



The Thompson TDA Model

Text Dependent Analysis – Close Reading Lessons for *The Cormorant in My Bathtub* by Brooke Rogers

Grade 6 Comprehension and Analysis of Characterization and Plot Events 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 6 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 plot events. 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 *The Cormorant in My Bathtub* and the corresponding prompt found in the Grade 6 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



modify them to meet the sequence of their curriculum, accommodate content previously taught, or to meet their current students' needs.

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

Text Dependent Analysis Information

Text	<i>The Cormorant in My Bathtub</i> by Brooke Rodgers
Complexity (Lexile and Qualitative analysis)	Lexile level: 840 (Grade 6; 955-115) Qualitative level: Moderately complex Note: Although the Lexile score is below grade 6, the subject matter (taking care of birds covered with oil from an oil spill), including the references in the passage related to the death of the birds and the Garden of Eden adds to the complexity.
Reading Elements/ Structure for analysis	Characterization and Events
Standards	CC.1.3.6.B – Key Ideas and Details (Text Analysis): Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.3.6.C – Key Ideas and Details (Literary Elements): Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. CC.1.4.6.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.1.4.6.B – Informative/Explanatory (Focus): Identify and introduce the topic for the intended audience. CC.1.4.6.C – Informative/Explanatory (Content): 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.1.4.6.D – Informative/Explanatory (Organization): Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.6.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.1.4.6.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Instructional Text Dependent Analysis Prompt

Authors often present events and situations as a way to shape characters. Write an essay analyzing how the main character of *The Cormorant in My Bathtub* changes in response to the events in the passage. Use evidence from the passage to support your response.

Purpose and Use of the Instructional Plan

As students enter grade 6, they are often shifting from elementary school to middle school. Students in grade 6 are expected to be able to demonstrate greater independence when reading complex text and producing cohesive and coherent multi-paragraph essays on a regular basis. Additionally, sixth grade students should demonstrate a command of standard American English and writing skills such as organizing ideas, using effective transitions, and choosing precise words. The purpose of this Instructional Plan is to provide an example of how to organize close reading lessons that will lead students to understand the components of text dependent analysis (reading comprehension, analysis, and essay writing) as they engage with increasingly more complex texts.

In this plan the teacher builds on what students learned in the elementary grades by modeling for students how to annotate the text to identify accurate evidence, how to make an inference about the evidence, what it means relative to the reading elements/structure, and how to construct an essay conveying this information. The close reading lessons are intended to guide instruction and not to assess student work using a grade or score.

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

- What are the **planned activities** and **text dependent questions** used to engage students in the targeted learning?



- What are the **teacher actions** for each of the activities?
- What are the **student actions** for each of the activities?

Each task is numbered and contains three parts:

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

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

The Instructional Plan

Task #1

Planned Activities/Text Dependent Questions:

In this task the teacher will activate prior knowledge on recognizing text evidence that reveals changes in character traits and attitude.

Teacher Actions:

- Distribute the following cartoon and organizer to pairs of students.



Panel	What the Boy Does (Explicit Evidence)	Why He Does It (Inference about the Evidence)	What this Shows About the Boy (Inference about the Evidence)
1			
2			
3			
Explain how the boy changed from the beginning to the end:			



- Explain that students will work in pairs to:
 - Examine each panel of the cartoon to find explicit evidence (facial expression and actions) that shows what the boy does and record the information on the organizer.
 - Use the evidence to make an inference about why the boy demonstrated the behavior and record it on the organizer. Remind students of the meaning of an inference as *using explicit evidence and background knowledge to determine the meaning of a small part of the text.*

Note: See TDA Series – Recognizing the Difference between Inference and Analysis

- Use the evidence and inference, to record what they show about the boy, using a character trait and describing his character.
- Explain that students should discuss and explain how the boy changes from the beginning to the end of the cartoon and to record their thinking in the organizer below.
- Model, with student input, recording the information on the organizer. For example:

Panel	What the Boy Does (Explicit Evidence)	Why He Does It (Inference about the Evidence)	What this Shows About the Boy (Personality Trait)
1	He breaks the girl's teddy bear into two pieces.	He thinks it will be funny.	He is unkind – He is not always nice and thinks it will be fun to mess with others' things.
2			
3			
Explain how the boy changed from the beginning to the end:			

- Engage students in a whole group discussion ensuring they understand that characters in stories change in response to events. Use the cartoon boy's reaction to the girl crying because of his action and how this changed his behavior at the end.
- Display the following anchor chart and discuss with students.



