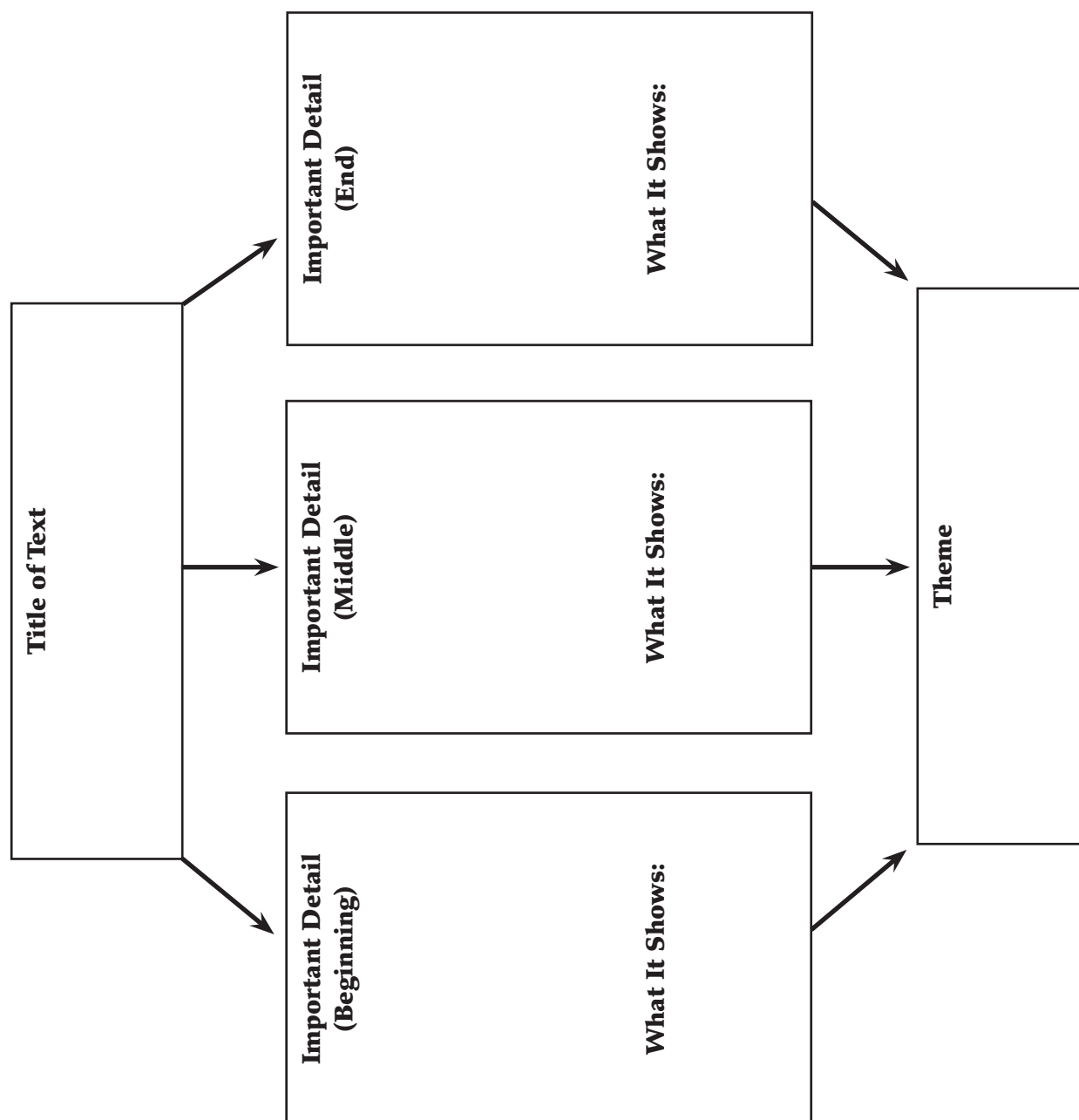


Name _____ Date _____ Selection _____

Analyzing a Central Idea or Theme

Choose three important details from different parts of the text. Remember that these details might relate to the main characters, the setting, the central conflict, or even the title. Then, use the following organizer to analyze how the author uses these details to develop the text's theme, or central message.

Analyzing Theme Development



Informational Text 3

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Explanation

Authors of informational texts organize ideas and events in a **logical order** that is clear and easy for readers to follow. They use a variety of text structures to introduce and develop ideas and events and to establish or show connections between them. Among the text structures they commonly use are **chronological order**, **cause-and-effect**, and **comparison-and-contrast**.

