



Text Dependent Analysis – Instructional Prompt Guide

Grade 3 Annotated Student Responses Based on the Text Dependent Analysis Learning Progressions

The Text Dependent Analysis (TDA) grade-span Learning Progressions (LPs) are designed to be used as an instructional tool. The TDA LPs are structured in grade spans (3-5 and 6-8) with four levels, *Beginning*, *Emerging*, *Developing*, and *Meeting*. The levels describe the typical path we see in student responses as the student moves toward demonstrating more sophisticated understanding of analysis. The LPs include descriptions of student work which characterize each level from a beginning TDA writer to one who is meeting the expectations of text dependent analysis essay writing. The TDA LPs can be used by teachers to identify student strengths and needs based on what a student **can** do at a specific point in time. This informs the teacher's instructional decision-making about moving student comprehension, analysis and writing to the next level

How to Use this Guide

The Text Dependent Analysis Instructional Prompt Guide contains the following sections: text complexity, instructional text-dependent analysis prompt, example proficient student response as written by the teacher, grade-level text, annotated student work, and possible instructional next steps.

- Text complexity includes the quantitative and qualitative measures of the text and the identified reading elements/structure for analysis. This information guides the teacher when choosing appropriate texts for instruction.
- The instructional prompt uses the reading elements as identified in the previous section.



- The example proficient student response, as written by the teacher, reflects the teacher's expectation for a third grade student's proficient response to the instructional prompt. This critical step allows the teacher to uncover: if the text offers enough evidence and complexity for students to use when responding to the prompt; the appropriateness of the prompt in relation to the text; and to verify the use of the identified reading elements (grade-level curriculum).
- The annotated student responses use the learning progression levels (*beginning, emerging, developing, and meeting*) to identify the student's strengths and areas of need regarding the underlying components of text dependent analysis (*reading comprehension, analysis, and essay writing*).
- The last section following each response provides the teacher with possible instructional next steps to meet the student's areas of need.

Text Complexity	
Text	<i>Because of Winn-Dixie</i> by Kate DiCamillo
Complexity (Lexile and Qualitative analysis)	Lexile level: 670 (Grade 3; 450-790) Qualitative level: Less to Moderately complex
Reading Elements/Structure for analysis	Characterization and Central message ¹
Instructional Text Dependent Analysis Prompt	
The author of "Because of Winn-Dixie" uses a dog to introduce two people. Write an essay analyzing how the characters show a central message of the passage. Be sure to use evidence from the text to support your analysis.	
Example Proficient Student Response as Written by the Teacher	
<p>In <i>Because of Winn-Dixie</i> the central message is that friendship can be found by people who are very different. Two characters are drawn together because of a dog. Miss Franny Block had mistaken Winn-Dixie for a bear and the two main characters met. Because of this meeting, the characters found that they have much more in common than one would have thought and found that their age difference didn't matter. Their friendship developed all because of the dog, Winn-Dixie.</p> <p>To start, the narrator had visited the library all summer long without talking to Miss Franny. She spent a great deal of time there as she had no friends outside of her dog. One day while visiting the library her dog was looking in the library window and Miss Franny mistook it for a bear. She screamed and fell over in fear. This caused the narrator to run to her rescue. The narrator explains to Miss Franny that her dog is friendly and just wants to come inside. Regardless of the rule, no dogs in the library, the narrator persuaded Miss Franny to allow Winn-Dixie to join them and this began the start of a new friendship.</p> <p>As Miss Franny began telling stories about her life, the two friends grew closer. The narrator was engaged and asking questions. Even Winn-Dixie was listening with his head on Miss Franny's feet.</p>	



Miss Franny shared stories of her life and revealed that she was lonely because her friends have died. Winn-Dixie sensed some sadness and immediately tried to comfort her by smiling which made her feel better for a second time. Like Miss Franny, the narrator was also feeling lonely, so due to Winn-Dixie bringing them together they found a lasting friendship.

