



## Seventh Grade

### Supporting Analysis: Deconstructed Standards Leading to Analysis

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

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

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

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

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

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



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

### Deconstructed Reading Standards

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

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

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

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

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



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

**Underlying Knowledge** represents the factual underpinnings of the standard.

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

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

### Organization of this Resource

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

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

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



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

### **Use of this Resource**

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

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



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## Seventh Grade: Reading Informational Text

1.2.A Reading Informational Text – Key Ideas and Details: Main Idea		
1.2.7.A: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Central idea (<i>reoccurring words, phrases, or images in the entire text</i>)</p> <ul style="list-style-type: none"> <li>- Main ideas (<i>paragraphs or sections</i>)</li> <li>- Key details (<i>text features, text structure, vocabulary, events</i>)</li> </ul> <p>Development of central ideas Objective summary (<i>topic, key details</i>) Opinion, interpretation, deductions, or comments</p> <p><b>Example analysis question:</b> How did the author’s word choice/tone develop multiple central ideas in a text?</p>	<ul style="list-style-type: none"> <li>• topic of a text</li> <li>• central idea is the unifying or essential idea about the topic within the entire text</li> <li>• main idea is the most important thought/statement about a section of the text</li> <li>• key details are words or phrases that tell the most important information about the main or central idea</li> <li>• structure of the main ideas and key details reveals the text’s central idea</li> <li>• word choice (<i>tone</i>) reveals the text’s central 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> <li>• opinion is a personal view about a topic</li> </ul>	<ul style="list-style-type: none"> <li>• identify the topic of a text</li> <li>• identify key details in a paragraph/section</li> <li>• identify and explain the main idea of a paragraph/section using the topic, text features (<i>e.g., heading, subheadings</i>), and key details</li> <li>• identify and explain the central idea of a text using the main ideas and key details.</li> <li>• Identify and describe the author’s word choice and tone</li> <li>• analyze and elaborate on the development of the central idea using the author’s word choice/tone</li> <li>• use the main ideas and key details to write an objective summary paragraph</li> </ul>



### Instructional Strategies Leading to Analysis

*While reading informational text...*

#### Central Ideas and Key Details

- Have students read a text and engage them in a discussion about the ideas the author thoroughly reviews from the beginning to the end of the passage. Record each idea along with the key details the author provided on chart paper. Review the text and have students identify other ideas that the author discusses but with less depth and record these on the chart along with key details. Using this information, engage students in identifying two or more central ideas of the text.
- Model and engage students, while thinking aloud, how the author's thesis statement, text features (*e.g., headings, subheadings*), text structure, and/or images supports and/or develops the identified central idea.
  - Engage students in examining the headings and subheadings of the text to determine whether they support the central idea or provide supporting key details.
  - Involve students in examining the signal words which show a text structure to determine if the text is revealing a chronological order to explain an event, comparing two or more events/individuals, or describing a problem and ways it was solved (*refer to Standard 1.2.7.E for text structure*). Discuss how the text structure contributes to developing a central idea.
  - Engage students in examining the introduction and concluding paragraphs to identify or infer the author's thesis statement. When making inferences about the central idea, ask students, "*What are the most important things the author wants you to remember? Why do you think this?*"
  - Guide students to move beyond specific details within the body paragraphs to determine the central idea.
- Model and engage students, while thinking aloud, in recording the key details on an organizer to support and develop a central idea. For example:



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Directions: Complete the following chart to determine the central (main) idea of the text.

Copy down the title, headings, sub-headings, bold and italicized words in the document:

What is the **PURPOSE** of the text?

How is the text **STRUCTURED**?

What are the three **MOST** important points being made in the text?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

So . . .

What is the **CENTRAL** idea of the text? (Write your three main points into one complete, concise sentence.)

### Development and Analysis of a Central Idea

- Model and engage students in examining how a central idea develops or evolves throughout a text by locating and examining how key details (*words, phrases, images*) connect and build upon a previous key detail. Use a coding system or sentence frames (e.g., *In paragraph X, the author stated \_\_\_\_\_ about \_\_\_\_\_. In paragraph Y, the author expanded on the detail by stating \_\_\_\_\_. In paragraph Z, the author then asserted \_\_\_\_\_.*).
- Engage students in identifying specific words that create a tone to identify the author's attitude toward the topic, the use of imagery or figurative language and discuss how this word choice allows them to better understand the central idea(s) conveyed through the passage. Discuss similarities/differences of the author's tone between the central ideas or if the author's tone changes from the beginning to the end





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of the text. Have students discuss how and why the tone changes.

- Model and engage students, while thinking aloud, in analyzing (*evidence-inference-interrelationship*) how the author's word choice and tone develop multiple central ideas.

### **Objective Summary**

- Discuss while engaging students in reading summaries or writing summaries, words that indicate being “objective” vs. “subjective”. Using an objectivity continuum (*moving from subjective to objective*) have students identify where on the continuum they would place the word, phrase, or idea, and discuss why it is more objective or subjective.
- Examine effective/ineffective summaries of texts which include a central idea and key details to determine objectivity or subjectivity. Have students note how sentences are structured and the word choice used based on the continuum previously discussed. Have students identify words, phrases, or sentences that create more or less objectivity and explain their reasoning.
- Have students identify the central idea and details to include in an objective summary. Discuss why key details are key and should or should not be included in the summary.
- Model writing a multi-paragraph objective summary that identifies and explains the central idea using the main ideas and supporting key details in sequential order, as well as an opening statement and conclusion. Point out that the summary includes only the ideas of the original text without any opinions, interpretations, deductions, or comments.
- Engage students in peer-assessment by orally summarizing an informational text with a partner using central idea and key details from a graphic organizer.



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

### 1.2.7.C: Analyze the interactions between individuals, events, and ideas in a text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Individuals Events Ideas Vocabulary signaling an interaction/influence of individuals, events, or ideas</p> <p><b>Example analysis question:</b> How did the author’s use of words, phrases, images, examples, and/or anecdotes develop relationships between individual/event/idea?</p>	<ul style="list-style-type: none"> <li>● individuals are the people in the text, which may include historical figures or scientists</li> <li>● series of events occur in order of time</li> <li>● ideas are specific statements about a topic</li> <li>● language used to develop relationships between individuals, events, or ideas</li> <li>● examples and anecdotes can be used to develop relationships between individuals, events, or ideas               <ul style="list-style-type: none"> <li>○ anecdotes are short stories that contribute to the significance of an individual, event, or idea</li> </ul> </li> <li>● interactions of individuals, events, or ideas can be developed by tracing cause-effect relationships</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 words used to develop relationships between individuals, events, or ideas</li> <li>● identify and explain the relationship between an idea/individual/event</li> <li>● make inferences about the importance of individuals, events, or ideas, based on vocabulary and key details</li> <li>● analyze and elaborate on how word choice, examples and/or anecdotes about individuals, events, or ideas develop relationships</li> </ul>

### Instructional Strategies Leading to Analysis

*While reading informational text...*

#### **Interactions Between Individuals, Events, or Ideas Within a Text**

- Ask students to generate the meaning of “relationships” between individuals and apply it to relationships between events or ideas.
- Point out cause-and-effect relationships (*A cause makes something happen. An effect is what happens as a result.*). Present students with a simple example: Susan failed the test because she didn’t study. Discuss how the two events are related pointing out the word “because” as a word that signals relationships. Have students generate other words that signal relationships and explain the type of relationships (*e.g., words that signal adding to an idea-again, also, as well as; words that signal explaining an idea-for example, in other words, to illustrate; words that compare/contrast ideas-even so, conversely, in spite of, on the contrary; words that emphasize an idea-above all, especially, in fact; words that summarize an idea-as has been noted, in brief, to sum up*). Point out that noting key words will allow them to understand

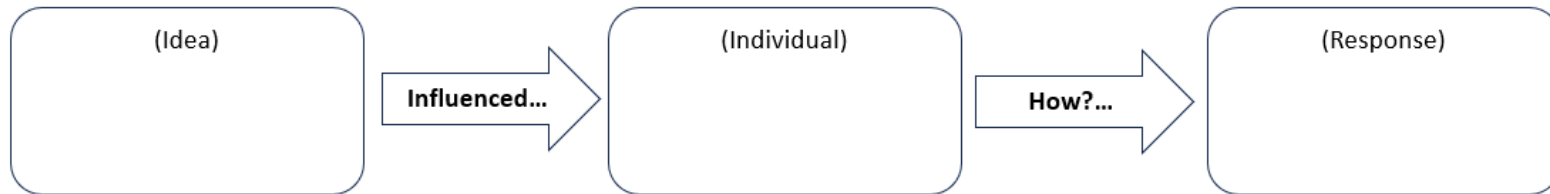


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interactions and influences between individuals, events, or ideas.

