



The Thompson TDA Model

Module 13: Developing Close Reading Lessons Leading to Analysis

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Warm-Up: Reflection Journal (page 2)

- 1) *How do you currently plan lessons to support the analysis of text?*
- 2) *Why do you think it is important for students to analyze text during close reading instruction?*



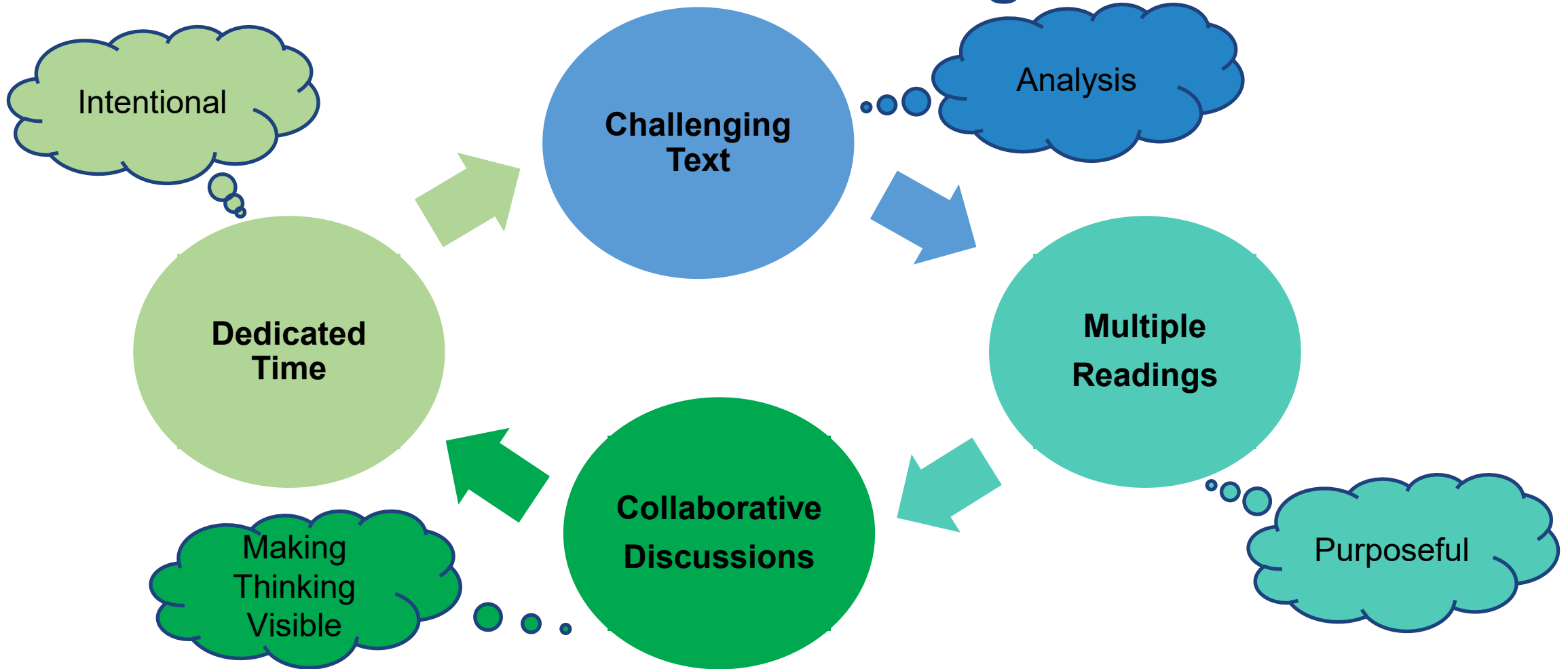
Close Reading

*Close reading involves the use of a collection of **evidence-based** comprehension strategies embedded in a teacher-guided discussion, planned around **repeated readings** of sections of a text in order to increase student comprehension.*





