# Rationale:

**This resource includes practice work for practicing analyzing several parts of a text. It includes the following detailed practice:**

1. Analyze Text Features
2. Analyze Characters
3. Analyze Settings
4. Analyze Story Elements
5. Analyze Nonfiction Facts
6. Analyze Figurative Language
7. Analyze Author's Writing Style
8. Analyze Implied Meanings
9. Analyze Main Ideas
10. Analyze Key Details
11. Analyze How Illustrations and Text Work Together
12. Analyze Dialogue
13. Analyze the Use of Descriptive Language
14. Analyze How Characters Change Over Time
15. Analyze Different Points of View
16. Analyze the Mood of the Writing
17. Analyze the Structure of Complex Plots
18. Analyze How the Writer Built Suspense
19. Analyze Overall Opinions of a Text
20. Analyze the Dialect Used in a Text

**These pages are great for big kids to practice analyzing, or thinking deeply about text.**

**The printable pages in this resource can be used in several ways, including:**

- As daily morning work to review comprehension work skills
- During guided reading small groups
- During independent reading time or centers
- To work with partners and small groups
- As an assessment for teachers to monitor students' reading comprehension abilities
- As homework review sheets
- As a quick and fun 10 minute time filler.
- As 'when you're finished' additional work for students
- To use with substitute teachers

*******Thank you so much to these amazing artists, whose work is found in this resource!!**







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Jen Bengel

## "Analyze Settings"

Name: _____ Date: _____

What To Do:

Readers can analyze settings by describing what they picture in their own words. Describe three different settings from the text in your own words. Then draw a picture of what you imagine in each setting.

| Setting One | Illustration |
| --- | --- |
| _____ |  |

**Setting Two**

_____

**Setting Three**



Challenge: Get together with a partner. Share your
partner draw their own picture based on your descrip

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## "Analyze Implied Meaning"

Name: _____ Date: _____

What To Do:

Writers sometimes don't come right out and say something. They want readers to imply (to think for themselves) about what they are really trying to say. Copy some parts of the story. For each part, share your thinking of what the writer was trying to imply. What is the text really saying?



| Part of the Story... | Implied Meaning... |
| --- | --- |
| _____ | _____ |

**Implied Meaning...**

_____

**Implied Meaning...**

_____

**Implied Meaning...**

_____



h a partner. See if you can match each part of the story with the
t each implied meaning. Have fun!

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## "Analyze Story Elements"

Name: _____ Date: _____

What To Do:

Readers study story elements from the book they are reading so that they can think carefully about how those elements help add meaning to the text. Use the text you are reading to analyze the story elements. Write your thinking about each in the spaces provided.

**Problem...**

_____

**Solution...**



**Settings...**

_____

**Characters...**

_____

**Plot...**



**Genre...**

_____

Challenge: Cut out each story element. Get together with a partner or small group. Share your thinking about each element. Write some new thinking on the back of each card.

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# 20 Graphic Organizers

# "Analyze Key Details"

Name: _____ Date: _____

What To Do:

Every text has several key details. Describe 3 of the most important key details from the text you are reading. Then analyze the key details by thinking deeply about each one. Share your deeper thinking about each key detail in the space provided.

| Key Detail: | My Deeper Thinking: |
| --- | --- |
| | |

| Key Detail: |
| --- |
| |

| Key Detail: |
| --- |
| |

Challenge: Cut out each box. Exchange cards with a p
thinking of your partner. Talk about each key detail an

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# "Analyze Dialogue"

Name: _____ Date: _____

What To Do:

Dialogue is when characters talk in a story. Writers use quotation marks to show when someone is talking. Copy some dialogue from the story you are reading. Then share your thinking about each set of dialogue. Why do you think the characters said what they did?

| " " | " " |
| --- | --- |
| | My Thinking... _____ |

| " " |
| --- |
| My Thinking... _____ |

dialogue example to your partner. Don't tell your partner what your
compare how your thinking was alike and different

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# "Analyze How Illustrations and Text Work Together"

Name: _____ Date: _____

What To Do:

Readers think deeply about how the illustrations and the words in a story work together to help them understand meaning. Draw some illustrations from the story you are reading. Copy some parts of the text. Then share your own thinking about how the text and illustrations work together.

| Illustration: | Illustration: | Illustration: |
| --- | --- | --- |
| Words from Text: | Words from Text: | Words from Text: |
| How They Work Together: | How They Work Together: | How They Work Together: |

Challenge: Share your illustrations, words from the text, and thinking with a partner. Write any new thinking you have after sharing on the back of this page.

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**USE WITH ANY TEXT!**



# GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

| | | | |
|---|---|---|---|
| Analyze Text Features | Analyze Characters | Analyze Settings | Analyze Story Elements |
| Analyze Nonfiction Facts | Analyze Figurative Language | Analyze Author's Writing Style | Analyze Implied Meanings |
| Analyze Main Ideas | Analyze Key Details | Analyze How Illustrations and Text Work Together | Analyze Dialogue |
| Analyze the Use of Descriptive Language | Analyze How Characters Change Over Time | Analyze Different Points of View | Analyze the Mood of the Writing |
| Analyze the Structure of the Complex Plots | Analyze How the Writer Built Suspense | Analyze Overall Opinions of a Text | Analyze the Dialect Used in a Text |

# DIGITAL INCLUDED!

# "Analyze How the Writer Built Suspense"

Name: _____ Date: _____

What To Do:

Writers build suspense in a story so that they can keep the readers excited and interested in the story. Make a list of ways the writer built suspense in the story you are reading. Then share your thinking about how it kept you wanting to read!

## Ways the Author Built Suspense:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

## My Thinking:

_____

_____

_____

_____

_____

_____



**Challenge:** Share all the ways the author built suspense with a partner. Talk about how and why the writer chose to say those things. Write your thinking with your partner on the back of this page.

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# "Analyze Overall Opinions of a Text"

Name: _____ Date: _____

What To Do:

Readers form opinions of the text as a whole. Rate each part of the text by circling a number between 1-10 (10 being the best). Say a little something about your reasoning for each rating. Then share your overall opinion of the text.

**Main Characters:**

_____

_____

_____

1 2 3 4 5

6 7 8 9 10

**Setting:**

_____

_____

_____

1 2 3 4 5

6 7 8 9 10

**Plot:**

_____

_____

_____

1 2 3 4 5

6 7 8 9 10

**Problem/Solution:**

_____

_____

_____

1 2 3 4 5

6 7 8 9 10

**Use of Language:**

_____

_____

_____

1 2 3 4 5

6 7 8 9 10

**My Opinion:**

_____

_____

_____

1 2 3 4 5

6 7 8 9 10

**My Overall Opinion:**

_____

_____

_____

1 2 3 4 5 6 7 8 9 10



**Challenge:** Compare your ratings with a partner. Discuss your reasons for each rating. Share any new thinking you had from your discussion on the back of this page. Share if you would change any rating after your conversation.

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# "Analyze the Dialect Used in a Text"

Name: _____ Date: _____

What To Do:

Dialect is the way in which characters speak in a story. There may be characters who don't use proper English when they talk. They might use slang. Copy some of the things characters say from the story. Then share your thinking about what the characters' use of language tells you.

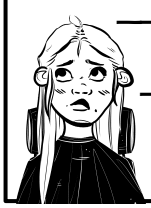
**My Thinking:**

**My Thinking:**

**My Thinking:**



**My Thinking:**



**My Thinking:**

**My Thinking:**

Challenge: Share your thinking about dialect with a partner. Add any new thinking after your discussion to the back of this page.

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