As you read, look for words that signal connections between ideas and events. For example, words such as *first*, *next*, and *then* often signal chronological order. Words such as *because* and *as a result* signal a cause-and-effect connection between ideas, and words such as *by contrast*, *on the other hand*, and *similarly* signal comparison-and-contrast order.

Examples

- To show connections among ideas or events that happened over a period of time, authors use **chronological order**. For example, suppose that an author's central idea is that the space shuttle is a reliable, convenient way to carry cargo into space. To develop this idea, the author might relate a brief history of space shuttle flights in the order in which they occurred, describing what each mission accomplished.
- Authors use **cause-and-effect order** to illustrate how and why one idea or event influenced another. For example, an author might explain how the failure of an early space shuttle design caused NASA engineers to make changes to improve the shuttle's safety or performance.
- To show how events or ideas are similar and different, authors use a **comparison-and-contrast** text structure. For example, an author might explain how a space shuttle is similar to and different from a rocket or an airplane.

Academic Vocabulary

cause-and-effect a text structure used to explain how and why one event or idea led to or influenced another

chronological order the arrangement of events or ideas in the order in which they actually occurred over a period of time

comparison-and-contrast a text structure used to explain how events or ideas are alike and different

logical order an order or sequence that makes sense and is easy for readers to follow

Apply the Standard

Use the worksheet that follows to help you apply the standard as you read. Several copies of the worksheet have been provided for you to use with different informational texts.

- Analyzing the Development and Connection of Ideas or Events

Name _____ Date _____ Assignment _____

Analyzing the Development and Connection of Ideas or Events

As you read informational texts, use the following organizer to analyze how each author uses a particular text structure to develop and connect important ideas or events.

Ideas or Events Developed

**Words
Connecting
Ideas or
Events**

Ideas or Events Developed

Type of Connection Between Ideas or Events

Literature 3

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Explanation

Complex characters—those with several **motivations**, or reasons, for what they do—are at the heart of good stories. Like real people, complex characters have both strengths and weaknesses. They also change and develop over the course of a story. Sometimes their motivations cause internal **conflict**, as the characters struggle with their feelings or try to determine what action to take. A main character’s conflicting motivations can advance the story’s **plot**, the series of events that occur in a story. Noticing how a complex character changes and thinking about what he or she learns will help you analyze how the author explores and develops the story’s **theme**, or message about life.

Examples

- **Complex characters** often have several, sometimes conflicting, **motivations**. Suppose, for example, you read a story about a boy who wants to be on his school’s basketball team, which requires several hours of practice after school each day. However, he also wants to get a part-time job after school so that he can help his parents pay the family’s bills. This character has conflicting motivations. He cannot easily achieve both of the things he wants.
- A character’s conflicting motivations can serve as the engine that sets in motion a story’s **plot**, or related series of events. For example, the boy trying to decide between the basketball team or a part-time job might be motivated to ask his friends or the basketball coach for advice. That action might result in a series of events; for example, the coach might then ask the boy’s parents to allow their son to practice, and so forth.
- The way a complex character changes during a story can help develop the story’s **theme**. For example, if the boy chooses the basketball team over the job, the writer can explore the importance of young people being part of a team. If the boy chooses the part-time job, the writer can explore the importance of young people learning to sacrifice and taking responsibility.

Academic Vocabulary

motivation a character’s reason for doing things

plot the series of story events that establish and resolve the character’s conflicts