CHARACTER CHANGE AND DEVELOPMENT		
Ways Characters Change	How Characters Change	Character Change Clues
Emotions or personality change – internal changes such as <ul style="list-style-type: none"> • rude to kind • greedy to unselfish • angry to content 	Beginning – learn about the main character’s traits, as well as the character’s strengths and weaknesses	Interaction of characters in a text – how do characters treat each other
Attitude or behavioral change – external changes in behavior	Middle – story events occur that cause the character to think about life differently	The way a character reacts to events – specific choices characters make in response to story events at different points in the story
Physical change – the way a character looks	End – the main character shows growth or a positive change	The character does something different than earlier in the story – consider what has changed and why

- Discuss the different ways characters change over time:
 - emotions or personality change – internal changes such as rude to kind, greedy to unselfish or angry to content,
 - attitude or behavior change – external changes in behavior, and
 - physical change – the way the character looks.
- Discuss how characters change throughout a story:
 - beginning of a story – the reader learns the main character’s traits, as well as the character’s strengths and weaknesses.
 - middle of the story – events occur that cause the character to think about life differently – maybe they act, think, or speak differently.
 - end of the story – the main character shows growth or a positive change.
- Discuss the clues students should look for to identify character change:
 - the interaction of characters in a text considering how characters treat each other
 - the way a character reacts to events considering specific choices characters make in response to story events at different points in the story
 - the character does something different than he did earlier in the story considering what has changed and why.

Student Actions:

- Student pairs examine the cartoon and record the evidence, inference and personality trait and explanation on the organizer following the teacher’s example.
- Students discuss and record an explanation of how the boy changes from the beginning to the end of the cartoon.
- Students debrief by sharing what they recorded about the change the boy demonstrated in the cartoon.
- Students follow along with the teacher’s explanation of what to look for to note character change and development.



Task #2

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce a short text for students to read and collaboratively discuss how the author demonstrates character change.

Teacher Actions:

- Display and distribute the short passage, [Oscar's Musical Odyssey](#).
- Tell students to independently read the first 14 sections of the text. Ask students to turn and talk to tell their elbow partner the gist of the text in one or two sentences.
- Use the displayed copy of the first section. While thinking aloud, model annotation of the text focusing on the information in the anchor chart. Point out the interaction of the characters and how Oscar's friends treat him.
- Direct students' attention to specific words and imagery in the passage, such as the use of *gloomily* and *quietly* when Oscar remembers and describes what he is going to do in the evening. Point out the words used by Oscar's friends when describing the experience of going to a symphony "*old gringo music*". Have students make inferences about the words and imagery. For example, students can infer from the use of the words *gloomily* and *quietly* that Oscar is unhappy and hesitant to tell his friends where he is going. The inference that students can make from the use of "*old gringo music*" and "*Watching the evening news in your bathrobe*" is that going to the symphony is for old folks.

Oscar's Musical Odyssey		
	Text	Annotations
1	"Hey, Oscar," Kevin yelled to his friend standing in the lunch line. "Do you want to come over to my house tonight? A bunch of us are going to watch a movie and stuff."	Oscar is hanging out with his friends in school.
2	Oscar grabbed two cartons of chocolate milk, put them on his tray,	Oscar seems unhappy and hesitant to tell his friends where he is going.
3	then joined Kevin.	
4	"Yeah, maybe," Oscar said, but as they reached the lunch table with the rest of the soccer team, Oscar gloomily remembered what the evening had in store for him. "Umm . . . no, I can't," he muttered. "I just remembered that I have to go somewhere with my parents."	
5		
6	"Where?" asked Kevin, taking a lengthy gulp from his water bottle.	He was embarrassed so he spoke quietly.
	Oscar was hesitant to say it out loud, as he knew exactly what would happen when his friends found out where he was going. "I have to go to the symphony tonight," he said quietly .	



