



## Fourth 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.<sup>1</sup>

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<sup>1</sup> 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)<sup>2</sup>.

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.

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<sup>2</sup> 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.<sup>3</sup> 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.

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<sup>3</sup> See TDA Series: Grade Level Replacement Units



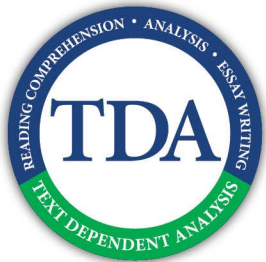
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## Fourth Grade: Reading Informational Text

| 1.2.A Reading Informational Text – Key Ideas and Details: Main Idea  |   |   |
|--|---|---|
| 1.2.4.A: Determine the main idea of a text and explain how it is supported by key details; summarize the text.   |   |   |
| Reading Elements for Analysis  | Underlying Knowledge<br><i>Students will know...</i>  | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>   |
| <p>Main idea<br/>Key ideas (<i>in paragraphs</i>)<br/>Key details (<i>text features, vocabulary, facts, events</i>)<br/>Summary</p> <p><b>Example analysis question:</b><br/>How did the author use the text structure/key ideas/details to support the text’s main idea?</p>  | <ul style="list-style-type: none"> <li>• topic of a text</li> <li>• meaning of main idea as the most important thought/statement about the topic</li> <li>• key ideas are the most important thought/statement within a paragraph</li> <li>• key details are words or phrases that tell the most important information about the key idea</li> <li>• structure of the key ideas and details reveals the text’s main idea</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• identify the topic of a text</li> <li>• identify key details in a paragraph</li> <li>• identify and explain the key idea of a paragraph using the topic sentence and key details</li> <li>• identify how the key details reveal a text structure</li> <li>• identify and explain the main idea of a text by using key ideas and details</li> <li>• use the main idea and key details to write a summary paragraph</li> </ul> |
| Instructional Strategies Leading to Analysis<br><i>While reading informational text...</i>   |   |   |
| <p><b>Key Ideas and Key Details</b></p> <ul style="list-style-type: none"> <li>• Point out topic sentences of paragraphs within texts. Explain that the topic sentence is usually the first sentence (<i>or ending sentence</i>) of a paragraph and reveals the key idea of the paragraph. Create a question using the topic sentence and have students identify and explain the key details in the paragraph that support the key idea question.</li> </ul> |   |   |



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- Provide opportunities for students to identify topic sentences and to use them to identify the key idea of the paragraph.
- Create a chart of the key ideas and details of a multiparagraph text. Model, while thinking aloud, how the key ideas and details support the identification of the text's main idea.
- Model annotating and have students annotate repeated words, phrases, and/or illustrations throughout a paragraph and full text to support identifying key ideas and/or main idea.
- Model and guide students on identifying important information versus interesting information by creating a two-column chart, such as:

| <b>Important Information</b><br>(Need to know to understand the topic) | <b>Interesting Information</b><br>(Not essential for understanding the topic) |
|--|---|
|  |   |

During reading, pause periodically and record an important piece of information or interesting detail and have students determine which column the statement belongs while providing justification. Engage students in using text features and text structure to justify decisions.

- Model and engage students in annotating the text to signal important information vs. interesting information.

### Main Idea

- Engage students in identifying the topic of a text by examining the front cover, illustrations, captions, and text titles.
- Model and engage students in using text features (*e.g., section titles, words in bold, recurring vocabulary, illustrations*) to make inferences about the main idea of a text. When making inferences about the main idea, ask students, *“What is the most important thing the author wants you to remember? Why do you think this?”*.
- Examine the signal words in the text and discuss how they signal a text structure, such as comparisons, chronological order, sequence, or process order (*refer to Standard 1.2.4.E for text structure*). Engage students in making inferences about the main idea using text structure.
- Create a chart of brainstormed main ideas and engage students in locating evidence that best supports a main idea.
- Model and engage students in completing a main idea and supporting key details [graphic organizer](#). For example:



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Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### Main Idea & Details

*(Describe the main idea of the topic and specify some details)*

Topic: \_\_\_\_\_

**Main Idea** *(What the text is mostly about)*

**Detail #1**

**Detail #2**

**Detail #3**

**Conclusion:**

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- Use section headings and/or topic sentences to create questions to help students locate key details that support the key idea of the paragraph.
- Engage students in discussing the key ideas and how they work together to determine a main idea of the entire text. For example:





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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Main Idea Graphic Organizers Worksheet**

Main Idea: (Key Idea #1 + Key Idea #2 + Key Idea #3)

Directions: Write the key idea and details of the reading.

Key Idea 1:

\_\_\_\_\_

Details:

\_\_\_\_\_

Key Idea 2:

\_\_\_\_\_

Details:

\_\_\_\_\_

Key Idea 3:

\_\_\_\_\_

Details:

\_\_\_\_\_

- Model writing a summary paragraph that identifies the main idea and supporting key details in sequential order, as well as an opening statement and conclusion.
- Engage students in orally summarizing an informational text with a partner using main idea and key details from a graphic organizer (*note: the key details may be determined as a whole or small group or independently*).
- Provide opportunities for students to practice writing a main idea-detail summary paragraph using a graphic organizer or annotated text.



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

### 1.2.4.C: Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

| Reading Elements for Analysis   | Underlying Knowledge<br><i>Students will know...</i>   | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>  |
|---|--|--|
| <p>Events<br/>Procedures<br/>Ideas<br/>Concepts<br/>Text structures</p> <ul style="list-style-type: none"> <li>- Chronological order</li> <li>- Sequential or process order</li> <li>- Cause and effect</li> </ul> <p>Vocabulary signaling text structure</p> <p><b>Example analysis question:</b><br/>How did the author show a connection between the key details and the events/concepts/steps in a procedure?</p> | <ul style="list-style-type: none"> <li>● series of events occurs in order of time</li> <li>● steps in a procedure occur as part of an order of process</li> <li>● concepts are a general statement about the topic</li> <li>● ideas are specific statements about the topic</li> <li>● vocabulary used to explain connections between <i>how</i> and <i>why</i> in events, procedures, ideas, or concepts</li> <li>● events, steps in a procedure, ideas, or concepts can be connected by how one event/step in a procedure/idea/concept influence another</li> <li>● the purpose and use of text structures is to organize information, show relationships, shows author’s purpose and main ideas</li> <li>● text structures include chronological order, sequential, and cause-effect, and signal words for each structure               <ul style="list-style-type: none"> <li>○ chronological order structure                   <ul style="list-style-type: none"> <li>▪ consists of dates and time to create a timeline of events</li> <li>▪ signal words can include after, at that time, at the same time, before, during, finally, first, last,</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● identify and explain a series of events in chronological order</li> <li>● identify and explain steps in a procedure in sequential order</li> <li>● identify and explain concepts in a text using main ideas and details</li> <li>● identify and explain an idea in a text using details</li> <li>● identify and use vocabulary to describe connections between details</li> <li>● make inferences about events, steps in a procedure, ideas, or concepts based on vocabulary and key details</li> <li>● describe connections between events, concept, or step in a procedure and how one influences another based on what happened and why</li> <li>● identify text structure using signal words and key details</li> </ul> |



