Fifth Grade

Supporting Analysis: Deconstructed Standards Leading to Analysis

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

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

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

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

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

---

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

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

Deconstructed Reading Standards

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

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

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

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

---

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

pennsylvania
DEPARTMENT OF EDUCATION

Center for Assessment

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

Underlying Knowledge represents the factual underpinnings of the standard.

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

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

Organization of this Resource

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

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

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

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

Use of this Resource

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

---

[3] See TDA Series: Grade Level Replacement Units

Contents

Fifth Grade: Reading Informational Text

1.2.A Reading Informational Text – Key Ideas and Details: Main Idea		
1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.		
Reading Elements for Analysis	**Underlying Knowledge** *Students will know…*	**Underlying Skills and Reasoning** *Students will demonstrate the ability to:*
Main ideas Key ideas *(in paragraphs)* Key details *(facts, events)* Summary **Example analysis question:** How did the author use the text structure/key details to develop two different main ideas in a text?	● topic of a text ● meaning of main idea as the most important thought/statement about the topic ● key ideas are the most important thought/statement within a paragraph ● key details are words or phrases that tell the most important information about the key idea ● structure of the key ideas and details reveals the text's main idea ● summary is a brief paragraph that captures all the most important parts of the text and answers the who, what, when, where, how and why questions but expresses them in a shorter space and as much as possible in the reader's own words	● identify the topic of a text ● identify key details in a paragraph ● identify and explain the key idea of a paragraph using the topic sentence and key details ● identify how the key details reveal a text structure ● identify and explain the main ideas of a text by using text structure ● identify and explain the main ideas of a text by using the key ideas and details ● use the main ideas and key details to write a summary paragraph
Instructional Strategies Leading to Analysis *While reading informational text…*		
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 the		

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

Important Information (Need to know to understand the topic)	Interesting Information (Not essential for understanding the topic)

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

Main Ideas
- Engage students in identifying the topic of a text by examining the front cover, illustrations, captions, and text titles.
- Model and engage students in using text features *(e.g., section titles, words in bold, recurring vocabulary, illustrations)* to make inferences about different main ideas of a text. When making inferences about the main ideas, ask students, *"What are the most important things the author wants you to remember? Why do you think this?"*.
- Examine the signal words in the text and discuss how they signal a text structure, such as comparisons, chronological order, sequence, or process order *(refer to Standard 1.2.5.E for text structure)*. Engage students in making inferences about the main ideas using text structure.
- Model, while thinking aloud, analyzing how the text structure and key details develop two different main ideas.
- Create a chart of brainstormed main ideas and engage students in locating evidence that best supports each main idea. Have students search for and annotate words, phrases, or images that support one main idea or multiple main ideas.
- Model and engage students in completing a main idea and supporting key details graphic organizer for different main ideas. For example:

Main Idea & Details
(Describe the main idea of the topic and specify some details)

Name: _____

Date: ___/___/___

Topic: _____

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

```
┌─────────────────────────────────────────┐
│                                          │
│                                          │
│                                          │
└─────────────────────────────────────────┘
```

Detail #1   Detail #2   Detail #3

```
┌───────────┐  ┌───────────┐  ┌───────────┐
│           │  │           │  │           │
│           │  │           │  │           │
│           │  │           │  │           │
└───────────┘  └───────────┘  └───────────┘
```

Conclusion: _____

www.free-printable-paper.com

- Discuss with students the strengths and weakness of each main idea based on the supporting key details.
- Use section headings and/or topic sentences to create questions to help students locate key details that support the key idea of the paragraph.
- Engage students in discussing the key ideas and how they "add up" to determine a main idea of the entire text. For example:

Name: _____   **Date:** _____

Main Idea Graphic Organizers Worksheet

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

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

Key Idea 1:

Details:

Key Idea 2:

Details:

Key Idea 3:

Details:

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

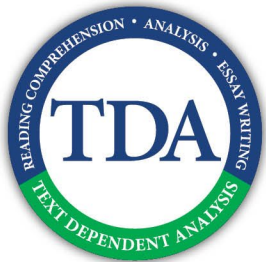## 1.2.C Reading Informational Text – Key Ideas and Details: Text Analysis

1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

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

Individuals
Events
Ideas
Concepts
Text structures
   – Chronological order
   – Comparison
   – Cause and effect
   – Problem and solution
Vocabulary signaling text structure
Main idea
 	
Example analysis question:
How did the author use the text structure to reveal relationships between two or more individuals/events/ideas/concepts?
	● individuals are the people in the text, which may be historical figures or scientists
	● series of events occurs in order of time
	● concepts are a general statement about a topic
	● ideas are specific statements about a topic
	● language used to explain relationships/interactions between two or more individuals, events, ideas, or concepts *(e.g., because, but, however, in contrast, most importantly)*
	● individuals, events, ideas, or concepts can be related by how one individual/event/idea/concept influences another
	● purpose and use of text structures *(organize information, show relationships, show author's purpose and main ideas)* including chronological order, comparison, cause-effect, and problem-solution, and signal words for each structure
	  ○ chronological order structure
	    ▪ consists of dates and times to create a timeline of events
		● identify and explain individuals involved with an event, idea, or concept
		● identify and explain a series of events in chronological order
		● identify and explain concepts in a text using main ideas and details
		● identify and explain an idea in a text using details
		● identify and use vocabulary that describes relationships or interactions between individuals, events, ideas, or concepts
		● make inferences about relationships/interactions between individuals, events, ideas, or concepts based on vocabulary and key details
		● describe connections between individuals, events, ideas, concepts, and how one influences another based on what happened and why
		● identify text structure using signal words and key details that show relationships or interactions