7	The water in Kevin’s mouth exploded into the air, propelled by the laughter that closely followed. “The symphony?! Hey fellas,” Kevin	Oscar’s friends make fun of him because he is going to the symphony.
8	exclaimed as his voice rose to address everyone within earshot. “Guess where El Capitan Rico over here is going? He’s gonna go	
9	sip tea and listen to the symphony!”	
10	Instantly, the other soccer guys joined in mocking Oscar.	Oscar’s friends are not treating him well – they think that he is not acting like a real soccer player.
11	“I didn’t know that you had a thing for old gringo music, ” laughed Lorenzo.	
12	“What’s next, bro?” shouted Juan. “Watching the evening news in your bathrobe?”	They’re making fun of him saying he is like an old man.
13	“What kind of soccer player goes to the symphony?” said Javier.	
14	Oscar sighed. He knew this would happen. Although he loved the camaraderie he had with the guys on the soccer team, the amount of grief he was going to get over a stupid night out with his parents was going to be rough—very rough. While Oscar almost always felt tight with this group, this was stirring up some feelings of isolation within him.	Oscar reacts by being hesitant and embarrassed by how his friends feel about his parents plans.

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

- While thinking aloud and using students’ comments, model annotation of the middle section of the text focusing on the word choice and imagery created by Oscar’s reaction with his parents and his examination of the program. For example:

15	When Oscar got home from practice, he begged his parents to let him stay home. “I have a lot of homework to do . . . besides that kind of music is really for old people, like . . . you two!” he said, trying to be funny. It didn’t work.	Oscar is feeling peer pressure and attempts to get out of going to the symphony with his parents. First, he lies and then he tells the truth.
16	“You don’t get it,” continued Oscar. “The guys are giving me a really hard time . . . what kind of real soccer player goes to the symphony, anyway?”	
17	Oscar’s pleas were not effective, however, and instead his dad handed him his dress shirt. “Get ready,” he said. “We’re leaving in 15 minutes.”	
18	Later, as Oscar looked over the program the usher handed to him at the concert hall’s entrance, he rolled his eyes. The titles of nearly every piece of music was written in a language he didn’t understand. “Well, this will be fun,” he said.	He continues to be negative and sarcastic about being at the symphony.



- Instruct students to read the final sections (19-25) and explain what they noted about Oscar’s character.
- While thinking aloud and using students’ comments, model annotation of the final section of the text focusing on the word choice and imagery that demonstrates Oscar’s change in attitude. For example:

19	As Oscar waited for the musicians to take the stage, he idly scanned the empty chairs and instruments to pass the time. Suddenly, a wave of recognition washed over him—he spotted a familiar instrument. “Aren’t those trumpets?” he asked, pointing. Oscar had a hazy memory of watching his dad play an instrument like that in a mariachi group . . . but it was so long ago that he had forgotten about it until now.	Oscar reacts in a more positive manner when he recognizes an instrument that has meaning for him.
20	Oscar’s dad smiled. “Yes!” he said, winking. “I thought you might remember!”	
21	Soon the lights dimmed. The conductor raised his wand, and the instruments on stage came to life. The <u>interwoven harmonies</u> of the strings and brass worked together to <u>create a soaring tapestry</u> of sound, unlike anything Oscar had ever experienced before. Oscar was <u>spellbound</u> . From his vantage point on the balcony, Oscar could see the musicians working together as their hands moved to create music that didn’t sound all that different from what often played in the movies he loved. Some of the songs even seemed familiar, as if he’d heard them in a commercial or something. Oscar settled in and let the <u>captivating melodies engulf him</u> .	Creates an image that the music is enjoyable. Oscar obviously enjoys the symphony (spellbound, captivating melodies engulf him).
22	On the way home, Oscar’s mom said, “I know this wasn’t what you would have chosen for tonight, but I hope you enjoyed it.”	
23	“I thought it was great!” said Oscar. “I had no idea . . . I was so wrapped up in what the guys were saying about me that I didn’t give it a chance. I bet they would love this music!” he said.	Oscar’s reaction demonstrates that the experience or event has changed him.
24	“Maybe,” said his dad. “But if they don’t, does it matter?”	
25	And that’s when Oscar understood something. His whole identity didn’t have to be defined by only one or two things. Who he was could be a mix—an interwoven harmony of many things.	Oscar has a moment of clarity, and his words show a change in attitude.
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- Engage students in a discussion using the anchor chart and having students identify:
 - ways in which Oscar changed;
 - what they learned about Oscar in the beginning, middle, and end of the story;
 - clues (text evidence – events, word choice, and imagery) they used to know how Oscar changed.



