



Text Dependent Analysis – Replacement Unit for Grade 7 Analysis of Author’s Craft 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 element/techniques. 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 element/techniques 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 element/techniques **author’s craft 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:

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



The replacement unit differs from the Close Reading Lesson in two ways. First, the unit allows students to gradually develop the necessary knowledge and skills for demonstrating analysis over the course of multiple weeks while reading various texts, whereas the Close Reading Lesson includes all possible activities associated with comprehension, analysis, and essay writing based on one text. Secondly, the unit references sections that include multiple tasks/activities and assessments but do not specifically use this terminology. However, the Close Reading Lesson specifically labels each activity as a task.

The texts in this unit have been selected as they are publicly available and are not dependent on a specific reading series. Teachers should feel free to use these texts, texts that are in their district's reading series, or a combination of the two, and to shift the order of the texts identified based on preference.

The Replacement Unit includes the following components:

- Unit Overview
 - intended focus
 - selected texts with hyperlinks, and
 - approximate length of time required for the unit
- Standards, Knowledge, and Skills
 - Pennsylvania Academic Standards that are taught through this unit
 - underlying knowledge that students need to know
 - underlying skills that students need to demonstrate
- Assessment Plan
 - culminating text dependent analysis text, author, and prompt
 - example proficient response
 - reading comprehension, analysis, and writing assessments:
 - pre-assessment and evaluation criteria
 - formative assessment and evaluation criteria
 - constructed response assessment and evaluation criteria
 - other evidence and evaluation criteria
 - summative assessment and evaluation criteria (this is the culminating text dependent analysis prompt)
- Instructional Plan
 - sections which identify the focus for instruction, the approximate time necessary for the section, and includes multiple ideas, tasks, and activities
 - planned activities, text dependent questions, and assessments
 - teacher actions identifying the teacher's instructional role
 - student actions identifying the manner in which students will engage



The Instructional Plan is only one possible way to combine texts and instruct students on the knowledge and skills necessary for comprehension, analysis, and essay writing, and teachers should feel free to modify it to accommodate content previously taught, or to meet their students' needs. The Instructional Plan does not include daily lesson plans, nor a description of every learning activity that should be taught. Rather the Instructional Plan is a general pathway that a teacher follows allowing students to be successful on demonstrating reading comprehension, analysis, and essay writing. Some specific activities and example key questions that help elicit student thinking about the key concepts are included, but the unit is not all inclusive and should be enhanced. Different assessments are identified and described within the Assessment Plan. Any assumptions about pre-requisite knowledge and skills are identified within the Instructional Plan.

It is important to note that two text dependent analysis resource documents have been developed that are interconnected and should be used in conjunction with this unit to gain a full understanding of what students at this grade level are able to learn and demonstrate. These resource documents include:

1. Close Reading Lessons for *Uncle Timothy's Ships* by Summer Woodford
2. Annotated Student Responses to a text dependent analysis prompt for *Uncle Timothy's Ships*

The Close Reading Lessons are part of this unit and discussed in Sections 2 and 5.

Finally, it is imperative to read the entire section to understand the structure of the Instructional Plan and the interaction of the three parts. Each part of the section guides the teacher through a general pathway for planning, teaching, and assessing the concepts of the unit.

Unit Overview

ELA Unit Focus	Author's craft and theme
Texts:	<u>Dustin</u> (Pixar Short) <u>Bao</u> (Pixar Short) <u>Hey Deer</u> (Pixar Short) <u>The Mending Wall</u> by Robert Frost <u>Names/Nombres</u> by Julia Alvarez <u>The Party</u> by Pam Munoz Ryan <u>The Fan Club</u> by Rona Maynard <u>The Jacket</u> by Gary Soto <u>Uncle Timothy's Ships</u> by Summer Woodford <u>The White Umbrella</u> by Gish Jen Approximately three weeks

Length of Time for Entire Unit:



Standards, Knowledge, and Skill

Standards

Reading Literary Text:

CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

Writing:

CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. *Use precise language and domain-specific vocabulary to inform about or explain the topic. *Use sentences of varying lengths and complexities. *Develop and maintain a consistent voice. *Establish and maintain a formal style.

CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.



Speaking and Listening:

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Key Knowledge (Content) – *Students will know...*

Reading Comprehension

- different techniques, including but not limited to:
 - figurative language
 - story elements
 - literary/reading elements
- techniques used by authors are also known as author's craft
- different techniques used by authors help to convey a theme
- text evidence can be in the form of quotes as well as paraphrasing
- inferences are based on text evidence
- inferencing requires comprehension of the text
- text evidence is required to be accurate and precise

Analysis

- inferences about text involve combining content knowledge and evidence from the text
- inferences allow for making meaning of small parts of the text
- analysis requires explaining the interrelationship of two literary elements/techniques and drawing a conclusion about the whole text

Writing (a response to a TDA prompt)

- strategies for introducing the topic or text
- evidence and inferences must be explained
- similar information is grouped together
- transition or linking words support an organizational structure
- a statement or section is used to create a logical ending
- precise vocabulary is used to demonstrate comprehension



Key Skills (Do) – *Students will be skilled at...*

Reading Comprehension

- identifying and describing author's craft as a purposeful choice of literary elements/techniques including:

Figurative Language

- adage – a proverb or short statement expressing a general truth.
- personification – an object or abstract idea given human qualities or human form
- simile – a comparison of two unlike things using *like* or *as*
- metaphor – comparison of two unlike things not using *like* or *as*

Sound Elements

- repetition – repeating a word or phrase to help the reader remember and recognize the importance of the message

Literary Elements/Techniques

- dialogue – the conversation between or among characters in a literary work
 - sentence structure – short/long sentences
 - word choice – an author's use of words that affect the meaning, tone, and mood of a text
 - tone – the attitude of the author toward the audience, the characters, the subject, or the subject
 - character development – believable character traits, which evolve as the character grows
 - plot events – the sequence of events including the conflict, in which one event affects the next
 - flashback – a transition in a story to an earlier time that interrupts the normal chronological order of events
 - imagery – use of words to create a picture in the reader's mind
 - irony – the use of a word or phrase to mean the exact opposite of its literal or usual meaning
 - symbolism – use of a person, situation, word, or object used by the author to represent another idea
- identifying and explaining theme topics and theme statements
 - identifying and describing figurative language and analyzing the impact on the tone of the text
 - using accurate and precise quotes and paraphrases from text as evidence about figurative language and theme
 - using figurative language and their meaning within the text as evidence to make inferences
 - interpreting and analyzing how the author's use of figurative language conveys a theme

