



Sixth Grade

Supporting Analysis: Deconstructed Standards Leading to Analysis

The Pennsylvania Department of Education and the Center for Assessment sought to answer the following questions:

- 1) What are the underlying expectations (*reading elements, knowledge, skills and reasoning*) that support the grade level standards?
- 2) What strategies support the instruction of the reading elements, knowledge, and skills and reasoning that allow students to successfully demonstrate the expectations of the standards?
- 3) What types of text dependent questions/prompts allow students to demonstrate grade appropriate analysis of text?

Throughout our study of analysis (2011-2022), we engaged in various classroom observations, exploratory studies, and proof-of-concept studies with teachers and students in grades K-8 focused on the instruction, learning, and demonstration of text analysis. Based on this work, we believe that students, even as young as five years old, can analyze text during planned and purposeful classroom lessons. However, enabling students to demonstrate text dependent analysis requires a shift in instruction and more specifically, the types of questions which move beyond a superficial understanding of the reading standards while keeping analysis at the forefront of the lesson planning.

We define analysis as the “*detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion.*” Demonstrating analysis requires students to comprehend the overall text, to explain the reading elements, and to show how reading elements are interrelated through explanation and elaboration, either orally or through a written response.

It is important to note that we are not suggesting that young children in grades K-2 should be writing an essay response to a text dependent analysis prompt; nor are we suggesting that students should not engage in learning foundational standards. We believe the deep engagement in the underlying expectations of the reading standards leading to analysis occurs when texts are read aloud and discussed as a whole group or small group, through collaborative conversations.¹

¹ See TDA Series: Collaborative Discussions for Close Reading



Additionally, students need to make meaning of different reading concepts using prior knowledge and personal experiences before applying their understanding to a complex text. The instructional strategies identified for each standard focus specifically on the use of a text. These strategies should be woven together with other comprehension strategies that allow students to make meaning of specific concepts. For example, it may make sense to have students examine pictures of a variety of items to determine which items are similar and which are different. Then have students identify a topic that describes the items. This activity might precede having students identify a main idea of an informational text.

Deconstructed Reading Standards

Content standards describe the outcomes expected by students at the end of a specific period of time. In the case of the Pennsylvania Core Academic Standards for English Language Arts, the standards describe the knowledge and skills necessary by the end of a grade level. However, knowing how to instruct students to reach these outcomes requires deconstructing or unpacking the standards to break it into smaller and more specific learning targets. Learning targets are used to clearly describe what students will learn and be able to do by the end of shorter learning cycles (*e.g., lesson, unit*) that is within students' zone of proximal development or within their skill development.

"The zone of proximal development is defined as the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86)².

As students comprehend and demonstrate new learning, they are then prepared to move along the continuum of learning targets until they reach the full extent of the standard. Creating concrete learning goals within students' zone of proximal development, consequently, requires a deconstruction of the standards to make explicit the:

- reading elements
- underlying knowledge students need to learn, practice, and acquire; and
- underlying skills and patterns of reasoning students need to learn, practice, and demonstrate.

² Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.



Reading Elements also known as story or literary elements are characteristics of all written texts whether fiction or nonfiction texts.

Underlying Knowledge represents the factual underpinnings of the standard.

Underlying Skills and Patterns of Reasoning represents mental processes (e.g., *predict, infer, summarize, analyze, generalize*) required for students to demonstrate their knowledge, whether observed, heard, or seen.

The deconstructed reading standards selected for this resource support students' demonstration of text analysis. In other words, we believe teaching students the identified underlying knowledge, skills, and patterns of reasoning for the reading standards and posing text dependent questions sets students up for successfully analyzing text. This instruction and student demonstration of learning requires a year of instruction and practice through a systematic curricular plan. However, it is important to note that the expectations of the standards are intertwined and therefore, are not intended to be taught in sequential order. For example, it is difficult, if not impossible, to teach students how to determine a theme (*Reading Literature 1.3.A*) without teaching students about characterization (*Reading Literature 1.3.C*), since determining a theme requires analyzing one or more character's thoughts, actions, words, and/or feelings. With this in mind, there may be some repetition or reference to underlying knowledge, skills, reasoning, and instructional strategies throughout a grade level.

Organization of this Resource

Grade-level standards from both Reading Informational Text and Reading Literature have been deconstructed with K-8 educators and Intermediate Unit Consultants to illustrate the:

- 1) reading elements for analysis with sample analysis questions which support the interrelationship (*analysis*) of the reading elements from one or more standards,
- 2) underlying knowledge of the reading standard or what students need to learn,
- 3) underlying skills and reasoning expected of the reading standard or what students should demonstrate, and
- 4) instructional strategies which support each grade-level standard.

This resource document is organized by grade level; however, we believe it is critical for educators to minimally understand the underlying expectations of the prior and subsequent grades. To this end, there may be terminology and/or concepts (e.g., *plot*) that are introduced in a particular grade level which may be used during instruction, although likely not assessed, and serve as an indicator of expectations or a building block for the subsequent grade.



Examining the previous and following grade level expectations will support understanding of what students need to learn and demonstrate in each of the different grades.

Use of this Resource

This resource provides educators with two key uses. First, district-level English language arts curriculum directors/specialists can use the deconstructed standards, instructional strategies, and corresponding questions/prompts to ensure that the reading series used by teachers support a systematic instructional action plan. Additionally, the information in this resource can support the development of grade-level replacement units.³ Secondly, this resource provides classroom teachers with the types of questions that engage students in deeper thinking and reasoning about texts. These questions can be adjusted based on the strengths and needs of students, while moving students along a continuum of deeper comprehension and analysis.

³ See TDA Series: Grade Level Replacement Units



Contents

Sixth Grade: Reading Informational Text	6
1.2.A Reading Informational Text – Key Ideas and Details: Main Idea	6
1.2.C Reading Informational Text – Key Ideas and Details: Text Analysis	10
1.2.D Reading Informational Text – Craft and Structure: Point of View	12
1.2.E Reading Informational Text – Craft and Structure: Text Structure	14
1.2.F Reading Informational Text – Craft and Structure: Vocabulary	17
1.2.G Reading Informational Text – Integration of Knowledge and Ideas: Diverse Media	20
1.2.H Reading Informational Text – Integration of Knowledge and Ideas: Evaluating Arguments	22
Sixth Grade: Reading Literature	24
1.3.A Reading Literature – Key Ideas and Details: Theme	24
1.3.C Reading Literature – Key Ideas and Details: Literary Elements	28
1.3.D Reading Literature – Craft and Structure: Point of View	31
1.3.E Reading Literature – Craft and Structure: Text Structure	33
1.3.F Reading Literature – Craft and Structure: Vocabulary	35
1.3.G Reading Literature – Integration of Knowledge and Ideas: Sources of Information	38



Sixth Grade: Reading Informational Text

1.2.A Reading Informational Text – Key Ideas and Details: Main Idea		
1.2.6.A: Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Central idea (<i>reoccurring words, phrases, or images in the entire text</i>)</p> <ul style="list-style-type: none"> - Main ideas (<i>paragraphs or sections</i>) - Key details (<i>text features, text structure, vocabulary, events</i>) <p>Development of a central idea Summary (<i>topic, key details</i>) Opinion</p> <p>Example analysis question: How did the author use key details from different sections of the text to develop a central idea in a text?</p>	<ul style="list-style-type: none"> • topic of a text • central idea is the unifying or essential idea about the topic within the entire text • main idea is the most important thought/statement about a section of the text • key details are words or phrases that tell the most important information about the main or central idea • structure of the main ideas and key details reveal the text’s central idea • summary is a brief paragraph that captures all the most important parts of the text and answers the who, what, when, where, how and why questions but expresses them in a shorter space and as much as possible in the reader’s own words • opinion is a personal view about a topic 	<ul style="list-style-type: none"> • identify the topic of a text • identify key details in a paragraph/section • identify and explain the main idea of a paragraph/section using the topic, text features (<i>e.g., heading, subheadings</i>), and key details • identify and explain the central idea of a text using the main ideas and key details. • use the main ideas and key details to write an objective summary paragraph
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
<p>Key Details</p> <ul style="list-style-type: none"> • Point out topic sentences of paragraphs or sections within texts. Explain that the topic sentence is usually the first sentence (<i>or ending</i>) 		



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sentence) of a paragraph/section and often reveals the main idea.

