



The Thompson TDA Model

Text Dependent Analysis – Close Reading Lessons for *Be Nice to Spiders!* by Tracy Vonder Brink

Grade 3 Comprehension and Analysis of Key Details and Main Idea

For students to successfully respond to text dependent analysis prompts, students should engage in close reading lessons. Close reading involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion, planned around repeated readings of a text to increase student comprehension. Close reading will often lead students to discover something important that may have been overlooked the first time they read the text. Throughout a close reading, teachers can use text dependent questions to promote discussion and help students to better understand the nuances of what they are reading. They can be used to start student discussions and give students opportunities to discuss the text with each other and voice their ideas. Successful analysis requires a study of the text in which students are able to analyze over and over again. The **Pennsylvania Academic Standards for English Language Arts** require moving instruction away from generic questions, to questions that require students to analyze what they are reading. This will help to ensure that students are college and career ready.

Considerations for the Grade 3 Close Reading Lessons

The Text Dependent Analysis (TDA) close reading lessons are designed to be an example pathway for teaching comprehension and analysis of the reading elements **key details** and **main idea**. The Instructional Plan guides teachers through the planning and teaching of each lesson, as well as modeling the response to a grade-appropriate analysis question.



The following instructional pathway focuses on the text *Be Nice to Spiders!*. The lessons are only one possible instructional pathway, and teachers should feel free to modify it to meet the sequence of their curriculum, accommodate content previously taught, or to meet their current students' needs. Teachers may include additional modifications if needed.

The lessons make the assumption that students may have been exposed to text dependent analysis prompts, the definition of analysis, and the deconstruction of prompts prior to reading the text. The close reading lessons incorporate some of these expectations; however, teachers may include additional modifications if needed.

Text Dependent Analysis Information

| | |
|--|--|
| Text | <i>Be Nice to Spiders!</i> By Tracy Vonder Brink |
| Complexity (Lexile and Qualitative analysis) | Lexile level: 850 (Grade 3; 450-790) May be adult-directed Qualitative level: Moderately complex |
| Reading Elements/Structure for analysis | Key details and Main idea |
| Reading Standards | CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.D: Explain the point of view of the author. CC.1.2.3.E: Use text features and search tools to locate and interpret information. |
| Writing Standards | CC.1.4.3.B: Identify and introduce the topic. CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E: Choose words and phrases for effect. CC.1.4.3.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. |



Instructional Text Dependent Analysis Question

*Key details are used to explain information about a topic. Write an essay analyzing how the author used key details in each section of the text, *Be Nice to Spiders!*, to explain the text's main idea. Use evidence to support your response.*

Purpose and Use of the Instructional Plan

It is important to understand that at the beginning of third grade, students are 8 years old and are just learning to transfer oral analysis responses to written analysis responses. The purpose of this Instructional Plan is to provide an example of how to organize close reading lessons that will lead students to understand the components of text dependent analysis (*reading comprehension, analysis, and essay writing*).

In this plan the teacher models for students how to identify accurate evidence (*key details*), how to make an inference about the evidence, and what it means relative to the main idea. The close reading lessons are intended to guide instruction and not to grade or score student work.

The Instructional Plan is structured with the following three questions in mind:

- What are the **planned activities** and **text dependent questions** used to engage students in the targeted learning?
- What are the **teacher actions** for each of the activities?
- What are the **student actions** for each of the activities?

Each task is numbered and contains three parts:

- Planned Activities/Text Dependent Questions
- Teacher Actions
- Student Actions

It is imperative to read the entire task to understand the structure of the Learning Plan and the interaction of the three parts. Each part of the task guides the teacher throughout the planning and teaching of the lessons.



The Learning Plan

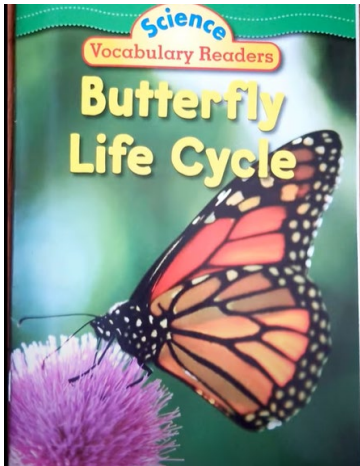
Task #1

Planned Activities/Text Dependent Questions:

- In this task the teacher will activate prior knowledge and orient students to an informational text by posing the question: *Why do we read informational text?* and *What questions can we ask when reading informational text?*

Teacher Actions:

- Pose the question, *Why do we read informational text?* while showing students the cover of an informational text that students have previously read or displaying an informational text, such as:



- Elicit student responses while reviewing the different pages of the text. If necessary, think-aloud while reviewing the pages, by stating, *“This book shows that there are different chapters that tell me the different parts of the butterfly life cycle. I can look at the pictures and captions to learn about the parts of the butterfly. I can also learn about different types of butterflies.”* Ensure that students recognize that the purpose of reading informational text is to learn information about the world around us and that informational text does not use characters and other aspects of narrative texts.
- Explain that they will be reading a text called *Be Nice to Spiders!* Display the picture on the text:



- Activate students' prior knowledge about reading informational texts, by asking them “*What questions can we ask when reading informational text?*” Have students turn and talk to identify one question that they would like to learn about spiders.
- Ask students to share their questions and record them on chart paper or white board. Listen to the types of questions students ask, such as, *Who* or *what* (e.g., *what causes spiders to...*), *when*, *where*, *how*, *why* (e.g., *why it matters to learn about spiders*) and encourage students to ask a variety of different questions, prompting as needed.

Student Actions:

- As a whole group, students brainstorm responses to *Why do we read informational text?*
- Students turn and talk, and then share as a whole group, questions that they would like answered when reading the informational text.

Task #2

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the text *Be Nice to Spiders!* by modeling reading and annotating the text for key details.
- Text dependent questions related to different sections of the text will be posed to ensure comprehension.

Teacher Actions:

- Distribute the text, *Be Nice to Spiders!* and as a whole class determine the topic of the text. Read aloud the introductory section and then point out the bold headings that separate the three sections of the text. Read the first bold heading, *Spiders Eat Pests... and Are Eaten*. Ask students



to predict what details they think would be in this section and record the predictions on chart paper or white board. Repeat for each of the other two sections.

- Explain that as they read each section they will annotate or write their thoughts about the important or key details.
- Model reading the first section while thinking aloud and engaging students in annotating the text. For example:

| Text | Annotations |
|--|--|
| Firstly, spiders are champs at chowing down. They eat between 400 to 800 million tons of insects every year. Some of the bugs they eat are the kinds that destroy the crops we need for food. Hungry spiders keep those crop-eating pests from gobbling up everything in sight. Don't take my word for it. Norman Platnick, a spider expert, once told <i>The Washington Post</i> , "If spiders disappeared, we would face famine." Famine! Spiders also eat bugs that annoy us and spread disease, like mosquitos and flies. So, basically, spiders are cleaning up for us and preventing the word from going hungry. Who knew? | Wow – spiders eat the bad bugs that ruin plants we need. They eat the bugs that make us sick or annoy us! |
| Secondly, you're taking food from others any time you get rid of spiders. Lots of creatures need spiders as a food source. Between 8 to 10,000 predators such as lizards and frogs rely on eight-legged meals. Birds need spiders too – 3,000 to 5,000 species of birds snack on spiders as part of their diet. You wouldn't want birds, frogs, and lots of other animals to go hungry, would you? | Lots of other animals eat spiders. So they help us by eating the bad bugs and are food to other animals! |

Discuss how the annotations help support understanding the key details.

- Guide students, while thinking aloud on identifying important information versus interesting information. For example, interesting information includes “*spiders are champs at chowing down.*” This is interesting and humorous; however, important information provides specific details that help readers to understand why spiders eat pests and are eaten by other animals.
- Pose text dependent questions to ensure comprehension, such as:
 - Why does the spider expert state that spiders help to be sure that we do not face famine?
 - In what ways are spiders helpful?
 - How does this information relate to the heading?
- Place students in pairs or triads to closely read and annotate the second section of the text. Pause and discuss student annotations and comprehension questions. Repeat for the third section.



- Review the students' predictions about the section to determine accuracy. Help students recognize that the bold headings help them to make accurate predictions and to determine important information about the topic.

Student Actions:

- As a whole group, students identify the topic of the text as spiders.
- Students make predictions about the key details in each section of the text.
- Students follow along as the teacher reads and annotates the first section of the text.
- Students respond to comprehension questions.
- In pairs or triads, students read, annotate the text, and respond to comprehension questions.

Task #3

Planned Activities/Text Dependent Questions:

- In this task the teacher will support students in understanding “main idea” of the entire text using the key details.

Teacher Actions:

- Display the phrase *main idea* and ask students to turn and talk to define or explain the meaning of main idea. Define main idea as the most important thought or statement about the topic.
- Explain that they will use the details from each of the sections to determine the main idea of the text.