Analysis

- identifying and explaining relevant evidence from the text to support inferences
- identifying and explaining inferences made from the text(s) to explain and analyze the interrelationship between author's craft and theme

Writing (a response to a TDA prompt)

- introducing the topic and text through an introduction
- including quotes and paraphrases that support inferences
- supporting the evidence and inference with an explanation of its meaning
- organizing information by using transition or linking words
- using precise vocabulary to demonstrate comprehension



- providing a concluding sentence or statement creating a logical ending

Assessment Plan

Culminating Text Dependent Analysis Text and Prompt

Text: [*The White Umbrella*](#) by Gish Jen

Prompt: Authors use various techniques, including figurative language, to convey a message in a story. Write an essay analyzing how the techniques used in the story *The White Umbrella* help to convey a theme about identity. Be sure to use evidence from the text to support your response.

Example Proficient Response

The main character and narrator of *The White Umbrella* is embarrassed by her mother's old-fashioned ways and her cultural beliefs. The narrator feels self-conscious of her Chinese culture and longs to have things that her mother doesn't provide and to be someone she is not in order to fit into the American culture. Throughout the story she learns to appreciate what she has and not be distracted by material things. The author uses techniques such as personification, character development, and symbolism to convey this theme.

The main character struggles with not being as good as others. She makes up a story about a car they don't have when she and her sister arrive soaking wet at their piano lesson. When another piano student plays the piano perfectly, the narrator longs to play even better. When complimented by the piano teacher, the narrator uses personification when thinking, "An entire constellation rose in my heart." When the narrator saw the white umbrella she thought that "The white umbrella glowed like a scepter." Later, when she is given the umbrella after standing in the rain, she thinks, "It sprang up by itself as if it were alive, as if that were what it wanted to do – as if it belonged in my hands, above my head." These examples of personification reveals that she is only content and gratified when she is seen as something more than she is or when she is given something she doesn't have. This begins to lay the groundwork for the theme by showing that she hasn't learned to appreciate who she is and what she has.

From the beginning to the end of the story, the narrator's character develops from being focused on fitting into the American culture unlike her mother to realizing that she appreciates her mother no matter what she believes. When the narrator's mother doesn't come to pick her and her sister up from their piano lesson on time, and the narrator stands outside in the rain growing wetter and wetter, Miss Crosman gives her the white umbrella. The narrator is filled with joy for the coveted gift and empathy for her piano teacher's situation of being childless and tells her, "I wish you were my mother." Later, on their way home, they are in a car accident and the narrator fears her mother was dead. Finding that she is not dead, the



narrator realizes that she loves her mother and “throws the umbrella down a sewer.” These events shift the character’s understanding of what is important in life. The development of the character from the beginning of the story to the end reveals the theme that one should appreciate what she has and not be distracted by material things.

Throughout the story the white umbrella becomes the object of the narrator’s affection. When she first spots the umbrella she thinks it belongs to the piano student who plays better than herself. She stares at the umbrella. “I wanted to open it, twirl it around by its slender silver handle; I wanted to dangle it from my wrist on the way to school the way the other girls did.” These thoughts show how the umbrella symbolizes her desire to be someone that she is not and to fit into the American culture. When Miss Crossman brings out the umbrella while the narrator is waiting in the rain, the umbrella symbolizes a form of love as she sees it as a gift that her own mother won’t give her. At the end of the story, when the narrator throws the umbrella down the sewer, she realizes that the umbrella symbolizes neither of these things. The changing symbolism created by the white umbrella reveals the theme that material things are not what matters, but rather one should appreciate what one has.

The white umbrella was at the core of the story and through the author’s techniques of personification, character development, and symbolism, the theme that we should appreciate what we have and not be distracted by material things is revealed.

Reading Comprehension, Analysis and Writing Assessments

Pre-Assessment:	Brainstorm various literary elements/techniques, define/explain the meaning of the literary element/technique, and explain why an author uses the literary element/technique.
Evaluation Criteria:	Listen to individual contributions or group discussions as students identify or record the literary element/technique and supporting information. Sort student responses by students demonstrating, partially demonstrating, and struggling to adjust instruction.
Formative Assessments:	Identify a theme statement for short videos viewed Respond to comprehension questions individually and in small groups Annotate text Deconstruct a prompt Identify explicit evidence and make an inference when completing an Evidence-Inference-Interrelationship Organizer Write an analysis body paragraph Write a 2-3 sentence summary



The Thompson TDA Model

Evaluation Criteria:	Observe while students discuss in small groups and record information on organizers and paragraphs. Use a student roster to indicate students demonstrating, partially demonstrating, and struggling.
Other Evidence:	Visual presentation identifying a summary of a text, the literary elements/techniques used to convey a theme, and the theme of the text Visual presentation identifying a 2-3 sentence summary, multiple symbolic meanings of the jacket from their story, evidence that supports the symbolism, a theme of the story, and an explanation of how the symbolism identified supports the theme. Author's craft notebook
Evaluation Criteria:	Observe while students discuss in small groups and record the information for the visual presentation. Use a student roster to indicate students demonstrating, partially demonstrating, and struggling.
Constructed Response Assessments:	Paragraph writing demonstrating analysis
Evaluation Criteria:	Review of writing and provide formative feedback using the TDA Learning Progressions (the use of the learning progressions is to diagnose students' strengths and needs rather than providing a score for grading). Examine the <i>glows</i> and <i>grows</i> provided by other students. Note: See TDA Series – Text Dependent Analysis Learning Progressions
Summative Assessment:	Independent response to culminating Text Dependent Analysis prompt
Evaluation Criteria:	Score responses using the Text Dependent Analysis Scoring Guidelines



The Instructional Plan

Section #1: Unit Introduction of Author's Craft and Theme

Length of Time: Approximately two to three class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher activates students' prior knowledge using the **pre-assessment** of identifying the meaning of "identity" and writing one or more themes related to the concept "identity".
- An overview of the unit goals and success criteria is shared with students.