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|   |   |  |
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|   | <p>later, now, not long after, next, second, soon after, then, to begin with, today</p> <ul style="list-style-type: none"> <li>○ sequential or process structure             <ul style="list-style-type: none"> <li>▪ organized by how things occur (<i>e.g., processes of nature, steps in a procedure</i>)</li> <li>▪ signal words can include first, next, before, last, then</li> </ul> </li> <li>○ cause and effect structure             <ul style="list-style-type: none"> <li>▪ explains reasons why something happened or the cause of something; explains what happened as a result or effect</li> <li>▪ signal words can include because, as a result, resulted, caused, affected, since, due to, effect</li> </ul> </li> <li>● the relationship between what happens and why</li> </ul> |  |
| <p><b>Instructional Strategies Leading to Analysis</b><br/><i>While reading informational text...</i></p>   |   |  |
| <p><b>Vocabulary for Connecting a Series of Events, Steps in a Procedure, Idea, or Concept Within a Text</b></p> <ul style="list-style-type: none"> <li>● Point out words and phrases to students that show connections (<i>e.g., compare/contrast, cause/effect, changes, influences, relationships</i>).</li> <li>● Provide writing opportunities for students to use words and phrases showing connections.</li> <li>● Create and use an anchor chart of words and phrases that show connections between <i>how and why</i> and <i>the event/procedure/idea/concept</i>.</li> </ul> <p><b>Connections based on Chronological Order Text Structure</b></p> <ul style="list-style-type: none"> <li>● Identify and explain the purpose and use of chronological order text structure (<i>tells the reader what events happened based on the time order in which events occurred</i>).</li> <li>● Model previewing texts for signal words that reveal a chronological order text structure. Create a list of signal words and discuss how the text is structured and how the structure supports the author's main idea or perspective.</li> <li>● Model making inferences about the main idea based on order of chronological events.</li> </ul> |   |  |



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- Provide sentence starters or cloze sentences to help students identify the structure and an author's main idea or perspective in a text. For example:  
*\_\_\_\_\_ happened first (date), then \_\_\_\_\_ happened (date), and finally \_\_\_\_\_ happened (date). This shows the author's main idea/perspective is \_\_\_\_\_.*
- Model and engage students in writing a paragraph explaining a chronological order text structure using key details as evidence.

### Connections based on Sequential Order Text Structure

- Identify and explain the purpose and use of sequential order text structure (*tells the reader the order in which specific steps must occur*).
- Model previewing texts for signal words that reveal a sequential order text structure. Create a list of signal words and discuss how the text is structured and how the structure supports the author's main idea or perspective.
- Identify steps in a procedure determining the effect or relationship of one step on the next.
- Engage students in making inferences about how completing the steps in a procedure impacts the end result.
- Create and model using flow maps that show the steps in a procedure.
- As students write informational texts, prompt students to use signal words that show connections between steps in a procedure.
- Use an informational text to show steps in a procedure, while modeling and explaining how some of the steps are more significant than others.
- Provide sentence starters or cloze sentences to help students identify the structure and the author's main idea or perspective in a text. For example:
  - *The first step is \_\_\_\_\_, the next step is \_\_\_\_\_, and the last step is \_\_\_\_\_. This shows the author's main idea/perspective is \_\_\_\_\_.*
- Model and engage students in writing a paragraph explaining a sequential order text structure using key details as evidence.

### Connections based on Cause-Effect Text Structure

- Identify and explain the purpose and use of cause-effect text structure (*tells the reader what events happened and the reasons why they happened*).
- Model previewing texts for signal words that reveal a cause-effect text structure. Create a list of signal words and discuss how the text is structured and how the structure supports the author's main idea or perspective.
- Model making inferences about the main idea based on cause-effect of events/steps in a procedure/idea/concept.
- Provide sentence starters or cloze sentences to help students identify the structure and author's main idea or perspective in a text. For example:
  - *The cause is \_\_\_\_\_ and the effect is \_\_\_\_\_. This shows the main idea/perspective is \_\_\_\_\_.*
  - *This \_\_\_\_\_ happened because of \_\_\_\_\_.*
- Model and engage students in writing a paragraph explaining a cause-effect text structure using key details as evidence.
- Model and engage students in writing a paragraph/essay analyzing how details (*what happened and why*) about the events/steps in a procedure/ideas/concepts support the author's main idea/perspective?



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

### 1.2.4.D: Compare and contrast an event or topic told from two different points of view.

| Reading Elements for Analysis  | Underlying Knowledge<br><i>Students will know...</i>  | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>   |
|--|---|---|
| <p>Point of View</p> <ul style="list-style-type: none"> <li>- First person point of view</li> <li>- Third person point of view</li> </ul> <p>Author's purpose<br/>Author's perspective<br/>Author's word choice</p> <p><b>Example analysis question:</b><br/>How did the author's point of view/perspective impact their description about a topic and/or events? How did their point of view/perspective compare to a different author's point of view/perspective?</p> | <ul style="list-style-type: none"> <li>● topic of a text</li> <li>● information can be told from a first-person point of view               <ul style="list-style-type: none"> <li>○ key words indicating first person point of view (<i>I, me individual's name</i>)</li> </ul> </li> <li>● information can be told from a third-person point of view               <ul style="list-style-type: none"> <li>○ key words indicating third person point of view (<i>she, he, they</i>)</li> </ul> </li> <li>● author's point of view describes the author's reasons for writing and perspective about the topic or main idea</li> <li>● author's word choice (<i>tone, shades of meaning</i>) reveals the author's point of view/perspective</li> <li>● tone pertains to the author's attitude toward the topic (<i>e.g., pollution, real-life heroes</i>)</li> <li>● difference between one's own point of view/perspective and the point of view/perspective of the author</li> <li>● authors can have different points of view/perspectives</li> <li>● differences between an author's point of view/perspective impacts the description of the topic and/or events</li> </ul> | <ul style="list-style-type: none"> <li>● identify the topic of a text</li> <li>● determine the point of view based on key words</li> <li>● explain the author's purpose for writing about the topic based on the main idea and key details</li> <li>● identify the author's word choice, considering shades of meaning, to make inferences about the author's point of view/perspective about the topic and main idea</li> <li>● explain the point of view/perspective of the author using narration (<i>author's word choice and/or events</i>)</li> <li>● explain and analyze how the author feels (<i>tone</i>) about the topic/main idea using text evidence</li> <li>● explain an author's point of view from a firsthand account of an event/situation and topic</li> <li>● identify and explain an author's point of view from a secondhand account of an event/situation and topic</li> <li>● compare and contrast how the first- and secondhand accounts impact point of view/perspective</li> </ul> |



