



# The Thompson TDA Model

## Text Dependent Analysis – Replacement Unit for Grade 3 Analysis of Characterization and Central Message

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. 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

This Text Dependent Analysis (TDA) replacement unit is an example unit plan designed for teaching comprehension and analysis of the reading/literary elements **characterization and central message, lesson, or moral**. 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 which 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 the excerpt from *Because of Winn-Dixie* by Kate DiCamillo
2. Annotated Student Responses to a text dependent analysis prompt for the excerpt from *Because of Winn-Dixie*

The Close Reading Lessons are part of this unit and discussed in Section 5.

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 central message, lesson, or moral

Texts:

[Boundin](#) (Pixar short)  
[Dandelion](#) by Don Freeman  
[The Bundle of Sticks](#) (adaptation of an Aesop's Fable)  
[The Bundle of Sticks](#) (Aesop's version)  
[Aesop's Fables](#) (teacher selection)  
[Picture #1: Encourage getting help when learning](#)  
[Picture #2: Child Helping](#)  
[The Empty Pot](#)  
[The Fisherman and His Wife](#)  
[The Invisible Boy](#) by Trudy Ludwig  
[Because of Winn-Dixie](#) by Kate DiCamillo  
[Enemy Pie](#) by Derek Munson

Length of Time for Entire Unit:                      Approximately four weeks



## Standards, Knowledge, and Skills

### Standards

#### Reading Literary Text:

CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

CC.1.3.3.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.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B Identify and introduce the topic.

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E Choose words and phrases for effect.

CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.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.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.



CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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

### *Reading Comprehension*

- stories can have a central message (big idea of a story), lesson, or moral that the author wants the reader to learn
- the central message, lesson, or moral is learned by key details including what the characters do, say, and how they feel about a problem and solution
- central messages are statements about the text not topics
- text evidence can be in the form of paraphrasing the text
- inferences are based on text evidence and background knowledge
- inferencing requires the comprehension of the text
- text evidence is required to be accurate and precise
- major events are the key actions that take place in the beginning, middle, and end of a story
- characters behave in different ways and have different personality traits as noted by their thoughts, words, and actions
- characters are affected by other characters, the setting, and different events that take place in the story
- a challenge faced by a character is often the problem of the story
- character actions move the sequence of events forward

### *Analysis*

- inferences about text involve combining background 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*

- identifying important key details from a story, specifically about a main character, the problem, and solution
- identifying a character’s actions, words, and feelings as details to support a central message, lesson, or moral
- identifying and describing major events in a story and how they impact the character
- using accurate and precise quotes and paraphrases from text as evidence about characters and central message
- making inferences about the character and how they respond to a problem and solution to identify a central message, lesson, or moral of a story
- using text evidence and inferences about the characters to identify a central message
- identifying a similar central message 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 central message

### *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: [\*Enemy Pie\*](#) by Derek Munson

Prompt: *The author of “Enemy Pie” uses the father to help two boys become friends. Write an essay analyzing how the father’s actions and words reveal a central message about friendship. Use text evidence to support your response.*

### Example Proficient Response

In the story *Enemy Pie* by Derek Munson, Jeremy Ross moves into the neighborhood and doesn’t invite the narrator to his party. This causes the narrator to think of Jeremy as his enemy until the father





helps them become friends. The central message of the story is the best way to get rid of an enemy is to make them your friend.

When the narrator tells his father that Jeremy is his enemy, the father tells his son that the Enemy Pie is the fastest way to get rid of enemies. So, the father bakes the pie and tells his son, “*In order for it to work, you need to spend a day with your enemy. Even worse, you have to be nice to him.*” This shows that the boy didn’t want to spend time with Jeremy and didn’t want to be nice to him. So, the father had to think of a way for the two boys to be together. This means that the father knew that the only way for the boys to get to know each other is for them to spend time together.

After the boys spend a fun day together, they go to the boy’s house for dinner and dessert, which is Enemy Pie. When the boy tries to stop Jeremy from eating the pie, he realizes that “*Sure enough, Dad was eating Enemy Pie. Good stuff, Dad mumbles.*” This shows that the pie was not bad since the father was eating it. This let his son know that nothing bad would happen by having Jeremy eat the pie. This means that the father knew that having Jeremy over for dinner and serving a great dessert would help the boys enjoy their time together so they could become friends instead of enemies.