Structure of a Close Reading Lesson





Text Complexity for Analysis

1. Match readers to texts within their zone of proximal development ([Vygotzky, 1978](#)).

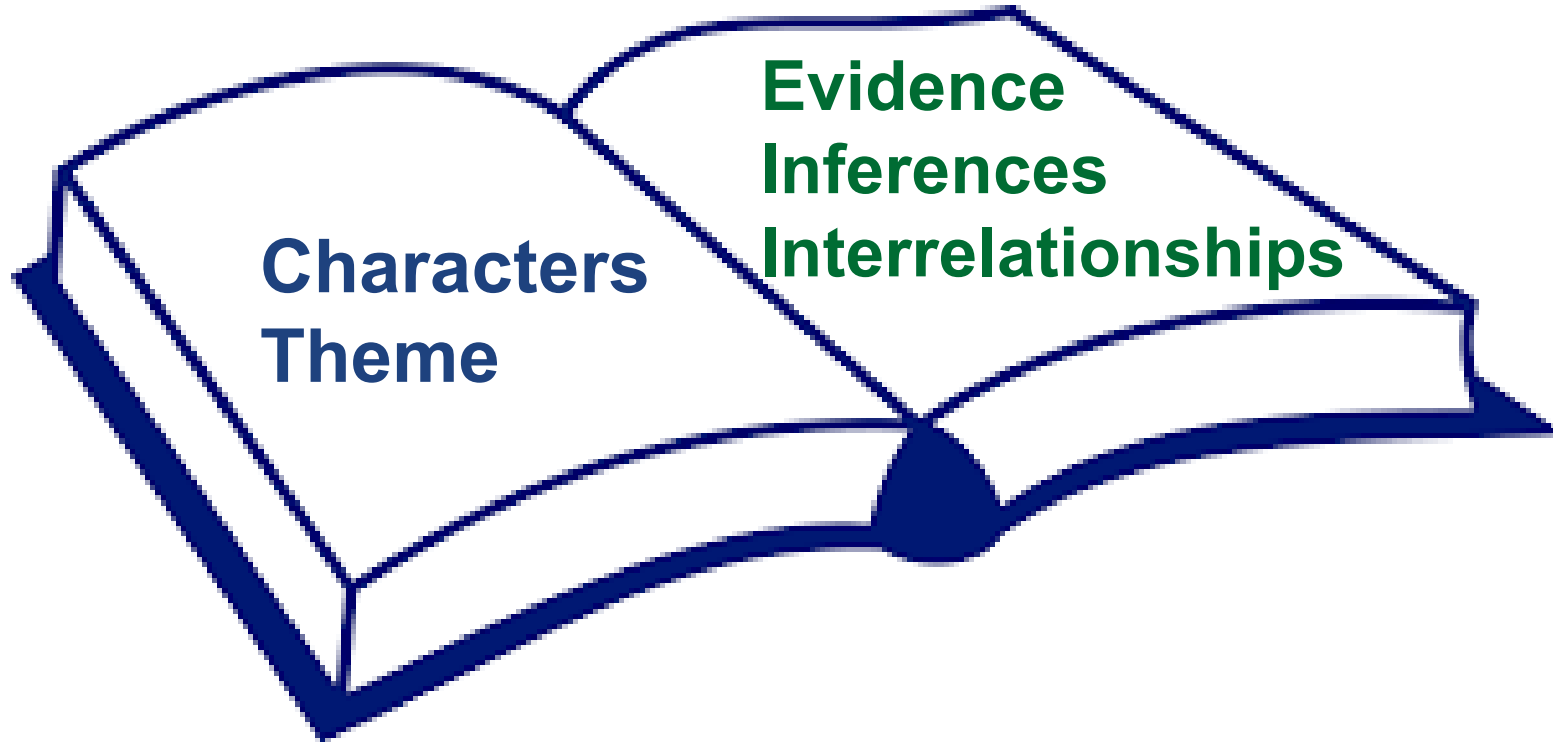
Text Complexity Grade Band	Suggested Lexile Range
Grades 2-3	450L – 790L
Grades 4-5	770L – 980L
Grades 6-8	955L – 1155L

2. Texts that are low in complexity leave little for the reader to infer or analyze.

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Text Structure				
Language Features				
Meaning				
Knowledge Demands				



Text Selection



For additional information on Text Selection see the TDA Resource: [Selecting Complex Text for Analysis](#)



Selecting Text: *Reflection Journal (page 3)*

Identify the reading elements in your current unit of instruction.

Examine an upcoming text and determine if it could be used for teaching analysis during a close reading lesson. Explain why or why not.