- Provide opportunities for students to identify topic sentences and to use them to identify the main idea of the paragraph or section.
- Create a chart of the main ideas and details of a multiparagraph text. Model, while thinking aloud, how the main ideas and details support the identification of the text's central idea.
- Model, while thinking aloud, annotating and have students annotate repeated words, phrases, and/or illustrations throughout a paragraph and full text to support identifying main ideas and/or central idea.
- Model and engage students, while thinking aloud, annotating the text to signal important information vs. interesting information.

Central Idea

- Engage students in identifying different ideas about a topic that are generated in a text by examining the main idea of each paragraph or section of the text. Create a chart of brainstormed ideas and engage students in locating evidence that best supports a central idea.
- Engage students in discussing the main ideas and how they are connected to reveal a central idea of the entire text.
- Model and engage students, while thinking aloud, in writing a statement that identifies the point an author is making about a topic/idea.
- Model and engage students, while thinking aloud, how the author's thesis statement, text features (*e.g., headings, subheadings*), text structure, and/or images develop a central idea.
 - Engage students in examining the headings and subheadings of the text to determine whether they support the central idea or provide supporting key details.
 - Engage students in examining the signal words which show a text structure to determine if the text is revealing a chronological order to explain an event, comparing two or more events/individuals, or describing a problem and ways it was solved (*refer to Standard 1.2.6.E for text structure*). Discuss how the text structure contributes to developing a central idea.
 - Engage students in examining the introduction and concluding paragraphs to identify or infer the author's thesis statement. When making inferences about the central idea, ask students, "*What are the most important things the author wants you to remember? Why do you think this?*"
 - Guide students to move beyond specific details within the body paragraphs to determine the central idea.
- Model and engage students, while thinking aloud, in recording the key details on an organizer. For example:



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Directions: Complete the following chart to determine the central (main) idea of the text.

Copy down the title, headings, sub-headings, bold and italicized words in the document:	
What is the PURPOSE of the text?	How is the text STRUCTURED ?
What are the three MOST important points being made in the text? 1. _____ 2. _____ 3. _____	
So . . .	What is the CENTRAL idea of the text? (Write your three main points into one complete, concise sentence.)

Development of a Central Idea

- Model and engage students in examining how a central idea develops or evolves throughout a text by locating and examining how key details (*words, phrases, images*) connect and build upon a previous key detail. Use a coding system or sentence frames (e.g., *In paragraph X, the author stated _____ about _____. In paragraph Y, the author expanded on the detail by stating _____. In paragraph Z, the author then asserted _____.*)
- Direct students to examine the author's word choice and tone (*the author's attitude toward the topic*), and whether it changes over the course of the text. Discuss how the change in tone supports the development of the central idea.



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Objective Summary

- Discuss while engaging students in determining the difference between being “objective” vs. “subjective”. Have students identify specific words and phrases that reveal an opinion, perspective, or preference to show being subjective, and words and phrases that are unbiased and based on observable facts and evidence. As these words and phrases are identified, place them on a continuum illustrating how they are more or less objective/subjective.
- Examine effective/ineffective summaries of texts which include a central idea and key details to determine objectivity or subjectivity. Have students note how sentences are structured and the word choice used.
- Model writing a multi-paragraph objective summary that identifies and explains the central idea using the main idea and supporting key details in sequential order, as well as an opening statement and conclusion.
- Engage students in orally summarizing an informational text with a partner using central idea and key details from a graphic organizer (*note: the key details may be determined as a whole group, small group, or independently*).



1.2.C Reading Informational Text – Key Ideas and Details: Text Analysis

1.2.6.C: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Individuals Events Ideas Vocabulary signaling an elaboration of individuals, events, or ideas Examples and Anecdotes Example analysis question: How did the author use words, phrases, images, examples, and/or anecdotes to develop an individual, event, or idea throughout a text?	<ul style="list-style-type: none"> • individuals are the people in the text, which may include historical figures or scientists • series of events occur in order of time • ideas are specific statements about a topic • language used to develop individuals, events, or ideas (<i>e.g., because, but, however, this reminds me of, most importantly</i>) • individuals, events, or ideas can be elaborated upon based on examples and anecdotes • anecdotes are short stories that contribute to the significance of an individual, event, or idea 	<ul style="list-style-type: none"> • identify and explain individuals involved with an event, idea, or concept • identify and explain a series of events in chronological order • identify and explain an idea in a text using details • identify and use vocabulary that describe how individuals, events, or ideas are illustrated and elaborated upon • make inferences about how individuals, events, or ideas, based on vocabulary and key details • analyze and elaborate on how word choice, examples and/or anecdotes about individuals, events, or ideas influence their development

Instructional Strategies Leading to Analysis

While reading informational text...

Introduction, Illustration, and Elaboration of Individuals, Events, or Ideas Within a Text

- Point out the section of a text which introduces or first suggests the importance of an individual, event, or idea. Ask students to identify words, phrases, images that serve to indicate the details of the introduction (*e.g., facts, descriptions, anecdotes*).
- Point out words and phrases to students that signal the illustration or development of the individual, event, or idea (*e.g., for example, the most important part, this led to*). Ask students to identify the text structure based on the vocabulary.
- Point out how authors elaborate upon an individual, event, or idea by moving beyond a basic explanation and using vivid descriptions, examples, and anecdotes to expand the reader's knowledge.
- Model and engage students, while thinking aloud, creating a list of all the events in sequence, then evaluate and rank their importance or effect on later events.





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- Examine with students and identify all references to an individual, event, or idea in a text using a post-it note. Discuss and evaluate how one event or key idea about the individual or idea led to or impacted another. Model writing an explanation using evidence and statements (e.g., *The author links A to B by showing _____; or The author differentiates A and B by showing _____*) to reveal how the individual, event, or idea is elaborated.
- Provide students with the information that introduces an individual, event, or idea. Have students work in small groups to identify how the individual, event, or idea is illustrated and elaborated upon throughout the next section of the text. Have students continue this process throughout the reading of the text.



1.2.D Reading Informational Text – Craft and Structure: Point of View

1.2.6.D: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Point of View</p> <ul style="list-style-type: none"> - First person point of view - Third person point of view <p>Author’s purpose</p> <p>Author’s perspective</p> <p>Author’s techniques</p> <ul style="list-style-type: none"> - Word choice (<i>including figurative language</i>) - Text structure <p>Example analysis question: How did the author use different techniques to develop and convey their point of view/perspective about the topic of the text?</p>	<ul style="list-style-type: none"> • topic of a text • authors have different purposes for writing a text (<i>e.g., entertain, inform a wider audience, investigate a public thought and/or action, support a common belief</i>) • information can be told from a first-person point of view • key words indicating first person point of view (<i>I, me, individual’s name</i>) • information can be told from a third-person point of view • key words indicating third person point of view (<i>she, he, they</i>) • author’s point of view supports the author’s reasons for writing and perspective about the topic or main idea • author’s word choice (<i>tone, shades of meaning</i>) reveals the author’s point of view/perspective • tone pertains to the author’s attitude toward the topic (<i>e.g., environmental issues, political issues</i>) • authors can have different perspectives • different techniques develop the author’s point of view/perspective 	<ul style="list-style-type: none"> • identify the topic of a text • determine the point of view based on key words • explain the authors’ purpose for writing about the topic based on the main idea and key details • identify the author’s word choice, considering shades of meaning, to make inferences about the author’s perspective about the topic, events, and/or ideas • explain the point of view/perspective of the author using narration (author’s word choice and/or description of events) • analyze and explain how the author feels (tone) about the topic/main idea using text evidence • explain different authors’ point of view from a first- and secondhand accounts of an event/situation and topic • compare and contrast how the points of view/perspective impact the description of the topic, events, and/or ideas • analyze how different techniques impact the development of the author’s perspective
<p>Instructional Strategies Leading to Analysis <i>While reading informational text...</i></p>		



