



# The Thompson TDA Model

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

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

### Purpose, Use, and Structure of the Replacement Unit

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

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

Each section is numbered and contains three parts:

- 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 does 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 *Lemonade: The Musical* by Paul Acampora
2. Annotated Student Responses to a text dependent analysis prompt for *Lemonade: The Musical*

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

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	Characterization and theme
Texts:	<p><a href="#">Let it Go</a> (video from the movie Frozen) <a href="#">Lyrics for Let it Go</a> <a href="#">Happy</a> (video from the movie Despicable Me 2) <a href="#">Lyrics for Happy</a> <a href="#">You've Got a Friend in Me</a> (from the movie Toy Story) Lyrics for <a href="#">You've Got a Friend in Me</a> <a href="#">For the Birds</a> <a href="#">Weird, Wonderful Mrs. Becker</a> by Clair Blatchford <a href="#">Lemonade: The Musical</a> by Paul Acampora <a href="#">Historical Fiction</a> Excerpt Examples: <a href="#">I Survived the San Francisco Earthquake, 1906</a> <a href="#">I Survived the Shark Attacks of 1916</a>, <a href="#">I Survived Hurricane Katrina, 2005</a>, <a href="#">I Survived the Bombing of Pearl Harbor, 1941</a>, and <a href="#">I Survived the Sinking of the Titanic, 1912</a> by Lauren Tarshis <a href="#">Baseball Saved Us</a> by Ken Mochizuki <a href="#">The Beautiful Necklace</a> by Cecilia Busby <a href="#">Bird Legs Nelson</a> by Joyce Hansen</p>
Length of Time for Entire Unit:	Approximately three weeks



## Standards, Knowledge, and Skill

### Standards

#### Reading Literary Text:

- CC.1.3.5.A Determine a theme of a text from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
- CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

#### Writing:

- CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.5.B Identify and introduce the topic clearly.
- CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
- CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.5.E Write with awareness of style. \* Use precise language and domain-specific vocabulary to inform about or explain the topic. \* Use sentences of varying length.
- CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

#### Speaking and Listening:

- CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.



CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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

### *Reading Comprehension*

- theme is often thought of as the author’s message or the major idea of the text
- theme is often determined by examining the character’s actions, thoughts, and words and how the character(s) responds to situations
- themes are statements not topics
- texts from different cultures can be written to represent similar meanings
- text evidence can be in the form of quotes as well as paraphrasing
- inferences are based on text evidence
- inferencing requires the comprehension of the text
- text evidence is required to be accurate and precise
- characters can be described by both physical and personality traits
- character’s actions, thoughts, and words reveal their motivations
- character’s actions impact the plot and the outcome of the story

### *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 reading/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*

- interpreting visuals and text to describe characters and their motivations
- using accurate and precise quotes and paraphrases from text as evidence about characters and theme
- using characters' actions, thoughts, and words as text evidence to make inferences
- using text evidence and inferences about the characters to identify a theme statement
- identifying a similar theme statement from multiple texts

### *Analysis*

- identifying and explaining relevant evidence from the text to support inferences
- identifying and explaining inferences made from the text(s) to explain and analyze the interrelationship between characters 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: [\*Bird Legs Nelson\*](#) by Joyce Hansen

Prompt: In this realistic fiction the author tells about a character who gets picked on by a classmate. Write an essay analyzing how the author uses the different character traits to reveal a theme about respect. Use evidence from the text to support your response.

### Example Proficient Response

In the story *Bird Legs Nelson* by Joyce Hansen, Big Reggie bullies Nelson by calling him Bird Legs Nelson until one day Big needs help. The theme of the story is friendship requires mutual respect.

In the beginning of the story, Big is described as a tormenter and someone who makes insults about the teacher and other students. He calls Nelson Bird Legs in front of other students, which is what makes



Nelson want to give insults to Big. But Nelson "...never had the nerve to say them to his face." This shows that Nelson was scared of Big because he was strong and meaner than Nelson. There is no respect between the two boys and in order for them to be friends Big will need to stop calling him and other people names and Nelson cannot be afraid of his classmate.

In the middle of the story, Big continued his insults by saying that his head was big because the baby fat went to his head. Even though Nelson wanted to make insults back at Big, "Nelson opened his mouth, but mumbled and hesitated." Then, "Nelson felt himself shrinking into a tiny ball of humiliation. His mind and his mouth locked on him and he walked out of the locker room into the gym without saying one insulting word back to Big." This shows that Nelson isn't used to being mean to others, like Big is mean to him, so he is uncomfortable saying bad things. While there are opportunities for the two boys to be friends since they both like playing basketball, without respect between them, they are not likely to be friends.

Finally, the story ends when Big gets caught in a fence and needs help getting out. Even though Nelson could leave him there to fend for himself, he helps Big. "But Nelson never told how Big had cried and anyone who dared to bother Nelson, had to answer to Big. Big eased up on the insults too, especially when someone would snap back, *were you stuck anywhere today?*" This shows that even though Nelson used the opportunity to insult Big, Nelson helped Big get unstuck from the fence and protected his reputation by not telling anyone Big cried. Because the two boys were able to recognize and appreciate the differences between themselves, they showed respect for each other and were able to become friends.

Showing kindness and acceptance for one another is one way for people to show respect. When this occurs, friendship can happen. That is what occurred between Big and Nelson in the story. The boys realized that even though they were different, they should respect each other to allow for a friendship to grow.

### Reading Comprehension, Analysis and Writing Assessments

#### Pre-Assessment:

Identify evidence, inference, analysis, and a theme statement after listening to different songs and watching a video.

Create a Concept Map to identify the characteristics of realistic fiction, including historical and multicultural fiction.