Teacher Actions:

- As a **pre-assessment**, place students in small groups of three or four. Provide each group with chart paper and markers. Explain that they will work together to brainstorm various literary elements/techniques they have learned (provide students with one or two examples as a springboard for their brainstorming, if needed, such as characterization, theme, setting, point of view, types of figurative language such as simile, metaphor, personification, and so on). On their chart paper, they will identify the author's craft, a definition for the literary element/technique, and why an author uses the different literary element/technique. Students can create a table, concept map, or any other display that demonstrates their understanding of the various literary elements/techniques.
- Circulate as students brainstorm and chart their thinking, and prompt them to include as many literary elements/techniques as possible.
- After students have completed their charts, display them around the room and place post-it notes next to each chart paper. Explain that they will conduct a gallery walk in which they will review each chart and record a question mark and question if they are unclear what is recorded, an exclamation mark and comment if there is information that they hadn't thought of, and an equal sign and comment if the chart includes something similar to what they recorded.
- After the gallery walk, discuss a sampling of the questions, new information, and similarities. Explain that collectively, the different techniques authors use to convey their story is called author's craft and throughout the unit students will engage with different texts to identify and consider why the author used the different techniques. Throughout the unit, they will revisit the charts and students will create a notebook page that includes accurate information. For example:



The Thompson TDA Model

AUTHOR'S CRAFT	DEFINITION	PURPOSE
FLASHBACK	Move to a scene in a movie, novel, etc. that is set in a time earlier than the main story.	To help readers better understand present-day elements in the story or learn more about a character.
FLASH-FORWARD	Move to a scene in a movie, novel, etc. that is set in a time later than the main story.	Reveal significant parts of the story that have not yet occurred, but soon will in greater detail.
CLIFFHANGER	A component of a story ends unresolved.	To compel audiences to turn the page or return to the story in the next installment.
FOOBROWING	An indication or hint of what is to come later in the story.	Create suspense, feeling of unease, a sense of curiosity, or a mark that things may not be as they seem.
SUSPENSE	An uneasy feeling that a reader gets when they don't know what is going to happen next.	Heighten tension during a dramatic scene. Concoct scenes they don't want to give away. Build up to a twist!
STYLE	The way authors express their ideas, it's how they say something, not what they say.	Styles in writing are created deliberately by the author to convey a specific mood or effect.
TEXT STRUCTURE	The way authors organize the text: chapters, sections, sentences, diary, etc.	Focus attention on key concepts and relationships, anticipate what is to come.
CHARACTER IN-PIECE	Communication between two characters—spoken out loud, illustrated by quotation marks.	Helps reveal character traits, reveals relationships, can show tension between characters, and should move the story along.
GENRE	A genre is a book or story category defined by style, content, and form.	The specific genre can help set the story accurately as well as sets the reader up for the text's purpose.
POINT OF VIEW	The narrator's position in the story.	The author uses point of view as very intentional as part of their craft.

- Explain that students will view three different videos, *Dustin*, *Bao*, and *Hey Deer* to identify different literary elements/techniques used in the films. Explain that students can use their brainstormed charts to help identify the literary elements/techniques used. Place students in their small groups and after each video have students discuss the literary elements/techniques they noticed in each film.
 - *Dustin*: personification, foreshadowing, theme
 - *Bao*: foreshadowing, symbolism, theme
 - *Hey Deer*: plot events, setting, point of view, repetition, theme
- Discuss the literary elements/techniques in each Pixar short. Engage students in a discussion of how the literary elements/techniques supported their overall understanding of the film. Then as a **formative assessment** have student groups write a theme statement for each of the films. On a three-column chart with each film as a heading, record each group's theme statement. Discuss how the different techniques used helped them determine the theme statement.
- After the discussion, ask students to review the literary elements/techniques on their chart and determine if they would like to add to the chart, add or change the definition and/or the purpose of the literary element/technique. Then have students begin their notebook by adding the literary elements/techniques discussed and viewed in the videos, their definition, and their purpose.
- Identify the expectations of the unit and the success criteria. For example, throughout the unit students will be reading different texts to demonstrate understanding of how different literary elements/techniques (author's craft) help to convey a theme. Explain that by the end of the unit they will learn how to:
 - demonstrate comprehension or understanding of a text through annotations and responses to text dependent questions,
 - use evidence, inferences, and explanations to analyze the techniques used by the author (author's craft) in order to determine a theme, and
 - to write an essay that shows their comprehension and analysis.



Explain that throughout the unit these expectations will be modeled so that they can be independently successful by the end of the year.

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.).

Student Actions:

- Brainstorm different literary elements/techniques, their meaning, and why author's use them.
- Engage in a gallery walk to review literary elements/techniques to monitor their own understanding by questioning, commenting, and comparing responses.
- Students view three short wordless videos and work in small groups to identify different techniques used and identify a theme statement.
- Students engage in a whole class discussion of how the different techniques helped to convey a theme.
- Students follow along with the teacher as the teacher describes an overview of the unit and the success criteria. Students create an author's craft notebook adding the literary elements/techniques from the videos to their notebook and revise charts, as needed.

Section #2: Imagery, Tone, and Theme

Length of Time: Approximately two to three class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce imagery and the how the author's word choice creates imagery, tone, and irony.
- Prior knowledge of theme, universal themes, and theme statements are activated, and their meanings are clarified while discussing how imagery can reveal a theme.
- The teacher will support students' understanding that texts with similar topics can have different themes.



