



The Thompson TDA Model

Module 14: Developing Replacement Units Leading to Analyzing Text

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Version 1.0 | March 2024 | Developed By:
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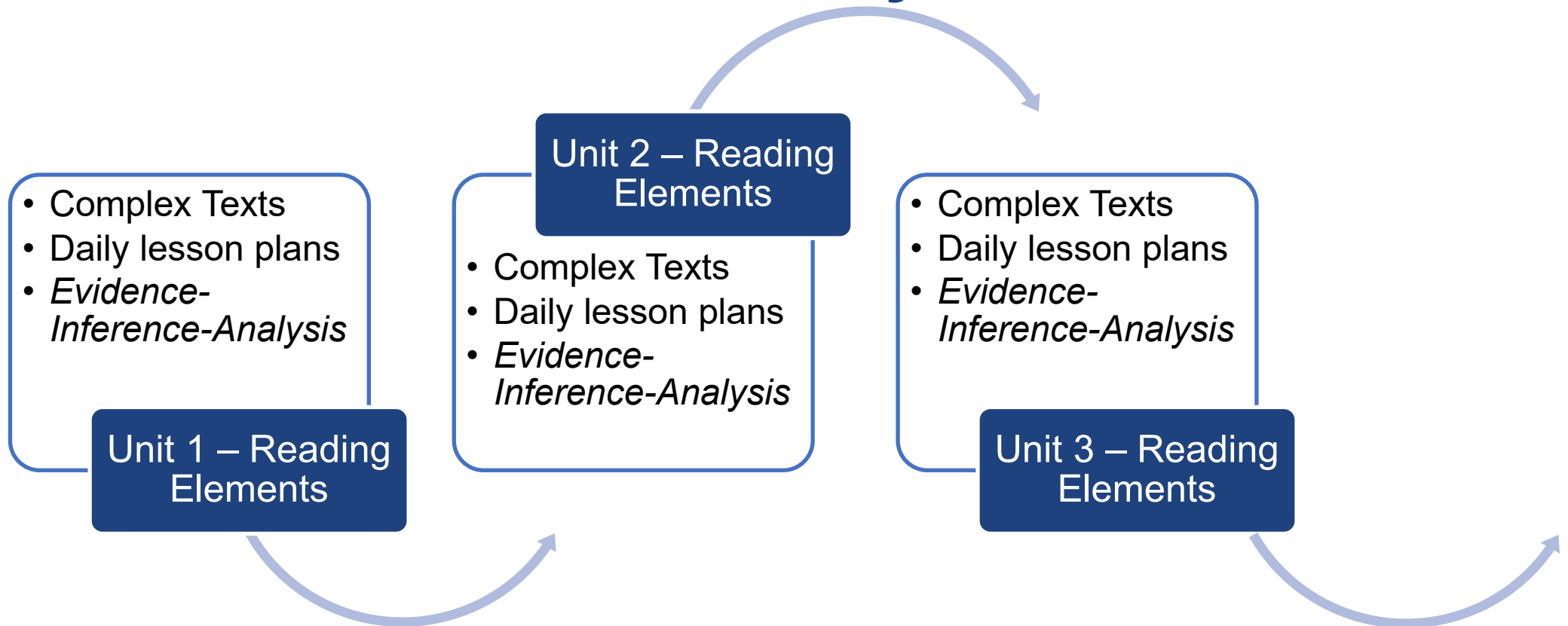


Warm-Up: Reflection Journal (page 2)

- 1) *How do you currently create or adapt unit plans that instruct students to analyze text?*
- 2) *Why do you think it is necessary and important for students to engage in English language arts units that provide analysis instruction and practice?*



Coherent Units with Analysis at the Core





Replacement Units

- Address similar expectations (reading strategies, skills, etc.)
- Provide for deeper learning by incorporating **analysis**

“These curricular units would include coherently developed instructional tasks, sample formative questions for teachers to ask or things to look for in student work to get at key conceptual understandings and would serve as the basis ... and ... context for the summative assessment.” (Marion & Shepard, 2010, p.3)



