



## The Thompson TDA Model

# Module 15: Using the Grades K-8 Deconstructed Standards

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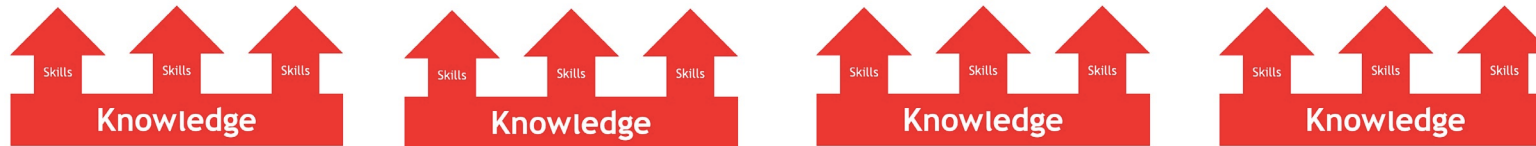
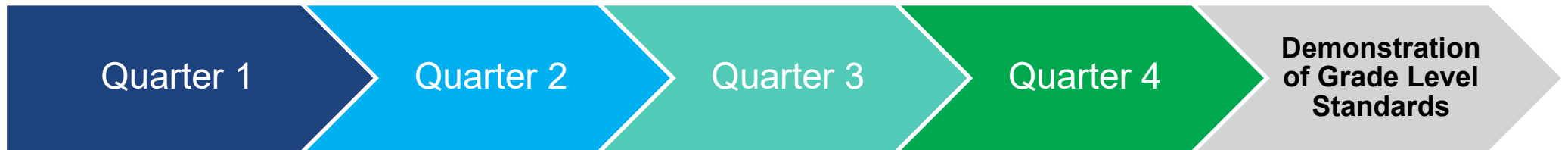


## Warm-Up: Reflection Journal (page 2)

- 1) *How do you ensure that students learn the underlying knowledge and skills of the grade level standards?*
- 2) *How do you use the underlying knowledge and skills of the standards to develop lessons and units that support the analysis of texts?*



# English Language Arts Standards



Instruction



# Learning Targets or Objectives

**LEARNING TARGET**

**AS READERS, WE WILL LEARN TO...**  
cite multiple pieces of specific, relevant evidence from the text.

**SO WE CAN...**  
support our ideas and conclusions drawn from the text

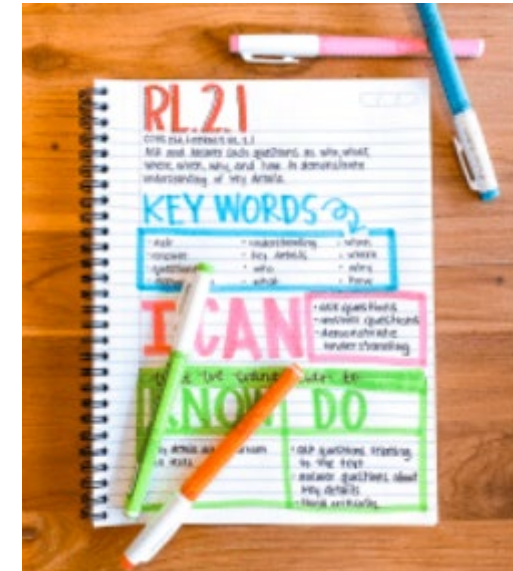
11

“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).