Teacher Actions:

- Introduce imagery using Task #1 from the [Learning Plan document](#), *Uncle Timothy's Ships*.
- Review and discuss the meaning of theme, universal themes, and theme statements and how imagery can reveal a theme using Task #2 from the [Learning Plan document](#), *Uncle Timothy's Ships*.
- Distribute the poem, *Mending Wall* by Robert Frost, to students. Explain that in both poems the building of walls expresses their identity, but the tone and theme are different. Have the students first number each line and then read the poem independently to get the gist of the poem.
- After students have finished reading, explain that they will engage in a collaborative group in which they will respond to **formative assessment** text dependent questions while engaged in a second close read of identified lines in the poem. Provide each student with a responsibility for their collaborative discussion such as reader (reads the identified section of the text), questioner (reads the text dependent question and ensures that the question is answered), recorder (writes the group's response on the question form), timekeeper (keeps the group moving along).

Note: See TDA Series – Collaborative Discussions for Close Reading

Note: See TDA Series – Close Reading Questions Leading to Text Dependent Analysis

Possible text dependent questions include:

- Lines 1-9: What four things does the speaker say that causes a wall to gap or fall apart?
 - Lines 1-11: What is the literal context of the poem? What is the speaker talking about? What is the significance that nature breaks apart the wall each winter?
 - Lines 12-19: What does the speaker and his neighbor do every spring? What does he mean when he says the word, "spell"? And to whom or to what do they say, "Stay where you are until our backs are turned!"
 - Line 27: What is the neighbor's defense? ("Good fences make good neighbors")
 - Line 28: What does he mean when he says, "Spring is the mischief in me"?
 - Lines 30-31: What is the speaker's point about cows?
 - Lines 32-34: The speaker shows his feelings about the existing wall. What is his tone, and what are his feelings?
 - Lines 35-37: What does "Something there is that doesn't love a wall/That wants it down" mean? Why is the speaker talking about elves all-of-a-sudden?
 - Line 38: What does the speaker want his neighbor to say? Why?
 - Line 41: What does the speaker imply about his neighbor's actions and motivation in keeping up the wall?
- Discuss the responses to the questions. Then share the meaning of irony as the use of a word or phrase to mean the exact opposite of its literal or usual meaning. Read aloud lines 22-26 and discuss how the speaker implies the irony of mending the walls.
 - Discuss the meaning of symbolism as use of a person, situation, word, or object used to represent another idea. Discuss the symbolic meaning of the *Mending Wall* (e.g., represents the neighbor's relationship that needs mending; they live separately and don't communicate except for mending the wall).



- After a class discussion ensuring students understand the meaning of the text and the techniques used by the author, in their small groups have students discuss the author's attitude about building a wall to develop a theme statement and record it with their responses to the discussion questions. A possible theme statement: good relationships require good boundaries.
- Ask groups to share their theme statements and discuss how these themes are different from the themes identified in the poem, *I Build Walls*, even though the topic is the same.
- Create an anchor chart to record the different techniques used and the themes discussed. Add to this chart throughout the unit.
- After the discussion, ask students to review the literary elements/techniques on their group's chart and if they would like to add or change the definition and the purpose of the literary element/technique. Then have students add to their notebook the literary elements/techniques discussed from the poems, their definition, and purpose.

Student Actions:

- Students respond to the statements sharing why it does or does not create imagery.
- Students brainstorm descriptive language that would create imagery.
- Students work in small groups to revise one statement to demonstrate the use of imagery and share it with the whole group for feedback.
- Students revise their statements to include at least one example of figurative language and share their statements.
- Students discuss literary terms with a partner and share their thinking with the whole group.
- Students categorize statements or phrases as either a theme topic, theme statement or central idea and justify their thinking.
- Students determine if the statement is specific to a text or could be considered a universal theme and why based on the definition of universal theme.
- Students independently read the poem, *I Build Walls*, and with a partner annotate the poem to identify a theme from the descriptive language and/or figurative language and share responses with the whole group.
- Students read, annotate, and respond to comprehension questions for the poem, *Mending Wall*, by Robert Frost.
- Using their understanding of the poem, students will identify a theme statement and compare these to the theme statements for *I Build Walls*.
- Students add the literary elements/techniques to their notebook and revise charts, as needed.



Section #3: Summarizing Text and Analyzing Literary Elements/Techniques and Theme

Length of Time: Approximately six to seven class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce and deconstruct a text dependent analysis prompt focused on techniques (author’s craft) and theme. Completing an evidence-inference-interrelationship organizer will be modeled and used to scaffold the writing of a body paragraph in response to the TDA prompt.
- Students will read, annotate, and collaboratively discuss comprehension questions, focusing on author’s craft and the theme.
- Students will engage in using organizer information to write a body paragraph that includes evidence, an inference, and analysis (techniques and theme).

Teacher Actions:

- In small groups, have students discuss the meaning of “identity” and how their “identity” allows them to belong to different communities. List and discuss words that help describe a person’s identity such as: gender, race, religion, and ability. Help students define any unfamiliar words. Ask students to share their definitions of identity and the different communities they belong to, including sports groups, church groups, cultural groups, and so on. Discuss if there are any communities that they don’t feel a sense of belonging. Explain that “identity” refers to how we perceive ourselves as an individual and member of a community.
- Explain that in the upcoming texts students will read about individuals who struggle with their “identity” in different communities. Explain that they will be analyzing how different authors’ use of techniques allows the reader to understand the character’s struggle with “identity” and themes related to “identity”.
- Review the meaning of author’s craft as the different techniques authors use to convey their story and review the anchor chart of techniques and ensure that student notebooks are updated with all techniques explored so far.
- Introduce the text, *Names/Nombres*, and inform the students that they will be reading and annotating the text to demonstrate understanding of how the author uses different techniques to help them understand the theme about “identity”.
- Explain that good readers write while they are reading, and that annotating text requires students to write margin notes that help them think deeply about the author’s use of techniques, including figurative language and word choice, and how they reveal a theme about identity.

