



## Second 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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## Second Grade: Reading Informational Text

1.2.A Reading Informational Text – Key Ideas and Details: Main Idea		
1.2.2.A: Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Main idea Key ideas (<i>in paragraphs</i>) Key details</p> <p><b>Example analysis question:</b> How did the author use the key ideas and details within different paragraphs to explain 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>topic sentence expresses the main idea of the paragraph</li> <li>key ideas are the most important thoughts/statements within a paragraph</li> <li>key details are words or phrases that tell the most important information about the key idea</li> <li>key ideas and details explain the text’s main idea</li> </ul>	<ul style="list-style-type: none"> <li>identify the topic of a text</li> <li>identify the key idea of a paragraph using the topic sentence</li> <li>identify key details that support the key idea of a paragraph</li> <li>identify and explain the main idea of a text by using key ideas and details</li> </ul>
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
<p><b>Topic/Main Idea</b></p> <ul style="list-style-type: none"> <li>Model identifying the topic of a text by examining the front cover, illustrations, captions, and text titles.</li> <li>Point out section titles, words in bold, illustrations, and other text features to engage students in identifying the main idea of a text (see <i>Standard 1.2.2.E for text features</i>).</li> <li>Provide opportunities for students to identify the main idea by scaffolding with sentence starters, such as: “<i>The main idea is that...</i>”.</li> </ul> <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. Explain that the key details in the paragraph support the key idea.</li> </ul>		

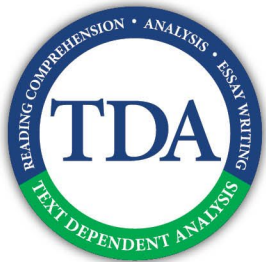


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- Provide opportunities for students to identify topic sentences and to use them to identify the key idea of the paragraph.
- Create a chart of the key ideas and details of a multiparagraph text. Model and engage students, while thinking aloud, how the key ideas and details support the identification of the text's main idea.
- Point out and have students locate repeated words and/or phrases throughout a paragraph and full text to support identifying key ideas and/or main idea.
- Write the main idea, key ideas, 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 the key ideas and key details. Have students locate the information within the text. 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 key ideas and 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.
- Use a list of key ideas and details for a selected text, have students explain how they support the main idea.





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

### 1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within 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>
Events Concepts Steps in a procedure  <b>Example analysis question:</b> How did the author show a connection between two events/concepts/steps in a procedure?	<ul style="list-style-type: none"> <li>Series of events or steps in a procedure are occurrences that happens as part of a sequence</li> <li>vocabulary that supports sequential order (<i>e.g., first, after that, then, and finally</i>)</li> <li>concepts or ideas are statements about the topic</li> <li>events, concepts, or steps in a procedure can be connected by comparison, cause/effect relationships, or how one influences another</li> <li>language used to connect events or concepts (<i>e.g., similarities, differences, cause or why something happened, effect or the result of what happened, changes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>identify events or steps in a procedure in sequential order</li> <li>identify concepts in a text using main events or ideas</li> <li>identify and use vocabulary to describe connections</li> <li>make inferences about events, concepts, or steps in a procedure based on vocabulary and key details</li> <li>describe connections between a series of events or steps in a procedure</li> <li>describe connections or how one event, concept, or step in a procedure influence another</li> </ul>

### Instructional Strategies Leading to Analysis

*While reading informational text...*

#### **Vocabulary for Connecting a Series of Events, Concepts, or Steps in a Procedure Within a Text**

- Point out words and phrases while reading that show connections (*e.g., compare/contrast, cause/effect, changes, influences, relationships*) to students.
- Provide opportunities for students to use words and phrases showing connections, scaffolding as needed.
- Create and use an anchor chart of words and phrases that show connections.

#### **Connecting a Series of Events in Informational Text**

- Point out and describe (*creating a mental visual*) the connections between a series of events, specifically focused on why something happened and the result (*cause/effect*).
- Create and model using cause/effect graphic organizers.





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- Engage students in identifying and describing the cause/effect connections between a series of events.
- Create a timeline of events.
- Engage students in making inferences about how a series of events impacted or influenced individuals, groups of individuals, or society.
- Compare and contrast events and their influences.