The father used Enemy Pie to help his son and Jeremy become friends by spending time together. The message that is revealed is that the best way to get rid of an enemy is to make them your friend.

### Reading Comprehension, Analysis and Writing Assessments

<b>Pre-Assessment:</b>	Sort different statements and words into categories of topic, statement, or central messages.
Evaluation Criteria:	Observe while students sort statements as a topic, statement, or central message. Use a checklist to record whether students are demonstrating, partially demonstrating, or struggling with identifying a central message. Use results to make instructional decisions for the next lesson.
<b>Formative Assessments:</b>	Respond to comprehension questions individually and in small groups Identify a central message from different texts Annotate the text for character, problem, and solution Complete a graphic organizer identifying the story elements; retell the story to a partner. Complete a three-column organizer to compare to fables Complete an <b>Evidence-Inference-Explanation</b> organizer
Evaluation Criteria:	Observe while students discuss comprehension questions, make annotations, and complete organizers in small groups. Use a student roster or student work samples to indicate students demonstrating, partially demonstrating, or struggling. Use results to make instructional decisions throughout the unit.



## Constructed Response Assessments:

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).

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

## Summative Assessment:

Independent response to culminating Text Dependent Analysis prompt

### Evaluation Criteria:

Score responses using the Text Dependent Analysis Scoring Guidelines or continue to use the TDA Learning Progressions for formative feedback.

## The Instructional Plan

### Section #1: Unit Introduction

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

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

- In this section the teacher activates students' prior knowledge about central message using the **pre-assessment**.
- An overview of the unit goals and success criteria are shared with students.

### Teacher Actions:

- Display the phrase Central Message and ask students to turn and talk to brainstorm its meaning by posing the question, "what do you think it means when an author of a story wants the reader to learn a central message?" Distribute index cards or reading journals and have students jot down their thoughts.
- Support student understanding of central message by showing the video, [Boundin](#) (or other short video, such as *Piper*, *Partly Cloudy*) and displaying the statement: *Whenever something doesn't go your way, remember to believe in yourself.* Have students watch the video and discuss with their partner or small group how the statement is connected to the video using evidence from the video to support their thinking. Have students revisit their description of "central message", make any revisions, and share their definition.
- Pose the essential question: *How do good readers determine the central message of a story?*
- Discuss the meaning of central message as *the big idea or lesson that the story teaches the reader.* Explain that good readers determine the central message of a story by noticing what the characters





do, say, and feel when they have a problem and in the events that lead to the solution. Display an anchor chart that lists the steps to identifying the central message. For example:

### Central Message *The lesson the author is teaching the reader*

1. What is the problem?
2. What does the character(s) do about the problem?
3. What does the character learn because of the problem?
4. What lesson does the author want the reader to learn?

- Display, distribute, and read a list of words and statements. For example:
  - It's always best to tell the truth.
  - Happiness
  - Treat others the way you want to be treated.
  - He went to the store.
  - Dogs and cats
  - If you work hard now, you can have fun later.
  - If a friend feels sad, it is nice to make them feel better.
  - I like to eat apples.
  - Friendship
  - It's important to be grateful for what you have.

Explain that some of the examples are a topic, some are a central message or lesson that a reader can learn, and some are just statements. As a **pre-assessment** have students work with a partner to sort the list of words and statements into three columns: central messages, statements, and topics. Circulate as students sort the words and statements to ensure that students recognize the difference between a topic, a statement, and a central message. Probe students thinking about their sort while circulating and provide clarity where needed.

- Attach the central message statements to the anchor chart and keep this displayed throughout the unit. Add central message statements from each text during the unit.
- Identify the expectations of the unit and the success criteria. For example, throughout the unit students will be reading and viewing different texts to learn how the characters and events reveal an author's central message. 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 and central message, and
  - to write a paragraph showing 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 pairs, students brainstorm and record the meaning of central message by answering the question, “what do you think it means when an author of a story wants the reader to learn a central message?”
- Students watch a video, read the central message statement, and discuss with a partner or small group how the statement connects with the video. Based on the discussion, students will revise their understanding of central message and share their ideas with the whole class.
- Students work with a partner to sort the words and statements into three columns: central message, statements, and topics, providing an explanation of their sort when probed.
- Students follow along with the teacher as the teacher describes an overview of the unit and the success criteria.

