Third Grade

Supporting Analysis: Deconstructed Standards Leading to Analysis

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

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

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

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

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

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[1] See TDA Series: Collaborative Discussions for Close Reading

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

Deconstructed Reading Standards

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

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

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

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

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

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

Underlying Knowledge represents the factual underpinnings of the standard.

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

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

Organization of this Resource

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

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

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

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

Use of this Resource

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

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[3] See TDA Series: Grade Level Replacement Units

Contents

Third Grade: Reading Informational Text

1.2.A Reading Informational Text – Key Ideas and Details: Main Idea

1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*
Main idea Key ideas *(in paragraphs)* Key details *(headings, vocabulary, facts, events)* **Example analysis question:** How did the author use key ideas and details within different paragraphs to explain the text's main idea?	● topic of a text ● meaning of main idea as the most important thought/statement about the topic ● key ideas are the most important thoughts/statements within a paragraph ● key details are words or phrases that tell the most important information about the key idea ● key ideas and details reveal the main idea of the text	● identify the topic of a text ● identify the key idea of a paragraph using the topic sentence ● identify key details that support the key idea of a paragraph ● identify and explain the main idea of a text by using key ideas and details

Instructional Strategies Leading to Analysis *While reading informational text…*

Topic/Main Idea
- Model identifying the topic of a text by examining the front cover, illustrations, captions, and text titles.
- Point out text features *(e.g., section titles, words in bold, recurring vocabulary, illustrations)* to engage students in making inferences about the main idea of a text *(refer to Standard 1.2.3.E for text features)*. When making inferences about the main idea, ask students, *"What is the most important thing the author wants you to remember?"*
- Provide opportunities for students to identify the main idea by scaffolding with sentence starters, such as: *"The main idea is that…"*.

Key Ideas and Key Details
- Point out topic sentences of paragraphs within texts. Explain that the topic sentence is usually the first sentence *(or ending sentence)* of a paragraph and reveals the key idea of the paragraph. Create a question using the topic sentence and have students identify and explain how the key details in the paragraph support the key idea question.

- 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.
- 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 *(e.g., George Washington had wooden teeth-interesting information; George Washington served as the first president of the United States and commanded the Continental Army during the American Revolution-important information)* by:
  - underlining or highlighting the important information and crossing out interesting information,
  - explaining why the information is important vs. interesting, and
  - writing a one or two sentence synopsis of the main and supporting information for each paragraph using the important information.
- Pause after reading one or two paragraphs and have students identify the key idea and key details. Record these on sentence strips or organizers and have students retell the information to a partner explaining why the information is important vs. interesting.
- 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 key 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.

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

1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*

Events
Concepts
Steps in a procedure
Text structures
   – Chronological order
   – Sequential or process order
   – Cause and effect
Vocabulary signaling text structure
 	
Example analysis question:
How did the author show a connection between two events/concepts/steps in a procedure?
	• series of events occur in order of time
	• steps in a procedure occur as part of an order of process
	• concepts or ideas are statements about the topic
	• vocabulary used to connect pieces of information, ideas, events, or individuals *(e.g., similarities, differences, cause or why something happened, effect or the result of what happened, changes)*
	• events, concepts, or steps in a procedure can be connected by comparison, cause/effect relationships, or how one influences another
	• text structures organize information
	• purpose and use of text structures include chronological order, sequence, cause and effect, and signal words for each structure
	  ○ chronological order structure
	    ▪ consists of dates and times to create a timeline of events
	    ▪ signal words can include after, at that time, at the same time, before, during, finally, first, last, later, now, not long after, next, second, soon after, then, to begin with, today
		• identify a series of events in chronological order
		• identify steps in a procedure in sequential order
		• identify concepts in a text using main ideas and details
		• identify and use vocabulary to describe connections
		• make inferences about events, concepts, or steps in a procedure based on vocabulary and key details
		• describe connections between events or series of steps from a procedure
		• describe connections or how one event, concept, or step in a procedure influence another
		• identify one or more text structures using signal words and text evidence
		• explain the purpose or a text structure using text evidence

	sequential or process order structure ○ organized by how things occur *(e.g., processes of nature, steps in a procedure)* ■ signal words can include first, next, before, last, then ○ cause and effect structure ■ explains reasons why something happened or the cause of something; what happened as a result or effect ■ signal words can include because, as a result, resulted, caused, affected, since, due to, effect ● the relationship between cause and effect; reasons are causes and the thing that happens is the effect ● texts can include more than one structure	

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 to students that show connections *(e.g., compare/contrast, cause/effect, changes, influences, relationships)*.
● Provide writing 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.

