



# The Thompson TDA Model

## Text Dependent Analysis – Replacement Unit for Grade 8 Analysis of Author’s Word Choice/Techniques 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 word choice 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
    - 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 *Caged Bird* by Maya Angelou
2. Annotated Student Responses to a text dependent analysis prompt for *Caged Bird*

The Close Reading Lessons are part of this unit and discussed in Sections 3 and 4.

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 word choice/techniques and theme
Texts:	<a href="#"><u><i>Dreams</i></u></a> by Langston Hughes <a href="#"><u><i>Learning Metaphors and Similes Through Song</i></u></a> <a href="#"><u><i>The Art of the Metaphor</i></u></a> <a href="#"><u><i>Mother to Son</i></u></a> by Langston Hughes <a href="#"><u><i>Fog</i></u></a> by Carl Sandburg <a href="#"><u><i>Nothing Gold Can Stay</i></u></a> by Robert Frost <a href="#"><u><i>"Hope" is the Thing with Feathers</i></u></a> by Emily Dickinson <a href="#"><u><i>The Road Not Taken</i></u></a> by Robert Frost <a href="#"><u><i>The Fish</i></u></a> by Elizabeth Bishop <a href="#"><u><i>You Begin</i></u></a> by Margaret Atwood <a href="#"><u><i>Still I Rise</i></u></a> by Maya Angelou
Possible Free Verse Novels:	<a href="#"><u><i>Brown Girl Dreaming</i></u></a> by Jacqueline Woodson <a href="#"><u><i>Love that Dog</i></u></a> by Sharon Creech



[\*The Crossover\*](#) by Kwame Alexander

[\*Starfish\*](#) by Lisa Fipps

[\*Long Way Down\*](#) by Jason Reynolds [**Note**-some words may be offensive]

[\*The Gift\*](#) by Li-Young Lee

Length of Time for Entire Unit:                      Approximately four weeks

### Standards, Knowledge, and Skill

#### Standards

##### Reading Literary Text:

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

##### Writing:

CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied 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.1.4.8.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. \* Create tone and voice through precise language. \*Establish and maintain a formal style.

CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.



CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Speaking and Listening:

CC.1.5.8.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.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

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

### *Reading Comprehension*

- author's word choice includes diction and figurative language which help to convey a tone
- word choice used by authors helps to develop 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 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 word choice, including diction and figurative language
- explain the figurative meaning of the author's word choice
- identifying and explaining theme topics and theme statements
- identifying and describing author's word choice and explaining 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*

- 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
- analyzing the interrelationship between author's word choice 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 Gift* by Li-Young Lee

Prompt: *Poets carefully select their words which convey strong feelings and emotions to communicate a message. Write an essay analyzing how the poet's word choice in the free verse poem, *The Gift*, develops a theme of the story. Use evidence from the poem to support your response.*



### Example Proficient Response

The poem, *The Gift*, speaks of the narrator’s memory of his father showing kindness, patience, and gentleness when removing a splinter from his son’s hand. The poet passes this gift to others that he loves. Throughout the poem the narrator uses specific words to reveal his feelings and emotions developing the theme that your attitude and behaviors have an impact on other people. The author uses descriptive words, imagery, and metaphors to develop this theme.

In the first stanza of the poem, the narrator describes the father using a “low voice” and having a “lovely face”. The description of the father in this memory creates an image of a loving father comforting his son’s pain from the splinter as the boy stares at his father and “not the blade” used to remove the splinter. The descriptive words in the second stanza clearly add to this memory as he states, “I can’t remember the tale, but hear his voice still” developing the theme that the father’s kindness and loving nature is what remained with the boy, not the pain of the splinter or even the story that the father told.

The poet uses a metaphor in stanza two where he compares his father’s voice and the effect it had on him to a “well of dark water, a prayer”. Later in the stanza the poet compares his father’s hands to “two measures of tenderness” and “the flames of discipline”. These descriptive words provide an image for the reader showing the depth of emotions the father had on the son. The image of a calming voice that, like a prayer, provides a sense of well-being and two hands that are tender and disciplined, which are carefully focused on the task, allowing the son to feel comforted knowing he is being cared for. These metaphors continue developing the theme that the father’s loving nature is the lasting impression on the son.

