



Eighth 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

Eighth 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	15
1.2.F Reading Informational Text – Craft and Structure: Vocabulary	19
1.2.G Reading Informational Text – Integration of Knowledge and Ideas: Diverse Media	22
1.2.H Reading Informational Text – Integration of Knowledge and Ideas: Evaluating Arguments	24
Eighth Grade: Reading Literature	26
1.3.A Reading Literature – Key Ideas and Details: Theme	26
1.3.C Reading Literature – Key Ideas and Details: Literary Elements	30
1.3.D Reading Literature – Craft and Structure: Point of View	33
1.3.E Reading Literature – Craft and Structure: Text Structure	36
1.3.F Reading Literature – Craft and Structure: Vocabulary	39
1.3.G Reading Literature – Integration of Knowledge and Ideas: Sources of Information	42



Eighth Grade: Reading Informational Text

1.2.A Reading Informational Text – Key Ideas and Details: Main Idea		
1.2.8.A: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of 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>Central idea (<i>tone, imagery, figurative language in an 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 central ideas</p> <ul style="list-style-type: none"> - Relationship of main ideas and key details to the central idea <p>Objective summary Opinion, interpretation, deductions, or comments</p> <p>Example analysis question: How did the author's use of imagery/figurative language 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 • word choice, imagery, figurative language reveals or supports 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 showing the relationship to the main ideas and key details. • Identify and describe the author's word choice and tone and how they support the central idea • analyze and elaborate on the development of the central idea using the main ideas, key details, and the author's word choice/imagery/figurative language • use the main ideas and key details to write an objective summary paragraph



Instructional Strategies Leading to Analysis

While reading informational text...

Central Ideas and Key Details

- Engage students in reading a text and discussing the main ideas the author thoroughly reviews from the beginning to the end of the passage. Record these ideas along with the key details the author provided on chart paper. Review the text and have students identify other ideas that the author discusses but with less depth and record these on the chart along with key details. Using this information, engage students in identifying different central ideas of the text.
- Model and engage students, while thinking aloud, how the author's thesis statement, text features (*e.g., headings, subheadings*), text structure, and/or images supports and/or develops the identified central idea(s).
 - 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 1.2.8.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 to support and develop a central idea. 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 and Analysis of a Central Idea

- Engage students in identifying specific words, use of imagery, and/or figurative language that creates a tone identifying the author's attitude toward the topic and discuss how this word choice allows them to better understand the central message(s) conveyed through the passage. Discuss similarities/differences of the author's tone between the central ideas or if the author's tone changes from the beginning to the end of the text. Have students discuss how and why the tone changes.
- Model while engaging students, and thinking aloud, how a set of images, allusions, or ideas are related and/or build on one other within a text.
- Model and engage students, while thinking aloud, using a multi-column graphic organizer to record key details related to each central idea.



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Have students look for patterns across the columns including tone, images, allusions. Discuss the meaning of these patterns and what they reveal about the author's message and tone.

- Model and engage students, while thinking aloud, in analyzing (evidence-inference-interrelationship) how the author's use of imagery/figurative language develops a central idea.

Objective Summary

- Discuss while engaging students in reading summaries or writing summaries, words that indicate being "objective" vs. "subjective". Using an objective continuum (moving from subjective to objective), have students identify where on the continuum they would place the word, phrase, or idea and discuss why it is more objective or subjective. Have students discuss/explain how they can increase its objectivity by rephrasing it.
- 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 based on the continuum previously used. Have students work to rewrite specific words, phrases, or sentences to make it more objective.
- Engage students in identifying criteria to evaluate details that should be included in an objective summary. Have students list the details that could be included in a summary and use the established criteria to determine which key details should or should not be included in the summary.
- Explain that a summary should be comprehensive (key points), concise (does not repeat any ideas), coherent (makes sense and not a disjointed collection of points), and free of any opinions, interpretations, deductions, or comments.
- Model writing a multi-paragraph objective summary that identifies and explains the central idea using the main ideas and supporting key details in a coherent order, as well as an opening statement and conclusion.
- Engage students in peer-assessment by orally summarizing an informational text with a partner using central idea and key details from a graphic organizer and having students use the pre-established criteria to provide feedback.



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

1.2.8.C: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

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 connections and distinctions between individuals, events, or ideas Comparisons, analogies, categories Example analysis question: How did the author’s use of different techniques make connections and distinctions between individuals, events, or ideas 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 occurs in order of time ● ideas are specific statements about a topic ● language used to develop relationships between individuals, events, or ideas ● techniques used to connect/distinguish individuals, ideas, or events <ul style="list-style-type: none"> ○ comparisons ○ analogies ○ categories ● individuals, events, or ideas can be elaborated upon based on examples and anecdotes <ul style="list-style-type: none"> ○ 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 words used to develop relationships between individuals, events, or ideas ● identify and explain the relationship between an idea/individual/event ● make inferences about the importance of individuals, events, or ideas, based on vocabulary and key details ● identify and describe the techniques used to connect/distinguish individuals, ideas, or events ● analyze and elaborate on techniques used to connect/distinguish individuals, events, or ideas

Instructional Strategies Leading to Analysis

While reading informational text...

Connections and Distinctions Between Individuals, Ideas or Events Within a Text

- Provide students with information that introduces an individual, event, or idea. Have students work in small groups to identify and explain how the individual, event, or idea is emphasized throughout the next section of the text by examining examples and anecdotes. Have students continue this process throughout the reading of the text.
- Introduce students to strategies for tracing connections and distinctions between individuals, ideas, or events with a text by posing questions such as: *What caused... to happen?, How would this idea, person, or event be different if... didn't happen?, and/or How is this*





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individual/idea/event similar/different to another idea/event? Model and engage students, while thinking aloud, the use of these questions when reading a text and identifying connections. Point out cause/effect signal words to support identifying cause-effect relationships (*refer to Standard 1.2.8.E for text structure signal words*).

