

# Informational Text: Ideas, events, & individuals

## TRACK 1 IDEA



### Analyze the **Development**



#### **DEVELOP INDIVIDUAL/GROUP**

What words does the author use to describe [individual/group]? What can you infer about him/them from these words?

How is [individual] introduced in the text?

Why does [individual/group] say, “[quote]”? How does this dialogue relate to his/their character?

How does [individual/group] behave at the beginning of the text? In the middle? At the end?

How does the author develop [individual/group] over the course of the text?

Why is it important to learn about the life of [individual/group]?



#### **DEVELOP IDEA/EVENT**

How is [idea/event] introduced, illustrated, and elaborated on in the text?

How do the events in the text build on each other?

What is similar/different about [event] and [event]?

What key sentences provide the driving force for this idea?

What do you learn about [idea/event] in the paragraph that starts with, “[quote]”?

What is the role of [idea] in the sequence of events?

What event comes before [event]? Why is this significant?

What event comes after [event]? What is the role of this sequence in the text?

What is the turning point of the event?

How is the central idea developed over the course of the text? What details support the main idea?

What is the most significant step/action/event?



#### **DEVELOP SETTING**

What do you learn about the setting in the paragraph that starts with, “[quote]”?

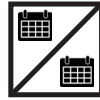
How is the time and place important?

What is the historical significance of this time period?

## TRACK 2 IDEAS



### Analyze the **Relationship**



#### **EVENT-EVENT INTERACTION**

Which events/steps influence others?  
What impact does [event] have on the other events?

Which event had the most impact? Why?

How are the series of steps related?

What happened during [technical procedure] and why did that occur?

What is the connection between the steps in [technical procedure]?

How are the historical events related?

How are [event], [event], and [event] connected?

What can be determined based on the interactions between [event] and [event]?



#### **EVENT-SETTING INTERACTION**

How is the sequence of events affected by the setting?

What role does the setting play in the event?

Would the event have been the same if it had taken place in a different location or time period?

How does the setting affect the overall tone of the text? Why is this important?

How does setting affect the life of [individual/group]?

What is the historical significance of the setting of this event?

#### **EVENT-IDEA INTERACTION**



How does the series of events on page #\_\_ contribute to/support the overall idea?

What idea has the most impact on [event]?



#### **EVENT-INDIVIDUAL INTERACTION**

How do individuals influence events?  
How do events influence individuals?

How does [individual/group] react to major events that occur?

What is [individual's/group's] role in the idea/concept/event?

How did [individual/group] contribute to the situation, problem, or solution?

Which event has the greatest impact on [individual/group]?

What has [individual/group] learned by the end of the text?



#### **INDIVIDUAL-SETTING INTERACTION**

What is the connection between setting and [individual's/group's] action?

How does the setting impact [individual/group] choices?



#### **INDIVIDUAL-INDIVIDUAL INTERACTION**

What can be inferred from how [individual/group A], [individual/group B], and [individual/group C] interact?

How are the interactions between [individual/group A] and [individual/group B] presented? Why is this effective/significant?



#### **IDEA-IDEA INTERACTION**

What can be determined about the relationship between [idea] and [idea]?

What is [idea] and what happened regarding it?

How is [idea A] similar to [idea B] according to the information in paragraph #\_\_?