In the final stanza the narrator speaks of how he takes care of the person as he “shave her thumbnail down so carefully she feels no pain”, thus reminding him of when he was seven and his father did the same for him. These descriptive words show the reader how influential his father’s kindness and caring nature impacted him as he attempts to do the same for another person. These words along with the final statement, “I kissed my father” for how the father lovingly took care of him further develops the theme that what you do and how you behave impacts other people.

The father’s gift of being loving and caring was revealed in the poem through descriptive word choice, imagery, and a metaphor. Through the author’s word choice, the theme your attitude and behaviors have an impact on other people is developed.



## Reading Comprehension, Analysis and Writing Assessments

<b>Pre-Assessment:</b>	Collaboratively create a concept map by brainstorming known characteristics of poetry.
Evaluation Criteria:	Listen to individual contributions or group discussions as students identify and record characteristics of poetry. Sort group responses by students demonstrating, partially demonstrating, and struggling to adjust instruction.
<b>Formative Assessments:</b>	Read and discuss a poem to identify the topic, metaphor/simile and its figurative meaning, structure, and theme. Organize words based on positive, neutral, or negative connotation. Annotate text and discuss annotations. Respond to comprehension questions. Deconstruct a prompt. Identify explicit evidence and make an inference when completing an <b>Evidence-Inference-Interrelationship Organizer</b> . Write a 2-3 sentence summary. Write an analysis body paragraph.
Evaluation Criteria:	Observe while students discuss in small groups and record responses to comprehension questions and write information on organizers and paragraphs. Use a student roster to indicate students demonstrating, partially demonstrating, and struggling.
<b>Other Evidence:</b>	Visual presentation analyzing a text. 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.
<b>Constructed Response Assessments:</b>	Essay writing demonstrating analysis.
Evaluation Criteria:	Learning Progressions (the use of the learning progressions is to diagnose students' strengths and needs rather than providing a score for grading). Review of writing and provide formative feedback using the TDA. Examine the <i>glows</i> and <i>grows</i> provided by other students.

**Note: See TDA Series – Text Dependent Analysis Learning Progressions**



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<b>Summative Assessment:</b>	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 Word Choice and Theme

**Length of Time: Approximately one to two class periods**

**Planned Activities/Text Dependent Questions/Assessments:**

- In this section the teacher activates students' prior knowledge of poetry and how a theme is communicated through word choice using the **pre-assessment** of a concept map.
- An overview of the unit goals and success criteria is shared with students.

**Teacher Actions:**

- Provide each student with a short poem such as *Dreams* by Langston Hughes and read the poem aloud as students follow along.
- As a **pre-assessment**, place students in small groups of three or four and provide each group with chart paper and markers. Explain that they will create a concept map using this poem, and other poetry they are familiar with, by brainstorming what they know about poetry and how a poet uses specific word choice, details, and structure to convey a message or theme through a poem to create a concept map.