Text Structures
● Identify and explain the purpose and use of different text structures *(chronological order, sequence or process order, cause/effect)*.
● Model previewing texts for text features to specifically look for text structure signal words. Create a list of signal words and discuss how the text is structured and how the structure supports the author's main idea.
● Model making inferences about the main idea based on text structures *(e.g., Use the list of dates about George Washington Carver to infer the main idea about his life)*.
● Provide sentence starters or cloze sentences to help students identify the structure and key idea within a series of paragraphs or main idea

in a text. For example:
- o   The cause is _____ and the effect is _____. This shows the main idea is _____.
- o   First, _____, second _____, third _____. This shows the key idea is _____.

Connecting a Series of Events in Informational Text
- When reading texts with a series of events in a chronological order, engage students in locating signal words and creating a timeline of events.
- Engage students in making inferences about how a series of events impacted or influenced individuals, groups of individuals, or society.
- Point out and explain the connections between a series of events, specifically focused on:
  - o   what happened as a result of an event on another,
  - o   how one event is related/connected to another event, or
  - o   how an event is related to an individual's idea.
- Create and model using cause/effect graphic organizers to show the organizational structure of a text.
- Engage students in identifying and describing the cause/effect connections between a series of events.
- As students write informational texts, prompt students to use signal words that show connections between a series of events.

Connecting Concepts in Informational Text
(Refer to Standard 1.2.3.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).*

Connecting Steps in a Procedure
- 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 informational text to show steps in a procedure and model how some of the steps are more significant than others. Explain thoroughly why some steps are more important and how they affect other steps.

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

1.2.3.D: Explain the point of view of the author.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*

Point of view
 - First person point of view
 - Third person point of view
Author's purpose
Author's point of view/perspective
Author's word choice
 	
Example analysis question:
How did the author use word choice to show their perspective about a topic/main idea?
	● topic of a text
	● information can be told from a first-person point of view
	  o key words indicating first person point of view *(I, me individual's name)*
	● information can be told from a third-person point of view
	  o key words indicating third person point of view *(she, he, they)*
	● meaning of point view as the perspective of the person telling the information and reasons for writing
	● author's word choice *(tone, shades of meaning)* reveals the author's point of view/perspective
	● tone pertains to the author's attitude toward the topic *(e.g., pollution, real-life heroes)*
	● the difference between one's own point of view/perspective and the point of view/perspective of the author
		● identify the topic of a text
		● determine the point of view based on key words
		● explain the author's purpose for writing about the topic based on the main idea and key details
		● identify the author's word choice, considering shades of meaning, to make inferences about the author's point of view/perspective about the topic and main idea
		● explain the point of view/perspective of the author using narration *(author's word choice and/or events)*
		● explain and analyze how the author feels *(tone)* about the topic/main idea using text evidence

Instructional Strategies Leading to Analysis

While reading informational text…

Point of View/Perspective
● Engage students in identifying and naming the author of the text.
● Model, using key words, identifying whether the text is written in first person *(e.g., autobiography, memoir, personal experience)* or third person *(e.g., biography, historical information, scientific information)* and discussing why it is important to know the author's point of view

(understand the author's purpose, the knowledge they have about the topic/events/situation).

