



## Kindergarten

### Supporting Analysis: Deconstructed Standards Leading to Analysis

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

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

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

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

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

---

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



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.

---

<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.

---

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



## Contents

<b>Kindergarten: Reading Informational Text</b>	<b>6</b>
1.2.A Reading Informational Text – Key Ideas and Details: Main Idea	6
1.2.C Reading Informational Text – Key Ideas and Details: Text Analysis	7
1.2.E Reading Informational Text – Craft and Structure: Text Structure	9
1.2.F Reading Informational Text – Craft and Structure: Vocabulary	12
1.2.G Reading Informational Text – Integration of Knowledge and Ideas: Diverse Media	13
1.2.H. Reading Informational Text – Integration of Knowledge and Ideas: Evaluating Arguments	15
<b>Kindergarten: Reading Literature</b>	<b>17</b>
1.3.A Reading Literature – Key Ideas and Details: Theme	17
1.3.C Reading Literature – Key Ideas and Details: Literary Elements	19
1.3.D Reading Literature – Craft and Structure: Point of View	21
1.3.E Reading Literature – Craft and Structure: Text Structure	22
1.3.F Reading Literature – Craft and Structure: Vocabulary	24
1.3.G Reading Literature – Integration of Knowledge and Ideas: Sources of Information	26



## Kindergarten: Reading Informational Text

1.2.A Reading Informational Text – Key Ideas and Details: Main Idea		
1.2.K.A: With prompting and support, identify the main idea and retell key details of text.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Main idea Key details  <b>Example analysis question:</b> How did the author use key details to support the main idea?	<ul style="list-style-type: none"> <li>topic of a text</li> <li>meaning of main idea as the most important thought/statement about the topic</li> <li>key details are words or phrases that tell the most important information about the main idea</li> </ul>	<ul style="list-style-type: none"> <li>recognize and/or identify the topic of a text using pictures/illustrations and words</li> <li>recognize and/or identify the main idea of a text using pictures/illustrations and words, with prompting and support</li> <li>recognize and/or identify key details or facts, with prompting and support</li> </ul>
Instructional Strategies Leading to Analysis <i>While reading informational text...</i>		
<p><b>Topic/Main Idea</b></p> <ul style="list-style-type: none"> <li>Model and engage students, while thinking aloud, in identifying the topic of a text by examining the front cover, pictures/illustrations, captions, and text titles.</li> <li>Provide opportunities for students to identify the main idea by listing the information from the cover and pictures/illustrations and discussing that is the most important idea from the information.</li> <li>Provide opportunities for students to identify the main idea by scaffolding with sentence starters, such as: <i>“The main idea is that...”</i></li> </ul> <p><b>Key Details</b></p> <ul style="list-style-type: none"> <li>Provide pictures/illustrations with captions or labels of the main idea and key details from a text. After reading the text, show the pictures/illustrations with captions or labels to the students and have them identify which is the main idea and which are key details. These can be placed in a pocket chart, arranged in sequential order, and used for the teacher and the students to retell the main idea/details several times during the study of the text.</li> <li>Create a list of details as pictures/illustrations for a selected text. After reading the text, have students sort which details support the main idea, and which do not. Have students explain why they selected the details for each category (<i>belong/don’t belong</i>).</li> <li>Use a list of pictures/illustrations as details for a selected text and have students explain how a key detail supports the main idea.</li> </ul>		



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

**1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information 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>
Individuals Events Ideas Details of information  <b>Example analysis question:</b> How did the author show a connection between two individuals/events/ideas/pieces of information?	<ul style="list-style-type: none"> <li>individuals are real people and have similarities to characters in realistic fiction</li> <li>events are an occurrence that happens as part of a time-order sequence</li> <li>time-order sequence includes what happened first, second, third, last</li> <li>vocabulary that supports time-order sequence (<i>e.g., first, after that, then, and finally</i>)</li> <li>ideas are statements about the topic of the informational text</li> <li>language used to connect pieces of information, ideas, events, or individuals (<i>e.g., similarities, differences, changes</i>)</li> <li>individuals, events, ideas, or facts can be connected</li> </ul>	<ul style="list-style-type: none"> <li>identify individuals and key details about an individual in a text</li> <li>identify events and details about an event in a text</li> <li>identify time-order sequence words</li> <li>identify events in sequential order</li> <li>identify the topic of a text</li> <li>make inferences about individuals, events, ideas, or details based on text evidence and background knowledge, with prompting and support</li> <li>recognize and/or identify a main idea statement about the topic in a text, with prompting and support</li> <li>recognize and/or identify the details (<i>e.g., facts that support the main idea</i>) in a text, with prompting and support</li> </ul>

### Instructional Strategies Leading to Analysis

*While reading informational text...*

#### Vocabulary for Connecting Two or More Individuals, Events, Ideas or Pieces of Information

- Point out compare/contrast words and phrases, including those identified below.