10

<table>
<tr>
<td></td>
<td>

- signal words can include after, at that time, at the same time, before, during, finally, first, last, later, now, not long after, next, second, soon after, then, to begin with, today
  - comparison structure
    - organized to describe how two or more things are similar and different
    - signal words can include both, unlike, similarly, in contrast
  - cause and effect structure
    - explains reasons why something happened or the cause of something; explains what happened as a result or effect
    - signal words can include because, as a result, resulted, caused, affected, since, due to, effect
  - problem and solution structure
    - organized by showing different problems and how the problem is solved using specific events and details
    - signal words can include a challenge, an issue, therefore, this led to, if, then, the main difficulty
- the relationship between what happens and why

</td>
<td></td>
</tr>
</table>

Instructional Strategies Leading to Analysis

While reading informational text…

Relationships/Interactions Between Individuals, Events, Ideas, or Concepts Within a Text
- Point out words and phrases to students that show relationships/interactions *(e.g., compare/contrast, cause/effect, changes, influences, relationships)*. Ask students to identify the text structure based on the vocabulary.
- Provide writing opportunities for students to use words and phrases showing relationships/interactions. Have students explain the words/phrases they used to make connections.
- Create and use an anchor chart of words and phrases that show connections between *how and why* and *the individual/event/procedure/idea/concept*.
- Have students create a web or concept map showing relationships between individuals, events, ideas, and/or concepts. Have students explain how they are connected *(compared to one another, one caused another, etc.)*.

Relationships/Interactions based on Chronological Order Text Structure
- Identify and explain the purpose and use of chronological order text structure *(tells the reader what events happened based on the time order in which events occurred)*.
- Model previewing texts for signal words that reveal a chronological order text structure. Create a list of signal words and discuss how the text is structured and how the structure supports relationships/interactions and the author's main idea.
- Model making inferences about the connections/interactions based on key details about the order of chronological events.
- Provide sentence starters or cloze sentences to help students identify the structure and relationships/interactions in a text. For example:
  - _____ *happened first (date), then* _____ *happened (date), and finally* _____ *happened (date)*.
  - *This shows the importance of the author's main idea of_____.*
- Model and engage students in writing a paragraph using a chronological order text structure to show relationships/interactions. After writing, place students in pairs or triads where students pose questions about the relationships/interactions and provide feedback on how to strengthen the writing.

Relationships/Interactions based on Comparison Text Structure
- Identify and explain the purpose and use of a comparison text structure *(tells the reader how two or more things are similar and different)*.
- Model previewing texts for signal words that reveal a comparison text structure. Create a list of signal words and discuss how the text is structured and how the structure supports the author's main idea.
- Create and model showing similarities and differences between individuals/events/ideas/concepts using three-column charts or Venn diagrams.
- Model writing informational texts using signal words indicating a comparison structure. Point out how the structure reveals relationships.
- Provide sentence starters or cloze sentences to help students identify the structure and the author's main idea or perspective in a text.

For example:
- o *(individual) and (individual) are similar because _____.*
- o *They are different because _____.*
- o *This reveals the author's main idea that _____.*
- As students write informational texts showing comparison relationships, prompt students to use signal words that show these connections and explain what relationship they are indicating.

Relationships/Interactions based on Cause-Effect Text Structure
- Identify and explain the purpose and use of cause-effect text structure *(tells the reader what events happened and the reasons why they happened)*.
- Model previewing texts for signal words that reveal a cause-effect text structure. Create a list of signal words and discuss how the text is structured and how the structure supports the author's main idea.
- Model making inferences about the main idea based on cause-effect relationships/interactions of individuals/events/ideas/concepts.
- Create and model showing cause-effect relationships/interactions between individuals/events/ideas/concepts using a cause-effect organizer.
- Model writing informational texts using signal words indicating a cause-effect structure. Point out how the structure reveals relationships.
- Provide sentence starters or cloze sentences to help students identify the structure and author's main idea or perspective in a text. For example:
  - o *The cause is _____ and the effect is _____.*
  - o *This shows the relationship/interaction of _____ and _____ because _____.*
  - o *This _____ happened because of _____, which shows the author's main idea that _____.*
- Model and engage students in writing a paragraph explaining a cause-effect text structure using signal words and key details as evidence of relationships/interactions.

Relationships/Interactions based on Problem-Solution Text Structure
- Identify and explain the purpose and use of problem-solution text structure *(tells the reader different problems and how the problem is solved using specific events and details).*
- Model previewing texts for signal words that reveal a problem-solution text structure. Create a list of signal words and discuss how the text is structured and how the structure supports the author's main idea.
- Model making inferences about the main idea based on problem-solution relationships/interactions of individuals/events/ideas/concepts.
- Create and model showing problem-solution relationships/interactions between individuals/events/ideas/concepts using a problem-solution organizer.
- Model writing informational texts using signal words indicating a problem-solution structure. Point out how the structure reveals relationships.
- Provide sentence starters or cloze sentences to help students identify the structure and author's main idea or perspective in a text. For

example:
- ○ *The problem included _____ and was solved by _____.*
- ○ *This shows the relationship/interaction of _____ and _____ because _____.*
- ○ *This shows the author's main idea that _____.*
- Model and engage students in writing a paragraph explaining a problem-solution text structure using signal words and key details as evidence of relationships/interactions.