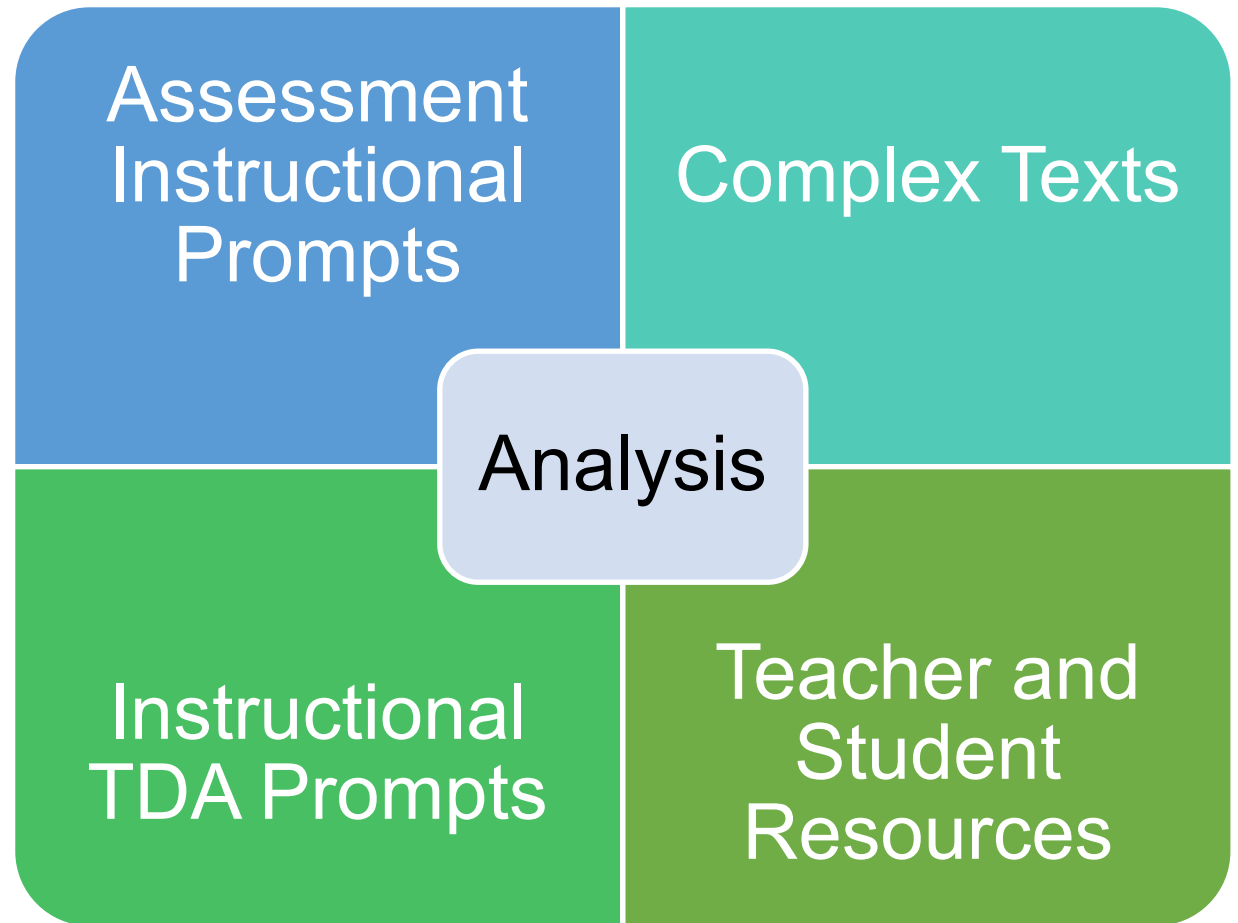
Developing Replacement Units

Need for:

- Complex texts
- Instructional activities leading to analysis
- Instructional and assessment TDA prompts

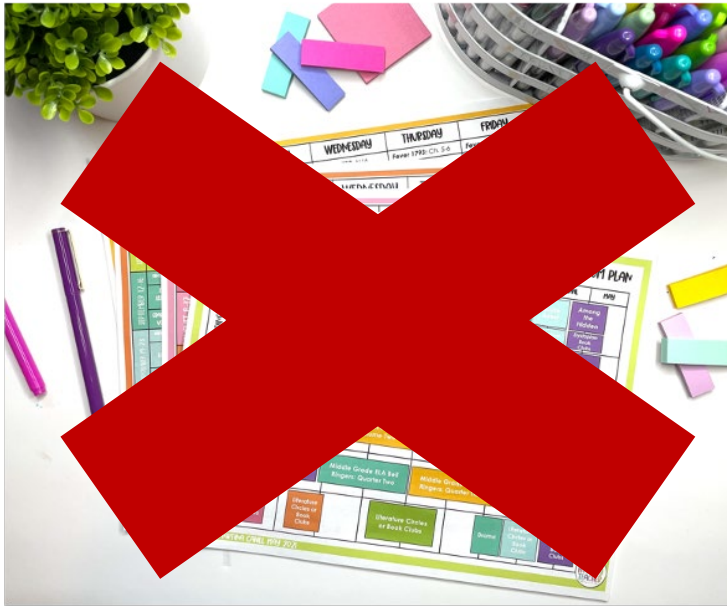
Impacts:

- Scope and sequence
- Current unit assessments





“Replaces” Current Units



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Text Dependent Analysis – Replacement Unit for Grade 5 Analysis of Characterization and Theme

Successfully analyzing text, at any grade level, requires more than a lesson that guides students in responding to a text dependent analysis prompt for one particular text. Students need to engage in a series of coherent units throughout the entire year that systematically promote deeper learning and analysis of the reading/literary elements. These Replacement Units are intended to supplant ineffective units that do not move beyond superficial understandings, knowledge, and skills of English language arts. This is not to suggest that the selected texts in current units of instruction are not complex or appropriate. In fact, there are many high-quality texts in anthologies and other resources that are currently used in classes, schools, and districts. Replacement units provide teachers with a way to reshuffle the texts in order for students to dive deeply into comprehension and analysis of a small set of reading/literary elements using a variety of texts, and to demonstrate the ability to respond to a TDA prompt in writing. 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.

Purpose, Use, and Structure of the Replacement Unit

The Text Dependent Analysis (TDA) replacement unit is an example unit plan designed for teaching comprehension and analysis of the reading/literary elements **characterization and theme**. The Instructional Plan of both the Close Reading Lesson and the Replacement Unit are structured in a similar manner 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 section is numbered and contains three parts:

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Creating a Replacement Unit: *Reflection Journal (page 3)*

Consider the development of a replacement unit.

What are the benefits of creating a replacement unit?

What are the barriers to creating a replacement unit?

How could you overcome these barriers?



Similarities and Differences

Close Reading Plan	Similarities	Replacement Unit
<p>All activities associated with comprehension, analysis, and essay writing based on one text</p>	<ul style="list-style-type: none">• Teaches comprehension and analysis• Instructional plan and numbered sections include:<ul style="list-style-type: none">- planned activities- text dependent questions- teacher actions- student actions• Uses a backward design process	<p>Gradual development of knowledge and skills for demonstrating comprehension, analysis, and essay writing using multiple texts, tasks, activities, and formative assessments</p>



Backward Design Process





Benefits of Backward Design Process

- Encourages intentionality during the design process
- Supports establishing the purpose of the activities before implementing it in the classroom
- Provides guidance for designing lessons/units and instruction
- Allows for an easier time developing assessments and instruction around the expected analysis outcomes



Learning Plan with Backward Design

- Lends itself to transparent and explicit instruction
- Ensures a better idea of what students gain from the learning activities
- Eliminates the possibility of incorporating unnecessary activities and tasks
- Supports tasks and each piece of instruction has a purpose that fits in with the overarching goals



TDA Replacement Unit Template

Understanding By Design Unit Template

Title of Unit		Grade Level	
Curriculum Area		Time Frame	
Developed By			
Identify Desired Results (Stage 1)			
Content Standards			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
Related Misconceptions			
Knowledge Students will know...		Skills Students will be able to...	
Assessment Evidence (Stage 2)			



Example Replacement Unit Components

The Instructional Plan

Section #1: Unit Introduction

Length of Time: Approximately two class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher activates students' prior knowledge using the pre-assessment of identifying explicit evidence and making inferences using visuals.
- An overview of the unit goals and success criteria is shared with students.

Teacher Actions:

- Show Picture #1 of children playing together and ask students to identify what they see in the picture. Explain that they will identify whether the information they "see" is right there in the picture (evidence) or if what they "see" is based on their prior knowledge (inference). The academic vocabulary (evidence, inference) should be explicitly shared and explained to students before they identify what they see in the picture and while they are sharing. When students provide their evidence/inference, they should be asked to explain their thinking.



Comparing Units: *Reflection Journal* (page 4)

Examine your current unit of study.

In what ways is your unit similar and different from the structure of a replacement unit? Consider the backward design approach, as well as the structure of the unit. What inference can you make from these similarities and differences?



Instructional Plan

General pathway allowing students to be successful on demonstrating reading comprehension, analysis, and essay writing.





Grade 4 Example TDA Replacement Unit: *Reflection Journal (page 5)*

Read the Unit Overview, Standards-Knowledge-Skills, and the Assessment Plan (pages 3-7).

