



Dissect author moves within literary analyses

 SPARK YOUR NEXT STEPS

Make the connection between *evidence* and *analysis*.



NOW IT'S YOUR TURN

Write as many statements as you can after viewing the animated short film.

<input type="text"/>	<input type="text"/>

Support an analytic statement with a fact from the text.

Revise a factual statement to reflect analytical thinking.

FACTUAL STATEMENTS:

- Can be physically found in the text.
- Reflect literal, physical, and visible details in the text.
- Include exact words from the text—like dialogue, descriptions, or word choices.
- Include anything observable in visuals and videos—like details in the setting or body posture.
- Include sound, music, tone of voice, or silence in audio/video.
- Are also called *text details* or *textual evidence*.
- Can be agreed upon by everyone—they are provable.
- Answer the question “What does the text say or show?”

ANALYTICAL STATEMENTS:

- Can't be physically found in the text.
- Reflect interpretations, opinions, or conclusions beyond what is explicitly stated.
- Address the text's theme, story elements, symbolism, tone, or literary devices.
- Require the reader to think beyond the text's words and make inferences or draw conclusions about the text's ideas.
- Include verbs like *suggests*, *reveals*, or *implies*.
- Allow for different interpretations by different readers.
- Answer the questions “What does this text mean?” and/or “Why does it matter?”



SECRET SITE RESOURCES

Links to six powerful animated short films

Recognize the complexity among different reading responses.

SUMMARIZE	COMPARE	ANALYZE	EVALUATE	SYNTHESIZE
<p>DOK Level 2 BASIC REASONING</p> <ul style="list-style-type: none"> Identify key ideas and relevant details— WHO, WHAT, WHERE, WHEN. Retell the highlights of the original information in a more concise, shortened manner. Include text details without any additional opinion, analysis, or elaboration. 	<p>DOK Level 3 STRATEGIC THINKING</p> <ul style="list-style-type: none"> Identify two ideas or facets of two different texts. Collect text details about each idea— WHO, WHAT, WHERE, WHEN. Describe HOW the two ideas are the same, similar, and different. Provide relevant evidence to support comparisons. 	<p>DOK Level 3 STRATEGIC THINKING</p> <ul style="list-style-type: none"> Analyze a facet or attribute of the text, naming WHAT the author did—literary devices, structure, and craft. Select relevant examples/evidence that support the observation. Explain HOW the author's choices create a specific effect or impact the text's message/meaning. Interpret WHY the author made these choices— what was his intent or purpose? 	<p>DOK Level 4 EXTENSIVE THINKING</p> <ul style="list-style-type: none"> Analyze a facet or attribute of the text, naming WHAT the author did—literary devices, structure, and craft. Select relevant examples/evidence that support the observation. Explain HOW the author's choices create a specific effect or impact the text's message/meaning. Interpret WHY the author made these choices— what was his intent or purpose? Evaluate HOW EFFECTIVE it is/isn't in achieving the author's intended purpose. 	<p>DOK Level 4 EXTENSIVE THINKING</p> <ul style="list-style-type: none"> Collect information from two or more texts— WHO, WHAT, WHERE, WHEN. Combine information to draw new conclusions or to make a point none of the texts revealed— HOW, WHY, SO WHAT. Provide relevant evidence to support claims and conclusions.
<p>The prompt determines the purpose and the mode of the product.</p>				
<p><i>Retell the story of Joy & Heron by explaining who the characters are, how the plot develops, and why the story changes partway through.</i></p>	<p><i>Compare how Joy & Heron and Snack Attack both use mistaken assumptions to reveal a deeper message about understanding others.</i></p>	<p><i>Describe how the music and sound effects help show the characters' feelings in Joy & Heron. Explain what emotions are communicated through those sounds.</i></p>	<p><i>Infer the purpose behind making Heron appear sneaky at first. Evaluate how that choice influences the audience's feelings during the beginning of the film.</i></p>	<p><i>After watching Joy & Heron and reading a nonfiction article about how birds care for their young, argue whether Heron's actions reflect real animal behavior or not. Support the claim with evidence from both sources.</i></p>
<p><i>Write a short summary of Joy & Heron that explains what happens in the short film.</i></p> <p>INFORMATIVE RESPONSE</p>	<p><i>Compare how the short films Pip and Joy & Heron reveal dogs overcoming challenges to serve and help others.</i></p> <p>INFORMATIVE RESPONSE</p>	<p><i>Explain how Joy's body language and facial expressions help show her changing feelings about Heron.</i></p> <p>INFORMATIVE RESPONSE</p>	<p><i>Evaluate the impact of showing the baby birds only once and not until the middle of the film. Explain how that single moment in the plot structure changes the overall meaning of the story.</i></p> <p>ARGUMENTATIVE RESPONSE</p>	<p><i>Rewrite the story of Joy & Heron from a different point of view. In this version, reveal Heron's perspective throughout the plot.</i></p> <p>ARGUMENTATIVE OR NARRATIVE RESPONSE</p>

Follow the close-reading framework.