In conclusion, Winn-Dixie helped Miss Franny and the narrator build a life-long friendship. Luckily for them, Miss Franny mistook Winn-Dixie for a bear which began a beautiful friendship. The two were no longer lonely.

Text: *Because of Winn-Dixie* (excerpt) by Kate DiCamillo

I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.

It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.

This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.

Miss Franny sat there trembling and shaking.

"Come on," I said. "Let me help you up. It's okay." I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn't weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago, and she never had quite gotten over it.

"When did it happen?" I asked her.

"Well," said Miss Franny, "it is a very long story."

"That's okay," I told her. "I am like my mama in that I like to be told stories. But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me."

"Well, I don't know," said Miss Franny. "Dogs are not allowed in the Herman W. Block Memorial Library."



“He’ll be good,” I told her. “He’s a dog who goes to church.” And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a “huummmppff” and a sigh, right at Miss Franny’s feet.

She looked down at him and said, “He most certainly is a large dog.”

“Yes ma’am,” I told her. “He has a large heart, too.”

“Well,” Miss Franny said. She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet. “Let me get a chair and sit down so I can tell this story properly.”

“Back when Florida was wild, when it consisted of nothing but palmetto trees and mosquitoes so big they could fly away with you,” Miss Franny Block started in, “and I was just a little girl no bigger than you, my father, Herman W. Block, told me that I could have anything I wanted for my birthday. Anything at all.”

Miss Franny looked around the library. She leaned in close to me. “I don’t want to appear prideful,” she said, “but my daddy was a very rich man. A very rich man.” She nodded and then leaned back and said, “And I was a little girl who loved to read. So I told him, I said, ‘Daddy, I would most certainly love to have a library for my birthday, a small little library would be wonderful.’”

“You asked for a whole library?”

“A small one,” Miss Franny nodded. “I wanted a little house full of nothing but books and I wanted to share them, too. And I got my wish. My father built me this house, the very one we are sitting in now. And at a very young age, I became a librarian. Yes ma’am.”

“What about the bear?” I said.

“Did I mention that Florida was wild in those days?” Miss Franny Block said.

“Uh-huh, you did.”

“It was wild. There were wild men and wild women and wild animals.”

“Like bears!”



“Yes ma’am. That’s right. Now, I have to tell you. I was a little-miss-know-it-all. I was a miss-smarty-pants with my library full of books. Oh, yes ma’am, I thought I knew the answers to everything. Well, one hot Thursday, I was sitting in my library with all the doors and windows open and my nose stuck in a book, when a shadow crossed the desk. And without looking up, yes ma’am, without even looking up, I said, ‘Is there a book I can help you find?’

“Well, there was no answer. And I thought it might have been a wild man or a wild woman, scared of all these books and afraid to speak up. But then I became aware of a very peculiar smell, a very strong smell. I raised my eyes slowly. And standing right in front of me was a bear. Yes ma’am. A very large bear.”

“How big?” I asked.

“Oh, well,” said Miss Franny, “perhaps three times the size of your dog.”

“Then what happened?” I asked her.

“Well,” said Miss Franny, “I looked at him and he looked at me. He put his big nose up in the air and sniffed and sniffed as if he was trying to decide if a little-miss-know-it-all librarian was what he was in the mood to eat. And I sat there. And then I thought, ‘Well, if this bear intends to eat me, I am not going to let it happen without a fight. No ma’am.’ So very slowly and carefully, I raised up the book I was reading.”

“What book was that?” I asked.

“Why, it was War and Peace, a very large book. I raised it up slowly and then I aimed it carefully and I threw it right at that bear and screamed, ‘Be gone!’ And do you know what?”

No ma’am,” I said.

“He went. But this is what I will never forget. He took the book with him.”

“Nu-uh,” I said.

“Yes ma’am,” said Miss Franny. “He snatched it up and ran.”

“Did he come back?” I asked.





