



First 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



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First Grade: Reading Informational Text

1.2.A Reading Informational Text – Key Ideas and Details: Main Idea		
1.2.1.A: Identify the main idea and retell key details of text.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Main idea Key details (<i>facts</i>) Example analysis question: How did the author use the key details to support the main idea?	<ul style="list-style-type: none"> • topic of a text • meaning of main idea as the most important thought/statement about the topic • key details are words or phrases that tell the most important information about the main idea 	<ul style="list-style-type: none"> • recognize and/or identify the topic of a text using illustrations and words • recognize and/or identify the main idea of a text using illustrations and words as support • recognize and/or identify key details or facts
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
<p>Topic/Main Idea</p> <ul style="list-style-type: none"> • Model and engage students, while thinking aloud, in identifying the topic of a text by examining the front cover illustrations, captions, and text titles. • Point out section titles, words in bold, and illustrations to engage students in identifying the main idea of a text. • Provide opportunities for students to identify the main idea by scaffolding with sentence starters, such as: <i>“The main idea is that...”</i>. <p>Key Details</p> <ul style="list-style-type: none"> • Point out repeated words and/or phrases throughout the text to support identifying key details. • Write and/or provide pictures/illustrations of the main idea and key details from a text on sentence strips. After reading the text, read the strips with students and have them identify which is the main idea and which are key details. These can be placed in a pocket chart, arranged in sequential order, and used for the teacher and the students to retell the main idea/details several times during the study of the text. • Create a list of details for a selected text. After reading the text, have students sort which details support and which do not support the main idea. Have students explain why they selected the details for each category (<i>belong/don't belong</i>). • Use a list of details and illustrations for a selected text and have students explain how a key detail supports the main idea. 		



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

1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Individuals Events Ideas Details of information Example analysis question: How did the author show a connection between two individuals/events/ideas/pieces of information?	<ul style="list-style-type: none"> individuals are real people and have similarities to the characters in realistic fiction events are an occurrence that happens as part of a time-order sequence time-order sequence includes what happened first, second, third, last vocabulary that supports time-order sequence (<i>e.g., first, after that, then, and finally</i>) ideas are statements about the topic of the informational text language used to connect pieces of information, ideas, events, or individuals (<i>e.g., similarities, differences, changes</i>) individuals, events, ideas, or facts can be connected 	<ul style="list-style-type: none"> identify individuals and key details about an individual in a text identify events and details about an event in a text identify time-order sequence words identify events in sequential order identify the topic of a text make inferences about individuals, events, ideas, or details based on text evidence and background knowledge identify and describe a main idea statement about the topic in a text identify and describe the details (<i>e.g., facts that support the main idea</i>) in a text identify and use vocabulary for making connections describe connections between individuals, events, main ideas, and/or details in a text

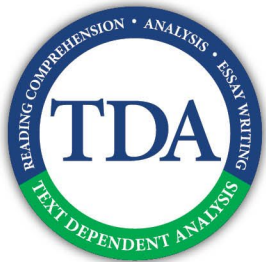
Instructional Strategies Leading to Analysis

While reading informational text...

Vocabulary for Connecting Two or More Individuals, Events, Ideas or Pieces of Information

- Point out words and phrases that show connections (*e.g., compare/contrast, including those identified below, changes*).

Comparing	Contrasting
<ul style="list-style-type: none"> Both Alike 	<ul style="list-style-type: none"> Different But



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- Similar
- The same
- Just like
- Also
- Too
- As well as

- However
- While
- Unlike
- On the other hand
- In contrast
- Although

- Model and engage students, while thinking aloud, in making connections using compare/contrast words and phrases.
- Model and engage students, while thinking aloud, in using words and phrases that describe how something changes (*e.g., Before fall, the weather is warm and the leaves on the trees are green. After it is fall, the weather turns cold and the leaves turn different colors and fall off of the trees.*).
- Provide opportunities for students to use words and phrases showing connections by scaffolding with sentence starters, such as: “*One way they are both the same is they both...*” “*One way they are different is...*”.
- Create and use an anchor chart of words and phrases that show connections and add to the chart when new words/phrases are encountered.
- Use the compare/contrast vocabulary in other content areas and with various texts.