### **Connecting Concepts in Informational Text**

*(Refer to Standard 1.2.2.A for teaching main idea(s) across paragraphs.)*

- Identify the details in an informational text and how they reveal the concept or main idea of the text.
- Compare and contrast two similar concepts (*e.g., rules and responsibilities*).
- Describe how a concept has changed over time.
- Make inferences about why a concept has changed.

### **Connecting Steps in a Procedure**

- Identify steps in a procedure determining the effect or relationship of one step on the next.
- Make inferences about why the steps in a procedure must be completed in a specific order.



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

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

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 Search tools Key details (<i>facts/information</i>)</p> <p><b>Example analysis question:</b> How did the author use different text features to support the main idea or details of a text?</p>	<ul style="list-style-type: none"> <li>● purpose of grade-appropriate text features, such as:               <ul style="list-style-type: none"> <li>○ table of contents – tells about the different sections of the text and what page each section begins</li> <li>○ glossaries – defines words found in the text that might be difficult</li> <li>○ indexes – guide to important information in the text</li> <li>○ headings – words and phrases that help to organize information and lets the reader know what the page/section is about</li> <li>○ bolded words – important words defined in the glossary</li> <li>○ pictures or diagrams – visual of content</li> <li>○ labels – words that describe the parts of a map, chart, photograph, diagram, illustration</li> <li>○ captions – sentence describing a picture, illustration, or diagram</li> <li>○ maps – a picture showing where something is located</li> <li>○ charts and tables – information displayed in an organized way</li> </ul> </li> <li>● purpose of grade-appropriate search tools</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>● use text features and search tools for appropriate purposes</li> </ul>



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	<ul style="list-style-type: none"> <li>o electronic menus – online resource to locate information</li> <li>o icons – a graphic or visual representation of something that helps to locate specific information</li> <li>• text features are used to locate and gain additional information</li> <li>• key details are words or phrases that tell the most important information about the main idea</li> </ul>	
<b>Instructional Strategies Leading to Analysis</b> <i>While reading informational text...</i>		
<p><b>Text Features</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide students with various text features on index cards or sentence strips and have them sort by those that help to locate information (<i>e.g., table of contents, index</i>) or gain additional information (<i>e.g., pictures, captions</i>).</li> <li>• Have students write and illustrate their own informational pages using text features.</li> <li>• Use photocopied pages of texts and have students enhance the page by adding text features.</li> <li>• Engage students in a discussion of how a text feature supported their understanding about a key detail or main idea (<i>e.g., use of bold words</i>).</li> </ul>		



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

**1.2.2.F: Determine the meaning of words and phrases as they are used in grade-level text, including multiple-meaning words.**

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 Multiple-meaning words</p> <p><b>Example analysis question:</b> How did the author use text features or context clues to support the meaning of words and phrases?</p>	<ul style="list-style-type: none"> <li>• words have meaning</li> <li>• when a word is unknown</li> <li>• words can have different meanings depending on how the word is used in a sentence (<i>e.g., watch – as a way to tell time; watch – to look at something</i>)</li> <li>• strategies and resources to determine unknown words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>• identify unknown words and phrases in a text</li> <li>• use strategies to determine the meaning of unknown words and phrases and multiple-meaning words               <ul style="list-style-type: none"> <li>○ ask questions to determine or clarify the meaning of unknown words and phrases using key question words</li> <li>○ 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</li> <li>○ 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</li> <li>○ use resources (<i>e.g., picture dictionaries, Word Walls, word banks, anchor charts</i>) to identify the meaning of unknown words and phrases</li> </ul> </li> <li>• substitute known words for words with multiple meanings based on context clues</li> </ul>
<p><b>Instructional Strategies Leading to Analysis</b> <i>While reading informational text...</i></p>		





### Unknown Words

- Model and engage students while reading, using think aloud, to identify words and/or phrases that may be unknown to students and how to use text features, strategies, and resources to determine its meaning.
- Model and engage students, while thinking aloud, in annotating text (*highlight, circle, Wikki stixs to mark context clue words, write questions/statements*), using prior knowledge, text features (*illustrations and captions, bolded words, headings*), context clues (*repeated words, surrounding words, domain-specific words, word substitutions*), phonics and word analysis clues, 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 or small groups to determine the meaning of unknown words, phrases, and multiple-meaning words from a text.
- Engage students in annotating the text (*highlight, circle, Wikki stixs to mark context clue words, write questions/statements*) to determine the meaning of unknown words and/or phrases.