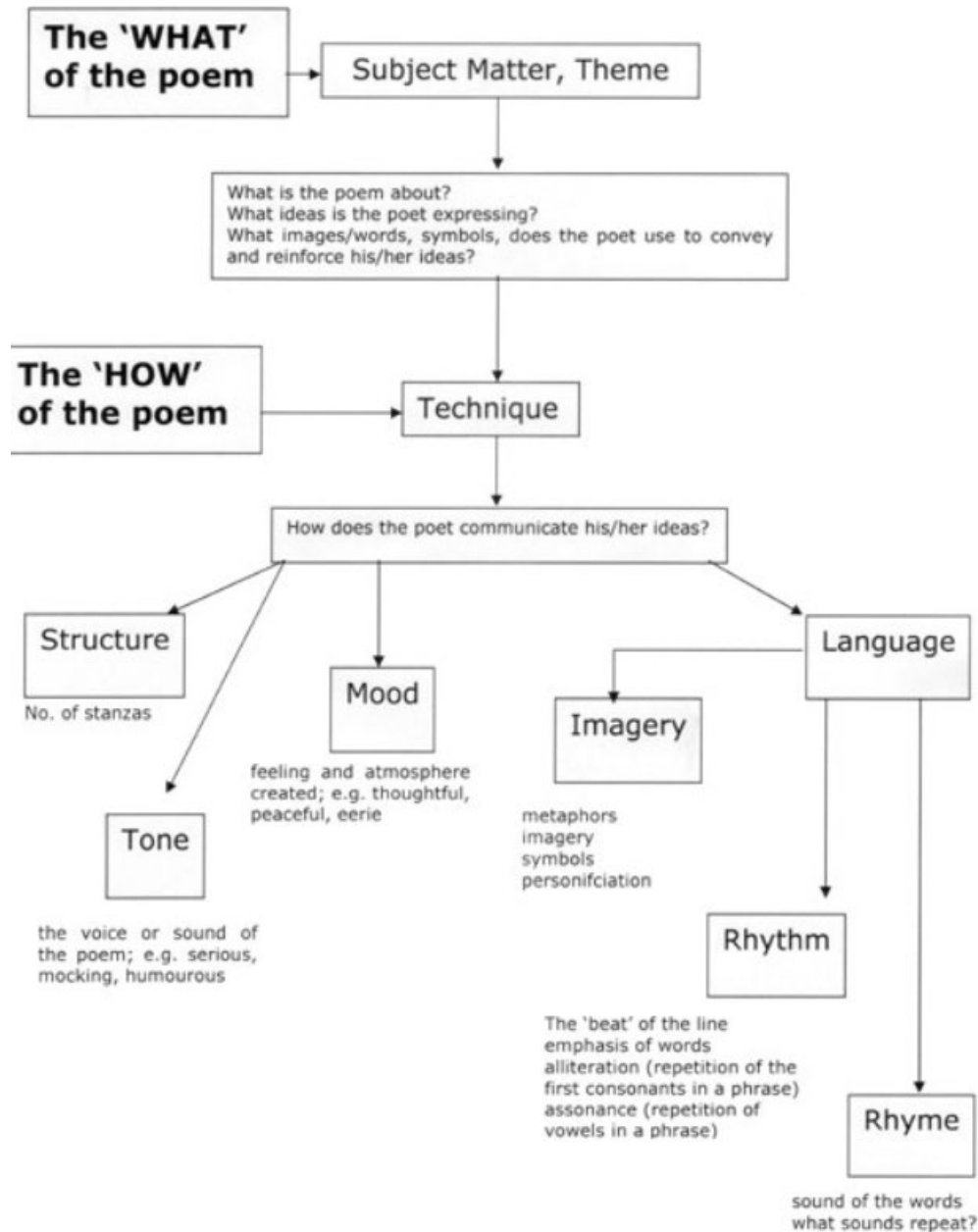
**Note: See TDA Series – Collaborative Discussions for Close Reading**

- Circulate as students brainstorm and create their concept maps. If students struggle with getting started, guide them to consider what they know about word choice (figurative language, words that affect meaning and tone, connotation, or figurative meaning), details (events, character, dialogue, narration), and structure (form, pattern, rhymes and/or meter, stanza arrangement).
- After students having completed their concept map, 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 concept map and record a question mark and question if they are unclear about 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.
- Use the information on the concept maps and the visual below, to add to the characteristics of poetry including:
  - Concentrated language – less words, more meaning
  - Words are chosen carefully so that each word fully impacts the meaning
  - Words are often chosen for their sound and layers of meaning
  - Language is used in a creative and expressive way that conveys strong feelings and emotions



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- Imagery, figurative language, and sound effects - poetry contains imagery (descriptions with sensory details), figurative language (similes, metaphors, symbolism, personification, etc.), and sound effect (alliteration, onomatopoeia, assonance, consonance, rhythm, and rhyme) because of the specifically chosen words
- Words in poems are intentionally arranged in separate lines and sometimes in stanza
- Rhythm and rhyme are sometimes found in poetry