- Examine, with students, and use a graphic organizer during or after reading for recording how the author connects individuals, ideas, or events (*The author links A to B by doing C, to show D*) and distinguishes (*The author differentiates between A and B by pointing out C to emphasize D*).
- Point out the section of a text which introduces or first suggests the importance of an individual, event, or idea. Have students identify the technique (*word choice, cause-effect signal words, direct/indirect comparisons, analogies, categories*) that the author used to indicate the connection and/or distinction from other individuals, events, or ideas.
- Create a timeline as a class to record important events in history or important milestones in a well-known person's life. In pairs, students create multiple timelines of the same historical period to compare the influence of one thing on something else (*e.g., a timeline of important events of the Civil Rights movement and a timeline of the historical Civil Rights legislature that was passed as a result*). Have students describe the technique(s) used by the author to demonstrate the connection and/or distinctions.
- Model and engage students, while thinking aloud, in analyzing (*evidence-inference-interrelationship*) how the author's techniques develop connections and distinctions between individual/event/idea.



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

1.2.8.D: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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 purpose Author’s point of view/perspective - claim Other’s point of view/perspective - counterclaim Author’s techniques to distinguish perspective/position - Word choice (<i>including figurative language</i>) - Tone - Text structure Author’s techniques used to respond to conflicting evidence or viewpoints -</p> <p>Example analysis question: How did the author’s use of techniques acknowledge and respond to conflicting perspective of others?</p>	<ul style="list-style-type: none"> ● author’s purpose for writing about a specific topic of a text ● author’s claim is what the author is trying to prove ● author’s point of view supports the author’s reasons for writing and perspective about the topic or central 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 present different perspectives ● counterclaim is the opposing argument with reasons and evidence ● different techniques develop the author’s point of view/perspective ● techniques used to respond to conflicting evidence or viewpoints 	<ul style="list-style-type: none"> ● identify the topic of a text ● explain the authors’ purpose for writing about the topic based on the claim, reasons, and details ● identify the author’s word choice, considering shades of meaning, to make inferences about the author’s perspective about the topic, individuals, events, and/or ideas ● explain the point of view/perspective of the author using narration (<i>author’s word choice and/or description of events</i>) ● identify the counterclaim, reasons, and evidence ● analyze and elaborate on how the author feels (<i>tone</i>) about the topic/individuals/ideas/events using text evidence ● identify and explain the techniques used to respond to conflicting evidence or viewpoints ● evaluate the quality of conflicting evidence ● analyze and elaborate on how the author uses different techniques to respond to conflicting perspective of others about the topic of the text



Instructional Strategies Leading to Analysis

While reading informational text...

Response to Conflicting Points of View/Perspectives

- Engage students in identifying and naming the topic, labeling the author's claim or point of view being made, and corresponding counterclaim or conflicting point of view/perspective.
- Discuss the meaning of different techniques authors use to develop a point of view/perspective/purpose, 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 (*rambling sentences, short choppy sentences, use of punctuation*) allow the reader to experience an emotion.
 - Figurative language (*e.g., similes, metaphors, symbolism, hyperbole*) allows the message to communicate a message outside of the literal meaning of the words.
- Discuss the different techniques authors use to respond to conflicting points of view/perspectives, such as:
 - Providing a solution to the conflicting viewpoint,
 - Refuting the conflicting viewpoint,
 - Providing a counter example.
- Use a text about a topic, event/situation, and/or idea to determine the author's point of view/perspective:
 - Identify and discuss the author's tone (*author's attitude toward the topic*) and about the topic.
 - Point out specific words/phrases which reveal other perspectives (*thoughts and feelings*) about a topic.
 - Engage students in responding to questions such as:
 - *What is the author's opinion about _____?*
 - *What clues did the author give to reveal his/her feelings about the topic/event/idea?*
 - *What words/phrases did the author provide to show a different perspective about the topic/event/idea?*
 - *What techniques did the author use to reveal different points of view/perspectives?*
- Model and engage students in examining the techniques used by an author and discuss how the technique impacts the author's message.
- Engage students in small groups to analyze different versions of the same text or different versions of texts on the same topic. Students determine what the text says, what it means, what has been omitted, what they would like to ask the author, what evidence in the text supports the author's statements, what is irrelevant, and what evidence they can find to refute the author's statements.
- Model and engage students in examining how an author acknowledges a conflicting point of view (*e.g., underline*) and the technique used to respond to the conflicting point of view/perspective (*e.g., double underline*), explaining how the techniques support the author's perspective. For example:



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Is Organic Food Better?

1. The demand for organic foods has grown out of a need to preserve our natural environment. 2. But is buying organic always the best choice for the environment? 3. The answer, surprisingly, is no. 4. A new study, conducted by a team of student researchers in the Department of Rural Economy at the University of Alberta in Edmonton, Canada, showed that the greenhouse gas emitted when the produce is transported from great distances mitigates the environmental benefits of growing the food organically. 5. One example is organic carrots grown in Mexico. 6. Now, consider the long journey those organic carrots made from Mexico to the grocery store. 7. Most likely they were transported on trucks for hundreds, if not thousands, of miles. 8. The fuel used in transporting these carrots resulted in CO₂ emissions, which are harmful to the environment.

The author refutes the conflicting viewpoint with evidence and an example defending the author's point of view as correct.
(Educeri)

- Engage students in evaluating the quality of conflicting evidence and generate ideas as to why it is or is not sound, logical, and/or effective.
- Model and engage students, while thinking aloud, in analyzing the techniques an author uses to acknowledge a conflicting viewpoint using text evidence.
- Allow small groups of students to examine a claim and counterclaim about a subject, asking them to generate viable objections and the reasoning behind counterclaim. As a class, examine what makes a good response to conflicting evidence or viewpoint.
- Model and engage students, while thinking aloud, in writing a paragraph/essay analyzing how the techniques used by the author acknowledge and respond to conflicting perspectives/positions and evidence about a topic and/or idea using text evidence.



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

1.2.8.E: Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.