### Multiple-Meaning Words

- Select multiple-meaning words from a text specific to a topic (*e.g., scale, duck, tag, fan, nail*), and record on sentence strips. Have students discuss, create sentences, and/or illustrations of the different meanings before reading the text. During reading, ask students which meaning is correct and what context clues they used to determine its meaning.
- Create an anchor chart of multiple-meaning words and add to it as words are encountered in text and refer to the chart during reading. Have students write sentences to show how the word can be used in different ways. For example:

Word	
Scale	I stepped on the scale to see how much I weighed. The snake had scales all over its body.
Nail	It's not healthy to bite your nails. I used a hammer and nail to hang the picture.

### Using Unknown Words and Multiple-Meaning 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., Caterpillars **hatch or emerge** from a butterfly egg. – the word **emerge** may be unknown, the word **or** shows a connection to **hatch**; they have similar meanings.*)



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

**1.2.2.G: Explain how graphic representations contribute to and clarify 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>Graphic representations</p> <ul style="list-style-type: none"> <li>- Graphs (<i>bar graphs, line graphs, pictographs</i>)</li> <li>- Charts</li> <li>- Diagram (<i>Venn diagram</i>)</li> <li>- Photograph</li> <li>- Drawing</li> <li>- Map</li> </ul> <p>Main idea Key details</p> <p><b>Example analysis question:</b> How did the author use graphic representation to support/extend the main idea and key details?</p>	<ul style="list-style-type: none"> <li>• graphic representations represent visual information about the main idea and key details</li> <li>• purpose of reading graphic representations (<i>clarify or support information</i>)</li> <li>• differences between graphic representations and how each are read</li> </ul>	<ul style="list-style-type: none"> <li>• use graphic representation(s) to interpret the meaning of the information</li> <li>• use graphic representation(s) to identify and describe important information and how it relates to the main idea</li> <li>• use graphic representation(s) to identify and describe an extension of the written information</li> <li>• match graphic representation(s) to the words on a page</li> <li>• answer questions posed about the words and graphic representation(s)</li> </ul>
<p><b>Instructional Strategies Leading to Analysis</b> <i>While reading informational text...</i></p>		
<p><b>Graphic Representations in Text and Diverse Media</b></p> <ul style="list-style-type: none"> <li>• Model and engage students, while thinking aloud, in the information obtained from a graphic representation. Explain the purpose and use of the graphic representation, including whether it supports the written text or extends it.</li> <li>• Engage students in a discussion of additional key details obtained from a graphic representation. Discuss whether they are important or interesting to know.</li> <li>• Engage students in a discussion of whether the information obtained from a graphic representation supports the main idea of the text.</li> <li>• Record the important key details from words and graphic representations on a chart, distinguishing the difference.</li> <li>• Discuss why the author/illustrator included specific graphic representations and not others (<i>e.g., use of a diagram instead of a chart; the diagram shows and labels the caterpillar parts, but a table would only list them; the list is already in the written words, so it doesn't help the reader understand what the caterpillar looks like.</i>)</li> </ul>		



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- Engage students in pairs or small groups to read a graphic representation and record all 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 graphic representations on their own informational page (*life cycle of a frog, or parts of a caterpillar*).
- Provide students with the opportunity to share their information with another student or group of students discussing how the graphic representation supports and/or extends the written text. Have students ask questions about the graphic representations 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.