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|  |  | <ul style="list-style-type: none"> <li>analyze how the author's point of view/perspective impacts the description of the topic and/or events</li> </ul> |
| <b>Instructional Strategies Leading to Analysis</b><br><i>While reading informational text...</i>  |  |   |
| <p><b>Point of View/Perspective</b></p> <ul style="list-style-type: none"> <li>Engage students in identifying and naming the author of the text.</li> <li>Model, using key words, and engage students in identifying whether the text is written in first person (<i>e.g., autobiography, memoir, personal experience</i>) or third person (<i>e.g., biography, historical information, scientific information</i>) and discussing why it is important to know the author's point of view/perspective (<i>understand the author's purpose, the knowledge they have about the topic/event/situation</i>).</li> <li>Using a text with firsthand account and a text with a secondhand account of an event/situation:             <ul style="list-style-type: none"> <li>Model and engage students in examining the author's words choice, including shades of meaning (<i>refer to Standard 1.2.4.F</i>) and discuss the literal meaning of the words and the tone (<i>feelings they evoke</i>).</li> <li>Discuss the meaning of tone (<i>feelings they evoke</i>) and create anchor charts and record words that reveal the author's tone.</li> <li>Engage students in brainstorming reasons the author wrote about the topic and/or the main idea of the text based on text features (<i>headings, subheadings</i>) and author's word choice.</li> <li>Use various texts to point out specific words (<i>e.g., unpleasant, disappointing</i>) explaining how the author's words reveal their thoughts and feelings about a topic, main idea, and/or key events.</li> <li>Engage students in responding to questions such as:                 <ul style="list-style-type: none"> <li><i>What is the author's opinion about _____?</i></li> <li><i>Would the author agree or disagree with _____?</i></li> <li><i>What clues did the author give to reveal his/her feelings about the topic/event/ idea?</i></li> </ul> </li> <li>Model and engage students, while thinking aloud, in discussing how the author's point of view/perspective influences the way the information is described (<i>e.g., first person may mean they don't know all of the events that are happening outside of their experience</i>).</li> <li>Model using a three-column chart to compare a first and secondhand account of an event/situation.</li> <li>Model and engage students, while thinking aloud, in writing a compare and contrast paragraph/essay explaining how the author's point of view/perspective impacts their description of a topic/event/idea.</li> </ul> </li> <li>Model and engage students, while thinking aloud, in writing a paragraph/essay analyzing how the author's point of view/perspective impacts their description about a topic and/or series of events using text evidence.</li> <li>Create an anchor chart that supports the steps in determining the author's point of view/perspective and refer to it when reading or viewing texts.</li> </ul> |  |   |



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

### 1.2.4.E: Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

| Reading Elements for Analysis   | Underlying Knowledge<br><i>Students will know...</i>  | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>  |
|---|---|--|
| <p>Text structures</p> <ul style="list-style-type: none"> <li>- Chronological order</li> <li>- Comparison</li> <li>- Cause and effect</li> <li>- Problem and solution</li> </ul> <p>Author's point of view/perspective<br/>Main idea and key details</p> <p><b>Example analysis question:</b><br/>How did the author use text structure to support their perspective/main idea?</p> | <ul style="list-style-type: none"> <li>• purpose of grade-appropriate text features as a way to locate information or to gain additional information</li> <li>• text features can support a text structure</li> <li>• purpose and use of text structures (<i>organize information, show relationships, shows author's purpose and main ideas</i>) including chronological order, comparison, cause-effect, and problem-solution, and signal words for each structure               <ul style="list-style-type: none"> <li>○ chronological order structure                   <ul style="list-style-type: none"> <li>▪ consists of dates and time to create a timeline of events</li> <li>▪ 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</li> </ul> </li> <li>○ comparison structure                   <ul style="list-style-type: none"> <li>▪ organized to describe how two or more things are similar and different</li> <li>▪ signal words can include both, unlike, similarly, in contrast</li> </ul> </li> <li>○ cause and effect structure</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• identify and explain the purpose of a text feature to locate information (<i>e.g., headings, table of contents, electronic menus, icons</i>)</li> <li>• 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>)</li> <li>• explain how text features support a text structure</li> <li>• make interpretations about the meaning of key details based on the text structure</li> <li>• explain and analyze the main idea based on key details and the text structure</li> <li>• explain and analyze the author's point of view/perspective based on key details and text structure</li> </ul> |



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|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>▪ explains reasons why something happened or the cause of something; explains what happened as a result or effect</li> <li>▪ signal words can include because, as a result, resulted, caused, affected, since, due to, effect</li> <li>o problem and solution structure             <ul style="list-style-type: none"> <li>▪ organized by showing different problems and how the problem is solved using specific events and details</li> <li>▪ signal words can include a challenge, an issue, therefore, this led to, if, then, the main difficulty</li> </ul> </li> <li>• text structure and key details support an author's main idea</li> <li>• text structure and key details support an author's point of view/perspective</li> </ul> |  |
| <b>Instructional Strategies Leading to Analysis</b><br><i>While reading informational text...</i>  |   |  |
| <b>Text Features</b> <ul style="list-style-type: none"> <li>• Point out different text features when reading. After reading, engage students in a discussion on whether the features helped them locate key details or gain additional information.</li> <li>• Examine different text features (<i>e.g., picture, diagram, chart, timeline, graph</i>) and model, while thinking aloud, making interpretations about the key details.</li> <li>• Examine text features to determine and explain how they show a text structure (<i>e.g., comparisons, chronological order, sequence, or process order</i>). Examine the signal words in the text and discuss how they support determining a text structure.</li> </ul> |   |  |





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### Text Structures

*(Refer to Standard 1.2.4.C)*

- Identify and explain the purpose and use of chronological order text structure *(tells the reader what events happened based on the time order in which events occurred)*.
- Identify and explain the purpose and use of comparison text structure *(tells the reader how two or more things are similar and different)*.
- Identify and explain the purpose and use of cause-effect text structure *(tells the reader what events happened and the reasons why they happened)*.
- Identify and explain the purpose and use of problem-solution text structure *(tells the reader different problems and how the problem is solved using specific events and details)*.
- Create an anchor chart of different text structures encountered in texts which includes signal words, examples, and appropriate graphic organizers to use for each text structure. Have students add to the anchor chart throughout the year demonstrating recognition of the different text structures.
- Model and engage students, while thinking aloud, in identifying, interpreting, and explaining specific key details demonstrating the text structure.
- Model and engage, while thinking aloud, in analyzing how the text structure supports a main idea and/or an author's perspective.
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the main idea/author's perspective and text structure.



