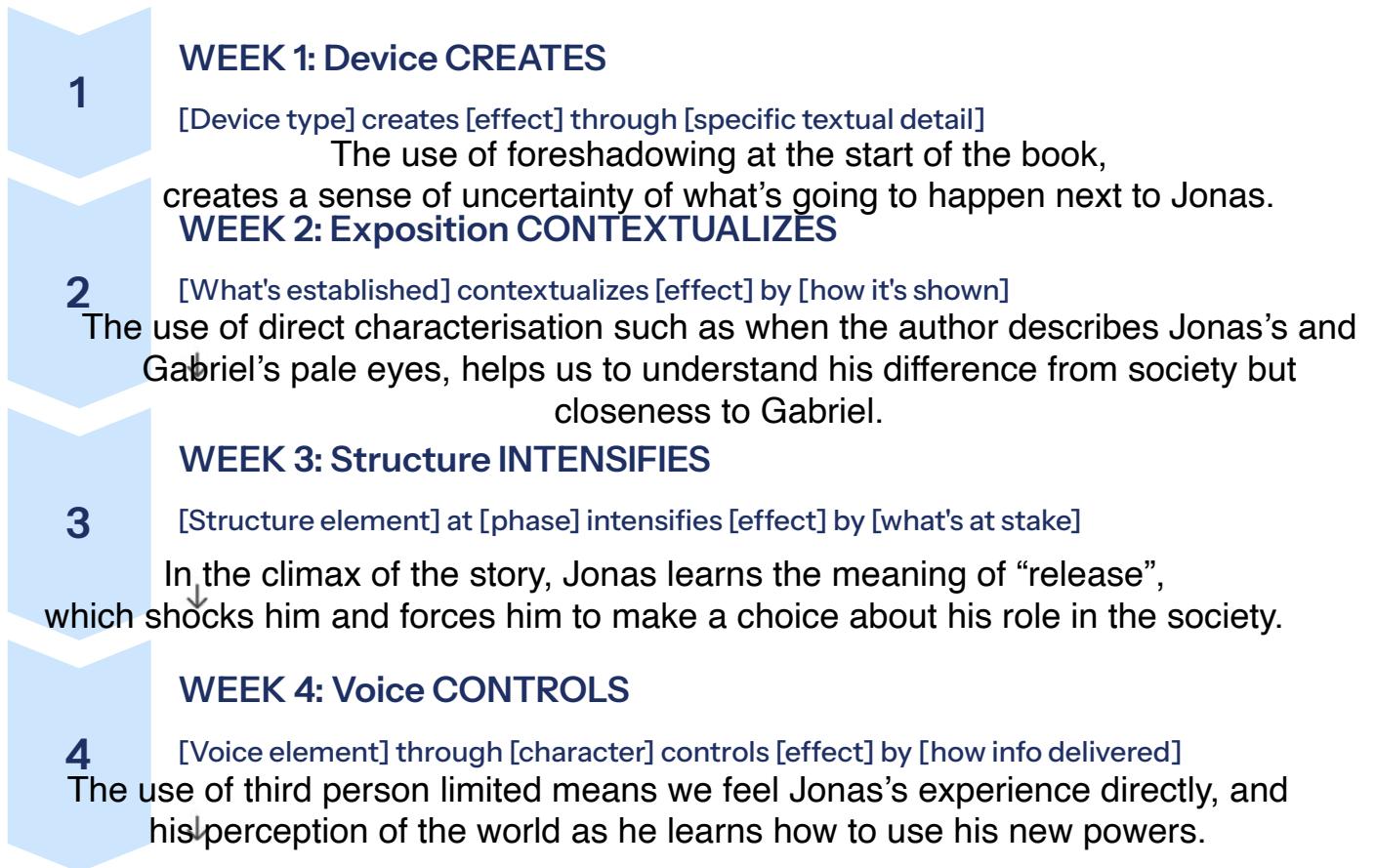
My Primary Aligned Effect: \_\_\_\_\_

Effect Category (circle one): Reader Response / Meaning Creation / Thematic Impact

both - has to bear the memories but also lets others feel it  
both - tried to fight back to community to help others, break sameness,  
just a kid so can't do much  
both - tries to help others but couldn't very young and lacks experience,  
part of strict community that controls people  
both - has to hold everything, some good, some bad. doing the  
right things to help people in the community. doing the best he can.

# STEP 4: FLOW CHART - Trace Effect Development

**Instructions:** Show how your aligned effect progresses through the hierarchy. Fill in each box showing the progression from creation to control.



## REVEALS THEME:

The use of indirect characterisation when the author describes Jonas observing the apple being thrown and noticing the difference, shows us his perceptive and analytical nature.