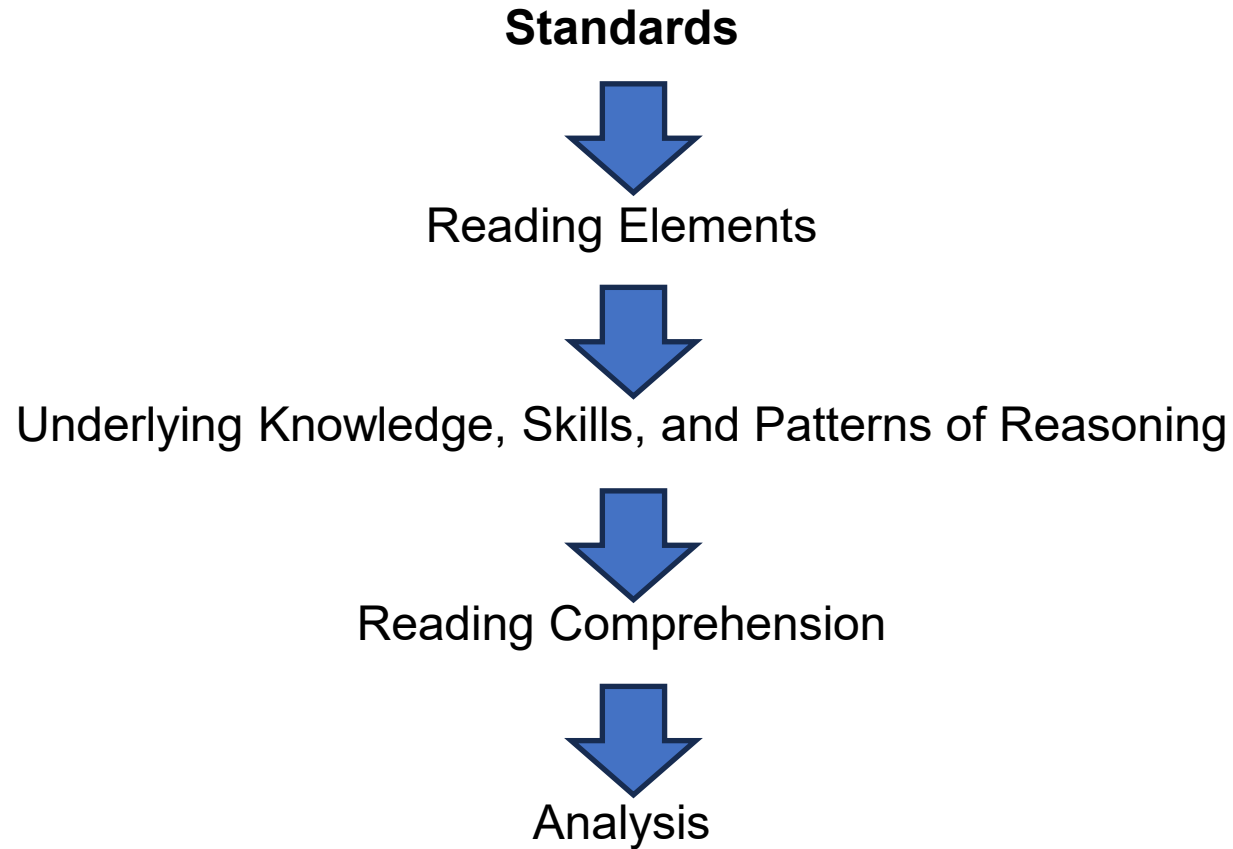
# Deconstruction of Standards

- **Reading Elements:** (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





# Deconstruction for Analysis





# Standards-Based Instruction: Reflection Journal (page 3)

*How you teach the grade level standards?*

*Do you teach them in isolation, or do you integrate the expectations of multiple standards?*

*Provide an example explaining how and why you teach a standard in isolation and how and why you integrate the expectations of multiple standards.*



# Analysis at the Core

## Reading Informational Text / Reading Literature

- 1) reading elements often expected of students when analyzing text,
- 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.

*“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.”*





# Purpose of K-2 Deconstruction and Analysis

- Focus on underlying expectations during read-alouds, whole group or small group discussions
- Connect to prior knowledge and experiences
- Teach in conjunction with comprehension strategies





## Deeper Learning: Reflection Journal (page 4)

*How you ensure that students engage in the deeper meaning of text, such as analysis, throughout your instruction?*



# Curriculum Use of the Deconstructed Standards

## Curriculum Specialists

- Support the development of a scope and sequence for teaching
- Ensure the instruction of the underlying expectations of the standards
- Plan teaching and learning to be cognitively rigorous





# Instructional Use of the Deconstructed Standards

## Classroom Teachers

- Explanations of instructional strategies
- Definitions of content-specific vocabulary
- Content-specific questions
- Resources to use or develop
- Texts and videos to support instruction