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Point of View/Perspective

- Engage students in identifying and naming the topic and author of a text.
- Model and engage students, using key words, in identifying whether the text is written in first person (*e.g., autobiography, memoir, personal experience*) or third person (*e.g., biography, historical information, scientific information*) and discussing how the point of view helps to reveal the author's point of view/perspective (*understand the author's purpose, the knowledge they have about the topic/events/situation*).
- Discuss the meaning of different techniques authors use to develop a perspective, such as:
 - Text structure (*cause/effect, compare/contrast, description*) as a way of communicating motivation for writing and communicating a message.
 - Word choice to evoke a reader's emotions.
 - Sentence structure (*e.g., rambling sentences, short choppy sentences, use of punctuation*) allow the reader to experience an emotion.
 - Figurative language (*e.g., similes, metaphors, symbolism, hyperbole*) allow the message to communicate a message outside of the literal meaning of the words.
- Using multiple texts of firsthand and secondhand accounts about a topic, event/situation, and/or idea:
 - Discuss the meaning of tone (*author's attitude toward the topic*) and create anchor charts and record words that reveal the author's tone in various accounts about a topic and/or series of events.
 - Engage students in brainstorming reasons the author wrote about the topic and/or the events of the text based on text features (*headings, subheadings*), and author's word choice.
 - Using various texts, point out specific words (*e.g., unpleasant, disappointing*) and explain how the author's words reveal their thoughts and feelings about a topic, main idea, or key idea.
 - Engage students in responding to questions such as:
 - *What is the author's opinion about _____?*
 - *What clues did the author give to reveal their feelings about the topic/event/idea?*
 - *How are the firsthand and secondhand accounts the same and different?*
 - *Why do the authors have similar and/or different points of view/perspectives?*
 - Model and engage students, while thinking aloud, in discussing how the authors' points of view/perspectives influence the way the information is described (*e.g., first person may mean they don't know all of the events that are happening outside of their experience*).
 - Model and engage students in examining the techniques used by an author and discuss how the technique impacts the author's message.
 - Create anchor charts and record which techniques indicate a specific perspective. For example, the metaphor, "you can put lipstick on a pig, but it's still a pig" indicates the author's perspective that the individual or topic is repulsive or negative.
 - Model and engage students, while thinking aloud, in explaining how the different techniques convey an author's perspective.
- Model and engage students, while thinking aloud, in writing a paragraph/essay analyzing how the techniques used by the author reveal and/or develop the point of view/perspective about a topic and/or series of events using text evidence.



1.2.E Reading Informational Text – Craft and Structure: Text Structure

1.2.6.E: Analyze the author’s structure through the use of paragraphs, chapters, or sections.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Text structures</p> <ul style="list-style-type: none"> - Chronological order - Comparison - Cause and effect - Problem and solution <p>Structure of sentences, paragraphs, sections</p> <p>Central idea</p> <p>Point of view/perspective</p> <p>Example analysis question: How did the author’s text structure, including the use of paragraphs, chapters, and/or sections of the text, support their perspective about a topic, series of events, and/or ideas?</p>	<ul style="list-style-type: none"> • purpose of grade-appropriate text features to support a text structure • text features can support a text structure • purpose and use of text structures (<i>e.g., organize information, show relationships, shows author’s purpose and main ideas</i>) including chronological order, comparison, cause-effect, and problem-solution, and signal words for each structure <ul style="list-style-type: none"> ○ chronological order structure <ul style="list-style-type: none"> ▪ used to explain information about a topic as a series of events ▪ consists of dates and time to create a timeline of events ▪ signal words can include after, at that time, at the same time, before, during, finally, first, last, later, now, not long after, next, second, soon after then, to begin with, today ○ comparison structure <ul style="list-style-type: none"> ▪ used to show how two or more areas of a topic are similar, different, or both ▪ organized to describe how two or more things are similar and different 	<ul style="list-style-type: none"> • identify and explain the purpose of a text feature to locate information (<i>e.g., headings, table of contents, electronic menus, icons</i>) • identify and explain the purpose of a text feature to gain additional information (<i>e.g., photographs, pictures, illustrations labels, captions, maps, diagrams, charts, tables, glossaries</i>) • explain how text features support a text structure • make interpretations about the meaning of key details based on the text structure • analyze and explain the central idea based on key details and the text structure • analyze and explain the author’s point of view/perspective based on key details and the text structure • analyze how different text structures supports authors’ point of view/perspective about a topic, series of events, and/or ideas • analyze how sentences, paragraphs, and/or sections support a text structure • analyze how sentences, paragraphs, and/or sections support an author’s point of view/perspective



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	<ul style="list-style-type: none">▪ signal words can include both, unlike, similarly, in contrast○ cause and effect structure<ul style="list-style-type: none">▪ used to explain what caused something to happen about a topic or issue▪ explains reasons why something happened or the cause of something; explains what happened as a result or effect▪ signal words can include because, as a result, resulted, caused, affected, since, due to, effect○ problem and solution structure<ul style="list-style-type: none">▪ used to inform about an issue and offer solutions to that issue▪ organized by showing different problems and how the problem is solved using specific events and details▪ signal words can include a challenge, an issue, therefore, this led to, if, then, the main difficulty● text structure and key details support an author's central idea and point of view/perspective● structure of sentences, paragraphs, and sections demonstrate different relationships between the topic, main ideas, perspectives, and key details	<ul style="list-style-type: none">● analyze how sentences, paragraphs, and/or sections support a central idea
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Instructional Strategies Leading to Analysis

While reading informational text...

Text Features and Text Structures

- Point out different text features when reading. After reading, engage students in a discussion on how the features helped them to gain information about the structure of the text. For example, a series of photographs that show someone making a baseball bat with a caption explaining each step in the process, would support a sequencing structure.
- Examine different texts with different text structures while modeling and engaging students, while thinking aloud in comparing the structures of the texts using a color-coding system for signal words within the paragraphs, text features, and relationships of ideas between paragraphs and/or sections.
- Engage students in identifying a central idea of a text through a reverse outline approach:
 - Number the paragraphs
 - Identify the topic and main idea of each paragraph/section and record in one sentence what the author was trying to do in the paragraph/section (e.g., *In this paragraph, the writer presents/summarizes/analyzes/synthesizes/ X (argument, claim, idea) in order to show Y*).
- Compare the reverse outline and the identified central idea considering: *How well does the writer articulate and support the central idea? Does the text structure support the central idea? What are the relationships between the sections and the larger structure of the text?*
- Model and engage students, while thinking aloud, in annotating a text to identify sentences that create structure or sentences that shift the focus of the text to new topics or other perspectives on the same subject (e.g., *emphasizing key ideas, events, or other aspects of the text*).
- Model and engage students, while thinking aloud, in analyzing how the sentences, paragraphs, and text features work together to create order and meaning revealing the author's central idea or perspective.
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the text structure and the central idea or author's perspective.