Student Actions:

- Students independently read the identified sections of the text.
- Students turn and talk with an elbow partner to explain the gist of the story.
- Students follow along as the teacher models annotating the text.
- Students contribute to the discussion and annotations demonstrating how Oscar changed from the beginning to the end of the story.
- Students identify specific text evidence that supports the conclusion that Oscar changed his attitude in the story.

Task #3

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the text, *The Cormorant in My Bathtub* and the TDA prompt. The prompt should be deconstructed prior to reading the text.

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

- The teacher will ensure that students demonstrate comprehension of the text through a close reading, annotating the text, and collaboratively discussing the character’s personality traits and how the character changed from the beginning to the end of the story.
- The teacher will ensure that students know the difference between a summary and an analysis.

Teacher Actions:

- Distribute the text and prompt to students and display the prompt. Ask students to pair read and discuss the meaning of each statement in the prompt. Listen to student responses and ensure that they have identified the reading elements as the main character and events in the second statement (*Write an essay analyzing how the main character of *The Cormorant in My Bathtub* changes in response to the events in the passage*). Remind students that these reading elements are the same as what was explored in the short text, *Oscar’s Musical Odyssey*.
- Model writing, or have students write, the second sentence of the prompt as a question they are expected to answer (e.g., *How does the main character change in response to the events in the passage?*). This question will be used to guide the writing of the essay.

Note: The students have experienced deconstructing other prompts and writing questions prior to this task.

- Discuss the meaning of analysis by using the definition (*detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion*).
- Place students in triads for a first close read of the text by having them read, discuss, and annotate the text together. Focus students’ attention on the main character in the story while reviewing the Character Change and Development anchor chart previously developed. Listen as students discuss and annotate the text. Determine areas that cause confusion or information that



is significant to understanding the main character. Ensure annotations make student thinking visible.

- Direct students to record unknown or difficult words and make predictions about the meaning of the words based on context clues.
- Discuss the students' annotations as a whole group. Ensure that students described the character and the character changes. Discuss words that interfered with understanding the text.
- Discuss the difference between a summary and analysis. Tell the students that they will create a 2-3 sentence summary for the text that may be used in the introductory paragraph of their TDA essay.

Note: A summary is 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.

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

- Model writing a 2-3 sentence summary, using *Oscar's Musical Odyssey*, 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.
- Tell the student triads they will write a 2-3 sentence summary of *A Cormorant in My Bathtub*. Circulate and guide students on narrowing their summary to include 2-3 sentences that capture the gist of the text. Students will use their summary when writing the introduction to their TDA essay. Responses should be collected or saved where students can access them during the writing portion of the lesson.

Student Actions:

- Student read the TDA prompt to identify the meaning of each statement of the prompt and to identify the two reading elements to be analyzed.
- 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 the main character, including a description of the character and how the character changed.
- Students discuss annotations with the whole class.
- Students contribute to writing summary statements about *Oscar's Musical Odyssey* and determining which statements are necessary to provide a gist of the text.
- Students engage with peers to write a 2-3 sentence summary of *The Cormorant in My Bathtub*.



Task #4

Planned Activities/Text Dependent Questions:

- In this task the teacher will engage students in deepening their understanding during a second close read of the text using the text dependent discussion questions about the character's personality traits and the events that influence the change in the character.
- The teacher will ensure students' understanding of explicit evidence and inferences about the main character based on emotions and attitude and how the events influence these changes. Students should focus on the author's word choice and imagery to describe the character. Understanding and demonstrating this information is crucial for students to analyze the text.