- Provide students with information that introduces an individual, event, or idea. Have students work in small groups to identify how the individual, event, or idea is emphasized throughout the next section of the text by examining examples and anecdotes. Have students continue this process throughout the reading of the text.
- Examine with students, and identify all references to an individual, event, or idea in a text using a post-it note. Discuss and evaluate how one event or key idea about the individual or idea led to or impacted another. Model writing an explanation using evidence and statements (e.g., *The author links A to B by showing \_\_\_\_\_; or The author differentiates A and B by showing \_\_\_\_\_*) to reveal how the individual, event, or idea is elaborated.
- While reading a text, model and engage students, while thinking aloud, how an idea influenced an individual using an organizer such as:



- Point out the section of a text which introduces or first suggests the importance of an individual, event, or idea. Have students identify words, phrases, images that serve to indicate the details of the introduction (e.g., *facts, descriptions, anecdotes*).
- Model and engage students, while thinking aloud, creating a list of all events that result from the individual and/or idea and engage students in a discussion about the influence of the event on an idea or individual (e.g., *cause-and-effect relationship: invention of the cotton gin influenced the cotton industry in the South by allowing cotton to be processed in less time making cotton production profitable.*)
- Model and engage students, while thinking aloud, in analyzing (*evidence-inference-interrelationship*) how the author's word choice, images, examples, and/or anecdotes develop relationships between individual/event/idea.



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

**1.2.7.D: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Author’s purpose            Author’s point of view/perspective                - claim            Other’s point of view/perspective                - counterclaim            Author’s techniques to distinguish perspective/position                - Word choice (<i>including figurative language</i>)                - Tone                - Text structure</p> <p><b>Example analysis question:</b>            How did the author’s use of techniques develop and convey a point of view/perspective about the topic of the text and the conflicting perspectives of others?</p>	<ul style="list-style-type: none"> <li>• topic of a text</li> <li>• authors have different purposes for writing a text (<i>e.g., entertain, inform a wider audience, investigate a public thought and/or action, support a common belief</i>)</li> <li>• author’s claim is what the author is trying to prove</li> <li>• author’s point of view supports the author’s reasons for writing and perspective about the topic or central idea</li> <li>• author’s word choice (<i>tone, shades of meaning</i>) reveals the author’s point of view/perspective</li> <li>• tone pertains to the author’s attitude toward the topic (<i>e.g., environmental issues, political issues</i>)</li> <li>• authors can present different perspectives</li> <li>• counterclaim is the opposing argument with reasons and evidence</li> <li>• different techniques develop the author’s point of view/perspective</li> <li>• direct and indirect comparisons distinguish the author’s perspective from others</li> </ul>	<ul style="list-style-type: none"> <li>• identify the topic of a text</li> <li>• explain the authors’ purpose for writing about the topic based on the claim, reasons, and details</li> <li>• identify the author’s word choice, considering shades of meaning, to make inferences about the author’s perspective about the topic, individuals, events, and/or ideas</li> <li>• explain the point of view/perspective of the author using narration (<i>author’s word choice and/or description of events</i>)</li> <li>• identify and explain how the author reveals other individual’s point of view/perspective</li> <li>• identify the counterclaim, reasons, and evidence</li> <li>• compare and contrast the different points of view/perspective using word choice and tone</li> <li>• analyze and elaborate on how the author feels (<i>tone</i>) about the topic/individuals/ideas/events using text evidence</li> <li>• analyze how different techniques develop and convey the author’s point of view/perspective about the topic of the text and the position of others</li> </ul>



### Instructional Strategies Leading to Analysis

*While reading informational text...*

#### Multiple Points of View/Perspectives

- Engage students in identifying and naming the topic, labeling the author's claim or point of view.
- Discuss the meaning of different techniques author's use to develop his/her point of view/perspective/purpose, such as:
  - Text structure (*cause/effect, compare/contrast, description*) as a way of communicating motivation for writing and communicating a message.
  - Word choice to evoke a reader's emotions.
  - Sentence structure (*rambling sentences, short choppy sentences, use of punctuation*) allow the reader to experience an emotion.
  - Figurative language (*e.g., similes, metaphors, symbolism, hyperbole*) allows the author to communicate a message outside of the literal meaning of the words.
- Using a text about a topic, event/situation, and/or idea:
  - Identify and discuss the author's tone (*author's attitude toward the topic*) about the topic.
  - 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/phrases which reveal other perspectives (*thoughts and feelings*) about a topic.
  - Engage students in responding to questions such as:
    - *What is the author's opinion about \_\_\_\_\_?*
    - *What clues did the author give to reveal his/her feelings about the topic/event/idea?*
    - *What words/phrases did the author provide to show a different perspective about the topic/event/idea?*
    - *What techniques did the author use to reveal different points of view/perspectives?*
  - Model and engage students in examining the techniques used by an author and discuss how the technique impacts the author's message and perspective.
  - Create anchor charts and record which techniques indicate a specific perspective.
- Model and engage students, while thinking aloud, creating a three-column organizer with examples of how the author's purpose and perspective is revealed and examples that reveal others' perspectives. For example,



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Author's Perspective	Bottled Water	Others' Perspective
Recycling requires large quantities of crude oil and water which produces greenhouse effects	Quench thirst	Can be recycled
Use of tap water and reusable "sports" bottles	Better than sugary caffeinated soft drinks	Convenient-purchased anywhere, thrown away
	Safe source of drinking water	

- Model and engage students, while thinking aloud, in writing a paragraph/essay analyzing how the techniques used by the author reveal and/or develop different perspectives/positions about a topic and/or series of events using text evidence.



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

### 1.2.7.E: Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Text structures</p> <ul style="list-style-type: none"> <li>- Chronological order</li> <li>- Comparison</li> <li>- Cause and effect</li> <li>- Problem and solution</li> <li>- Proposition and support</li> </ul> <p>Text features</p> <ul style="list-style-type: none"> <li>- Graphics</li> <li>- Charts</li> </ul> <p>Structure of major sections</p> <ul style="list-style-type: none"> <li>- Central idea</li> <li>- Point of view/perspective</li> </ul> <p><b>Example analysis question:</b> How did the author’s text structure, including text features and major sections of the text, support the development of ideas or the author’s viewpoint?</p>	<ul style="list-style-type: none"> <li>• purpose of grade-appropriate text features to support a text structure, central idea, and/or viewpoint</li> <li>• purpose and use of text structures (<i>organize information, show relationships, shows author’s purpose and central ideas</i>) including chronological order, comparison, cause-effect, and problem-solution, and proposition-support, and signal words for each structure               <ul style="list-style-type: none"> <li>○ chronological order structure                   <ul style="list-style-type: none"> <li>▪ used to explain information about a topic as a series of events</li> <li>▪ consists of dates and time to create a timeline of events</li> <li>▪ signal words can include after, at that time, at the same time, before, during, finally, first, last, later, now, not long after, next, second, soon after then, to begin with, today</li> </ul> </li> <li>○ comparison structure                   <ul style="list-style-type: none"> <li>▪ used to show how two or more areas of a topic are similar, different, or both</li> <li>▪ organized to describe how two or more things are similar/different</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain the purpose of text features to gain additional information (<i>e.g., graphics, charts, maps, diagrams, tables</i>) and how they contribute to the text structure, central idea, and/or author’s viewpoint</li> <li>• identify a text structure using signal words and explain how it supports the central idea and/or author’s viewpoint</li> <li>• make interpretations about the purpose and meaning of text features within the major section of the text</li> <li>• evaluate the quality of the text features within major sections of the text</li> <li>• analyze and explain the central idea based on text features for additional information and the text structure</li> <li>• analyze and explain the author’s point of view/perspective based on the text structure and use of text features within a section of a text</li> <li>• analyze how text structures support authors’ perspective/point of view/perspective about a topic, series of events, and/or ideas</li> </ul>