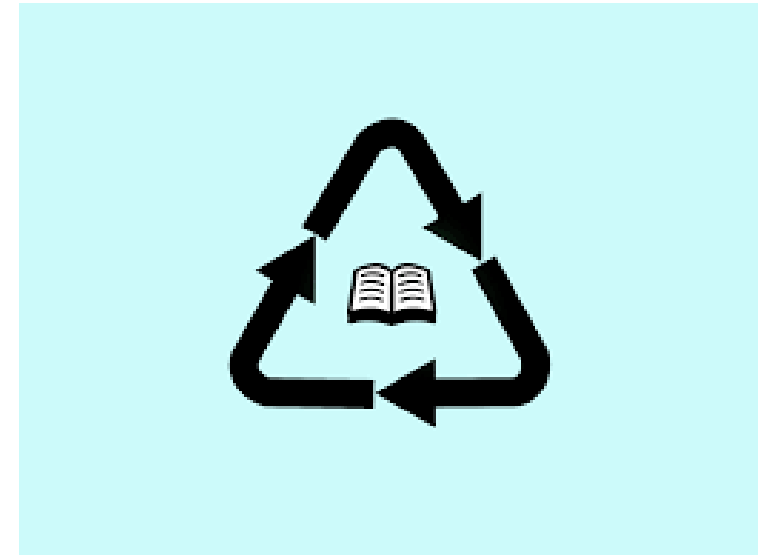


Rereading the Text

Re-read sections of the text to make:

- connections
- inferences
- meaning of the author's techniques or use of figurative language

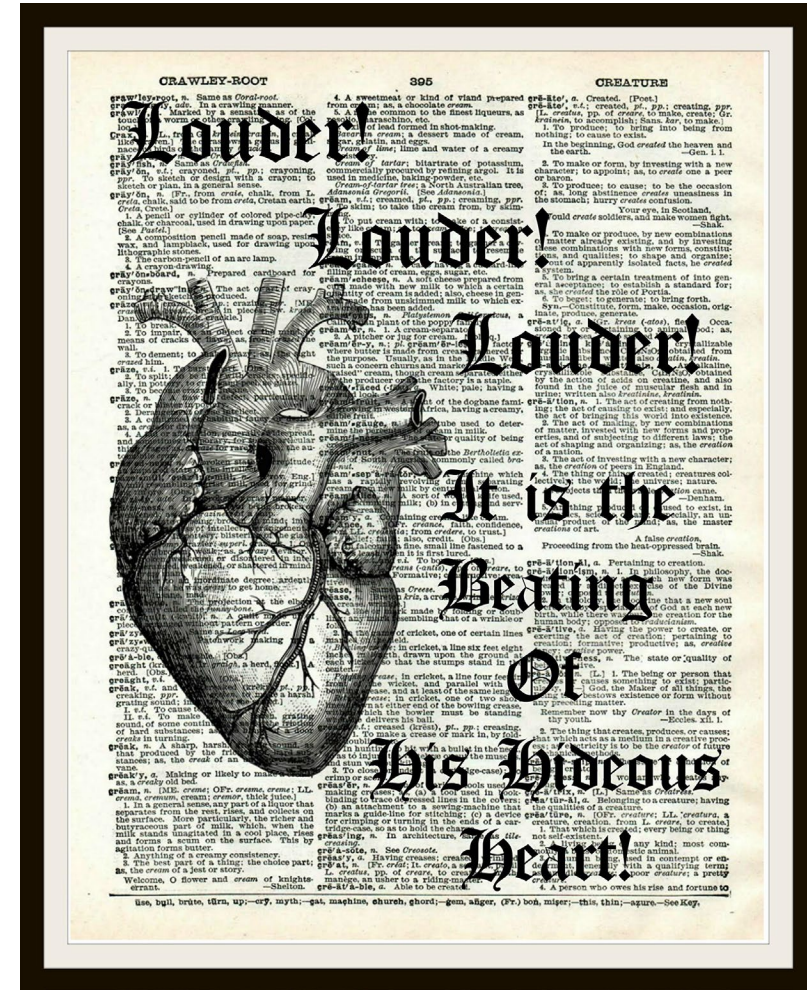
And re-read to consider what the text leaves uncertain or unstated.



Rereading the Text

- Identify specific focus and purpose.
- Develop text dependent questions.

- How does the narrator calling himself “nervous” but not “mad” in paragraph 1 foreshadow what is happening in this section?
- Find a line in this section that is repeated and discuss how it creates suspense in the story.
- The author uses two main symbols in this section – the eye and the heart. How do they create suspense?



For additional information on Text Dependent Questions see the TDA Resource [Close Reading Questions Leading to TDA](#)



Rereading the Text: *Reflection Journal* (page 4)

Identify the text you could use to teach analysis of the reading elements.

Record the text dependent questions you would pose to support analysis of these reading elements. Explain how these questions support comprehension and analysis.