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> <ul style="list-style-type: none"> - Central idea - Point of view/perspective <p>Example analysis question: How did the author’s use of specific sentences and paragraphs develop and refine a concept/idea/viewpoint?</p>	<ul style="list-style-type: none"> ● purpose and use of text structures (<i>organize information, show relationships, show author’s purpose and main ideas</i>) including chronological order, comparison, cause-effect, problem-solution, and description, 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 ▪ signal words can include both, unlike, similarly, in contrast 	<ul style="list-style-type: none"> ● identify a text’s structure and explain how the structure supports a central idea (<i>e.g., a cause effect structures shows a call to action about the topic</i>) ● make interpretations about the meaning of key details within sections or chapters 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 specific sentences and paragraphs and the text structure ● analyze how different text structures support author’s perspective/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 a central idea ● 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">○ 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○ description structure<ul style="list-style-type: none">▪ used to describe a topic by listing characteristics, features, attributes, and examples▪ includes parts and the relationship between the parts or structure and function; may include ways something is similar to or different from other things	
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	<ul style="list-style-type: none"> ▪ signal words can include for example, characteristics, for instance, such as, including, to illustrate • 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 	
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
<p>Text Structures and Central Idea/Point of View or Perspective</p> <ul style="list-style-type: none"> • Examine different texts with different text structures by 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: <ul style="list-style-type: none"> ○ 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 (<i>e.g., In this paragraph, the writer presents/summarizes/analyzes/synthesizes/ X (argument, claim, idea) in order to show Y</i>). ○ Explain the relationship of each section to the larger structure of the text. ○ Describe how the author’s point of view/perspective develops or changes through the paragraphs/sections. • Compare the reverse outline and the identified central idea considering: <i>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? How do the sections develop and refine the central idea?</i> • Identify a topic and provide small groups of students with a section or chapter heading on an index card (<i>e.g., What is genetics; Solving the problems of heredity; How DNA was discovered; What DNA can tell us; The argument of genetics vs. environment</i>). Ask the students to identify a possible text structure that could be used to communicate the information about the section, to identify key words that they would expect to see, and how the structure would represent the author’s purpose. Then ask students to organize themselves to show how each section develops and refines the topic and concept. 		





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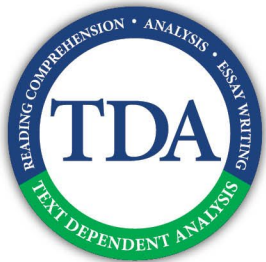
- Model and engage students, while thinking aloud, in annotating a text to identify sentences that create structure or sentences that shift the focus of the text to new topics or other perspectives on the same subject (*e.g., emphasizing key ideas, events, or other aspects of the text*).
- Model and engage students, while thinking aloud, in analyzing how the sentences, paragraphs, and sections work together to create order and meaning revealing the author's central idea or perspective, and to develop/refine a concept.
- Provide groups of students with informational texts with different organizational structures. Ask students to read the text and determine how the writer used the structure to achieve a specific viewpoint and/or central idea.
- Provide students with an informational text (*e.g., [Supreme Court's decision concerning Brown v. Board of Education](#), including an explanation of the claim and evidence*). And ask students to provide a response with evidence to questions such as:
 - Which sentence best expresses the key concept/main idea?
 - How do the sentences in paragraph ____ develop the central idea (*e.g., equal education opportunities are extremely important*)?
 - What examples are provided to support the central idea (*e.g., how society recognizes the importance of education*)?
 - How do the paragraphs/sections refine the central idea?
- 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

1.2.8.F: Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

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 Meaning – central idea Tone</p> <p>Example analysis question: How did the author’s use of figurative language develop the meaning and tone?</p>	<ul style="list-style-type: none"> ● difference between literal (<i>dictionary definition</i>) and figurative language/ nonliteral meaning (<i>words that can mean something different in a different context</i>) ● strategies for determining the positive or negative connotation of adjectives, verbs, and/or 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 informational text <ul style="list-style-type: none"> ○ analogy – comparing one thing to another using either a simile or metaphor ○ allusion - an implied or indirect reference in literature to a familiar person, place, or event. ○ 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 	<ul style="list-style-type: none"> ● differentiate between literal and figurative language (<i>nonliteral meaning of words and phrases</i>) ● use context clues (<i>words, text features</i>) to determine literal and nonliteral meaning of words and phrases ● explain the meaning and purpose of figurative language and why an author of informational text uses specific types of figurative language ● identify and explain the positive or negative connotation of adjectives, verbs, and figurative language ● interpret the positive or negative connotation of adjectives, verbs, and figurative language and analyze how they influence the meaning of the central idea ● interpret the positive or negative connotation of adjectives, verbs, and figurative language and analyze how they influence the author’s tone



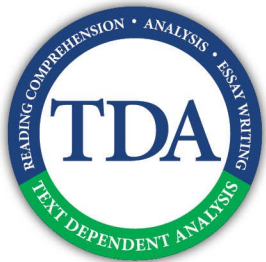
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	<ul style="list-style-type: none"> ○ imagery – use of words to create a picture in the reader’s mind ○ hyperbole - an exaggeration or overstatement ● interpreting figurative language enhances the meaning of the text or creates visual and sensory images ● tone is the author’s attitude toward a specific subject 	
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
<p>Word Connotations</p> <ul style="list-style-type: none"> ● Model and engage students, while thinking aloud on determining how words have positive or negative connotations by reading a text, underlining the adjectives and verbs, inferring the charge of these words, and explaining what the connotation of the words reveal about the text. ● Engage students in identifying positive and negative connotations when watching a commercial or news segment. In small groups, students analyze how the words and the emotions are conveyed by the narrator’s word choice. ● Provide groups of students with a selection of positive and negative words on index cards that could be used to explain a topic or about someone’s life or career. Students work together to make an interesting explanation of the topic/person with positive/negative words. Then have students share the information with other groups that describe how the word choice impacts the meaning and tone of the topic. ● Model and engage students, while thinking aloud, in annotating text to interpret a positive or negative connotation of words or phrases to make meaning of a paragraph or section of a text and/or to determine the author’s tone toward the topic. ● Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the positive or negative connotations and the meaning or tone of the 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., financial analogy in Martin Luther King’s I Have a Dream Speech: African-Americans are said to have "come to our nation’s capital to cash a check" ; interpretation: The Founding Fathers of this country signed a "promissory note" to "Life, Liberty, and the Pursuit of Happiness" and the country had defaulted on this with "insufficient funds."</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 tone of a text. 		