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

### 1.2.4.F: Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

| Reading Elements for Analysis  | Underlying Knowledge<br><i>Students will know...</i>   | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>   |
|--|--|---|
| <p>Content vocabulary<br/>Academic vocabulary<br/>Figurative language</p> <p><b>Example analysis question:</b><br/>How did the author use figurative language to contribute to the main idea/author's perspective?</p> | <ul style="list-style-type: none"> <li>● difference between literal (<i>dictionary definition</i>) and figurative language/<i>nonliteral meaning (words that can mean something different in a different context)</i></li> <li>● strategies for determining the meaning of grade-level literal words and phrases and figurative language</li> <li>● purpose and author's use of figurative language (<i>express feelings, how one thing is like another, create images</i>)</li> <li>● different types of figurative language and their meaning and use in informational text               <ul style="list-style-type: none"> <li>○ simile – a comparison of two unlike things using <i>like</i> or <i>as</i></li> <li>○ metaphor – comparison of two unlike things not using <i>like</i> or <i>as</i></li> <li>○ alliteration – use of the same letter or sound at the beginning of adjacent or closely connected words</li> <li>○ repetition – repeating a word or phrase to help the reader remember and recognize the importance of the message</li> <li>○ personification – human characteristics to non-human things, animals, and ideas</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● differentiate between literal and figurative language (<i>nonliteral meaning of words and phrases</i>)</li> <li>● explain the purpose of figurative language</li> <li>● explain why an author uses figurative language</li> <li>● identify and explain the meaning of different types of figurative language used in informational text</li> <li>● use context clues to determine literal and nonliteral meaning of words and phrases</li> <li>● explain how figurative language contributes to the meaning of the main idea</li> <li>● explain how figurative language contributes to the author's perspective</li> </ul> |



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|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>o imagery – use of words to create a picture in the reader’s mind</li> <li>• strategies and resources to determine unknown academic and content-specific words or phrases</li> </ul> |  |
| <b>Instructional Strategies Leading to Analysis</b><br><i>While reading informational text...</i>  |   |  |
| <p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Model and annotate, while thinking aloud, using decoding, context clues, text features, and resources to make meaning of content-specific vocabulary.</li> <li>• Point out how authors use specific word choices to clarify content-specific vocabulary (<i>e.g., synonyms, restatements, comparisons</i>).</li> </ul> <p><b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>• Model and engage students in identifying and defining 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., personification: Ruby-throated hummingbirds were <b>carried north on a river of wind.</b></i>).</li> <li>• Engage students in examining different advertisements for use of figurative language and explaining how its use appeals to the buyer (<i>e.g., Alliteration-Dunkin Donuts; Simile-Ford trucks like a rock</i>).</li> <li>• Model and annotate, while thinking aloud, making inferences about the literal meaning of words and figurative language in context. For example:             <ul style="list-style-type: none"> <li>o <i>The lake glistened like a diamond.</i></li> <li>o <i>Context clue- diamonds glisten</i></li> <li>o <i>Inference (prior knowledge and text evidence)- diamonds are sparkly and glisten in light</i></li> <li>o <i>Non-literal meaning- it must have been a sunny day in order for the lake to glisten</i></li> </ul> </li> <li>• Highlight examples of figurative language during reading in one color and literal words and phrases in another color. Engage students in discussing how the figurative language contributes to the meaning of the text.</li> <li>• 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.</li> <li>• Model and engage students, while thinking aloud, in analyzing how the figurative language supports a main idea and/or an author’s perspective.</li> <li>• Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the main idea/author’s perspective and figurative language.</li> </ul> |   |  |



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

**1.2.4.G: Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.**

| <b>Reading Elements for Analysis</b>   | <b>Underlying Knowledge</b><br><i>Students will know...</i>  | <b>Underlying Skills and Reasoning</b><br><i>Students will demonstrate the ability to:</i>  |
|--|--|---|
| Visual information<br>Main idea<br>Key details<br>Author's point of view/perspective<br><br><b>Example analysis question:</b><br>How did the author use different forms of visual information to support their perspective/main idea and key details of the text?  | <ul style="list-style-type: none"> <li>• visual information includes text features, graphic representations, animations, interactive elements, oral formats</li> <li>• differences between the types of visual information</li> <li>• purpose of visual information is to clarify or extend information</li> <li>• key details represented by visual information</li> <li>• visual information supports the main idea and key details and/or author's perspective</li> </ul> | <ul style="list-style-type: none"> <li>• use visual information to interpret the meaning of the main idea and/or author's perspective</li> <li>• use visual representations to identify and explain the key details and how it supports the main idea</li> <li>• use visual representations to identify and explain its extension to the written information</li> <li>• match visual information to the words on a page</li> <li>• compare and contrast different forms of visual information from text and audio-visuals</li> <li>• use visual information to explain and analyze the main idea and/or author's perspective</li> </ul> |
| <b>Instructional Strategies Leading to Analysis</b><br><i>While reading informational text...</i>  |  |   |
| <b>Visual Information in Text and Diverse Media</b> <ul style="list-style-type: none"> <li>• Model, while thinking aloud, the information obtained from a visual representation. Explain the purpose and use of the visual information, including whether it supports the written text or extends it.</li> <li>• Record the important key details from words, visuals, and text features/graphic representations on a chart, distinguishing the differences.</li> <li>• Engage students in a discussion of additional key details obtained from a visual representation. Discuss whether they are important or interesting to know.</li> </ul> |  |   |



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- Engage students in a discussion of whether the information obtained from a visual representation supports the main idea of the text and/or the author's perspective.
- Share a video (e.g., *YouTube*), blog, website, and/or written informational book about a similar topic and main idea. Model and engage students, while thinking aloud, in comparing the information gained through the written word and other forms of visual information. Chart the information and engage students in a discussion on which format helps to understand the topic and main idea more fully and why.
- Discuss why different texts included specific visual representations and not others (e.g., *use of an animation of the respiratory system instead of a diagram; the animation illustrates the various layers and parts of the respiratory system one at a time and then places them back together, but a diagram is one-dimensional and only shows where all parts are located; the diagram doesn't help to see where and how all organs are connected.*).
- Engage students in pairs or small groups to read/view different forms of visual information about the same topic and record all of the key details they learned. Have them sort whether the information supports a main idea or is just interesting information to know.
- Have students plan, write, and use visual representation(s) on their own informational writing and presentations. Provide students with the opportunity to share their information with another student or group of students discussing how the visual representation(s) supports and/or extends the written text. Have students ask questions about the graphic representation(s) and whether the information is important or interesting to know, then have the presenting students explain how their graphic representation(s) work together to give a more complete understanding of the main idea.
- Examine different visual information and model, while thinking aloud, making interpretations about the key details and how they support the key or main idea.
- Model and engage students, while thinking aloud, in writing an analysis paragraph/essay on how different forms of visual information support the main idea and key details of the text/author's perspective.