#### Evaluation Criteria:

Listen to group discussions. Students record evidence, inference, analysis, and a theme statement from the songs. Sort student responses by students demonstrating, partially demonstrating, and struggling.

View Concept Maps to determine prior knowledge about the characteristics of different genres.



<b>Formative Assessments:</b>	Annotate text Respond to comprehension questions individually and in small groups Identify and explain a theme Identify explicit evidence and make an inference when completing an <b>Evidence-Inference-Interrelationship to Theme Organizer</b> Write an analysis body paragraph Complete <b>Three-Column Organizer</b> Deconstruct a prompt
Evaluation Criteria:	Observe while students discuss in small groups and engage in quick writes. Use a student roster to indicate students demonstrating, partially demonstrating, and struggling.
<b>Constructed Response Assessments:</b>	Paragraph writing demonstrating analysis
Evaluation Criteria:	Review of writing and provide formative feedback using the TDA Learning Progressions (the use of the learning progressions is to diagnose students' strengths and needs rather than providing a score for grading).  <b>Note: See TDA Series – Text Dependent Analysis Learning Progressions</b>
<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

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

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

- In this section the teacher activates students' prior knowledge using the **pre-assessment** of identifying evidence, inference, and analysis to determine and explain a theme while listening to songs and viewing a video.
- An overview of the unit goals and success criteria is shared with students.



## Teacher Actions:

- Place students in small groups and have them brainstorm and share what they know about the literary/reading element, “theme”. Ensure students understand that different texts, including videos, songs, and poems, often teach the reader a message or theme. Engage students in a discussion of how to determine a theme using narrator’s or characters’ words, actions, thoughts, and feelings.
- As a **preassessment for demonstrating evidence-inference-analysis and theme**, explain that they will listen to several different songs and discuss in their small group what message/theme the song is trying to teach and how they know. Remind students that they do not have to know what the movie is about because the focus is on the words of the song as text evidence. They will use the lyrics as text evidence to make inferences about their meaning, and then analyze the evidence and inferences about its overall meaning to show a theme.
- Distribute and display an **Evidence-Inference-Interrelationship to Theme** organizer and the lyrics of the song [Let it Go](#). For example:

Theme	
Evidence #1	
Inference #1	
Interrelationship to the Theme	
Evidence #2	
Inference #2	
Interrelationship to the Theme	

- Play the first video/song, [Let it Go](#) (from the movie Frozen) to model, while thinking aloud, the types of thinking and discussion expected. Ensure that students understand the meaning of inference and analysis. For example:
  - **Evidence #1:** *“The wind is howling like this swirling storm inside; Couldn’t keep it in, heaven knows I tried.”*
  - **Inference (about Elsa’s feelings):** *An inference is when I use text evidence from a small section of the text and combine this with my own background knowledge to make meaning of this part of the text. In these words, Elsa uses the wind and snow to show how she is feeling, and that she has tried to keep her feelings inside herself.*
  - **Analysis:** *This is a detailed examination of the elements – character and theme. I need to look at how the words show an interrelationship with a theme or message. Using this evidence and my inference, I can draw the conclusion that she is tired of keeping her feelings inside. When Elsa repeats the phrase “Let it Go” she is saying that she needs and wants to stop caring what other people say about her and just be herself.*
  - **Theme:** It is better to be who you are than try to hide your true self.
- Provide students with the opportunity to identify other evidence from the song, to make inferences, and to analyze. Ask students if there is a different theme they think is revealed from the evidence, inferences, and analysis. Remind students the difference between a theme topic (a 1-2 word label



such as love, friendship, or persistence) and a theme statement (a statement about the meaning of the text as a whole). Explain that theme statements are universal statements and can be applied to the real world.

- Distribute the lyrics to song #2 [Happy](#) (from the movie *Despicable Me*) and remind students that they should listen to the words while following along with the lyrics. Depending on students' experiences, after they listen/read the words, continue modeling, or have students work together to identify evidence, make an inference, and analyze to determine a theme. Remind students, again, that they do not have to know what the movie is about because the focus is on the words of the song as text evidence. Play the video/song #2, [Happy](#). Have students discuss the song in small groups to complete an **Evidence-Inference-Interrelationship to Theme** organizer and to determine a theme for the song. Circulate and listen as students discuss the song, providing support as needed by posing questions such as: *What words in the song make you think this is the theme? Why do you think this? What background knowledge supports your thinking.* Discuss student information from their group organizers. Possible response:
  - **Evidence:** *"Here come bad news talking this and that; Well give me all you got, don't hold back, Well I should probably warn you I'll be just fine."*
  - **Inference (about singer's feelings):** *An inference is when I use text evidence from a small section of the text and combine this with my own background knowledge to make meaning of this part of the text.* In these words, the singer states that there are all kinds of bad news, but he doesn't care because he is not going to be upset and he'll be fine no matter what is said.
  - **Analysis:** **This is a detailed examination of the elements – character and theme. I need to look at how the words show an interrelationship with a theme or message.** Using this evidence and my inference, I can draw the conclusion that he is tired of people giving him bad news expecting him to be miserable. When he repeats the phrase "Clap along if you feel happiness is the truth" he is saying that it is better to feel happy than miserable.
  - **Theme:** Embrace happiness in the face of problems.
- Distribute the lyrics to song #3 [You've Got a Friend in Me](#) (from the movie *Toy Story*) and remind students that they should listen to the words while following along with the lyrics. After they listen/read the words, they will work together to identify evidence, make an inference, and analyze to determine a theme. Play the video/song #2, [You've Got a Friend in Me](#). Have students discuss the song in small groups to complete an **Evidence-Inference-Interrelationship to Theme** organizer and to determine a theme for the song. Circulate and listen as students discuss the song, providing support as needed by posing questions such as: *What words in the song make you think this is the theme? Why do you think this? What background knowledge supports your thinking.* Discuss student information from their group organizers. Possible response: Possible response:
  - **Evidence:** *"Some other folks might be a little bit smarter than I am; but none of them will ever love you the way I do."*
  - **Inference (about singer's feelings):** *An inference is when I use text evidence from a small section of the text and combine this with my own background knowledge to make meaning of this part of the text.* In these words, the singer states that he's not perfect and others may be better than him, but his feelings will never change.
  - **Analysis:** *This is a detailed examination of the elements – character and theme. I need to look at how the words show an interrelationship with a theme or message.* Using this evidence and my inference, I can draw the conclusion that people can come and go in your life but look to the person who knows you and loves you.