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

### 1.2.2.H: Describe how reasons support specific points the author makes 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  <b>Example analysis question:</b> How did the author use supporting reasons to describe the author's key point of the text?	<ul style="list-style-type: none"> <li>author's purpose for writing informational text (<i>inform, persuade, entertain</i>)</li> <li>authors can make multiple key points about a topic</li> <li>authors include reasons to support the key point</li> <li>author's purpose for ordering reasons is to support a key point</li> <li>details can be made clear through the use of text features and specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>identify the author's purpose for writing the text</li> <li>identify and explain how the key points are important to the topic</li> <li>explain how the order of reasons/details supports the author's purpose and key points</li> <li>identify and explain how the text features support the author's purpose, key points, and reasons</li> <li>identify and explain how the author's word choice supports the purpose, key points, and reasons</li> </ul>
<b>Instructional Strategies Leading to Analysis</b> <i>While reading informational text...</i>		
<b>Topic, Key Points, and Reasons</b> <ul style="list-style-type: none"> <li>Model, using appropriate vocabulary, identifying key points and clarifying reasons, and explaining why author's include specific points (<i>supports finding text evidence</i>).</li> <li>Highlight key details the author includes and engage students in explaining how the details support the author's purpose, topic, and key points.</li> <li>Highlight text features the author includes and engage students in explaining how they support the author's purpose, topic, and key points.</li> <li>Have students examine the text features for evidence that supports the key points and explain how they support the author's purpose, topic, and key points.</li> <li>Model, using a two-column chart, identify and record the key points the author makes and the reasons/details that support the key point. Engage students in recording this information independently.</li> <li>Engage students in a discussion about whether the reasons/details support the key point and whether there are enough reasons/details to support the key point. Have students identify additional reasons/details to support the key point.</li> </ul>		



## Second Grade: Reading Literature

1.3.A Reading Literature – Key Ideas and Details: Theme		
1.3.2.A: Recount stories and determine their central message, lesson or moral.		
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/moral  <b>Example analysis question:</b> How did the author use key details about the character ( <i>thoughts, actions, words, feelings</i> ) to show the central message/lesson/moral of the story?	<ul style="list-style-type: none"> <li>stories are retold in sequential order (<i>beginning, middle, and end</i>)</li> <li>key details are important information about a main character</li> <li>key details are important information about the events that lead to a solution of a main character's problem</li> <li>inferences use text evidence and background knowledge to predict why a character behaves in a certain way</li> <li>central message, lesson, or moral is learned by what the characters think, say, do, and feel</li> <li>central message is the big idea of the story</li> <li>lesson or moral is what the author wants the reader to learn</li> </ul>	<ul style="list-style-type: none"> <li>sequentially retell the events from the beginning, middle, and end of a story</li> <li>identify a main character's problem</li> <li>identify important key details about a main character's thoughts, actions, words, and feelings</li> <li>make inferences about the main character's thoughts, actions, words, and feelings and how they respond to a problem</li> <li>identify a central message or lesson using evidence and inferences about the character's response to a problem in a story</li> </ul>
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
<b>Retelling</b> <ul style="list-style-type: none"> <li>Model and engage students, while thinking-aloud, in 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, moral</i>).</li> <li>Model the use of graphic organizers and select key details about a main character, problem, events, and solution for use on the organizer.</li> </ul>		



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- Model and engage students, while thinking-aloud, in recounting/retelling the story using the key details (*character, problem, solution*) on 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 identifying and describing key details about characters, a problem, events, and a solution and recording them on a graphic organizer.
- Engage students in 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 or independently*).

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

(Refer to Standard 1.3.2.C for teaching character's response to events and challenges.)

- While reading, create a 4-column chart that categorizes the main character's thoughts, actions, words, and feelings. Engage students in a discussion about how the thoughts, actions, words, and feelings reveal the characters' traits.
- While reading, identify the problem, events, and solution of the story and how the character responds in the beginning, middle, and end of the story.
- Model, while thinking aloud, annotating the character's thoughts, actions, words, and feelings in response to the problem, events, and solution of the story.
- Engage students, throughout the day, in making inferences about the meaning of the character's actions, words, and feelings.
- Engage students in annotating the character's actions, words, and feelings about a problem, events, and solution, and making inferences about the character based on annotations.