“No, I never saw him again. Well, the men in town used to tease me about it. They used to say, ‘Miss Franny, we saw that bear of yours out in the woods today. He was reading that book and he said it sure was good and would it be all right if he kept it for just another week.’ Yes ma’am. They did tease me about it.” She said. “I imagine I’m the only one left from those days. I imagine I’m the only one that even recalls that bear. All my friends, everyone I knew when I was young, they are all dead and gone.”

She sighed again. She looked sad and old and wrinkled. It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me. I sighed, too.

Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.

“Well now, look at that,” she said. “That dog is smiling at me.”

“It’s a talent of his,” I told her.

“It’s a fine talent,” Miss Franny said. “A very fine talent.” And she smiled back at Winn-Dixie.

“We could be friends,” I said to Miss Franny. “I mean you and me and Winn-Dixie, we could all be friends.”

Miss Franny smiled even bigger. “Why, that would be grand,” she said, “just grand.”

And right at that minute, right when the three of us had decided to be friends, who should come marching into the Herman W. Block Memorial Library but old pinch-faced Amanda Wilkinson. She walked right up to Miss Franny’s desk and said, “I finished Johnny Tremain and I enjoyed it very much. I would like something even more difficult to read now, because I am an advanced reader.”

“Yes dear, I know,” said Miss Franny. She got up out of her chair.

Amanda pretended like I wasn’t there. She stared right past me. “Are dogs allowed in the library?” she asked Miss Franny as they walked away.

“Certain ones,” said Miss Franny, “a select few.” And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.

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Student responses are analyzed and annotated for possible instructional next steps based on the Text Dependent Analysis Learning Progressions.

Example A	TDA Learning Progression Annotations
Student Response	Reading Comprehension: Meeting
<p>Winn-Dixie is about a boy named Opal who lives in Florida, and the child that meant to all because of the dog who looked like a bear but actual it was just the dog. That's when the child and the librarian meant and became long life friends.</p> <p>To begin Winn-Dixie is the only reason that the two main characters became long life friends. If it wasn't for Winn-Dixie then the whole story would be different! Winn-Dixie was mistaken for a bear and Miss Franny fell to the ground, and that's where the child and the librarian meant. That was because of Winn-Dixie because if she was not jumping up on the window then Miss Franny would have not been scared then the child would have never noticed the lady scared, then they would have never met.</p>	<p>An understanding of the prompt and passage is demonstrated by paraphrasing details from the text and integrating inferences about how Winn-Dixie initiated the friendship.</p> <p>The introduction includes a short and accurate summary of the story as well as an identification of the central message (<i>the child and the librarian meant and became long life friends</i>).</p> <p>Relevant key details are included in the first body paragraph (<i>Winn-Dixie was mistaken for a bear and Miss Franny fell to the ground</i>). The second body paragraph includes some key details, but they are generally repeated from the first paragraph.</p>