- Model and engage students, while thinking aloud, in examining the author's word choice, including shades of meaning *(refer to Standard 1.2.3.F)* and discuss the literal meaning of the words and the tone *(feelings they evoke)*.
- Discuss tone as the author using words that are positive or negative and create anchor charts to record words that reveal the author's tone. *(Note: tone as a reading element is taught and assessed in grade 5; however, positive or negative words can be taught in grade 3 to support the author's perspective.)*
- Engage students in brainstorming reasons the author wrote about the topic and/or the main idea of the text based on text features *(headings, subheadings)* and author's word choice.
- Use various texts to point out specific words *(e.g., unpleasant, disappointing)* and explain that the author's words reveal their thoughts and feelings about a topic, main, or key idea.
- Engage students in responding to questions such as:
  o *What is the author's opinion about _____?*
  o *Would the author agree or disagree with _____?*
  o *What clues did the author give to reveal his/her feelings about the topic/main idea?*
- Model and engage students, while thinking aloud, in discussing how the author's point of view/perspective influences the way the information is described *(e.g., first person may mean they don't know all of the events that are happening outside of their experience)*.
- Create an anchor chart that supports the steps to determining the author's point of view/perspective and refer to it when reading or viewing texts.

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

### 1.2.3.E: Use text features and search tools to locate and interpret information.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*

Text features
Search tools
Text structures
Vocabulary signaling text structure *(Refer to 1.2.3.C)*
 	
Example analysis question:
How did the author use different text features and text structure to support the main idea?
	● purpose of grade-appropriate text features, such as:
	  o table of contents – tells about the different sections of the text and on what page each section begins
	  o glossaries – defines words found in the text that might be difficult
	  o indexes – guide to important information in the text
	  o headings – words and phrases that help to organize information and let the reader know what the page/section is about
	  o bolded words – important words defined in the glossary
	  o pictures or diagrams – visual of content
	  o labels – words that describe the parts of a map, chart, photograph, diagram, illustration
	  o captions – sentence describing a picture, illustration, or diagram
	  o maps – a picture showing where something is located
	  o charts and tables – show information in an organized way
	● purpose of grade-appropriate search tools
		● identify and explain the purpose of a text feature to locate information *(e.g., headings, table of contents, electronic menus, icons)*
		● identify and explain the purpose of a text feature to gain additional information *(e.g., photographs, pictures, illustrations, labels, captions, maps, diagrams, charts, tables, glossaries)*
		● use text features and search tools for appropriate purposes
		● make interpretations about key details provided by text features
		● make inferences about the meaning of text features
		● use text features to determine text structure

	o electronic menus – online resource to locate information o icons – a graphic or visual representation of something that helps to locate specific information ● text features are used to locate and gain additional information	

Instructional Strategies Leading to Analysis
While reading informational text…

Text Features
- 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.
- Examine different text features *(e.g., picture, diagram, chart, timeline, graph)* and model, while thinking aloud, making interpretations about the key details.
- Provide students with various text features on index cards or sentence strips and have them sort by those that help to locate information *(e.g., table of contents, index)* or gain additional information *(e.g., pictures, captions)*.
- Examine text features to determine and explain how they show a text structure *(e.g., comparisons, chronological order, sequence, or process order)*. Examine the signal words in the text and discuss how they support determining a text structure.
- Use photocopied pages of texts and have students enhance the page by adding text features.
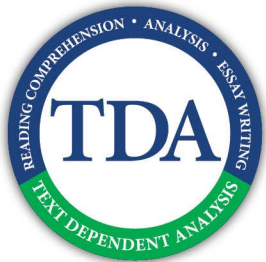
1.2.F Reading Informational Text – Craft and Structure: Vocabulary

1.2.3.F: Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

Note: the deconstruction information is the same as literature (see Standard 1.3.3.F)

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*
Content vocabulary Academic vocabulary Literal words and phrases Non-literal words and phrases Shades of meaning **Example analysis question:** How did the author use nonliteral words/shades of meaning to contribute to the main idea?	● difference between literal *(dictionary definition)* and nonliteral meaning *(words that can mean something different in a different context)* ● strategies for determining the meaning of grade-level literal and non-literal words and phrases ● purpose and author's use of nonliteral words and phrases *(express feelings, how one thing is like another, create images)* ● purpose and author's use of shades of meaning among related words *(help to show a stronger or weaker meaning)* ● strategies and resources to determine unknown academic and content-specific words or phrases	● identify and explain the meaning of nonliteral words and phrases ● differentiate between literal and nonliteral meaning of words and phrases ● explain why an author uses non-literal words and phrases or shades of meaning ● identify and explain the meaning of shades of meaning words and phrases ● use context clues to determine literal and nonliteral meaning of words and phrases, and/or shades of meaning ● explain how nonliteral words and phrases and shades of meaning contribute to the meaning of the text