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

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

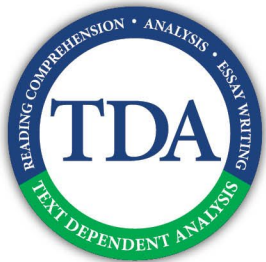| Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*

Point of View
  - First person point of view
  - Third person point of view
Author's purpose
Author's perspective
Author's word choice
Events and key details
 	
Example analysis question:
How did different author's points of view/perspective impact their description about a topic, series of events, and/or ideas?
	● topic of a text
	● information can be told from a first-person point of view
	  ○ key words indicating first person point of view *(I, me, individual's name)*
	● information can be told from a third-person point of view
	  ○ key words indicating third person point of *view (she, he, they)*
	● author's point of view describes the author's reasons for writing and perspective about the topic or main idea
	● 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)*
	● authors can have different perspectives based on their point of view
	● differences between different author's point of view/perspective impacts the description of events and details
		● identify the topic of a text
		● determine the point of view based on key words
		● explain the authors' 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, events, and/or ideas
		● explain the point of view/perspective of the author using narration (author's word choice and/or description of events
		● explain and analyze how the author feels *(tone)* about the topic/main idea using text evidence
		● explain different author's point of view from first- and secondhand accounts of an event/situation and topic
		● compare and contrast how the points of view/perspective impact the description of the topic, events, and/or ideas
		● analyze how the author's point of view/perspective impacts their description about a topic, series of events, and/or ideas

pennsylvania
DEPARTMENT OF EDUCATION

Center for Assessment

Instructional Strategies Leading to Analysis
While reading informational text…

Point of View/Perspective

- Engage students in identifying and naming the topic and author of a text.
- Model and engage students, using key words, in 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/perspective *(understand the author's purpose, the knowledge they have about the topic/event/situation)*.
- Use multiple texts of firsthand and secondhand accounts about a topic, event/situation, and/or idea:
    - Model and engage students in examining the author's word choice and discuss the literal meaning of the words and the tone *(feelings they evoke)*.
    - Discuss the meaning of tone *(author's attitude toward the topic)* and create anchor charts and record words that reveal the author's tone in various accounts about a topic and/or series of events.
    - Engage students in brainstorming reasons the author wrote about the topic and/or the events of the text based on text features *(headings, subheadings)* and author's word choice.
    - Point out specific words *(e.g., unpleasant, disappointing) while using various texts* and explain how the author's words reveal their thoughts and feelings about a topic, main idea, or key idea.
    - Engage students in responding to questions such as:
        - *What is the author's opinion about _____?*
        - *What clues did the author give to reveal their feelings about the topic/event/idea?*
        - *How are the firsthand and secondhand accounts the same and different?*
        - *Why do the authors' have similar and/or different points of view/perspectives?*
    - Model and engage students, while thinking aloud, in discussing how the authors' points of view/perspectives influence 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)*.
    - Model using a multi-column chart to compare a different account of a topic, event/situation, and/or idea.
    - Model and engage students, while thinking aloud, in writing a compare and contrast paragraph/essay explaining how various authors' points of views/perspectives impacts his/her perspective about a topic/events/idea.
- Model and engage students, while thinking aloud, in writing a paragraph/essay analyzing how the author's point of view/perspective impacts their description about a topic and/or series of events using text evidence.
- Create an anchor chart that supports the steps in determining the author's point of view/perspective and refer to it when reading or viewing texts.

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

1.2.5.E: Use text structure in and among texts to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

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

Text structures
  – Chronological order
  – Comparison
  – Cause and effect
  – Problem and solution
Author's point of view/perspective
Main idea and key details
 	
Example analysis question:
How did various authors use different text structures to support their perspective/main idea about a topic, series of events, and/or ideas?
	● purpose of grade-appropriate text features as a way to locate information or to gain additional information
	● text features can support a text structure
	● purpose and use of text structures *(organize information, show relationships, show author's purpose and main ideas)* including chronological order, comparison, cause-effect, and problem-solution, 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
	  ○ comparison structure
	    ▪ organized to describe how two or more things are similar and different
	    ▪ signal words can include both, unlike, similarly, in contrast
		● 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)*
		● explain how text features support a text structure
		● make interpretations about the meaning of key details based on the text structure
		● explain and analyze the main idea based on key details and the text structure
		● explain and analyze the author's point of view/perspective based on key details and/or text structure
		● compare and contrast authors' use of different text structures to convey their perspective and/or main idea
		● analyze how different text structures support authors' perspective/point of view/ perspective about a topic, series of events, and/or ideas

- ○ cause and effect structure
  - ▪ explains reasons why something happened or the cause of something; explains what happened as a result or effect
  - ▪ signal words can include because, as a result, resulted, caused, affected, since, due to, effect
- ○ problem and solution structure
  - ▪ organized by showing different problems and how the problem is solved using specific events and details
  - ▪ signal words can include a challenge, an issue, therefore, this led to, if, then, the main difficulty
- • text structure and key details support an author's main idea
- • text structure and key details support an author's point of view/perspective
- • authors can use different text structures to support their point of view/perspective and/or main idea

Instructional Strategies Leading to Analysis
While reading informational text…

Text Features and Text Structures
(Refer to Standard 1.2.5.C)
- • Point out different text features when reading. After reading, engage students in a discussion on whether the features helped them locate key details or gain additional information.
- • Examine different text features *(e.g., picture, diagram, chart, timeline, graph)* and model, while thinking aloud, making interpretations about the key details.