theme a story’s central idea or message about life

Apply the Standard

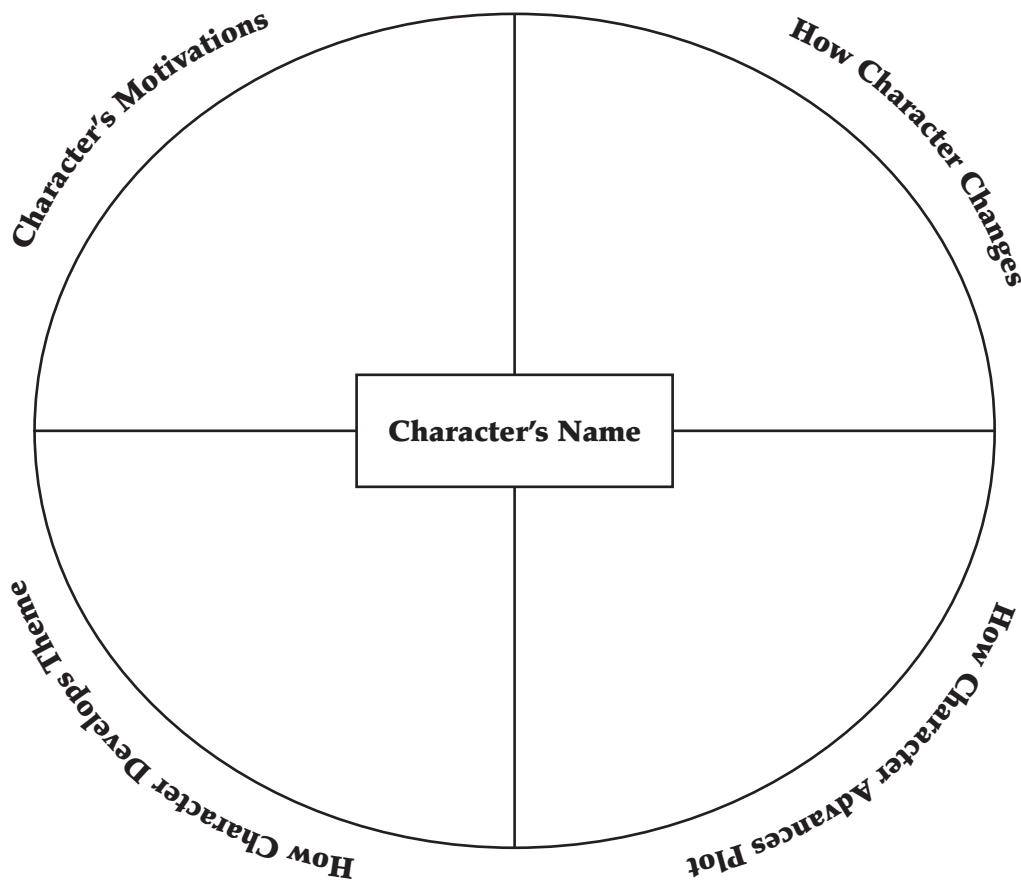
Use the worksheet that follows to help you apply the standard as you read. Several copies of the worksheet have been provided for you to use with a number of different selections.

- Analyzing Characters

Name _____ Date _____ Selection _____

Analyzing Characters

Use this organizer to analyze a complex character whose conflicting motivations advance a story's plot and help develop the story's theme.



Informational Text 9

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Explanation

When you analyze and compare historic U.S. documents, you learn about key ideas that have shaped American values. Some of these documents and speeches have played important roles in U.S. history and continue to influence people today. In many instances, these documents present political arguments, positions on important issues, and American ideals. Political arguments usually include both **logical appeals** and **emotional appeals** to persuade their audiences. Many important documents address related themes and concepts.

Examples

- **Logical appeals** use facts and reasons to build an argument and change people’s thinking. For example, in his 1933 First Inaugural Address, Franklin Delano Roosevelt presented facts about the effects of the Great Depression before explaining how he proposed to solve the problem. In his 1963 “I Have a Dream” speech, Martin Luther King, Jr., cited facts about segregation, housing discrimination, and voting rights to explain why African Americans had to fight for civil rights.
- **Emotional appeals** use words with strong positive or negative connotations to affect people’s feelings about an issue. For example, Roosevelt described banking and business leaders as “unscrupulous money changers” and cited their “callous and selfish wrongdoing” as causes of the Great Depression. King described African Americans as “seared in the flames of withering injustice” and “crippled by the manacles of segregation.”
- Although their authors may use different kinds of language, many historical documents address similar **themes** and concepts. These documents often include memorable quotations and images that help people remember the authors’ key ideas. For example, most Americans remember Roosevelt’s claim that “the only thing we have to fear is fear itself.” They also remember this key sentence from King’s speech: “I have a dream that my four little children will one day live in nation where they will not be judged by the color of the skin but by the content of their character.”

Academic Vocabulary

logical appeal using facts and reasons to persuade an audience

emotional appeal using words with strong positive or negative connotations

theme central idea or message of a text

Apply the Standard

Use the worksheet that follows to help you apply the standard as you read important documents from U.S. history. Several copies of the worksheet have been provided for you.

