



The Thompson TDA Model

Text Dependent Analysis – Close Reading Lessons for *Blueberry Picking* by Donald Hall

Grade 4 Comprehension and Analysis of Characterization and Theme 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 Grade 4 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 **theme**. The Instructional Plan guides teachers through the planning and teaching of each lesson, as well as modeling the response to a TDA prompt. The following instructional pathway focuses on the text *Blueberry Picking* and the corresponding prompt found in the **Grade 4 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.

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

Text Dependent Analysis Information

Text	<i>Blueberry Picking</i> by Donald Hall
Complexity (Lexile and Qualitative analysis)	Lexile level: 790 (Grade 4; 770-980) Qualitative level: Less to Moderately complex Note: the Knowledge Demands (understanding of blueberries growing on bushes requiring hand picking, physical demands of manual labor) may add to the complexity of the text for students.
Reading Elements/ Structure for analysis	Characterization and Theme
Standards	CC.1.3.4.A – Key Ideas and Details (Theme): Determine a theme of a text from details in the text; summarize the text. CC.1.3.4.B – Key Ideas and Details (Text Analysis): Ask and answer questions about the text and make inferences from text, referring to text to support responses. CC.1.3.4.C – Key Ideas and Details (Literary Elements): Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. CC.1.4.4.S – Response to Literature: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. CC.1.4.4.B – Informative/Explanatory (Focus): Identify and introduce the topic clearly. CC.1.4.4.C – Informative/Explanatory (Content): 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.1.4.4.D – Informative/Explanatory (Organization): Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.E – Informative/Explanatory (Style): Use precise language and domain-specific vocabulary to inform about or explain the topic.



Instructional Text Dependent Analysis Prompt

Authors often reveal information about a theme through the thoughts and actions of the characters. Write an essay analyzing how the grandson demonstrates a theme about persistence when responding to the challenges of blueberry picking. Use evidence from the text to support your response.

Purpose and Use of the Instructional Plan

It is important to understand that at the beginning of fourth grade, students are 9 years old and are still learning to transfer oral analysis responses to written analysis responses. The purpose of this Instructional Plan is to provide an example of how to organize close reading lessons that will lead students to understand the components of text dependent analysis (reading comprehension, analysis, and essay writing).

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 Instructional Plan and the interaction of the three parts. Each part of the task guides the teacher throughout the planning and teaching of the lessons.

The Instructional Plan

Task #1

Planned Activities/Text Dependent Questions:

- In this task the teacher will activate prior knowledge and orient students to the text by posing an essential question: *What is persistence and how do people demonstrate persistence?*

Note: When teachers know that students may not have sufficient understanding of a particular vocabulary word, it may be beneficial to discuss the definition to guide students' thinking.



- **Persistence is the ability and self-control that pushes you to work through challenges. Persistence means you are able to wait and work through difficulties, whether they have to do with your mind, your body, or your emotions. Perseverance is a synonym for persistence. It's important to point out that the definition of persistence is not, *don't give up no matter what or never quit*. Persistence is the ability to do your best toward a goal, even though it's a big challenge.**

Teacher Actions:

- Write the essential question on chart paper (leave room for students to place their post-it notes about persistence).
- Provide groups of students with one of the three scenarios. Tell them to brainstorm actions, thoughts, and words in their scenario that show persistence.
- Ask each group of students to present their thinking.
- Ask students to discuss what they heard from each group about persistence.
- Ask students to collaboratively write one sentence that defines persistence.

Note: Depending on students' experience with collaborative work, this activity can be modified as a whole class discussion with the teacher writing the definition on chart paper.

- Discuss with students why they think persistence is important.
- Tell students to think about the class/small group discussion and the definition of persistence and how the definition connects to the problem in their group's assigned scenario.
- Ask students to think about the problem in their scenario and write a sentence about a message the scenario shows about persistence.
- For example:
 - Scenario #1: When you stick with a problem you learn more than you thought you could.
 - Scenario #2: You can achieve your goal with practice, even when it is hard.
 - Scenario #3: When you make a mistake, persistence helps you work through the difficult times.
- Explain to students that these are theme statements.

Note: This is an introduction to theme statements. Additional work with theme statements for *Blueberry Picking* will occur further in the lesson.

Student Actions:

- In small groups, students read their assigned scenario and brainstorm actions, thoughts, and words that show persistence. Students record one example from the scenario on a post-it note and place in on the chart paper.
- After listening to the examples of persistence, students talk at their tables and collaboratively write a sentence defining persistence.
- Students discuss and share why they think persistence is important.
- Students think about the problem in their scenario and write a sentence about a message the scenario shows about persistence.



Persistence Scenarios

Scenario #1 – School Challenge

You are doing schoolwork and it is your hardest subject. Maybe it is a difficult math problem, or a long essay, or maybe you must stand up in front of the class and present. Whatever it is for you, it is tough. You are struggling. You are not sure you can do it. Maybe you even want to give up. You think about taking the easy way out and just doing the least you have to, even though you know it will not be right.