### **Central Message or Lesson/Moral**

- Explain the meaning of a central message or lesson/moral.
- Explain that the moral of a story tells what is right or wrong in someone's behavior.
- Identify fairytales, fables and folktales as genres that often teach a lesson or moral.
- Model, while thinking aloud, how the key details about the character's actions, words, and feelings about a problem, events, and solution show a central message or lesson, or moral the author wants the reader to learn.
- Engage students in using the character's actions, words, and feelings about a problem, events, and solution as evidence to determine a central message, lesson, or moral the author wants the reader to learn.



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

**1.3.2.C: Describe how characters in a story respond to major events and challenges.**

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Characters' personality traits Characters' reactions Major events Challenges Key details  <b>Example analysis question:</b> How did the author reveal the characters' personality traits through their response to major events/challenges in 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>● major events are the key actions that take place in the beginning, middle, and end of a story</li> <li>● problem of the story is often the challenge faced by a character</li> <li>● characters are affected by different events/problems that take place in the story</li> <li>● character's trait is revealed by how they react/respond to major events/challenges</li> <li>● characters can change due to different events in the story</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 major events in a story and how they impact the character</li> <li>● identify and describe a challenge the character faces in a story</li> <li>● describe how the character's traits impact the response to the challenge or major event</li> <li>● describe when and why a character changes in a story</li> </ul>
<b>Instructional Strategies Leading to Analysis</b> <i>While reading narrative text...</i>		
<b>Characterization</b> <ul style="list-style-type: none"> <li>● Model and engage students, while thinking-aloud during close reading, in appropriate academic vocabulary related to characterization and story structure (<i>e.g., beginning, middle, end, character traits, challenges, problem, major events, solution</i>).</li> <li>● Model using graphic organizers and annotations to identify characters' thoughts, actions, words, and feelings as supporting evidence for character traits.</li> <li>● Identify and make inferences about why a character responds to a particular event in a specific way.</li> <li>● Utilize an "I do, we do, you do" approach by modeling, while thinking aloud, and engaging students in using graphic organizers by:               <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ describing how major events impact the main character using text evidence and inferences.</li> </ul> </li> </ul>		



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- o describing the challenge(s) faced by the main character and how the main character responds to the challenge using text evidence and inferences.
- o describing the turning point event in the story and how the main character responds to it using text evidence and inferences.
- o describing the behavior of the main character at the end of the story based on a solution or turning point, using text evidence and inferences.



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

**1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

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 Author’s word choice  <b>Example analysis question:</b> How did the narrator/character show their perspective about the event/situation?	<ul style="list-style-type: none"> <li>• meaning of point view is the perspective of the person telling the story</li> <li>• different characters in a story</li> <li>• difference between one’s own point of view/perspective and the point of view/perspective of characters and/or the narrator</li> <li>• difference between the point of view/perspective of characters and the narrator</li> <li>• dialogue and narration (<i>author’s word choice</i>) are used to identify who is telling the story</li> </ul>	<ul style="list-style-type: none"> <li>• identify who is telling the story based on dialogue and/or narration</li> <li>• identify the point of view/perspective of the person telling the story</li> <li>• describe the character’s emotions and thoughts based on the character’s point of view/perspective at different points in the story</li> <li>• describe the narrator’s point of view/perspective based on narration (<i>author’s word choice</i>) at different points in the story</li> <li>• compare and contrast two points of view/perspectives to explain character motivations and behaviors</li> </ul>

**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 in quotation marks, and narration as evidence.
- Model, while reading aloud, 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.
- Discuss who is telling the 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.



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- Share two stories/videos told from two different points of view (e.g., [Three Little Pigs/The True Story of the Three Little Pigs](#)) and discuss how the characters' point of view/perspective is revealed through the illustrations and author's words.
- Engage students in comparing and contrasting two character's perspectives using evidence from the story to make inferences.
- Engage students in Readers' Theatre to practice using different voices of the characters based on the character's perspective, using evidence from 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