Scaffold literary analysis across modes.

Informative LITERARY ANALYSIS

To describe and analyze attribute(s) of a text.

WHAT DOES THE TEXT/AUTHOR SAY?

Establish basic understanding and introduce the focus.

- Name the author and the title of the work.
- Summarize only the part(s) relevant to your thesis.
- State a clear thesis that identifies a literary technique the author utilized and why it matters.
- CAUTION: Don't over-summarize— only provide 1–2 sentences to establish necessary context, as the reader *is* familiar with the text.

HOW DOES THE TEXT/AUTHOR SAY IT?

Show insight by identifying and explaining the author's craft.

- Use academic terms to name literary techniques or author moves.
- Provide text examples to show these techniques in action.
- Explain how the technique was developed or revealed across the text.
- Interpret the meaning or effect—what idea, theme, or feeling it helps communicate.
- CAUTION: Don't oversimplify—explain and elaborate on complex ideas.

WHY DOES THE AUTHOR DO IT?

Dig deeper into the author's purpose and the technique's impact.

- Analyze the author's intent behind the craft choice.
- Explain how the technique contributes to the text's message, theme, or emotional effect.
- Explore how it shapes the reader's experience or understanding.
- Support your thinking with additional evidence and commentary.
- CAUTION: Don't just restate what the author did—dig into *why* he did it. Avoid vague reasons like "to make it interesting" or "to teach a lesson."

Argumentative LITERARY ANALYSIS

To evaluate or critique a facet of the text.

WHAT DOES THE TEXT/AUTHOR SAY?

Establish basic understanding and introduce the claim.

- Name the author and title of the work.
- Summarize only the relevant part(s) of the text—1–2 sentences max.
- State a clear claim that identifies an author's technique and evaluates its effectiveness.
- CAUTION: Don't just describe the text—your thesis must take a stance on its effectiveness.

HOW DOES THE TEXT/AUTHOR SAY IT?

Identify and explain the author's techniques—through the lens of effectiveness.

- Use academic terms to name specific literary or structural techniques.
- Provide text examples that clearly show the technique in action.
- Explain what each move communicates and how it supports the author's message.
- Evaluate how well it works/doesn't work in the context of the author's purpose or message.
- CAUTION: Don't just name literary techniques—connect them to how well they work.

WHY DOES THE AUTHOR DO IT?

Analyze the deeper purpose and impact of those choices—critically.

- Explore the author's intent behind the craft choice.
- Analyze how the craft choice impacts meaning, emotion, or theme.
- Evaluate the effectiveness of the author's use of this technique.
- Support your reasoning with evidence and elaboration.
- CAUTION: Don't stop at describing the author move—argue how well it achieved its purpose.

HOW EFFECTIVE WAS IT?

Judge the quality and impact of the author's choices.

- Evaluate how well the author's choices achieved his purpose.
- Judge the effectiveness of the technique in shaping meaning or affecting the reader.
- Support your critique with evidence and explanation/commentary.
- CAUTION: Avoid vague opinions like "I liked it" or "It was good." Stay focused on effectiveness.

Systematically develop students' critical *thinking* skills.

Scaffold analytic *writing* skills.

- 1** Clarify the difference between *evidence* and *analysis*.

Define and model how factual details differ from analytical thinking—and why both are necessary in literary analysis.
- 2** Customize a note-taking tool to assess author craft evident in a text.

Guide students to track specific elements—such as structure, techniques, tone, or theme—based on the genre and purpose of the text.
- 3** Build single-paragraph analyses.

Teach students to craft a focused topic sentence, embed relevant evidence, and follow it with purposeful commentary.
- 4** Juxtapose *evidence* with *elaboration*.

Highlight the boundary between what the author wrote (text evidence) and what the student thinks about this technique used in the text (explanation and commentary).
- 5** Evaluate what's been analyzed.

Lead students to form a critical judgment, supported by evidence and reasoning, about how well the author achieved his purpose.

MORE FAMILIAR

- Literature
- Visuals & videos
- Informative analysis

TEXT TYPES & MEDIUMS

TRADITIONAL LITERATURE

- Myths
- Legends
- Fables
- Folktales
- Fairy tales
- Tall tales
- Poems
- Short stories
- Plays
- Dramas
- Monologues

INFORMATIONAL TEXT

- Essays
- Memoirs
- Speeches
- Articles
- Literary nonfiction
- Argumentative text

MEDIUMS

- Visual texts
- Multimodal texts (videos)
- Audio texts
- Print texts

MORE COMPLEX

- Informational text
- Print text
- Argumentative analysis