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	<ul style="list-style-type: none"><li>▪ signal words can include both, unlike, similarly, in contrast</li><li>○ cause and effect structure<ul style="list-style-type: none"><li>▪ used to explain what caused something to happen about a topic or issue</li><li>▪ explains reasons why something happened or the cause of something; explains what happened as a result or effect</li><li>▪ signal words can include because, as a result, resulted, caused, affected, since, due to, effect</li></ul></li><li>○ problem and solution structure<ul style="list-style-type: none"><li>▪ used to inform about an issue and offer solutions to that issue</li><li>▪ organized by showing different problems and how the problem is solved using specific events and details</li><li>▪ signal words can include a challenge, an issue, therefore, this led to, if, then, the main difficulty</li></ul></li><li>○ proposition and support structure<ul style="list-style-type: none"><li>▪ used to present an idea or a claim and supports it with reasons, details, and examples</li><li>▪ signal words can include viewpoint, opinion, idea, hypothesis, proof/proves, for these reasons, as evidence, in support of</li></ul></li></ul>	
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	<ul style="list-style-type: none"> <li>• text features and structure support an author's central idea and point of view/perspective</li> <li>• structure of sentences, paragraphs, and text features within sections demonstrate relationships between the topic, central ideas, and perspectives</li> </ul>	
<b>Instructional Strategies Leading to Analysis</b> <i>While reading informational text...</i>		
<p><b>Purpose and Use of Text Features and Text Structures</b></p> <ul style="list-style-type: none"> <li>• Distinguish the purpose and use of different text features – those that support locating information (<i>e.g., headings, table of contents, electronic menus, icons</i>) and those that support gaining additional information (<i>e.g., photographs, pictures, illustrations, maps, diagrams, charts, tables</i>).</li> <li>• After reading, engage students in a discussion on how the features for gaining additional information supported the text structure, understanding the author's viewpoint, and/or understanding the central idea. For example, a series of photographs that show the phases of the mood, would support a sequencing structure, and provide additional information to the written text.</li> <li>• Model and engage students, while thinking aloud, on using text features to clarify the central idea or the author's viewpoint.</li> <li>• Discuss and evaluate the author's use of text features, using pre-identified criteria, determining if the text was sufficient and describing how the text features added support to the text.</li> <li>• Engage students in identifying a central idea of a text through a reverse outline approach:             <ul style="list-style-type: none"> <li>○ Number the paragraphs</li> <li>○ Identify the topic and main idea of each paragraph/section and record in one sentence what the author was trying to do in the paragraph/section (<i>e.g., In this paragraph, the writer presents/summarizes/analyzes/synthesizes/ X (argument, claim, idea) in order to show Y</i>).</li> </ul> </li> <li>• Compare the reverse outline and the identified central idea considering: <i>How well does the writer articulate and support the central idea? Does the text structure support the central idea? What are the relationships between the sections and the larger structure of the text?</i></li> <li>• Ask students to annotate each major section of the text to identify words and phrases that develop the ideas in the text leading to the central idea.</li> <li>• Ask students to create a diagram of the text's structure and annotate the diagram, explaining how each major section contributes to the text as a whole and to the development of ideas.</li> <li>• Model and engage students, while thinking aloud, in analyzing the text's structure using questions such as: <i>"How do the _____ section and the _____ section correspond to one another?" "What clues are in the topic sentences that tell us about the text's structure?" "If I removed</i></li> </ul>		



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*this section/chapter, how would this affect the text or development of ideas? “Why is this section/chapter so important to the overall text or development of the central idea?”*

- Model and engage students, while thinking aloud, in analyzing how the sentences, paragraphs, and text features work together to create order and meaning revealing the author’s central idea or perspective.
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the text structure and the central idea or author’s perspective.



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

### 1.2.7.F: Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Content vocabulary Academic vocabulary Figurative language Technical meanings Tone</p> <p><b>Example analysis question:</b> How did the author use a combination of words and imagery to convey the central idea/author's perspective?</p>	<ul style="list-style-type: none"> <li>● difference between literal (<i>dictionary definition</i>) and figurative language/ nonliteral meaning (<i>words that can mean something different in a different context</i>)</li> <li>● strategies for determining the meaning of grade-level academic and content-specific words and phrases, and figurative language</li> <li>● purpose and author's use of figurative language (<i>express feelings, how one thing is like another, create images</i>)</li> <li>● different types of figurative language and their meaning and use in informational text               <ul style="list-style-type: none"> <li>○ analogy – comparing one thing to another using either a simile or metaphor</li> <li>○ simile – a comparison of two unlike things using <i>like</i> or <i>as</i></li> <li>○ metaphor – comparison of two unlike things not using <i>like</i> or <i>as</i></li> <li>○ repetition – repeating a word or phrase to help the reader remember and recognize the importance of the message</li> <li>○ imagery – use of words to create a picture in the reader's mind</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● differentiate between literal and figurative language (<i>nonliteral meaning of words and phrases</i>)</li> <li>● explain the purpose of figurative language</li> <li>● explain why an author uses figurative language</li> <li>● identify and explain the meaning of different types of figurative language used in informational text</li> <li>● use context clues (<i>words, text features</i>) to determine literal and nonliteral meaning of words and phrases</li> <li>● use context clues to determine the meaning of technical symbols, key terms, and domain-specific words and phrases</li> <li>● interpret figurative language and analyze how it contributes to the meaning of the central idea</li> <li>● interpret figurative language and analyze how it contributes to the author's perspective</li> <li>● interpret how words and phrases contribute to the tone of the text</li> </ul>



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	<ul style="list-style-type: none"> <li>• interpreting figurative language enhances the meaning of the text or creates visual and sensory images</li> <li>• technical meanings of symbols, key terms, and domain-specific words and phrases</li> <li>• tone is the author’s attitude toward a specific subject</li> </ul>	
<b>Instructional Strategies Leading to Analysis</b> <i>While reading informational text...</i>		
<p><b>Content and Technical Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Model and annotate, while thinking aloud, using decoding, context clues, text features, and resources to make meaning of content-specific vocabulary and/or technical symbols and vocabulary.             <ul style="list-style-type: none"> <li>○ Point out when context clues can cause confusion (<i>e.g., when clues suggest several possible definitions, when nearby words are unfamiliar</i>).</li> <li>○ Point out the root words or etymology of subject-specific words (<i>e.g., bio means life, ology means the study of</i>) when reading content-specific texts.</li> </ul> </li> <li>• Point out how authors use specific strategies to clarify content-specific vocabulary (<i>e.g., explanations, synonyms, restatements using phrases such as “In other words”, comparisons, antonyms</i>).</li> <li>• Model and engage students, while thinking aloud, in annotating text to use strategies to interpret a word, phrase, or technical symbol to make meaning of a paragraph or section of a text.</li> <li>• Engage students in highlighting or coding (<i>e.g., circling, underlining</i>) words or phrases that are connected. Discuss the conclusions that can be drawn from the patterns or connections about the words, how they support the author’s central idea and/or perspective.</li> </ul> <p><b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>• 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.             <ul style="list-style-type: none"> <li>○ Provide a lesson on analogies, distinguishing these from similes and metaphors, using examples.</li> <li>○ Read aloud text which uses allusions and how they contribute to the meaning and central idea of a text.</li> </ul> </li> <li>• Model and engage students, while thinking aloud how the author’s connotative use of words combined with imagery or other figurative language contributes to the author’s central idea or point of view (<i>e.g., different advertisements and how the words and imagery appeals to the buyer</i>).</li> </ul>		



