Frameworks for Analyzing Texts

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Rationale for Models

- The use of the same thinking model over time supports student achievement, provides focus and clarity of thought, and creates opportunities for in-depth learning (VanTassel-Baska & Stambaugh, 2007).
- A framework for teaching advanced literary analysis is needed to help teachers meet the intent of CCSS ELA standards and provide additional depth, complexity, and challenge for gifted learners.
- Various versions of this model have been examined by literature experts and found to be valid and accurate.
- The model has also been piloted in classrooms of gifted students with positive academic effects.
CCSS ELA Standards

- **CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- **CCSS.ELA-Literacy.RL.8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Examples Grade 7

- **CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **CCSS.ELA-Literacy.RI.7.6** 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.
- **CCSS.ELA-Literacy.RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **CCSS.ELA-Literacy.RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Grades 11-12

- [CCSS.ELA-Literacy.RI.11-12.5](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- [CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Primary Text Document

9/11/01- Address to the Nation, George W. Bush

Related Literature
“Nothing Gold Can Stay” - Robert Frost

9/11 Memorial Poem “If They Could Speak”
Simple questions

- Characterization- What are the values and motives of the characters? What evidence supports this? How does the author reveal character?
- Setting- What is the time and place of the story?
- Tone- What is the author’s attitude toward the subject? With what attitude does the author approach the theme?
- Symbols- How do objects or names represent more abstract ideas?
- Point of view- What is the narrator’s point of view (first person, third person objective, third person limited, third person omniscient)?
- Language/Style- What figurative language and imagery does the author use? What is the author’s style?
- Plot/Conflict- What are the significant internal and external conflicts of the story? What are the significant parts of the plot?
- Mood- What is the feeling the reader gets from the story? How is this established?
- Theme- What is the author’s main message that can be generalized to broader contexts? (The theme is the author’s point of view on a given subject).
Setting+____

- How does the setting influence the development of the theme?
- How does the setting affect the mood?
- How does the narrator’s point of view shape the reader’s perspective of setting?
- What language does the author use to describe the setting? (e.g., use of imagery, similes, etc.)
- How does the setting enhance conflict? How does the setting provoke plot events?
- Is the setting symbolic of a larger idea? (e.g., autumn, twilight).
- How does the setting affect and change the characters?
- How does the setting help reveal the author’s tone/attitude toward the theme/subject?
Nothing Gold Can Stay

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

Robert Frost
“It requires a very unusual mind to undertake the analysis of the obvious.”
Alfred Whitehead
If They Could Speak

Rosanne Pellicane
9/11 Memorial Poem

This poem was chosen as the keynote for the permanent 9/11 exhibit at the New York City Fire Museum to honor the 343 firefighters who were lost at the World Trade Center
Simple Questions

• What is the author’s main claim?
• What is the historical context?
• Who is the audience?
• What is the purpose of the document?
What comparisons can you make?

Nothing Gold Can Stay

If They Could Speak

Address to the Nation
Techniques

What specific techniques does the writer use to develop his/her claim?

• Simile - a figure of speech that compares two unlike things using *like* or *as*
• Metaphor - a direct comparison between two unlike things
• Hyperbole - an extreme exaggeration
• Allusion - a reference to a historical or biblical work, person, or event. The writer assumes the reader can make connections between the allusion and text being read.
• Parallelism - using similar grammatical structures in order to emphasize related ideas
• Repetition - repeating the same wording for emphasis, clarity, or emotional impact
• Rhetorical question - a question asked by the writer, but is not expected to be answered aloud. It evokes reflection.
• Liberty rhetoric - using patriotic appeals for freedom
• War rhetoric - reasoning to convince war is necessary
Point of View/Assumptions

• What is the writer’s point of view toward the topic?
• What assumptions does the writer make? What are the underlying values of the writer?
• What is the writer’s unstated premise or belief? What does the writer take for granted about the audience?
• What is the tone of the writer? How does this shape his point of view? Are there tone shifts throughout the document?

(adapted from Paul, 1992)
Structure

• How does the writer organize ideas? (e.g., problem-solution, point by point, chronological, sequential, compare/contrast)?
• Where is the thesis? Why is it here?
• Does the writer structure his message deductively or inductively?
Logos- Based on reason/evidence

FOCUS ON TEXT

• What are his main points? Are they supported with evidence?
• How does he structure his argument? Is it logical?
• Are statements easy to accept or does the writer need to provide more evidence?
• What research, facts, statistics, expert opinions are used? Are these sufficient?
• Is the evidence credible?
• Is the document well-organized, with a clear thesis statement and support?
• How does logos help the writer develop an effective argument?
Pathos-Emotions

FOCUS ON AUDIENCE

• How does the writer appeal to the audience’s emotions? (guilt, fear, pride, etc.)
• What word connotations or imagery does the writer use to evoke emotion in the audience?
• How do pathos appeals help the writer establish his claim?
Ethos- Credibility

FOCUS ON WRITER

• Is the writer credible?
• How does the writer establish trust?
• Are sources credible?
• Does the writer respect an opposing viewpoint?
• Does the writer address counterclaims? How?
• How does ethos help the writer establish an effective argument?
Add Complexity by Combining Elements

- What techniques are used to develop pathos appeals?
- What assumptions does the author have about the audience? Does this enhance or hurt his credibility (ethos)?
- How does the writer organize his points and help develop his logos appeals?
- What must the writer consider about the audience when developing his ethos appeals?
How can you use?

Reflect:
How can you use this to develop add complexity to your lesson-planning?
How can you use this as your students approach writing?

ADDITIONAL CCSS ELA TASKS

• Explain how “Nothing Gold Can Stay” by Robert Frost and George W. Bush’s speech “9/11 Address to the Nation” both illustrate the idea of good coming from bad. Cite specific phrases and quotes from the texts to support your explanations.
• What is Bush’s main claim and how is it supported?
• How effective is Bush in developing an effective argument?
• How do literary elements contribute to the theme?
“Art is the imposing of a pattern on experience, and our aesthetic enjoyment is recognition of the pattern.”
— Alfred North Whitehead
Two Changes Occur

We want to bring change in the experience of meaning to change the meaning of experience.

Professor Alvarez
Why is this for “gifted” students?

- Features of complexity
- Habits of a scholar
- Applied to advanced texts
- Higher level (analysis, synthesis, evaluation)
- Relate to Abstraction
• “Simplicity this side of complexity is worth nothing. Simplicity the other side of complexity is worth everything”

Whitehead