Note: If students have engaged in determining the author's message/theme from narrative texts, this instruction can be used to help them understand identifying a main idea statement about the entire informational text.

- Have students reread the first section of the text and ask students to identify the key details from the section. Record these in the left-hand column of a two-column chart.
- Ask students to identify one statement that summarizes the first section. Remind them that the heading can help to create the statement, such as *Spiders eat bugs that harm plants and are food to other animals*. Repeat the process for the second and third sections narrowing down the key idea for each section to one agreed upon statement.
- Using the three statements from the entire text, explain that they will create a one statement main idea about the topic, spiders.
- In triads or groups of four, have students brainstorm a possible main idea about the entire informational text by posing the question: *What is the author trying to tell the reader about spiders?* Have students record their statement on a sentence strip or on chart paper.



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- Display the main idea statements and ask students to read each statement. Discuss the similarities and differences of each statement, as well as whether the statement is specific to one section or captures what the entire text is about. A possible main idea is *Spiders are useful to our world and should be kept safe.*
- Identify the main idea statements that capture what the entire text is about and discuss that there are different possible ways that the main idea can be stated.

Student Actions:

- Students reread the sections of the text and identify key details.
- Students identify one key idea/statement for each section of the text.
- Students collaboratively identify a main idea of the entire text using the key ideas of each section while responding to the question: *What is the author trying to tell the reader about spiders?*
- Students review the main idea statements and determine the ones that capture what the entire text is about.

Task #4

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce and deconstruct the TDA prompt for the text *Be Nice to Spiders!*.

Note: See TDA Series: The Anatomy of a Text Dependent Analysis (TDA) Prompt

- The teacher explains the meaning of analysis (*detailed examination of the elements or structure of text, by breaking it into its component parts to uncover relationships in order to draw a conclusion*).

Note: An analysis shows how two parts of the text are related to each other. A close reading examines the characteristics of the text looking for their meaning and relationship to one another supported with explicit evidence and inferences.

- The teacher will ensure student understanding of explicit evidence, inference, and interrelationship of key details and main idea. Understanding and demonstrating this information is a prerequisite for students to be able to analyze the text.

Teacher Actions:

- Display the TDA prompt: *Key details are used to explain information about a topic. Write an essay analyzing how the author used key details in each section of the text, **Be Nice to Spiders!**, to explain the text's main idea. Use evidence to support your response.*



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- Read the TDA prompt aloud to students and ask the purpose of the three statements in the prompt. Listen to students' responses.

Note: Students in grade 3 are not expected to respond to TDA prompts on the PSSA. However, analyzing text is a standard that begins in grade 3. If this is the first-time students are engaging in deconstructing a TDA prompt, additional support should be provided.

- Explain the meaning of the first statement and direct students to the two-column chart noting that they have already found key details about the topic of spiders, pointing out the key details on the two-column chart.
- Explain the meaning of the second statement, *Write an essay analyzing how the author used key details in each section of the text, Be Nice to Spiders!, to explain the text's main idea.* Direct students to the meaning of analyze and how they will use the key details to show the main idea.
- Explain the meaning of the third statement, identifying that the evidence will be quotes from the text.
- Display an Evidence-Inference-Interrelationship organizer and distribute a copy to students. For example:

| | |
|---|--|
| Main Idea: | |
| Evidence #1 <i>What is a key detail from the text?</i> | |
| Inference #1 <i>What does the key detail mean?</i> | |
| Interrelationship #1 <i>How does the key detail show the main idea?</i> | |
| Evidence #2 <i>What is a key detail from the text?</i> | |
| Inference #2 <i>What does the key detail mean?</i> | |
| Interrelationship #2 <i>How does the key detail show the main idea?</i> | |

- Model recording the previously selected main idea on the organizer (e.g., *Spiders are useful to our world and should be kept safe.*).



- Review the two-column chart with the key details from the text. Ask students to select one key detail from the text that supports the main idea. Record the key detail in the Evidence #1 section.
- Explain the meaning of inference, as using the text evidence and their background knowledge to explain the meaning of the evidence. For example, if students identify a key detail as *Spiders eat bugs that harm plants*. An inference might be, *This means that spiders should not be killed when people see them because they help to keep the plants in the garden safe*. Elicit other possible inferences from students. Record the inferences on the organizer.
- Remind students that the interrelationship is the analysis which shows how the key detail shows the main idea. Model, while thinking aloud, an interrelationship such as, *This shows that spiders are good and useful to people so we should protect them*.