- **Theme:** Special friendships are when someone is there for you no matter what.
- Engage students in a discussion of how the lyrics, and more specifically the repeated chorus (e.g., *Because I'm happy; Clap along if you feel happiness is the truth*), supports the analysis and identification of the theme. Explain that sometimes the text information is not always explicit or obvious, as it is in these songs.
- Explain that they will watch a video with no words, [For the Birds](#) (or a similar video that reveals a theme) and discuss in their small group how the characters' actions reveal a theme. Explain that they will watch the video and complete the **Evidence-Inference-Interrelationship to Theme** organizer and determine a theme for the video. Play the video, then circulate and listen as students discuss it, providing support as needed. Possible response:
  - **Evidence:** The little birds peck at the big blue bird's feet to get him off of the wire. Note: *Explain to students that because there were no words, sometimes the evidence is provided by paraphrasing the meaning of what is occurring in the text.*
  - **Inference (about bird's actions):** *An inference is when I use text evidence from a small section of the text and combine this with my own background knowledge to make meaning of this part of the text.* When the little birds behave this way, they are showing the blue bird they don't want him to be anywhere near them.
  - **Analysis:** *This is a detailed examination of the elements – character and theme. I need to look at how the character actions show an interrelationship with a theme or message.* Using this evidence and my inference, I can draw the conclusion that the little birds are not treating the big blue bird very kindly because he is different from them.
  - **Theme:** Everyone should be treated with kindness, even if they are different from you.
- Identify the expectations of the unit and the success criteria. For example, throughout the unit students will be reading and viewing different texts, including realistic, historical, and multicultural fiction to demonstrate understanding of the characters and how their actions, thoughts, words, and/or feelings reveal a theme. Explain that by the end of the unit they will learn how to analyze the text to:
  - demonstrate comprehension or understanding of a text,
  - use evidence, inferences, and explanations to analyze the characters in order to determine a theme, and
  - to write an essay that shows their comprehension and analysis.

Explain that throughout the unit these expectations will be modeled so that they can 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:

- In small groups, students brainstorm and share the prior knowledge about the literary/reading element, "theme", including how theme is determined.



- Students listen to and follow along to different songs. They will follow along as the teacher models completing an **Evidence-Inference-Interrelationship to Theme** organizer.
- Students work with peers to identify evidence, make inferences, explain how the evidence and inference is interrelated, and identify a theme statement using three different song lyrics.
- Students watch a wordless video to learn to paraphrase character actions. They will work with peers to identify evidence, make inferences, explain how the evidence and inference is interrelated, and identify a theme statement using the events in the video.
- Students follow along with the teacher as the teacher describes an overview of the unit and the success criteria.

### Section #2: Realistic Fiction

**Length of Time: Approximately eight to ten class periods**

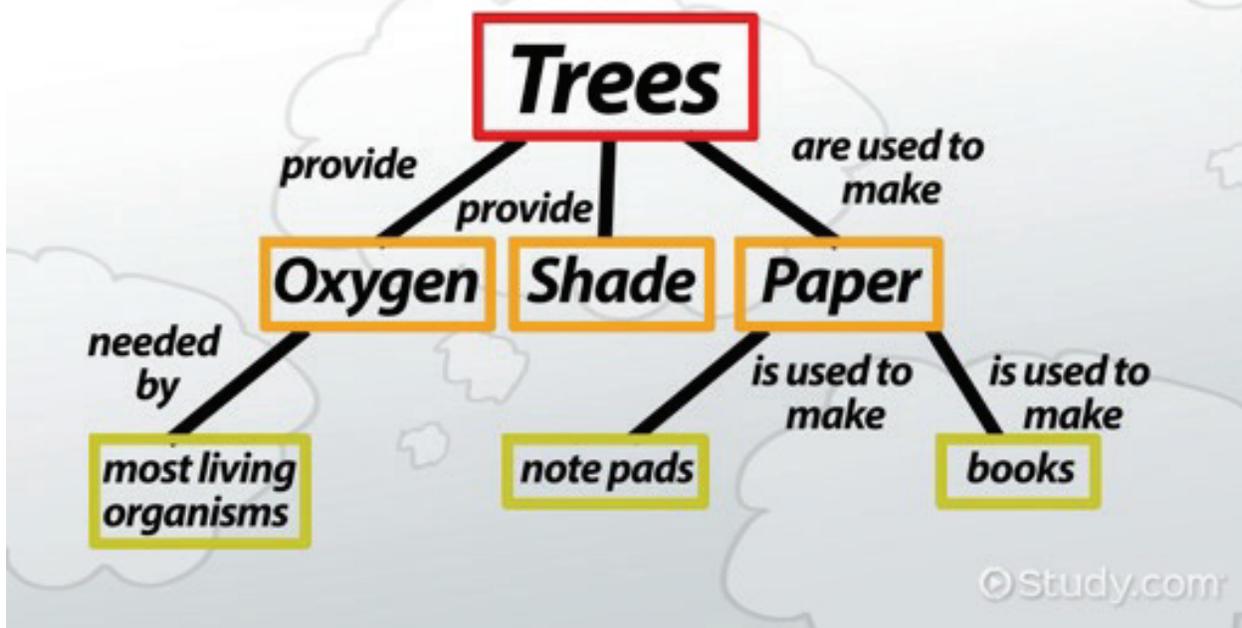
**Planned Activities/Text Dependent Questions/Assessments:**