Connecting Individuals in Informational Text

- Point out and engage students in describing the connection (*e.g., similarities/differences*) between two individuals in an informational text (*e.g., they both liked to play baseball, one person played in the Major League, but the other person played in their neighborhood group*).
- Point out connections between individuals in a text (*similarities/differences or how a person changes over time*). Engage students in recognizing and identifying connections.
- Create three-column charts to model making connections (*e.g., similarities/differences*) between individuals in a text (*e.g., George Washington and Abraham Lincoln*).

Connecting Events in Informational Text

(Refer to Standard 1.2.1.E for teaching time-order of a text.)

- Create a timeline of events with the students. Stop periodically to ask if information should be added to the timeline.
- Use the timeline of events to point out a connection between two different events (*e.g., invention of airplane and travel to different parts of the country and world*).
- Engage students in identifying a connection between two different events (*e.g., Christmas and Hanukkah*).

Connecting Ideas in Informational Text

(Refer to Standard 1.2.1.A for teaching main idea and key details.)



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- Ask students, after reading several texts, to share and explain a connection they notice about different main ideas and key details (*e.g., we have rules to keep us safe and help everyone get along--there are classroom rules, playground rules, cafeteria rules; we also have laws to keep us safe and help everyone get along--there are laws in the city, laws in the state, and laws in our country*).



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

1.2.1.E: Use various text features and search tools to locate key facts or information in a text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Text features Key details (<i>facts/information</i>)</p> <p>Example analysis question: How did the author use different text features to show the main idea or details of a text?</p>	<ul style="list-style-type: none"> ● purpose of grade-appropriate text features, such as: <ul style="list-style-type: none"> ○ table of contents – tells about the different sections of the text and on what page each section begins ○ glossaries – defines words found in the text that might be difficult ○ headings – words and phrases that help to organize information and lets the reader know what the page/section is about ○ bolded words – important words defined in the glossary ○ pictures or diagrams – visual of content ○ labels – words that describe the parts of a map, chart, photograph, diagram, illustration ○ captions – sentence describing a picture, illustration, or diagram ○ maps – a picture showing where something is located ○ charts and tables – information displayed in an organized way ● purpose of grade-appropriate search tools <ul style="list-style-type: none"> ○ electronic menus – online resource to locate information 	<ul style="list-style-type: none"> ● identify and explain the purpose of a text feature to locate information (<i>e.g., heading, table of contents, electronic menus, icons</i>) ● identify and explain the purpose of a text feature to gain additional information (<i>e.g., photographs, pictures, illustrations labels, captions, maps, diagrams, charts, tables, glossaries</i>) ● use text features and search tools for appropriate purposes



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	<ul style="list-style-type: none"> o icons – a graphic or visual representation of something that helps to locate specific information • text features are used to locate and gain additional information • key details are words or phrases that tell the most important information about the main idea 	
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
<p>Text Features</p> <ul style="list-style-type: none"> • Point out different text features when reading informational text; after reading, engage students in a discussion on whether the features helped them locate key details or gain additional information. • Provide students with various text features on index cards or sentence strips and have them sort by those that help to locate information or gain additional information. • Have students write and illustrate their own informational pages using text features. Ask students to explain how the text features show the main idea and key details. • Use photocopied pages of texts and have students enhance the page by adding text features. Engage students in explaining the use of text features to show the main idea and key details. • Engage students in a discussion of how a text feature supported their understanding about a key detail. 		