Credit to MHS English Faculty for use of this image.  
<http://resources.mhs.vic.edu.au/english/students/poetry.htm>



- Return to the poem, *Dreams*, and ask students to turn and talk to identify the structure, the topic, and the figurative language used in the poem, why these elements of poetry are important, and why the author used these elements. Circulate as students discuss and then have several pairs share what they noted. Listen for student understanding of the following:
  - There are two stanzas, and the poem has an ABCB rhyming scheme. Stanzas are important as they help the reader to recognize the rhythm, organization, and emotional shifts in a poem and the rhyming scheme is used to evoke emotions from the reader.
  - The poem highlights the importance of dreams (topic) through two situations, one reflecting the poets belief that dreams should be nurtured and the second situation is that dreams disappear.
  - Identify that Hughes uses a metaphor by comparing dreams to both a broken-winged bird and a barren and frozen field. The use of the metaphor helps paint a picture for readers of the consequences of not holding onto his/her dreams.
  - The poet is trying to provide the message (theme) that dreams should not be willingly let go.
- Identify the expectations of the unit and the success criteria. For example, throughout the unit students will be reading different poems and an excerpt from a free verse book to analyze how the author's word choice, including connotations and figurative language, reveals 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 author's word choice in order to determine a theme, and
  - write an essay that shows their comprehension and analysis.
- Explain that throughout the unit these expectations will be modeled so that they can independently be 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 characteristics of poetry to collaboratively create a concept map.
- Engage in a gallery walk to review the characteristics of poetry to monitor their own understanding by questioning, commenting, and comparing responses.
- Students discuss the structure, topic, and figurative language used in a poem and why the elements are used by the author.
- Students follow along with the teacher as the teacher describes an overview of the unit and the success criteria.



## Section #2: Metaphor and Simile

**Length of Time: Approximately two to three class periods**

### **Planned Activities/Text Dependent Questions/Assessments:**

- In this section the teacher will activate prior knowledge of metaphors and similes and how they create meaning using poems and songs.
- The teacher will activate prior knowledge of theme topics and statements, and support students' understanding that poems convey themes.

### **Teacher Actions:**

- Re-introduce the concept of metaphors and similes by displaying the following statements:
  - She is an open book.
  - I was so tired last night. I slept like a log.
  - I could eat a horse.
  - He has eyes like an eagle. He notices everything.
  - The sand is as soft as powder.
  - She swam across the pool effortlessly, like a dolphin.
  - He marches to his own drum.
  - The bowling pins cracked like thunder when struck.
  - Life is like a box of chocolates.
  - Her eyes are as blue as the ocean.
  - I was a million miles away.
  - You are as brave as a lion.
  - That baby is as cute as a button.
  - He wears his heart on his sleeve.

Ask students to turn and talk to identify how these statements are the same and different, as well as to explain the meaning and purpose of each statement. Have students share their thoughts without correcting student thinking.

- Explain that poems and songs use metaphors and similes to communicate a message by making a statement or using a phrase that is not intended to be understood literally, but rather figuratively or metaphorically (note that both words are used for a nonliteral meaning). Identify that to understand the comparisons used (metaphors/similes) you need to understand the feeling or image that is shared.
- Prepare to play the video: [Learning Metaphors and Similes Through Song](#). Distribute the shortened song lyrics for each song in the video:



- **How the Grinch Stole Christmas**  
*You're a foul one Mr. Grinch*  
*You're a nasty, wasty Skunk!*  
*Your heart is full of unwashed socks*  
*Your soul is full of gunk Mr. Grinch*
  
- **I'm like a Bird** by Nelly Furtado  
I'm like a bird  
I'll only fly away  
I don't know where my soul is  
I don't know where my home is  
And baby, all I need for you to know is  
I'm like a bird  
I'll only fly away
  
- **Mean** by Taylor Swift  
You, with your words like knives  
And swords and weapons that you use against me  
You, have knocked me off my feet again  
Got me feeling like I'm nothing  
You, with your voice like nails on a chalkboard  
Calling me out when I'm wounded  
You, picking on the weaker man
  
- **Firework** by Katy Perry  
Do you ever feel like a plastic bag  
Drifting through the wind  
Wanting to start again?  
Do you ever feel, feel so paper thin  
Like a house of cards, one blow from caving in  
Baby, you're a firework  
Come on, let your colors burst  
Make 'em go, "ah, ah, ah"  
You're gonna leave 'em all in awe, awe, awe

Pause after each song and discuss the simile or metaphor. Have students turn and talk to explain the figurative meaning in each song and how it is different from the literal meaning.