## Section #2: Story Read-Aloud and Central Message

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

## Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce a read-aloud text for developing students’ comprehension of the reading/literary elements of character and central message. As central messages are identified from different texts, they should remain displayed for students to return to throughout the unit.
- The teacher will support student understanding of story structure by modeling the completion of a story graphic organizer.

## Teacher Actions:

- Remind students of the expectations for the unit (analyze a text for how the characters reveal a central message) and the steps that will help them identify a central message.
- Inform them that they are going to listen to a text (this text or a similar text can be read aloud by the teacher or through the hyperlinked video read-aloud). As they are viewing the text, they should listen for the main character’s problem, events leading to the solution, and the solution of the story.
- Read aloud [Dandelion by Don Freeman](#) (or a different read-aloud that communicates a central message). Pause periodically during the reading to pose questions to support students’ comprehension and vocabulary such as:
  - What caused Dandelion to get his mane curled?
  - What is the meaning of “unrulish”? What other words help you know its meaning?
  - Why did Dandelion decide to dress up for Jennifer Giraffe’s party?
  - What does the author mean when he says that Dandelion had become a “dapper dandy”?
  - Why doesn’t Jennifer Giraffe recognize Dandelion?
  - How did Dandelion feel when Jennifer Giraffe didn’t recognize him?
  - What was Jennifer Giraffe’s response when she learned that Dandelion was the person she didn’t recognize?
- Ask students to talk in small groups about what Dandelion learned as a result of not being recognized by Jennifer Giraffe.



- As a **formative assessment**, have students write a central message statement for the story. Remind students of the steps to determine a central message and the central message statements that they sorted during the previous lesson. Have students share their statements and record on a white board or chart paper.
- Have students explain the meaning of their central message statement and ensure that students understand the meaning of a central message or lesson and how the characters help to convey a central message. A possible central message for the story is *It's better to be yourself than to try to be someone you're not*.
- Reread the story a second time and have students listen for the story elements (characters, setting, problem, events, solution).
- Display a graphic organizer (e.g., [Somebody Wanted But So Then](#) or [Story Map](#)) and model, while thinking aloud and as students contribute, completing the organizer pointing out the story elements to ensure students understand the structure of a story. Refer to story elements throughout the unit.
- Have students turn and talk to explain the meaning of central message and how they determine a central message.

### Student Actions:

- Students listen to a story read aloud noting the main character's problem, events leading to the solution, and the solution of the story.
- Respond to comprehension and vocabulary questions during the reading of the text.
- In a small group, students discuss what Dandelion learned when he wasn't recognized by his friend Jennifer Giraffe.
- Student groups record a central message statement for the story and share with the class.
- Follow along as the teacher rereads the story listening again for the story elements.
- Contribute to the completion of a reading elements graphic organizer.
- Students tell a peer the meaning of central message and how they determine a central message.

### Section #3: Traditional Literature (Fables) – Annotating Text

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

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

- In this section the teacher will introduce different fables to help students learn the skill of annotating as they read. (note characters' problems and solutions to determine a central message). For more information about the importance of writing while reading see [Text Dependent Analysis: The Need for a Shift in Instruction and Curriculum](#).
- Students will read different short fables in stations to determine a central message.

### Teacher Actions:

- Introduce the characteristics of traditional literature which includes:
  - Short stories that have no known author and that have been told orally from one generation to the



next, with each storyteller adding slight variations.

- Stories include a simple problem and solution.
  - Stories told as a way to teach a lesson.
  - Some traditional literature includes animals as characters who behave like humans.
  - Some traditional literature includes royal characters who may have supernatural or magical powers.
- Display and distribute the text, [\*The Bundle of Sticks\*](#). In pairs ask students to read the title and predict what they think the story will be about and why they think that, keeping in mind that they will be reading to discover a central message.
  - Explain that as the students read the story, they will learn to annotate the text for two purposes: 1) identify vocabulary words they don't know and 2) note the characters' actions. Explain that annotations are a way to help them better understand the text and allow them to talk to the author or themselves about what is happening in the story.