Instructional Strategies Leading to Analysis
While reading informational text…

Content Vocabulary
● Model and engage students, while thinking aloud, in annotating, using decoding, context clues, text features, and resources to make meaning of content-specific vocabulary.
● Point out how authors use specific word choices to clarify content-specific vocabulary *(e.g., synonyms, restatements, comparisons)*.

Literal and Non-Literal Words and Phrases
- Model and engage students in identifying nonliteral words and phrases., discussing why the author used these words/phrases and the extent to which they contribute to the meaning of the text.
- Model, while thinking aloud and annotating, making inferences about the literal meaning of words and non-literal meaning of words. For example:
  - *The used cars didn't start and were considered lemons.*
    - *Context clue-the cars didn't start.*
    - *Inference (prior knowledge and text evidence)-things that don't start are not helpful; a lemon is sour and doesn't taste good.*
    - *Non-literal meaning-a lemon is something that is unpleasant, the cars that won't start are not pleasant or helpful and are considered lemons.*
- 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.

Shades of Meaning
- Instruct students on shades of meaning by comparing to shades of color *(e.g., exhausted – fatigued – drained – sleepy – tired)*.
- Create an anchor chart of words that have shades of meaning, clarifying the purpose of using words with stronger or weaker meanings of emotion, how one thing is like another, or for creating images. Have students sort the words on the anchor chart from stronger to weaker meanings *(e.g., shades of meaning for small: little – tiny – petite – puny – microscopic)*.
- Have students use typical words in place of words with shades of meaning or have students replace typical words with words that represent shades of meaning and discuss how the words change or impact the meaning of the text.
- Identify words that create emotions, similarities, or images and prompt students to explain why authors used the word, considering whether it constitutes a strong or weak meaning.
- Provide opportunities for students to write informational text using shades of meaning.

J. Thompson:
Text Dependent Analysis – Deconstructed Standards for Analysis
Third Grade, June 2023

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

1.2.3.G: Use information gained from text features to demonstrate understanding of a text.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*
Text features/graphic representations Main idea Key details **Example analysis question:** How did the author use text features/graphic representations to support the main idea and key details of the text?	● text features/graphic representations represent visual information about the main idea and key details ● purpose of reading text features/graphic representations *(clarify or extend information)* ● differences between text features and various graphic representations and how each are read ● key details are represented by text features and graphic representations	● use text features/graphic representation(s) to interpret the meaning of the main idea ● use text features/graphic representation(s) to identify and describe the key details and how it supports the main idea ● use text features/graphic representation(s) to identify and describe an extension of the written information ● match text features and graphic representation(s) to the words on a page ● answer questions posed about the words, text features, and graphic representation(s) ● use text features/graphic representation(s) to identify and explain the key and main ideas

Instructional Strategies Leading to Analysis
While reading informational text…

Text Features/Graphic Representations in Text and Diverse Media
● Model and engage students, while thinking aloud, in making meaning of the information obtained from a text feature/graphic representation. Explain the purpose and use of the graphic representation, including how it supports the written text or extends it.
● Record the important key details from words, visuals, and text features/graphic representations on a chart, distinguishing the differences.
● Engage students in a discussion of additional key details obtained from a text feature/graphic representation. Discuss whether they are important or interesting to know.
● Engage students in a discussion of whether the information obtained from a text feature/graphic representation supports the main idea of the text.