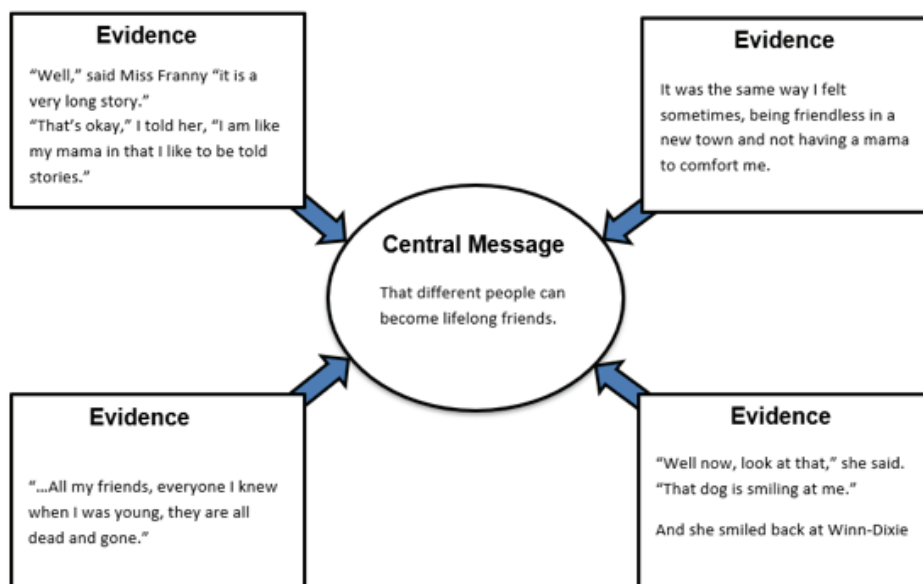
	<table><tr><td data-bbox="1015 317 1471 1554"><p>Analysis: Developing</p><p>The text evidence is in the form of paraphrasing which generally supports the reading elements expected from the prompt. The student paraphrases that if it wasn't for Winn-Dixie, Miss Franny and the child wouldn't have met and become friends.</p><p>Inferences about the characters and the message about friendship along with the key details are included (<i>Winn Dixie is the only reason that the two main characters became long live friends; if Winn-Dixie was not mistaken for a bear then they would have never let the dog in; tell stories about their lives; or never even met</i>).</p><p>Some explanation is provided to connect the evidence and inferences to the reading elements; however, these are often in the form of "if this didn't happen then they wouldn't be friends" rather than how the evidence shows why they did become friends (e.g., both Miss Franny and the girl were lonely, they had reading in common).</p></td><td data-bbox="1015 1554 1471 1824"><p>Essay Writing: Meeting</p><p>The organization is coherent and contains multiple paragraphs and transitional phrases; however, the word choice is often repetitive (long life friends) and the grammar and spelling is weak.</p></td></tr></table>	<p>Analysis: Developing</p> <p>The text evidence is in the form of paraphrasing which generally supports the reading elements expected from the prompt. The student paraphrases that if it wasn't for Winn-Dixie, Miss Franny and the child wouldn't have met and become friends.</p> <p>Inferences about the characters and the message about friendship along with the key details are included (<i>Winn Dixie is the only reason that the two main characters became long live friends; if Winn-Dixie was not mistaken for a bear then they would have never let the dog in; tell stories about their lives; or never even met</i>).</p> <p>Some explanation is provided to connect the evidence and inferences to the reading elements; however, these are often in the form of "if this didn't happen then they wouldn't be friends" rather than how the evidence shows why they did become friends (e.g., both Miss Franny and the girl were lonely, they had reading in common).</p>	<p>Essay Writing: Meeting</p> <p>The organization is coherent and contains multiple paragraphs and transitional phrases; however, the word choice is often repetitive (long life friends) and the grammar and spelling is weak.</p>
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Possible Instructional Next Steps:

The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is meeting the underlying expectations for reading comprehension and essay writing. Therefore, the instructional focus for this student should be to strengthen the ability to analyze text². The following suggestions will help the student move along the continuum.

1. **Selecting multiple and precise textual evidence** to support how the characters' actions show that a friendship can happen between two people requires the student to include details. The student could have included details about the stories Miss Franny told and how this brought the characters together, details about how both characters were lonely, or details about how Winn Dixie smiled at Miss Franny. This evidence supports how the characters show the central message that different people can become lifelong friends.



2. **Making inferences about the text evidence with respect to the central message** requires teaching the student to connect the evidence to the central message rather than focusing on what would happen if the characters didn't meet. The teacher models for the student how to use explicit evidence to write a clear explanation of what the evidence means relative to the central message. For example, the student provided text evidence about Miss Franny telling a story about her life and the girl listening to her. The teacher then questions the student how this idea connects to the central message. The student can then make an inference that Miss Franny and the girl know they are becoming friends, because friends talk and listen to each other.