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

- Read aloud the first five paragraphs of the story, then pause. Model, while thinking-aloud, writing annotations for the text focusing on the vocabulary and what is happening with the characters. For example:

*Stacy sighed as she stood at her living room window. Her three sons were working in the yard, and they were arguing like they always did.*

*“You fix the gutter,” Larry said.*

***I wonder what the word gutter means.***

*“No, you do it. I want to prune the roses,” said Harry.*

*“No, I want to prune the roses,” Barry said. “You mow the grass.”*

***My mom doesn't like it when me and my brothers argue either.***

*On and on it went, and Stacy was tired of listening to it. She had talked to her sons over and over again about the importance of helping one another, but they never listened. Every task took much longer than necessary because of their bickering. They just couldn't seem to agree on anything.*

***I wonder why they couldn't agree on anything.***

Point out words that might be tricky and circle them. Model decoding and using context clues that support making meaning of the words. Record text connections or questions as annotations. Ask students if they have any additional annotations that could be added and record appropriate annotations on the table.



- Read the next few sections of the text and continue modeling annotations and thinking aloud while encouraging students to add their ideas.
- Once students appear to understand how to annotate the text, place students in small groups to complete the reading and annotating of the story. Circulate to monitor students' decoding, comprehension, and annotations about the characters and/or vocabulary words.
- After students have finished reading, as a **formative assessment** ask them to share the types of annotations they made and explain why they thought the information about the character was important. Take note of how the annotations help to reveal the character's problem and how the problem was solved. Additionally, if students are writing unrelated annotations, continue modeling the annotation process throughout the unit.
- Have students reread the text with a partner using what they learned from discussing the vocabulary and annotations to deepen comprehension of the story.
- As a **formative assessment**, have students complete a story graphic organizer (***Somebody Wanted But So Then*** or ***Story Map***) referring back to the text to be sure they have identified all parts of the story. Have students retell the story to a partner using their graphic organizer.
- In small groups, ask students to discuss the central message of the story and record responses on a sentence strip. Ensure that students are moving beyond a topic. Discuss a sampling of central messages generated by students asking how the characters' problem and solution helped them determine the central message. Accept any central message statements that are reasonable. Additional instruction should be provided for students struggling with determining a central message. Examples may include:
  - *It is better to work together.*
  - *Chores are done faster when we work together.*
  - *We are stronger together.*
- Distribute the Aesop's fable version of [The Bundle of Sticks](#) and read the fable aloud or have students read it. Discuss the similarities and differences of the two versions, including the central message/lesson identified for each, and how Aesop's fable is a shortened version of the story.
- Explain that students will read short [Aesop's fables](#) at different stations to determine a central message/lesson. As they complete reading a fable, annotating the text, and identifying a central message, they should move to the next station and repeat the process.

**Note: Preparation for the stations requires printing and copying multiple Aesop's fables and removing the central message statement from the end of each story. The number of fables used is to be determined by the teacher. Depending on students' strengths and needs, prepare possible student-accessible central message statements for students to select from or students can record their own central message after reading the fable.**

**Note: When differentiating instruction, students can read the fables in stations or guided reading groups.**

- Have students annotate as they read, noting the character's problem, and what the character in the story does or says, that supports the central message they select or record for the story. This activity may serve as **formative assessments**. Circulate as students read independently to ensure that students demonstrate comprehension through their annotations and identification of an appropriate central message.



- After students have completed reading the selected fables and recording or selecting the central messages, engage students in a collaborative small group discussion about their annotations and central message. Encourage students to explain their thinking and record any disagreements or questions they have about identifying a central message. Display the central messages on the anchor chart.
- Discuss how the fables demonstrate the characteristics of traditional literature.
- Create a **three-column organizer** and model for students a comparison of the characters, settings, plots, and central messages two different fables while rereading two fables. For example:

<b><i>Fable #1: The Fox and the Crow</i></b> <b><i>Different</i></b>	<b>Same</b>	<b><i>Fable #2: The Hare and the Tortoise</i></b> <b><i>Different</i></b>
The animals are a fox and a crow.	Characters are animals.	The animals are a turtle and rabbit.
	Characters behave like humans.	
One character wants to trick the other character.		One character thinks he is smarter than the other character.
The central message is that you cannot always believe what someone tells you.		The central message is to be steady in what you do.

- Assign pairs or small groups of students two fables that they read at the stations and distribute a three-column organizer to each student. Have students compare and contrast the characters, settings, plots, and central messages of the fables by completing the organizer as a **formative assessment**. Have students share their comparisons with the remainder of the class.
- As a whole group, discuss what they learned about determining a central message using the character’s problem and what the character in the story does or says. Note any misunderstandings or misconceptions for reteaching purposes.

