



# The Thompson TDA Model

## Text Dependent Analysis – Close Reading Lessons for *The Three Little Dassies* by Jan Brett

### Grades K-2 Comprehension and Analysis of Characters and Author’s Message Based on the Text Dependent Analysis Annotated Student Responses

For students to successfully respond to text dependent analysis prompts, students should engage in close reading lessons. Close reading involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion, planned around repeated readings of a text to increase student comprehension. Close reading will often lead students to discover something important that may have been overlooked the first time they read the text. Throughout a close reading, teachers can use text dependent questions to promote discussion and help students to better understand the nuances of what they are reading. They can be used to start student discussions and give students opportunities to discuss the text with each other and voice their ideas. Successful analysis requires a study of the text in which students are able to analyze over and over again. The **Pennsylvania Academic Standards for English Language Arts** require moving instruction away from generic questions, to questions that require students to analyze what they are reading. This will help to ensure that students are college and career ready.

#### Considerations for the Grades K-2 Close Reading Lessons

The Text Dependent Analysis (TDA) close reading lessons are designed to be an example pathway for teaching comprehension and analysis of the reading elements **characterization** and **author’s message**. The Instructional Plan guides teachers through the planning and teaching of each lesson, as well as modeling the response



to a grade-appropriate analysis question. The following instructional pathway focuses on the text *The Three Little Dassies* and the corresponding question found in the **Grades K-2 Annotated Student Responses Based on the Text Dependent Analysis Learning Progressions**. The lessons are only one possible instructional pathway, and teachers should feel free to modify it to meet the sequence of their curriculum, accommodate content previously taught, or to meet their current students' needs. Teachers may include additional modifications if needed.

### Text Dependent Analysis Information

Text	<i>Three Little Dassies</i> by Jan Brett
Complexity	Lexile level: 630 (Adult-directed text) Pre-K – Grade 2
Reading Elements/Structure for analysis	Characterization and Author's message
Standards (First grade standards identified)	CC.1.3.1.A – Key Ideas and Details (Theme): Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.B – Key Ideas and Details (Text Analysis): Ask and answer questions about key details in a text. CC.1.3.1.C – Key Ideas and Details (Literary Elements): Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F – Craft and Structure (Vocabulary): Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.G – Integration of Knowledge and Ideas (Sources of Information): Use illustrations and details in a story to describe characters, setting, or events. CC.1.3.1.H – Integration of Knowledge and Ideas (Text Analysis): Compare and contrast the adventures and experiences of characters in stories.
Writing Standards-optional	CC.1.4.1.B – Informational/Explanatory (Focus): Identify and write about one specific topic. CC.1.4.1.C – Informational/Explanatory (Content): Develop the topic with two or more facts.



CC.1.4.1.D – Informational/Explanatory (Organization): Group information and provide some sense of closure.

CC.1.4.1.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### Instructional Text Dependent Analysis Question

*What lesson can we learn by looking at the characters' actions?*

### Purpose and Use of the Instructional Plan

It is important to understand that at the beginning of grades K-2, students are between 5-7 years old and are just learning to make meaning of narrative text and to connect their learning to their own lives. Students at this stage demonstrate understanding through speaking and listening, and by engaging in conversation about the story and their personal experiences. Students are able to remember what is read, retell the story, answer questions, and talk about the story and their experiences with support from an adult and/or peer. The purpose of this Instructional Plan is to provide an example of how to organize close reading lessons that will lead young students to understand the components of text dependent analysis (reading comprehension, analysis, and optionally writing about the story). The lessons make the assumption that students have been exposed to discussions about the lessons learned from the actions of characters.

In this plan the teacher models for students how to identify accurate evidence, how to make an inference about the evidence, and what it means relative to the reading elements/structure. The close reading lessons are intended to guide instruction and not to grade or score student work.