Note: As students learn how to find evidence, make inferences, and state what it means, the teacher gradually releases them to work independently.

- As appropriate, either model while thinking aloud, or have students work collaboratively to complete a second Evidence-Inference-Interrelationship row of the organizer. If students work collaboratively, circulate as students work ensuring understanding of evidence, inference, and interrelationship.

Student Actions:

- Students follow along and contribute to deconstructing the TDA prompt.
- Students follow along and contribute to completing the first section of the Evidence-Inference-Interrelationship organizer.
- Students work collaboratively with peers or the teacher to complete the second section of the Evidence-Inference-Interrelationship organizer.

Task #5

Planned Activities/Text Dependent Questions:

- In this task, the teacher will prepare students to write an essay drawing evidence from an informational text to support analysis applying grade-level standards. In third grade compositional writing should include:
 - Opening and closing statements
 - Multiple paragraphs with one idea per paragraph or one paragraph with multiple ideas
 - Specific details or evidence from the text
 - Basic reasons or inferences about the evidence
 - Explanation of what the evidence and inference mean (*analysis*)
- The teacher will model writing the response to the TDA prompt. Before teaching this lesson, the teacher writes a short complete response that coincides with the current group of students' learning regarding writing multi-paragraph responses. Beginning-of-year students may need only a one-paragraph example with introductory, evidence, inference, analysis, and conclusion statement.



Middle or end-of-year students may need instruction using an introductory, body, and conclusion paragraph.

- The teacher will collect student responses to determine strengths and needs with respect to the ability to demonstrate the underlying components of a text dependent analysis prompt (*reading comprehension, analysis, and essay writing*). The Text Dependent Analysis (TDA) Learning Progressions will assist the teacher in determining next instructional steps.

Note: Students should understand the difference between the expectations of an essay and a short answer question.

Note: Third grade students often start with one paragraph and progress to multiple paragraphs by the end of the year.

Note: An analysis shows how two parts of the text are related to each other. In this case how the key details show the main idea.

Teacher Actions:

- Ask students to brainstorm what needs to be included in an essay response to the prompt by using probing questions. Record their ideas on chart paper. Probing questions may include:
 - How should you begin your essay/response?
 - What can an introductory statement include?
 - What information should be provided as evidence?
 - What information should be used to explain the evidence?
 - What information should show how the key details and main idea are interrelated?
 - How should you end your essay?
- Model writing a short complete response including an introductory statement, and then using the Evidence-Inference-Interrelationship organizer for writing the body paragraph related to the key details and main idea while conducting a think-aloud. For example:
 - The teacher could pose a question to herself, such as, *I wonder how I should start the introduction to my essay? To start, I think I should identify the text and what I will be analyzing.* The teacher reviews and reads the second statement in the TDA prompt specifically noting the two reading elements that students are expected to analyze, *Write an essay analyzing how the author used **key details** in each section of the text, Be Nice to Spiders!, to explain the text's **main idea**.* She then writes the first sentence. **In Be Nice to Spiders! the author shows how the key details reveal the main idea.**
 - The teacher thinks aloud, *I need to write my evidence next while recording the evidence from the organizer, Spiders eat bugs that harm plants.*
 - The teacher thinks aloud, *I need to explain this a little more by using my inference. I remember that the inference is explaining the evidence using my background knowledge. I can write, **This means that spiders should not be killed when people see them.***
 - The teacher thinks aloud, *That's not enough information because it does not explain why people should not kill them. I need to add the entire inference.* The teacher adds on



because they help to keep the plants in the garden safe.

- The teacher thinks aloud, *So what does this mean about the main idea? I can use the words, "this shows" when I explain the analysis.* The teacher writes, **This shows that spiders are good and useful to people so we should protect them.**
 - Ask students if this response answers the TDA prompt. Ask them to brainstorm for any missing pieces that are needed to answer the prompt.
 - Remind students that they need to have a closing statement. Elicit from students a possible way to end the response. For example, The author uses different key details to show the main idea about spiders.
- Depending on the strengths and needs of the students, as well as the time of the year, model writing a second body paragraph, with student engagement or have students work in small groups to write a second body paragraph using the information from the organizer.

Student Actions:

- Students brainstorm what information should be included in the essay response to the TDA prompt.
- Students follow along with the teacher modeling of a paragraph in response to the TDA prompt.
- Students contribute to the writing of a second body paragraph in response to the TDA prompt.