## Student Actions:

- Students make a prediction of what the story, *The Bundle of Sticks*, will be about considering a central message or lesson to be learned.
- Students follow along as the teacher annotates the text focused on vocabulary and characters; contribute to the annotations.
- In a small group, students complete reading and annotating the text and explain purpose of annotations.
- Students reread the story with a partner to fully comprehend the story based on annotations and discussion.
- Students independently complete a story graphic organizer, referring to the text, and retell the story to a partner.
- Student groups discuss and record a central message statement for the story and share with the class.
- Students read different short fables at stations (or in guided reading groups), while annotating and recording or selecting a central message.





- Using a three-column organizer and two fables read at the stations (or in guided reading groups), students compare and contrast the characters, settings, plots, and central messages, and share their information with the class.
- As a whole class, students discuss what they learned about determining a central message using the character's problem and what the character in the story does or says.

### Section #4: Traditional Literature (Folktale & Fairy Tale) – Finding Evidence and Making Inferences

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

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

- In this section the teacher will instruct students in identifying explicit evidence and making inferences using visuals and an **Evidence-Inference-Explanation** organizer in preparation for writing an analysis paragraph.

**Teacher Actions:**

- Show [Picture #1](#) of two boys (or use a similar picture) and ask students to identify what they see in the picture. Explain that they will identify whether the information they “see” is right there in the picture (evidence) or if what they “see” is based on their prior knowledge (inference). The academic vocabulary (evidence, inference) should be explicitly shared and explained to students before they identify what they see in the picture and while they are sharing. When students provide their evidence/inference, ask them to explain their thinking.
- Support student understanding by posing questions such as: *Is that explicitly in the picture or is that what you think based on your experiences? Why do you think this?* Additionally, ask students to point to where they find this information in the picture.
- Model, while thinking-aloud, the first example in the **Explicit Evidence-Inference-Explanation Organizer** below. Guide students in their understanding of explicit evidence and inferences in the picture while using a three-column organizer to help students clarify these expectations:

**Picture #1**



**ENCOURAGE GETTING HELP WHEN LEARNING**



Explicit Evidence-Inference-Explanation Organizer		
Explicit Evidence	Inference	Explanation: What does it mean?
<i>There are two boys.</i>	<i>They are at school.</i>	<i>They are doing schoolwork.</i>
<i>One boy is holding a pencil.</i>	<i>He needed help on his work.</i>	<i>One boy is showing the other boy what needs to be done.</i>
<i>Both boys are smiling.</i>	<i>They like working together.</i>	<i>The boys are enjoying working on the assignment.</i>

- Share a second [picture](#) with students and in pairs, ask students to identify explicit evidence, an inference, and the explanation. Record on an **Explicit Evidence-Inference-Explanation Organizer**. Sort student organizers by *demonstrating, partially demonstrating, and struggling*. This **formative assessment** information should be used to make decisions about reteaching, practicing, or moving ahead throughout the unit with respect to these skills.

Picture #2



CHILD HELPING

Explicit Evidence-Inference-Explanation Organizer		
Explicit Evidence	Inference	Explanation: What does it mean?

- Using either picture, ask students to talk with an elbow partner to identify the topic or what the picture is about (e.g., topic of Helping) and to identify a central message statement about the meaning of the picture (e.g., *We should all work together to get chores done*). As students share, take note if they are summarizing the picture or making a statement about the meaning of the picture.
- Explain that students will read another type of traditional literature, folktales, noting that these stories have similar characteristics as fables but some slight differences such as stories may not include animals acting as humans.
- Introduce the folktale, [The Empty Pot](#), explain that students will read the text to identify evidence, make inferences, and explain what they mean about the character.