Comparing	Contrasting
<ul style="list-style-type: none"> <li>Both</li> <li>Alike</li> <li>Similar</li> </ul>	<ul style="list-style-type: none"> <li>Different</li> <li>But</li> <li>However</li> </ul>



## The Thompson TDA Model

---

- The same
- Just like
- Also
- Too
- As well as

- While
- Unlike
- On the other hand
- In contrast
- Although

- Model and engage students, while thinking aloud, in making connections using compare/contrast words and phrases.
- Model and engage students, while thinking aloud, in using words and phrases that show how something changes (e.g., *a mountain before/after snow melted*).
- Provide opportunities for students to use words and phrases showing connections by scaffolding with sentence starters, such as: “*One way they are the same is they both...*” “*One way they are different is...*”.
- Create an anchor chart of words and phrases that show connections and add to the chart when new words/phrases are encountered.
- Use the compare/contrast vocabulary in other content areas and with various texts.

### Connecting Individuals in Informational Text

- Point out and engage students in identifying individuals in an informational text, ensuring students recognize that an individual is a real person who was once living or is still living.
- Point out connections between individuals in a text (*similarities/differences or how a person changes over time*) and engage students in recognizing and identifying connections.
- Create three-column charts to model making connections (e.g., *similarities/differences*) between individuals in a text (e.g., *firefighter and policeman*).

### Connecting Events in Informational Text

(Refer to Standard 1.2.K.E for teaching time-order of a text.)

- Create a timeline of events with the students by stopping periodically to ask if information should be added to the timeline.
- Use the timeline of events to point out a connection between two different events and engage students in identifying a connection between two different events.

### Connecting Ideas in Informational Text

(Refer to Standard 1.2.K.A for teaching main idea and key details.)

- Ask students, after reading several texts, to categorize pictures from the texts and identify a connection they notice about different ideas and key details (e.g., *some jobs that people have to help keep us safe-firefighters, police, safety patrols*).





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

### 1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
<p>Text features Text structure</p> <p><b>Example analysis question:</b> How did the author use different parts of the book to show the topic or main idea?</p>	<ul style="list-style-type: none"> <li>• where to locate the title of a text</li> <li>• where to locate the name(s) of an author and name(s) of an illustrator</li> <li>• purpose of grade-appropriate text features, such as:               <ul style="list-style-type: none"> <li>o bolded words – important words defined in the glossary</li> <li>o pictures or diagrams – visual of content</li> <li>o captions – sentence describing a picture, illustration, or diagram</li> </ul> </li> <li>• texts have a beginning and end</li> <li>• texts have key details (<i>details about the main idea</i>)</li> <li>• informational texts can sequence events, compare/contrast information, or present a problem/solution               <ul style="list-style-type: none"> <li>o sequence <i>structure (items/events in order)</i></li> <li>o compare/contrast structure (<i>two or more topics/events to highlight similarities and differences between them</i>)</li> <li>o problem/solution structure (<i>identify an issue and how it is solved</i>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify the title using the front cover and/or title page</li> <li>• identify the name(s) of the author</li> <li>• identify the name(s) of the illustrator</li> <li>• explain the role of the author</li> <li>• explain the role of the illustrator</li> <li>• explain how text features help the reader understand the text</li> <li>• identify the beginning and end of a text</li> <li>• answer questions about the key details (<i>details about the main idea</i>)</li> <li>• explain how narrative and informational texts are structured the same and different</li> <li>• identify the events in order from a sequential text structure</li> <li>• identify two topics/events that are the same and different using text details</li> <li>• identify a problem and solution using text details</li> </ul>

### Instructional Strategies Leading to Analysis

*While reading informational text...*



## The Thompson TDA Model

---

### **Text Features**

- Point to and state the title, name of the author, and name of the illustrator when reading aloud. Indicate when the author and illustrator are the same.
- Thank the author and illustrator for a job well done! Be specific about what was helpful about their writing and illustration styles that helped identify the topic or main idea, and invite students to offer their ideas, as well.
- Have students write and illustrate their own informational pages.
- Have students discuss the decisions they made as writers and illustrators to show the topic and/or main idea and why.
- Point out different text features when reading informational text aloud; after reading, engage students in a discussion on whether and how the features helped them understand the information better.