Note: See TDA Series – Purposeful Annotations for Text Dependent Analysis



The Thompson TDA Model

- Model reading the beginning section of the story while annotating the text focusing on identifying literary elements/techniques and/or making inferences about the character's sense of "identity". For example:

<p>When we arrived in New York City, our names changed almost immediately. At Immigration, the officer asked my father, <i>Mister Elbures</i>, if he had anything to declare. My father shook his head no, and we were waved through. I was too afraid we wouldn't be let in if I corrected the man's punctuation, but I said our name to myself, opening my mouth wide for the organ blast of a trilling my tongue for the drumroll of the <i>r</i>, <i>All-vab-rrr-es!</i> How could anyone get <i>Elbures</i> out of that orchestra of sound?</p> <p>At the hotel my mother was Missus Alburest, and I was <i>little girl</i>, as in, "Hey, little girl, stop riding the elevator up and down. It's <i>not</i> a toy."</p> <p>We moved into our new apartment building, the super called my father <i>Mister Alberase</i>, and the neighbors who became mother's friends pronounced her name <i>Jew-lee-ah</i> instead of <i>Hoo-lee-ah</i>. I, her namesake, was known as <i>Hoo-lee-tah</i> at home. But at school I was <i>Judy</i> or <i>Judith</i>, and once an English teacher mistook me for <i>Juliet</i>.</p> <p>It took me a while to get used to my new names. I wondered if I shouldn't correct my teachers and new friends. But my mother argued that it didn't matter. "You know what your friend Shakespeare said, '<i>A rose by any other name would smell as sweet</i>.'" My family had gotten into the habit of calling any famous author "my friend" because I had begun to write poems and stories in English class.</p>	<p><i>Julia's reaction shows her fear of losing her family's identity.</i></p> <p><i>Her focus on the mispronunciation of names makes me wonder if she feels that she doesn't fit into her new country.</i></p> <p><i>Her mother's advice is to just ignore the name changes, but the author uses the word "argue" making me think that Julia doesn't feel the same way.</i></p> <p><i>The mother uses an adage to mean that the names of things do not affect what they really are</i></p>
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- Discuss the annotations pointing out the significance of names in this story as a way to demonstrate the importance of the narrator's "identity". Point out the figurative language, *adage*, and discuss its meaning as *a proverb or short statement expressing a general truth*. Discuss why the mother stated this. Add this figurative language to the anchor chart.
- Provide students with a list comprehension questions to help guide their annotations about the topic of "identity".

Possible questions include:

- Describe the author's attitude toward her American "new names".
 - Alvarez states "Ironically, although she had the most foreign sounding name, she and I were the Americans in the family". Explain what the author meant by this statement.
 - How did Julia's older sister get her name? Why did the older sister have the hardest time getting an American name? What happened with Mami and the other new mothers after the sister was born?
 - Why did the author state that her younger sister, Ana, "had the easiest time of all"? How did the pronunciation of Ana's name change over time?
 - The term *ethnicity* means belonging to a social group that has a common national or cultural tradition. What does Alvarez mean by her statement "ethnicity was not yet "in"?"
 - Cite the evidence that demonstrates that Julia did not want to be treated as the "rare, exotic friend."
 - How does the description of Julia's extended family further reveal her need to fit in?
 - How does Alvarez's attitude about her and her family being different change during the story? Cite evidence from the story in your answer.
- Engage students in a close reading of the remainder of the text either in pairs or small groups to read and annotate focusing on the literary elements/techniques, their meaning and their significance in the



text related to the theme topic, “identity”. Circulate as students discuss their annotations. Student annotations and discussions should serve as **formative assessment**.

Possible literary elements/techniques students will identify include:

- Simile: *“I pronounced it slowly, a name as chaotic with sounds as a Middle Eastern bazaar or market day in a South American village.”*
- Character development: attitude toward the mispronunciations of her name changes from beginning (*“How could anyone get “Elbures” out of “All-vah-rr-es”.*) middle, (*“I burned with shame whenever they singled me out as a foreigner.”*), to the end (*“I laughed to myself, wondering which one I would go by.”*).
- Repetition as symbolism: her name symbolizes her identity
- Irony: *“...although she had the most foreign-sounding name, she and I were the Americans in the family.”*

Note: See TDA Series – Collaborative Discussions for Close Reading

Note: See TDA Series – Close Reading Questions Leading to Text Dependent Analysis

- Discuss the responses to the comprehension questions, and how the literary elements/techniques impacted their understanding of the topic, “identity”.
- Have students work together in their small group to identify a theme statement related to “identity”. Display the theme statements and have students discuss similarities/differences between the statements. Have students determine if there are any statements that do not align with the meaning of the text. A possible theme statement for this text is: *What people call you shouldn’t change who you are and what you believe.*
- After the discussion, ask students to review the literary elements/techniques on their group’s chart and if they would like to add or change the definition and the purpose of the literary element/technique. Then have students add to their notebook the literary elements/techniques discussed from the poems, their definition, and purpose.
- Define a summary as a brief paragraph that captures all the most important parts of the text and answers the who, what, when, where, how and why questions but expresses them in a shorter space and as much as possible in the reader’s own words. Model writing a 2-3 sentence summary by having students generate statements about what happened in the beginning, middle and end of the text. Record these statements on sentence strips (paper or digital) arranging them in sequential order. Guide students in deciding which sentences are not necessary for a brief summary of the text (e.g., small details).
- Then explain that students will be using their annotations to analyze the text. Define analysis as an interrelationship between two literary elements and in this case it can be any of the literary elements/techniques used by the author and theme.
- Share the TDA prompt, *Authors use various techniques, such as figurative language, to convey a message in a story. Write an essay analyzing how the techniques used in the story help to convey a theme about identity. Be sure to use evidence from the text to support your response.*
- Ask students to read the prompt, then turn and talk to an elbow partner about what they know about the prompt including what they are expected to do in response to the prompt, what analysis means, and what reading elements they are asked to analyze.



Note: The responses to the discussion and the following instruction will depend on whether students have engaged in analysis instruction and/or previously deconstructed prompts.