- In this section the teacher will introduce the characteristics of realistic fiction as the main genre for this unit. The teacher will use this genre to support students' comprehension of the reading/literary elements of character and theme. As theme statements are created, they should remain displayed for students to return to throughout the unit. Students will develop their understanding of the characteristics of different genre types and how themes are universal statements that can be applied to the real world, different people, and over time.
- The teacher will support students' understanding and ability to identify explicit evidence, make inferences, and analyze reading elements to determine a theme.
- The teacher will model and engage students in writing a summary and analysis paragraph.
- The teacher will model and engage students in annotating text as they read. (For more information about the importance of writing while reading see [Text Dependent Analysis: The Need for a Shift in Instruction and Curriculum.](#))

**Teacher Actions:**

- Remind students of the expectations for the unit (analyze a text for how the characters' actions, thoughts, words, and/or feelings reveal a theme) and inform them that in this section of the unit they are going to explore these expectations while reading realistic fiction.
- Explain that there are different types of narrative texts. Ask students to brainstorm different genres that they have read. Prompt students, if needed, by naming genres previously read, such as fairy tales, folk tales, poetry, nonfiction, etc. Explain that students will be exploring realistic fiction in this unit, along with historical fiction and multicultural fiction as two different types of realistic fiction.
- As a **preassessment for determining prior knowledge of genre types**, explain that each group will create a Concept Map to brainstorm what they know about each genre and how the three genres are related. Display a Concept Map and explain the information on the Concept Map identifies characteristics of a topic and different relationships. For example, discuss how this Concept Map shows the characteristics of trees and how the characteristics are related:

WHAT IS A CONCEPT MAP?



[Example Concept Map](#)

- Model creating the beginning of a Concept Map for realistic fiction to include different characteristics and relationships such as:
  - Characters:
    - well-developed
    - humans, but may be animals in texts for younger children
    - portrayed through realistic dialogues, thoughts, actions, and descriptions
    - problems are similar to those that students have
  - Setting:
    - authentic to the time and place
    - can impact the character’s problem or situation
  - Plot:
    - logical structure and pacing
    - believable conflict with self or others (depending on what is in the curriculum, this can include person v. person, person v. self, person v. nature, person v. society, person v. technology)
    - solutions are ones that can occur in real-life
  - Theme:
    - focus on real issues, such as belonging, friendship, family

**Note: Not all of this information needs to be included in the Concept Map model, just enough to help students develop an understanding of developing a Concept Map in their small groups.**



- Have students form small groups and provide each group with a piece of chart paper and markers. Remind students that the Concept Map shows the relationship between the characteristics of three genre types, and they can use different colored arrows, dotted lines, or shapes to show the relationships. Circulate as students work on their Concept Maps providing guidance, as needed.
- After students have completed their Concept Map, display the maps around the room and conduct a gallery walk. Beside each poster provide post-it notes, and as they view each of the Concept Maps, have students look for similarities and differences and to record any questions about the different genres on the provided post-it notes.
- As a wrap-up to the development of the Concept Map, record on a K-W-L chart what students believe they know about the genres (K) and what they want to know about the genres (W), including the questions they recorded on their post-it notes. Explain that what they learn about the genres (L) will be recorded at the end of the unit.
- Introduce the text, [\*Weird. Wonderful Mrs. Becker\*](#) by Claire Blatchford. Inform students that they will be reading and annotating the text to demonstrate understanding of how the author uses the different traits of the characters to reveal a theme. Remind students of the meaning of theme as: *the author's message that is shown through the characters' words, actions, thoughts, and/or feelings*.
- 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 characters and then to use the annotations to determine a theme for the entire story.

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

- Model reading the beginning section of the story while annotating the text focusing on making inferences based on the dialogue between the main characters. For example:

“Mrs. Becker *is* Weird,” Cat said at suppertime one evening soon after Thanksgiving.

“Caitlin, please don’t talk that way about our new neighbor. We hardly know her,” Cat’s mother replied.

“But she is weird,” Cat insisted. “Her front door was wide open when we got off the bus today, and she was carrying rocks into her house.”

“Big rocks,” Lisy added.

“They were covered with mud,” Cat continued. “Who in the world would want a lot of dirty rocks in their house?”

“Maybe she has an aquarium,” Cat’s father suggested.

Cat shook her head. “They were way too big for that. They were as big as the rocks in Mr. Turnbull’s stone wall.”

Mr. Yates raised his eyebrows. “How old do you think Mrs. Becker is?” he asked Mrs. Yates.

“About Gammy’s age.”

“She got us mixed up again, too,” Cat added.

Cat was eleven, and Lisy, although she was only half an inch

***I wonder why she thinks their neighbor is weird.***

***Ok – that is a little odd, but Cat is being negative.***

***Mr. and Mrs. Yates are kind because they are considering different reasons Mrs. Becker is bringing rocks in her house.***



shorter than her sister, was eight. When people confused the two or, worse yet, asked if they were twins, Cat got cross. Very cross. It wasn't fair that she had such a tall younger sister. "I'll make cookies for her sometime soon," Cat's mother decided. "Cookies?" echoed Lisy. She loved making cookies. Even more, she loved eating raw cookie dough.