Example B	TDA Learning Progression Annotations
Student Response	Reading Comprehension: Developing
<p><u>If it wasn't for wind Dixie</u> <u>They would not be friends. If wind Dixie didn't</u> <u>put her paws on the window they would never</u> <u>know each other. She should never of made</u> <u>a friend in no time. Wind Dixie made both</u> <u>of the people's life better. Since that</u> <u>Miss Franny didn't get over the bear</u> <u>incident she thought wind Dixie was a</u> <u>beast.</u></p> <p><u>This story tells me that friendship</u> <u>can happen out of no wear. People can</u> <u>just be walking and make a friend</u> <u>randomly. I was not expeting this in</u> <u>the story. The author wanted the reader to</u> <u>know that people don't have to know everything</u> <u>about someone. Then developing a friendship</u> <u>was very unexpected from me. People don't have</u> <u>to talk to someone alot before they become</u> <u>friends.</u></p> <p><u>In conclusion they would never</u> <u>of met if it wasn't because of wind Dixie. The narrator</u> <u>wants us to know that dogs can start a</u> <u>relationship. They would never know her name</u> <u>if it wasn't for wind Dixie. Wind Dixie she would never</u> <u>made a friend.</u></p>	<p>An understanding of the passage and prompt is demonstrated as the student explains how Winn Dixie put her paws on the window and caused a friendship. The student also shows comprehension by identifying a central message that <i>friendship can happen out of nowhere</i>. However, the writing lacks key details about Miss Franny and the girl. The writing also lacks inferences about these characters.</p>
	<p>Analysis: Developing</p> <p>The use of one piece of evidence is included and supports the inferences about the characters and the central message. (Evidence... <i>put her paws on the window</i>. Inferences... <i>they would never have known each other; she would never of made a friend; Winn Dixie made both of the people's life better</i>. Analysis... a generalization and explanation about the friendship is provided by stating that <i>a friendship can happen out of no wear and the author wants the reader to know how friendships can happen</i>.) This explanation demonstrates an understanding beyond the literal meaning of the text. However, the interrelationship of the characters and the central message is not fully developed.</p>



	<p>Essay Writing: Meeting</p> <p>The multi-paragraph organization is one in which ideas are grouped into paragraphs.</p> <p>The references to the characters are vague at times (<i>they, she</i>). Appropriate sentence structures are used.</p> <p>The grammar and spelling are appropriate.</p>						
<p>Possible Instructional Next Steps:</p> <p>The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is meeting the underlying expectation for essay writing. Therefore, the instructional focus for this student should be to strengthen the ability to demonstrate reading comprehension and to analyze text.² The following suggestions will help the student move along the continuum.</p> <p>1. Ensuring an understanding of how character’s actions show a central message requires teaching the student to look for words and/or events and make a connection to the central message. Although the student alludes to this throughout the response, the student doesn’t use specific evidence from the passage to demonstrate this understanding. Provide a graphic organizer to model how to find the explicit evidence, explain what it means about the characters, and how it connects to the central message.</p> <table><tr><th>Explicit Evidence</th><th>Inference</th><th>What does it mean?</th></tr><tr><td><i>Miss Franny got scared and fell and the girl helped her up</i></td><td><i>The girl didn’t want Miss Franny to be scared by her dog</i></td><td><i>The girl wanted them all to be friends</i></td></tr></table> <p>2. Selecting multiple and precise textual evidence to support how the characters’ actions show that a friendship can happen out of nowhere requires the student to include details. The student should have included details from the text. For example, details about the stories Miss Franny told and how this brought the characters together, details about how both characters were lonely, or details about how Miss Franny was the first friend she made in Naomi would provide evidence to support how the characters’ words and actions show the central message that friendship can happen out of nowhere.</p>		Explicit Evidence	Inference	What does it mean?	<i>Miss Franny got scared and fell and the girl helped her up</i>	<i>The girl didn’t want Miss Franny to be scared by her dog</i>	<i>The girl wanted them all to be friends</i>
Explicit Evidence	Inference	What does it mean?					
<i>Miss Franny got scared and fell and the girl helped her up</i>	<i>The girl didn’t want Miss Franny to be scared by her dog</i>	<i>The girl wanted them all to be friends</i>					