Record your reflection of these sections including how these expectations are already taught in your class and what is new or different from what you currently teach.



Section #1: Unit Introduction



The Instructional Plan

Section #1: Unit Introduction

Length of Time: Approximately two class periods

Planned Activities/Text Dependent Questions/Assessments:

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Section #1: Teacher Actions



Explicit Evidence-Inference-Explanation Organizer		
Explicit Evidence	Inference	Explanation
<i>There are 4 children.</i>	<i>They are having fun.</i>	<i>They are smiling.</i>
<i>They are on a trampoline.</i>	<i>They are jumping.</i>	<i>Their feet are in the air.</i>
<i>They are wearing shirts and pants.</i>	<i>The weather is warm.</i>	<i>They don't have jackets on.</i>

Picture #2



GROUP OF CHILDREN PLAYING SOCCER IN THE PARK



Note: The teacher should understand that these are grade level expectations and students may not be successful by the end of a unit that is taught at the beginning of the year. New learning should be reinforced throughout the year within the context of year-long teaching (e.g., during student conferences, teacher read alouds, other subject areas, etc.).



Section #1: Student Actions

Student Actions:



- Individually or in pairs, students examine the first picture and contribute to the discussion by identifying what they see, determining whether it is explicitly in the picture or based on the evidence of the picture and their background knowledge. Students explain their thinking when providing an inference.
- In pairs, students examine a second picture and record the explicit evidence, inference, and explanation in the three-column organizer.
- Students identify a topic and theme statement about a picture with an elbow partner.
- Students follow along with the teacher as the teacher describes an overview of the unit and the success criteria.



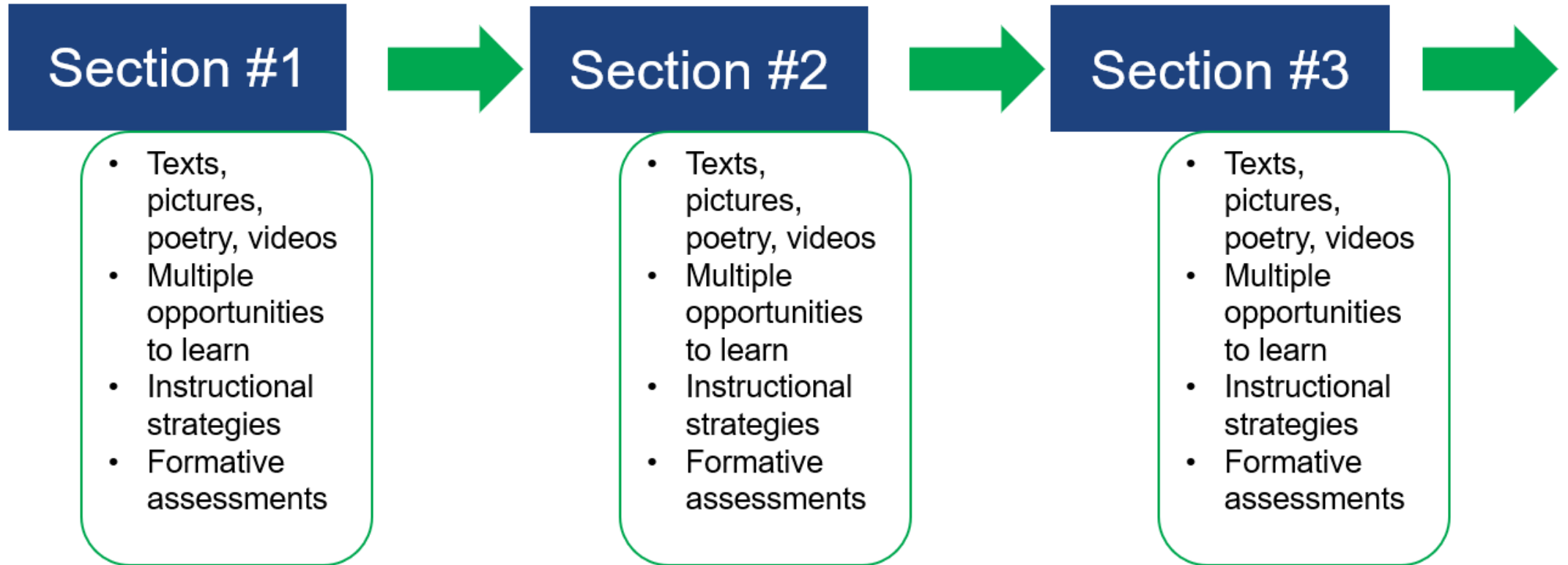
Grade 4 Example TDA Replacement Unit - Section #1: *Reflection Journal (page 6)*

Read Section #1 (pages 8-10).