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

### 1.2.4.H: Explain how an author uses reasons and evidence to support particular points in a text.

| Reading Elements for Analysis   | Underlying Knowledge<br><i>Students will know...</i>  | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>   |
|---|---|---|
| Author's purpose<br>Main idea<br>Key points<br>Reasons<br>Key details<br><br><b>Example analysis question:</b><br>How did the author use key points, reasons, and details to support the main idea?   | <ul style="list-style-type: none"> <li>author's purpose for writing informational text</li> <li>authors can make multiple key points about a topic</li> <li>authors provide reasons and details to support the key points</li> <li>to support a key point, the author purposefully orders reasons and details</li> <li>details can be made clear through the use of text features and specific vocabulary</li> <li>key points, reasons, and details support an author's topic and main idea</li> <li>key points "add up" to convey the main idea of a text</li> <li>strategies for determining the main idea</li> </ul> | <ul style="list-style-type: none"> <li>identify the author's purpose for writing the text</li> <li>identify key points and explain how they are important to the topic</li> <li>explain the reasons and supporting details provided by an author to prove the key points</li> <li>make inferences and explain how the reasons and details provided by the author are important to the topic, key points, and main idea</li> <li>explain how the organization of the key points, reasons, and details supports the main idea of the entire text</li> </ul> |
| <b>Instructional Strategies Leading to Analysis</b><br><i>While reading informational text...</i>   |   |   |
| <b>Main Idea, Key Points, Reasons and Details</b> <ul style="list-style-type: none"> <li>Model and engage students, while thinking aloud in identifying a key point in a paragraph and the reasons provided as justification for the key point. For example,               <ul style="list-style-type: none"> <li><i>Key Point: Summer is the best season.</i></li> <li><i>Reason #1-there are more things to do in the summer</i></li> <li><i>Reason #2-some sports can only be played in the summer</i></li> <li><i>Reason #3-there is more sunshine in the summer</i></li> </ul> </li> <li>Highlight the key details (<i>e.g., text features and written words</i>) the author includes about the reasons and engage students in explaining how the order of the details and reasons support the key point.</li> </ul> |   |   |



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- Model, using a three-column chart, identifying and recording the key points the author makes throughout a text (*column 1*). Have students reread the text to identify the reasons (*column 2*) and supporting key details (*column 3*). Engage students in recording this information independently and explain how the author uses the key details to demonstrate the key points.
- Engage students in a discussion about whether there are enough reasons/details to support a key point.
- Model and identify, using appropriate vocabulary, the main idea of a text using the order of key points and reasons why authors include specific details in each section. Use think alouds such as:
  - *What is the author trying to tell the reader?*
  - *What is this section mostly about?*
  - *How does the key point of this section relate to the key point in the previous section?*
  - *What are all the important reasons/details about?*
- Model and engage students, using think-alouds, in explaining how the key points and reasons support the author's main idea.
- Model writing a paragraph explaining how the key points, reasons, and details support the author's main idea.



## Fourth Grade: Reading Literature

| 1.3.A Reading Literature – Key Ideas and Details: Theme   |   |  |
|---|---|--|
| 1.3.4.A: Determine a theme of a text from details in the text; summarize the text.  |   |  |
| Reading Elements for Analysis   | Underlying Knowledge<br><i>Students will know...</i>  | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>  |
| Characters<br>Key details/problem/events ( <i>about the characters</i> )<br>Sequence of events<br>Theme ( <i>topic, statement</i> )<br><br><b>Example analysis question:</b><br>How did the author use the character's thoughts, actions, words, and feelings to show a theme of the story? | <ul style="list-style-type: none"> <li>key details are important information about a main character, setting, the main character's problem, events leading to a solution, and the resolution</li> <li>inferences use text evidence and background knowledge to predict why a character thinks, behaves, speaks, or feels in a certain way</li> <li>theme topic is usually a 1-2 word label such as love, friendship, or persistence</li> <li>theme statement is the meaning of the text as a whole, usually a universal statement that can be applied to the real world</li> <li>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</li> <li>analysis is an interrelationship between two reading elements and/or text structure</li> <li>difference between summarizing and analyzing a text</li> </ul> | <ul style="list-style-type: none"> <li>identify and explain a main character's problem and resolution</li> <li>identify and explain important events of a story from the beginning, middle, and end to show shifts in a character's behavior or personality</li> <li>identify and explain important key details about a main character's thoughts, actions, words, and feelings from the beginning, middle, and end of a story</li> <li>make inferences about the main character's thoughts, actions, words, and feelings and how they respond to a problem or other characters</li> <li>identify a theme statement using the character's thoughts, actions, words, and/or feelings using evidence and inferences</li> <li>analyze how the character's thoughts, actions, words, and feelings reveal a theme statement</li> <li>summarize a story including the information recorded on a graphic organizer</li> </ul> |





### Instructional Strategies Leading to Analysis

*While reading narrative text...*

#### **Summarizing**

- Model while thinking-aloud, appropriate academic vocabulary related to story structure and reading elements (*e.g., beginning, middle, end, key details, character, problem, events, solution, theme*).
- Model the use of graphic organizers (*e.g., [Story Map](#), [Somebody Wanted But So Then](#)*) and select key details about a main character, problem, events, and solution for use on the organizer.
- Engage students in identifying and describing key details about characters, a problem, events, and a solution and recording them on a graphic organizer.
- Model and engage students, while thinking-aloud, in writing a shared summary of the story using the key details (*character, problem, solution*) from a graphic organizer including an opening statement about the story, key events listed in sequential or chronological order, and a concluding statement.
- Engage students in orally summarizing 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 or independently*).

#### **Character's Thoughts, Actions, Words, and Feelings**

- Create a chart that categorizes the main character's thoughts, actions, words, and feelings. Engage students in a discussion about how they reveal the characters' personality traits.
- Identify the problem, events, and solution of the story during reading, and create a chart of how the character responds to the problem, setting, other characters throughout the story.
- Engage students in making inferences about the meaning of the character's actions, words, thoughts, and feelings, throughout the reading of a story.
- Model and engage students, while thinking aloud, in annotating the character's thoughts, actions, words, and feelings in response to the problem, important events, and solution of the story.
- Model and engage students, while thinking aloud, in selecting and explaining how key evidence about characters from annotations conveys the lesson and record on an Evidence-Inference-Interrelationship organizer.