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

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

Each task is numbered and contains three parts:

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



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

### The Learning Plan

#### Task #1

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

- In this task the teacher will activate prior knowledge and orient students to the text by posing the essential questions one at a time: *What is a character? What can we learn from characters in a story?*

##### Teacher Actions:

- Write the questions on chart paper.
- Pose the first question to ensure that students understand that a character can be a person, animal, creature, or thing. For example, share pictures, as needed, of different characters that are a person (Little Red Riding Hood), animal (the wolf), creature (from *Where the Wild Things Are*), thing (*Chip – the cup from Beauty and the Beast*). Characters have actions, thoughts, and feelings.
- Pose the second question and listen as students talk to monitor their understanding of how characters can show the reader an author’s message. Prompt students, as needed, by discussing other stories that have been read and the message that was learned. For example, if the text [“The Tortoise and the Hare”](#) has been read/viewed, remind students of the lesson that was learned, such as, *it is better to take your time when doing your work.*

**Note: If students have not had experience with discussing the lesson learned from the characters’ actions, additional instruction will be needed prior to engaging in this lesson.**

##### Student Actions:

- As a whole group, students brainstorm what a character is and how they know.
- Students turn and talk, or share as a whole group, how a lesson is learned by listening/reading/watching what character’s do, think, or feel.



### Task #2

#### Planned Activities/Text Dependent Questions:

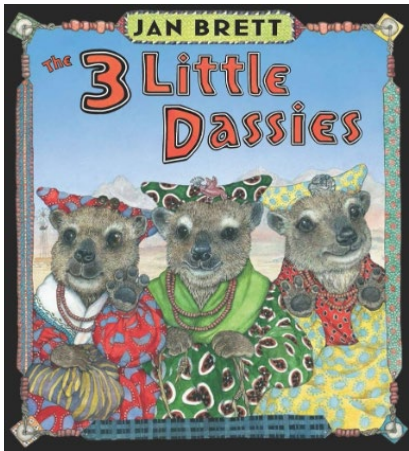
- In this task the teacher will introduce the text [\*The Three Little Dassies\*](#) and pose comprehension questions to ensure understanding of the story.

#### Teacher Actions:

- Prior to reading the text, determine which pages are considered the beginning of the story, the middle of the story, and the end of the story.
- Share a picture of a real dassie and the dassies in the book. Explain that sometimes characters are a cartoon of a real animal. and provide students with an explanation of a dassie—a small mammal that lives in South Africa (use a map to help students identify the distance between the students' location and South Africa).



- Before reading, engage students in examining the front cover and noting the three little dassies, as well as the name of the author. Conduct a picture walk pointing out the three different dassies named Mimbi, Pimbi, and Timbi. Point out the other characters noting that the characters are wearing clothes like real people.



- Tell students they will be listening to a story about three little dassies who set out to find their perfect home.
- Ensure that students understand that they are going to be listening to what happens to Mimbi, Pimbi, and Timbi to answer questions about the characters.
- Read the text, *The Three Little Dassies*, aloud to students or play a [video recording](#) of the story, pointing out the side illustrations to give clues about what is happening or what is going to happen in the story.
- Stop periodically to have students turn and talk and share responses to text dependent questions related to the beginning, middle, and end of the story, such as:
  - How are the first two Dassies different from the third one? What did she do differently? What evidence from the text helps you know?
  - How are the dassies similar? How do you know?
  - How do the dassies feel about the eagle? How do you know?
  - How did the three dassies end up together? How do you know?
  - Which house was the safest to live in? What makes you think this?
  - How did the eagle's feathers turn black?

### **Student Actions:**

- Students share different things they notice during the picture walk.
- Students follow along as the text is read aloud.
- Students share with peers, and whole group, responses to the text dependent questions.

### **Task #3**

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

- In this task the teacher will support students in retelling the story *The Three Little Dassies* using an organizer and key events with pictures written on sentence strips.