- Discuss the annotations pointing out the evidence as dialogue, and the annotations as inferences about the characters, questions about the character or event, and/or connections they make. Ask students if there are other annotations they would make for this section of the text and why.
- Engage students in a first close reading of the remainder of the text either in pairs or small groups to annotate and discuss as they read focusing on the characters' words, actions, thoughts, and/or feelings. Student annotations and discussions should serve as **formative assessment**.
- After students have finished reading, explain that they will engage in a collaborative discussion strategy called [Conver-Stations](#) in which they will respond to **formative assessment** text dependent questions at different stations while engaged in a second close read along with using their annotations to respond to the questions.

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

Possible text dependent questions include:

- In what ways does the author show Mrs. Becker as weird? Is "weird" an appropriate description of her personality? Why or why not?
- In what ways does the author show Mrs. Becker as wonderful? Is "wonderful" an appropriate description of her personality? Why or why not?
- In what ways are these two descriptions of Mrs. Becker contradicting each other?
- What is the conflict in this story and what evidence supports this conflict?
- How does the setting impact the conflict?
- How would you describe Cat's personality and what evidence supports her personality trait(s)?
- How would you describe Mrs. Becker's personality and what evidence supports her personality trait(s)?
- What theme would you suggest for this story?
- Place students in groups of 3 or 4 and give each group the first question to discuss. Encourage students to jot notes on their text as additional annotations or in a reader's journal as a record of the discussion. After sufficient time has passed for the discussion to develop, have one or two students from each group rotate to a different group, while the other group members remain where they are. Once in their new group, they will discuss the second question using their annotations and the information learned from the previous discussion, as appropriate. Continue the rotations until all questions have been discussed and students have collaborated with different peers during the discussions. Circulate during the discussions and provide support, as needed, reminding students to revisit the text and their annotations to answer the questions.
- Discuss the text dependent comprehension questions as a whole group ensuring students understand the characters and how their words, actions, thoughts, and/or feelings support the suggested themes as noted in the final question. As students share their evidence and inferences, categorize, and record the information. For example:



Words	Actions	Thoughts	Feelings

As students share the possible themes of the story, record them so they are visible for everyone. Ask students to identify and explain the character information from the table and explain how it supports the theme. Possible themes include:

- *People shouldn't be judged by just what you see.*
- *People do different things for different reasons.*
- *Different ideas add to the creativity of the world.*

- Explain that the information gained from the text can be used for different types of writing. Ask students to turn and talk to explain the difference between a summary paragraph and an analysis paragraph. Have students share their thinking. Point out that the summary only includes evidence of who is in the story, where the story takes place, and what happens; the analysis focuses on two specific reading or literary elements (characterization and theme) and shows how these two elements are interrelated.
- Display a class story map and provide students with a copy. Tell students to discuss the story elements from the text and to record their responses on their story map. Explain that they will use this information to write a short summary. Explain the meaning of a summary as: *A few sentences that capture all of the most important parts of the text and answers the who, what, when, where, how, and why questions and is told in the reader's own words.* Remind students that the summary is not quotes from the story.
- Model by writing a one-paragraph summary (3-5 sentences) of the previously viewed video, For the Birds. Explain that a summary is different from writing an analysis, although some information from a summary will be included in an analysis.

**Note: Depending on students' strengths and needs, the summary writing can be modeled or written in small groups, pairs, or independently.**

- Display a class Evidence-Inference-Interrelationship to Theme or similar organizer and provide students with a copy. Have students work in pairs or small groups to complete the organizer for the text, *Weird, Wonderful Mrs. Becker*. Remind students that this is the same organizer that was previously completed for the songs at the beginning of the unit. Possible responses:

<b>Theme</b>	<i>People shouldn't be judged by just what you see.</i>
<b>Evidence #1</b>	<i>"Her door was wide open when we got off the bus today, and she was carrying rocks into her house." "Big rocks, Lisey added."</i>
<b>Inference #1</b>	The rocks might be needed for a project.
<b>Interrelationship to the Theme</b>	People use different things for different purposes and without knowing what they are doing and why they shouldn't be judged.



<b>Evidence #2</b>	<i>The entire floor in that room was covered with moss and grass. This is my Advent Garden.</i>
<b>Inference #2</b>	The Advent Garden has meaning for Mrs. Becker because it represents a very special tradition about Christmas.
<b>Interrelationship to the Theme</b>	Even though the change in Mrs. Becker's living room was different than what most people do, she shouldn't be judged as weird or odd.

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

- Discuss the information included on the organizer as **formative assessment** ensuring students' understanding of the difference between evidence, inference, and interrelationship to the theme.
- Discuss how the information on this organizer is the same and different from the information recorded on the Story Map for the summary writing.
- Explain that they will write an analysis paragraph to answer the question *How do the characters' actions, thoughts, and words reveal a theme about how people should get along?* Remind students that this is different than the summary paragraph previously written. Point out that the body paragraph must include the following:
  - Introduction of the topic
  - Evidence from the text
  - Inference about the evidence
  - Explanation showing an interrelationship between the character and theme
  - Concluding statement
- Model, while thinking aloud, writing the first body paragraph using Evidence #1, Inference #1, and Interrelationship to the theme. Below is a possible paragraph:

*In the beginning of the story, Cat states, "Her door was wide open when we got off the bus today, and she was carrying rocks into her house." "Big rocks," Lisey added. It is odd to have big rocks in the house, but Mrs. Becker might be creating a project that needs big rocks. People use different things for different purposes. Since Cat and her sister don't know what Mrs. Becker is using the rocks for, they shouldn't judge her.*
- Instruct students to write one body paragraph using the second set of evidence, inference, and interrelationship as a **formative assessment** using their organizer and the model paragraph either in small groups, pairs, or independently. Collect these paragraphs and sort into piles of demonstrating, partially demonstrating, and struggling. Use the TDA Learning Progressions to identify strengths, needs, and instructional next steps.
- Introduce the text, *Lemonade: The Musical* by Paul Acampora as the second realistic fiction story. [A Learning Plan for Lemonade: The Musical](#) has been fully developed. Possible activities for this unit are included below. The teacher may determine which aspects of the learning plan to use within this unit based on student progress thus far.
  - Task #1 – Develop an understanding story elements and personality traits of characters
  - Task #2 – Deconstruction of a TDA prompt



- Task #3 – Employ close reading, comprehension, and annotating traits of multiple characters to develop a theme
  - Task #4 – Write an analysis body paragraph
  - Task #5 – Write an introductory and concluding paragraph for a TDA
- Return to the Concept Maps for realistic fiction and engage students in a discussion of how the characteristics of realistic fiction were represented in both stories. Create a chart that includes specific examples of the genre characteristics and display throughout the unit. Discuss if any questions from the K-W-L chart were answered and record the information.