What is Jonas's motivation? What makes him happy? What helps him feel fulfilled?  
What's his purpose?

Motivation and purpose end sameness and allow others to experience memories.  
Wants to have a happy family and experience love and have the happy memories himself.

Helping other people is what motivates Jonas and makes him happy, took the risk and save Gabriel. Normal people wouldn't. Also tried to help not be so systematic, didn't work out because they have the principle of sameness.

By the end, he doesn't think about what he's saying, or worry about the right words.

Desire for growth for wellness for both gabriel and himself. He knows what's going to happen if he doesn't make a decision to do something. He's becoming an adult and his personality is developing.

Motivation is to have a good life, the memories make him happy and feels fulfilled when he saves his brother.

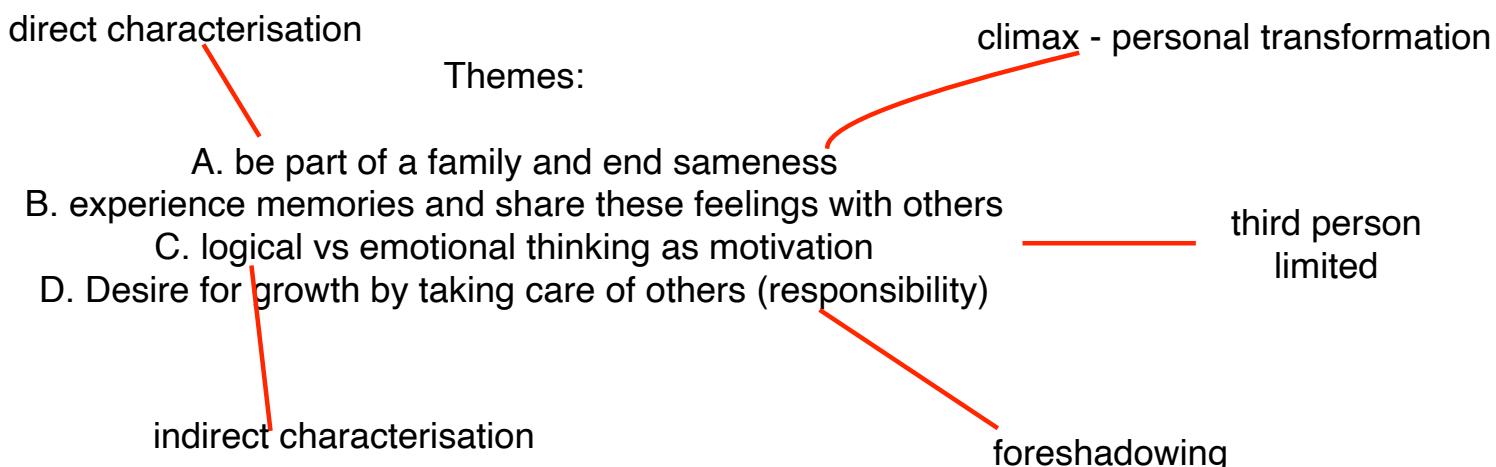
# STEP 5: HIERARCHICAL PYRAMID - Understand Control

**Instructions:** Fill in the pyramid to show how Voice (top) controls everything below it. Start at the top and work down.



## Hierarchical Logic Check:

- Does Week 4 (Voice) control HOW Week 3 (Structure) is delivered?
- Does Week 3 (Structure) organize WHEN Week 2 (Exposition) matters?
- Does Week 2 (Exposition) contextualize WHERE Week 1 (Device) functions?



Jonas wanting to be part of the family,

Experience memories, he had the memory of the sled for third-person limited.

Individuality and third-person limited.

# THESIS SENTENCE BUILDER

Now use your visual work to construct your thesis:

## Sentence 1: Voice-Device Connection

[Author] uses [Week 4: voice element] through [character] to deliver [Week 1: device] during [Week 3: structural phase], such as [Week 1: specific detail].

## Sentence 2: Effect Pathway

This narrative choice controls how [Week 1: device] functions within [Week 2: what's established], creating [aligned effect] that [Week 2: how this develops] before [Week 3: structure element] [Week 3: how this intensifies].

## Sentence 3: Hierarchical Synthesis

As a result, [Week 4: voice element] orchestrates [Week 1: device] through [Week 2: context] to [deliver effect], revealing [theme].

# FINAL CHECK ✓

My aligned effect appears in ALL THREE thesis sentences

I can trace: Week 1 creates → Week 2 contextualizes → Week 3 intensifies → Week 4 controls

My theme connects directly to my aligned effect

Voice (Week 4) is at the TOP of my hierarchy, controlling everything below