- Analyzing Historical Documents

Name _____ Date _____ Selection _____

Analyzing Historical Documents

Use this organizer to analyze and compare two historic U.S documents or speeches. Focus on the authors' use of different types of appeals or memorable language to address an important theme or ideas.

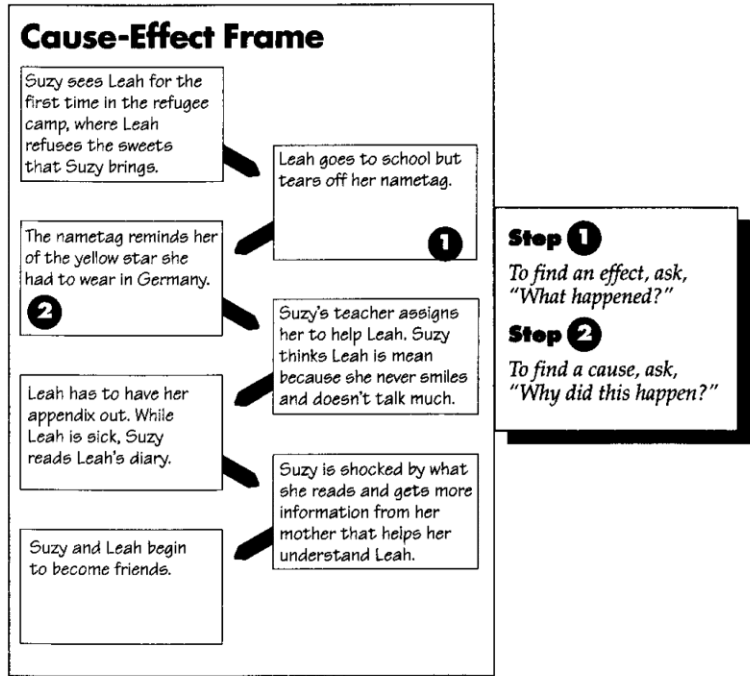
	Document 1	Document 2
Title		
Author		
Theme		
Logical Appeals		
Emotional Appeals		
Important Concepts		
Memorable Quotations		

Cause-Effect Frame

About the Strategy

A cause-effect frame helps students identify what happened and why it happened in both fictional and nonfictional texts. When students can see that there are causal relationships between events or ideas in text, they can make generalizations about other causal relationships in new texts and in life situations.

Cause-effect frames work well with any selection that has clear cause-and-effect relationships.