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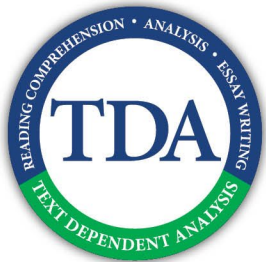
- Engage students in interpreting figurative language in different advertisements and explain how its use appeals to the buyer (e.g., *metaphor-Chevrolet: The heartbeat of America; simile-State Farm: Like a good neighbor; allusion-*); *analogy*: Apple using a young, hip male holding a sign reading “I’m a Mac” while using a dumpier, less-cool male holding a sign reading “I’m a PC”.
- 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 and tone of the text.
- 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 analyzing how figurative language contributes to the author’s meaning and tone.
- Model and engage students, while thinking aloud, in how the author’s use of words and phrases add to the meaning and tone.
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the author’s use of figurative language and the meaning or tone of the text.



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

1.2.8.G: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Diverse media</p> <ul style="list-style-type: none"> - Print (<i>books, magazines, newspapers</i>) - Audio (<i>radio, podcasts</i>) - Visual (<i>art, pictures</i>) - Quantitative (<i>graphs, charts, tables, maps</i>) - Television - Advertisements - Video - Internet - Social media <p>Topic</p> <p>Central idea</p> <p>Tone</p> <ul style="list-style-type: none"> - Word choice - Figurative language <p>Example analysis question: How did the author’s choice of media develop a central idea and key points about a topic considering use of words, phrases, diction, and/or physical gestures?</p>	<ul style="list-style-type: none"> • topic and ideas are communicated through different media sources • multiple diverse sources provide a way to locate information or to gain additional information about a topic and/or central idea • locating or gaining additional information provides details to support the author’s central idea and key points • similarities and differences between the types of diverse media sources and the information obtained from each • advantages and disadvantages of different diverse media sources for communicating a central idea • criteria for evaluating the quality of media for communicating a central idea (<i>e.g., purpose, intended audience, authority and credibility, accuracy, reliability, timeliness, objectivity or bias, length or brevity of information, word choice</i>) 	<ul style="list-style-type: none"> • identify the topic, subtopics, and central idea communicated through different media sources • interpret information gathered from diverse media to identify and explain the topic, subtopics, and central idea • use information from various types of sources to answer questions and to gain additional information about a topic and/or subtopic • compare and contrast different media sources and the central idea and key details provided by each • identify advantages and disadvantages of communicating a central idea and key details through different diverse media sources • analyze an author’s choice of media to develop a central idea • evaluate an author’s choice of media to develop a central idea
<p>Instructional Strategies Leading to Analysis <i>While reading informational text...</i></p>		



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Interpretation of Information from Diverse Sources

- Model and engage students in identifying a topic, subtopics, central idea, and/or key details from different and diverse media sources.
- 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 formats support understanding of the topic, subtopic, central idea, key points, and to efficiently answer a question/prompt.
- 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 using a multi-column table or chart provided by each.
- Engage students in pairs or small groups to read/view different sources of information about the same topic/subtopic and record all the key details they learned. Have them sort whether the information supports a question/prompt about a central idea.
- Engage students in reading a speech and then watching the speech. Discuss and chart the advantages and disadvantages including seeing the setting, viewing the audience's reaction, the speaker's facial and body movements, the speaker's volume, emphasis, pace versus the ability to read and reread to make meaning of information, pausing to locate the meaning of words, noting relationships and connections between sections.
- 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.

Evaluation and Analysis of Information from Diverse Sources

- Engage students in creating a list of criteria by which the different formats and diverse media can be evaluated for best providing an author's central idea, key points, and/or desired tone or mood.
- Model and engage students, while thinking aloud, in reading quantitative information and explaining how to describe the data using appropriate terminology for different types of charts or graphs, and discuss questions related to the evaluation criteria to evaluate how each analytical form provided key details about a topic and central idea.
- Model and engage students, while thinking aloud, in writing an analysis paragraph/essay using the evaluation criteria, on how an author's choice of media developed the central idea.



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

1.2.8.H: Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the 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 have them 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>. 		



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- 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 have them sort the claims into three categories providing a rationale for their decision.
- 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, accurate, and sufficient.
- Provide students with audio arguments (e.g., *podcasts such as [Smash Boom Best](#)*) and engage students in identifying the claim, the evidence, and reasoning used.
- Model, and engage students, while thinking aloud and pointing out the extent to which the evidence provided is credible, relevant, accurate, and sufficient.
- As a class, generate questions to consider when determining if the evidence is credible, 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, speculation, opinions, and reasoned judgments. Have them 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 to discuss 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.