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

1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Content vocabulary Academic vocabulary</p> <p>Example analysis question: How did the author use text features to show the meaning of words and phrases?</p>	<ul style="list-style-type: none"> • meaning of a question and a statement to answer a question • key words for forming a question (<i>e.g., what, which, when, where, who, how</i>) • words have meaning • when a word is unknown • strategies and resources to help identify unknown words 	<ul style="list-style-type: none"> • identify unknown words and phrases in a text • ask questions to determine or clarify the meaning of unknown words and phrases using key question words • answer questions about unknown words and phrases to determine or clarify their meaning • use prior knowledge, content knowledge, and text features (<i>e.g., illustrations, captions, bolded words, headings</i>) to predict/determine the meaning of unknown words and phrases • use phonics, word analysis clues, and other strategies (<i>e.g., root words, affixes, homophones, synonyms, antonyms</i>) to make meaning of unknown words and phrases • use resources (<i>e.g., picture dictionaries, Word Walls, word banks, anchor charts</i>) to identify the meaning of unknown words and phrases
<p>Instructional Strategies Leading to Analysis <i>While reading informational text...</i></p>		
<p>Asking/Answering Questions for Unknown Words Ensure students understand the difference between statements and questions.</p> <ul style="list-style-type: none"> • Model and engage students, while thinking aloud, in using strategies to identify words/phrases and their meaning that may be unknown to students. 		



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- Model and engage students, while thinking aloud, in asking questions about unknown words.
- Create anchor charts or word webs of words and phrases commonly unknown by students.
- Model and engage students, while thinking aloud, in annotating text (*highlight, circle, Wikki Stixs, to mark context clue words*), using prior knowledge, text features (*illustrations, and captions, bold words, headings*), context clues (*repeated words, surrounding words*), phonics and word analysis clues (*root words, affixes, homophones, synonyms, antonyms*), and/or resources (*e.g., picture dictionaries, Word Walls, word banks, anchor charts*) to predict and confirm word meaning to answer questions about unknown words.
- Engage students in pairs to ask and answer questions about unknown words from a text.
- Engage students in annotating the text to determine the meaning of unknown words and phrases.

Using Unknown Words to Connect Information

- Point out vocabulary used to compare/contrast information.
- Model making connections using compare/contrast words and phrases.
- Model using unknown words and phrases that show connections in informational text.
- Provide opportunities for students to use words and phrases showing connections using sentence starters to scaffold: “*One way they are the same is they both...*” “*In contrast,...*”.
- Create an anchor chart of words and phrases that show connections and add to the chart when new words/phrases are encountered (*e.g., Rabbits **dig holes or burrow** in the ground. – the word **burrow** may be unknown, the word **or** shows a connection to **dig holes**; they have similar meanings*).



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

1.2.1.G: Use the illustrations and details in a text to describe its key ideas.

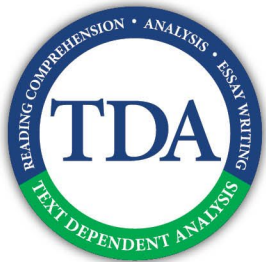
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Pictures/Illustrations Key details Main idea Example analysis question: How did the author use words and pictures/illustrations together to explain the main idea and key details?	<ul style="list-style-type: none"> • differences between the words and pictures/illustrations • words and pictures/illustrations can provide the same and different information • words and pictures/illustrations can provide details or directions 	<ul style="list-style-type: none"> • use illustrations/pictures to retell and orally describe key details and main idea • follow text and pictorial directions (<i>e.g., steps in a simple craft, recipes, science experiment</i>) • match the pictures/illustrations to the words on a page • answer questions posed about the words and pictures/illustrations
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
Words and Illustrations/Pictures <ul style="list-style-type: none"> • Share a wordless informational text (<i>e.g., One Little Bag by Henry Cole, Flotsam by David Wiesner, Flashlight by Lizi Boyd</i>) with students, and with each page, have students orally tell the information, citing exactly what they see or what is happening in the pictures. Record the information on chart paper or sentence strips. • Use the wordless informational text to have students find evidence in the pictures for the words that were recorded (<i>precursor to locating text evidence</i>). • Share a picture with students (<i>e.g., photograph of fish in a pond or animals in a barn</i>). Have students talk about what they see and scribe their words once they have come to some agreement. Encourage students to identify what they see explicitly and what they think the picture means (<i>precursor to implicit and explicit evidence</i>). Discuss how the pictures and words are important. • Have students write and/or illustrate their own informational page (<i>life cycle of a butterfly</i>). Encourage students to write as much as they can about the picture/illustration/. Provide students with the opportunity to share their picture/illustration with another student or group of students. Have students ask questions about the picture/illustration, then have the presenting students explain how their pictures and words work together to give a more complete understanding of what the information is about. • Identify key details (<i>words and phrases</i>) from a text and have students examine the pictures/illustrations to determine if they tell the same key details, tell different key details, or extend the key details. Discuss how both the words and pictures/illustrations are important to understand the main idea. 		