How can you show persistence?

Scenario #2 – Sports Challenge

It is preseason for your favorite sport and you are trying to prove yourself and make the team. You have been practicing for hours and you are tired. You start to wonder if you can really do it. You think it would be easier just to quit. But you really want to make the team.

How can you show persistence?

Scenario #3 – Friendship Challenge

You said something hurtful by mistake, and now your friend is mad at you. She is giving you nasty looks and telling everyone else what happened. You feel bad that you said it, but now she is being so mean. Your heart really hurts at the whole situation but apologizing or trying to talk to her about how she is hurting you is just so awkward. You think it would be easier just to ignore her, or maybe even tell your friends how she is being so mean so they will not side with her.

How can you show persistence?

Task #2

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the text *Blueberry Picking* and the TDA prompt. The prompt should be deconstructed prior to reading the text. The students have experienced deconstructing other prompts prior to this task.

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

- The teacher reminds students that *we will learn to write an essay by working together finding evidence to support our analysis*. Review the meaning of analysis.

Note: Prior to this lesson the teacher defined analysis with students using the definition (detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion).



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.

Teacher Actions:

- Tell students they will be reading a story about a boy who struggles with blueberry picking.
- Read the TDA prompt aloud to students and ask the purpose of the three statements in the prompt. Listen to students' responses.
- Focus students' attention to the second statement: *Write an essay analyzing how the grandson demonstrates a theme about persistence when responding to the challenges of picking blueberries.* Ask students to review the reading elements chart and identify which two reading elements they will be analyzing in this text.

Note: Prior to this lesson the teacher has been identifying the grade-level reading elements during the reading of texts (both reading comprehension and analysis lessons), charting these elements, and referring to them.

- Explain that as they read the story, *Blueberry Picking*, they should think about the grandson character's actions, thoughts, and words and what they tell them about the topic of persistence.
- Remind students to think about the actions and words they discussed from the scenarios.

Student Actions:

- Students turn and talk to identify the purpose of the three statements in the prompt.
- Students identify the reading elements in the prompt (grandson character and theme topic of persistence).

Task #3

Planned Activities/Text Dependent Questions:

- In this task the teacher will ensure student understanding of explicit evidence and inferences about the grandson's words, thoughts, and actions and what it means about a theme related to persistence. Understanding and demonstrating this information is a prerequisite for students to be able to analyze the text.

Note: See Text Dependent Analysis Learning Progressions.

Note: The Challenge-Evidence-Inference (What it means about persistence) Graphic Organizer should be on chart paper and students should have a copy of it as they read the text. Students will need to be taught the meaning of *challenge*, *explicit evidence* and the meaning of *inference* prior to this lesson. This can be done using pictures throughout the year. Below is an example of a picture related to the theme topic of persistence and a sample graphic organizer.



Teacher Actions:

- Introduce the Challenge-Evidence-Inference (What the challenge means about persistence) Graphic Organizer.
- Instruct or reinforce the meaning of challenge, explicit evidence, inference, and theme (what does the evidence and inference mean about the theme topic of persistence), by using the picture.
- Ask students (turn and talk) what challenge they think the children are faced with by describing exactly what they see in the picture.
- Only accept explicit evidence, such as, *the boy is holding the hula hoop*. Identify that this is explicit evidence.
- Ask them what they think it tells about how the boy is persisting and let students know that this is the inference about the theme topic.
- Model several examples on the Challenge-Evidence-Inference (What it means about persistence) Graphic Organizer using pictures with different challenges.

Note: Redirect students who make statements that are not explicitly in the picture. For example, a student might say that the boy is playing with the hula hoop, but he is actually holding it. An inference is that he is playing with it.

- Explain that as they read the text, students will look for: the grandson's challenges; the explicit evidence of the character's actions, thoughts, or words that show the challenge; and inferences they can make from the evidence about persistence.

Student Actions:

- Students turn and talk to identify a challenge and what they see explicitly in teacher-selected pictures.

Challenge-Evidence-Inference Graphic Organizer, *Example with a Picture*

Challenge	Evidence	Inference about persistence?
<i>The boy is trying to keep the hula hoop moving around him</i>	<i>The hula hoop is not moving on his waist but he is holding it there</i>	<i>He is trying to get it in place so that he can make it spin on him</i>



[Example of Persistence](#)



Task #4

Planned Activities/Text Dependent Questions:

- In this task the teacher will model reading and annotating the text by using a think-aloud strategy for decoding unknown words, using context clues for making meaning, and to pose questions about the characters.
- Students will pair-read the text in sections or teacher uses the most appropriate method to meet the students' needs (e.g., small group with teacher, buddy reading, listening to a recording).

- The teacher checks for basic comprehension using text dependent questions, such as:

Section 1 (paragraphs 1-4):

- What words were challenging for you? How did you figure out these words? (Possible challenging words: foreign, paralyzed.)
- What challenges did the grandson face while picking blueberries?
- How did the grandson try to resolve his challenges?
- What does this tell you about the grandson?
- How did the grandfather respond to the grandson?
- What does this tell you about the grandfather?