#### **Theme**

- Explain the meaning of a theme topic and theme statement, and how theme statements can be applied to most everyone's life.
- Throughout the year create a chart of theme statements from different stories. Have students classify by theme topic noting the similarities and differences of the different theme statements.
- During reading, pose questions to support students' ability to articulate a theme, such as:
  - o *What lesson did the character learn in the end? How do you know?*



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- *How did the character respond to \_\_\_\_\_ event?*
- *How did the character respond to (other character)?*
- *What is the theme topic? How do you know?*
- *What message is the author trying to tell?*
- Identify and explain a theme topic and theme statement revealed from a story.
- Model and engage students, while thinking aloud, in using key details about the character's thoughts, actions, words, and feelings about a problem, events, and solution reveal a theme the author wants the reader to learn.
- Engage students in completing an Evidence-Inference-Interrelationship graphic organizer.
- Model writing a body paragraph that analyzes how the character's thoughts, actions, words, and feelings show a theme of a story using the Evidence-Inference-Interrelationship graphic organizer.
- Have students write a body paragraph that analyzes how the character's thoughts, actions, words, and feelings show a theme of a story.



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

#### 1.3.4.C: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

| Reading Elements for Analysis  | Underlying Knowledge<br><i>Students will know...</i>  | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>  |
|--|---|--|
| Character personality traits<br>Setting<br>Events<br>Story structure ( <i>exposition-introduces the character and setting, problem, rising actions, major events, tension, climax, resolution</i> )<br><br><b>Example analysis question:</b><br>How did the author reveal the characters' personality traits using their response to major events/setting from the beginning to the end of the story?  | <ul style="list-style-type: none"> <li>● characters behave in different ways and have different personality traits as noted by their thoughts, actions, words, and feelings</li> <li>● characters' personality traits are revealed by how they react/respond to major events/setting</li> <li>● characters' actions can change due to different events in the story</li> <li>● character actions move the sequence of events forward</li> <li>● setting is the physical location and time/time period that the story takes place</li> <li>● major events are the key actions that take place in the beginning, middle, and end of a story</li> <li>● characters are affected by other characters, the setting, and different events that take place in the story</li> <li>● the setting impacts the behavior of characters</li> </ul> | <ul style="list-style-type: none"> <li>● identify and describe characters' personality traits using their thoughts, actions, words, and feelings as evidence</li> <li>● identify and describe the setting in a story and how it impacts the character</li> <li>● identify and describe major events in a story and how they impact the character</li> <li>● identify and describe the relationships between the characters, setting, and events</li> <li>● describe when and why characters change in a story</li> <li>● describe and analyze how the characters' personality traits impact the actions in the story</li> <li>● analyze characters' emotions/feelings and their impact on the events of the story</li> </ul> |
| <b>Instructional Strategies Leading to Analysis</b><br><i>While reading narrative text...</i>  |   |  |
| <b>Characterization</b> <ul style="list-style-type: none"> <li>● Model while thinking-aloud, appropriate academic vocabulary related to characterization (<i>character traits, challenges</i>).</li> <li>● Model, using graphic organizers and annotations, identifying the external features and personality traits of a character. Point out that characters can have more than one trait that are sometimes contradictory. For example:               <ul style="list-style-type: none"> <li>○ <i>External feature – dresses in mismatched clothes, talks all the time</i></li> </ul> </li> </ul> |   |  |



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- *Personality trait – kind, thoughtful*
- *Someone who dresses in a haphazard way and talks a lot might be expected to be forgetful and self-centered.*
- Engage students in describing characters' actions, thoughts, words, and feelings as supporting evidence for character personality traits.
- Utilize an “I do, we do, you do” approach by modeling and engaging students, while thinking aloud, in using graphic organizers by:
  - identifying and describing the characteristics and behavior of the main character at the beginning of the story based on a problem, using text evidence and inferences.
  - describing how major events impact the main characters using text evidence and inferences.
  - describing the problem/challenge(s) faced by the main character and how the main character responds to the challenge using text evidence and inferences.
  - describing and analyzing how other characters impact the main character using text evidence and inferences.
  - describing how other characters respond to the actions of the main character using text evidence and inferences.
  - describing the turning point event in the story and analyzing how the main character responds to it using text evidence and inferences.
  - describing and analyzing the behavior of the main character at the end of the story based on a climax and resolution, using text evidence and inferences.

### Setting

- Model while thinking-aloud during close reading, appropriate academic vocabulary related to setting (*time, place, time period*).
- Model, while thinking aloud, pausing when there is a shift in the setting (*time period*), or at the end of a chapter. Pose questions, such as:
  - *How does the setting help or hinder the character in solving the problem?*
  - *Does the author introduce new characters in the new setting?*
  - *What does the author want me to notice about the shift in the setting?*
- Engage students in describing and analyzing how the setting impacts the main character using text evidence and inferences.

### Story Structure

- Model while thinking-aloud during close reading, appropriate academic vocabulary related to story structure (*exposition-introduces the character and setting, problem, rising action, major events, tension, climax, resolution*). Ensure that students understand that the rising action is where there is tension as the conflict becomes clear and the major events lead to the most emotional and interesting moment which is the climax and the resolution of conflict.
- Use graphic organizers and annotations, to model identifying and describing the exposition, problem, rising action and important events, climax, and resolution. Then model and engage students in writing a description of the story structure.
- Model and engage students in identifying important events in a story and describing the event from different character's point of view/perspective.
- Model and engage students in explaining when characters' actions impact the plot by increasing tension or causing a change in other characters or the events.



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

#### 1.3.4.D: Compare and contrast an event or topic told from two different points of view.

| Reading Elements for Analysis   | Underlying Knowledge<br><i>Students will know...</i>   | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>  |
|---|--|--|
| <p>Point of view</p> <ul style="list-style-type: none"> <li>- First person point of view</li> <li>- Third person point of view</li> </ul> <p>Author's point of view/perspective<br/>Narrator's/character's point of view/perspective<br/>Author's word choice</p> <p><b>Example analysis question:</b><br/>How did the author's point of view/perspective impact the plot of the story?</p> | <ul style="list-style-type: none"> <li>• stories can be told from a first-person point of view               <ul style="list-style-type: none"> <li>o key words indicating first person point of view (<i>I, me, individual's name</i>)</li> </ul> </li> <li>• stories can be told from a third-person point of view               <ul style="list-style-type: none"> <li>o key words indicating third person point of view (<i>she, he, they</i>)</li> </ul> </li> <li>• point view is the perspective of the person telling the story</li> <li>• author's point of view/perspective is revealed through word choice in dialogue and narration (<i>tone, shades of meaning</i>)</li> <li>• tone pertains to the author's attitude toward the topic (<i>e.g., bullying, friendship</i>)</li> <li>• use of words within the text to indicate point of view (<i>first and third person</i>)</li> <li>• perspective affects the tone of the story</li> <li>• similarities and differences between the point of view/perspective of characters and the narrator</li> <li>• similarities and differences of the story events based on different points of view/perspective</li> </ul> | <ul style="list-style-type: none"> <li>• determine the point of view based on key words</li> <li>• identify the author's word choice, considering shades of meaning, to make inferences about the author's point of view/perspective about the topic and central message</li> <li>• explain the point of view/perspective of the person telling the story using the dialogue, narration (<i>author's word choice</i>), and/or character behaviors</li> <li>• describe the narrator's or character's emotions and thoughts based on the character's point of view/perspective at different points in the story</li> <li>• explain and analyze how the author feels (<i>tone</i>) about the topic (<i>e.g., bullying, friendship</i>) or central message using text evidence</li> <li>• compare and contrast how story events are impacted by different points of view/perspective</li> <li>• explain and analyze how point of view/perspective impacts the plot of the story</li> </ul> |
| <p><b>Instructional Strategies Leading to Analysis</b><br/><i>While reading narrative text...</i></p>   |  |  |