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Key Details and Diverse Media

- Read a text and share a video clip about the same topic. Engage students in discussing the main idea of each and how they express the key details in same/different ways.
- Use the text and video clip about the same topic having half of the class identify the main idea and details of the text and the other half identify the main idea and details of the video clip. Engage students in comparing/contrasting how the main idea and details are communicated in each.



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

1.2.1.H: Identify the reasons an author gives to support points in a text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Author's purpose Topic Key point(s) Reasons/details Example analysis question: How did the author's supporting reasons describe the key point of the text?	<ul style="list-style-type: none"> author's purpose for writing informational text (<i>inform, persuade, entertain</i>) authors can make multiple key points about a topic reasons the author includes to support the key point text details can be made clear through the use of text features and specific vocabulary 	<ul style="list-style-type: none"> identify the author's purpose for writing the text identify reasons/details and explain how they are important to the topic identify the pictures/illustrations and explain how they support the author's purpose, key points, and reasons identify and explain how the author's word choice supports the purpose, key points, and reasons

Instructional Strategies Leading to Analysis

While reading informational text...

Topic, Key Points, and Reasons

- Model and engage students, in using appropriate vocabulary, identifying key points and clarifying reasons, and explaining why author's include specific points (*supports finding text evidence*).
- Highlight key details the author includes and engage students in explaining how the details support the topic and key point.
- Highlight pictures/illustrations the author includes and engage students in explaining how they support the topic and key point.
- Have students examine the pictures/illustrations for evidence that supports the key points.
- Create a chart of a key point from a text and guide students to identify reasons/evidence (*words and pictures/illustrations*) to support the key point. Example chart ([Butterfly Conservation website](#)):

Key Point: <i>Butterflies are important insects.</i>

1. <i>People enjoy seeing butterflies.</i>
--

2. <i>The life cycle of butterflies is a wonder of nature.</i>
--

3. <i>Butterflies show that the environment is healthy.</i>

Engage students in a discussion about how the reasons support the key point.



First Grade: Reading Literature

1.3.A Reading Literature – Key Ideas and Details: Theme		
1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Character Key details/problem/events (<i>about the character</i>) Sequence of events Central message/lesson Example analysis question: How did the author use key details about the character (<i>thoughts, actions, words, feelings</i>) to show the central message of the story?	<ul style="list-style-type: none"> stories include events which are retold in sequential order (<i>beginning, middle, and end</i>) key details are important information about a main character key details are important information about the events that lead to a solution of a main character's problem inferences use text evidence and background knowledge to predict why a character behaves in a certain way central message or lesson is learned by what the characters think, say, do, and feel central message is the big idea about the story lesson is what the author wants the reader to learn 	<ul style="list-style-type: none"> sequentially retell the events from the beginning, middle, and end of a story identify a main character's problem identify important key details about a main character's thoughts, actions, words, and feelings make inferences about the main character's thoughts, actions, words, and feelings and how they respond to a problem identify a central message or lesson using evidence and inferences about the problem in a story
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
Retelling <ul style="list-style-type: none"> Model and engage students, while thinking-aloud during read-alouds, in using appropriate academic vocabulary related to story structure and reading elements (<i>e.g., beginning, middle, end, retell, key details, character, problem, events, solution, central message, lesson</i>). 		



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- Model and engage students in the use of beginning, middle, end graphic organizers and select key details/events related to the main character for use on the organizer.
- Model and engage students, while thinking-aloud, in retelling the story using the key details (*character, problem, solution*) from a graphic organizer including an opening statement about the story, the key details, and a concluding statement.
- Engage students in orally retelling a story with a partner using key details (*character, problem, solution*) from a graphic organizer (*note: the key details may be determined as a whole or small group*).