3. Making inferences about the text evidence with respect to the central message requires teaching the student to connect the evidence to the central message. The teacher models for the student how to find explicit evidence and make an inference by explaining what the evidence tells about the character, and what the evidence means relative to the central message (*friendship can happen out of nowhere*). For example, the student provided text evidence about Winn Dixie's paws on the windowsill. Questioning how this idea connects to the character's actions allows the student to make an inference that Winn Dixie was the cause of Miss Franny and the girl becoming friends.

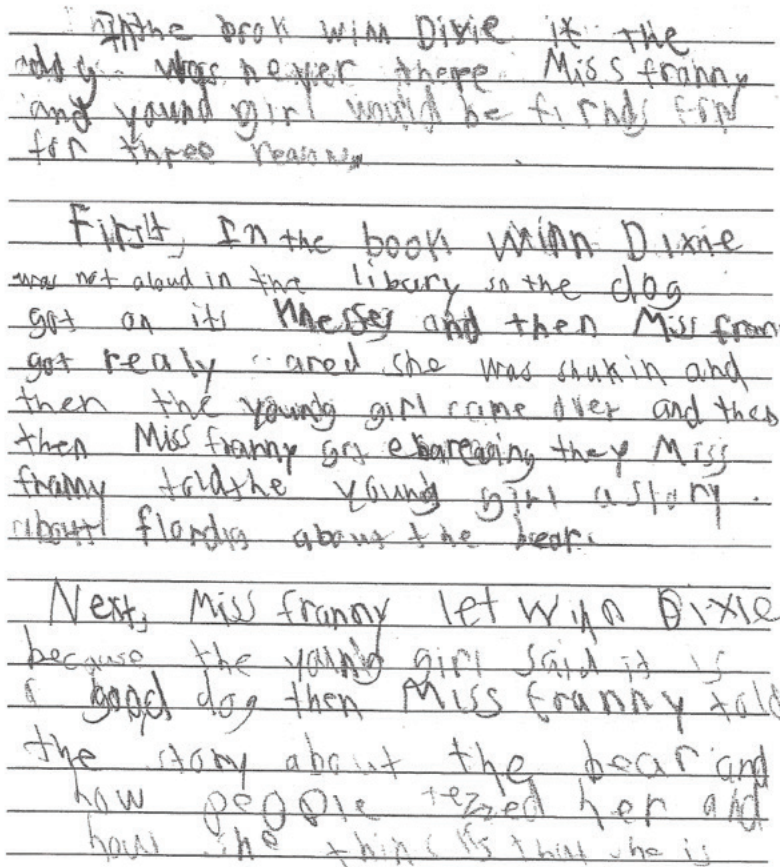


Example C	TDA Learning Progression Annotations
Student Response	Reading Comprehension: Emerging
<p>They named the story "Because of Winn dixie". First, how Winn dixie started the friendship. Next, how the author was desicive on making win dixie relavant to the story. Last, The conclusion.</p> <p>Winn dixie started the friendship by looking threw a window. Mrs. Franny thought it was a bear when winn dixie looked threw the window and got startled. It all started at the point winn owner heard Mrs. Franny scream and fall and the chat also started. They were talking about the incedint. Winn dixie wanted to come in to the library.</p> <p>The author made winn dixie allowed to go into the library and try to make the centrel idea, idea, message more clear. The author was trying to include winn dixie in a lot of sentence to make things clearer for the reader/student. The auther made the story revolve around winn dixie. The author made winn dixie's actions Jurrastidly change the story.</p> <p>In conclusion, I think the creator of "because of winn dixie" was right to name it that.</p>	<p>An attempt at a summary of the text is provided in the second paragraph and a weak inference about the character and central message is made by stating that <i>Winn Dixie started the friendship</i>.</p> <p>The central message is acknowledged only in the prompt. The details from the text do not fully connect to the reading elements (<i>The author was trying to include Winn Dixie in a lot of sentences to make things clear for the reader/ student</i>).</p> <p>Analysis: Emerging</p> <p>Some evidence from the text (<i>Miss Franny thought it was a bear when Winn Dixie looked through the window and got startled</i>) is included; however, the connection to the reading elements is unclear.</p> <p>Inferences are minimal and underdeveloped (<i>It all started at the point Winn Dixie's owner heard Miss Franny scream and fall and the chat also started.</i>).</p> <p>The explanation provided focuses on the author using Winn Dixie's name rather than analyzing the interrelationship between the characters and the central message.</p>