### **Text Structure**

- Explore and point out beginning, middle, and end of different texts and compare to other daily activities (*school day, language arts blocks, etc.*).
- Model and engage students, while thinking aloud, in recording beginning, end, and details of events in informational texts and support students in recording beginning, end details on a graphic organizer.
- Model and engage students, while thinking aloud, in identifying key words that indicate different text structures.
- Describe how different text structures help the reader understand the information (*e.g., beginning/middle/end of a life cycle of a frog*).
- Model and engage students, while thinking aloud, in recording information from different structures on appropriate graphic organizers, pointing out how the graphic organizer aligns with the type of structure.

### **Difference between Narrative and Informational Text**

- Use daily reading logs for students and charts for read-alouds identifying whether the book is fiction, informational, or poetry.
- Select informational and fiction texts about the same topic and compare the reading elements (*e.g., individuals vs. characters*).
- Create two charts: *What Authors of Stories Do* (*e.g., make-up a story, include magic*) and *What Authors of Informational Text Do* (*gives facts, includes definitions*) and add to the list as texts are read aloud.
- Use sorting baskets for informational and literary texts—have students explain in which basket books should be placed.



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

**1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.**

*Note: the deconstruction information is the same as reading literature (Standard 1.3.K.F)*

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Content vocabulary Academic vocabulary  <b>Example analysis question:</b> How did the author use pictures/illustrations to show what the words mean?	<ul style="list-style-type: none"> <li>● meaning of a question</li> <li>● meaning of a statement is to answer a question</li> <li>● words have meaning</li> <li>● when a word is unknown</li> <li>● resources to help identify unknown words</li> </ul>	<ul style="list-style-type: none"> <li>● recognize the difference between asking and answering a question about an unknown word</li> <li>● identify unknown words in the text</li> <li>● ask questions about unknown words, with prompting and support</li> <li>● use text features to predict and confirm word meaning to answer questions about unknown words, with prompting and support</li> </ul>
<b>Instructional Strategies Leading to Analysis</b> <i>While reading informational text...</i>		
<p><b>Asking/Answering Questions for Unknown Words</b>  <i>(Ensure students understand the difference between statements and questions.)</i></p> <ul style="list-style-type: none"> <li>● Model, while thinking aloud, strategies to identify words and their meaning that may be unknown to students.</li> <li>● Model asking questions about unknown words.</li> <li>● Model, using thinking aloud, oral language structure, context clues, and text features (<i>i.e., pictures/illustrations</i>) to predict and confirm word meaning to answer questions about unknown words.</li> <li>● Engage students in pairs to ask and answer questions about unknown words from a text.</li> </ul> <p><b>Using Unknown Words to Connect Information</b></p> <ul style="list-style-type: none"> <li>● Point out vocabulary used to compare/contrast information.</li> <li>● Model and engage students, while thinking aloud, in making connections using compare/contrast words and phrases.</li> <li>● Model and engage students, while thinking aloud, in using unknown words and phrases that show connections in informational text.</li> <li>● Provide opportunities for students to use words and phrases showing connections by scaffolding with sentence starters: <i>“One way they are the same is they both...” “One way they are different...”</i></li> </ul>		





## The Thompson TDA Model

---

- Create an anchor chart of unknown words and phrases that show connections and add to the chart when new words/phrases are encountered.