Character's Thoughts, Actions, Words, and Feelings

(Refer to Standard 1.3.1.C for teaching story elements.)

- Model and engage students, while thinking-aloud, in creating a chart that categorizes the main character's thoughts, actions, words, and feelings.
- Point out the problem, events, and solution, and how the character responds throughout the story.
- Model and engage students, while thinking aloud, in annotating the character's thoughts, actions, words, and feelings in response to the problem, events, and solution of the story.
- Engage students in making inferences about the meaning of the character's thoughts, actions, words, and feelings throughout the reading of a story.

Central Message or Lesson

- Explain the meaning of a central message or lesson.
- Model and engage students, while thinking aloud, in how the key details about the character's thoughts, actions, words, and feelings about a problem and solution show the central message of the story or the lesson the author wants the reader to learn.
- Engage students in using the character's thoughts, actions, words, and feelings about a problem, events, and solution as evidence to determine a central message of the story or lesson the author wants the reader to learn.



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

1.3.1.C: Describe characters, setting, and major events in a story, using key details.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Characters and characters' reactions Setting Major events Key details Example analysis question: How did the author use major events to cause a reaction or change in the character?	<ul style="list-style-type: none"> • characters are the person, animal, or inanimate object represented in the story • characters can be described based on physical characteristics and behaviors often related to a problem and solution • setting is the physical location and time that the story takes place • setting impacts the behavior of characters • events are major occurrences that take place in the beginning, middle, and end of a story • characters react to different events in the story • characters can change due to different events in the story 	<ul style="list-style-type: none"> • identify the main character(s) and supporting characters • explain how the main character and supporting characters get along • describe the main character based on physical characteristics and behaviors related to a problem and solution • describe the setting of the story using key details as text evidence • explain how the setting impacts the behavior of the main character • identify the major events from the beginning, middle, and end of a story • explain how the main character reacts to major events that occur
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
Describing Story Elements <ul style="list-style-type: none"> • Model and engage students, while thinking aloud during read-alouds, in using appropriate academic vocabulary related to reading elements and story structure (e.g., <i>beginning, middle, end, character, setting, major events</i>). • Model using graphic organizers and annotations to identify reading elements and supporting evidence. • Utilize an “I do, we do, you do” approach by modeling and engaging students, while thinking aloud, in using graphic organizers to: <ul style="list-style-type: none"> o Identify and describe the characteristics and behavior of the main character at the beginning of the story based on a problem, using text evidence and inferences. o Describe how other characters make things better or worse for the main character using text evidence and inferences. o Describe the characteristics and behavior of the main character at the end of the story based on a solution, using text evidence and inferences. o Describe the major events that impacted the main character using text evidence and inferences. 		



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- o Describe the setting of the story and how the story impacted the events and characters.



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

1.3.1.D: Identify who is telling the story at various points in a text.

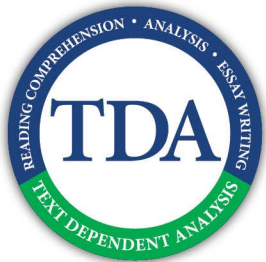
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Narrator’s point of view/perspective Character’s point of view/perspective Example analysis question: How did the narrator/character show their perspective about the event/situation?	<ul style="list-style-type: none"> different characters in a story can have different perspectives characters can tell a story unknown narrators (<i>authors</i>) can tell a story when different characters are telling the story by using the dialogue when a narrator is telling a story using narration 	<ul style="list-style-type: none"> identify who is telling the story based on dialogue and/or narration identify the person telling the story using the point of view identify what the character is thinking and feeling based on the character’s perspective identify the narrator’s perspective based on narration

Instructional Strategies Leading to Analysis

While reading narrative text...