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- Share a video and written text about a similar topic and main idea. Model and engage students, while thinking aloud, in comparing the information gained through the video vs. the text, including the use of text features/graphic representations.
- Engage students in comparing/contrasting key details and main ideas from a video and text, and the information gained from each text.
- Discuss why the author/illustrator included specific graphic representations and not others *(e.g., use of a timeline instead of a table; the timeline illustrates the chronology of events or activities, but a table would only list them; the list doesn't help show the reader the distance between time periods)*.
- 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 *(how light travels)*. 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.
- Examine different text features/graphic representations *(e.g., picture, diagram, chart, timeline, graph)* and model, while thinking aloud, making interpretations about the key details and how they support the key or main idea.
- Engage students in a discussion of how a text feature/graphic representation supported their understanding about a key or main idea.

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

1.2.3.H: Describe how an author connects sentences and paragraphs in a text to support particular points.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*
Author's purpose Main idea Key points Reasons/details **Example analysis question:** How did the author use key points and reasons to support the main idea?	• author's purpose for writing informational text *(inform, persuade, entertain)* • authors can make multiple key points about a topic • reasons support an author's key point in a paragraph or set of paragraphs • to support a key point, an author purposefully orders reasons • details can be made clear through the use of text features and specific vocabulary • key points contribute to explaining the main idea of a text	• identify the author's purpose for writing the text • identify key points and explain how they are important to the topic • explain how the order of reasons/details supports the author's purpose and key points • explain how the text features support the author's purpose, key points, and reasons • explain how the organization of key points and reasons supports the main idea of the entire text

Instructional Strategies Leading to Analysis
While reading informational text…

Main Idea, Key Points, and Reasons
- Model, using appropriate vocabulary, and engage students in identifying key points and clarifying reasons, and explaining why author includes specific points.
- Highlight key points the author includes and engage students in explaining how the reasons support the author's purpose, topic, and key points.
- Model, using a two-column chart, identifying and recording the key points the author makes throughout the text. Have students reread the text to identify the supporting reasons. Engage students in recording this information independently and explain how the author uses the reasons to demonstrate the key points.
- Rearrange the key points and reasons, and have students reread the text to link them to the appropriate key points explaining why they support the key point.
- Engage students in a discussion about whether there are enough reasons to support a key point.
- Model, using appropriate vocabulary, identifying the main idea of a text using the order of key points and reasons why author's include specific details in each section. Use the following questions, for example, to think aloud appropriate responses:
  o *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 and reasons support the author's main idea.

Third Grade: Reading Literature

1.3.A Reading Literature – Key Ideas and Details: Theme		
1.3.3.A: Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.		
Reading Elements for Analysis	**Underlying Knowledge** *Students will know…*	**Underlying Skills and Reasoning** *Students will demonstrate the ability to:*
Characters Key details/problem/events *(about the character)* Sequence of events Central message/lesson/moral **Example analysis question:** How did the author use key details about the character *(thoughts, actions, words, feelings)* to show the central message/lesson/moral of the story?	● key details are important information about a main character, setting, events that lead to a solution of a main character's problem, and the resolution ● inferences use text evidence and background knowledge to predict why a character behaves in a certain way ● central message, lesson, or moral is learned by what the characters think, say, do, and feel about a problem and solution ● central message is the big idea of the story ● lesson or moral is what the author wants the reader to learn	● identify and explain a main character's problem ● identify and explain important events of a story from the beginning, middle, and end to show changes in a character's behavior or personality ● identify and explain important key details about a main character's thoughts, actions, words, and feelings ● make inferences about the main character's thoughts, actions, words, and feelings and how they respond to a problem ● identify and explain the meaning of a central message, lesson, or moral using evidence and inferences about the character's response to a problem in a story
Instructional Strategies Leading to Analysis *While reading narrative text…*		
Retelling ● Model and engage students while thinking-aloud, in appropriate academic vocabulary related to story structure and reading elements *(e.g., beginning, middle, end, retell, key details, character, problem, events, solution, central message, lesson, moral)*. ● Model the use of graphic organizers and select key details about a main character, problem, events, and solution for use on the organizer.		