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

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

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

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

Content vocabulary
Academic vocabulary
Figurative language
 	
Example analysis question:
How did the author use figurative language to contribute to the main idea/author's perspective?
	● difference between literal *(dictionary definition)* and figurative language/ nonliteral meaning *(words that can mean something different in a different context)*
	● strategies for determining the meaning of grade-level academic and content-specific words and phrases, and figurative language
	● purpose and author's use of figurative language *(express feelings, how one thing is like another, create images)*
	● different types of figurative language and their meaning and use in informational text
	   o analogy – comparing one thing to another using either a simile or metaphor
	   o simile – a comparison of two unlike things using *like* or *as*
	   o metaphor – comparison of two unlike things not using *like* or *as*
	   o repetition – repeating a word or phrase to help the reader remember and recognize the importance of the message
	   o imagery – use of words to create a picture in the reader's mind
		● differentiate between literal and figurative language *(nonliteral meaning of words and phrases)*
		● explain the purpose of figurative language
		● explain why an author uses figurative language
		● identify and explain the meaning of different types of figurative language used in informational text
		● use context clues *(words, text features)* to determine literal and nonliteral meaning of words and phrases
		● interpret figurative language and analyze how it contributes to the meaning of the main idea
		● interpret figurative language and analyze how it contributes to the author's perspective

	● interpreting figurative language enhances the meaning of the text or creates visual and sensory images	

Instructional Strategies Leading to Analysis

While reading informational text…

Content Vocabulary
- Model and annotate, while thinking aloud, 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)*.

Figurative Language
- Model and engage students in identifying and interpreting different types of figurative language, discussing why the author used these words/phrases and the extent to which they contribute to the meaning of the text *(e.g., analogy: The movie was like a roller coaster ride of emotions; interpretation: The movie plot leaves you feeling like you've been up and down and through twists and turns through the air.)*.
- Engage students in interpreting figurative language in different advertisements and explaining how its use appeals to the buyer *(e.g., Metaphor-Red Bull gives you wings; Simile-Ford trucks like a rock)*.
- Model and annotate, while thinking aloud, making inferences about the literal meaning of words and figurative language in context.
- Highlight examples of figurative language in one color and literal words and phrases in another color during reading. Engage students in discussing how the interpretation of the figurative language contributes to the meaning of the main idea and details of a text.
- Engage students in pairs or small groups to determine the literal and non-literal meaning of unknown words and phrases from a text and explain their meaning within the context.
- Model and engage students, while thinking aloud, in analyzing how the figurative language contributes to a main idea and/or an author's perspective.
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the main idea/author's perspective and the interpretation of figurative language.

1.2.G Reading Informational Text – Integration of Knowledge and Ideas: Diverse Media
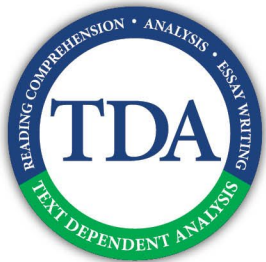
1.2.5.G: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*
Visual information Topic Subtopics Main idea Key point **Example analysis question:** How did the author use different sources of information which includes text, visuals, and/or graphics to support the main idea and key points about a topic?	● topic and subtopics of a text ● differences between the types of visual information ● multiple sources of information, including interpretation of visual information *(text features, graphic representations, animations, interactive elements, oral formats)* provide a way to locate information or to gain additional information about a topic and/or subtopic ● locating or gaining additional information provides details to support the author's main idea and key points	● identify the topic and subtopics of a text ● use text features and search tools to locate multiple sources of information ● use text and visual information from multiple sources to answer questions and to gain additional information about a topic and/or subtopic ● compare and contrast different information from text and audio-visuals ● interpret information gathered from multiple print or digital sources *(text, visual, and graphics)* to explain the main idea and key points ● analyze the main idea and/or key points using information from a variety of sources

Instructional Strategies Leading to Analysis
While reading informational text…

Interpretation of Information from Multiple Sources
● Model and engage students in identifying a topic and/or subtopics presented by questions or prompts.
● Model and engage students in using multiple print sources that support answering a question/prompt using text features, including headings, subheadings, bolded or italicized words, visual and graphical representations, etc.
● Model and engage students in using digital sources that support answering a question/prompt using electronic menus, icons, and keywords.
● Record the important key details from multiple sources, including words, visuals, and text features/graphic representations on a chart, distinguishing the different information provided by each.

- Compare and contrast the information gained from multiple sources and engage students in a discussion whether the information from different sources supports or extends the topic, main idea, and/or key points; and answers the question/prompt.
- Engage students in pairs or small groups to read/view different sources of information about the same topic/subtopic and record all the key details they learned. Have them sort whether the information supports a question/prompt about a main idea.
- Share a video *(e.g., YouTube)*, blog, website, and written informational book about a topic and main idea. Model, while thinking aloud, and engage students in comparing the information gained through the written word and other forms of visual information. Chart the information and engage students in a discussion on which format helps to understand the topic, main idea, key points, and efficiently answers a question/prompt.
- Examine different sources of information and model, while thinking aloud, making interpretations about the key details and how they support the key point or main idea.
- Model and engage students, while thinking aloud, in writing an analysis paragraph/essay on how different sources of information which include text, visuals, and/or graphics support the main idea and key points about a topic.

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

1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence.

Reading Elements for Analysis	Underlying Knowledge *Students will know…*	Underlying Skills and Reasoning *Students will demonstrate the ability to:*
Author's purpose Topic Subtopics Main idea Key points Reasons Key details **Example analysis question:** How did the author use key points, reasons, and details to support the main idea?	● author's purpose for writing informational text ● authors can make multiple key points about a topic and/or subtopic ● authors provide reasons and details to support the key points ● to support a key point, the author purposefully orders reasons and details ● details can be made clear through the use of text features and specific vocabulary ● key points, reasons, and details support an author's topic and main idea ● key points "add up" to convey the main idea of a text ● strategies for determining the main idea	● identify the author's purpose for writing the text ● identify key points and explain how they are important to the topic and/or subtopic ● explain the reasons and supporting details provided by an author to prove the key points ● make inferences and explain how the reasons and details provided by the author are important to the topic, key points, and main idea ● explain how the organization of the key points, reasons, and details supports the main idea of the entire text