Point of View/Perspective

- Model and engage students, while thinking aloud, in identifying and naming who is telling the story using dialogue and quotation marks, and narration as evidence.
- Model during read-alouds changing the speaking voice for each character and the narrator when reading dialogue. Explain why the selected “voice” was used for each character and the narrator.
- Play a video that shows when different characters/narrator are speaking (e.g., [Children Make Terrible Pets](#) by Peter Brown). Point out how the words of the character/narrator tell their perspective of the event.
- Discuss who is telling a story and locate examples in the text when the storyteller changes.
- Engage students in identifying which character(s) or narrator are telling the story and explaining how they know.
- Discuss the narrator’s and/or each character’s perspective about the event or situation in the story.
- Engage students in writing a story as the narrator and discuss the role of the narrator.



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

1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Genre characteristics Genre structure Poetry characteristics Poetry structure Example analysis question: How did the authors use different types of texts to provide different information about a topic?	<ul style="list-style-type: none"> fiction describes imaginary events and people different genres of fiction have similar reading elements but can have different characteristics literary non-fiction is factual, based on real events and/or people picture books are a story told through pictures poetry tells a story or expresses feelings and ideas using rhythm and rhyme 	<ul style="list-style-type: none"> differentiate between fictional and non-fictional texts identify the genre of a text and provide evidence as support identify and explain the characteristics of a fiction text in different forms and presentations (<i>e.g., picture books, fairy tales</i>) identify and explain the characteristics of non-fiction texts compare/contrast characteristics of narrative and informational texts compare/contrast a narrative and informational text that appears to have the same subject

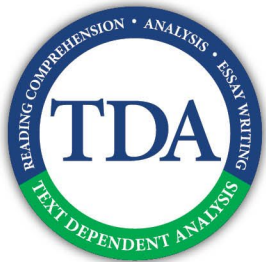
Instructional Strategies Leading to Analysis

While reading narrative text...

Characteristics and Structure: Fiction

- Use a variety of different genres (*e.g., folktales, realistic fiction, fairytales*) and point out how they represent fictional text.
- Create an anchor chart identifying characteristics of different genres, for example:

Picture books	Fairy Tales	Realistic Fiction	Informational Text
Illustrations are the major focus	Characters are one-dimensional (<i>rarely change</i>)	Real situations (<i>friendships, family, handicapping conditions, courage, and identity</i>)	Factual informational supported by details, examples, definitions



The Thompson TDA Model

Illustrations guide the reader to focus on important aspects of the text	Time and place are generic (e.g., “Once upon a time in a faraway castle...”)	Plot (<i>characters, setting, problem, events, solution</i>) reflect those found in real life	May include history and geography, science and nature, hobbies and crafts, experiments, discoveries, and how things work
	Story line is frequently a series of recurring actions	Can include humor	Includes text features to clarify information
	Endings are generic (e.g., “They lived happily ever after.”)	Endings are not always happy	Follows a logical structure – table of contents, headings, subheadings

- Have students identify which characteristics are reflected in the text to determine the genre of the text as texts are read.
- Use a featured author study (e.g., *Pat Hutchins*) to point out similar beginning, middle, and endings of a story, and/or a problem, events, and a solution.
- Model and engage students, while thinking aloud, in identifying key words that indicate the reading elements (*characters, setting, problem, events, solution*).
- Model and engage students, while thinking aloud, in identifying key words that indicate the structure of a story (*beginning, middle, end*).
- Engage students in recording beginning, middle, and end events, problem, and solution on a graphic organizer.

Poetry Structure

- Model and engage students, while thinking aloud, in how poems are structured (*short lines which may not be complete sentences, may not use punctuation, use of verses or stanzas*).
- Read a story and poem about the same subject/topic and record similarities and differences of how the information is told.
- Model and discuss how poetry is read using rhythm and rhymes.

Difference between Narrative and Informational Text

- Use daily reading logs for students and charts for read-alouds identifying whether the book is fiction, informational, or poetry.
- Select texts about the same topic and compare fiction and informational texts.
- Create two charts: *What Authors of Stories Do* (e.g., *make-up a story, include magic*) and *What Authors of Informational Text Do* (e.g., *give facts, include definitions*) and add to the list as texts are read aloud.
- Use sorting baskets for informational and literary texts—have students explain in which basket books should be placed.
- Compare/contrast fictional and information texts with a similar topic.