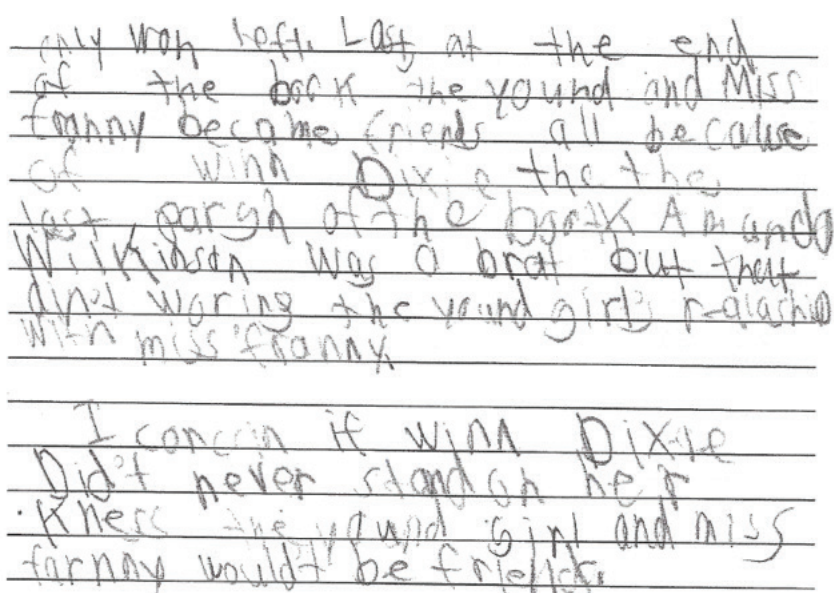


	Essay Writing: Meeting The organization is one in which ideas are grouped into paragraphs. Sentence and word choice are varied. The grammar and spelling are appropriate.
Possible Instructional Next Steps: The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is meeting the underlying expectation for essay writing. Therefore, the instructional focus for this student should be moving the student from emerging to developing in their ability to demonstrate reading comprehension and to analyze text ² . The following suggestions will help a student move along the continuum. <ol style="list-style-type: none">1. Deconstructing the prompt³ will allow the student to clearly identify what is expected in the response. Students are expected to address all parts of the task demonstrating sufficient analytic understanding of the text.2. Clarifying the meaning of the central message requires students to find key details that lead to the big idea of a story. Identifying some universal central messages and using texts that clearly illustrate a central message will help the student recognize the central message in this text as it relates to friendship. One way to help students with determining the central message is to read picture books, ask effective questions, and chart responses. Many books have strong central messages such as: <i>A Chair for My Mother</i> by Vera Williams, <i>One Love</i> by Cedella Marley, <i>I'm Here</i> by Peter H. Reynolds, <i>Lu and the Swamp Ghost</i> by James Carville, <i>Plant a Kiss</i> by Amy Krouse Rosenthal, <i>Beautiful Oops</i> by Barney Saltzberg, <i>Big Al</i> by Andrew Clements, <i>Fly Away Home</i> by Eve Bunting, and <i>The Paper Bag Princess</i> by Robert Munsch.3. Instructing students on the difference between a summary and analysis and modeling how to write a short summary, which may be included in the introduction, will help students move beyond simply retelling the story. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.4. Selecting multiple and precise textual evidence to demonstrate understanding of characterization and central message requires the student to include details. The student could have included details about the stories Miss Franny told and how this brought the characters together, details about how both characters were lonely, or details about how Winn Dixie smiled at Miss Franny. This evidence supports how the characters show a central message.	