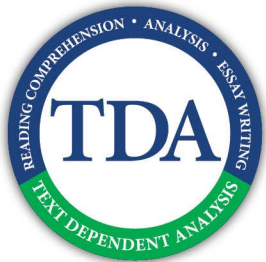


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### Point of View/Perspective

- Model and engage students, while thinking aloud, in identifying and naming who is telling the story using key words, dialogue, and narration as evidence.
- Model and identify, using key words, whether a story is written in first person or third person and discussing why it is important to know the author's/character's point of view (*understand the narrator's purpose, the knowledge they have about the events and other characters*).
- Model and engage students in examining the author's word choice, including shades of meaning and discuss the literal meaning of the words and the tone (*feelings they evoke*).
- Discuss the meaning of tone (*feelings they evoke*) and how characters' actions, thoughts, words, and feelings reveal the author's/narrator's point of view (*tone*).
- Model, while thinking aloud, using the character's/narrator's perspective and text evidence to determine the author's attitude (*tone*) about a topic (*e.g., bullying, friendship*) of the story.
- Create anchor charts and record key words that help to reveal the tone of the story.
- Model and engage students in distinguishing the narrator's and/or each character's perspective about the event or situation in the story.
- Using graphic organizers (*e.g., three-column table*) have students compare and contrast the characters' problem, story events, climax, resolution based on different points of view/perspectives (*e.g., [Honestly, Red Riding Hood was Rotten! As Told by the Wolf](#), [Seriously, Cinderella is So Annoying! As Told by the Wicked Stepmother](#), [True Story of the Three Little Pigs! By A. Wolf](#)*).
- Engage students in writing a story in which each student writes from a different point of view/perspective. Have students compare and contrast the characters' problem, story events, climax, and resolution based on their different points of view/perspectives. Have students examine their word choice and how it revealed their point of view/perspective.



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

**1.3.4.E: Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.**

| Reading Elements for Analysis  | Underlying Knowledge<br><i>Students will know...</i>  | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>  |
|--|---|--|
| <p>Genre characteristics (<i>narrative, drama, poem</i>)</p> <p>Structure</p> <ul style="list-style-type: none"> <li>- Chapter</li> <li>- Scene</li> <li>- Stanza</li> </ul> <p>Story plot and reading elements</p> <ul style="list-style-type: none"> <li>- Characters</li> <li>- Setting</li> <li>- Problem/Conflict</li> <li>- Rising action</li> <li>- Major events</li> <li>- Turning point/Climax</li> <li>- Resolution</li> <li>- Theme</li> </ul> <p>Drama</p> <ul style="list-style-type: none"> <li>- Cast of characters</li> <li>- Settings</li> <li>- Descriptions</li> <li>- Dialogue</li> <li>- Stage directions</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>- Verse</li> <li>- Rhyme</li> <li>- Rhythm</li> </ul> | <ul style="list-style-type: none"> <li>• stories, dramas, and poems have different structures</li> <li>• stories, dramas, and poems include reading elements and a plot               <ul style="list-style-type: none"> <li>o beginning of a story, drama, poem introduces characters, setting, and possible problem</li> <li>o middle of the story, drama, poem includes the problem, the events, character actions to resolve the problem, turning point/climax</li> <li>o end of the story includes the resolution and the lesson learned by the main character</li> </ul> </li> <li>• different genres of fiction have similar reading elements and story structure but can have different characteristics</li> <li>• different parts of a story, drama, and poem work together to develop the plot</li> </ul> | <ul style="list-style-type: none"> <li>• identify and explain the transitions between the beginning, middle, and end of a story, drama, and poem</li> <li>• describe the genre of a text describing the structure, plot, and reading elements as support</li> <li>• identify and explain the connection between different parts of a text (<i>story, drama, poem</i>)</li> <li>• explain similarities and differences between different genres</li> <li>• analyze how characteristics of a genre impact the story</li> </ul> |



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| <p><b>Example analysis question:</b><br/>How did the author use the characteristics of the genre (<i>narrative, drama, poem</i>) to reveal the plot of the story/drama/poem?</p>   |  |  |
| <p><b>Instructional Strategies Leading to Analysis</b><br/><i>While reading narrative text...</i></p>  |  |  |
| <p><b>Drama Structure</b></p> <ul style="list-style-type: none"> <li>• Define a drama as a play that is acted out in front of an audience that tells a story. Compare and contrast to a narrative text.</li> <li>• Model and explain using genre-specific vocabulary for dramas (<i>act-section of a play, scenes-make up an act, lines-spoken in a play to make up each scene</i>).</li> <li>• Engage students in reading a drama and identifying the story plot and reading elements.</li> <li>• During reading, model completing different story structure organizers (e.g., <a href="#">Story Map</a>, <a href="#">Somebody Wanted But So Then</a>). Use the story structure organizers to model and engage students in retelling the drama.</li> </ul> <p><b>Poetry Structure</b></p> <ul style="list-style-type: none"> <li>• Model, while thinking aloud, how poems are structured (<i>stanza-section of a poem, short line-makes up a stanza and may not be complete sentences, may not use punctuation</i>).</li> <li>• Read a story and poem about the same subject/topic and record similarities and differences of how the information is told.</li> <li>• Model and discuss how poetry is read using rhythm and rhymes.</li> </ul> <p><u>Story Structure</u></p> <ul style="list-style-type: none"> <li>• Model and explain using genre-specific vocabulary for chapter books (<i>sentences, paragraphs, chapters, chapter titles</i>).</li> <li>• During reading, model completing different story structure organizers for each chapter (e.g., <a href="#">B-M-E</a>, <a href="#">Story Map</a>, <a href="#">Somebody Wanted But So Then</a>). Use the story structure organizers to retell a chapter and engage students in using them to retell a story.</li> <li>• Use a featured author study (e.g., <i>Rosemary Wells</i>) to point out similar story structures and reading elements.</li> <li>• Model and engage students, while thinking aloud, in identifying key words that indicate the story structure and reading elements (<i>characters, setting, problem/conflict, major events, resolution</i>) and structure of a story (<i>beginning, middle, rising action, turning point/climax</i>).</li> <li>• Use a variety of different genres and point out the similarities/differences of the story structure and story elements.</li> </ul> <p><b>Text Structures</b></p> <ul style="list-style-type: none"> <li>• Create an anchor chart identifying characteristics of different genres and compare and contrast the information included in different text structures, ensuring that students recognize that the story elements are included in each. For example:</li> </ul> |  |  |





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| Narrative                            | Drama  | Poetry                                 |
|--------------------------------------|--|--|
| Sentences, paragraphs, chapters      | Acts, scenes, lines  | Stanzas, verses, lines                 |
| Tells a story                        | Can also include cast of characters, setting, stage directions, descriptions | Rhyming (sometimes)                    |
| Introduces characters, setting, plot | Tells a story  | Tells a story or individual's feelings |
|                                      | Introduces characters, setting, plot   | Introduces characters, setting, plot   |

- Engage students in reading a story and play focused on same/similar event. Have students compare and contrast how the genre structure impacted comprehension of the story.