- Play the video, [The Art of the Metaphor](#). Revisit the statements and song lines above and have students identify if there are any different thoughts they have about the metaphors/similes discussed. Pause after the video discusses the *Mother and Son* poem by Langston Hughes (at 4:30 min.) and distribute the poem, *Mother and Son* by Langston Hughes. Ask students to read and annotate the poem to identify the topic, metaphor, and theme.



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- Discuss the topic (hope and encouragement), the metaphor of comparing the mother's life and a treacherous staircase, the structure of the poem (free verse with no regular rhythm or rhyme scheme), and a theme (*no matter how tough life becomes, you should persevere*. Note: students may also recognize that this poem deals with dealing with racism). Ask students to identify other techniques used by the poet (e.g., repetition: *Life for me ain't been o crystal stair*, imagery: *"And boards torn up,/And places with no carpet on the floor."*).
- Before re-starting the video, distribute the poem *Fog* by Carl Sandburg and ask students to read it over. Have students turn and talk to identify the metaphor, structure, topic, and theme (e.g., *there is beauty and mystery in the natural world*) of the poem. Have several groups share their thoughts. Then start the video and identify the similarities and differences in responses.
- Place students in triads or groups of 4 and distribute each group with a different short poem with metaphors/similes in preparation for a jigsaw group activity. Poems can include:
  - *Nothing Gold Can Stay* by Robert Frost
  - *"Hope" is the Thing with Feathers* by Emily Dickinson
  - *The Road Not Taken* by Robert Frost
  - *The Fish* by Elizabeth Bishop
  - *You Begin* by Margaret Atwood
  - *Still I Rise* by Maya Angelou

Ask each group to read and annotate their poem. 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 word choice (including figurative language) and how they help to communicate a theme.

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

- As a **formative assessment**, have each group discuss and record responses to the following questions on an organizer:
  - What is the topic of the poem?
  - What is the metaphor/simile in the poem and what is its figurative meaning?
  - What is the structure of the poem and how does it contribute to the meaning of the poem?
  - How are the metaphors and/or similes useful in poetry considering the characteristics of poetry previously discussed?
  - What is the theme of the poem? What evidence supports this theme?
- Circulate as students discuss the poem and provide clarity and support, as needed.
- Explain that students will engage in a [jigsaw group activity](#) in which one student from each of the poem groups will teach the poem to the students from the other groups. Ensure that there are enough copies of each poem for the students in the jigsaw groups. Discuss the rules for engaging in the jigsaw group including reading the poem, asking clarifying questions, and completing an organizer for each poem, such as:



Name of Poem:	
Topic of Poem:	
Metaphor/Simile in Poem:	
Figurative Meaning of the Metaphor/Simile:	
Theme of the Poem:	

- After students complete the sharing during the jigsaw group activity, display and discuss the responses to the questions to ensure understanding of metaphors and similes, other types of figurative language used in the poem, as well as identifying a theme statement.

### Student Actions:

- Students turn and talk to discuss statements with a metaphor or simile and their meaning.
- Students view a video and follow along with the song lyrics to discuss the metaphor or simile and their figurative meaning.
- Students work in small groups to read and annotate poems, and identify the topic, metaphor, and theme.
- Students engage in a jigsaw group activity to discuss the poems read in small groups.
- Students engage in a whole group discussion about the poems.