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- Engage students in determining the literal and non-literal meaning of unknown words and phrases from text, explaining their meaning within the context, and making inferences about the words and phrases 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 figurative language contributes to the meaning of the central idea and/or author's perspective.
- Model and engage students, while thinking aloud, in determining whether a series of words used figuratively has a unifying theme (e.g., *related to gardens or sports*) and how they contribute to the meaning of the text, the central idea, and/or the author's perspective.
  - Provide students with a list of words or phrases with an unstated unifying theme and ask them to identify the unifying theme.
  - Have students highlight or annotate words and phrases within a text that are connected.
  - In small groups, students draw conclusions from patterns, connections, or words used by an author.
- Model and engage students, while thinking aloud, in analyzing how figurative language contributes to a central idea and/or an author's perspective.
- Model and engage students, while thinking aloud how the author's use of words and phrases add to the central idea or author's perspective.
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the central idea or author's perspective and the interpretation of figurative language.



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

**1.2.7.G: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).**

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Topic Subtopics Central idea Diverse media</p> <ul style="list-style-type: none"> <li>- Audio</li> <li>- Video</li> <li>- Multimedia</li> </ul> <p>Diction Tone Mood</p> <p><b>Example analysis question:</b> How did the author use words, phrases, diction, and/or physical gestures in text, audio, and video media to contribute to the central idea/author’s tone about a topic?</p>	<ul style="list-style-type: none"> <li>• topic and subtopics of a text</li> <li>• differences between different mediums for providing information</li> <li>• tone is the attitude of a writer toward a subject conveyed through word choice and the style of the writing</li> <li>• mood is the overall feeling, or atmosphere, of a text often created by the author’s use of imagery and word choice</li> <li>• diverse sources of information, including interpretation of audio and visual information (<i>e.g., diction and physical gestures</i>) provide details about a topic, central idea, tone, and mood</li> </ul>	<ul style="list-style-type: none"> <li>• identify the topic and subtopics of a text and diverse media</li> <li>• use diction and physical gestures to support understanding of an author’s central idea and tone</li> <li>• use text and visual information from diverse sources to analyze the author’s diction</li> <li>• compare and contrast different information from text and audio-visuals</li> <li>• interpret information gathered from diverse media (<i>text, visual, and graphics</i>) to explain the topic, subtopics, and central idea</li> <li>• analyze the central idea or author’s tone about a subject using information from a variety of diverse sources</li> </ul>
<p><b>Instructional Strategies Leading to Analysis</b> <i>While reading informational text...</i></p>		
<p><b>Interpretation and Comparison of Information from Multiple Sources</b></p> <ul style="list-style-type: none"> <li>• Engage students in reading a speech to identify the topic, subtopics, central idea, author’s tone, and/or mood.</li> <li>• Model, while thinking aloud, analyzing the effect of diction on the central idea using the questions, such as:               <ul style="list-style-type: none"> <li>○ <i>Is there any difference between the denotative meaning (simple, literal definition) and the connotative meaning (contextual, suggestive meaning) of the words? If so, what is the difference?</i></li> <li>○ <i>Are the words concrete (physical, tangible) or abstract (emotional, intangible, philosophical)?</i></li> <li>○ <i>What is the level of formality? Are the words formal, informal, conversational, colloquial?</i></li> </ul> </li> </ul>		



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- *What do the words reveal about the age of the author or the historical context of the piece? Are the words old-fashioned? Common? Trendy? Would the author's original audience agree with your opinion?*
- *Do the words exhibit local color (e.g., regional dialect), or are they standard and universal?*
- *Are the words monosyllabic or polysyllabic?*
- Model, while thinking aloud, recording in the first column of a three-column table or chart, words/phrases that have an emotional impact on the reader.
- Play an audio version of the speech and discuss how listening to the text impacts the words that were read (e.g., *the speed in which the speech is provided, the speaker's dialect, the pauses between words*). Record in the second column of the previously used three-column table or chart, how listening to the speech impacts the meaning and central idea of the speech.
- Play a video version of the speech and discuss how watching the speech impacts the words that were read (e.g., *the speaker's body language and facial expressions, the speaker's use of physical gestures*). Record in the third column of the previously used three-column table or chart, how watching the speech impacts the meaning and central idea of the speech.
- Ask students to compare and contrast the different versions of the text, including the emotions students experience because of the text, and the total impact of the three different versions of the speech.
- Model and engage students while thinking aloud, in integrating key ideas from diverse sources and formats into one coherent view about a topic or central idea using evidence and examples to support the view or central idea.
- Model and engage students, while thinking aloud, in writing an analysis paragraph/essay on how audio, video, or multimedia version of the text support the topic, central idea, author's tone, or mood.



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

**1.2.7.H: Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.**

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Argument Author’s claim(s) Reasons - Soundness Evidence - Relevance Central idea  <b>Example analysis question:</b> How did the author use reason(s) and evidence to support a claim/central idea?	<ul style="list-style-type: none"> <li>• types of arguments</li> <li>• types of claims</li> <li>• purpose and quality of evidence</li> <li>• purpose of reasoning in an argument</li> <li>• to support a claim, the author purposefully orders evidence and reasons</li> <li>• relevant, accurate, and sufficient evidence and reasons to support an author’s argument and central idea</li> </ul>	<ul style="list-style-type: none"> <li>• identify an argument in text</li> <li>• identify the author’s claim for writing the argument</li> <li>• identify and explain criteria for determining the quality of evidence</li> <li>• explain the reasons and evidence provided by an author to support a claim</li> <li>• make inferences and explain how the evidence and reasons provided by the author are important to the argument and central idea</li> <li>• analyze and explain how the organization of the evidence and reasons supports the claim or central idea of the entire text</li> </ul>
<b>Instructional Strategies Leading to Analysis</b> <i>While reading informational text...</i>		
<b>Argument and Claim</b> <ul style="list-style-type: none"> <li>• Identify an argument as a way to investigate a topic, evaluate the strengths and weaknesses of multiple perspectives, and take a stance on the issue.</li> <li>• Create an anchor chart of different types of arguments: <i>explain ideas or positions, persuade people to change, or to reconcile conflicts</i>. Provide students with example arguments and have them classify the argument by recording them on the anchor charts.</li> <li>• Identify a claim as the judgment of ideas and is used to strengthen an argument.</li> <li>• Create an anchor chart of different types of claims: <i>claims of facts (X is/is not true), claims of value (X is right/wrong or important/not important), or claims of policy (must/must not be changed)</i>.</li> </ul>		





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- Model and engage students in identifying and describing what constitutes a high-quality claim, an average claim, and a low-quality claim. Provide small groups of students with a variety of claims and have them sort the claims into three categories providing a rationale for their decision.
- Engage students in listing the criteria for evaluating whether reasoning is sound. Using these criteria, engage students in reading arguments and claims determining sound reasoning and identifying additional reasoning the author should include.
- Engage students in evaluating the argument's effectiveness (e.g., *5-star rating*) based on whether the author's evidence and reasoning supports the claim.