1.2.F Reading Informational Text – Craft and Structure: Vocabulary

1.2.6.F: Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Content vocabulary Academic vocabulary Figurative language Tone</p> <p>Example analysis question: How did the author use figurative language to contribute to the central idea/author's perspective?</p>	<ul style="list-style-type: none"> ● difference between literal (<i>dictionary definition</i>) and figurative language/<i>nonliteral meaning (words that can mean something different in a different context)</i> ● strategies for determining the meaning of grade-level academic and content-specific words and phrases, and figurative language ● purpose and author's use of figurative language (<i>e.g., express feelings, how one thing is like another, create images</i>) ● different types of figurative language and their meaning and use in informational text <ul style="list-style-type: none"> ○ analogy – comparing one thing to another using either a simile or metaphor ○ simile – a comparison of two unlike things using <i>like</i> or <i>as</i> ○ metaphor – comparison of two unlike things not using <i>like</i> or <i>as</i> ○ repetition – repeating a word or phrase to help the reader remember and recognize the importance of the message ○ imagery – use of words to create a picture in the reader's mind 	<ul style="list-style-type: none"> ● differentiate between literal and figurative language (<i>nonliteral meaning of words and phrases</i>) ● explain the purpose of figurative language ● explain why an author uses figurative language ● identify and explain the meaning of different types of figurative language used in informational text ● use context clues (<i>words, text features</i>) to determine literal and nonliteral meaning of words and phrases ● interpret figurative language and analyze how it contributes to the meaning of the central idea ● interpret figurative language and analyze how it contributes to the author's perspective ● interpret how words and phrases contribute to the tone of the text



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	<ul style="list-style-type: none"> • interpreting figurative language enhances the meaning of the text or creates visual and sensory images • tone is the author’s attitude toward a specific subject 	
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • Model and annotate, while thinking aloud, using decoding, context clues, text features, and resources to make meaning of content-specific vocabulary. <ul style="list-style-type: none"> ○ Point out when context clues can cause confusion (<i>e.g., when clues suggest several possible definitions, when nearby words are unfamiliar</i>). • Point out how authors use specific strategies to clarify content-specific vocabulary (<i>e.g., explanations, synonyms, restatements using phrases such as “In other words”, comparisons, antonyms</i>). • Model and engage students, while thinking aloud, in annotating text to use strategies to interpret a word or phrase to make meaning of a paragraph or section of a text. <p>Figurative Language</p> <ul style="list-style-type: none"> • Model and engage students in identifying and interpreting different types of figurative language, discussing why the author used these words/phrases and the extent to which they contribute to the meaning of the text (<i>e.g., analogy: The movie was like a roller coaster ride of emotions; interpretation: The movie plot leaves you feeling like you’ve been through ups and downs and through twists and turns in the air.</i>). <ul style="list-style-type: none"> ○ Provide a lesson on analogies, distinguishing these from similes and metaphors, using examples. ○ Read aloud text which uses allusions and how they contribute to the meaning and central idea of a text. • Engage students in interpreting figurative language in different advertisements and explaining how its use appeals to the buyer (<i>e.g., Metaphor-Red Bull gives you wings; Simile-Ford trucks like a rock</i>). • Model and annotate, while thinking aloud, making inferences about the literal meaning of words and figurative language in context. • Highlight examples of figurative language in one color and literal words and phrases in another color during reading. Engage students in discussing how the interpretation of figurative language contributes to the meaning of the central idea and/or author’s perspective. • Engage students in pairs or small groups to determine the literal and non-literal meaning of unknown words and phrases from a text and explain their meaning within the context. • Model and engage students, while thinking aloud, in determining whether a series of words used figuratively has a unifying theme (<i>e.g., related to gardens or sports</i>) and how they contribute to the meaning of the text, the central idea, and/or the author’s perspective. <ul style="list-style-type: none"> ○ Provide students with a list of words or phrases with an unstated unifying theme and ask them to identify the unifying theme. 		





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- Ask students to highlight or annotate words and phrases within a text that are connected.
- In small groups, students draw conclusions from patterns, connections, or words used by an author.
- Model and engage students, while thinking aloud, in analyzing how figurative language contributes to a central idea and/or an author's perspective.
- Model and engage students, while thinking aloud, how the author's use of words and phrases add to the central idea or author's perspective
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the central idea or author's perspective and the interpretation of figurative language.



1.2.G Reading Informational Text – Integration of Knowledge and Ideas: Diverse Media

1.2.6.G: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Topic Subtopics Central idea Key points Diverse media</p> <p>Example analysis question: How did the author use diverse sources of information which includes text, visuals, and/or graphics to support the central idea and key points about a topic?</p>	<ul style="list-style-type: none"> • topic and subtopics of a text • differences between the types of visual information • diverse sources of information, including interpretation of visual information (e.g., <i>text features, graphic representations, animations, interactive elements, oral formats</i>) provide a way to locate information or to gain additional information about a topic and/or subtopic • locating or gaining additional information provides details to support the author's central idea and key points 	<ul style="list-style-type: none"> • identify the topic and subtopics of a text and diverse media • use text features and search tools to locate multiple sources of information • use text and visual information from diverse sources to answer questions and to gain additional information about a topic and/or subtopic • compare and contrast different information from text and audio-visuals • interpret information gathered from diverse media (<i>text, visual, and graphics</i>) to explain the topic, subtopics, and central idea • analyze the central idea using information from a variety of diverse sources
<p>Instructional Strategies Leading to Analysis <i>While reading informational text...</i></p>		
<p>Interpretation of Information from Multiple Sources</p> <ul style="list-style-type: none"> • Model and engage students in identifying a topic and/or subtopics from different and diverse media sources. • Use a focus question to support students in locating evidence or examples from different and diverse media sources to support a topic or central idea. • Model and engage students, while thinking aloud, in recording key ideas/details from diverse sources in a multi-column table or chart provided by each. • Compare and contrast the information gained from diverse sources and engage students in a discussion whether the information from different sources supports or extends the topic, main idea, and/or key points; and answers the question/prompt. 		



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- Engage students in pairs or small groups to read/view different sources of information about the same topic/subtopic and record all of the key details they learned. Ask students to sort whether the information supports a question/prompt about a central idea.
- Share a video (e.g., *YouTube*), blog, website, and written informational book about a topic and central idea. Model and engage students, while thinking aloud, in comparing the information gained through the written word and diverse forms of visual information. Chart the information and engage students in a discussion on which format helps to understand the topic, central idea, key points, and to efficiently answer a question/prompt.
- Examine different sources of information and model, while thinking aloud, making interpretations about the key details and how they support the key point or central idea.
- Model and engage students while thinking aloud, in integrating key ideas from diverse sources and formats into one coherent view about a topic or central idea using evidence and examples to support the view or central idea.
 - Describe what you do, how you do it, and why
 - Use appropriate terms for the types of diverse media used
 - Discuss the questions used to determine how the author addresses the topic
- Model and engage students, while thinking aloud, in writing an analysis paragraph/essay on how diverse sources of information which includes text, visuals, and/or graphics support the central idea and key points about a topic.



1.2.H Reading Informational Text – Integration of Knowledge and Ideas: Evaluating Arguments

1.2.6.H: Evaluate an author’s argument by examining claims and determining if they are supported by evidence.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Argument Author’s claim(s) Reasons Evidence Central idea Example analysis question: How did the author use reason(s) and evidence to support a claim/central idea?	<ul style="list-style-type: none"> • types of arguments • types of claims • purpose and quality of evidence • purpose of reasoning in an argument to support a claim, the author purposefully orders evidence and reasons • relevant, accurate, and sufficient evidence and reasons support an author’s argument and central idea 	<ul style="list-style-type: none"> • identify an argument in text • identify the author’s claim for writing the argument • identify and explain criteria for determining the quality of evidence • explain the reasons and evidence provided by an author to support a claim • make inferences and explain how the evidence and reasons provided by the author are important to the argument and central idea • analyze and explain how the organization of the evidence and reasons supports the claim or central idea of the entire text
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
Argument and Claim <ul style="list-style-type: none"> • Identify an argument as a way to investigate a topic, evaluate the strengths and weaknesses of multiple perspectives, and take a stance on the issue. • Create an anchor chart of different types of arguments: <i>explain ideas or positions, persuade people to change, or to reconcile conflicts</i>. Provide students with example arguments and ask them to classify the argument by recording them on the anchor charts. • Identify a claim as the judgment of ideas and is used to strengthen an argument. • Create an anchor chart of different types of claims: <i>claims of facts (X is/is not true), claims of value (X is right/wrong or important/not important), or claims of policy (must/must not be changed)</i>. • Model and engage students in identifying and describing what constitutes a high-quality claim, an average claim, and a low-quality claim. Provide small groups of students with a variety of claims and ask them to sort the claims into three categories providing a rationale for their decision. 		