### Section #3: Word Choice – Tone/Mood and Connotation/Denotation

**Length of Time: Approximately two to three class periods**

### Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will activate prior knowledge and clarify the meaning of tone vs. mood.
- The teacher will activate prior knowledge and clarify the meaning of connotation vs. denotation.
- Students will collaboratively discuss the tone produced by the connotation of words and phrases in a poem.



### Teacher Actions:

- Review and clarify the meaning of tone and mood using Task #1 and the meaning of connotation and denotation using Task #2 from the [Learning Plan document](#), *Caged Bird*.
- Introduce a poem to discuss the tone produced by the connotation of the words and phrases using Task #3 from the [Learning Plan document](#), *Caged Bird*.

### Student Actions:

- In small groups, students examine the picture and discuss the tone of the painting using evidence, and the mood of the painting explaining why the painting makes them feel this way.
- After students discuss, student groups share the tone and mood and how they determined each.
- In pairs, examine the statements and highlighted words to determine the tone and mood and explain why they came to these decisions.
- Working in a small group, students classify words based on positive, neutral, or negative connotation with a rationale for the decisions, and record in the three-column chart.
- Students conduct a gallery walk identifying connotations that are different than own thinking and record rationale for sharing during whole group discussion.
- Students read a poem to identify the subject and theme of the poem.
- Students annotate the poem identifying words or phrases which represent the tone and determining if the tone is positive, neutral, or negative.
- Students discuss the annotations and questions in a small group in preparation for a full class discussion.

### Section #4: Text Dependent Analysis Close Reading Lesson for *Caged Bird* by Maya Angelou

**Length of Time: Approximately three to four class periods**

### Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce the poem *Caged Bird* and the TDA prompt.
- The prompt will be deconstructed prior to reading the poem, and students will engage in a close reading of the poem, while annotating and responding to text dependent questions.
- The teacher will ensure student understanding of evidence, inference, analysis, and explanations as they complete a thinking organizer and respond to a TDA prompt.



### Teacher Actions:

- Review deconstructing a TDA prompt, close reading a poem, completing an **Evidence-Inference-Interrelationship** organizer, and model writing an analysis response using Tasks #4 through #7 from the [Learning Plan document](#), *Caged Bird*.

### Student Actions:

- Students pair read the text dependent analysis prompt to identify the two reading elements to be analyzed.
- Students write the action or task of the TDA in a question.
- Students independently close read the poem and annotate with a focus on word choice, considering how the words and phrases reveal the tone and theme.
- Students discuss annotations and responses to the questions with peers in a small group.
- Students discuss theme statements for the poem.
- Students read the poem, selecting appropriate and accurate evidence, to respond to comprehension questions about the poem and the author's techniques.
- Students verify or revise themes that embody the meaning of the poem.
- In small groups, students examine the theme statements identified throughout the class discussion and come to consensus of the theme statement that best exemplifies the poet's meaning.
- Students discuss one piece of evidence (author's word choice) that would support a theme. Students should discuss what inference they can make about the evidence based on the connotation and the poet's tone.
- In small groups, students continue discussing the poet's word choice, inference, and interrelationship with the theme. The students record this information on their thinking organizer and share their thinking as a whole group.
- Students turn and talk to discuss and write a draft introductory paragraph. Share possible introductory paragraphs identifying the expected parts of the paragraph. Review and discuss the modeled introductory paragraph, including the appropriateness of the thesis statement based on the information recorded on the thinking organizer.
- Students contribute to the writing of the first body paragraph using the information on the thinking organizer and suggestions for explaining and elaborating; continue contributing to the writing of the second and third body paragraphs.
- Students contribute to the writing of the concluding paragraph sharing possible generalizations that could be included.



### Section #5: Close Reading and Analysis Lesson for Free Verse Books

**Length of Time: Approximately five to six class periods**

**Planned Activities/Text Dependent Questions/Assessments:**

- In this section the teacher will introduce and deconstruct a text dependent analysis prompt focused on author's word choice 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 word choice and theme when reading a free-verse text.
- Students will engage in using organizer information to create an analysis visual and to write body paragraphs that includes evidence, an inference, and analysis (interrelationship of author's word choice and theme).