Collaborative Discussions

- Engages students in understanding the text and how all text elements work together
- Builds knowledge, increases vocabulary, and identifies evidence to support thinking
- Makes real-world connections and engages students in dialogue
- Exposure to diverse perspectives allowing students to understand various possibilities





Collaborative Discussions

- Ask probing questions
- Ask clarifying questions
- Adjust instruction



For additional information on Text Dependent Questions see the TDA Resource [Collaborative Discussions for Close Reading](#)



Close Reading Lesson

- A close read is **engaging**
- A close read has a **defined purpose**
- A close read allows students to see **connections** within the text
- A close read provides a daily reason to **learn**
- A close read teaches students to **dig deeper** in the text
- A close read is a process to **learning more**

*Close reading... is not a change to what you teach –
just how you teach it!*

Dedicated Time!



Decision Points

What has been taught? What needs to be taught?

- Meaning of the focus reading elements
- Meaning of analysis
- Engagement in collaborative discussions
- Identify precise and accurate evidence
- Deconstructing a TDA prompt



Benefits of Analyzing Student Work: *Reflection Journal (page 5)*

Given what you have taught in your reading lessons about the reading elements, text dependent questions, and collaborative discussions, how much time would be needed for a close reading lesson that includes the different aspects of close reading and the decision points listed on the previous slide? Explain your rationale.



Backward Design Process

Text Dependent Analysis Information

Text	<i>Uncle Timothy's Ships</i> by Summer Woodford
Complexity (Lexile and Qualitative analysis)	Lexile level: 660 (Grade 7; 955-1155) Qualitative level: Moderately complex Note: Although the Lexile score is below grade 7, the meaning/purpose of the text adds to the complexity as there are multiple levels of meaning that are difficult to identify, are subtle and implicit. Additionally, the language features contain abstract and figurative language which may present difficulty for students.
Reading Elements/ Structure for analysis	Author's craft and Theme
Standards	CC.1.3.7.A – Key Ideas and Details (Theme): 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 – Key Ideas and Details (Text Analysis): 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 – Key Ideas and Details (Literary Elements): Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. CC.1.3.7.F – Craft and Structure (Vocabulary): Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

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

CC.1.4.7.B – Informative/Explanatory (Focus): Identify and introduce the topic clearly, including a preview of what is to follow

CC.1.4.7.C – Informative/Explanatory (Content): Develop and analyze the topic with relevant facts, well-chosen definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D – Informative/Explanatory (Organization): 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 – Informative/Explanatory (Style): 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.



Writing the Prompt and Response

Instructional Text Dependent Analysis Prompt

Authors use various techniques, such as figurative language, to convey a message in their writings. Write an essay analyzing the techniques the author uses to convey a theme in *Uncle Timothy's Ships*. Be sure to use evidence from the text to support your response.

Example Proficient Student Response as Written by the Teacher

The story describes a young boy who has always admired his uncle and the way he skipped rocks on the sea. His uncle took him to his house one day and talked with him about the ships he kept and how they wanted to be free. One day the uncle was on a boat, sailing further into the sea. His uncle was going to be free and leave everything behind for his freedom. The author used techniques like imagery, plot events, and dialogue to reveal the theme of the passage which is to do what you think is best for yourself.

Dialogue is one of the techniques Summer Woodford used in her story to provide insight into the character of Uncle Timothy. "They are . . ." Uncle Timothy paused and then said, "What I am. They are trapped. They haven't tasted freedom." The uncle and his nephew were standing inside their house, staring at the old ships in bottles that he kept. Uncle Timothy's dialogue with Timothy also

For additional information on Creating a Prompt and Writing a Response see the [TDA Close Reading Lesson Plans and Annotated Student Responses to TDA Prompts](#)



Instructional Plan

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

The Instructional Plan

Task #1

Planned Activities/Text Dependent Questions:

- In this task the teacher will activate prior knowledge and clarify the meaning and use of imagery and the use of figurative language to create imagery.

Teacher Actions:

- Record the statement: "The night was dark and scary."
- Ask students if the statement paints a picture in their mind considering the details that appeal to the readers' senses explaining why or why not.
- Explain that **imagery** is the use of vivid and descriptive language to appeal to the reader's senses and to evoke emotions or images of places/things in the readers' mind. Imagery allows the reader to see, smell, taste, or touch what the character experiences.
- Ask students to brainstorm descriptive language that could be used to give the reader a sense of how the night can be described to understand how it looks, feels, smells, and/or sounds. Record suggestions on chart paper or a white board. Examples could include, *humid, scent of rotten vegetation, sound of mosquitoes, smell of perfume, crackling of lightning*.
- Recreate the statement by using one or two examples of descriptive language For example, "The

Student Actions:

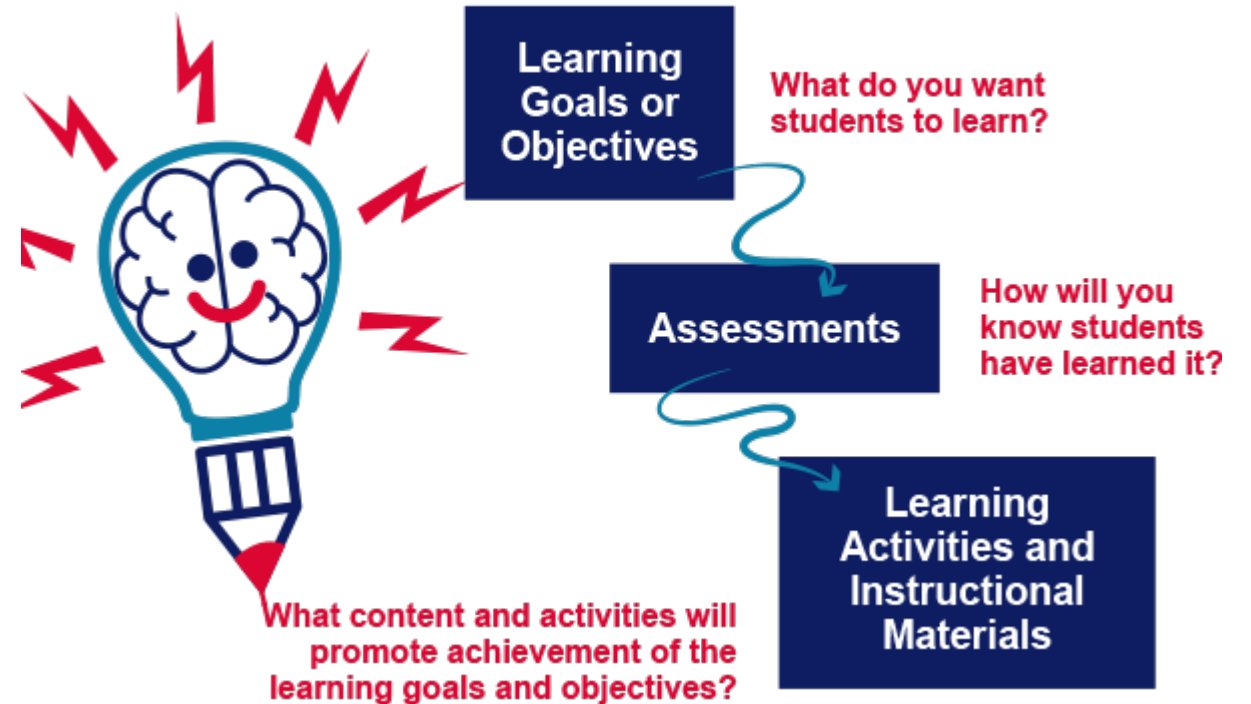
- Students respond to the simple statement, sharing why it does or does not create imagery.
- Students brainstorm descriptive language for the simple sentence that would create imagery.
- Students work in small groups to revise one statement to demonstrate the use of imagery and share it with the whole group for feedback.
- Students revise their statements to include at least one example of figurative language and share their statements.



High-Quality Lesson Plan

- Clear objective
- Well-organized content
- Student-centered approach
- Engaging activities
- Formative assessment

Backward Design Framework





Final Thoughts-*Reflection Journal*, pages 6-7

Consider your instructional practice:

- 1) In what ways are your current reading lessons similar and different from the high-quality close reading lesson described in this module?
- 2) Examine a current reading lesson you are planning to teach. Explain how you can begin with this lesson and revise it to meet the expectations of a high-quality close reading lesson leading to analysis.



For More Information...

Thompson, J. (2022). [Text Dependent Analysis – Close Reading Lessons](#).
Center for Assessment (www.nciea.org)

Or

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



The Thompson TDA Model

**Text Dependent Analysis –
Close Reading Lessons for
Uncle Timothy's Ships by Summer Woodford**

**Grade 7 Comprehension and Analysis of
Author's Craft and Theme
Based on the Text Dependent Analysis
Annotated Student Responses**

For students to successfully respond to text dependent analysis prompts, they 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. Text dependent questions 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 7 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 **author's craft and theme**. Author's craft is a broader expectation than one specific reading element, and in this case, students are expected to know different techniques, including imagery, figurative language, dialogue, and events, that the author uses to convey the theme. This text supports analyzing different types of figurative language (e.g., personification, repetition, metaphor) and symbolism to convey a theme; however, they are not all explored in this Close Reading Lesson. The Instructional





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

- Hess, K. (2018). *A local assessment toolkit to promote deeper learning: Transforming research into practice*. Thousand Oaks, CA: Corwin Press.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.



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Thank You