Instructional Strategies Leading to Analysis
While reading informational text…

Main Idea, Key Points, Reasons and Details
- Model and engage students, while thinking aloud, in identifying a key point in a paragraph and the reasons provided as justification for the key point. For example,
  - *Key Point: Juan is the best baseball player on the team.*
  - *Reason #1-He has the most runs this season.*
  - *Reason #2-He was selected to be part of a traveling team.*
  - *Reason #3-He practices every day after school and on weekends.*
- Highlight the key details *(e.g., text features and written words)* the author includes about the reasons and engage students in explaining how the order of the details and reasons support the key point.
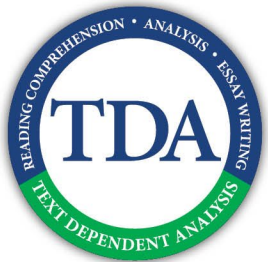
- Model, using a three-column chart, identifying and recording the key points the author makes throughout a text *(column 1)*. Have students reread the text to identify the reasons *(column 2)* and supporting key details *(column 3)*. Engage students in recording this information independently and explain how the author uses the key details to demonstrate the key points.
- Engage students in a discussion about whether there are enough reasons/details to support a key point.
- Model and identify, using appropriate vocabulary, the main idea of a text using the order of key points and reasons why authors include specific details in each section. Use think-alouds such as: *What is the author trying to tell the reader? What is this section mostly about? How does the key point of this section relate to the key point in the previous section? What are all the important reasons/details about?*
- Model and engage students, using think-alouds, in explaining how the key points and reasons support the author's main idea.
- Model writing a paragraph explaining how the key points, reasons, and details support the author's main idea.

Fifth Grade: Reading Literature

1.3.A Reading Literature – Key Ideas and Details: Theme		
1.3.5.A: Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		
Reading Elements for Analysis	**Underlying Knowledge** *Students will know…*	**Underlying Skills and Reasoning** *Students will demonstrate the ability to:*

Characters
  - Challenges
Key details/problem/events *(about the character)*
Poetry
  - Poet/narrator
  - Word choice
Theme *(topic, statement)*
 	
Example analysis question:
How did the author use the character's thoughts, actions, words, and feelings to reveal a theme of the story?
	● key details are important information about a main character, setting, main character's problem, events leading to a solution, and the resolution
	● characters' response to challenges can reveal multiple character traits
	● inferences use text evidence and background knowledge to predict why a character thinks, behaves, speaks, or feels in a certain way
	● theme topic is usually a 1–2-word label such as love, friendship, or persistence
	● theme statement is the meaning of the text as a whole, usually a universal statement that can be applied to the real world
	● poet's/narrator's word choice reflects their thoughts about topics and themes
	● summary is a brief paragraph that captures all the most important parts of the text and answers the who, what, when, where, how and why questions but expresses them in a shorter space and as
		● identify and explain a main character's problem and resolution
		● identify and explain important events of a story from the beginning, middle, and end to show shifts in a character's behavior or personality
		● identify and explain how different characters respond to challenges and/or other characters in the beginning, middle, and end and make inferences about their character traits
		● identify and explain important key details about a main character's thoughts, actions, words, and feelings throughout a story
		● identify a theme statement using the character's thoughts, actions, words, and/or feelings using evidence and inferences
		● analyze how the character's thoughts, actions, words, and feelings reveal a theme statement

	much as possible in the reader's own words ● analysis is an interrelationship between two reading elements and/or text structure ● difference between summarizing and analyzing a text	● identify and explain how specific words and phrases are used by poets to reflect on a topic or theme ● analyze how a poet's word choice reflects a theme ● summarize a story including the information recorded on a graphic organizer

Instructional Strategies Leading to Analysis

While reading narrative text…

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

Character's Thoughts, Actions, Words, and Feelings
● Create a chart categorizing the main character's thoughts, actions, words, and feelings. Engage students in a discussion about how they reveal the characters' personality traits.
● Identify the problem, events, and solution of the story during reading and create a chart of how the character responds to the problem, setting, and other characters throughout the story.
● Engage students in creating a graphic organizer or flow chart showing how characters respond to challenges throughout the text.
● Engage students throughout the reading of a story 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.

- Model and engage students, while thinking aloud, in selecting and explaining how key evidence about characters from annotations conveys the lesson and record on an Evidence-Inference-Interrelationship organizer.

Poetry
- Model, while thinking aloud, identifying a poet's word choice to show how the poet/narrator reflects on a topic or theme.
- Engage students in annotating poems to interpret the meaning and tone of the word choice and how it is used to show reflection.

Theme
- Explain the meaning of a theme topic and theme statement, and how theme statements can be applied to most everyone's life.
- Throughout the year create a chart of theme statements from different stories. Have students classify by theme topic noting the similarities and differences of the different theme statements.
- During reading, pose questions to support students' ability to articulate a theme, such as:
  - *What lesson did the character learn in the end? How do you know?*
  - *How did the character respond to _____ event?*
  - *How did the character respond to (other character)?*
  - *What is the theme topic? How do you know?*
  - *What message is the author trying to tell?*
- Identify and explain a theme topic and theme statement revealed from a story.
- Model and engage students, while thinking aloud, in using key details about the character's thoughts, actions, words, and feelings about a problem, events, and solution to reveal a theme the author wants the reader to learn.
- Engage students in completing an Evidence-Inference-Interrelationship graphic organizer.
- Model writing a body paragraph that analyzes how the character's thoughts, actions, words, and feelings show a theme of a story using the Evidence-Inference-Interrelationship graphic organizer.
- Have students write a paragraph/essay that analyzes how the character's thoughts, actions, words, and feelings show a theme of a story.