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

### 1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Author's words Pictures/illustrations  <b>Example analysis question:</b> How did the author use the words and pictures/illustrations to explain the text information?	<ul style="list-style-type: none"> <li>illustrations are a type of text feature</li> <li>differences between the words and pictures/illustrations</li> <li>words and pictures/illustrations can provide the same and different information</li> <li>words and pictures/illustrations can provide details or directions</li> </ul>	<ul style="list-style-type: none"> <li>use pictures/illustrations to retell and orally describe details that have been read aloud</li> <li>follow pictorial directions and words (<i>e.g., steps in a simple craft, recipes, science experiment</i>)</li> <li>match the pictures/illustrations to the words on a page</li> <li>answer questions posed about the words and pictures/illustrations in an informational text</li> </ul>

### Instructional Strategies Leading to Analysis *While reading informational text...*

#### **Words and Pictures/Illustrations**

- Share a wordless informational text (*e.g., Tuesday by David Wiesner, Wave by Suzy Lee, Fossil by Bill Thomson*) with students, and with each page, have students orally tell the information, citing exactly what they see or what is happening in the pictures. Record the information on chart paper or sentence strips.
- Use a wordless informational text to have students find evidence in the pictures for the words that were recorded (*precursor to locating text evidence*).
- Share a picture with students (*e.g., photograph of a city street or children playing*). Have students talk about what they see and scribe their words once they've come to some agreement. Encourage students to identify what they see explicitly and what they think the picture means (*precursor to implicit and explicit evidence*). Discuss how the pictures and words are important.
- Have students write and/or illustrate their own informational page (*The spider is making a web*). Encourage students to write as much as they can about the illustration/picture. Provide students with the opportunity to share their pictures/illustrations with another student or group of students. Have students ask questions about the illustration/picture, then have the presenting students explain how their pictures and words work together to give a more complete understanding of what the information is about.



## The Thompson TDA Model

---

### **Key Details and Diverse Media**

- Read a text and share a video clip about the same topic. Engage students in discussing what a book can do that a video clip can't and what are some things a video clip can do that a book can't.
- Share a text with pictures and a text about the same topic without pictures. Engage students in discussing how the pictures contribute to their understanding of the topic.



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

### 1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Author's purpose Topic Key point(s) Reasons/details  <b>Example analysis question:</b> How did the author use supporting reasons to show the key point of the text?	<ul style="list-style-type: none"> <li>author's purpose for writing informational text (<i>inform, persuade, entertain</i>)</li> <li>authors can make multiple key points about a topic</li> <li>authors have reasons for including key points about a topic</li> <li>text details can be made clear using pictures/illustrations and specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>identify the author's purpose for writing the text, with prompting and support</li> <li>identify reasons/details and explain how they are important to the topic, with prompting and support</li> <li>identify the pictures/illustrations and explain how they support the author's purpose and reasons, with prompting and support</li> <li>identify and explain how the word choice supports the author's purpose and reasons, with prompting and support</li> </ul>

### Instructional Strategies Leading to Analysis

*While reading informational text...*

#### **Topic, Key Points, and Reasons**

- Model and engage students, while thinking aloud, in using appropriate vocabulary, identifying key points and clarifying reasons, and explaining why authors include specific points (*supports finding text evidence*).
- Highlight key details the author includes and engage students in explaining how the details support the topic and key point.
- Highlight pictures/illustrations the author includes and engage students in explaining how they support the topic and key point.
- Have students examine the pictures/illustrations and text features for reasons/evidence that support the key points.
- Create a chart of a key point from a text and guide students to identify reasons/evidence (*words and illustrations*) to support the key point.  
Example chart:

(Text: [Animals in Fall: Preparing for Winter](#) by Martha E.M. Rustad)  
 Engage students in a discussion about how the reasons support the key point.

**Key Point:** *Fall is a time for animals to prepare for winter.*

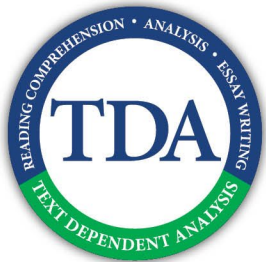


## The Thompson TDA Model

---

1. <i>Monarch butterflies go south to stay warm.</i>
2. <i>Bears sleep all winter long.</i>
3. <i>Snowshoe hares change color to protect themselves in the snow.</i>