Skills and Strategies: summarize, sequence, cause-effect, make inferences



Keep in Mind

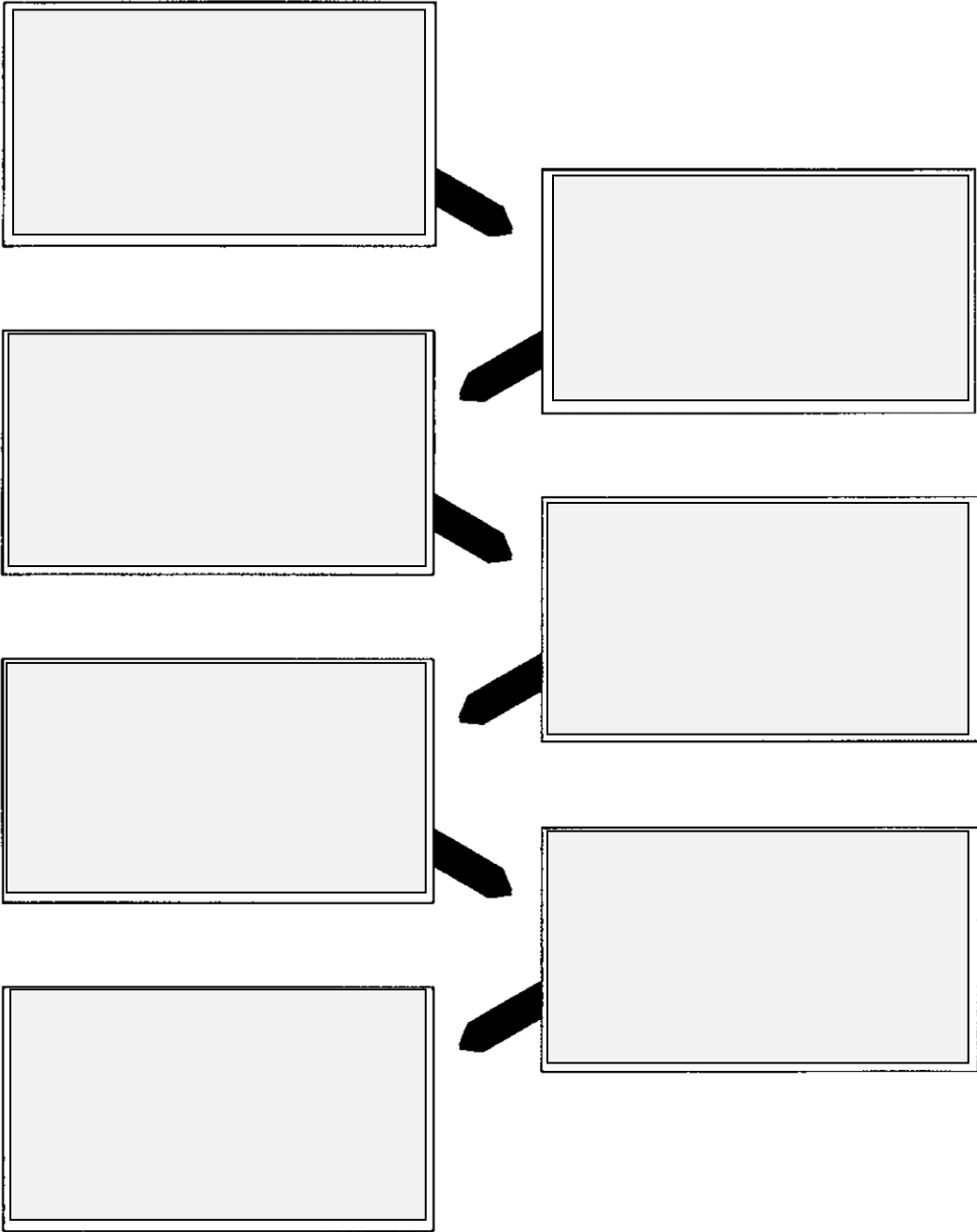
- Suggest that students look for clue words, such as *since, as a result, consequently, therefore, and thus.*
- Remind students that some causes are not stated in the text. Students will have to figure out the cause by looking at what happened and asking themselves, "Why might this have happened?"

Solo Exploration

Help students see that they can use cause-effect frames as a way to organize their writing. Students can choose an important school issue and use a cause-effect frame to outline the main point. Ask students to place the outlines in their portfolios to use for future writing. **(portfolio)**

Name:	Date:
-------	-------

Cause-Effect Frame



Name:	Date:
-------	-------

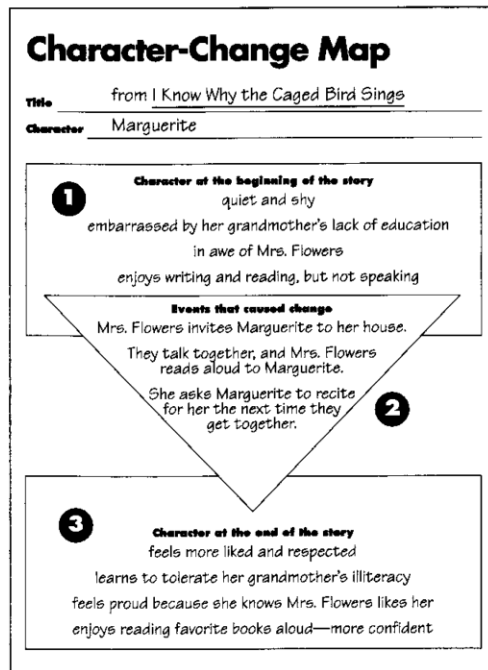
Character-Change Map

About the Strategy

A character-change map helps students understand characters in fiction. By analyzing a character over the course of a story, students can see how a character changes in response to plot events.

The following character-change map is modeled using an excerpt from *I Know Why the Caged Bird Sings*.

A character-change map works well with selections that have dynamic characters.



- Step 1**
 Students tell what the character is like at the beginning of the story.
- Step 2**
 Then students record plot events that cause the character to change.
- Step 3**
 Students tell what the character is like at the end of the story.

Skills and Strategies: understand characters, draw conclusions, make inferences



Keep in Mind
 You may want to ask students to map the changes in more than one character in a selection.