Teacher Actions:

- Engage student triads in a second close reading of the text posing the following text dependent questions:
 - Paragraphs 1-3:
 - ♦ Describe the character at the beginning of the passage considering the character's emotions, attitude, and/or physical traits using specific text evidence (word choice and imagery).
 - ♦ Make an inference about the character based on the evidence.
 - Paragraphs 4-5:
 - ♦ Describe the event that caused a change in the character.
 - ♦ Provide specific text evidence that supports the character change.
 - ♦ Explain how paragraph 5 affects the overall plot of the passage.
 - Paragraphs 6-11:
 - ♦ Identify the events that caused the character to change.
 - ♦ Describe the character at the end of the passage considering the character's emotions, attitude, and/or physical traits using specific text evidence (word choice and imagery).
 - ♦ Make an inference about the character based on the evidence.
- Facilitate student sharing of their responses to the text dependent questions ensuring that students can explain the character's emotions and attitude from the beginning to the end of the passage and the events that caused a change in the character.
- Strengthen students understanding of how author's word choice and imagery help the reader understand a character's emotions or attitude by recording the following statements on chart paper and displaying them around the room:
 - Paragraph 2: "*How I envied those birds, their graceful black bodies circling and diving into the brilliant waters.*"
 - Paragraph 3: "*I was always dreaming that I would become a cormorant and fly away over the ocean, never to be seen again.*"
 - Paragraph 5: "*Tears streamed down my cheeks as I dashed into the ocean and gathered up as many birds as I could capture.*"
 - Paragraph 9: "*A few kids in my neighborhood stopped by to see the bird. Grandma encouraged them to stay for tea, and I was surprised at how much fun we had.*"
 - Paragraph 10: "*I felt needed and wanted, the black bird in my bathtub needed me, and my friends wanted me to play third base and share adventures with them.*"
 - Paragraph 11: "*I picked it up and stroked the smooth edge as I thought of all the bird had given me.*"



- Explain that the student triads will read the quote on the chart paper and discuss in what way they think the evidence is significant for analyzing how the character changes in response to the events in the passage. They will record their thinking on post-it notes and attach to the chart paper. Each group should have approximately 10 minutes at each chart paper to discuss and record their thinking about the quote before moving to the next quote. **Note: This activity may require multiple class periods.**
- Circulate to ensure that students are moving beyond superficial responses or copying what other groups have recorded. For example, encourage responses such as:
 - Paragraph 2: *“How I envied those birds, their graceful black bodies circling and diving into the brilliant waters.”*
 - ♦ *The main character knows fear and sadness, and this is why he envies the birds. People who want to escape their lives envy others – in this case the birds.*
 - ♦ *The main character is at a new setting and feels awkward, but the birds look perfect to him.*
 - ♦ *The character is feeling uncomfortable and doesn’t know what to expect, so he wants to be something other than what he is.*
 - ♦ *Since the main character is feeling sadness, he keeps to himself rather than meeting new people and the birds are free to go and do whatever they want.*
- Debrief with students the connotation of the words and the images they bring to mind. Discuss how making inferences and generalizing these inferences to the real world support their understanding of characters and how change impacts them.

Student Actions:

- Student triads reread the text and respond to text dependent questions to describe the character in the beginning, middle, and end of the passage considering the events that cause the character to change.
- Students share their responses in a whole group discussion.
- Student triads provide their insights about the meaning of different quotes considering the how the author’s word choice and imagery help the reader understand a character’s emotions or attitude,
- Students discuss the inferences and generalizations made about the quotes and the way in which they supported their understanding of the character and how change impacted him.

Task #5

Planned Activities/Text Dependent Questions:

- In this task the teacher will guide students in synthesizing their responses to text dependent questions and understanding of the quotes into a thinking organizer that will support their response to the TDA prompt.

Note: Remind students to refer to the prompt, annotations, responses to the text dependent questions, and insights from the charts, as needed.

Teacher Actions:

- Display and distribute a copy of the following thinking organizer:



Prompt: Authors often present events and situations as a way to shape characters. Write an essay analyzing how the main character of *The Cormorant in My Bathtub* changes in response to the events in the passage. Use evidence from the passage to support your response.

Evidence #1 – Character’s emotions/attitude/behavior at the beginning of the story:

Inference:

Event that influences the character’s emotions/attitude/behavior at the beginning of the story:

Evidence #2 – Character’s emotions/attitude/behavior in the middle of the story:

Inference:

Event that influences the character’s emotions/attitude/behavior in the middle of the story:

Evidence #3 – Character’s emotions/attitude/behavior at the end of the story:

Inference:

Event that influences the character’s emotions/attitude/behavior at the end of the story:

- Review the TDA prompt previously discussed and recorded on the thinking organizer.
- Review the meaning of analysis (*detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion*) and the elements that students are expected to analyze in their response.