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

1.3.5.C: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

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

Character
  – Traits
  – Internal and external conflict
Setting
Events
Author's word choice/figurative language
Story structure *(exposition-introduces the character and setting, problem, rising actions, major events, tension, climax, resolution)*
 	
Example analysis question:
How did the author reveal the main character's personality traits through their response to an internal/external conflict?
	• characters behave in different ways and have different personality traits as noted by their thoughts, actions, words, and feelings
	• characters experience internal conflicts *(when a character struggles with their own opposing desires or beliefs)* and external conflicts *(when a character struggles with something outside of their control, such as another character or a setting)*
	• character traits are revealed by how they react/respond to other characters, settings, major events, and both internal and external conflicts
	• setting is the physical location and time that the story takes place
	• multiple settings in a story impact the characters and/or plot
	• major events are the key actions that take place in the beginning, middle, and end of a story
	• author's word choice, including figurative language, supports the understanding of a character and setting
		• identify and describe characters' personality traits using their thoughts, actions, words, feelings as evidence
		• identify and explain both internal and external conflicts using author's word choice and text evidence
		• describe when and why a character changes in a story
		• interpret and analyze how the author's word choice reveals the personality traits of different characters
		• compare and contrast how two or more characters respond to other characters, conflicts-both internal and external, setting, and/or events
		• analyze how characters' responses to an internal/external conflict reveals the character's traits
		• identify and describe different settings in a story
		• compare and contrast how the different settings impact the character
		• identify and describe major events in a story
		• compare and contrast how different events impact the main character

pennsylvania DEPARTMENT OF EDUCATION

Center for Assessment

		● identify and describe the relationships between the characters, setting, and events

Instructional Strategies Leading to Analysis
While reading narrative text…

Characterization
- During close reading, model while thinking-aloud, appropriate academic vocabulary related to characterization *(character traits, challenges, motivation, internal conflict, external conflict)*.
- Model using graphic organizers and annotations to identify the external features and internal traits of a character. Discuss how author's create external features of characters to help reveal their personality traits. For example:
  - *External features – dresses in perfectly matched clothes, doesn't listen to others, perfectly brushed hair*
  - *Personality traits – bossy, self-centered*
    - *Someone who dresses in a pristine manner might be expected to be self-centered.*
- Engage student in interpreting and analyzing the author's word choice, including figurative language, to reveal the personality traits of different characters.
- Point out that characters can have more than one personality trait based on their interactions with different characters, setting, or events, and the traits are sometimes contradictory.
- Engage students in describing characters' actions, thoughts, words, and feelings as supporting evidence for character traits.
- Have students identify different characters' wants and needs and compare and contrast where their different wants and needs are similar and/or conflict with each other.
- Have students identify conflicts in a story and classify as internal or external, describing how the character responds to the conflict, and analyzing in what way the character changes as a result of resolving the conflict using text evidence and inferences.
- Use a three-column chart or Venn diagram to record what is similar and different between two or more characters, including external features and internal traits, responses to challenges, and/or wants and needs.
- Model and engage students, while thinking aloud, in analyzing how different characters' responses to internal or external conflicts reveal their personality traits.
- Model and engage students in describing the relationships between the main character and supporting characters. Analyze how a supporting character impacts the main character using text evidence and inferences.

Setting
- Model while thinking-aloud during close reading, appropriate academic vocabulary related to setting *(time, place, time period)*.
- Model, while thinking aloud *(pausing when there is a shift in the setting or time period, including when the author uses flashbacks, or at the end of a chapter)* and pose questions, such as:

- *How does the setting help or hinder the character in solving the problem?*
- *Does the author introduce new characters in the new setting?*
- *What does the author want me to notice about the shift in the setting?*
- *How does the flashback to a different setting help me understand the character?*
- Engage students in describing and analyzing how the other setting impacts the main character using text evidence and inferences.
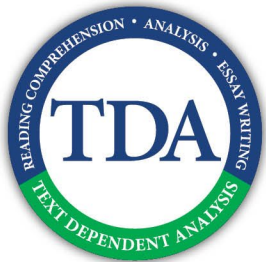
Major Events
- Model while thinking-aloud during close reading, appropriate academic vocabulary related to story structure *(exposition-introduces the character and setting, problem, rising action, major events, tension, climax, resolution)*. Ensure that students understand that the rising action is where there is tension as the conflict becomes clear and the major events lead to the most emotional and interesting moment which is the climax and the resolution of conflict.
- Model, using graphic organizers and annotations, identifying and describing the conflict, rising action and important events, climax, and resolution.
- Model and engage students in identifying important events in a story and comparing/contrasting the events based on how they impact the main character.
- Model and engage students in analyzing how major events impact the main characters using text evidence and inferences.
- Model and engage students in analyzing when characters' actions impact the plot by increasing tension or causing a change in other characters or the events, using text evidence and inferences.