**1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Story structure</p> <ul style="list-style-type: none"> <li>- Beginning</li> <li>- Middle</li> <li>- End</li> </ul> <p>Story elements</p> <ul style="list-style-type: none"> <li>- Characters</li> <li>- Setting</li> <li>- Problem</li> <li>- Plot</li> <li>- Events</li> <li>- Solution</li> <li>- Central message/lesson/moral</li> </ul> <p>Genre characteristics</p> <p><b>Example analysis question:</b> How did the author use the story plot to reveal the behavior and personality traits of the character(s)?</p>	<ul style="list-style-type: none"> <li>• beginning of a story introduces characters, setting, and possible problem</li> <li>• middle of the story includes the problem, the events, character actions to resolve the problem</li> <li>• end of the story includes the resolution and the lesson learned by the main character</li> <li>• different genres of fiction have similar reading elements and story structure but can have different characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain the transitions between the beginning, middle, and end of a story</li> <li>• describe the genre of a text providing evidence as support</li> <li>• identify and explain the characteristics of a fiction text in different forms and presentations (<i>e.g., picture books, fairy tales</i>)</li> </ul>
<p><b>Instructional Strategies Leading to Analysis</b> <i>While reading narrative text...</i></p>		
<p><b>Story Structure</b></p> <ul style="list-style-type: none"> <li>• Model completing different story structure organizers (<i>e.g., B-M-E, Story Map, Somebody Wanted But So Then</i>). Use the story structure organizers to retell a story and engage students in using them to retell a story.</li> <li>• Compare and contrast the information included in different story structure organizers, ensuring that students recognize that the story elements are included in each.</li> </ul>		



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- Use a variety of different genres (*e.g., fables, tall tales, realistic fiction*) and point out the similarities/differences of the story structure and story elements.
- Create an anchor chart identifying characteristics of different fictional genres, for example:

	Fables	Tall Tales	Realistic Fiction
Illustrations are the major focus	Characters are often animals with human qualities and behaviors	Characters are bigger than life and may have special qualities	Real situations ( <i>friendships, family, handicapping conditions, courage, and identity</i> )
Illustrations guide the reader to focus on important aspects of the text	Time and place are often unknown	Time and place are usually in the United States	Plots ( <i>characters, setting, problem, events, solution</i> ), settings, and characters reflect those found in real life
	Simple story plot	Exaggerated events	Can include humor
	Endings reveal a lesson	Endings reveal a lesson	Endings are not always happy

- As texts are read, have students identify how the structures includes the story elements.
- Use a featured author study (*e.g., Leo Lionni*) to point out similar story structures and story elements.
- Model and engage students, while thinking aloud, in identifying key words that indicate the reading elements (*characters, setting, problem, events, solution*) and structure of a story (*beginning, middle, end*).

### Poetry Structure

- Model, while thinking aloud, 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.



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

#### 1.3.2.F: Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Figurative language Feelings Senses Rhyming Rhythm Visualization Imagery: <ul style="list-style-type: none"> <li>- Words and phrase that express feelings</li> <li>- Words and phrases that appeal to the senses</li> <li>- Words and phrases that are nonliteral (<i>figurative language</i>)</li> </ul> <p><b>Example analysis question:</b> How did the author use words and phrases to contribute to the meaning of the story plot?</p>	<ul style="list-style-type: none"> <li>• figurative language (e.g., <i>alliteration, word repetition, onomatopoeia, simile, idioms</i>) meaning and purpose</li> <li>• words and phrases that express feelings</li> <li>• words and phrases that reflect the senses</li> <li>• rhyming words are the repetition of similar sounds</li> <li>• rhythm is the repeated pattern formed by the author's word choice</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain the meaning of different types of figurative language</li> <li>• describe how nonliteral words and phrases add meaning to the characters/plot</li> <li>• describe how different types of figurative language add meaning to the characters/plot</li> <li>• identify and explain how words and phrases, including those that form a rhythm, express feelings in stories and poems</li> <li>• identify and explain how words and phrases, including those that form a rhythm, express the senses in stories and poems</li> <li>• identify and describe the feelings and emotions of the main character using sensory and feeling words and phrases</li> <li>• make inferences about the main character using the author's word choice</li> </ul>
<b>Instructional Strategies Leading to Analysis</b> <i>While reading narrative text...</i>		
<p><b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>• Read stories that include figurative language. Examples include               <ul style="list-style-type: none"> <li>○ Idioms-<i>Amelia Bedelia</i> by Peggy Parish, <i>You're Pulling My Leg!</i> By Pat Street</li> <li>○ Personification-<i>Pencil: A Story with a Point</i> by Ann Ingalls</li> </ul> </li> </ul>		