**Teacher Actions:**

- Share the TDA prompt, *Poets carefully select their words using strong feelings and emotions to communicate a message. Write an essay analyzing how the poet's descriptions in the free verse texts develop a theme of the story. Use evidence from the poem 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: See TDA Series – The Anatomy of a TDA Prompt**

- Remind students how to deconstruct the prompt noting:
  - The first statement points students towards the two reading elements – author's word choice and theme (message).
  - The second sentence describes what their action will be – *write an **essay analyzing** how the poet's descriptions develop a theme*. Point out the word **analyzing** and ensure that students understand its meaning as the interrelationship of two reading elements (in this prompt, author's word choice and theme).
  - The final sentence reminds students to provide evidence from the text.
- Discuss how the prompt is similar and different from the prompt used with the poem *Caged Birds*.
- **Literature Circles:** Introduce the selected free-verse novels.

**Note: Teachers will need to determine if the entire text is to be read or an excerpt from each text selected. If an excerpt, the teacher will need to select the length of the excerpt to be used.**



- Explain that each of the poems in the free-verse novels are set up as a snapshot of a moment in time. The poems in the novels demonstrate the characteristics of poetry previously discussed:
  - Concentrated language – less words, more meaning
  - Words are chosen carefully so that each word fully impacts the meaning
  - Words are often chosen for their sound and layers of meaning
  - Language is used in a creative and expressive way that conveys strong feelings and emotions
  - Imagery, figurative language, and sound effects - because of the specifically chosen words, poetry contains imagery (descriptions with sensory details), figurative language (similes, metaphors, symbolism, personification, etc.), and sound effect (alliteration, onomatopoeia, assonance, consonance, rhythm, and rhyme)
  - Words in poems are intentionally arranged in separate lines and sometimes in stanza
  - Rhythm and rhyme are sometimes found in poetry
- Provide a short synopsis of each of the texts and distribute them based on student interest or instructional reading level.
- Place students in literature circle groups of approximately 4 students and explain that each group will read one free verse novel. Students will read, annotate, and discuss the texts to answer comprehension questions about the text. They will then create a group visual presentation (Prezi, PPT, or other visual presentation) that includes a 1-2 sentence summary, and an analysis of the text which includes the evidence, inference, and interrelationship of the author's word choice and how it develops a theme.

**Note: The presentations can be determined by the teacher and/or student selected.**

- Explain that while reading in a collaborative group they will respond to **formative assessment** text dependent questions for identified sections in the text. Remind students that they will use their annotations to support their discussion and responses. 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), and timekeeper (keeps the group moving along).
- Provide students with both generic and text-specific comprehension questions. Possible generic questions for all texts include:
  - Identify the main characters, setting, and plot of the story.
  - Unlike a traditional novel, the novel you read is written in verse. Poets are known for using language intentionally and with precision, often choosing words with connotative and denotative meaning. Point out examples of language that enhances the story, and defines character, setting, and theme.
  - Take note of the author's format. Format includes things like length, shape, line breaks, and spacing on the page. Identify a section of the novel where you think the format adds meaning to a passage and explain how the poem's format impacts the meaning. Explain your thinking with evidence.
  - Throughout the novel, figurative language (simile, metaphor, alliteration, symbolism) is used to describe things or feelings and create images in the reader's mind. Find examples of figurative language and imagery that you think are especially effective and explain why it is significant in the development of a theme for the text.



Possible text-specific questions can include:

- [Inside Out and Back Again](#) Text Dependent Comprehension Questions
  - [Love That Dog](#) Text Dependent Comprehension Questions
  - [Brown Girl Dreaming](#) Text Dependent Comprehension Questions
  - [Starfish](#) Text Dependent Comprehension Questions
  - [The Crossover](#) Text Dependent Comprehension Questions
  - [Long Way Down](#) Text Dependent Comprehension Questions
  - Other text dependent comprehension questions for each of the texts can be included.
- Discuss the responses to the generic comprehension questions as a whole group and/or the text-specific questions with individual groups as a **formative assessment**.
  - Display the TDA prompt: *Poets carefully select their words using strong feelings and emotions to communicate a message. Write an essay analyzing how the poet's descriptions in the free verse texts develop a theme of the story. Use evidence from the poem to support your response.*