Note: See TDA Series – The Anatomy of a TDA Prompt

- Deconstruct the prompt with students noting:
 - The first statement points students towards the two reading elements – techniques (author’s craft – including figurative language) and theme (author’s message). Refer students to the author’s craft anchor chart displayed in the room.
 - The second sentence describes what their action will be – *write an **essay analyzing** how the techniques used in the story help to convey a theme about identity.*
 - Point out the following:
 - o the word **analyzing** and ensure that students understand its meaning as the interrelationship of two reading elements (in this prompt, literary elements/techniques and theme).
 - o the literary element/technique or figurative language used in the story is the author’s craft. This doesn’t mean that students are identifying and defining the element/technique used and explaining why the author used it, but rather showing the reader how the elements/techniques used helps to convey a theme.
 - o author’s craft includes figurative language, literary elements/techniques, and sound elements (see list on page 6).
 - The final sentence reminds students to provide evidence from the text.
- Display a class **Evidence-Inference-Interrelationship** or similar organizer and provide students with a copy of the organizer. Explain that they will be completing the organizer using evidence from the text, *Names/Nombres* by Julia Alvarez, and using this information to respond to the text dependent analysis prompt.
- Model while thinking aloud, and engaging students in completing the **Evidence-Inference-Interrelationship** organizer. For example:

Evidence #1 – Literary technique	Adage: “ <i>A rose by any other name would smell as sweet.</i> ”
Inference #1 – Significance of the technique	names of things do not affect what they really are
Interrelationship #1 – Relationship to the theme about identity	it’s more important to remember who she is and where she comes from



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- Have students work in pairs or small groups to complete the organizer for Evidence #2, Inference #2, and Interrelationship #2.

Note: Depending on students' strengths and needs, the completion of the organizer can be modeled or completed in small groups, pairs, or independently. If modeled, the teacher should explain the piece of evidence, the inference, and interrelationship, while thinking aloud.

- Discuss the information included on the organizer ensuring students' understanding of the difference between evidence, inference, and interrelationship to the theme, and discuss how the information on the organizer is different from the information recorded for the summary writing.
- Model, while thinking aloud, writing the first body paragraph using Evidence #1, Inference #1, and Interrelationship #1. Below is a possible paragraph:
 - *The main character struggles with the many mispronunciations of her name such as Jew-lee-ah, Judy, Judith, and Juliet. The author states, "It took me a while to get used to my new names." Her mother uses an adage, "A rose by any other name would smell as sweet." This literary technique provides a brief piece of wisdom to tell her daughter that the names of things do not affect their identity. Although people in their neighborhood and teachers said Julia's name incorrectly, it's more important to remember who she is and where she comes from and without changing what she believes.*
- Point out to students that the paragraph requires more than just copying what is recorded in the organizer.
 - Identify with students how the paragraph indicates the literary element/technique used.
 - Identify that the meaning of the literary element/technique is explained.
 - Direct students' attention to how the inference explains the meaning or significance of the literary element/technique.
 - Identify how the final statement explains how the literary element/technique connects to the theme.
- Instruct students to write one body paragraph using the second set of evidence, inference, and interrelationship as a **formative assessment** using their organizer and the model paragraph either in small groups, pairs, or independently. Collect these paragraphs and sort into piles of demonstrating, partially demonstrating, and struggling. Use the TDA Learning Progressions to identify strengths, needs, and instructional next steps.
- **Text-Alike Groups #1:** Divide the class in half and distribute copies of the text *The Fan Club* to half of the students and *The Party* to the other half of the class. Explain that students will read, demonstrate comprehension, and analyze their text to identify the author's craft and how these literary elements/techniques help to convey a theme about the main character's view of their "identity". Explain that both texts deal with the main character's "identity" but there is a very different outcome for each character. Students will work in text-alike small groups and will be responsible for discussing their text with students who read the other text.
- Remind students that in order to analyze a text, they need to first demonstrate comprehension. Therefore, provide students with generic and text-specific comprehension questions to answer as they read and annotate sections of the text, reminding students that the focus of their annotations should be on the two reading elements in the prompt – the literary elements/techniques and how these are conveying a theme about identity.



Possible generic comprehension questions for both texts include:

- How does the main character feel about their friends? Provide supporting evidence.
 - How would you describe the main character? Explain your thinking.
 - What is the main character's true belief about what her friends are saying/doing? How do you know?
 - What is the main character's motivation at the end of the story? Explain your thinking.
- Place students in triads, having them first independently read and annotate the text. Then have them discuss their annotations with the partners in their triad. As students discuss their annotations, the teacher should circulate to ensure students understand how the author's use of techniques conveys the author's message/theme.

Possible literary elements/techniques students will identify include:

- *The Fan Club*: foreshadowing (Laura's comments tell the reader that what she really wants is to be accepted), characterization (Laura's struggle with wanting to be with the "in" crowd rather than befriend Rachel); theme – peer pressure can lead to negative changes in behavior.
 - *The Party*: imagery (descriptive words of how the narrator feels), character development (the shift from desiring to go to the party to refusing the invitation), foreshadowing (the narrator's admiration for Meredith); theme – everyone is different so accept who you are and don't let anyone change you.
- As a **formative assessment**, have students write a 2-3 sentence summary in their small groups by generating statements about what happened in the beginning, middle, and end of the text. Remind students, while circulating, to decide which sentences are not necessary for a brief summary of the text (e.g., small details).
 - Explain that students will prepare a visual presentation which includes a summary of the text, the literary elements/techniques used to convey a theme, and the theme of the text.
 - Provide time for student groups to create and share their visual presentation with another group who read the other text.
 - Display the TDA prompt: *Authors use various techniques, such as figurative language, to convey a message in a story. Write an essay analyzing how the techniques used in the story help to convey a theme about "identity". Be sure to use evidence from the text to support your response.*

Note: This prompt is intended to be the same prompt as the one used for *Names/Nombres*. This allows students to continue to develop their understanding of how analyzing author's craft helps to reveal a theme.

- Have students read and deconstruct the prompt explaining the meaning of each statement and the expectations of a response.
- Provide students with the **Evidence-Inference-Interrelationship** organizer reviewing how the organizer was completed with the previous text. Explain that they should reread the text focusing on their annotations related to literary elements/techniques and their theme to support the completion of the organizer. Circulate as students capture this information on an organizer providing guidance, as needed.
- Explain that when they have completed their organizer with three pieces of evidence, inferences, and interrelationships, they will write one body paragraph as a **formative assessment** in their small



groups using chart paper. Circulate as students construct their paragraphs reminding them that the paragraph requires more than just copying what is recorded in the organizer.