- 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.)
- Model and engage students, while thinking aloud during reading, in creating a chart while categorizing the thoughts, actions, words, and feelings of the main character. Engage students in a discussion about how they reveal the characters' traits.
- While reading, identify the problem, events, and solution of the story and how the character responds throughout the story.
- Throughout the reading of a story, engage students in making inferences about the meaning of the character's actions, words, thoughts, and feelings.
- 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.
- Engage students in annotating the character's thoughts, actions, words, and feelings about a problem, events, and solution, and making inferences about the character based on annotations.
- Model and engage students, while thinking aloud, in selecting and explaining how key evidence about characters from their annotations convey the central message, lesson, or moral and record on an organizer.
- Engage students in selecting and explaining how key evidence about characters from their annotations conveys the central message, lesson, or moral and record on an organizer.

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 texts that often teach a lesson or moral.
- Model and engage students, while thinking aloud, in how the key details about the character's thoughts, actions, words, and feelings about a problem, events, and solution reveal a central message, 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.
- Identify and explain a central message, lesson, or moral revealed from a story.

- Model writing a body paragraph that analyzes how the character's actions, words, and feelings show the central message, lesson, or moral of a story.
- Have students write a body paragraph that analyzes how the character's thoughts, actions, words, and feelings show a central message, lesson, or moral of a story.

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

1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*
Characters' personality traits Characters' reactions and actions Major events Challenges Key details **Example analysis question:** How did the author reveal the characters' personality traits through their response to major events/challenges from the beginning to the end of the story?	● characters behave in different ways and have different personality traits as noted by their thoughts, actions, words, and feelings ● major events are the key actions that take place in the beginning, middle, and end of a story ● characters are affected by other characters, the setting, and different events that take place in the story ● characters' challenges, needs, or wants are often the problem of the story ● character's personality traits are revealed by how they react/respond to major events/challenges/needs/wants ● turning point is a moment in the plot when a character must make a decision that will change the course of the story ● character's actions can change due to different events in the story ● character's actions move the sequence of events forward	● identify and describe characters' personality traits using their thoughts, actions, words, feelings as evidence ● identify and describe major events in a story and how they impact the character ● identify and describe a challenge/problem the main character faces in a story and how the main character resolves the problem ● identify and describe the relationships between the characters, setting, and events ● identify and explain the turning point in a story ● describe when and why a character changes in a story ● describe and analyze how the character's traits impact the actions in the story ● analyze a character's feelings and their impact on the events of the story

Instructional Strategies Leading to Analysis
While reading narrative text…

Characterization
● Model and engage students, while thinking-aloud during close reading, in appropriate academic vocabulary related to characterization and story structure *(e.g., beginning, middle, end, character traits, challenges, problem, major events, solution)*.

- Model using graphic organizers and annotations to identify characters' actions, thoughts, words, and feelings as supporting evidence for character traits.
- Model and engage students, while thinking aloud, in using an "I do, we do, you do" approach when completing 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 character 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 and the setting 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 solution or turning point, using text evidence and inferences.

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

1.3.3.D: Explain the point of view of the author.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*
Point of view - First person point of view - Third person point of view Author's purpose Author's point of view/perspective Narrator's/character's point of view/perspective Author's word choice **Example analysis question:** How did the author use word choice to show their perspective about a topic/message?	● stories can be told from a first-person point of view o key words indicating first person point of view *(I, me individual's name)* ● stories can be told from a third-person point of view o key words indicating third person point of view *(she, he, they)* ● meaning of the point view is the perspective of the person telling the story ● author's point of view/perspective is revealed through word choice in dialogue and narration *(tone, shades of meaning)* ● tone pertains to the author's attitude toward the topic *(e.g., bullying, friendship)* ● use of words within the text to indicate point of view *(first and third person)* ● perspective affects the tone of the story ● differences between one's own point of view/perspective and the point of view/perspective of characters and/or the narrator ● differences between the point of view/perspective of characters and the narrator	● determine the point of view based on key words ● 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 ● explain the point of view/perspective of the person telling the story using the dialogue, narration *(author's word choice)*, and/or character behaviors ● 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 ● explain and analyze how the author feels *(tone)* about the topic *(e.g., bullying, friendship)* or central message using text evidence