# Use of the Deconstructed Standards: Reflection Journal (page 5)

*In what ways would using the deconstructed standards support your lesson and unit development?*

*How could their use enhance what you are currently doing in your reading instruction?*



# Example: Grade 5 Deconstructed Standards



## 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.<sup>1</sup>

<sup>1</sup> See TDA Series: Collaborative Discussions for Close Reading



## Contents

<b>Fifth Grade: Reading Informational Text</b>	<b>6</b>
1.2.A Reading Informational Text – Key Ideas and Details: Main Idea	6
1.2.C Reading Informational Text – Key Ideas and Details: Text Analysis	10
1.2.D Reading Informational Text – Craft and Structure: Point of View	15
1.2.E Reading Informational Text – Craft and Structure: Text Structure	17
1.2.F Reading Informational Text – Craft and Structure: Vocabulary	20
1.2.G Reading Informational Text – Integration of Knowledge and Ideas: Diverse Media	22
1.2.H Reading Informational Text – Integration of Knowledge and Ideas: Evaluating Arguments	24
<b>Fifth Grade: Reading Literature</b>	<b>26</b>
1.3.A Reading Literature – Key Ideas and Details: Theme	26
1.3.C Reading Literature – Key Ideas and Details: Literary Elements	29
1.3.D Reading Literature – Craft and Structure: Point of View	32
1.3.E Reading Literature – Craft and Structure: Text Structure	34
1.3.F Reading Literature – Craft and Structure: Vocabulary	37
1.3.G Reading Literature – Integration of Knowledge and Ideas: Sources of Information	39





# Reading Elements

## 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

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?

#### Example:

- Chronological order text structure describing how the Wright Brothers developed the first airplane
- Analysis question – how did the author use the chronological order text structure to reveal how the Wright Brothers developed their **ideas**?





# Underlying Knowledge: Reflection Journal (page 6)

*Read the Underlying Knowledge in the  
Grade 5 Deconstructed Standards  
document.*

*What do you notice in this section with  
respect to what you teach and/or what  
students need to learn?*





# Underlying Knowledge

## Underlying Knowledge

*Students will know...*

- 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

- 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



# Underlying Skills and Reasoning

<b>Underlying Knowledge</b> <i>Students will know...</i>	<b>Underlying Skills and Reasoning</b> <i>Students will demonstrate the ability to:</i>
<ul style="list-style-type: none"><li>• individuals are the people in the text, which may be historical figures or scientists</li><li>• series of events occurs in order of time</li><li>• concepts are a general statement about a topic</li></ul>	<ul style="list-style-type: none"><li>• identify and explain individuals involved with an event, idea, or concept</li><li>• identify and explain a series of events in chronological order</li><li>• identify and explain concepts in a text using main ideas and details</li></ul>
<ul style="list-style-type: none"><li>• ideas are specific statements about a topic</li></ul>	<ul style="list-style-type: none"><li>• identify and explain an idea in a text using details</li><li>• identify and use vocabulary that describes relationships or interactions between individuals, events, ideas, or concepts</li></ul>
<ul style="list-style-type: none"><li>• language used to explain relationships/interactions between two or more individuals, events, ideas, or concepts (<i>e.g., because, but, however, in contrast, most importantly</i>)</li><li>• individuals, events, ideas, or concepts can be related by how one individual/event/idea/concept influences another</li></ul>	<ul style="list-style-type: none"><li>• make inferences about relationships/interactions between individuals, events, ideas, or concepts based on vocabulary and key details</li></ul>
<ul style="list-style-type: none"><li>• purpose and use of text structures (<i>organize information, show relationships, show author's purpose and main ideas</i>) including chronological order, comparison, cause-effect, and problem-solution, and signal words for each structure<ul style="list-style-type: none"><li>○ chronological order structure<ul style="list-style-type: none"><li>▪ consists of dates and times to create a timeline of events</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>• describe connections between individuals, events, ideas, concepts, and how one influences another based on what happened and why</li><li>• identify text structure using signal words and key details that show relationships or interactions</li></ul>