Eighth Grade: Reading Literature

1.3.A Reading Literature – Key Ideas and Details: Theme		
1.3.8.A: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of 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>
Characters <ul style="list-style-type: none"> - Actions, thoughts, words, feelings, motivations Setting Plot <ul style="list-style-type: none"> - Conflict - Events - Resolution Figurative language <ul style="list-style-type: none"> - Imagery - Symbolism - Allusion Theme (<i>topic, statement</i>) Central idea Poetry <ul style="list-style-type: none"> - Poet/narrator - Word choice Example analysis question: How did the author use figurative language (imagery, symbolism, allusions) or character's actions/motivations to develop 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 • central idea is the most important concept that the author wants to convey • differences between theme (<i>e.g., Learning to accept who you are is difficult to do</i>) and central idea (<i>e.g., the main character has difficulty dealing with reality will sometimes escapes into a fantasy world.</i>) • characters' response to conflicts and other characters develops the theme or central idea of a text • figurative language creates layers of meaning which develops the theme or central idea of a text 	<ul style="list-style-type: none"> • identify and explain the theme topic and theme statement • 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 a main character's reaction to a conflict and resolution and how they develop the theme statement • analyze how the character's thoughts, actions, words, feelings, and/or motivations develop a theme statement throughout a text • identify and make inferences of how the imagery/symbolism/allusions build on previous parts of the story to develop a theme • analyze how the imagery/symbolism/allusion in a story reveals a theme • create a 2-3 sentence summary of a story



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	<ul style="list-style-type: none"> • inferences use text evidence and background knowledge to predict why a character thinks, behaves, speaks, or feels in a certain way • narrator’s word choice reflects their thoughts about topics and themes • 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"> • summarize a story including the information recorded on a graphic organizer
<p>Instructional Strategies Leading to Analysis <i>While reading narrative text...</i></p>		
<p>Development of a Theme</p> <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, and central idea 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 or the most important concept that the author wants to convey; generally, a one to two-sentence summary of the plot. • Engage students in developing a list of topics that are examined in different media (<i>movies, books</i>) that students are familiar with (<i>e.g., family, identity, ambition, fear, love</i>). Then have students work together to develop a sentence that identifies what the author thinks about the topic. For example, <i>The author thinks that power corrupts people</i>. Have students remove the part of the sentence about the author and explain that this is a thematic statement (<i>Power corrupts people</i>). • While reading a text, model and engage students in creating a timeline of the main character’s actions and motivations. After reading and charting actions and motivations, discuss how the character’s actions and motivations changed over time and how the actions/motivations reveal and develop the theme of the text. 		



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- After determining a theme, ask students to highlight areas in the text where the theme appears. Then have students annotate each portion of highlighted text, noting how the theme progresses or changes from its previous appearance in the text. In pairs or triads students review their annotations and share their findings with partners.
- Model and engage students, while thinking aloud, in using key details about the main character's response to a conflict, events, solution and setting develop a theme the author wants the reader to learn. For example, during reading, pose questions to support students' ability to articulate a theme and how it develops over the course of the story, such as:
 - *What are the major actions of the main character? What do each of the actions reveal about the character?*
 - *How did the actions of the main character change over time?*
 - *What was the setting of the story as the main character changed?*
 - *How did the setting relate to the main character's changes and motivations?*
 - *What were the motivations of the main character's actions?*
 - *How do the actions and motivations of the main character reveal and develop a theme?*
 - *How do the main character's actions mirror the theme of the text?*
 - *How does the theme of the story relate to the world or to humanity in general?*
- Engage students in defining and explaining different types of figurative language (refer to 1.3.8.F) and model while thinking aloud how the figurative language (*imagery, symbolism, allusion*) illuminates a deeper message or theme. An example of symbolism revealing a theme: in [The Scarlet Ibis by James Hurst](#), the ibis itself represents little brother Doodle: traveled a long way to a place it doesn't belong, elongated neck, crooked legs, and a red tinge that suggests a weakness that can't be overcome.
- Engage students in completing an Evidence-Inference-Interrelationship graphic organizer for analyzing figurative language or how the character's actions and motivations develop a theme.
- Model writing a body paragraph that analyzes how the figurative language or character's actions/motivations develop a theme of a story using the Evidence-Inference-Interrelationship graphic organizer.
- Have students write a paragraph/essay that analyzes how the figurative language or character's actions/motivations develop a theme of a story.

Summarizing

- Model while thinking-aloud, appropriate academic vocabulary related to story structure and reading elements (*e.g., character, conflict, events, resolution, theme, symbolism, imagery, allusion*).
- Model the use of graphic organizers and select key details about a main character, conflict, events, resolution, and setting for use on the organizer.
- Develop a shared continuum of importance to evaluate which details are most important to include in a summary. Apply the continuum when using a graphic organizer and writing a shared summary of a story or video, considering the following questions:
 - *Who or what is the text about?*
 - *What is the conflict?*



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- *What is the most important thing the who or the what is doing?*
- *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 or small group or independently*).
- Model using the information on the graphic organizer or students' summaries to write a 2-3 sentence summary.



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

1.3.8.C: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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>Plot (<i>exposition-introduces the character and setting, problem, rising actions, major events, tension, climax, resolution</i>)</p> <p>Dialogue</p> <p>Incident</p> <p>Author’s word choice/figurative language</p> <p>Example analysis question: How did the author use the dialogue/incident to propel the action of the story/ reveal the main character’s traits/provoke a decision?</p>	<ul style="list-style-type: none"> • characters can be complex/dynamic or flat • character traits are revealed through direct and indirect characterization • direct characterization are straightforward statements made about a character • indirect characterization uses character’s words, actions, or thoughts to describe a character • criteria for determining complex or dynamic characters • dialogue is what is spoken in a story between two or more characters • incident is something that occurs in a story which can reveal aspects of the character, propel the plot, or provoke a decision by the character • dialogue is where an incident is occurring 	<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 lines of dialogue and the incidents that are revealed • explain and analyze how lines of dialogue/incidents propel the action in a story • explain and analyze how lines of dialogue/incidents reveal aspects of a character • explain and analyze how lines of dialogue/incidents help to provoke a decision
<p>Instructional Strategies Leading to Analysis <i>While reading narrative text...</i></p>		
<p>Use of Dialogue or Incidents to Propel the Action/Reveal Aspects of a Character/Provoke a Decision</p> <ul style="list-style-type: none"> • Ensure student understanding of 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>). Indirect characterization can be taught using the mnemonic device STEAL: <ul style="list-style-type: none"> ○ SAYS: <i>What does the character say? How do they say it? What does it reveal about them?</i> ○ THINKS: <i>What does the character’s thoughts reveal about them that we might not otherwise know?</i> 		