- After groups have completed their writing, explain that each group will share their analysis. Students listening will give feedback on the evidence, inference, and interrelationship by providing *glows* (positive feedback based on the success criteria) and *grows* (ways to improve the paragraph based on the success criteria) using the expectations of the body paragraph. Model how to review the analysis paragraph in order to provide *glows* and *grows* using one group's paragraph and a feedback sheet such as:

<i>Glows</i> (positive feedback)	<i>Grows</i> (ways to improve)

- Instruct students to independently write one body paragraph using the second set of evidence, inference, and interrelationship as a **formative assessment** using their organizer and the model paragraph. Collect these paragraphs and sort into piles of demonstrating, partially demonstrating, and struggling. Use the TDA Learning Progressions to identify strengths, needs, and instructional next steps.

Student Actions:

- Students discuss the meaning of “identity”.
- Students read and annotate texts identifying the different techniques used by the author to develop a theme about “identity”, and to respond to text dependent comprehension questions.
- Students identify and share a theme statement for the texts.
- Students generate statements about what happened at the beginning, middle, and end of the text to create a 2-3 sentence summary.
- Students deconstruct TDA prompts.
- Students collaboratively record evidence, inferences, and interrelationships on an organizer.
- Students write one body paragraph using information from their organizer.
- Students engage in a text-alike reading while annotating, responding to both generic and text-specific comprehension questions, writing a 2-3 sentence summary.
- Student groups create a visual presentation identifying a summary, literary elements/techniques used to convey a theme, and a theme of the text and share their information with the class.



- Student groups complete an evidence-inference-interrelationship organizer and use the information to write one body paragraph on chart paper.
- Students engage in peer-reviewing the body paragraph and providing *glows* and *grows* as feedback.
- Students independently write one analysis body paragraph.

Section #4: Symbolism and Theme

Length of Time: Approximately two to three class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce symbolism and its interrelationship to theme.
- Students will read, annotate, and collaboratively discuss comprehension questions, focusing on symbolism and the theme.
- Students will engage in using organizer information to create a concept map demonstrating understanding of symbolism and its relationship to theme.

Teacher Actions:

- Explain symbolism as the use of one thing to represent another idea. Symbols can be anything from colors, objects, locations, people, and more. Often, symbols reappear throughout a story. There are certain symbols, like colors, which can carry a similar meaning from text to text. Red, for example, often represents love and passion, or on a darker note, blood and death.
- Engage students in a discussion about symbols including:
 - colors in literature for a deeper understanding of character or [setting](#) or for adding to figurative language.
 - symbols can be abstract such as the smell of pine often symbolizes winter or winter holidays; bleach or chlorine symbolizes pool water and summer; love is often symbolized by intangible items: hearts, pulse, a complete circle.
 - weather is often foreshadowing or highlighting emotions of characters or pieces of the plot.
- Create a PowerPoint or other visual presentation that includes slides with different words, colors, smells, etc. Review one or two as a whole class to model and support student understanding. For example display the image of an American flag and ask students to brainstorm what it symbolizes. If students identify America or the United States, help them to brainstorm the concept or ideas that America represents, such as freedom. Possible images to display and their symbolic meaning, although other reasonable responses should be accepted:
 - Apple (knowledge, temptation)
 - Dove or olive branch (peace)



- Suitcase (travels or long journey)
 - Heart (passion, love)
 - Raven (prophecy, insight, loss, ill omen)
 - Owl (wisdom)
 - Winter (sadness or sorrow)
 - Spring: (birth, new beginning)
 - Fog/Mist (isolation; confusion, obscurity)
 - Rain (sadness or despair)
 - Wind and storms (violent human emotions)
 - Color – black (evil)
- Place students in small groups and have each group number a page corresponding to the number of symbols included in the visual presentation. Then, as different symbols are shared, give each group approximately one or two minutes to quietly discuss and record the meaning of the symbol. After all symbols are displayed, engage students in sharing their meaning and discussing similarities and differences in the responses.
 - Tell students that the best way to identify a symbol in a text is to think about a few key questions:
 - Does this object/color/place appear more than once in the story?
 - When this “symbol” appears, what is happening in the story?
 - At what point in the story does the “symbol” appear? (rising action, climax, falling action, etc.)Explain that if the symbol is repetitive or appears at the turning point in the story, then it is probably a symbol. If the “symbol” only appears once, doesn’t show up at a significant moment in the story, or seems to place no role in the story’s plot, then it likely isn’t a symbol.
 - **Text-Alike Groups #2:** Divide the class in half and distribute copies of the text *The Jacket* to half of the students and *The Scholarship Jacket* to the other half of the class. Explain that students will read, demonstrate comprehension, and analyze the author’s craft of symbolism and how this literary element/technique helps to convey a theme about the main character’s view of their “identity”. Explain that both texts deal with the main character’s “identity” but there is a different outcome for each character. Students will work in text-alike small groups and will be responsible for sharing the symbolism in their text and how it conveys a theme about “identity” with students who read the other text.
 - Remind students that in order to analyze a text, they need to first demonstrate comprehension. Therefore, provide students with generic and text-specific comprehension questions to answer as they read and annotate sections of the text, reminding students that the focus of their annotations should be on the two reading elements in the prompt – symbolism and how the symbolism conveys a theme about identity.

Possible generic comprehension questions for both texts include:

 - How does the main character feel about the jacket? Provide supporting evidence.
 - How would you describe the main character? Explain your thinking.
 - What is the main character’s feelings about the jacket? How do you know?
 - What is the main character’s motivation at the end of the story? Explain your thinking.
 - Place students in triads, having them first independently read and annotate the text. Then have them discuss their annotations with the partners in their triad. As students discuss their annotations, the teacher should circulate to ensure students understand the symbolic meaning of the jacket in each text and how it conveys the author’s message/theme about “identity”.