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

1.3.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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 point of view/perspective
Narrator's/character's point of view/perspective
Author's word choice
Events and key details
 	
Example analysis question:
How did the author's point of view/perspective impact the plot of the story?
	• 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)*
	• 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
	• similarities and differences between the point of view/perspective of characters and the narrator
	• similarities and differences of the story events based on different points of view/perspective
	• point of view/perspective impacts the meaning of the story, including character traits and plot *(conflict, events, resolution)*
		• 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
		• compare and contrast how story events are impacted by different points of view/perspective
		• explain and analyze how point of view/perspective impacts the meaning of the story, including character traits and plot *(conflict, events, resolution)*

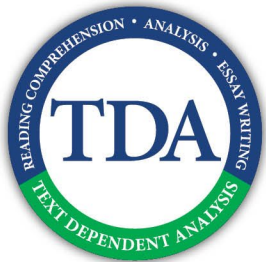| Instructional Strategies Leading to Analysis |
| --- |
| *While reading narrative text…* |

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 word choice, including shades of meaning and discuss the literal meaning of the words and the tone *(feelings they evoke)*.
- Discuss the meaning of tone *(author's attitude)* 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.
- Have students read multiple accounts from different points of view/perspectives about a topic *(e.g., first day of school-School's First Day of School by Adam Rex or event- I Survived book series)*. Using graphic organizers *(e.g., three-column table)* have them compare and contrast characters' perspective of the topic.
- Have students use their point of view/perspective and write a story about a topic. Have students compare and contrast how the multiple points of view/perspectives help them understand feelings and thoughts about a topic.
- Use graphic organizers *(e.g., three-column table)* to have students compare and contrast the characters' problem, story events, climax, resolution based on different points of view/perspectives *(e.g., Honestly, Red Riding Hood was Rotten! As Told by the Wolf, Seriously, Cinderella is So Annoying! As Told by the Wicked Stepmother, True Story of the Three Little Pigs! By A. Wolf)*.
- Have students take a different point of view and write a new story *(e.g., Little Red Riding Hood from Grandmother's point of view/perspective, Cinderella from the Stepsisters' point of view/perspective)*. Have students compare and contrast how the multiple points of view/perspectives impact understanding of the characters and the plot.
- Engage students in writing a story in which each student writes from a different point of view/perspective. Have students compare and contrast the characters' problem, story events, climax, and resolution based on their different points of view/perspectives. Have students examine their word choice and how it revealed their point of view/perspective.
- Model and engage students, while thinking aloud, in analyzing how the point of view/perspective impacts the personality traits of the characters/plot *(conflict, events, resolution)* from multiple texts.

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

1.3.5.E: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

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

Narrative Structure
  – Chapter
  – Scene
  – Stanza
Story plot and reading elements
  – Characters
  – Setting
  – Problem/Conflict
  – Rising action
  – Major events
  – Turning point/Climax
  – Resolution
  – Theme
Drama
  – Cast of characters
  – Settings
  – Descriptions
  – Dialogue
  – Stage directions
Poetry
  – Verse
  – Rhyme
  – Rhythm
  – Alliteration
	• stories, dramas, and poems have different structures
	• stories, dramas, and poems include reading elements and a plot
	  o beginning of a story, drama, poem introduces characters, setting, and possible problem
	  o middle of the story, drama, poem includes the problem, the events, character actions to resolve the problem, turning point/climax
	  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
	• purpose of chapters in a narrative text, scenes in a drama, and stanzas in a poem
	• elements of a story, drama, and poem interact to develop the plot
		• identify and explain the 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)*
		• explain similarities and differences between different genres
		• explain that chapters, scenes, and stanzas provide complexity to characters and the plot, and each section *(chapter, scene, stanza)* follows the organizational form of the genre, as a whole
		• analyze how the structure of a genre impacts the story plot

| Example analysis question:		
How did the author use the structure of a genre *(narrative, drama, poem)* to create a coherent plot of the story/drama/poem?		

Instructional Strategies Leading to Analysis
While reading narrative text…

Drama Structure
- 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 a story structure organizer *(e.g., Story Map, Somebody Wanted But So Then)* for different scenes during reading. Have students use the organizer to retell the scene. Have students discuss the scene structure and which parts of the scene require knowing what occurred in prior scenes or future scenes.
- 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.
- Create a flow chart to show how one part of the drama builds from the previous part, explaining how the parts fit together.

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)*.
- Highlight a stanza and discuss how the narrator's actions or feelings are determined by what happened earlier in the stanza or previous stanza, explaining how the parts fit together.

Story Structure
- Model and explain using genre-specific vocabulary for chapter books *(sentences, paragraphs, chapters, chapter titles)*.
- Model completing a story structure organizer during reading *(e.g., Story Map, Somebody Wanted But So Then)* for different chapters. Have students use the organizer to retell the chapter. Have students discuss the chapter structure and which parts of the chapter require knowing what occurred in prior scenes or future scenes.
- Discuss how each chapter of a book builds on what happened in a previous chapter, and sometimes one chapter can stand alone *(includes all the reading elements)*, explaining how the parts fit together.
- Read a class novel. Once the class has finished the novel, divide students into groups. Assign each group a different chapter. Ask each group to explain how their chapter fits in with the overall structure of the novel. Groups may draw the plot diagram and explain where

their chapter fits into the diagram.
- Model, while thinking aloud, and engage students in analyzing how the structure of a narrative/drama/poem impacts the overall story plot using text evidence from multiple sections.
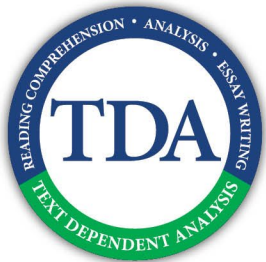
1.3.F Reading Literature – Craft and Structure: Vocabulary