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- Engage students in evaluating the argument’s effectiveness (*e.g.*, *5-star rating*) based on whether the author’s evidence and reasoning supports the claim.

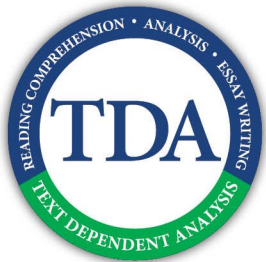
Evidence and Reasoning

- Identify evidence in an argument as the information provided to support the claim and reasoning as the explanation of how and why the evidence supports the claim.
- Identify the criteria for evidence in an argument as being credible, relevant, and accurate.
- Provide students with audio arguments (*e.g.*, *podcasts such as [Smash Boom Best](#)*) and engage students in identifying the claim, the evidence, and the reasoning used.
- Model, and engage students, while thinking aloud and pointing out the extent to which the evidence provided is credible, relevant, and accurate.
- As a class, generate questions to consider when determining if the evidence is relevant, accurate, and sufficient to support a claim.
- Model and engage students, while thinking aloud in reading and annotating a written argument using an “argument lens”:
 - Highlight the claim(s) in one color
 - Highlight the reason(s) in a second color
 - Highlight the evidence in a third color
 - Annotate how the evidence relates to and supports the claim(s)
- Provide small groups of students with a variety of evidence including facts, speculations, opinions, and reasoned judgments. Ask students to categorize them and provide their rationale. For example, X is a fact given _____. Y is a speculation because _____.
- Model, using a three-column chart, identifying and recording the author’s claim (*column 1*), the evidence the author uses throughout a text (*column 2*). Have students reread the text to identify the reasons (*column 3*).
- Engage students in a discussion about whether there are enough reasons/evidence to support a claim.
- Model and identify, using appropriate vocabulary, the central idea of a text using the order of evidence and reasons why author’s include evidence in each section. Use think-alouds such as *What is the author trying to tell the reader? What is this section mostly about? How do the evidence/reasons in this section relate to the evidence/reasons in the previous section? What are all the important reasons/evidence about?*
- Model writing a paragraph analyzing and explaining how the claim, evidence, and reasons support the author’s central idea.



Sixth Grade: Reading Literature

1.3.A Reading Literature – Key Ideas and Details: Theme		
1.3.6.A: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Characters - Actions, thoughts, words, feelings Plot - Conflict - Events - Resolution Theme (<i>topic, statement</i>) Poetry - Poet/narrator - Word choice Example analysis question: How did the author use the conflict(s) in the story to reveal a theme?	<ul style="list-style-type: none"> • theme is the significant idea/statement that the story is making about a topic such as society, human nature, or the human condition • theme topic is usually a 1–2-word label such as love, friendship, or persistence • theme statement is the meaning of the text as a whole, often a universal statement that can be applied to the real world • differences between theme, central idea, topic, and/or moral of a story • key details are important information about a main character, setting, conflicts, events leading to a solution, and the resolution • characters' response to conflicts can reveal multiple character traits • inferences use text evidence and background knowledge to predict why a character thinks, behaves, speaks, or feels in a certain way • poet's/narrator's word choice reflects their thoughts about topics and themes 	<ul style="list-style-type: none"> • identify and explain the theme topic and theme statement • identify and explain important events of a story from the beginning, middle, and end to show shifts in a character's behavior or personality • identify and explain how different characters respond to challenges and/or other characters throughout a story and make inferences about their character traits • identify and explain important key details about a main character's thoughts, actions, words, and feelings throughout a story • identify and explain a main character's reaction to a conflict and resolution and how they support the theme statement • analyze how the character's thoughts, actions, words, and feelings reveal a theme statement • identify and explain how specific words and phrases are used by poets to reflect on a topic or theme



The Thompson TDA Model

	<ul style="list-style-type: none"> • summary is a brief paragraph that captures all the most important parts of the text and answers the who, what, when, where, how and why questions but expresses them in a shorter space and as much as possible in the reader's own words without an opinion • analysis is an interrelationship between two reading elements and/or text structure • difference between summarizing and analyzing a text 	<ul style="list-style-type: none"> • analyze how a poet's word choice reflects a theme • summarize a story including the information recorded on a graphic organizer 	
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>			
Theme <ul style="list-style-type: none"> • Explain the meaning of a theme topic and theme statement, and how theme statements can be applied to most everyone's life. • Engage students in identifying the differences between topic, theme, central idea, and/or moral of a story. <ul style="list-style-type: none"> ○ Topic is a word or phrase that is the important subject presented within the story. ○ Theme is a significant statement that the story is making about a topic ○ Central idea is generally what the story is about; usually, a one- to two-sentence summary of the plot. ○ Moral of a story, or lesson, that teaches the principles of right and wrong and is often explicitly stated at the end. • Read a known story (e.g., <i>Little Red Riding Hood</i>). Model and engage students, while thinking aloud, recording the topic, theme, central idea, and moral of the story. For example (The Secondary English Coffee Shop): 			
<p><u>MAIN IDEA OF LITTLE RED RIDING HOOD</u> Little Red Riding Hood gets herself into danger by disobeying her parents and revealing too much information to a wolf on her way to her grandmother's house.</p>	<p><u>MORAL OF LITTLE RED RIDING HOOD</u> Never talk to strangers. Don't disobey your parents.</p>	<p><u>TOPICS OF LITTLE RED RIDING HOOD</u> Disobedience, Intuition, Trust, Fear, Family, Gender, Appearances etc.</p>	<p><u>THEMES OF LITTLE RED RIDING HOOD</u> - Appearances can sometimes be deceiving. - Trusting intuition is key to survival.</p>



The Thompson TDA Model

- Engage students in developing a list of topics that are examined in different media (*movies, books*) that students are familiar with (*e.g., family, identity, ambition, fear, love*). Have students work together to develop a sentence that identifies what the author thinks about the topic. For example, *The author thinks that power corrupts people*. Have students remove the part of the sentence about the author and explain that this is a thematic statement (*Power corrupts people*).
- Throughout the year create a chart of theme statements from different stories. Have students classify by theme topic noting the similarities and differences of the different theme statements.
- During reading, pose questions to support students' ability to articulate a theme, such as:
 - What does the author of the story you are reading think about this topic?
 - What message do you think the author wants you to consider about this topic?
 - How do you relate the character's personality to the theme of the novel?
 - How does the theme of the story relate to the world or to humanity in general?
 - Does the theme of this story remind you of the theme of something else you have read/watched?
- Identify and explain a theme topic and theme statement revealed from a story.
- Model and engage students, while thinking aloud, in using key details about the main character's response to a conflict, events, and solution to reveal a theme the author wants the reader to learn.
- Engage students in completing an Evidence-Inference-Interrelationship graphic organizer.
- Model writing a body paragraph that analyzes how the character's response to a conflict shows a theme of the story using the Evidence-Inference-Interrelationship graphic organizer.
- Engage students in writing a paragraph/essay that analyzes how the character's response to a conflict shows a theme of a story.