## Kindergarten: Reading Literature

1.3.A Reading Literature – Key Ideas and Details: Theme		
1.3.K.A: With prompting and support, retell familiar stories including key details.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Character Key details ( <i>about characters and major events</i> ) Sequence of events  <b>Example analysis question:</b> How did the author use details to show what happened in the beginning/middle/end of the story?	<ul style="list-style-type: none"> <li>stories have a beginning, middle, and end</li> <li>key details about a main character's problem</li> <li>key details about a solution to a main character's problem</li> <li>key details about major events that take place in the beginning, middle, and end of a story</li> <li>events are told in sequential order</li> </ul>	<ul style="list-style-type: none"> <li>identify important key details about a main character, with prompting and support</li> <li>identify a major event from the beginning, from the middle, and from the end of a story, with prompting and support</li> <li>sequentially retell the major events (<i>from the beginning, middle, and end of a story</i>), with prompting and support</li> </ul>
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
<p><b>Character</b></p> <ul style="list-style-type: none"> <li>Model and engage students, while thinking aloud, in identifying appropriate vocabulary related to character and events (<i>e.g., character, problem, events, solution</i>).</li> <li>Identify who the story is mostly about and details about this character and their problem.</li> <li>Engage students in identifying the character's problem in a story.</li> <li>Model and engage students, while thinking aloud, in identifying the key details/events leading to the solution of the problem.</li> <li>Engage students in identifying the solution to the character's problem.</li> <li>Model and engage students, while thinking aloud, in how the details tell what the character learned.</li> </ul> <p><b>Retelling</b></p> <ul style="list-style-type: none"> <li>Model and engage students, while thinking aloud, in appropriate academic vocabulary related to story structure (<i>e.g., beginning, middle, end, retell</i>).</li> </ul>		



## The Thompson TDA Model

---

- Model and engage students, while thinking aloud, in using a beginning, middle, end graphic organizers and select key details/major events about a main character for use on the organizer.
- Explain, while modeling and thinking aloud, retelling the story using tangible objects (*e.g., puppets, popsicle sticks with beginning, middle, ending event, story pictures*) of key details/major events on the graphic organizer including an opening statement about the story, major events in sequential or chronological order, and a concluding statement.
- Engage students in orally retelling a story with a partner using tangible objects of key details on a graphic organizer (*note: the key details are determined as a whole or small group*).



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

#### 1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Characters and characters' reactions Setting Major events  <b>Example analysis question:</b> How did the author use major events to cause the character to react/change?	<ul style="list-style-type: none"> <li>characters are the person, animal, or inanimate object represented in the story</li> <li>setting is the physical location and time that the story takes place</li> <li>setting impacts the behavior of characters</li> <li>major events are key occurrences that take place in the beginning, middle, and end of a story</li> <li>characters react to different events in the story</li> <li>characters can change due to different events in the story</li> </ul>	<ul style="list-style-type: none"> <li>identify the main character and other characters in a story, with prompting and support</li> <li>explain how the main character and other characters get along, with prompting and support</li> <li>identify the setting(s) of a story, with prompting and support</li> <li>explain how the setting impacts the behavior of the main character, with prompting and support</li> <li>identify the major events from the beginning, middle, and end of a story, with prompting and support</li> <li>explain how the main character reacts to major events that occur, with prompting and support</li> </ul>

#### Instructional Strategies Leading to Analysis

*While reading narrative text...*

##### Story Elements: Characters

*(Refer to Standard 1.3.K.A for modeling appropriate vocabulary.)*

- Model and engage students, while thinking aloud, in identifying the main character(s) of a story and their characteristics (*what they think, feel, say, do*) using evidence and inferences, and record these on charts.
- Model and engage students, while thinking aloud, in comparing and contrasting different characters to describe their characteristics.
- Engage students in making a list of the characters in a story and their characteristics. Have students find evidence to show the connections between the characters.



## The Thompson TDA Model

---

- Create a three-column chart (*labeled beginning, middle, end*) and identify the main character's behavior at each part of the story. Discuss the events that occurred in the beginning, middle, and end and how that event impacted the character.
- Model and engage students, while thinking aloud, in describing and using key details how the character is different at the end of the story than at the beginning.

### **Story Elements: Setting**

- Use several different texts, to model and engage students, while thinking aloud, in identifying the setting of a story using evidence and inferences from words and pictures.
- Engage students in identifying different settings within a story and how the setting impacts the behavior of the main character.

### **Story Elements: Major Events**

- Model and engage students, while thinking-aloud, in identifying major events about the main character from the beginning, middle, and end of a story, using a graphic organizer.
- Engage students in identifying major events from the beginning, middle, and end of a story (*e.g., using every-pupil response*) and finding evidence that shows how the event impacts the main character.
- Compare the main character's behavior during different major events in the beginning, middle, and end of a story.