### Evidence and Reasoning

- Identify evidence in an argument as the information provided to support the claim and reasoning as the explanation of how and why the evidence supports the claim.
- Identify the criteria for evidence in an argument as being credible, relevant, and accurate.
- Provide students with a framework or flowchart so they can track evidence while an argumentative text is read aloud. Engage students in a discussion to determine if the evidence is relevant to the claims after the entire text has been read. Ask students to work in small groups to determine if the author has used enough relevant evidence to support their claims.
- Provide students with audio arguments (e.g., *podcasts such as [Smash Boom Best](#)*) and engage students in identifying the claim, the evidence, and reasoning used.
- Model, and engage students, while thinking aloud and pointing out the extent to which the evidence provided is credible, relevant, and accurate.
- Provide students with an argument and organizer to identify three pieces of evidence that the author uses to support a claim and to tell whether the evidence is relevant. For example:

Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
Is Evidence 1 relevant? Why or why not?	Is Evidence 2 relevant? Why or why not?	Is Evidence 3 relevant? Why or why not?

Then ask students:

- *Did the author provide sufficient evidence? Explain why or why not.*
- *Was the reasoning sound? Explain why or why not.*



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- Provide students with several models (e.g., [Is Google Making Us Stupid](#), [Can You Unplug for 24 Hours](#)) of an argument and in small groups, ask them to evaluate the arguments for sound reasoning and relevant evidence. Jigsaw students and have them share their evaluations.
- Model and identify, using appropriate vocabulary, the central idea of a text using the order of evidence and reasons why author's include evidence in each section. Use think-alouds such as *What is the author trying to tell the reader? What is this section mostly about? How do the evidence/reasons in this section relate to the evidence/reasons in the previous section? What are all the important reasons/evidence about?*
- Model writing a paragraph analyzing and explaining how the claim, evidence, and reasons support the author's central idea.



## Seventh Grade: Reading Literature

1.3.A Reading Literature – Key Ideas and Details: Theme		
1.3.7.A: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of 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>
Characters <ul style="list-style-type: none"> <li>- Actions, thoughts, words, feelings, motivations</li> </ul> Plot <ul style="list-style-type: none"> <li>- Conflict</li> <li>- Events</li> <li>- Resolution</li> </ul> Theme ( <i>topic, statement</i> )  <b>Example analysis question:</b> How did the author use the character's actions, motivations, or response to conflicts to develop a theme?	<ul style="list-style-type: none"> <li>• theme is the significant idea/statement that the story is making about a topic such as society, human nature, or the human condition</li> <li>• theme topic is usually a 1–2-word label such as love, friendship, or persistence</li> <li>• theme statement is the meaning of the text as a whole, often a universal statement that can be applied to the real world</li> <li>• central idea is the most important concept that the author wants to convey</li> <li>• differences between theme (<i>e.g., Learning to accept who you are is difficult to do</i>) and central idea (<i>e.g., the main character has difficulty dealing with reality and will sometimes escape into a fantasy world.</i>)</li> <li>• characters' response to conflicts and other characters develops the theme or central idea of a text</li> <li>• inferences use text evidence and background knowledge to predict why a</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain the theme topic and theme statement</li> <li>• identify and explain how different characters respond to challenges and/or other characters throughout a story and make inferences about their character traits</li> <li>• identify and explain a main character's reaction to a conflict and resolution and how they develop the theme statement</li> <li>• analyze how the character's thoughts, actions, words, feelings, and/or motivations develop a theme statement throughout a text</li> <li>• summarize a story including the information recorded on a graphic organizer</li> </ul>



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	<p>character thinks, behaves, speaks, or feels in a certain way</p> <ul style="list-style-type: none"> <li>• narrator’s word choice reflects their thoughts about topics and themes</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 without an opinion</li> <li>• analysis is an interrelationship between two reading elements and/or text structure</li> <li>• difference between summarizing and analyzing a text</li> </ul>	
<p><b>Instructional Strategies Leading to Analysis</b>  <i>While reading narrative text...</i></p>		
<p><b>Development of a Theme</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of a theme topic and theme statement, and how theme statements can be applied to most everyone’s life.</li> <li>• Engage students in identifying the differences between topic, theme, and central idea of a story.             <ul style="list-style-type: none"> <li>○ Topic is a word or phrase that is the most important subject presented within the story.</li> <li>○ Theme is a significant statement that the story is making about a topic.</li> <li>○ Central idea is generally what the story is about or the most important concept that the author wants to convey; generally, a one to two-sentence summary of the plot.</li> </ul> </li> <li>• Engage students in developing a list of topics that are examined in different media (<i>movies, books</i>) that students are familiar with (<i>e.g., family, identity, ambition, fear, love</i>). Then have students work together to develop a sentence that identifies what the author thinks about the topic. For example, <i>The author thinks that power corrupts people</i>. Have students remove the part of the sentence about the author and explain that this is a thematic statement (<i>Power corrupts people</i>).</li> <li>• While reading a text, model and engage students in creating a timeline of the main character’s actions and motivations. After reading and charting actions and motivations, discuss how the character’s actions and motivations changed over time and how the actions/motivations reveal and develop the theme of the text.</li> </ul>		



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- After determining a theme, ask students to highlight areas in the text where the theme appears. Then have students annotate each portion of highlighted text, noting how the theme progresses or changes from its previous appearance in the text. In pairs or triads, students review their annotations and share their findings with partners.
- Model and engage students, while thinking aloud, in using key details about the main character's response to a conflict, events, and solution to reveal a theme the author wants the reader to learn. For example, during reading, pose questions to support students' ability to articulate a theme and how it develops over the course of the story, such as:
  - *What are the major actions of the main character? What do each of the actions reveal about the character?*
  - *How did the actions of the main character change over time?*
  - *What were the motivations of the main character's actions?*
  - *How do the actions and motivations of the main character reveal and develop a theme?*
  - *How do the main character's actions mirror the theme of the text?*
  - *How does the theme of the story relate to the world or to humanity in general?*
- Engage students in completing an Evidence-Inference-Interrelationship graphic organizer.
- Model writing a body paragraph that analyzes how the character's actions and motivations develop a theme of a story using the Evidence-Inference-Interrelationship graphic organizer.
- Have students write a paragraph/essay that analyzes how the character's actions and motivations develop a theme of a story.

### Summarizing

- Model while thinking-aloud, appropriate academic vocabulary related to story structure and reading elements (*e.g., character, conflict, events, resolution, theme*).
- Model the use of graphic organizers (*e.g., [Story Map](#), [Somebody Wanted But So Then](#)*) and select key details about a main character, conflict, events, and resolution for use on the organizer.
- Develop a shared continuum of importance to evaluate which details are most important to include in a summary. Apply the continuum when using a graphic organizer and writing a shared summary of a story or video, considering the following questions:
  - *Who or what is the text about?*
  - *What is the conflict?*
  - *What is the most important thing the who or the what is doing?*
  - *How is the conflict resolved?*
- Engage students in orally summarizing a story with a partner or creating a visual to summarize a story using key details (*character, conflict, events, resolution*) from a graphic organizer (*note: the key details may be determined as a whole or small group or independently*).