- Chunk the text for a first close read, having students read in pairs and annotate for the character’s problem, and what the character in the story does or says that leads to the central message.
- Pose text dependent comprehension questions, as a **formative assessment**, after reading each section of the text, such as:
  - What is meant by “royal seeds”?
  - How would you describe Jun’s character at the beginning of the story? What evidence supports this trait?
  - What was Jun’s problem?
  - Why did Jun think that the other boys could not grow plants as well as he could?
  - Why did Jun walk with his head down?
  - What advice did Jun’s parents give him? Why do you think they gave him this advice?
  - Why did Jun bring the empty pot at the end of the story?
  - Why did the King smile at Jun at the end of the story?
  - How would you describe Jun’s character at the end of the story? What evidence supports this trait? What central message is the author teaching the reader through this story?
- Discuss students’ annotations, responses to the text-dependent questions, and the suggested central messages ensuring comprehension of the text.
- Engage students in a second read while modeling the completion of an **Evidence-Inference-Explanation (What does it mean about the characters?)** organizer and ask students to contribute to its completion by explaining their thinking. Review the meaning of evidence (stated or paraphrased from the text) and inference (use of prior knowledge to explain the evidence). Explain that the evidence and inferences should be selected to help show the character’s problem, and what the character in the story does or says, that leads to the central message. For example:

Explicit Evidence-Inference-Explanation Organizer		
Explicit Evidence (character)	Inference	Explanation: What does it mean about the characters?
<i>He knew he was good at growing things.</i>	<i>Jun wanted to win the contest.</i>	<i>Jun thought he would have no problems growing the seed.</i>
<i>Jun did not know why there was no little plant in his pot.</i>	<i>He was taking good care of the seed.</i>	<i>Jun was worried because his plant wasn’t growing.</i>
<i>His face red with shame, Jun carried his empty pot on the road to the palace.</i>	<i>He was embarrassed that he couldn’t grow a plant like everyone else.</i>	<i>Jun thought that he would lose the contest because his plant didn’t grow.</i>
<b>Central Message: It’s important to be honest</b>		

- Discuss how the stories demonstrate the characteristics of traditional literature, and how it is the same/different from the fables they previously read.



- Introduce a different folktale, *The Fisherman and His Wife*, explaining that students will read the text to identify evidence, make inferences, and explain what they mean about the character.
- Chunk the text for a first close read, having students read in pairs and annotate for the character's problem, and what the character in the story does or says, that leads to the central message.
- Discuss the vocabulary and pose text dependent comprehension questions as a **formative assessment** after each section of the text, such as:
  - Describe how the fisherman feels about asking for more wishes. What evidence supports your thinking?
  - Describe how the flounder feels about granting each wish. What evidence supports your thinking?
  - What does the changing of the water mean each time the fisherman asks for more wishes? Why do you think the water changes?
  - How does the story represent characteristics of traditional literature?
  - Why is the wife always asking her husband to ask for more wishes? What does this tell you about the wife? What is the central message of this story?
- Discuss students' annotations, responses to the text-dependent questions, and the suggested central messages ensuring comprehension of the text. Display the central messages on the anchor chart.
- Engage pairs or small groups of students in a second read to complete an **Evidence-Inference-Explanation (What does it mean about the characters?)** organizer. Remind students that the evidence and inferences should be selected to help show the character's problem, and what the character in the story does or says, that leads to the central message. Circulate as students reread and complete the organizer as part of the **formative assessment** process. After students have completed their group organizer, have each group share their evidence, inference, and explanation and chart some of the responses on a class organizer. Clarify questions or misconceptions related to central message.

### Student Actions:

- Students contribute to identifying evidence, inferences, and an explanation when looking at pictures to support a central message.
- Students read and annotate texts to identify evidence, inferences, and an explanation about a character's problem, and what the character in the story does or says, that leads to the identification of a central message.
- Students respond to comprehension questions about the texts.
- Students reread the story with a partner or in a small group to complete an Evidence-Inference-Explanation organizer.
- Students discuss how the texts demonstrate the characteristics of traditional literature.



## Section #5: Fictional Texts and Analysis

**Length of Time: Approximately six or seven class periods**

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

- In this section the teacher will formally introduce text dependent analysis of fictional texts to allow students to deepen their understanding of the interrelationship between characters and central message.
- A text dependent analysis prompt is introduced and deconstructed.
- This section will engage students in using the **Evidence-Inference-Explanation (What does it mean about the characters?)** organizer to write one (or two) body paragraph(s) that include text evidence, an inference, and analysis (interrelationship of characters and central message).

**Teacher Actions:**

- Introduce to students the meaning of analysis *as a detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships, in order to draw a conclusion*. Discuss the meaning of each part of the definition and inform students that they have been analyzing the text and now they will learn how to write their analysis in this part of the unit.