Instructional Strategies Leading to Analysis
While reading narrative text…

Point of View/Perspective

- Model and engage students, while thinking aloud, in identifying and naming who is telling the story using key words, dialogue and narration as evidence.
- Model, using key words, identifying whether a story is written in first person or third person and discussing why it is important to know the author's/character's point of view *(understand the narrator's purpose, the knowledge they have about the events and other characters)*.
- Model and engage students in examining the author's words choice, including shades of meaning and discuss the literal meaning of the words and the tone *(feelings they evoke)*.
- Discuss the meaning of tone 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.
- Engage students in writing a story in which characters have different points of view/ perspectives.
- Engage students in writing a story in which each student writes from a different point of view/perspective.

1.3.E Reading Literature – Craft and Structure: Text Structure		
1.3.3.E: Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.		
Reading Elements for Analysis	**Underlying Knowledge** *Students will know…*	**Underlying Skills and Reasoning** *Students will demonstrate the ability to:*

Genre characteristics *(narrative, drama, poem)*
Structure
  – Chapter
  – Scene
  – Stanza
Story plot and reading elements
  – Characters
  – Setting
  – Problem
  – Events
  – Turning point
  – Solution
  – Theme
 	
Example analysis question:
How did the author use parts of the text to reveal the plot of the story/drama/poem?
	• stories, dramas, and poems have different structures
	• stories, dramas, and poems include reading elements and a plot
	  o beginning of the story, drama, poem introduces characters, setting, and possible problem
	  o middle of the story, drama, poem includes the problem, the events, character's actions to resolve the problem, turning point
	  o end of the story includes the resolution and the lesson learned by the main character
	• different genres of fiction have similar reading elements and story structure but can have different characteristics
	• different parts of a story, drama, and poem work together to develop the plot
		• identify and explain how the author transitions between the beginning, middle, and end of a story, drama, and poem
		• describe the genre of a text describing the structure, plot, and reading elements as support
		• identify and explain the connection between different parts of a text (story, drama, poem)

Instructional Strategies Leading to Analysis *While reading narrative text…*		
Drama Structures • 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. • Model and explain using genre-specific vocabulary for dramas *(act-section of a play, scenes-make up an act, lines-spoken in a play to make up each scene)*. • Engage students in reading a drama and identifying the story plot and reading elements.		

- Model completing different story structure organizers *(e.g., B-M-E, Story Map, Somebody Wanted But So Then)* during reading. Use the story structure organizers to model and engage students in retelling a drama.
- Highlight a scene or part of a scene and discuss how the characters' thoughts, actions, words, and feelings are determined by what happened earlier in the scene or in the previous scene.

Poetry Structure
- Model, while thinking aloud, how poems are structured *(stanza-section of a poem, short line-makes up a stanza and may not be complete sentences, may not use punctuation)*.
- 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.

Story Structure
- Model and explain using genre-specific vocabulary for chapter books (sentences, paragraphs, chapters, chapter titles).
- Model completing different story structure organizers for each chapter during reading *(e.g., B-M-E, Story Map, Somebody Wanted But So Then)*. Use the story structure organizers to retell a chapter and engage students in using them to retell a story.
- Use a featured author study *(e.g., Patricia Polacco)* to point out similar story structures and reading elements.
- Model and engage students, while thinking aloud, in identifying key words that indicate the story structure and reading elements *(characters, setting, problem, events, solution)* and structure of a story *(beginning, middle, end)*.
- Use a variety of different genres and point out the similarities/differences of the story structure and story elements.
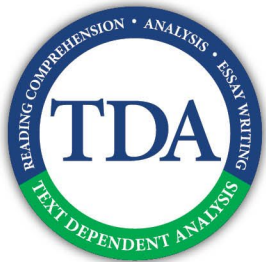
1.3.F Reading Literature – Craft and Structure: Vocabulary

1.3.3.F: Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

Note: the deconstruction information is the same as informational text (see Standard 1.2.3.F)