### 1.3.F Reading Literature – Craft and Structure: Vocabulary

#### 1.3.4.F: Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

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



## The Thompson TDA Model

|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• author's word choice, including figurative language, impacts the tone of the text</li> <li>• the tone of the text impacts understanding the character's traits</li> </ul> |  |
| <b>Instructional Strategies Leading to Analysis</b><br><i>While reading narrative text...</i>   |  |  |
| <p><b>Author's Word Choice and Figurative Language</b></p> <ul style="list-style-type: none"> <li>• Model and annotate, while thinking aloud, using decoding, context clues, illustrations, and resources to make meaning of academic vocabulary.</li> <li>• 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.</li> <li>• Model and engage students in identifying and defining different types of figurative language, discussing why the author used these words/phrases and the extent to which they contribute to the understanding of the characters.</li> <li>• Model and annotate, while thinking aloud, making inferences about the literal meaning of words and figurative language in context.</li> <li>• Model, during reading, highlighting examples of figurative language in one color and literal words and phrases in another color. Engage students in discussing how the figurative language contributes to the meaning of the theme or author's perspective.</li> <li>• Model and engage students, while thinking aloud, in analyzing how the figurative language supports a theme and/or an author's/character's perspective.</li> <li>• Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the theme/author's perspective and figurative language.</li> </ul> |  |  |



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

**1.3.4.G: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**

| Reading Elements for Analysis   | Underlying Knowledge<br><i>Students will know...</i>   | Underlying Skills and Reasoning<br><i>Students will demonstrate the ability to:</i>  |
|---|--|--|
| <p>Mood</p> <p>Narration and dialogue</p> <ul style="list-style-type: none"> <li>- Author's word choice</li> </ul> <p>Illustrations</p> <p>Elements of a visual presentation (<i>artwork, film</i>)</p> <ul style="list-style-type: none"> <li>- Music</li> <li>- Lighting</li> <li>- Colors</li> <li>- Characters' body language</li> <li>- Characters' tone of voice</li> </ul> <p>Elements of an oral presentation</p> <ul style="list-style-type: none"> <li>- Tone of voice (<i>serious, formal, respectful, enthusiastic, etc.</i>)</li> <li>- Rate</li> <li>- Volume</li> <li>- Intonation</li> </ul> <p><b>Example analysis question:</b><br/>How did the author use the elements of a visual/oral/written presentation, illustration, narration, and dialogue together to reveal a mood?</p> | <ul style="list-style-type: none"> <li>• mood is the feeling that the author/illustrator/speaker/director is trying to evoke in their readers</li> <li>• author's word choice provides details that contribute to the meaning of the story and mood</li> <li>• illustrations provide details (<i>e.g., facial expressions, gestures, foreground, background</i>) that contribute to the meaning of the story and mood</li> <li>• elements of a visual presentation (<i>e.g., music, lighting, colors</i>) and characters' body language, facial expressions, and tone of voice provide details that contribute to the meaning of the story and mood</li> <li>• elements of an oral presentation (<i>e.g., tone of voice, rate, volume, intonation</i>) provide details that contribute to the meaning of the story and mood</li> </ul> | <ul style="list-style-type: none"> <li>• explain and analyze how aspects of narration (<i>author's word choice</i>) and illustrations emphasize a character/setting/plot/mood</li> <li>• explain and analyze how aspects of narration (<i>author's word choice</i>) and/or illustrations reveal a change in the character/setting/plot/mood</li> <li>• explain different elements of a visual presentation and how they emphasize a character/setting/plot/mood</li> <li>• explain different elements of an oral presentation and how they emphasize a character/setting/plot/mood</li> <li>• explain and analyze how elements of a visual presentation work together to reveal a mood</li> <li>• explain and analyze how elements of an oral presentation work together to reveal a mood</li> </ul> |
| <p><b>Instructional Strategies Leading to Analysis</b><br/><i>While reading narrative text...</i></p>   |  |  |



## The Thompson TDA Model

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### **Connecting Written Text to Illustrations**

- Model, while thinking aloud and making predictions, how the illustrations reveal the mood of the story pointing out colors, facial expressions, and images representing time and place. Have students discuss how the illustrations contribute to what the author is saying.
- Guide students in using the illustrations to better understand the story, characters, plot, and their connection to the written word.
- Instruct students on commonly used words which describe mood (*e.g., sad, happy, angry, excited, cranky, gloomy, cheerful, grateful, bored, curious*) and point out these words when reading texts. Compare how the illustrations support the author's word and the mood conveyed.
- Create an anchor chart for emotion words which help to describe the mood of the story.
- Guide students in making inferences about how the illustrations reflect the mood of the story.
- Engage students in annotating how illustrations match the author's written text.
- Have students write and illustrate their own stories that convey a specific mood.
- Model and engage students, while thinking aloud, in analyzing how the author's word choice reveals a mood.

### **Connecting Written Text to Oral Presentations**

- Instruct students on the elements of oral presentations that convey a mood, including the speaker's tone of voice, rate of speaking, volume, and intonation.
- Engage students in listening to an oral presentation of a previously read story, poem, or drama. Have them record the feeling (*mood*) that they have from listening and describe which element(s) caused them to feel that way.
- Have students compare and contrast how reading and listening to the text impacts the meaning and mood of the story.
- Model and engage students, while thinking aloud, in analyzing how the elements of an oral presentation reveal a mood.

### **Connecting Written Text to a Visual Presentation**

- Instruct students on the elements of visual presentations that convey a mood, including the use of music, lighting, and colors.
- Engage students in viewing a visual presentation of a story, poem, or drama. Have them record the feeling (*mood*) that they have from the visual elements and describe which element(s) caused them to feel that way.
- Engage students in viewing a visual presentation of a story or drama previously read. Have them compare/contrast the meaning and mood of the story.
- Model and engage students, while thinking aloud, in analyzing how the elements of a visual presentation reveal a mood.