### Teacher Actions:

- Prior to this task, create the following:
  - a three-column class organizer on chart paper labeled: Beginning, Middle, End.
  - sentence strips with key events and pictures from the beginning, middle, and end of the story (*the number of events should be appropriate to the grade level*).
  - a three-column organizer on paper for students to use labeled: Beginning, Middle, End.
  - sentences and pictures with key events from the beginning, middle, and end of the story for students to use.
- Display the three-column organizer and the sentence strips in a pocket chart.
- Explain that students will be retelling the story by placing the beginning, middle, and end events in order.
- Read the sentence strips pointing out the pictures to the students.
- Reread the beginning pages of the story and while reviewing the sentence strips, ask students to identify the order of events that happened in the beginning of the story. Repeat the process for the middle and end of the story, providing support, as needed.
- Distribute the student copies of the organizer and sentences.
- With a partner, students organize the events in order and retell the story. As students work, circulate to ensure that students are retelling the story in the order of beginning, middle, and end.
- As a whole group, discuss how the first two dassies are the same and different from the third dassie, considering that the third dassie wasn't in a hurry to finish building her house because she wanted to be sure it was sturdy and safe from any predators.

### Student Actions:

- Students identify the events in the beginning, middle, and end of the story in correct order.
- Students retell the story to a partner.

### Task #4

#### Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the text *The Three Little Dassies* and the analysis question - *What lesson can we learn by looking at the characters' actions?*
- The analysis question should be reviewed and discussed prior to reading aloud the text.

**Note: Analysis shows how two reading elements of the text are related to each other. A close reading examines the two reading elements of the text looking for their meaning and relationship to one another supported with text explicit evidence and inferences. In this case students are analyzing how the characters' actions, thoughts, and words help to show the lesson of the story.**



## Teacher Actions:

- Prior to this task, create a chart labeled as Beginning of the story and a row below to record the dassies' actions and what happens as a result of their actions, followed by a row for the Middle of the story and a row for recording the dassies' actions, and a section for the End of the story with a row to record the dassies' actions.

For example:

BEGINNING OF <i>THE THREE LITTLE DASSIES</i>	
What the dassies do:	What happens:
MIDDLE OF <i>THE THREE LITTLE DASSIES</i>	
What the dassies do:	What happens:
END OF <i>THE THREE LITTLE DASSIES</i>	
What the dassies do:	What happens:

- Explain that students are going to listen to the story a second time to identify the lesson of the story based on the characters Mimbi, Pimbi, and Timbi actions and what happens as a result of their actions.

**Note:** Prior to this lesson the teacher has been helping students identify a lesson from a story. If this is the first time that a central message or lesson is introduced, additional support may be necessary.



- Read the analysis question aloud to students, *What lesson can we learn by looking at the characters' actions?* Ask students what does it mean to learn a lesson? Ask students to share other lessons they have learned from reading other texts.
- Reread the text, *The Three Little Dassies*, aloud to students or play a [video recording](#) of the story, stopping periodically throughout the reading to chart the characters' actions and what happens as a result of the characters' actions. Elicit from students what they think about the characters' actions to support identifying a lesson from the story.
- As a whole class, discuss what they learned from the dassies' actions and the results of their actions. Ask students to provide evidence from the text to support their thinking. Possible lessons can include:
  - Hard work pays off.
  - It's better to take your time to do something right.
  - Being greedy causes problems.
- Depending on the strengths and needs of students, either: 1) provide each student with a paper and the analysis question on the top. Ask students to write a short response to the question; 2) provide the sentence starters and ask students to complete the sentences. For example:

Name: \_\_\_\_\_

The author's message is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I know this because \_\_\_\_\_

\_\_\_\_\_

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

- The teacher collects the student responses to determine strengths and needs with respect to the ability to demonstrate the underlying components of an analysis question (reading comprehension, analysis, and optionally, writing). The Text Dependent Analysis (TDA) Learning Progressions will assist the teacher in determining next instructional steps.



## The Thompson TDA Model

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### Student Actions:

- Students identify the meaning of learning a lesson.
- Students listen to the story noting the characters' actions and what happens as a result of the actions in the beginning, middle, and end of the story.
- Students share what they learned from the dassie's actions and what happened after providing evidence from the text to support their response.
- Students respond to the analysis question by writing a response or completing the sentence starters.

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