Poetry

- Model, while thinking aloud, identifying a poet's word choice to show how the poet/narrator reflects on a topic or theme.
- Engage students in annotating poems to interpret the meaning and tone of the word choice and how it is used to show reflection of a topic or theme.

Summarizing

- Model while thinking-aloud, appropriate academic vocabulary related to story structure and reading elements (*e.g., character, conflict, events, resolution, theme*).
- Model the use of graphic organizers (*e.g., [Story Map](#), [Somebody Wanted But So Then](#)*) and select key details about a main character, conflict, events, and resolution for use on the organizer.
- Model and engage students, while thinking-aloud, in writing a shared summary of a story or video by answering the questions:
 - Who or what is the text about?
 - What is the conflict?
 - What is the most important thing the *who* or the *what* is doing?



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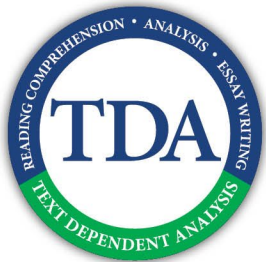
- How is the conflict resolved?
- Engage students in orally summarizing a story with a partner or creating a visual to summarize a story using key details (*character, conflict, events, resolution*) from a graphic organizer (*note: the key details may be determined as a whole group, small group, or independently*).



1.3.C Reading Literature – Key Ideas and Details: Literary Elements

1.3.6.C: Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Character</p> <ul style="list-style-type: none"> - Direct characterization - Indirect characterization - Personality traits - Internal and external conflict <p>Setting</p> <p>Plot (<i>exposition-introduces the character and setting, problem, rising actions, major events, tension, climax, resolution</i>)</p> <p>Author’s word choice/figurative language</p> <p>Example analysis question: How did the author reveal the main character’s personality traits through their response to an internal/external conflict?</p>	<ul style="list-style-type: none"> • characters can be complex/dynamic or flat • character traits are revealed through direct and indirect characterization • characters experience internal conflicts (<i>when a character struggles with their own opposing desires or beliefs</i>) and external conflicts (<i>when a character struggles with something outside of their control, such as another character or a setting</i>) • criteria for determining complex or dynamic characters • character motivation is the reason behind a character’s behaviors and actions • multiple settings in a story impact the characters and/or plot • author’s word choice, including figurative language, supports the understanding of a character and setting • major events are the key actions that occur when the characters do something that affects the plot 	<ul style="list-style-type: none"> • identify and describe characters as complex/dynamic or flat • identify and describe characters’ personality traits using direct and indirect characterization as evidence • identify and explain both internal and external conflicts using author’s word choice and text evidence • identify and describe major events in a story and analyze how they impact the main character • describe when and why a character changes in a story • describe a character’s motivation and analyze the impact of conflicting motivations between characters • compare and contrast how two or more characters respond to other characters, conflicts-both internal and external, setting, and/or events • interpret and analyze how the author’s use of direct and indirect characterization impacts the story plot • analyze how characters’ responses to an internal/external conflict reveals the character’s traits



The Thompson TDA Model

		<ul style="list-style-type: none"> • analyze how different settings in a story impact the characters • analyze the relationships between the characters, setting, and events
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
<p>Characterization</p> <ul style="list-style-type: none"> • During close reading, model while thinking-aloud, appropriate academic vocabulary related to characterization (<i>e.g., character traits, complex or round character, flat character, motivation, internal conflict, external conflict</i>). • Introduce direct characterization (<i>the author explicitly tells or describes the character in a straightforward way</i>) and indirect characterization (<i>the author shows or describes the character through speech, thoughts, effects on other characters, actions, and looks</i>). • Model using graphic organizers and annotations to identify the external features and internal traits of a character. Discuss how authors create external features of characters to help reveal their personality traits. For example: <ul style="list-style-type: none"> ○ <i>External features – clothes are disheveled, appears to be in own world, looks lost or confused</i> ○ <i>Personality traits – forgetful, impulsive</i> <ul style="list-style-type: none"> ▪ <i>Someone who is disorganized and messy would be expected to be socially awkward and easily overwhelmed.</i> • Create and explain criteria that reveals a complex/dynamic character: <ul style="list-style-type: none"> ○ conflicting motivations, ○ multiple roles, ○ multiple responsibilities, ○ strengths and weaknesses and criteria that reveals a flat character: <ul style="list-style-type: none"> ○ supports the main character, ○ lacks substantial change or growth, ○ may be stereotypical, ○ has a single role or purpose. • Play a movie clip, cartoon, or short video clip and have students describe the character and how the character is developed. • Engage students in listing all of the characters in a story and determining which characters are complex using previously identified criteria and explaining the nature of the complexity using text evidence. • Engage students in comparing the motivations of characters and what the different motivations reveal about the character and the effect on the plot in the beginning, middle, and end of the story. • Engage students in interpreting and analyzing the author's word choice, including figurative language, to reveal the complexity of a character. 		



The Thompson TDA Model

- Point out that complex characters can have more than one personality trait based on their interactions with different characters, setting, or events, and the traits are sometimes contradictory.
- Engage students in identifying conflicts in a story and classifying as internal or external, describing how the character responds to the conflict, and analyzing in what way the character changes as a result of resolving the conflict using text evidence and inferences.
- Model and engage students, while thinking aloud, in analyzing how different characters' responses to internal or external conflicts reveal their personality traits.
- Model and engage students in describing the relationships between the main character and supporting characters. Analyze how a supporting character impacts the main character using text evidence and inferences.
- Model, while thinking aloud (*pausing when there is a shift in the setting or time period, including when the author uses flashbacks, or at the end of a chapter*) and pose questions, such as:
 - *How does the setting help or hinder the character in solving the conflict?*
 - *Does the author introduce new characters in the new setting?*
 - *What does the author want me to notice about the shift in the setting?*
 - *How does the flashback to a different setting help me understand the character?*
- Engage students in describing and analyzing how the other setting impacts the main character using text evidence and inferences.

Plot

- Model, while thinking-aloud during close reading, appropriate academic vocabulary related to story structure (*exposition-introduces the character and setting, conflict, rising action, major events, tension, climax, resolution*). Ensure that students understand that the rising action is where there is tension as the conflict becomes clear and the major events lead to the most emotional and interesting moment which is the climax and the resolution of conflict.
- Model, using graphic organizers and annotations, identifying and describing the conflict, rising action and important events, climax, and resolution.
- Model and engage students in analyzing specific moments when the characters do something that affects the plot (*e.g., increase tension, cause change*) in a specific and discernible way.
- Model and engage students in analyzing when characters' actions impact the plot by increasing tension or causing a change in other characters or the events, using text evidence and inferences.



1.3.D Reading Literature – Craft and Structure: Point of View

1.3.6.D: Determine an author’s purpose in a text and explain how it is conveyed in a text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Point of View/perspective</p> <ul style="list-style-type: none"> - First person point of view - Third person point of view <p>Author’s perspective</p> <p>Narrator’s/character’s perspective</p> <ul style="list-style-type: none"> - Objective narrator - Omniscient narrator - Limited narrator - Unreliable narrator <p>Example analysis question: How did the narrator’s perspective of story events reveal the author’s purpose?</p>	<ul style="list-style-type: none"> • point of view is the perspective of the person telling the story • narrative text can be told from a first-person point of view or perspective of the narrator <ul style="list-style-type: none"> o key words indicating first person point of view (<i>I, me, individual’s name</i>) o used to make readers feel like they are a part of the story • narrative text can be told from a third-person point of view <ul style="list-style-type: none"> o key words indicating third person point of view (<i>she, he, they</i>) • point of view/perspective of story events reveals the author’s purpose • author’s point of view/perspective is revealed through word choice in dialogue and narration (<i>tone, shades of meaning</i>) • tone pertains to the author’s attitude toward the topic (<i>e.g., bullying, friendship</i>) • use of words within the text to indicate point of view (<i>first and third person</i>) • perspective affects the tone of the story • similarities and differences of the story events based on different points of view/perspective • point of view/perspective impacts the meaning of the story 	<ul style="list-style-type: none"> • determine the point of view based on key words • determine the type of narration using evidence as support • identify the author’s word choice, considering shades of meaning, to make inferences about the author’s point of view/perspective about the topic and central message and author’s purpose • explain the point of view/perspective of the person telling the story using the dialogue, narration (<i>author’s word choice</i>), and/or events • explain and analyze how the author feels (<i>tone</i>) about the topic (<i>e.g., bullying, friendship</i>) or central message using text evidence • compare and contrast how story events are impacted by different points of view/perspective • explain and analyze how point of view/perspective impacts the meaning and plot of the story



Instructional Strategies Leading to Analysis

While reading narrative text...