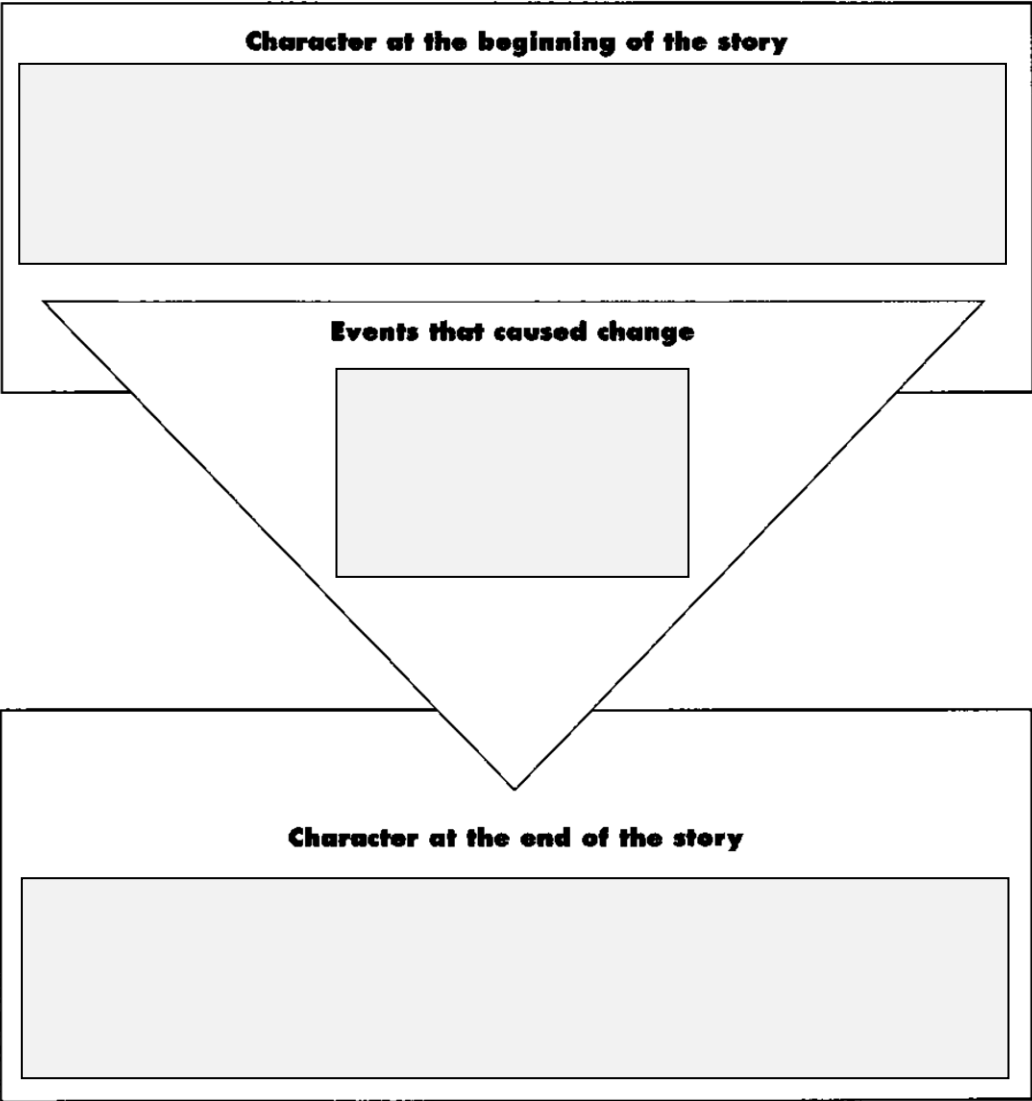
Solo Exploration
 To help students see that cause-and-effect relationships are often a part of change, suggest that they create a cause-and-effect map for the changes a character goes through in a story.

Name:	Date:
-------	-------

Character-Change Map

Title

Character



Name:	Date:
-------	-------

Character-Trait Web

About the Strategy

A character-trait web helps students understand characters in fiction. By identifying character traits, students become personally involved in their reading, which increases their understanding and enjoyment of the selection.

You may want to create a character-trait web for more than one character in a selection.

A character-trait web works well with selections that have strong characters.


Character-Trait Web

Step 1
Students write the character's name in the center circle.

Step 2
Then students write character traits on the lines coming out of the center circle.