**Note: This prompt is intended to be the same prompt used throughout the unit to allow students to continue to develop their understanding of how analyzing author's word choice develops a theme.**

- Deconstruct the prompt with students pointing out the two reading elements that students will be expected to analyze (author's word choice, including metaphors and similes, and theme). Model how students can change the second statement of the prompt into a question. For example: *How does the poet's descriptions in the free verse excerpt develop a theme?* Remind students that this question should be answered in their Prezi, PPT, or other visual response.
- Ensure that students understand that they should select specific words used by the author and that they should explain the connotation or figurative meaning of the words and how they develop a theme.
- Provide students with the **Evidence-Inference-Interrelationship** organizer reviewing how the organizer was completed with the previous texts. Explain that they should reread the excerpt of the text to support the completion of the organizer. Circulate as students capture this information on an organizer providing guidance, as needed.

**Note: The teacher will need to identify which poems in the free verse novels to use as excerpts which allow students to respond to the TDA prompt.**

- Explain that when they have completed their organizer with three pieces of evidence, inferences, and interrelationships, they will create their presentation. Remind students of what is expected in their presentation (1-2 sentence summary, identification of a theme, evidence-word choice, inference-connotative or figurative meaning of the words, and interrelationship of the author's word choice and theme).
- After students have completed their presentations, provide enough time for students to share these with the class. Model asking probing and clarifying questions and encourage other students to ask questions ensuring understanding of the expectations.
- Compare and contrast student responses and engage students in discussing the word choice and figurative language in each story and how the word choice helped to develop a theme.
- Remind students of the expectations of writing a body paragraph that demonstrates analysis.



- Have students independently write an introduction, two body paragraphs, and a conclusion as a **constructed response assessment** using their organizer and their presentation.
- Model how to review student work in order to provide *glows* (positive feedback based on the success criteria) and *grows* (ways to improve the paragraph based on the success criteria) using the expectations of a body paragraph. Model this expectation, including how to share this information with their classmates, using a think aloud and/or fishbowl activity, and the *glows* and *grows* feedback form such as:

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

- Place students in triads and have them exchange their paragraph with the other students. Each pair should read and discuss the first student's work and record *glows* and *grows* based on the success criteria. It may be beneficial to provide students with a two-column organizer in which to record their feedback.
- Ask students to share the information verbally and give the partners the recorded information. Students should continue the sharing and feedback process until all three students have shared their paragraph and received feedback.
- As a whole class, discuss the feedback that was provided. Identify common *glows* and *grows* and ensure students understand how to revise the paragraph for improvement.
- Tell students that they should revise their essays based on the feedback, if they believe the information is appropriate based on the success criteria. Collect student paragraphs and sort by demonstrating, partially demonstrating, and struggling. This information should be used to make decisions about reteaching, practicing, or moving ahead throughout the unit with respect to these skills.
- Collect these paragraphs and use the TDA Learning Progressions to diagnose students' level of reading comprehension, analysis, and essay writing for a TDA prompt.

**Note: See TDA Series – Text Dependent Analysis Learning Progressions**

### Student Actions:

- Students deconstruct a TDA prompt noting similarities and differences from previous prompts.
- Students engage in a literature circle to read, annotate, and respond to text dependent questions for a free-verse novel or excerpt.



- Students engage in discussing their responses to the generic text dependent questions.
- Students complete an Evidence-Inference-Interrelationship organizer.
- Literature circle groups create a visual presentation identifying a summary and analysis of word choice and theme and share their information with the class.
- Students independently write an analysis essay including an introduction, 2 body paragraphs, and a conclusion.
- Students engage in peer-reviewing essays and providing *glows* and *grows* as feedback. Then students discuss feedback as a whole group.
- Students revise their essays based on the 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 Gift*.
- 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 literary elements 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** 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 element/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.