Point of View/Perspective

- Model and engage students, while thinking aloud, in identifying and naming who is telling the story using key words, dialogue, and narration as evidence.
- Model, using key words, identifying whether a story is written in first person or third person and discussing why it is important to know the author's/character's point of view (*understand the narrator's purpose, the knowledge they have about the events and other characters*).
- Model and engage students in distinguishing the narrator's and/or each character's perspective about the event or situation in the story.
- Create an anchor chart identifying the narrator's perspective (*objective, omniscient, limited, unreliable*) and as students read texts, have them record the perspective with evidence.
- Engage students in watching a narrated movie or video clip and have students identify the narrator's perspective (*objective, omniscient, limited*). (e.g., *Princess Bride is third person omniscient because he knows everything about the characters; Forrest Gump is first person point of view with an unreliable narrator because the events are extravagant like a tall tale; The Great Gatsby is first person limited point of view since the main character presents a story based on what he sees and hears*).
- Engage students in a discussion of how the point of view and type of narration about the events in the story reveals the author's purpose (e.g., *the author's purpose in The Princess Bride is to entertain with true love and high adventure; Forrest Gump is to send a message about human dignity and to live your life without letting anything hold you back; The Great Gatsby is to reveal the attainability of the American Dream*).
- Model and engage students in examining the author's word choice, including shades of meaning, and discuss the literal meaning of the words and the tone (*feelings they evoke*). Discuss how author's word choice reveals the author's/narrator's point of view/perspective.
- Model, while thinking aloud, using the character's/narrator's perspective and text evidence to determine the author's attitude (*tone*) about a topic (e.g., *bullying, friendship*) of the story.
- Create anchor charts and record key words that help to reveal the tone of the story.
- Provide students with a point of view, type of narration, and a setting on an index card. Then have them write about the setting based on the point of view and type of narration (e.g., *first person limited and cafeteria*). Have students display their descriptions while other students identify the point of view and narration.
- Engage students in rewriting a short excerpt of a story from a different point of view/perspective. Have students compare and contrast the plot based on their different points of view/perspectives. Have students examine their word choice and how it revealed their point of view/perspective.
- Model and engage students, while thinking aloud, in analyzing how the narrator's perspective of story events reveal the author's purpose.



1.3.E Reading Literature – Craft and Structure: Text Structure

1.3.6.E: Analyze how the structure of a text contributes to the development of theme, setting, and plot.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Narrative Structure</p> <ul style="list-style-type: none"> - Linear - Nonlinear <p>Story plot and reading elements</p> <ul style="list-style-type: none"> - Characters - Setting - Conflict - Rising action - Major events - Turning point/climax - Resolution - Theme <p>Example analysis question: How did the author use flashbacks/flash-forwards or foreshadowing to develop a coherent plot/theme/setting of the story?</p>	<ul style="list-style-type: none"> • narrative texts have different structures which refer to the framework used to tell a story • stories, dramas, and poems include reading elements and a plot <ul style="list-style-type: none"> ○ the beginning or exposition of a story introduces characters, setting, and possible conflict(s) ○ the middle of the story, drama, poem includes the conflict, the events, character actions to resolve the conflict, turning point/climax where the protagonist faces the climax ○ the end of the story includes the resolution and the lesson learned by the main character • narrative structures include: <ul style="list-style-type: none"> ○ linear structure – events unfold in chronological order ○ nonlinear structure – events move between past, present, and future • elements of a story, drama, and poem interact to develop the plot 	<ul style="list-style-type: none"> • identify and explain the transitions between the beginning, middle, and end of a narrative text • describe the structure of a narrative text providing evidence as support • explain similarities and differences between narrative structures • identify and explain the connection between different events of a narrative text and how they develop the theme and/or setting • analyze how the structure of a narrative text develops the story plot, theme, or setting
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
<p>Story Structure</p> <ul style="list-style-type: none"> • Explain the framework of the two different narrative structures: <ul style="list-style-type: none"> ○ linear plot presents events in chronological order with a clear beginning, middle, and end. 		



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- nonlinear plot presents events out of order through flashbacks or flash-forwards, and, some stories are told backwards, starting with the "ending" and finishing with the inciting incident.
- Engage students in completing a graphic organizer for a linear narrative structure, ensuring that students are able to identify exposition, rising action, climax, falling action, and resolution. Point out that the exposition is where the author introduces the main character and setting.
- Share several videos using nonlinear narrative structures and have students identify the *how* and *why* it is nonlinear providing evidence to support their thinking (e.g., *nonlinear structure-Up; excerpt from Frozen or Toy Story 3*). Ask students to generate other examples from movies or books that use flashbacks and flash-forwards and how they impact their understanding of the characters, plot, and theme.
- Engage students in defining and explaining the purpose of flashbacks and flash-forwards.
 - Flashback: Present action in a story is temporarily interrupted so the reader can witness past events; it usually takes the form of memories, dreams, or a story within the story. Flashbacks reveal details that help readers understand character motives,
 - Flash-forward: The plot goes ahead in time to show expected or imagined events of the future; acts as a warning of what is to come if certain behaviors do not change and allows a person to imagine what will happen if he takes a certain path; this can also be a dream that the character thinks is reality. Flash-forwards provide a sneak preview or foreshadowing of future events while adding tension or suspense.
- Provide students with different texts or excerpts that use linear and nonlinear narrative structures and engage them in collaborative discussions of how the structures reveals information about the characters (e.g., *nonlinear structure-Eleven by Sandra Cisneros; Christmas Carol by Charles Dickens*). For example:
 - Linear Structure: Lise bikes on Monday → Lise studies on Tuesday → Lise hikes on Wednesday; What does this say about Lise?
 - Nonlinear Structure: Lisa studies on Tuesday ↔ Lisa daydreams of bike ride from Monday → Lisa hikes on Wednesday; What does this flashback reveal about Lisa?
- Model and engage students, while thinking aloud, annotating examples of where the writer breaks up the chronological order of the plot to tell about something that took place earlier using key words such as *years ago, in the past, then, now, today, or these days*; or have students look for dates, characters' ages, and words about youth or old age, and how the flashback or flash-forward impacts meaning.
- As students watch the videos and/or read the texts, engage them in making inferences about the characters, setting, and theme based on the narrative structure considering questions such as, *How does the flashback offer insight into the character's motivation or the conflict?*
- Model and engage students, while thinking aloud, comparing how the different structures support understanding the characters, setting, and theme of the story.
- After reading a short narrative text with a linear structure, divide students into groups and assign each group to rewrite a section of the text using either a flashback or a flash-forward that foreshadows what is to come later in the story. Ask each group to discuss and share how the text could be rewritten with their nonlinear structure.
- Model and engage students, while thinking aloud, in analyzing how the nonlinear structure of a text (*use of a flashback or flash-forward with foreshadowing*) developed the plot/theme/setting of the story.