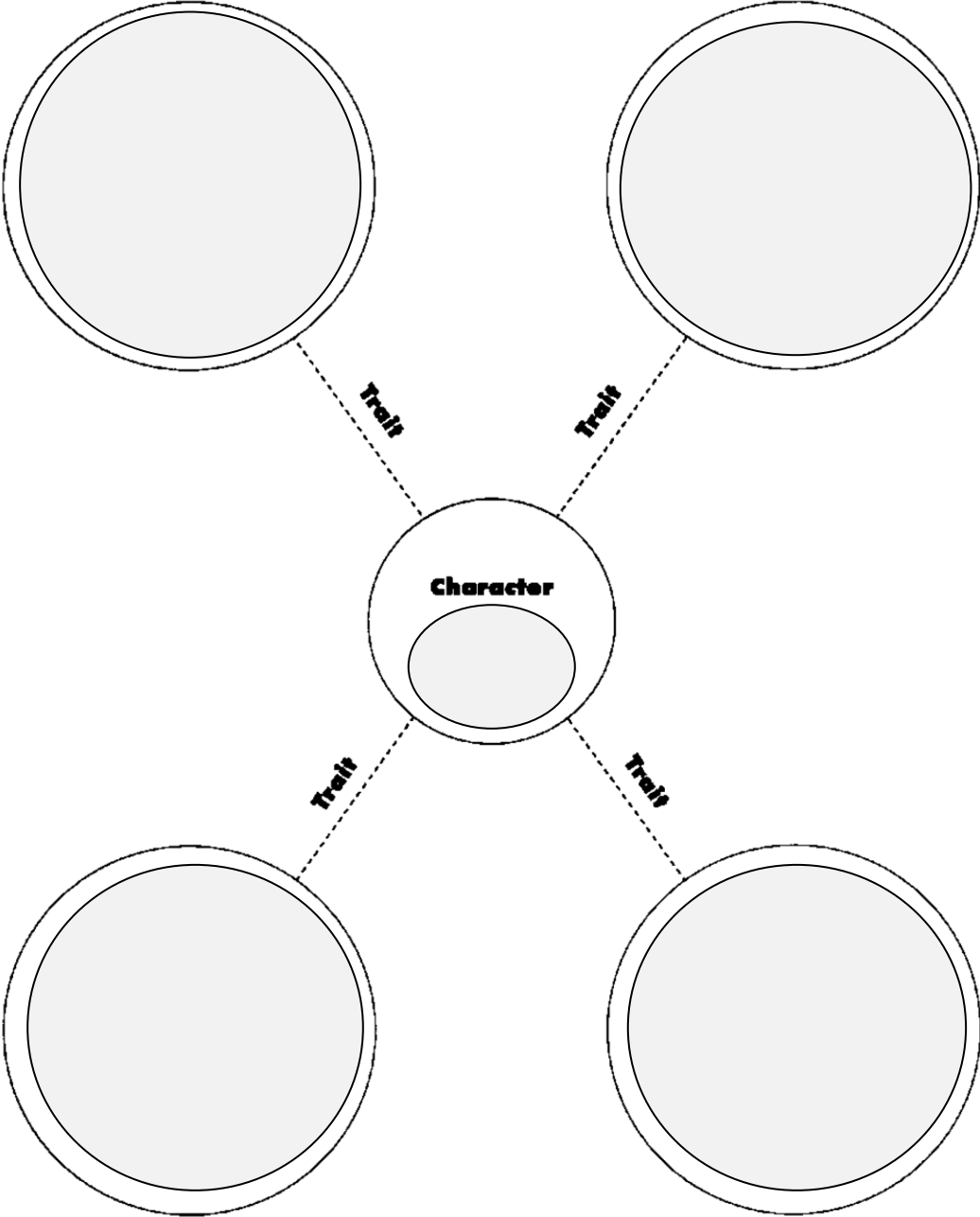
Step 3
In the outer circles, students add examples that illustrate each character trait.

Skills and Strategies: understand characters, draw conclusions, make inferences

 <p>Idea Exchange</p>	<p>Keep in Mind</p> <ul style="list-style-type: none"> • Modify the number of traits as necessary to fit a selection or character. • Examples can come directly from the story or can be based on inferences that students make. 	<p>All Together Now</p> <p>Encourage students to use a character-trait web to determine if a character had a fatal flaw. They can write a statement at the bottom of the web telling why a particular trait was the character's fatal flaw.</p>
-----------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Name:	Date:
-------	-------

Character-Trait Web



Compare-Contrast Text Frame

About the Strategy

A compare-contrast selection is organized on the basis of similarities and differences of its subjects. A compare-contrast text frame helps students recognize this type of expository text structure. Knowledge of this and other expository text structures helps students comprehend content-area texts and compare texts.