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- **EFFECT:** *What effect does the character have on others? How do they interact with other characters?*
- **ACTS:** *What is the character doing? What do their behaviors reveal about them?*
- **LOOKS:** *What conclusions can you draw based on how the character looks? What does their physical appearance reveal?*
- Model, while engaging students and thinking aloud in identifying the importance of the dialogue and/or incidents to the plot of the story and indirect characterization. For example, while reading, pose questions such as, *“The text seems to talk about the couple’s relationship. I wonder how we will learn about their relationship and if we will learn about the challenges facing the husband and wife.”*
- While reading, have students locate specific passages or key moments in the text where a complex character does or says something that affects the plot or develops a theme. Have students make a claim about how this dialogue and incident propels the actions, reveals an aspect of the character, or provokes a decision.
- While reading a short story, section, or chapter of a text, have students identify and discuss in small groups specific lines of dialogue or an incident and its impact on the plot (e.g., *causes tension, creates change*). Pose questions such as:
 - *Is this part of the text about dialogue or incidents?*
 - *What dialogue or incident is this part of the text about?*
 - *What do you learn about how the action moves forward after reading the dialogue and/or incident?*
 - *What do you learn about characters’ thoughts, feelings, and/or opinions after reading the dialogue and/or incident?*
 - *What do you learn about how decisions come about after reading the dialogue and/or incident?*

Then have students record on an organizer how the dialogue/incident propels the action, reveals something about the character, and/or provokes a decision. For example:

Dialogue or Incident	Propels the Action	Reveals about the Character	Provoke a Decision
<i>“I’ll fix some supper,” she whispered.”</i>		The wife is afraid of her husband and will do everything for him.	

- Provide students with a short story, section, or chapter of a text (e.g., [Chapter 3 of Call of the Wild](#) by Jack London). Have students number the paragraphs and have students identify the paragraph that is the beginning of a dialogue. Read aloud or have students read pausing when they think they notice an incident occurring. Have students annotate by labeling the Incident with an “I”. Ask students to explain how the dialogue/incident propelled the action. For example, in the *Call of the Wild* chapter, the incident between Buck and Spitz provokes Buck to take action and fight back. Have students analyze how Buck’s actions (*provoking Spitz and impacting the team*) propel the action of the story.



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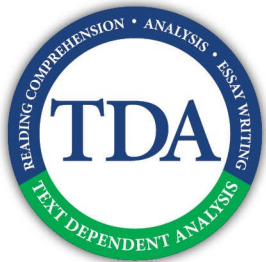
- Using the dialogue and incident, have students describe Buck and Spitz using indirect characterization.
- Direct students to read a section or chapter of a text (e.g., Chapter 2 of Mark Twain's [The Adventures of Tom Sawyer](#)). Then, have students make a list of the dialogue/incidents that occur in the chapter and describe how the dialogue/incidents helped to advance the actions.
- Using the dialogue and incidents, students write a character analysis of Tom Sawyer.



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

1.3.8.D: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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 Narrator's/character's perspective</p> <ul style="list-style-type: none"> - Objective narrator - Subjective narrator - Omniscient narrator - Limited narrator - Unreliable narrator <p>Reader's perspective Irony</p> <ul style="list-style-type: none"> - Dramatic irony - Verbal irony - Situational irony <p>Suspense Humor</p> <p>Example analysis question: How did the author's use of irony create suspense/humor?</p>	<ul style="list-style-type: none"> • point of view is the perspective which refers to how the different characters in a story or the narrator understand themselves and the world around them • narrative text can be told from a first-person point of view or perspective of the narrator to make readers feel like they are a part of the story • narrative text can be told from a third-person point of view • some characters have similar points of view while others have opposing points of view • point of view/perspective is revealed through word choice in dialogue and narration • mood pertains to the emotion evoked in the reader by the author's word choice, setting, imagery, character's reactions, and conflict • perspective affects the tone of the story • irony is the opposite of what is expected • verbal irony is when the character says one thing but means the opposite • dramatic irony is when the reader understands more about the events than a character/narrator 	<ul style="list-style-type: none"> • determine the type of narration using evidence as support • identify the author's word choice, considering shades of meaning, make inferences about the author's/character's point of view/perspective about the topic, theme, and/or 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 (e.g., bullying, friendship) or central message using text evidence • identify the different types of irony within text and explain how it impacts the reader • explain and analyze how point of view/perspective impacts the meaning and plot of the story • explain and analyze how the author's use of irony impacts the meaning and plot of the story, including creating suspense or humor



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	<ul style="list-style-type: none"> • situational irony is when what actually happens is the opposite of what is expected • suspense is when the reader is uncertain or tense about the outcome of events • humor is when the characters and/or situations seem funny, amusing, or ridiculous 	
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
<p>Perspective</p> <ul style="list-style-type: none"> • Ask students to write a short description of an event that occurred in class from various perspectives (e.g., <i>objective, subjective, omniscient, limited, unreliable</i>). Have students share the event and discuss how different narrators treat the same situation. Ask students to consider how these different perspectives resulted in differing versions of the same story. Engage students in a discussion of how the different perspectives impacted the listener/reader. • Create an anchor chart identifying the narrator’s perspective (<i>objective, omniscient, limited, unreliable</i>) and as students read texts, have them record the perspective with evidence. Use various texts, movie or video clips to ensure understanding (e.g., <i>Shawshank Redemption is third person omniscient because he knows everything about the characters; The War of the Worlds is first person point of view with an unreliable narrator because the events are exaggerated; To Kill a Mockingbird is first person limited point of view since the main character presents a story based on what she sees and hears</i>). <p>Irony</p> <ul style="list-style-type: none"> • Ensure that students understand the meaning of irony. Possible videos to support this instruction include: <ul style="list-style-type: none"> ○ Situational irony video ○ Verbal irony video ○ Dramatic irony video • Provide students with the lyrics of Alanis Morissette’s song <i>Ironic</i>. Play the song and/or have students read the lyrics. In small groups ask students to discuss whether the song includes irony given the definitions and explanations of the different types of irony. <i>[Note: the song does not contain any irony.]</i> • Provide students with a text (e.g., <i>The Lottery by Shirley Jackson</i>). Model while thinking aloud, and engaging students, during the reading of the text to identify the type of irony in the story (<i>situational irony- making the reader believe the short story is going to be peaceful when it is actually a cruel story</i>). Discuss the author’s word choice and description of the title, setting (e.g., <i>“The morning of June 27th was clear and</i> 		



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sunny.”), and characters (e.g., “*round face, jovial man.*”) and the mood that is created for the reader through these words. After reading the ending, analyze how the situational irony created suspense as readers await what is going to happen given the initial positive descriptions ending in a horrific event.