1.3.F Reading Literature – Craft and Structure: Vocabulary

1.3.6.F: Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Author's word choice Figurative language Tone</p> <p>Example analysis question: How did the author use figurative language to contribute to the theme/character development/tone?</p>	<ul style="list-style-type: none"> • difference between literal (<i>dictionary definition</i>) and figurative language/<i>nonliteral meaning (words that can mean something different in a different context)</i> • strategies for determining the meaning of grade-level academic/content-specific words and phrases and figurative language • purpose and author's use of figurative language (<i>express feelings, how one thing is like another, create images</i>) • different types of figurative language and their meaning and use in narrative text <ul style="list-style-type: none"> o analogy – comparing one thing to another using either a simile or metaphor o simile – a comparison of two unlike things using <i>like</i> or <i>as</i> o metaphor – comparison of two unlike things not using <i>like</i> or <i>as</i> o repetition – repeating a word or phrase to help the reader remember and recognize the importance of the message o imagery – use of words to create a picture in the reader's mind 	<ul style="list-style-type: none"> • differentiate between literal and figurative language (<i>nonliteral meaning of words and phrases</i>) • explain the purpose of figurative language • explain why an author uses figurative language • identify and explain the meaning of different types of figurative language used in narrative text • use context clues (<i>words, text features</i>) to determine literal and nonliteral meaning of words and phrases • analyze and explain how an author's word choice impacts the tone of the text • interpret figurative language and analyze how the tone impacts understanding or development of a character • interpret figurative language and analyze how it contributes to the meaning of the theme



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	<ul style="list-style-type: none"> o euphemism - the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant o pun- a play of words that have more than one meaning or those that sound alike • author's word choice, including figurative language, impacts the tone of the text • the tone of the text impacts understanding the characters' personality traits • figurative language interpretations enhance the meaning of the text or create visual and sensory images 	
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
<p>Author's Word Choice and Figurative Language</p> <ul style="list-style-type: none"> • Model and annotate, while thinking aloud, using decoding, context clues, text features, and resources to make meaning of content-specific vocabulary. <ul style="list-style-type: none"> o Point out when context clues can cause confusion (<i>e.g., when clues suggest several possible definitions, when nearby words are unfamiliar</i>). • Engage students in pairs or small groups to determine the literal and non-literal meaning of unknown words and phrases from a text and explain their meaning within the context. • Model and engage students in identifying and interpreting different types of figurative language, discussing why the author used these words/phrases and the extent to which they contribute to the meaning of the text, the characters, and/or theme of the text (<i>e.g., analogy: The movie was like a roller coaster ride of emotions; interpretation: The movie plot leaves you feeling like you've been through ups and downs and through twists and turns in the air.</i>). <ul style="list-style-type: none"> o Provide a lesson on analogies, distinguishing these from similes and metaphors, using examples. o Read aloud text which uses allusions and explain how they contribute to the meaning and theme of a text. • Model and annotate, while thinking aloud, making inferences about the literal meaning of words and figurative language in context. • Highlight examples of figurative language, during close reading, in one color and literal words and phrases in another color. Engage students in discussing how the figurative language contributes to the meaning of the theme or author's perspective. 		



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- Model and engage students, while thinking aloud, in determining whether a series of words used figuratively has a unifying theme (e.g., *starting a new journey, making a change*) and how they contribute to the meaning of the text, the theme, characters, and/or the author's perspective.
 - Provide students with a list of words or phrases with an unstated unifying theme and ask them to identify the unifying theme.
 - Ask students to highlight or annotate words and phrases within a text that are connected.
 - In small groups, ask students to draw conclusions from patterns, connections, or words used by an author.
- Model and engage students, while thinking aloud, in analyzing how the figurative language supports a theme and/or an author's/character's perspective.
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the theme/author's perspective/character development and figurative language.



1.3.G Reading Literature – Integration of Knowledge and Ideas: Sources of Information

1.3.6.G: Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Tone Mood Narration and dialogue - Author’s word choice Elements of a visual presentation <i>(illustrations, photographs, comics, cartoons, artwork)</i> - Lighting - Colors Elements of a multimedia presentation <i>(video, audio recordings, sound effects, interactive images, words)</i> - Characters’ body language - Characters’ tone of voice - Music - Lighting - Tone of voice <i>(serious, formal, respectful, enthusiastic, etc.)</i> - Rate - Volume - Intonation</p> <p>Example analysis question: How did the author use different multimedia elements to contribute to the meaning (plot) /tone/mood of the subject?</p>	<ul style="list-style-type: none"> ● tone is the attitude that an author takes towards the subject ● mood is the feeling that the author/illustrator/speaker/director is trying to evoke in their readers ● author’s word choice provides details that contribute to the meaning of the story and mood ● illustrations provide details <i>(e.g., facial expressions, gestures, foreground, background)</i> that contribute to the meaning of the story, tone, and mood ● elements of a visual presentation <i>(e.g., lighting, colors)</i> provide details that contribute to the meaning of the story, tone, and mood ● elements of multimedia presentation <i>(e.g., characters’ body language, facial expressions, tone of voice, rate, volume, intonation, music, lighting)</i> provide details that contribute to the meaning of the story, tone, and mood 	<ul style="list-style-type: none"> ● explain and analyze how aspects of narration <i>(author’s word choice)</i> and illustrations emphasize a character/setting/plot/mood ● explain and analyze how aspects of narration <i>(author’s word choice)</i> and/or illustrations reveal a change in the character/setting/plot/mood ● explain different elements of a visual presentation and how they emphasize a character/setting/plot/mood ● explain different elements of multimedia presentation and how they emphasize a character/setting/plot/mood ● explain and analyze how elements of a multimedia presentation work together to reveal the meaning/tone/mood



Instructional Strategies Leading to Analysis

While reading narrative text...

Comparing and Analyzing the Contribution of Visual and Multimedia Elements to Written Text

- Instruct students on commonly used words which describe mood and point out these words when reading texts. Compare how the illustrations support the author's word choice and the tone or mood conveyed.
- Instruct students on the elements of visual and multimedia presentations and how they convey a tone or mood or contribute to the meaning of the story.
- Model, while thinking aloud and making predictions, what the illustrations reveal about the tone/mood of the story pointing out colors, facial expressions, and images representing time and place. Have students discuss how the illustrations contribute to what the author is saying.
- Choose a picture book and give students only the text of the book. Engage students in a discussion of the book's tone, mood, and meaning. Ask them to predict what the illustrations will look like. Then share the picture book with the class. Discuss with students how the illustrations affect the reader's experience with the text.
- Guide students in using the illustrations to better understand the story, its characters, the plot, and their connection to the written word.
- Guide students in making inferences about how the illustrations reflect the tone/mood of the story.
- Engage students in annotating how illustrations match the author's written text.
- Engage students in reading a text without illustrations and discussing their images of characters, setting, plot, tone, and mood of the story. Have students view a multimedia presentation and discuss whether the presentation changed the understanding of the story elements, tone, or mood when just reading the words.
- Engage students in viewing photographs from a specific time or about a specific subject and identifying the meaning, tone, or mood. Then share a children's book to compare/contrast these reading elements to the picture. Engage students in reading a grade-appropriate text about the same time period or topic. Chart and compare how the visual/multimedia elements added to and/or changed the meaning, tone, or mood of the time period or subject. For example, share the photograph, [Migrant Mother by Dorothea Lange](#) discussing the tone/mood created by the black and white image, the impact of the facial expressions, of the woman and children, the clothing worn, etc. Then read aloud the picture book, [Ruby's Hope by Monica Kulling](#) to compare/contrast the tone/mood portrayed in the picture book. Finally, have students read an excerpt from [Out of the Dust by Karen Hesse](#) to continue the comparison. Discuss:
 - how the different versions were the same/different, and
 - how the multimedia presentation elements impacted the tone and mood.
- Model and engage students, while thinking aloud, in analyzing how the multimedia elements contributed to the meaning/tone/mood of the subject.