1.3.F Reading Literature – Craft and Structure: Vocabulary

1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Story vocabulary Feelings Senses Visualization Imagery: - Words and phrase that express feelings - Words and phrases that appeal to the senses Example analysis question: How did the author use the words and phrases to show how the character feels?	<ul style="list-style-type: none"> • different feelings • different senses (<i>sight, smell, taste, touch</i>) • words and phrases that express feelings • words and phrases that reflect the senses 	<ul style="list-style-type: none"> • identify words and phrases that express feelings in stories and poems • identify sensory words and phrases in stories and poems • identify the feelings and emotions of the main character using sensory and feeling words and phrases and inferences • explain how sensory words and phrases describe a character, setting, or event

Instructional Strategies Leading to Analysis

While reading narrative text...

Words and Phrases that Suggest Feelings or Appeal to the Senses

- Record sensory words and phrases on index cards and have students sort the words based on the senses (e.g., [I Hear a Pickle \(and Smell, See, Touch, and Taste it Too!\) by Rachel Isadora](#)).
- Prompt students, during reading, to identify examples of sensory words and phrases using questions such as:
 - What sense does this word appeal to?
 - The word _____ appeals to my sense of _____.
 - Why did the author use the word _____ to describe _____?
 - What does the author want us to think about here?
 - Look at the word _____. What sense would you use to experience this?
 - When I read _____, I used my sense of _____ to visualize it.
- Create an anchor chart and record examples of different sensory words and phrases when reading poetry. Have students refer to the chart during independent reading and writing.



The Thompson TDA Model

- Model, while thinking aloud, identifying sensory words and phrases that indicate a character's feelings about an event (*e.g., she was feeling blue; butterflies in my stomach*) or indicate their personality. Have students identify which sense the word or phrase indicates.
- Engage students in explaining the feeling that the sensory words and phrases suggest about a character's reaction to an event.



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

1.3.1.G: Use illustrations and details in a story to describe characters, setting, 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>
Illustrations Key details Characters Setting Events Example analysis question: How did the author use illustrations and key details to describe the character's behavior/importance of the setting/importance of the events?	<ul style="list-style-type: none"> different story elements (<i>characters, setting, events</i>) characters can be described based on physical characteristics and behaviors often related to a problem and solution setting can be described using the physical location and time that the story takes place events can be described as major occurrences that take place in chronological order words and illustrations provide key details about characters, setting, and events 	<ul style="list-style-type: none"> use illustrations and words to identify and describe the characters (<i>physical characteristics and behaviors</i>) use illustrations and words to identify and describe the setting (<i>place and time</i>) describe the events from the beginning, middle, and end using key details from the words and illustrations describe how illustrations and the written text are related but may tell something different

Instructional Strategies Leading to Analysis

While reading narrative text...

Connecting Illustrations and Written Text

- Model while taking a picture walk through a book, and tell the story using story elements (*character, setting, events*) based on illustrations.
- After reading the story, compare/contrast the written text with the illustrations. Have students discuss:
 - the extent to which the words match the illustrations.
 - how each (*written text and illustrations*) provides the details to help make meaning of the story.
- Guide students in using the illustrations to better understand the story, characters, plot, and their connection to the written word.
- Engage students in a sequencing activity of illustrations to retell the story. Compare the illustration sequencing with the written words.
- Have students match the words that would go with the pictures to help students understand that the pictures must match the text.
- Kid Writing activities:
 - Use a wordless book (*e.g., Fossil by Bill Thomson, Tuesday by David Wiesner, Trainstop by Barbara Lehman*) and have students write about what is happening in the story based on the illustrations.



The Thompson TDA Model

- o Have students create illustrations to match the written text from a story; compare to the illustrator's drawings.
- o Have students draw the setting as it changes throughout the story.
- Model annotating the text/illustrations by providing connections (*e.g., drawing an arrow from a character's face to the word that shows the emotion*).
- Engage students in annotating how illustrations match the author's written text.