- Provide small groups of students with various texts with either situational, verbal, or dramatic irony. Have students identify the narrator’s or character’s perspective, the type of irony, and whether the irony creates humor or suspense and record on an organizer. For example:

Text	Perspective	Type of Irony	Effect of the Irony
<i>The Tell-Tale Heart</i> by Edgar Allan Poe	Unreliable narrator	Dramatic irony	Suspense
<i>Charles</i> by Shirley Jackson	Limited narrator	Situational irony	Humor
<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by R.L. Stevenson (excerpt)	Limited narrator	Situational irony Verbal irony Dramatic irony (depending on the selected excerpt)	Suspense Humor

Ask students to provide evidence and an explanation to support the perspective, type of irony, and effect of the irony.

- Create a two-column organizer and as students read a text with irony ask students to add to the first column examples/evidence of irony and in the second column examples/evidence that reveals the impact of the narrator’s perspective on the reader. Discuss, as a whole group, the main misunderstanding of the story, when the reader is first alerted to the misunderstanding, when the characters realize the mistake, and to identify the most humorous or suspenseful moments in the text and how these instances are impacted by the type of irony.
- Model and engage students, while thinking aloud, in analyzing how the author’s use of irony impacts the meaning and plot of the story, including creating suspense or humor:
 - how the characters’ points of view/perspective were introduced,
 - when the points of view/perspectives are similar or different,
 - how the narrator’s perspective impacts the reader,
 - when the author introduces irony,
 - how the irony impacts the reader.



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

1.3.8.E: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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 - Drama <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 authors' use of a linear and nonlinear structure develop a coherent plot/theme 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 providing a wider version of a story's theme <ul style="list-style-type: none"> - used to increase tension or disorient the audience - can include the use of flashbacks, flash-forwards, or subplots 	<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 • identify and explain the use of different nonlinear structures • 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 • compare and contrast the impact of a linear structure and a nonlinear structure on the story's plot or theme • analyze how the structure of a narrative text develops the story plot or theme



The Thompson TDA Model

	<ul style="list-style-type: none"> • a plot is the chain of events covered in a text and a story is the entire tale of a given fictional text • elements of a story, drama, and poem interact to develop the plot 	
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
<p>Story Structure</p> <ul style="list-style-type: none"> • Engage students in completing a graphic organizer for a linear narrative structure, ensuring that students are able to identify exposition, inciting moment (<i>complicating action</i>), rising action, climax, falling action, and resolution. Point out that the exposition is where the author introduces the main character and setting. • Explain the framework of the nonlinear narrative structure: <ul style="list-style-type: none"> ○ 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. ○ Nonlinear structures can include parallel plots that converge or emphasize a theme. • Use two texts such as <i>The Diary of Anne Frank: A Play</i> by Frances Goodrich and Albery Hackett and <i>The Diary of a Young Girl</i> by Anne Frank. Compare the structure of the play and the autobiography as well as the information presented by both texts. Discuss how each text impacts the plot and/or theme. • 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., <i>nonlinear structure-excerpt from Forest Gump, Up Cars</i>). 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 and how they contribute meaning to the plot. <ul style="list-style-type: none"> ○ 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 comparing how the structures reveal information about the characters, plot, and/or theme (e.g., <i>nonlinear structure-Wonder</i> by R.J. Palacio; <i>Alice in Wonderland</i> by Lewis Carroll). 		



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- 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 videos and/or read 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?*
- 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 linear and 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

1.3.8.F: Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

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</p> <ul style="list-style-type: none"> - Denotation - Connotation <p>Figurative language</p> <p>Plot</p> <p>Theme</p> <p>Tone</p> <p>Example analysis question: How does the interpretation of the figurative language and connotative meaning of the author's word choice contribute to the plot development/theme/tone?</p>	<ul style="list-style-type: none"> • difference between denotation (<i>literal dictionary definition</i>), connotation (<i>an idea or feeling that a word invokes in addition to its literal meaning</i>), and figurative language/ nonliteral meaning (<i>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 • determining connotative meaning using context clues • 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 	<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 • interpret figurative language and explain the purpose of the figurative language to develop the meaning of the text • analyze and explain how an author's word choice impacts the tone, plot development, or theme of the text



The Thompson TDA Model

	<p>recognize the importance of the message</p> <ul style="list-style-type: none"> o imagery – use of words to create a picture in the reader’s mind 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 <ul style="list-style-type: none"> • interpreting the author’s word choice, including figurative language, impacts the plot development, theme, and/or tone of the text 					
<p>Instructional Strategies Leading to Analysis <i>While reading narrative text...</i></p>						
<p>Author’s Word Choice, Connotation, and Figurative Language</p> <ul style="list-style-type: none"> • Model and annotate, while thinking aloud, using decoding and context clues to make meaning of author’s word choice. <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>). o Have students underline the adjectives and action verbs. Have students infer and discuss the connotation of the words determining a positive or negative connotation and have them categorize them on a chart. For example, when reading the first four lines of Oh Captain! My Captain! By Walt Whitman students would record the adjectives and verbs such as: <table border="1" data-bbox="327 1141 1495 1328" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Words/Phrases with a Positive Connotation</th> <th style="text-align: center;">Words/Phrases with a Negative Connotation</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - prize is won - hear bells - exulting - following eyes - steady </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - fearful - weather’d - grim and daring </td> </tr> </tbody> </table> <ul style="list-style-type: none"> o Point out words that paint different pictures in the mind of the reader. Ask students to discuss what the author wants them to understand about the tone. For example, the description shows both a difficult and celebratory tone. o Then ask students to reread to look for specific details that reveal clues to the meaning of the text. 			Words/Phrases with a Positive Connotation	Words/Phrases with a Negative Connotation	<ul style="list-style-type: none"> - prize is won - hear bells - exulting - following eyes - steady 	<ul style="list-style-type: none"> - fearful - weather’d - grim and daring
Words/Phrases with a Positive Connotation	Words/Phrases with a Negative Connotation					
<ul style="list-style-type: none"> - prize is won - hear bells - exulting - following eyes - steady 	<ul style="list-style-type: none"> - fearful - weather’d - grim and daring 					