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

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

Author's word choice
Figurative language
Tone
 	
Example analysis question:
How did the author use figurative language to contribute to the theme/author's or character's perspective/character development?
	● difference between literal *(dictionary definition)* and figurative language/ nonliteral meaning *(words that can mean something different in a different context)*
	● strategies for determining the meaning of grade-level literal words and phrases, and figurative language
	● purpose and author's use of figurative language *(express feelings, how one thing is like another, create images)*
	● different types of figurative language and their meaning and use in narrative text
	  o analogy – comparing one thing to another using either a simile or metaphor
	  o simile – a comparison of two unlike things using *like* or *as*
	  o metaphor – comparison of two unlike things not using *like* or *as*
	  o alliteration – use of the same letter or sound at the beginning of adjacent or closely connected words
	  o repetition – repeating a word or phrase to help the reader remember and recognize the importance of the message
		● differentiate between literal and figurative language *(nonliteral meaning of words and phrases)*
		● explain the purpose of different figurative language
		● explain why an author uses figurative language within the story
		● identify and explain the meaning of different types of figurative language used in narrative text
		● use context clues to determine literal and nonliteral meaning of words and phrases
		● explain how an author's word choice impacts the tone of the text
		● explain how tone impacts understanding of a character
		● interpret figurative language and analyze how it contributes to the meaning of the theme
		● interpret figurative language and analyze how it contributes to the author's/ character's point of view/perspective
		● interpret figurative language and analyze how it contributes to the development of the characters

	o personification – human characteristics to non-human things, animals, and ideas o imagery – use of words to create a picture in the reader's mind ● author's word choice, including figurative language, impacts the tone of the text ● the tone of the text impacts understanding the characters' traits ● interpreting figurative language enhances the meaning of the text or creates visual and sensory images	

Instructional Strategies Leading to Analysis
While reading narrative text…

Author's Word Choice and Figurative Language
- Model and annotate, while thinking aloud, using decoding, context clues, illustrations, and resources to make meaning of academic vocabulary.
- Engage students in pairs or small groups to determine the literal and non-literal meaning of unknown words and phrases from a text and explain their meaning within the context.
- Model and engage students in identifying and defining different types of figurative language, discussing why the author used these words/phrases and the extent to which they contribute to the understanding of the characters.
- Model and annotate, while thinking aloud, making inferences about the literal meaning of words and figurative language in context.
- Highlight examples of figurative language, during close reading, in one color and literal words and phrases in another color. Engage students in discussing how the figurative language contributes to the meaning of the theme or author's perspective.
- Model and engage students, while thinking aloud, in analyzing how the figurative language supports a theme and/or an author's/character's perspective.
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the theme/author's perspective/character development and figurative language.

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

1.3.5.G: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

Tone
Mood
Narration and dialogue
   – Author's word choice
Elements of a visual presentation
(illustrations, photographs, comics, cartoons, artwork)
   – Lighting
   – Colors
Elements of a multimedia presentation
(video, audio recordings, sound effects, interactive images, words)
   – Characters' body language
   – Characters' tone of voice
   – Music
   – Lighting
   – Tone of voice *(serious, formal, respectful, enthusiastic, etc.)*
   – Rate
   – Volume
   – Intonation
 	
Example analysis question:
How did the author use of visual and multimedia elements contribute to the meaning (plot) /tone/mood of a fictional text?
	• tone is the attitude that an author takes towards the subject
	• mood is the feeling that the author/illustrator/speaker/director is trying to evoke in their readers
	• author's word choice provides details that contribute to the meaning of the story and mood
	• illustrations provide details *(e.g., facial expressions, gestures, foreground, background)* that contribute to the meaning of the story, tone, and mood
	• elements of a visual presentation *(e.g., lighting, colors)* provide details that contribute to the meaning of the story, tone, and mood
	• elements of a multimedia presentation *(e.g., characters' body language, facial expressions, tone of voice, rate, volume, intonation, music, lighting)* provide details that contribute to the meaning of the story, tone, and mood
		• explain and analyze how aspects of narration *(author's word choice)* and illustrations emphasize a character/setting/plot/mood
		• explain and analyze how aspects of narration *(author's word choice)* and/or illustrations reveal a change in the character/setting/plot/mood
		• explain different elements of a visual presentation and how they emphasize a character/setting/plot/mood
		• explain different elements of a multimedia presentation and how they emphasize a character/setting/plot/mood
		• explain and analyze how elements of a multimedia presentation work together to reveal the meaning/tone/mood of a story

pennsylvania DEPARTMENT OF EDUCATION

Center for Assessment

Instructional Strategies Leading to Analysis
While reading narrative text…

Analyzing the Contribution of Visual and Multimedia Elements to Written Text
- 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 word and the tone or mood conveyed.
- Instruct students on the elements of visual and multimedia presentations and how they convey a tone or mood or contribute to the meaning of the story.
- Model, while thinking aloud and making predictions, what the illustrations reveal about the tone/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.
- Choose a picture book and give students only the text of the book. Have students discuss the tone, mood, and meaning of the text. Ask them to predict what the illustrations will look like. Then share the picture book with the class. Discuss with students how the illustrations affect the reader's experience with the text.
- Guide students in using the illustrations to better understand the story, characters, plot, and their connection to the written word.
- Guide students in making inferences about how the illustrations reflect the tone/mood of the story.
- Engage students in annotating how illustrations match the author's written text.
- Engage students in reading a text without illustrations and discussing their images of characters, setting, plot, tone, and mood of the story. Have students view a multimedia presentation and discuss whether the presentation changed the understanding of the story elements, tone, or mood when just reading the words.
- Engage students in reading and viewing various versions of the same story. Chart and discuss how the visual/multimedia elements of each changed the meaning, tone, or mood of the story. For example, have students read the original version of Cinderella, an updated version of Cinderella, a cartoon multimedia presentation of Cinderella, and a real-life multimedia presentation of Cinderella. Have students discuss:
  o   how the different versions were the same/different, and
  o   how the multimedia presentation elements impacted the story elements, including the plot, tone, and mood.
- Model and engage students, while thinking aloud, in analyzing how the multimedia elements contributed to the meaning/tone/mood of the story.

pennsylvania
DEPARTMENT OF EDUCATION

Center for
Assessment