- Explain that when analyzing text, it is expected that evidence is provided, the evidence is supported with an explanation of its meaning by making an inference, and the evidence/inference is connected to an event. Therefore, students will identify one piece of evidence that will support the character's emotions, attitude, and/or behavior at the beginning of the story, discuss what inference they can make about the evidence based on the author's word choice, and how the character's emotions, attitude, and/or behavior is connected to a specific event.
- Model, while thinking aloud, Evidence #1 and an inference about the evidence and record on the thinking organizer. Ask students to explain how the evidence and inference are interrelated to the development of the event in the story. Model recording this interrelationship on the thinking organizer while rephrasing the information that the students shared, if necessary. Have students record the information on their organizer. For example:

Prompt: Authors often present events and situations as a way to shape characters. Write an essay analyzing how the main character of *The Cormorant in My Bathtub* changes in response to the events in the passage. Use evidence from the passage to support your response.

Evidence #1 – Character's emotions/attitude/behavior at the beginning of the story:

*"How I envied those birds, their graceful black bodies circling and diving into the brilliant waters."
"I was always dreaming that I would become a cormorant and fly away over the ocean, never to be seen again."*

Inference:

The character is feeling sad and alone. He doesn't want any friendships and finds comfort being left alone on the beach with the birds.

Event that influences the character's emotions/attitude/behavior at the beginning of the story:

The main character just moved to the beach to live with his grandparents and had never been to the ocean before.

- Explain that student triads will discuss and identify evidence #2, inference, and the interrelationship with the event in the story and record on their thinking organizer. As students discuss this information circulate and provide feedback or clarify misconceptions, as needed. After students have recorded the information, have them share their thinking in a whole group discussion. Encourage students to provide feedback to extend the comprehension and analysis of the text.
- Discuss, provide feedback, and make adjustments to the students' information. Record the evidence about the character, an inference, and event that influenced the character on the displayed thinking organizer.
- Repeat the process for evidence #3, inference, and the interrelationship with the event in the story.



Student Actions:

- Students contribute to recording evidence #1, inference, and interrelationship to an event in the first section of the thinking organizer.
- Student triads 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 make adjustments to their thinking organizer based on class discussion and feedback.

Task #6

Planned Activities/Text Dependent Questions:

- In this task, the teacher will prepare students to independently write a TDA essay drawing evidence from the passage to support analysis while applying grade-level writing standards.
- The teacher will collect student responses to determine strengths and needs with respect to the ability to demonstrate the underlying components of a TDA essay (reading comprehension, analysis, and essay writing). The Text Dependent Analysis (TDA) Learning Progressions will assist the teacher in determining next instructional steps.

Note: Districts and teachers use different writing organizers that assist students in organizing their writing. The organizer that is taught and used can be incorporated in this lesson plan.

- In sixth grade, compositional writing for a text dependent analysis essay should include:
 - introduction of the topic and concluding statement or section
 - multiple paragraphs organized with one idea per paragraph including transitions to clarify relationships
 - specific details and evidence from the text
 - inferences about the evidence
 - explanation of what the evidence and inference mean
 - elaboration showing an interrelationship

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

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

Teacher Actions:

- Discuss with the students the expectations of an introductory paragraph, which may include (depending on the teacher/school/district expectations):
 - a restatement of the prompt
 - the title and author
 - a 2-3 sentence summary (optional), and
 - an introductory statement.



Note: Depending on when this lesson is implemented and how often a response to a TDA prompt has been modeled, the writing instruction can be modified by the teacher.

Note: See TDA Series – Modeling a Text Dependent Analysis Response

- Redistribute students' summaries from Task #4 or have students retrieve them from their folder or notebook.
- Model writing an introductory paragraph that includes 1) the title and author, 2) a restatement of the prompt 3) a 2-3 sentence summary (optional), and 4) an introductory statement. The modeling should include thinking-aloud the process used for identifying which information to include in the paragraph. Students should be engaged in the decision-making process and encouraged to explain why specific information is included. Below is an example introductory paragraph:

The main character of “The Cormorant in My Bathtub by Brooke Rodgers experiences a major change from the beginning of the story to the end. The main character came to live with his grandparents at their beach house, spending most of his time alone on the beach. A storm occurs that causes an oil tanker to wreck and spill its oil, killing many birds. The main character tries to save as many birds as he can, but only saves the cormorant. The main character saving the cormorant is what allows him to experience change.