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

#### 1.3.7.C: Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Character</p> <ul style="list-style-type: none"> <li>- Direct characterization</li> <li>- Indirect characterization</li> <li>- Personality traits</li> <li>- Internal and external conflict</li> </ul> <p>Setting Plot (<i>exposition-introduces the character and setting, problem, rising actions, major events, tension, climax, resolution</i>)</p> <p>Dialogue</p> <p>Author’s word choice/figurative language</p> <p><b>Example analysis question:</b> How did the author use the setting of the story to shape the main character’s actions, thoughts, words, feelings, and/or motivations?</p>	<ul style="list-style-type: none"> <li>• characters can be complex/dynamic or flat</li> <li>• character traits are revealed through direct and indirect characterization</li> <li>• criteria for determining complex or dynamic characters</li> <li>• major events are the key actions that occur when the characters do something that affects the plot</li> <li>• settings can include culture and weather</li> <li>• multiple settings in a story impact/shape the characters and/or plot</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe characters as complex/dynamic or flat</li> <li>• identify and describe characters’ personality traits using direct and indirect characterization as evidence</li> <li>• identify and explain both internal and external conflicts using author’s word choice and text evidence</li> <li>• identify and describe major events in a story and analyze how they impact the main character</li> <li>• analyze how different settings in a story impact the characters</li> <li>• analyze the relationships between the characters, setting, and events</li> </ul>

#### Instructional Strategies Leading to Analysis

*While reading narrative text...*

##### Characterization

- Use various descriptions of characters for students to determine and explain the criteria that reveals a complex/dynamic character, such as:
  - conflicting motivations,
  - multiple roles,
  - multiple responsibilities,
  - strengths and weaknesses
 and criteria that reveals a flat character:
  - supports the main character,



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- lacks substantial change or growth,
- may be stereotypical,
- has a single role or purpose.
- Ensure student understanding of direct characterization (*the author explicitly tells or describes the character in a straightforward way*) and indirect characterization (*the author shows or describes the character through speech, thoughts, effects on other characters, actions, and looks*).
- While reading, engage students in listing all of the characters in a story and determining which characters are complex using previously identified criteria and explaining the nature of the complexity using text evidence.

### Plot

- Review appropriate academic vocabulary related to story structure (*exposition-introduces the character and setting, conflict, 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.

### Setting

- Introduce year, culture, and weather as a view of the setting. For example:
  - *Does the story take place today or in 1850?* If a story is set in the past, the characters will dress, act, and think differently than people do today. Their education, jobs, and technology also will be different.
  - Rain, sunshine, snow, and wind can all affect the characters' feelings or actions. A storm might destroy a character's property or prevent a character from traveling.
- Provide students with a scenario about a character, such as a character who has a clenched jaw and is sweating. Ask students to brainstorm a variety of settings that could cause the character to have these feelings (*e.g., running a race on a track, taking a test in class, on a sinking boat*). Discuss how the setting impacts the character.
- Provide students with a variety of settings, such as a clear sunny day with birds chirping and characters having pleasant discussions, have students brainstorm how this setting creates a mood (*e.g., hopefulness and excitement*) or a dark and damp cave sets a mood of fear or suspense. Ensure that students recognize that sometimes the author creates this mood for the purpose of irony (*e.g., The Lottery by Shirley Jackson begins with an idyllic setting, but the plot is dire in which the characters punish individuals with death by stoning*). Discuss how a mood of hopefulness or excitement may help to indicate a theme related to exploration or freedom.
- Examine the plot of various stories and engage students in a discussion of how the setting moved the plot forward.

### Interaction of Reading Elements



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- During close reading, ask students to create a timeline of story characters plotting out through writing, organizers, or a journal, different events that involved the character as it unfolded. For each event, the student should include how the character relates to other characters and/or the conflict and resolution.
- In a Socratic seminar or other collaborative conversation, pose questions about the character's interactions with the conflict and resolution, such as:
  - *What did the characters do throughout the story?*
  - *How did the character react to a certain event?*
  - *How did the setting influence the character's response?*
  - *How did the character feel at the end?*
- During or after reading a story, model and engage students in creating a plot map noting each time key characters interact, the meaning of the dialogue in each situation, and its effect on the plot.
- Engage students in identifying where the motivations of key characters conflict with other characters' motivations. Discuss what the conflicts reveal about the characters and how they affect the plot.
- Model and engage students, while thinking aloud, in analyzing how different characters' responses to internal or external conflicts reveal their personality traits. Ask students to describe how the character responds to the conflict and analyze in what way the character changes as a result of resolving the conflict using text evidence and inferences.
- 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 conflict?*
  - *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 shapes the main character using text evidence and inferences.
- Model and engage students in analyzing specific moments when the characters do something that affects the plot (*e.g., increase tension, cause change*) in a specific and discernible way.
- 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**

**1.3.7.D: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**

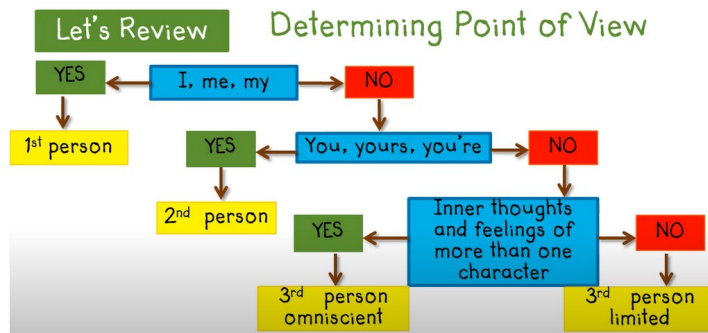
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Point of view/perspective Narrator's/character's perspective</p> <ul style="list-style-type: none"> <li>- Objective narrator</li> <li>- Omniscient narrator</li> <li>- Limited narrator</li> <li>- Unreliable narrator</li> </ul> <p><b>Example analysis question:</b> How did the author develop the point of view/perspective using the characters' descriptions and actions?</p>	<ul style="list-style-type: none"> <li>• point of view/perspective refers to how the different characters in a story understand themselves and the world around them</li> <li>• narrative text can be told from a first-person point of view or perspective of the narrator to make readers feel like they are a part of the story</li> <li>• narrative text can be told from a third-person point of view</li> <li>• some characters have similar points of view while others have opposing points of view</li> <li>• author's point of view/perspective is revealed through word choice in dialogue and narration (<i>tone, shades of meaning</i>)</li> <li>• tone pertains to the author's attitude toward the topic (<i>e.g., bullying, friendship</i>)</li> <li>• perspective affects the tone of the story</li> <li>• similarities and differences of the story events based on different points of view/perspective</li> <li>• point of view/perspective impacts the meaning of the story</li> </ul>	<ul style="list-style-type: none"> <li>• determine the type of narration using evidence as support</li> <li>• identify the author's word choice, considering shades of meaning, to make inferences about the author's point of view/perspective about the topic and central message and author's purpose</li> <li>• explain the point of view/perspective of the person telling the story using the dialogue, narration (<i>author's word choice</i>), and/or events</li> <li>• explain and analyze how the author feels (<i>tone</i>) about the topic (<i>e.g., bullying, friendship</i>) or central message using text evidence</li> <li>• compare and contrast different characters points of view/perspective in a text</li> <li>• compare and contrast how story events are impacted by different points of view/perspective</li> <li>• explain and analyze how point of view/perspective impacts the meaning and plot of the story</li> </ul>
<p><b>Instructional Strategies Leading to Analysis</b> <i>While reading narrative text...</i></p>		
<p><b>Comparing and Analyzing Points of View/Perspectives</b></p> <ul style="list-style-type: none"> <li>• Model and engage students in examining the author's word choice, including shades of meaning, and discuss the literal meaning of the</li> </ul>		



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words and the tone (*feelings they evoke*). Discuss how author's word choice reveals the author's/narrator's point of view/perspective.