**Note: See TDA Series: Understanding Text Dependent Analysis**

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

- Introduce the two texts in this section which are used to prepare students for the **summative assessment** in section #6. The first text is an excerpt from [The Invisible Boy](#) by Trudy Ludwig. The second text is an excerpt from *Because of Winn-Dixie* by Kate DiCamillo. A [Learning Plan for Because of Winn-Dixie](#) has been fully developed.
- The prompts for both texts are similar. This is intentional to allow students to practice their learning about characters and central message without introducing too many different or conflicting expectations. It is important to remember that grade three students are 8 or 9 years old and are still developing their understanding of reasoning skills and comprehension of complex texts.
- The lessons for these texts are similar to those in the previous lessons and the Learning Plan for *Because of Winn-Dixie* however, the focus should be on a gradual release of teacher responsibility so that students may demonstrate reading comprehension, analysis, and essay writing independently. Consequently, it is recommended that the instructional decisions for the final text be selected based on students' strengths and needs.

**The Invisible Boy**

Several recommended activities that support grade three learning are included below.

- Activate prior knowledge by asking students to predict the meaning of the text based on the title. Discuss why someone would feel invisible (e.g., a student is shy, doesn't speak out much in class,





speaks a different language, struggles with understanding) and accept reasonable responses being sensitive to students' feelings.

- Tell students they will be reading a story about a boy who feels invisible in his class.
- Read the TDA prompt aloud to students and discuss the purpose of the three statements in the prompt. Listen to students' responses.
  - The author of *The Invisible Boy* uses a new student to help Brian feel like he is part of the class. Write an essay analyzing how the characters show a central message of the passage. Be sure to use evidence from the text to support your analysis.

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

- Focus students' attention to the second statement: *Write an essay analyzing how the characters show a central message of the passage.* Ask students to identify the story/ reading elements they will be examining in detail to analyze the text. Refer them to the chart created earlier in the unit. Remind students that they have been analyzing characters and central message throughout the unit.
- Tell students to think about the characters' actions, thoughts, and words tell them about wanting to belong in the class as they read the story.
- Remind students that as part of this unit they will learn to write an essay by working together finding evidence, making inferences, and explaining their thinking to support the analysis.
- Chunk the text for a first close read, having students read in pairs, small groups, or independently and annotate for the character's problem, and what the character in the story does or says, that leads to the central message.
- Pose text dependent comprehension questions ([See CCS / ELA / SS Alignment for The Invisible Boy](#)) after each section of the text read as a **formative assessment**, such as:
  - With what type of a sentence does Trudy Ludwig begin her story? Why does she begin it that way?
  - In what ways is it bad that Nathan and Sophie are so visible to Mrs. Carlotti?
  - What does Mrs. Carlotti mean when she says that Nathan needs to work on volume control?
  - What does it mean when the author writes, "Nathan and Sophie take up a lot of space?"
  - In what ways is Justin, the new boy, being treated in the same way as Brian? In what ways is Justin being treated differently?
  - What happens to Brian when the selection process is done by Micah and J.T. for the kickball teams?
  - How does the scene at the cafeteria serve as a good follow up to the playground treatment?
  - How does Brian react to not being chosen or invited to play Board games with the other kids? Why do you think Brian does this? What does he produce that is beautiful during Choosing Time?
  - In what ways does Justin's lunch of Bulgogi call attention to him and make him very visible to the students in his class? How do the students react to his eating lunch with chopsticks?
  - How does Brian use his art and writing talents to reach out to Justin? In what ways does this reaching out help Brian with his main problem of being invisible to the others in his class? How does Justin react to Brian's note and drawing?
  - Look at the details in the illustration of Brian after he leaves the note in Justin's box. How does Brian's illustration change after he starts talking with Justin?





- How does Justin show kindness to Brian in exchange for the kind note Brian left him about his Bulgogi? What central message is the author teaching the reader through this story?
- Display and distribute the **Evidence-Inference-Explanation (What does it mean about the Characters?)** organizer. Engage students in a second close reading of smaller chunks of the text and as a whole class complete the first row of the organizer drawing students' attention to the central message discussed during the first close reading of the text (e.g., One small act of kindness can change a person.) For example:

Explicit Evidence-Inference-Explanation Organizer		
Explicit Evidence (character)	Inference	Explanation: What does it mean about the characters?
<i>Nathan and Sophie take up a lot of space. Brian doesn't.</i>	<i>Nathan and Sophie are loud, and the teacher must pay a lot of attention to them. But Brian doesn't talk, so the teacher doesn't notice him.</i>	<i>Brian is shy and likes to stay to himself.</i>
<b>Central Message:</b> <b>One small act of kindness can change a person.</b>		