### Student Actions:

- Students brainstorm different genres they have read or are familiar with.
- In small groups, students create a Concept Map showing the characteristics and relationships between realistic, historic, and multicultural fiction genres.
- Students conduct a gallery walk to view each Concept Map, identifying similarities, differences, and questions about the maps or genres.
- Students contribute to a K-W-L about the different genres.
- Students follow along with the reading and annotating of the first section of the realistic fiction text, *Weird, Wonderful Mrs. Becker*, and contribute to the discussion.
- Students engage in the Conver-Stations collaborative discussion strategy to respond to comprehension questions.
- Students share comprehension question responses in a whole group.
- Students turn and talk to discuss the difference between a summary and analysis paragraph.
- Students complete a story map for the realistic text.
- With a partner, students complete the **Evidence-Inference-Interrelationship to Theme** organizer.
- Students follow along as the teacher writes a body paragraph and then write their own body paragraph.
- Students discuss Concept Maps and contribute to the K-W-L chart.
- Student actions will depend on the selected tasks from the Learning Plan for *Lemonade: The Musical*.

### Section #3: Historical Fiction

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

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

- In this section the teacher will introduce historical fiction as a sub-genre of realistic fiction. Students will read, annotate, and collaboratively discuss comprehension questions, focusing on the story elements.
- A text dependent analysis prompt is introduced and deconstructed focused on author's word choice



and revealing a character's personality trait.

- Students will engage in using organizer information to write a body paragraph that includes evidence, an inference, and analysis (interrelationship of word choice and character).

### Teacher Actions:

- Review the characteristics of historical fiction that students recorded on their Concept Map and any Wonders from the K-W-L chart. Play the video [Historical Fiction](#). Tell students to listen for characteristics of historical fiction and compare to what was recorded on their Concept Map and if any questions were answered. Discuss the characteristics that students noted.
- Place students in literature circle groups of approximately 4 students and explain that each group will read an excerpt sample from an historical fiction text. Students will read and discuss the excerpt samples to answer comprehension questions about the text, identify examples of the historical fiction characteristics, compare and contrast the texts, and analyze the text.
- Distribute one of the excerpt samples from [I Survived the San Francisco Earthquake, 1906](#), [I Survived the Shark Attacks of 1916](#), [I Survived Hurricane Katrina, 2005](#), [I Survived the Bombing of Pearl Harbor, 1941](#), and [I Survived the Sinking of the Titanic, 1912](#) to each group.
- Engage students in a first read to discuss comprehension questions. Possible questions include:
  - Who is the main character?
  - Describe the main character's personality traits using text evidence and inferences.
  - Describe the historical setting of this story and the evidence that supports this setting as historical.
  - What can you infer is happening at the end of chapter one?
  - Explain the conflict that the main character encounters in these first few chapters.
  - Explain how the setting influences the problem of the story.
  - In what ways is this historical fiction realistic?
  - Which aspects of the story are fictional, and which are actual events?
  - Based on what you read in these few chapters, what is a possible theme that might emerge from this story based on the main character's personality?
- Discuss the responses to the comprehension questions as a whole group or with individual groups as a **formative assessment**.

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

- Display the TDA prompt: *Author's word choice helps to reveal the traits of the characters. Write a paragraph analyzing how the author's word choice reveals the main character's personality traits. Use evidence to support your response.*

### Note: This prompt allows students to continue to develop their understanding of how character traits are revealed by the author's word choice. This is important for students to understand in order to fully analyze characters and theme.

- Deconstruct the prompt with students pointing out the two reading elements that students will be expected to analyze (author's word choice and character traits). Model how students can change the second statement of the prompt into a question. For example: *How does the author's word choice reveal the main character's personality traits?* Remind students that this question should be answered in their response.



- Review the expectations of a body paragraph when analyzing text, pointing out that the body paragraph must include the following.
  - Introduction of the topic
  - Evidence from the text (quote or paraphrase)
  - Inference about the evidence
  - Explanation showing an interrelationship between the author's word choice and character
  - Concluding statement
- Remind students to examine the author's words that reveal the main character's thoughts, actions, words, and feelings. During a second close read of the text, have students discuss in their literature circle group Evidence #1, Inference #1, and the interrelationship of the word choice and character's personality. Circulate as students capture this information on an organizer providing guidance, as needed.
- Have students independently write one body paragraph as a **constructed response assessment** using their organizer and the previously modeled paragraphs. 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

- Have students read a different I Survived... example excerpt and discuss the comprehension questions identified above.
- Engage students in discussing the ways in which the characters, setting, and conflict are the same and different in the two texts. Ensure students return to the texts to provide evidence to support the similarities and differences. Distribute and display a **three-column organizer**. Model one or two similarities/differences by recording the information on the displayed organizer and then have groups complete an organizer as a **formative assessment**.

### Note: This section of the unit can be modified by using these full novels for Literature Circles. The TDA prompt could then be changed to have students analyze characters and theme.

- Discuss if any questions from the K-W-L chart were answered and record the information.