- 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.
- Ensure student understanding of determining the narrator's perspective using the example flow chart:



([LearnZillion](#), see 2.03/7.41 in video)

- Create an anchor chart identifying the narrator's perspective (*objective, omniscient, limited, unreliable*) and as students read texts, have them record the perspective with evidence. Use various texts, movie/ video clips to ensure understanding (e.g., *Shawshank Redemption* is third person omniscient because he knows everything about the characters; *Forrest Gump* is first person point of view with an unreliable narrator because the events are extravagant like a tall tale; *The Great Gatsby* is first person limited point of view since the main character presents a story based on what he sees and hears).
- Provide groups of students with either a traditional version of a fairy tale or a fractured fairy tale (e.g., *traditional version of The Three Little Pigs and the True Story of The Three Little Pigs*). Have groups of students discuss the point of view of the characters for their version of the text. Then combine one group of the traditional version and one group of the fractured fairy tale version to create a visual comparing/contrasting the points of view of each text. Conduct a Gallery Walk and ask students to discuss the following questions:
  - Do the characters react differently to the same event? If so, how are their reactions different?
  - Do the characters directly express disagreement? If so, where and why?
- Provide students with a section of a text in which two characters have a different point of view (e.g., [A Long Walk to Water, Chapter 3](#)). Ask students to read the chapter and compare and contrast the two character's points of view. Engage students in a discussion identifying each character's point of view/perspective while identifying evidence from the text to support their thinking, and how the author developed the point of view. Guide students to consider the common and different feelings or emotions the characters express based on the situation and events. Explain that students need to look beyond dialogue but rather how the character speaks and what this tells about the character's perspective. For example, "But I don't want to move; I can't move," said Mrs. Manstey, **almost with a scream.**" ([Mrs. Manstey's View by Edith Wharton](#))



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- Engage students in rewriting a short excerpt of a story from a different point of view/perspective. Have students compare and contrast the plot based on their different points of view/perspectives. Have students examine their word choice and explain how it revealed their point of view/perspective.
- Model and engage students, while thinking aloud, in analyzing how the author develops the characters' points of view/perspectives using the descriptions and actions. Discuss:
  - how the characters' points of view/perspectives were introduced,
  - how the points of view/perspectives grow or change,
  - when the points of view/perspectives are similar or different,
  - why the author contrasts the points of view/perspectives.



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

#### 1.3.7.E: Analyze how the structure or form of a text contributes to its meaning.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Narrative structures include:</p> <ul style="list-style-type: none"> <li>- Linear</li> <li>- Nonlinear</li> </ul> <p>Story plot and reading elements</p> <ul style="list-style-type: none"> <li>- Characters</li> <li>- Setting</li> <li>- Conflict</li> <li>- Rising action</li> <li>- Major events</li> <li>- Turning point/climax</li> <li>- Resolution</li> <li>- Theme</li> </ul> <p><b>Example analysis question:</b> How did the author’s use of a nonlinear structure develop a coherent plot/theme of the story?</p>	<ul style="list-style-type: none"> <li>● narrative structures refer to the framework used to tell a story</li> <li>● stories, dramas, and poems include reading elements and a plot               <ul style="list-style-type: none"> <li>○ the beginning or exposition of a story introduces characters, setting, and possible conflict(s)</li> <li>○ the middle of the story, drama, poem includes the conflict, the events, character actions to resolve the conflict, turning point/climax where the protagonist faces the climax</li> <li>○ the end of the story includes the resolution and the lesson learned by the main character</li> </ul> </li> <li>● narrative structures include:               <ul style="list-style-type: none"> <li>○ linear structure – events unfold in chronological order</li> <li>○ nonlinear structure – events move between past, present, and future providing a wider version of a story’s theme                   <ul style="list-style-type: none"> <li>- used to increase tension or disorient the audience</li> <li>- can include the use of flashbacks, flash-forwards, or subplots</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● identify and explain the transitions between the beginning, middle, and end of a narrative text</li> <li>● describe the structure of a narrative text providing evidence as support</li> <li>● identify and explain the use of different nonlinear structures</li> <li>● explain similarities and differences between narrative structures</li> <li>● identify and explain the connection between different events of a narrative text and how they develop the theme and/or setting</li> <li>● analyze how the structure of a narrative text develops the story plot, theme, or setting</li> </ul>



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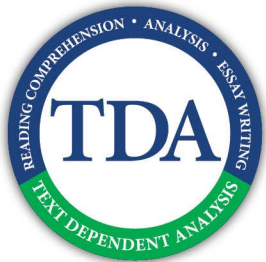
	<ul style="list-style-type: none"> <li>• a plot is the chain of events covered in a text and a story is the entire tale of a given fictional text</li> <li>• elements of a story, drama, and poem interact to develop the plot</li> </ul>	
<b>Instructional Strategies Leading to Analysis</b> <i>While reading narrative text...</i>		
<p><b>Story Structure</b></p> <ul style="list-style-type: none"> <li>• Engage students in completing a graphic organizer for a linear narrative structure, ensuring that students are able to identify exposition, inciting moment (<i>complicating action</i>), rising action, climax, falling action, and resolution. Point out that the exposition is where the author introduces the main character and setting.</li> <li>• Explain the framework of a nonlinear narrative structure:             <ul style="list-style-type: none"> <li>○ nonlinear plot presents events out of order through flashbacks or flash-forwards, and, some stories are told backwards, starting with the "ending" and finishing with the inciting incident.</li> <li>○ Nonlinear structures can include parallel plots that converge or emphasize a theme.</li> </ul> </li> <li>• Share several videos using nonlinear narrative structures and have students identify the how and why it is nonlinear providing evidence to support their thinking (e.g., <i>nonlinear structure-Cars; excerpt from <a href="#">Ratatouille</a> or <a href="#">Frozen 2</a></i>). Ask students to generate other examples from movies or books that use flashbacks and flash-forwards and how they impact their understanding of the characters, plot, and theme.</li> <li>• Engage students in defining and explaining the purpose of flashbacks and flash-forwards and how they contribute meaning to the plot.             <ul style="list-style-type: none"> <li>○ Flashback: Present action in a story is temporarily interrupted so the reader can witness past events; it usually takes the form of memories, dreams, or a story within the story. Flashbacks reveal details that help readers understand character motives,</li> <li>○ Flash-forward: The plot goes ahead in time to show expected or imagined events of the future; acts as a warning of what is to come if certain behaviors do not change and allows a person to imagine what will happen if he takes a certain path; this can also be a dream that the character thinks is reality. Flash-forwards provide a sneak preview or foreshadowing of future events while adding tension or suspense.</li> </ul> </li> <li>• Provide students with different texts or excerpts that use linear and nonlinear narrative structures and engage them in collaborative discussions of how the structures reveals information about the characters (e.g., <i>nonlinear structure-Wonder by R.J. Palacio; Christmas Carol by Charles Dickens</i>).</li> <li>• Model and engage students, while thinking aloud, annotating examples of where the writer breaks up the chronological order of the plot to tell about something that took place earlier using key words such as <i>years ago, in the past, then, now, today, or these days</i>; or have students look for dates, characters' ages, and words about youth or old age, and how the flashback or flash-forward impacts meaning.</li> <li>• As students watch videos and/or read texts, engage them in making inferences about the characters, setting, and theme based on the narrative structure considering questions such as, <i>How does the flashback offer insight into the character's motivation or the conflict?</i></li> </ul>		



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- After reading a short narrative text with a linear structure, divide students into groups and assign each group to rewrite a section of the text using either a flashback or a flash-forward that foreshadows what is to come later in the story. Ask each group to discuss and share how the text could be rewritten with their nonlinear structure.
- Model and engage students, while thinking aloud, in analyzing how the nonlinear structure of a text (*use of a flashback or flash-forward with foreshadowing*) developed the plot/theme/setting of the story.