How is the instruction provided in this replacement unit similar and different from your instruction in your unit with respect to the section goal – identifying explicit evidence and making inferences. Then explain how you could integrate the example lesson into your unit.



Unit Sections





Grade Level Replacement Units



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Text Dependent Analysis – Close Reading Lessons for *Blueberry Picking* by Donald Hall

Grade 4 Comprehension and Analysis of Characterization and Theme Based on the Text Dependent Analysis Annotated Student Responses

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 4 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 **characterization and theme**. The Instructional Plan guides teachers through the planning and teaching of each lesson, as well as modeling the response to a TDA prompt. The following instructional pathway focuses on the text *Blueberry Picking* and the corresponding prompt found in the Grade 4 Annotated Student Responses Based on the Text Dependent Analysis Learning Progressions. The lessons are only one possible instructional pathway and teachers should feel free to



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Text Dependent Analysis – Replacement Unit for Grade 4 Analysis of Characterization and Theme

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Section #4: *Blueberry Picking, Yang the Eldest and His Odd Jobs*

Length of Time: Approximately seven or eight class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce fictional texts that students are unfamiliar with to allow them to deepen their understanding of the interrelationship between characters and theme.
- A text dependent analysis prompt is introduced and deconstructed.
- This section will engage students in using the Evidence-Inference-Interrelationship to Theme organizer information to write one or two body paragraph(s) that include(s) multiple pieces of evidence, inferences, and analysis (interrelationship of characters and theme).

Teacher Actions:

- Introduce the two texts in this section which are used to prepare students for the **summative assessment** in section #5. The first text is *Blueberry Picking* by Donald Hall. A [Learning Plan for Blueberry Picking](#) has been fully developed. The second text is *Yang the Eldest and His Odd Jobs* by Lensey Namioka.
- The prompts for both texts are similar. This is intentional to allow students to practice their learning about characters and theme without introducing too many different or conflicting expectations. It is important to remember that grade four students are 9 or 10 years old and are still developing their processing skills.

Blueberry Picking

Possible activities for this unit are included below. The teacher may determine which aspects of the learning plan to use within this unit based on student progress thus far

- Task #1 – Identifying the meaning of persistence and how people demonstrate persistence
- Task #2 – Introducing the text, *Blueberry Picking*, and the TDA prompt
- Task #4 – Close reading, annotating, and completing an organizer
- Task #5 – Developing a theme statement for *Blueberry Picking*
- Task #7 – Preparing to write an essay using an organizer
- Task #8 – Writing the essay





Final Thoughts-*Reflection Journal*, pages 7-8

Consider your instructional practice:

- 1) How can you use one of the example replacement units in your curriculum? What would need to change?
- 2) Examine a current unit you are planning to teach. Explain how you can revise the unit, creating a replacement unit, which has analysis at the core.



For More Information...

Thompson, J. (2022). [Text Dependent Analysis – TDA Replacement Units](#).
Center for Assessment (www.nciea.org)

Or

[Pennsylvania Department of Education: Text Dependent Analysis \(TDA\) Toolkit](#)



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Text Dependent Analysis – Replacement Unit for Grade 4 Analysis of Characterization and Theme

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Going Deeper with Text Dependent Analysis

- Introduction:** Introduction to the TDA Professional Learning Series
- Module 1:** Text Dependent Analysis: A need for curriculum and instructional shifts
- Module 2:** Understanding Text Dependent Analysis
- Module 3:** Anatomy of Text Dependent Analysis Prompts
- Module 4:** Selecting Complex Texts for Analysis
- Module 5:** The Difference Between Inference and Analysis
- Module 6:** Purposeful Annotations
- Module 7:** Close Reading Questions Leading to Analysis
- Module 8:** Analyzing Reading Elements and Text Structures
- Module 9:** Collaborative Discussions
- Module 10:** Modeling a Text Dependent Analysis Response
- Module 11:** The Purpose of Text Dependent Analysis Learning Progressions
- Module 12:** Analyzing Text Dependent Analysis Responses
- Module 13:** Developing Close Reading Lessons Leading to Analysis
- Module 14:** Developing Replacement Units Leading to Analysis
- Module 15:** Using the Grades K-8 Deconstructed Standards



References

- 1) Marion, S. & Shepard, L. (2010). *Let's not forget about opportunity to learn: Curricular supports for innovative assessments*, www.nciea.org.



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Thank You