### Student Actions:

- Students listen to and view the Historical Fiction video to discuss the characteristics of the genre.
- Students read an excerpt sample of historical fiction text as a first read and discuss comprehension questions in literature circles and during whole groups discussion.
- During a second close read of the text, students complete an Evidence-Inference-Interrelationship organizer as a small group and use this information to independently write one body paragraph.
- Students read a second excerpt sample of historical fiction text to compare and contrast the reading elements (characters, setting, conflict) of the same genre and reading series.
- Students contribute to additions to the K-W-L chart.



## Section #4: Multicultural Fiction

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

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

- In this section the teacher will introduce multicultural fiction as a sub-genre of realistic fiction and/or historical fiction. Students will read, annotate, and collaboratively discuss comprehension questions, focusing on how the characters' actions, thoughts, and words support a theme. Continue to display theme statements for students to return to throughout the unit.
- A text dependent analysis prompt is introduced and deconstructed.
- This section will engage students in using the **Evidence-Inference-Interrelationship to Theme** organizer information to write one or two body paragraph(s) that includes multiple pieces of evidence, inferences, and analysis (interrelationship of characters and theme).
- This section will engage students in using organizer information to write multiple body paragraphs that include evidence, an inference, and analysis (interrelationship of characters and theme).

### **Teacher Actions:**

- Introduce the two texts in this section. The first text is a video recording of [Baseball Saved Us](#) by Ken Mochizuki and the second text is [The Beautiful Necklace](#) by Cecilia Busby. Explain that the texts are realistic, historical, and multicultural fiction. Explain that as students engage with these texts, they should consider how these different genres are reflected in the texts.
- Define multicultural literature as a genre that authentically depicts the diversity of society by realistically portraying the unique lifestyles and heritage of different social, cultural, and ethnic groups.  
**Note: define terms as appropriate to ensure student understanding of this genre.**
  - *Culture: system of values, beliefs, and standards shared by a group of people*
  - *Ethnicity: refers to the national origin of one's ancestors who share history, values, and behavior*
- Review and discuss the different questions/prompts that students have been exposed to in the unit:
  - *How do the characters' actions, thoughts, and words reveal a theme about how people should get along?*
  - *In "Lemonade: The Musical," the author tells about a boy who becomes a member of his school's drama club. Write an essay analyzing how the author uses the different traits of the characters to reveal a theme of the passage. Use evidence from the text to support your response.*
  - *Author's word choice helps to reveal the traits of the characters. Write a paragraph analyzing how the author's word choice reveals the main character's personality traits. Use evidence to support your response*
- Have students turn and talk to discuss what they notice as similar/different about the question and prompts. For example:
  - The second statement of the prompts could be turned into a question.
  - The question and prompts focus on characters' personality traits.
  - The question identifies a focus for the theme statement.
- Display the TDA prompt for the video *Baseball Saved Us*: *Author's write historical fiction to help us understand individual lives in history. Write an essay analyzing how the author of "Baseball Saved Us," uses the character's thoughts and actions to reveal the theme "everyone should be respected."*



Use evidence to support your response. **Note: The TDA prompts for these texts and the summative assessment prompt are similar.** This is intentional to allow students to practice their learning about characters and theme without introducing any different or conflicting expectations. It is important to remember that grade five students are 10 or 11 years old and are still learning and practicing their processing skills.

- As a **formative assessment** have students work with a partner to deconstruct the prompt to identify which reading elements they are expected to analyze (character's thoughts and actions, theme—everyone should be respected) and to create a question using the second statement of the prompt. Ensure that students understand that the theme is provided for them, but they will also think about other themes that could be appropriate for the text. Review with students the difference between a theme topic and a theme statement.
- Provide the following [background information](#) for students:

*In 1942, two months after Japan attacked Pearl Harbor in Hawaii on December 7, 1941, President Franklin D. Roosevelt signed Executive Order 9066, which incarcerated people of Japanese descent in internment camps. The reason, according to the government, was because it could not tell who might be loyal to Japan. The United States was at war with Germany and Italy at the time, but the order did not apply to German Americans and Italian Americans.*

*Approximately 120,000 Japanese-Americans—nearly two-thirds of them American citizens by birth—were first sent to temporary assembly centers (most of which were located at fairgrounds and racetracks) and then to 10 major concentration camps in six western states and Arkansas.*

*None of the internees was ever proven to be dangerous to America during World War II. In 1988, the United States government admitted that what it had done was wrong.*

- Ask students to discuss in small groups their thoughts about the following question: *Do you think it was fair for the government to take them from their home and make them move far away? How would you feel if this happened to your family?* Debrief as a whole group.
- Distribute and discuss the following comprehension questions to set a focus for watching/listening the video recording.
  - Why does Shorty's father decide to build a baseball field and create a league? What is he worried about?
  - Why does Teddy refuse to get his father a cup of water? What does this incident tell about life in the Camp? Why does this concern Shorty and Teddy's father?
  - How does baseball improve life at the internment camp for both grownups and children?
  - What effect does life in the Camp have on Shorty?
  - Why is hope important for enduring life at the camp?
  - How does Shorty's life change, if at all, before, during, and after internment? How does his life get better after the camp? How does his life get worse?
  - What message or theme can you learn from this story?
- Play the video recording for students as a first close read to get the gist of the text and have small groups discuss the comprehension questions as a **formative assessment**. Circulate and listen to



group discussions for misunderstandings or misconceptions. Replay the video as a second close read and have students add to or revise any responses and discuss.