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- Similes-*Quick as a Cricket* by Audrey Wood, *Dangerously Ever After* by Dashka Slater.  
Create a list of the different types of figurative language and discuss why the author uses the different types of figurative language.
- Explain how different types of figurative language provides rhythm (e.g., *alliteration*) and adds details about the story elements and plot.
- Use the idioms or other figurative language (e.g., *exaggeration*) identified in texts and have students illustrate and explain their meaning, such as:
  - The neighbor's car *costs an arm and a leg*.
  - Sam got soaking wet because it's *raining cats and dogs*.
  - We got home late from the movies and dad said it was time to *hit the hay*.

### Rhyme and Rhythm

- Read stories and poems that include rhymes and include a rhythm (e.g., [\*Horton Hears a Who\* by Dr. Seuss](#), [\*I Can't Said the Ant\* by Polly Cameron](#)). Record the rhyming words and discuss how the rhymes and rhythm contribute to the meaning of the story.

### Words and Phrases that Suggest Feelings or Appeal to the Senses

- Read stories and poems that include sensory words and phrases that suggest feelings and/or appeal to the senses.
- Record feeling and sensory words and phrases on index cards and have students sort the words, including which sense the word indicates.
- 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.
- Model and engage students, while think aloud, in identifying sensory words and phrases that indicate a character's feelings about an event (e.g., *she was happy as a clam*) 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 suggests.



1.3.G Reading Literature – Integration of Knowledge and Ideas: Sources of Information		
1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Illustrations Narration and dialogue Characters Setting Plot <ul style="list-style-type: none"> <li>- Problem</li> <li>- Events</li> <li>- Solution</li> </ul> <p><b>Example analysis question:</b> How did the author use illustrations, narration, and dialogue together to reveal the character’s behavior/importance of the setting/the plot?</p>	<ul style="list-style-type: none"> <li>● different story elements (<i>characters, setting, plot, events</i>)</li> <li>● characters can be described based on traits and behaviors often related to a problem and solution and how they treat other characters</li> <li>● setting can be described using the physical location and time period that the story takes place</li> <li>● events can be described as major occurrences that take place in chronological order</li> <li>● narration, dialogue, and illustrations provide details about characters, setting, plot, and events</li> </ul>	<ul style="list-style-type: none"> <li>● use illustrations and words to explain the characters’ appearance, emotions, and actions</li> <li>● use illustrations and words to identify and describe the setting</li> <li>● use illustrations and words to explain the plot (<i>problem, major events, and solution</i>)</li> <li>● compare and contrast the author’s word choice and the illustrations and explain how word choice can provide a more exact description of characters’ appearance, mood, or actions</li> </ul>
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
<p><b>Connecting Illustrations and Written Text</b></p> <ul style="list-style-type: none"> <li>● Model while taking a picture walk through a book and tell the story using story elements (<i>character, setting, events</i>) based on illustrations. After reading the story, compare/contrast the written text with the illustrations. Have students discuss:               <ul style="list-style-type: none"> <li>○ the extent to which the words match the illustrations.</li> <li>○ how each (<i>written text and illustrations</i>) provides the details to help gain meaning from the story.</li> </ul> </li> <li>● Model, while thinking aloud, reasons the author used specific words/dialogue to describe the character/setting.</li> <li>● Model, while thinking aloud, reasons the illustrator created the character/setting to look a specific way.</li> <li>● Guide students in using the illustrations to better understand the story, characters, plot, and their connection to the written word.</li> <li>● Engage students in a sequencing activity of illustrations to retell the story. Compare the illustration sequencing with the written words.</li> </ul>		



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- Have students match the words that would go with the pictures to help students understand that the pictures have to match the text.
- Kid Writing activities:
  - Use a wordless book and have students write about what is happening in the story based on the illustrations.
  - Have students create illustrations to match the written text from a story; compare to the illustrator's drawings.
  - 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.