- In student pairs or small groups, have students continue to reread the text to complete the organizer as a **formative assessment**. Circulate to check for understanding.
- Have students share the information they recorded and include student examples on the class organizer.
- Explain that the information on the organizer is used to write an analysis paragraph. Instructionally, the goal is to have 3rd grade students construct one complex paragraph that includes:
  - Introduction of the analysis
  - Evidence from the text
  - Inference about the evidence
  - Explanation showing an interrelationship between the character and central message
  - Concluding statement
- Model writing one body paragraph using one example of the evidence, inference, and explanation from the organizer while conducting a think aloud. Keep the organizer displayed so that students can refer to it when they write a paragraph with a partner.

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



## **Because of Winn-Dixie**

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 – Activating prior knowledge
- Task #2 – Deconstructing the TDA prompt
- Tasks #4 and #5 – Close reading of the text
- Task #6 – Completing the Explicit Evidence, Inferencing, and Explanation organizer
- Task #7 – Determining a central message
- Remind students of the expectations of writing a body paragraph that demonstrates analysis. In pairs, have students in writing one body paragraph, as a **constructed response assessment**, using one example of the evidence, inference, and explanation from the organizer. Remind students to refer to the organizer and modeled writing from *The Invisible Boy*.
- Explain that each pair of students will share their paragraph with another group of students as peer-assessment in order to provide *glows* (positive feedback based on the expectations of writing an analysis paragraph and *grows* (ways to improve the paragraph based on the expectations of writing an analysis 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 paragraph success criteria. It may be beneficial to provide students with a two-column organizer in which to record their feedback. For example:

<b>Glow</b> (positive feedback)	<b>Grow</b> (ways to improve)

- Ask students to share the information verbally and give the partners the recorded feedback.
- Tell students that they should revise their paragraphs based on the feedback if they believe the information is appropriate based on the paragraph writing success criteria. Collect the revised paragraphs. Review student paragraphs and sort based on 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:

#### *The Invisible Boy:*

- Students discuss the meaning of the title, *The Invisible Boy*.
- Students follow along with the teacher while deconstructing a TDA prompt and identify the reading elements that are analyzed based on the prompt.
- As a first close read, students engage in reading the story considering the characters' actions, thoughts, and words and how they reveal a central message about wanting to belong in the class.
- Students respond to comprehension questions during the close reading of the text.
- Students engage in a second close reading of the text to complete the **Evidence-Inference-Explanation (What does it mean about the Characters?)** organizer and share their information as a whole class.
- Students follow along as the teacher models using the organizer to write an analysis paragraph.

#### *Because of Winn-Dixie:*

- Student actions will depend on the selected tasks from the Learning Plan.
- In pairs, students use the paragraph writing success criteria and modeled paragraph to write an analysis paragraph using the organizer.
- Students will follow along as the teacher models providing *glows* and *grows* based on the analysis paragraph success criteria.
- Student pairs will share their paragraph with another pair of students and provide *glows* and *grows* based on the success criteria, both orally and in writing.

## 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, [Enemy Pie](#), and the text dependent analysis prompt.
- Students will independently respond to the prompt. **Note:** This decision should be based on students' strengths and needs; response options may be differentiated, as appropriate (e.g., pairs, small groups, teacher guidance and support).
- Responses can be analyzed using the TDA Learning Progressions, or scored using the TDA Scoring Guidelines, 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. Discuss as a whole class and review its similarity to the previous two prompts. Have students review the success criteria for writing an analysis paragraph.
- Tell students they should independently read and annotate the text and complete the **Evidence-Inference-Explanation (What does it mean about the characters?)** organizer prior to writing their response (see differentiation suggestions above).
- Provide paper for students to write their **summative assessment** essay reminding students to include at least one piece 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:

- Read the text dependent analysis prompt and discuss with an elbow partner the reading/story elements they are expected to analyze and the success criteria for writing a text dependent analysis response.
- Independently, if appropriate, close read and annotate the text.
- Complete the **Evidence-Inference-Explanation (What does it mean about the characters?)** organizer.
- Write an essay using the information from the graphic organizer.