- Provide each student group with chart paper and have them create a visual that provides a 2-3 sentence summary, identifies multiple symbolic meanings of the jacket from their story, evidence that supports the symbolism, a theme of the story, and an explanation of how the symbolism identified supports the theme. Possible symbolic meanings include:
 - *The Jacket* by Gary Soto: Symbolism – the jacket symbolizes poverty, insecurity, struggle to overcome adversity, struggle with different cultures/backgrounds, self-destruction; theme – be grateful for who you are and what you have.
 - *The Scholarship Jacket* by Martha Salinas: Symbolism – the jacket symbolizes determination, hard work, injustice, values, achievement; theme – stand up for what is right.
- Provide students with an opportunity to share their visuals with another group who read the other text.
- Display the TDA prompt: *Authors use various techniques, such as symbolism, to convey a message in a story. Write an essay analyzing how the symbolism used in the story help to convey a theme about identity. Be sure to use evidence from the text to support your response.*
- Have students read and deconstruct the prompt explaining the meaning of each statement and the expectations of a response. Discuss how this prompt is similar and different from the previous prompts, noting that this prompt specifically focuses on symbolism.
- Ask students to review their visual and to discuss in their small groups how the information recorded supports writing an analysis response and what else is necessary for the essay, such as making inferences about the evidence.
- As a **formative assessment**, instruct students to independently use their visual and what they know about analyzing text to write one analysis body paragraph which includes evidence, an inference, and interrelationship of symbolism and theme. Collect these paragraphs and sort into piles of demonstrating, partially demonstrating, and struggling. Use the TDA Learning Progressions to identify strengths, needs, and instructional next steps.

Student Actions:

- Students engage in determining the meaning of different symbols.
- Students read a text in small groups to identify the symbolism and theme.
- Students create a visual depicting the symbolism in the text, evidence that supports the symbolism, a theme of the story, and an explanation of how the symbolism identified supports the theme.
- Students share their visual with another group who read a different text.
- Students read and deconstruct a TDA prompt.
- Students write on analysis body paragraph using the information from their visual to include evidence, inferences, and an interrelationship of symbols and theme.



Section #5: Text Dependent Analysis Close Reading Lesson for *Uncle Timothy's Ships* by Summer Woodward

Length of Time: Approximately four to five class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce a new text. Based on student needs and sections selected by the teacher, students will read, annotate, and collaboratively discuss comprehension questions, focusing on how the author's craft and theme.
- A text dependent analysis prompt is shared and deconstructed.
- This section will engage students in using the **Evidence-Inference-Interrelationship** organizer which includes multiple pieces of evidence, inferences, and analysis (interrelationship of author's craft/theme).
- This section will engage students in using organizer information to write multiple body paragraphs that include evidence, an inference, and analysis (interrelationship of author's craft and theme) through modeled, group, and independent writing.

Teacher Actions:

- Introduce the main text, *Uncle Timothy's Ships*, from the Learning Plan document. This section is used to prepare students for the summative assessment in section #6. A Learning Plan for *Uncle Timothy's Ships* has been fully developed and 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 #3 – Deconstructing a prompt, close reading, and demonstrating comprehension
 - Task #4 – Demonstrating understanding of author's craft and theme through a Text Rendering Experience and creating a Concept or Affinity Map
 - Task #5 – Completing an **Evidence-Inference-Interrelationship** organizer
 - Task #6 – Independently writing a TDA essay

Student Actions:

- Students pair read the TDA prompt to identify the meaning of each statement of the prompt and to identify theme as one reading element to be analyzed and generate possible second reading elements.
- Students work with the teacher to write the second statement of the prompt as a question.
- Students engage with peers in a small group to close read the text and annotate with a focus on author's word choice (including the dialogue) and figurative language that creates imagery, as well as the events in the story.
- Students discuss annotations with the whole class.
- Students discuss responses to the comprehension questions with peers in small groups and in a fishbowl session and share with the whole class.



- Student groups reread the text and create a Concept Map to answer the question: *How does the author's use of descriptive word choice (imagery, figurative language, dialogue) and events in the story, **Uncle Timothy's Ships**, convey a theme?*
- Students identify a possible theme for the story using the evidence collected on their Concept Map.
- Students engage in a Gallery Walk to review the different Concept Maps while identifying similarities, differences, and questions they want to ask.
- Students engage in a class discussion about the evidence used to support the identified theme.
- Students contribute to recording evidence #1, identify and provide evidence of the technique, inference and interrelationship to an event in the first section of the thinking organizer.
- Student groups examine their annotations, responses to text dependent questions, and insights about the quotes from the text to record evidence #2 and #3.
- Students discuss their responses and adjust their thinking organizer based on class discussion and feedback.

Section #6: Culminating Independent Text Dependent Analysis Prompt

Length of Time: Approximately two class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will provide students with the culminating text and text dependent analysis prompt for *The White Umbrella*.
- Students will independently respond to the prompt.
- Responses can be analyzed using the TDA Learning Progressions, or scored, if desired. This decision should be based on the time of the year this unit is taught, the progress that students have made throughout the unit, and the strengths and needs of the students.

Teacher Actions:

- Distribute the passage and prompt.
- Have students read the prompt and with a partner discuss the reading/literary elements/techniques they are expected to analyze. Have students review the success criteria for writing a text dependent analysis response.
- Tell students they should independently read and annotate the text and complete the **Evidence-Inference-Interrelationship to Theme** organizer prior to writing their response.
- Provide paper for students to write their **summative assessment** essay reminding students to include at least two pieces of evidence supported by their inference and explanation.
- Use the TDA Learning Progressions to diagnose student work. If desired, student work can be scored using the TDA Scoring Guidelines.
- Use the Student Work Analysis protocol to make decisions about differentiating groups and instruction.



Note: See TDA Series – Student Work Analysis Using the Text Dependent Analysis Learning Progressions

Student Actions:

- Students read the text dependent analysis prompt and discuss with an elbow partner the reading/literary elements/techniques they are expected to analyze and the success criteria for writing a text dependent analysis response.
- Students independently close read and annotate the text, then complete the **Evidence-Inference-Interrelationship** organizer.
- Students write an essay using the information from the graphic organizer.