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

#### 1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Author's point of view  <b>Example analysis question:</b> How did the author show their point of view about the topic/event?	<ul style="list-style-type: none"> <li>● location of the name(s) of an author and name(s) of an illustrator</li> <li>● author's role is to write a story that is interesting to the reader</li> <li>● illustrator's role is to draw pictures that support the words of the story</li> <li>● narration (author's words) and illustrations express the author's thoughts about a topic/event</li> </ul>	<ul style="list-style-type: none"> <li>● identify the name(s) of the author and illustrator</li> <li>● explain the role of the author and illustrator</li> <li>● explain the difference between the roles of author and illustrator</li> <li>● use the narration (<i>author's words</i>) and illustrations to identify the author's point of view about a topic/event</li> </ul>

#### Instructional Strategies Leading to Analysis

*While reading narrative text...*

##### Identifying the Author and Illustrator

- Model and engage students, while thinking aloud, in locating and naming the author(s) and illustrator(s).
- Discuss the role of the author including what the author does to make a story interesting for the reader.
- Discuss the role of the illustrator including what the illustrator does to make a story interesting for the reader.
- Direct students' attention to illustrations and discuss how they support the author's words.
- Create anchor charts and list the role of the author/illustrator and how they created a story that is interesting for the reader (*e.g., authors use descriptive words, sensory words, figurative language such as onomatopoeia or rhyming, interesting characters, setting, events; illustrators use of color, supporting pictures*).
- Engage students in writing and/or illustrating their own stories and include their name as the author and/or illustrator. Have students share their story and explain what they did to make the story interesting.
- Use the narration and illustrations to show what the author did to make the story interesting.
- Use the narration and illustrations to show the author's view about a topic (*e.g., After reading and viewing the illustrations in Officer Buckle and Gloria, ask students What is the author's view about working together?*).



1.3.E Reading Literature – Craft and Structure: Text Structure		
1.3.K.E: Recognize common types of texts.		
Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Story structure Poetry structure  <b>Example analysis question:</b> How did the authors use different types of text to show information about a topic?	<ul style="list-style-type: none"> <li>fiction describes imaginary events and people</li> <li>there are different genres of fiction</li> <li>literary non-fiction is factual, based on real events and/or people</li> <li>picture books are a story told through pictures</li> <li>poetry tells a story or expresses feelings and ideas using rhythm and rhyme</li> </ul>	<ul style="list-style-type: none"> <li>identify the genre of a text and provide evidence as support</li> <li>explain how narrative and informational texts are structured the same and different</li> <li>compare/contrast a narrative and informational text that appears to have the same subject</li> </ul>
Instructional Strategies Leading to Analysis <i>While reading narrative text...</i>		
<p><b>Story Structure: Fiction</b></p> <ul style="list-style-type: none"> <li>Point out and discuss the beginning, middle, and end of different texts, as well as the problem, major events, and a solution.</li> <li>Use a variety of different genres (<i>e.g., folktales, realistic fiction, fairytales</i>) and point out how they represent fictional text.</li> <li>Use a featured author study (<i>e.g., Eric Carle</i>) to point out similar beginning, middle, and endings of a story, and/or a problem, major events, and a solution.</li> <li>Model and engage students, while thinking aloud, in identifying and explaining key words that indicate the structure of a story.</li> <li>Use a graphic organizer to model recording beginning, end, and details of events. Support students in recording beginning, events, and end details on a graphic organizer.</li> </ul> <p><b>Poetry Structure</b></p> <ul style="list-style-type: none"> <li>Model and engage students, while thinking aloud, in how poems are structured (<i>short lines which may not be complete sentences, may not use punctuation, use of verses or stanzas</i>).</li> <li>Model, and discuss, how poetry is read using rhythm and rhymes.</li> <li>Read a story and poem about the same subject/topic and record similarities and differences of how the information is told.</li> </ul> <p><b>Difference between Narrative and Informational Text</b></p>		



## The Thompson TDA Model

---

- Use daily reading logs for students and charts for read-alouds, identifying whether the book is fiction, informational, or poetry.
- Select texts about the same topic and compare fiction and informational texts.
- Create two charts: *What Authors of Stories Do* (e.g., *make-up a story, include magic*) and *What Authors of Informational Text Do* (e.g., *give facts, include definitions*) and add to the list as texts are read aloud.
- Use sorting baskets for informational and literary texts—have students explain in which basket books should be placed.