The Thompson TDA Model

- 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 and/or theme of the text (e.g., *metaphor: she has a heart of gold, interpretation: gold is precious, pure and valuable, so a person with a heart of gold is sincere and kind.*)
 - Provide a lesson on metaphors, analogies, and allusions, using examples, and discussing how each type of figurative language contributes to the tone and meaning of the text.
 - Instruct students on how figurative language contributes to the tone and meaning of a text including:
 - provide emphasis, comparisons, and humor
 - explain an abstract idea
 - advance the plot
 - create an emotional reaction
 - Read aloud text which uses the different figurative language and discuss how each word/phrase contributes to tone and the meaning of a text. For example, the metaphor, *My love for you is a raging fire*, adds emotional intensity as compared to the statement, *I love you very much*.
- 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, words with connotations in another color, and literal words and phrases in a third color. Engage students in discussing how the author's word choice contributes to the characterization and meaning of the theme.
- 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.
 - Have students 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 in writing an analysis paragraph/essay showing the interrelationship between the connotative meaning of words/figurative language and tone.



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

1.3.8.G: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Filmed production Live production Elements of a filmed or live production</p> <ul style="list-style-type: none"> - Acting (body language, tone of voice) - Lighting - Colors - Sound - Music - Scenery - Costumes - Props <p>Elements of a written text or script</p> <ul style="list-style-type: none"> - Narration and dialogue - Author's word choice (<i>tone, mood</i>) - Elements of a plot <p>Example analysis question: How did the directors' choices/actors' portrayal of a story/drama contribute to and/or detract from the meaning of a written story?</p>	<ul style="list-style-type: none"> • a filmed production is when actors perform on a set in front of a camera; the production is filmed, edited, and made into a movie that the audience later views on a screen • a live production is when actors perform on a stage in front of an audience • tone is the attitude that an author takes toward 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 • elements of a filmed or live production provide details that contribute to the meaning of a story, tone, or mood • criteria for evaluating the impact of the elements of a filmed or live production on the meaning of a story, tone, or mood 	<ul style="list-style-type: none"> • compare and contrast a written text to a filmed or live production • explain and analyze how aspects of narration (<i>author's word choice</i>) emphasize a character/setting/plot/mood • explain different elements of a filmed or live production and how they emphasize/detract from a character/setting/plot/mood • explain and analyze how aspects of filmed or live production (<i>author's word choice</i>) reveal a change in the characters/setting/plot/tone/mood • identify and use criteria for evaluating the impact of the elements of a filmed or live production on the meaning of a story, tone, or mood • explain and analyze how elements of a filmed or live production work together to contribute to and/or detract from the meaning of text
<p>Instructional Strategies Leading to Analysis <i>While reading narrative text...</i></p>		



The Thompson TDA Model

Evaluation and Analysis of Choices Made for a Filmed or Live Production

- Ensure students understand literary elements including plot, characterization, setting, conflicts, figurative language, word choice and its impact on tone and mood.
- Instruct students on the elements of a filmed or live production and discuss the ways in which they could impact plot, setting, characterization, and/or description. For example:
 - Films can convey large visuals in detail (e.g., *setting of the Lord of the Rings*).
 - Films can create a sensory spectacle (e.g., *sights and sounds from Harry Potter*).
 - Poor acting can create an unbelievable or weak character.
 - Internal conflicts are difficult to see in a filmed or live production.
- Engage students in reading an excerpt from a text while examining the plot, characterization, setting, conflicts, figurative language, word choice and its impact on tone and mood. Share an excerpt from a film or play adapted from the text. Identify and discuss the differences between the two excerpts, creating a three-column chart. For example:

<i>The Hunger Games Text</i>	<i>Differences</i>	<i>The Hunger Games Movie</i>
First person point of view / perspective of Katniss	Perspective of the story – movie includes a lot of things the book mentions in passing.	Third person omniscient
Katniss is given the pin by the mayor’s daughter, Madge.	Mockingjay pin is symbolic of the Capitol’s failure.	Katniss finds the Mockingjay pin at a rummage sale, but there’s no explanation of why the pin would be considered inflammatory towards President Snow and the ruling class.
Haymitch tells Katniss to do exactly what the stylists want, as they are there to help her attain sponsors.	The make-over is a big part of Katniss’s personality.	Katniss is sent into “grooming” without any context whatsoever.

- Engage students in creating a list of criteria by which the different formats of a story can be evaluated for best providing an author’s characterization, setting, conflicts, and/or desired tone or mood.
- Model and engage students while thinking aloud, making inferences about how the change from the book to the movie impacts the characterization, setting, conflicts, and/or desired tone or mood. For example, in the movie version of *The Hunger Games* Katniss receiving the pin from the mayor’s daughter doesn’t set up District 12’s Mayor as being somewhat human and doesn’t show why the Mockingjay symbol matters which impacts the characters and their motivations.
- Model and engage students, while thinking aloud, in writing an analysis paragraph/essay on how directors’ choices/actors’ portrayal of a story/drama contribute and/or detract from the meaning of a written story using the evaluation criteria previously identified.