- Revisit the TDA prompt and display and distribute the **Evidence-Inference-Interrelationship Organizer**. Have students work with a partner to identify one example of evidence and an inference about the main character's personality traits and how they reveal the theme about respect. Students should record the information on their organizer.
- Place each pair of students with another pair to share the information they recorded and to provide feedback on the quality of the information used to reveal the theme.
- Revisit the Concept Maps and descriptions of the different genres and discuss how the text demonstrates the characteristics of realistic, historical, and multicultural fiction.
- Distribute the text *The Beautiful Necklace* and explain that students will use this text to demonstrate that they can put all the pieces together for analyzing text: reading comprehension, analysis, and essay writing. **Note: The lessons for this text should be similar to those previously taught in this unit with a focus on gradual release of teacher responsibility so that students may demonstrate analysis independently.** Consequently, it is recommended that the instructional decisions for this final text be selected based on students' strengths and needs.
- Introduce the text by reminding students that it also represents the characteristics of realistic, historical, and multicultural texts and as students read the text, they should be looking for these characteristics.
- Display the text dependent analysis prompt and provide students with a copy: *Author's write historical fiction to help us understand individual lives in history. Write an essay analyzing how the author of "The Beautiful Necklace," uses the character's thoughts and actions to reveal the theme "beautiful things are meant to be shared with others." Use evidence to support your response. As a formative assessment have students turn and talk to identify the reading elements they will be expected to analyze and to explain the meaning of the theme statement.*
- Explain that they will be reading the story to practice finding evidence and to make inferences that will support the theme statement provided, and to record the information on the **Evidence-Inference-Interrelationship to Theme Organizer (formative assessment)**.
- Engage students in a first close read of the story having them annotate as they read, noting the character's thoughts, actions, and words. Students can read the text independently, with a partner or in small groups depending on the strengths and needs of the students. Students can share their annotations in small groups as a **formative assessment**.
- Engage students in a second close read of the story by chunking the text and as a **formative assessment** have them respond to the text dependent comprehension questions. Possible questions include:
  - How can you identify the different settings of the story?
  - Who are the different main characters in the story told by the grandmother to Izzie?
  - How would you describe the character traits of these main characters and what evidence from the text supports these qualities?
  - Why is the grandmother sharing this story about their heritage to Izzy?
  - What message or theme can you learn from this story?
  - In what ways does this text demonstrate the characteristics of realistic, historical, and multicultural genres?
- Responses to the text dependent questions can be shared as a whole group.



- In a small group, have students discuss how the characters' thoughts and actions reveal the theme statement identified in the prompt. Have students share theme statements and discuss alignment to the text evidence.
- Using a theme statement, have students complete one or two sections for an **Evidence-Inference-Interrelationship to Theme** organizer. Students can work in pairs or small groups. Ensure that students differentiate evidence from an inference, and an inference from the explanation of the interrelationship.
- Remind students of the expectations of writing a body paragraph that demonstrates analysis. In pairs, have students write one body paragraph as a **constructed response assessment** using one piece of evidence from the **Evidence-Inference-Interrelationship to Theme** organizer.
- 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 body paragraph. Model this expectation, including how to share this information with their classmates, using a think aloud and/or a fishbowl activity.
- Tell students to exchange their paragraph with another pair of students. Each pair should read and discuss the student 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. For example:

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

- Ask students to share the information verbally and give the partners the recorded information.
- Tell students that they should revise their paragraph 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.
- Revisit the K-W-L chart and discuss the responses to the questions/wonders previously recorded. Record the information that students learned (L) during the unit about the different text genres using a share the marker strategy.
- Debrief with students the learning objectives of the unit and success criteria, identifying any misunderstandings or misconceptions about analysis. Provide any necessary differentiated instruction and support prior to and/or during student engagement with the culminating text dependent analysis prompt and response.



### Student Actions:

- Students turn and talk to discuss the similarities/differences between the analysis questions/prompts used in the unit.
- With a partner, students deconstruct a TDA prompt.
- Students discuss in small groups the question about the background knowledge of the text, *Baseball Saved Us*.
- Students listen to and watch the video of the text and discuss comprehension questions in a small group.
- With a partner, students complete an **Evidence-Inference-Interrelationship to Theme** organizer, and then share with another pair of students.
- Students discuss how the text demonstrates the characteristics of the different genres.
- Students read and annotate a text and discuss annotations with peers.
- In a small group, students engage in a close reading of the text a second time while responding to the text dependent questions and locating supporting evidence. Share responses in a whole group discussion.
- In a small group, discuss and identify a possible theme statement. Using the theme statement students complete one or two sections of the **Evidence-Inference-Interrelationship to Theme** organizer.
- With a partner, students write a one body paragraph demonstrating analysis.
- Students share the paragraph with another pair of students and review their paragraph providing feedback as *glows* and *grows* recording the information on an organizer and verbally sharing.
- Students revise their paragraph based on the feedback.

### Section #5: 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 [Bird Legs Nelson](#).
- Students will independently respond to the prompt.
- Responses can be analyzed using the TDA Learning Progressions, or scored, if desired. This decision should be based on the time of the year this unit is taught, the progress that students have made throughout the unit, and the strengths and needs of the students.

### Teacher Actions:

- Distribute the passage and prompt.
- Have students read the prompt and with a partner discuss the reading/literary elements they are expected to analyze. Have students review the success criteria for writing a text dependent analysis response.



- Tell students they should independently read and annotate the text and complete the **Evidence-Inference-Interrelationship to Theme** organizer prior to writing their response.
- Provide paper for students to write their **summative assessment** essay reminding students to include at least two pieces of evidence supported by their inference and explanation.
- Use the TDA Learning Progressions to diagnose student work. If desired, student work can be scored using the TDA Scoring Guidelines.
- Use the Student Work Analysis protocol to make decisions about differentiating groups and instruction.

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

### Student Actions:

- Students read the text dependent analysis prompt and discuss with an elbow partner the reading/literary elements 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 to Theme** organizer.
- Students write an essay using the information from the graphic organizer.