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

#### 1.3.K.F: Ask and answer questions about unknown words in a text.

**Note: the deconstruction information is the same as informational text (Standard 1.2.K.F)**

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Grade-appropriate vocabulary  <b>Example analysis question:</b> How did the author use pictures/illustrations to show what the words mean?	<ul style="list-style-type: none"> <li>• meaning of a question</li> <li>• meaning of a statement to answer a question</li> <li>• words have meaning</li> <li>• when a word is unknown</li> <li>• resources to help identify unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• recognize the difference between asking and answering a question about an unknown word</li> <li>• identify unknown words in the text</li> <li>• ask questions about unknown words, with prompting and support</li> <li>• use text features to predict and confirm word meaning to answer questions about unknown words, with prompting and support</li> </ul>
<b>Instructional Strategies Leading to Analysis</b> <i>While reading narrative text...</i>		
<p><b>Asking/Answering Questions for Unknown Words</b>            Ensure students understand the difference between statements and questions.</p> <ul style="list-style-type: none"> <li>• Model and engage students, while thinking aloud, in strategies to identify words and their meaning that may be unknown to students.</li> <li>• Model asking questions about unknown words.</li> <li>• Model, using thinking aloud, oral language structure, context clues, and text features to predict and confirm word meaning to answer questions about unknown words.</li> <li>• Engage students in pairs to ask and answer questions about unknown words from a text.</li> </ul> <p><b>Using Unknown Words to Connect Information</b></p> <ul style="list-style-type: none"> <li>• Point out vocabulary used to connect (<i>compare/contrast</i>) information.</li> <li>• Model making connections using compare/contrast words and phrases.</li> <li>• Model using unknown words and phrases that show connections in narrative text.</li> <li>• Provide opportunities for students to use words and phrases showing connections using sentence starters to scaffold: “<i>One way they are the same is they both...</i>” “<i>One way they are different...</i>”.</li> </ul>		





## The Thompson TDA Model

---

- Create an anchor chart of unknown words and phrases that show connections and add to the chart when new words/phrases are encountered.



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

#### 1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).

Reading Elements for Analysis	Underlying Knowledge <i>Students will know...</i>	Underlying Skills and Reasoning <i>Students will demonstrate the ability to:</i>
Illustrations Narration  <b>Example analysis question:</b> How did the author connect the words and illustrations to tell a story?	<ul style="list-style-type: none"> <li>• story elements (<i>characters, setting, events</i>)</li> <li>• events are major occurrences that take place in the beginning, middle, and end of a story</li> <li>• the role of words and illustrations in a story</li> </ul>	<ul style="list-style-type: none"> <li>• identify characters in a story using both the written text and illustrations</li> <li>• identify the setting of the story using both written text and illustrations</li> <li>• identify an event from the beginning, event from the middle, and an event from the end of a story using both written text and illustrations</li> <li>• describe a moment in a story by connecting the text and the illustrations</li> <li>• describe how illustrations and the written text are related but may tell something different</li> </ul>

#### Instructional Strategies Leading to Analysis

*While reading narrative text...*

##### Connecting Illustrations and Written Text

- Model and discuss how an illustration matches and/or enhances the narration and helps the reader to better understand the characters, events, and how they are connected to the written word. Point out specific words and illustrations that are the same, where the illustration enhances the words, or where the illustration is different from the words.
- Read a text without showing the illustrations and have students orally retell the story. Then reread showing the illustrations and discuss how the illustrations support or enhance, or differ from the words (*e.g., Officer Buckle and Gloria: without the pictures it is unclear what the dog is doing and why the audience is engaged*).
- Share a wordless picture book and have students retell the story. Ask why some versions of the retelling are the same and different.
- Engage students in a sequencing activity of illustrations to orally retell the story. Compare the illustration sequencing with the written words.
- Have students match the words with the pictures to help students understand that the pictures should match the text.
- Involve students in Kid Writing activities:
  - o Use a wordless book and have students tell or write about what is happening in the story based on the illustrations.



## The Thompson TDA Model

---

- o Have students create illustrations to match the written text from a story; compare to the illustrator's drawings.
- Model annotating the text/illustrations by providing connections (e.g., *drawing an arrow from a character's face to the word that shows the emotion*).