Example D	TDA Learning Progression Annotations
Student Response	Reading Comprehension: Emerging
<p>  </p>	<p>The expectations of the prompt are generally acknowledged in the introduction and toward the end of the essay by stating that the narrator and Miss Franny became friends because of the dog.</p> <p>The essay is largely a retelling of the passage demonstrating a general understanding with an inference about the friendship which was established.</p> <p>Analysis: Emerging</p> <p>Although some relevant evidence is included, the connection to the reading elements (how the evidence about the characters supports the central message) is unclear. Some evidence is irrelevant (<i>Amanda Wilkinson was a brat</i>).</p> <p>A relevant inference is included (<i>Last, at the end of the book the young and Miss Franny became friends all because of Winn Dixie</i>); however, no clear explanation is provided to demonstrate the interrelationship between the author's message and the characters.</p>



	<p>Essay Writing: Emerging/ Developing</p> <p>The organization is one in which ideas are intended to be grouped into paragraphs and transitions are used.</p> <p>The word choice is varied; however, run-on sentences are used, and the grammar and spelling contain errors.</p>
<p>Possible Instructional Next Steps:</p> <p>The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is emerging in the underlying expectations for reading comprehension, analysis, and essay writing; although, essay writing is between emerging and developing. Therefore, the instructional focus for this student should be in moving the student from emerging to developing in all three underlying components of a text dependent analysis². The following suggestions will help the student move along the continuum.</p> <ol style="list-style-type: none">1. Deconstructing the prompt³ will allow students to clearly identify what is expected in the response. Students are expected to address all parts of the task demonstrating sufficient analytic understanding of the text.2. Clarifying the meaning of central message requires students to find key details that lead to the big idea of a story. Identifying some universal central messages and using texts that clearly illustrate a central message will help the student recognize the central message in this text as it relates to friendship. One way to help students with determining the central message is to read picture books, ask effective questions, and chart responses. Many books have strong central messages such as: <i>A Chair for My Mother</i> by Vera Williams, <i>One Love</i> by Cedella Marley, <i>I'm Here</i> by Peter H. Reynolds, <i>Lu and the Swamp Ghost</i> by James Carville, <i>Plant a Kiss</i> by Amy Krouse Rosenthal, <i>Beautiful Oops</i> by Barney Saltzberg, <i>Big Al</i> by Andrew Clements, <i>Fly Away Home</i> by Eve Bunting, and <i>The Paper Bag Princess</i> by Robert Munsch.	



3. **Instructing students on the difference between a summary and analysis** and modeling how to write a short summary, which may be included in the introduction, will help students move beyond simply retelling the story. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.
4. **Selecting multiple and precise textual evidence** to demonstrate understanding of characterization and central message requires the student to include details. The student could have included details about the stories Miss Franny told and how this brought the characters together, details about how both characters were lonely, or details about how Winn Dixie smiled at Miss Franny. This evidence supports how the characters show a central message.
5. **Teaching sentence fluency to avoid run-on sentences in student writing.** The student uses the phrase “and then” throughout the writing causing long run-on sentences. Helping the student to see how many sentences are buried in the run on-sentences will allow for stronger sentences and clearer meaning. Using student work, the teacher can model how to identify run-on sentences and instruct students on how to make revisions.

- ¹ See TDA Series: Replacement Unit Grade 3 Understanding Characterization and Central Message
- ² See TDA Series: Close Reading Lesson Grade 3 Comprehension and Analysis
- ³ See TDA Series: The Anatomy of a Text Dependent Analysis (TDA) Prompt