- Discuss whether the paragraph includes all of the expectations of an introduction and introductory statement and other ways that students could write the paragraph.
- Discuss, with student input, and record on chart paper the expectations for a TDA body paragraph including:
 - a topic sentence establishing the context leading to the evidence, inference, and analysis;
 - accurate and precise evidence in the form of direct quotes or paraphrasing,
 - explanation of inferences based on the text evidence,
 - analysis of how the character's emotions, attitude, or behavior changed as a result of the events in the story; and
 - an elaboration of how the evidence and inference demonstrate a conclusion about how characters change as a result of events.

Note: These bulleted items are not necessarily separate sentences within the paragraph and are often woven together in a coherent manner.

- Model writing one body paragraph including the above expectations while thinking aloud and engaging students. Refer to the thinking organizer as a guide for writing the paragraph modeling how to expand and elaborate the information in a coherent paragraph without copying the information and considering it a complete paragraph. While modeling, explain to students that they cannot assume that the reader understands what the information means, and they need to explain and elaborate on its meaning.
- Model, discuss, and make adjustments based on student input. Have students determine whether all expectations are included in the paragraph. Specifically have students determine if the paragraph includes analysis and how they know.
- Complete the writing of the second body paragraph through small group discussion of the thinking



organizer and writing. This decision will be based on student strengths and needs of the students. Circulate and provide feedback, as needed, reminding students to review the thinking organizer and the expectations of writing the response. Ask groups of students to share their paragraphs asking the remainder of the class to provide positive feedback and ways to improve the writing.

- Complete the writing of the third body paragraph through small group discussions and writing or students can write the paragraph independently. The decisions will depend on students' strengths and needs. Either way, continue to circulate and provide feedback, as needed, reminding students to review the thinking organizer and the expectations of the response.
- Engage students in peer-assessment in which each student shares their paragraph and the other student provides feedback and ways to improve the writing.
- Debrief the process of writing the body paragraphs with students. Pose questions such as:
 - Which aspects of writing the body paragraph were easy for you?
 - Which aspects of writing the body paragraph were difficult?
 - How did you make sure you weren't summarizing the story?
 - How did you ensure that you were demonstrating analysis?
 - In what ways was the use of the thinking organizer helpful?
 - Did you return to the text to help support your response?
- Discuss with students the expectations of a concluding paragraph, which may include (depending on the teacher/school/district expectations):
 - a restatement of the expectations of the prompt
 - a restatement of the main points or ideas in the essay
 - a concluding statement about the text

For example:

The change in the main character is evidence from beginning to end. At the beginning of the story, he wants to be alone and only finds comfort in the beach and birds. After his experience with the oil spill and saving the cormorant, the main character has now gained friends and is hopeful about his new home and life. He now feels he has a purpose in life. Brooke Rodgers demonstrates to the reader that this major event with the cormorant was the turning point for the main character allowing him to finally feel at home.

- Prompt students to turn-and-talk to discuss whether the concluding paragraph includes the expectations of a concluding paragraph.

Note: Depending on when this lesson is implemented and how often a response to a TDA prompt has been modeled, the writing instruction can be modified by the teacher implementing this lesson. Reminder – a summary is not an analysis.

- Collect student essays. The body paragraphs written by students should be analyzed to determine students' strengths and needs based on the *TDA Learning Progressions*, and to determine instructional next steps.

Note: See TDA Series –Text Dependent Analysis (TDA) Learning Progressions



Student Actions:

- Students use their summaries to contribute to the information included in the introductory paragraph.
- Students follow along as the teacher models writing an example introductory and determines if all expectations are included.
- Students contribute to the discussion of the expectations of a body paragraph.
- Students follow along as the teacher models writing a body paragraph and contribute to the information that should be included.
- Students work in small groups to write a second body paragraph and share with the class what they wrote, making adjustments based on peer and teacher feedback.
- Students work in pairs or independently to write a third body paragraph and share what they wrote with a partner. Adjustments are made based on peer feedback.
- Students debrief the TDA writing process based on the questions asked by the teacher.
- Students follow along as the teacher models writing an example concluding paragraph and discuss whether the expectations are included.

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