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*
Content vocabulary Academic vocabulary Literal words and phrases Non-literal words and phrases Shades of meaning **Example analysis question:** How did the author use nonliteral words/shades of meaning to contribute to the theme?	● difference between literal *(dictionary definition)* and nonliteral meaning *(words that can mean something different in a different context)* ● strategies for determining the meaning of grade-level literal and non-literal words and phrases ● purpose and author's use of nonliteral words and phrases *(express feelings, how one thing is like another, create images)* ● purpose and author's use of shades of meaning among related words *(help to show a stronger or weaker meaning)* ● strategies and resources to determine unknown academic and content-specific words or phrases	● identify and explain the meaning of nonliteral words and phrases ● differentiate between literal and nonliteral meaning of words and phrases ● explain why an author uses non-literal words and phrases or shades of meaning ● identify and explain the meaning of shades of meaning words and phrases ● use context clues to determine literal and nonliteral meaning of words and phrases, and/or shades of meaning ● explain how nonliteral words and phrases and shades of meaning contribute to the meaning of the text

Instructional Strategies Leading to Analysis
While reading narrative text…

Content Vocabulary
● Model and annotate, while thinking aloud, using decoding, context clues, illustrations, and resources to make meaning of text-specific vocabulary.
● Point out how authors use specific word choices to clarify text-specific vocabulary *(e.g., synonyms, restatements, comparisons)*.

Literal and Non-Literal Words and Phrases
- Model and engage students in identifying nonliteral words and phrases, discussing why the author used these words/phrases and the extent to which they contribute to the meaning of the text.
- Model and annotate, while thinking aloud, making inferences about the literal meaning of words and non-literal meaning of words. For example:
  - *I could eat a horse.*
    - *Context clue-the person was very hungry; a horse is very big.*
    - *Inference (prior knowledge and text evidence)- if a person can eat a horse, they must be very hungry.*
    - *Non-literal meaning-Being able to eat a horse is the same as saying you are very hungry.*
- 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.

Shades of Meaning
- Instruct students on shades of meaning by comparing to shades of color
  (e.g., exhausted – fatigued – drained – sleepy – tired).
- Create an anchor chart of words that have shades of meaning, clarifying the purpose of using words with stronger or weaker meanings of emotion, how one thing is like another, or for creating images. Have students sort the words on the anchor chart from stronger to weaker meanings *(e.g., shades of meaning for small: little, tiny, petite, puny, microscopic).*
- Have students use typical words in place of words with shades of meaning or have students replace typical words with words that represent shades of meaning and discuss how the words change or impact the meaning of the text.
- Identify words that create emotions, similarities, images and prompt students to explain why authors used the word considering whether it constitutes a strong or weak meaning.
- Provide opportunities for students to write narrative text using shades of meaning.

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

1.3.3.G: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*

Illustrations
Narration and dialogue
Mood
Characters
Setting
Plot
  – Problem
  – Events
  – Turning point/climax
  – Solution
 	
Example analysis question:
How did the author use illustrations, narration, and dialogue together to reveal a change in the mood/character's behavior/importance of the setting/the plot?
	• illustrations provide details *(e.g., facial expressions, gestures, foreground, background)* that contribute to the meaning of the story
	• author's word choice provides details that contribute to the meaning of the story
	• mood is the feeling that the writer is trying to evoke in their readers
	• words and illustrations convey mood
		• explain how illustrations in text contribute to the words in a story
		• explain and analyze how aspects of narration and illustrations emphasize a character
		• explain and analyze how aspects of narration and illustrations emphasize the setting
		• explain and analyze how aspects of narration and illustrations reveal a mood
		• analyze how aspects of text and illustrations reveal a change in the mood, characters, and/or setting

Instructional Strategies Leading to Analysis

While reading narrative text…

Connecting Illustrations and Written Text
- Model, while thinking aloud and making predictions, how the illustrations reveal about 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, its characters, the plot, and their connection to the written word.
- Instruct students on commonly used words which describe mood and point out these words when reading texts. Compare how the illustrations support the author's words 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.

- Model annotating the text/illustrations by providing connections.
- Engage students in annotating how illustrations match the author's written text.
- Engage students in writing and illustrating their own stories that convey a specific mood.