A compare-contrast text frame works well with selections that have clear similarities and differences.

Compare-Contrast Text Frame		
	"A Problem" 1	"Luck"
2 Main Character	Sasha Uskov	Arthur Scoresby
Setting	The study of the Uskov home	A military academy and a battle in the Crimean War
Conflict	Sasha has disgraced his family by getting into debt and cashing a false promissory note at the bank.	Scoresby is really a blundering soldier, but every military situation works in his favor and he becomes famous and highly decorated.
Denouement	After his family has forgiven him, Sasha demands money from his uncle.	Scoresby wins a great victory because he makes a mistake and moves his regiment left instead of right and forward instead of back.
Theme	Forgiveness does not always lead to responsibility.	Those who create heroes, like the clergyman, can be held responsible for the false heroes' actions.

- Step 1**
Students record the subjects or the two texts at the top of the frame.
- Step 2**
Students list the features being compared and contrasted.
- Step 3**
Students fill in the supporting details telling how the subjects or texts are alike and/or different.

Skills and Strategies: compare-contrast, draw conclusions, use text structure/genre, use text features



Keep in Mind

- Remind students to look for clue words, such as *different from*, *alike*, and *resemble*.
- If students are having difficulty recognizing comparisons and contrasts, encourage them to consider what features of the subjects are being compared.

Solo Exploration

Help students see how they can use a compare-contrast text frame to organize ideas for writing. Students can choose two time periods such as the Middle Ages and the present to compare and contrast. Students can place the text frames in their portfolios to use for future writing. **(portfolio)**

Name:	Date:
-------	-------

Compare-Contrast Text Frame

Name:	Date:
-------	-------

Making Personal Connections Organizer

What is being explained or described in the text:

Connection to My Personal Experiences	
1.	<div style="border: 1px solid black; height: 80px;"></div>
2.	<div style="border: 1px solid black; height: 80px;"></div>
3.	<div style="border: 1px solid black; height: 80px;"></div>

Connection to Other Things (movies, books, other people)	
1.	<div style="border: 1px solid black; height: 80px;"></div>
2.	<div style="border: 1px solid black; height: 80px;"></div>
3.	<div style="border: 1px solid black; height: 80px;"></div>

Literature 2

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Explanation

Love conquers all. It is hard to forgive a friend's betrayal. In a dangerous situation, ordinary people can show unexpected courage. You can probably think of several books or movies that convey these messages about life. A literary work's central idea or message about life is called its **theme**. An author does not necessarily state the theme of a work directly. Often, the reader has to figure it out by studying the story details that develop and refine the theme. You can begin to analyze how an author develops a theme by making an objective **summary**, a brief restatement of the important details in a work.

Examples

- To write an objective **summary**, you briefly restate the important details in a work — without including your own opinions. For example, when summarizing the fairy tale “Cinderella,” you might say, “Cinderella is treated cruelly by her stepsisters. A fairy godmother dresses Cinderella for a prince’s party, but tells Cinderella to be home by midnight. Later, as Cinderella rushes home from the ball, she loses her glass slipper. The prince searches for the girl who lost the glass slipper. The glass slipper fits Cinderella. She marries the prince and lives happily ever after.”
- To determine a story’s **theme**, or central idea, analyze details in the text for clues about the message the writer is trying to convey. These details might relate to the main characters, the setting, the central conflict, or even the title. If the text is a story, pay special attention to whether or how the characters develop, their conflicts, and what happens to them over the course of the story. As you observe and study such details, ask yourself if you detect an emerging theme. For example, as you study the details of the story of Cinderella, you may note that a theme is being developed: With a little help, a good person can overcome hardship and difficult circumstances and find happiness.

Academic Vocabulary

summary a brief restatement of the important details in a work

theme a story’s central idea or message about life

Apply the Standard

Use the worksheets that follow to help you apply the standard as you read. Several copies of each worksheet have been provided for you to use with a number of different selections.

- Summarizing a Text
- Analyzing a Central Idea or Theme

Name _____ Date _____ Selection _____

Summarizing a Text

Use this organizer to identify the most important events or ideas in the text. Then, use them to write a brief objective summary. Remember to leave your own opinions out of the summary.

Event or Idea
↓
Event or Idea
↓
Event or Idea
↓
Final Outcome

Summary:

.....

.....

.....

.....

.....

.....