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

#### 1.3.7.F: Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Author's word choice</p> <ul style="list-style-type: none"> <li>- Denotation</li> <li>- Connotation</li> </ul> <p>Figurative Language</p> <p>Tone</p> <p><b>Example analysis question:</b> How does the interpretation of the figurative language and connotative meaning of the author's word choice contribute to the theme/character development/tone?</p>	<ul style="list-style-type: none"> <li>• difference between denotation (<i>literal dictionary definition</i>), connotation (<i>an idea or feeling that a word invokes in addition to its literal meaning</i>), and figurative language/ nonliteral meaning (<i>words that can mean something different in a different context</i>)</li> <li>• strategies for determining the meaning of grade-level academic and content-specific words and phrases, and figurative language</li> <li>• determining connotative meaning using context clues</li> <li>• purpose and author's use of figurative language (<i>express feelings, how one thing is like another, create images</i>)</li> <li>• different types of figurative language and their meaning and use in narrative text               <ul style="list-style-type: none"> <li>o analogy – comparing one thing to another using either a simile or metaphor</li> <li>o simile – a comparison of two unlike things using <i>like</i> or <i>as</i></li> <li>o metaphor – comparison of two unlike things not using <i>like</i> or <i>as</i></li> <li>o repetition – repeating a word or phrase to help the reader remember and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between literal and figurative language (<i>nonliteral meaning of words and phrases</i>)</li> <li>• explain the purpose of figurative language</li> <li>• explain why an author uses figurative language</li> <li>• identify and explain the meaning of different types of figurative language used in narrative text</li> <li>• use context clues (<i>words, text features</i>) to determine literal and nonliteral meaning of words and phrases</li> <li>• analyze and explain how an author's word choice impacts the tone of the text</li> <li>• interpret figurative language and analyze how the tone impacts understanding or development of a character</li> <li>• interpret figurative language and analyze how it contributes to the meaning of the theme</li> </ul>



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	<p>recognize the importance of the message</p> <ul style="list-style-type: none"> <li>o imagery – use of words to create a picture in the reader’s mind</li> <li>o euphemism - the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant</li> <li>o pun- a play of words that has more than one meaning or those that sound alike</li> </ul> <ul style="list-style-type: none"> <li>• author’s word choice, including figurative language, impacts the tone of the text</li> <li>• the tone of the text impacts understanding the characters’ personality traits</li> <li>• interpreting figurative language enhances the meaning of the text or creates visual and sensory images</li> </ul>	
<p><b>Instructional Strategies Leading to Analysis</b> <i>While reading narrative text...</i></p>		
<p><b>Author’s Word Choice, Connotation, and Figurative Language</b></p> <ul style="list-style-type: none"> <li>• Model and annotate, while thinking aloud, using decoding and context clues to make meaning of author’s word choice. <ul style="list-style-type: none"> <li>o Point out when context clues can cause confusion (<i>e.g., when clues suggest several possible definitions, when nearby words are unfamiliar</i>).</li> <li>o Point out words that paint different pictures in the mind of the reader. Ask students to discuss <i>what the author wants you to understand about the events or characters</i>.</li> <li>o Then ask students to reread to look for specific details that reveal clues to the meaning of the word or phrase. For example, <i>“She is considered the most successful Federal spy of the war.”</i> (<a href="#">Elizabeth Van Lew: An Unlikely Union Spy by Cate Lineberry</a>) Being a spy has a negative connotation but being the most successful spy has a positive connotation. What does the author want you to understand about this character? <i>The author uses this quote to say that the spy was successful at spying.</i> Rereading or reading on allows for understanding the author’s meaning.</li> </ul> </li> <li>• Engage students in pairs or small groups to determine the literal and nonliteral meaning of unknown words and phrases from a text and explain their meaning within the context.</li> </ul>		





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- 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, the characters, and/or theme of the text (*e.g., Analogy: Life is like a box of chocolates-you never know what you're going to get. Interpretation: life has many choices and surprises like a box of chocolates. Euphemism: let go; interpretation: fired*).
  - Provide a lesson on analogies, distinguishing these from similes and metaphors, using examples.
  - Read aloud text which uses allusions and how they contribute to character development and the meaning of a text.
- 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, words with connotations in another color, and literal words and phrases in a third color. Engage students in discussing how the author's word choice contributes to the characterization and meaning of the theme.
- Model and engage students, while thinking aloud, in determining whether a series of words used figuratively has a unifying theme (*e.g., starting a new journey, making a change*) and how they contribute to the meaning of the text, the theme, characters, and/or the author's perspective.
  - Provide students with a list of words or phrases with an unstated unifying theme and ask them to identify the unifying theme.
  - Have students highlight or annotate words and phrases within a text that are connected.
  - In small groups, have students draw conclusions from patterns, connections, or words used by an author.
- Model and engage students in writing an analysis paragraph/essay showing the interrelationship between the connotative meaning of words/figurative language and character development.



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

**1.3.7.G: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).**

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Tone Mood Narration and dialogue - Author's word choice Elements of a visual presentation (<i>illustrations, photographs, comics, cartoons, artwork</i>) - Lighting - Color Elements of a multimedia presentation (<i>video, audio recordings, sound effects, interactive images, words</i>) - Characters' body language - Characters' tone of voice - Music - Lighting - Tone of voice (<i>serious, formal, respectful, enthusiastic, etc.</i>) - Rate - Volume - Intonation</p> <p><b>Example analysis question:</b> How did the author use visual and multimedia elements to contribute to the meaning of the story?</p>	<ul style="list-style-type: none"> <li>● tone is the attitude that an author takes toward the subject</li> <li>● mood is the feeling that the author/illustrator/speaker/director is trying to evoke in their readers</li> <li>● author's word choice provides details that contribute to the meaning of the story and mood</li> <li>● illustrations provide details (<i>e.g., facial expressions, gestures, foreground, background</i>) that contribute to the meaning of the story, tone, and mood</li> <li>● elements of a visual presentation (<i>e.g., lighting, colors</i>) and provide details that contribute to the meaning of the story, tone, and mood</li> <li>● elements of a multimedia presentation (<i>e.g., characters' body language, facial expressions, tone of voice, rate, volume, intonation, music, lighting</i>) provide details that contribute to the meaning of the story, tone, and mood</li> </ul>	<ul style="list-style-type: none"> <li>● compare and contrast a written text to a multimedia presentation</li> <li>● explain and analyze how aspects of narration (<i>author's word choice</i>) and illustrations emphasize a character/setting/plot/mood</li> <li>● explain and analyze how aspects of narration (<i>author's word choice</i>) and/or illustrations reveal a change in the character/setting/plot/mood</li> <li>● explain different elements of a visual presentation and how they emphasize a character/setting/plot/mood</li> <li>● explain different elements of multimedia presentation and how they emphasize a character/setting/plot/mood</li> <li>● explain and analyze how elements of a multimedia presentation work together to reveal the meaning/tone/mood of a story</li> </ul>



### Instructional Strategies Leading to Analysis

*While reading narrative text...*

#### **Comparing and 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 choice 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 book's tone, mood, and meaning. 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, its characters, the 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 their understanding of the story elements, tone, or mood when viewing the story rather than just reading the words.
- Engage students in viewing photographs from a specific time or about a specific subject and identifying the meaning, tone, or mood. Then share a children's book to compare/contrast these reading elements to the picture. Engage students in reading a grade-appropriate text about the same genre or topic. Chart and compare how the visual/multimedia elements added to and/or changed the meaning, tone, or mood of the genre or subject. For example, share the photograph, [The Scream](#) by Edvard Munch discussing the tone/mood created by the image, the impact of the facial expressions, of the setting, the colors in the background, etc. Then engage students in reading a text in the dark fiction genre such as [Tell-Tale Heart by Edgar Allan Poe](#) to compare/contrast the tone/mood portrayed in the short story. Finally, have students view the video of [Tell-Tale Heart](#) to continue the comparison. Compare and contrast using an organizer and then discuss:
  - how the different versions were the same/different, and
  - how the multimedia presentation elements impacted the tone, and mood.
- Model and engage students, while thinking aloud, in analyzing how the multimedia elements contributed to the meaning/tone/mood of the subject.