# Underlying Skills and Reasoning: Reflection Journal (page 7)

*Read the Underlying Skills and Reasoning in the Grade 5 Deconstructed Standards document.*

*Compare this information to how you expect students to demonstrate this standard. What do you notice as similar? What do you notice as different?*



# Instructional Strategies

## 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.



# Instructional Strategies: Reflection Journal (page 8)

*Read the Instructional Strategies in the  
Grade 5 Deconstructed Standards  
document.*

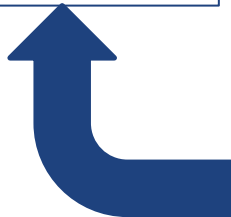
*Provide a description of which strategies will  
enhance your instruction of this unit.*



# Vertical Alignment of the Underlying Expectations

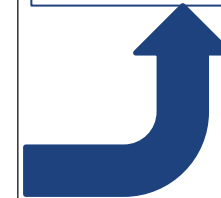
## Fifth Grade: Reading Informational Text

Fourth 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 <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Main ideas Key ideas ( <i>in paragraphs</i> ) Key details ( <i>facts, events</i> ) Summary  <b>Example analysis question:</b> How did the author use the text structure/key details to develop two different main ideas in a text?	<ul style="list-style-type: none"><li>• topic of a text</li><li>• meaning of main idea as the most important thought/statement about the topic</li><li>• key ideas are the most important thought/statement within a paragraph</li><li>• key details are words or phrases that tell the most important information about the key idea</li><li>• structure of the key ideas and details reveals the text's main idea</li><li>• summary is a brief paragraph that captures all the most important parts of the text and answers the who, what, when, where, how and why questions but expresses them in a shorter space and as much as possible in the reader's own words</li></ul>	<ul style="list-style-type: none"><li>• identify the topic of a text</li><li>• identify key details in a paragraph</li><li>• identify and explain the key idea of a paragraph using the topic sentence and key details</li><li>• identify how the key details reveal a text structure</li><li>• identify and explain the main ideas of a text by using text structure</li><li>• identify and explain the main ideas of a text by using the key ideas and details</li><li>• use the main ideas and key details to write a summary paragraph</li></ul>

Sixth Grade: Reading Informational Text





## Final Thoughts-Reflection Journal, pages 9-10

Consider your instructional practice:

- 1) Examine a current unit you teach. In what ways does the unit develop the depth of the grade level standards? In what ways does it fall short?
- 2) Explain how you can use the grade level deconstructed standards to enhance your instruction or development of units.



# For More Information...

Thompson, J. (2023). [\*Deconstructed Standards\*](#). Center for Assessment ([www.nciea.org](http://www.nciea.org))

Or

[\*Pennsylvania Department of Education: Text Dependent Analysis \(TDA\) Toolkit\*](#)



## Fifth Grade

### Supporting Analysis: Deconstructed Standards Leading to Analysis

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<sup>1</sup> See TDA Series: Collaborative Discussions for Close Reading







# Going Deeper with Text Dependent Analysis

- Introduction:** Introduction to the TDA Professional Learning Series
- Module 1:** Text Dependent Analysis: A need for curriculum and instructional shifts
- Module 2:** Understanding Text Dependent Analysis
- Module 3:** Anatomy of Text Dependent Analysis Prompts
- Module 4:** Selecting Complex Texts for Analysis
- Module 5:** The Difference Between Inference and Analysis
- Module 6:** Purposeful Annotations
- Module 7:** Close Reading Questions Leading to Analysis
- Module 8:** Analyzing Reading Elements and Text Structures
- Module 9:** Collaborative Discussions
- Module 10:** Modeling a Text Dependent Analysis Response
- Module 11:** The Purpose of Text Dependent Analysis Learning Progressions
- Module 12:** Analyzing Text Dependent Analysis Responses
- Module 13:** Developing Close Reading Lessons Leading to Analysis
- Module 14:** Developing Replacement Units Leading to Analysis
- Module 15:** Using the Grades K-8 Deconstructed Standards



The Thompson TDA Model

Thank You