Section 2 (paragraphs 5-12):

- What words were challenging for you? How did you figure out these words? (Possible challenging words: parched, cache, crevice, ecstatic.)
- Why does the sight of the grandfather "picking steadily and humming to himself" keep the grandson silent?
- What challenges did the grandson face while picking blueberries?
- How did he try to resolve these challenges?
- What does this tell you about the grandson?
- How did the grandfather respond to the grandson?
- What does this tell you about the grandfather?

Section 3 (paragraphs 13-23):

- The grandson "filled his bucket more rapidly" and he "raced to fill my bucket and be done"; what does this tell you about how the grandson dealt with the challenges?
- At the end, the grandson was willing to stay to fill the sap bucket with his grandfather. What does this say about the grandson?
- How do the grandson's actions relate to being persistent?

Note: The teacher can ask other questions to ensure students understand how the grandson's actions, thoughts, and words demonstrate persistence in order to overcome the challenges of blueberry picking.

Teacher Actions:

- Display the first paragraph and read it aloud.
- While reading the first paragraph, the teacher could ask herself a question, such as, *I wonder what the author means when he says that there are different tricks? Does this mean there are different ways to pick blueberries?* The teacher models annotating the text by writing next to this sentence, *Are there tricks to picking blueberries?*



- Continuing to read, the teacher thinks aloud, *How do you pronounce f-o-r-e-i-g-n? I wonder what it means? Let me reread that sentence.* “My pail was full of ‘for-ine’ matter, which would make for a lot of picking over back at the farm. *I wonder if this means the leaves and stems that would need to be picked out?* The teacher states, *Oh, I know!* She then rereads the sentence again using the correct pronunciation.
- Ask students to pair-read Section 1 (paragraphs 1-4).
- While the students read, the teacher listens and probes students to read with appropriate rate and expression and to use decoding strategies (confirm or self-correct word recognition strategies).
- Encourage students to record their own annotations while reading. These annotations should be shared after students have finished reading this section.

Note: This is only a suggestion; students can be asked to read these paragraphs independently or as pairs. It is up to the teacher to decide what is best for students.

Note: See Close Reading: Annotating Text

- After reading this section pause to check for comprehension based on text dependent questions.
- Model and record the challenge(s), evidence, and inference for Section 1 in the first row of the Challenge-Evidence-Inference (What it means about persistence) Graphic Organizer.

Challenge	Evidence	Inference - What it means about persistence?
<i>The grandson doesn't know the tricks for picking blueberries</i>	<i>I crushed some of the berries, I pulled a leaf or a bit of a stem</i>	<i>The grandfather showed him how to pick blueberries and encouraged him to learn</i>

Note: As students learn how to determine the challenge(s), evidence, and inferences, the teacher gradually releases them to work independently.

- After students read and discuss Section 2 and Section 3, review all of the challenges that students recorded on their organizers. As the challenges are discussed, have students reread the section to determine what evidence to include on the class organizer.
- As a whole group work with students to categorize them on the class organizer to include:
 - Picking blueberries
 - Being thirsty
 - Feeling pain

Student Actions:

- Students follow along with the teacher as she reads the first paragraph of the text.
- Students pair-read Section 1 of the passage and record their annotations using annotation directions, such as:
 - Circle any unknown words
 - Write a question to identify parts that are confusing
 - Write a comment when the author has clarified information
 - Write a comment when the student wants to clarify information



- Students respond to text dependent questions by whispering answers to a partner. Partner Talk – student one answers question and student two verifies or clarifies, and vice-versa.
- Students continue to read Section 2 and Section 3 of the passage, respond to text dependent questions, and complete the Challenge-Evidence-Inference (What it means about persistence) Graphic Organizer.

Task #5

Planned Activities/Text Dependent Questions:

- In this task the teacher will model how to determine the theme of the text after reading the entire text, discussing the text dependent questions, and completing the Challenge-Evidence-Inference (What it means about persistence) Graphic Organizer.
- The teacher will model determining a theme statement using the identified evidence of the character's thoughts, actions, and words that support a theme statement related to persistence.
- After students have practiced this model, they are gradually released to determine the theme and identify specific evidence to support the theme in groups, pairs, or independently.
- Students will conduct a gallery walk to review different theme statements.

Note: Prior to this lesson the teacher defined theme with students by identifying universal central messages using texts that clearly illustrate a theme (see page 8 of the *Grade 4 Annotated Student Responses*).

Teacher Actions:

- Explain to students the difference between a theme topic and a theme statement.

Note: Students should be taught that a theme topic is usually a 1-2 word label such as love, friendship, or persistence. A theme statement is the meaning of the text as a whole. Theme statements are universal statements and can be applied to the real world.

- Reread the TDA prompt: *Authors often reveal information about a theme through the thoughts and actions of the characters. Write an essay analyzing how the grandson demonstrates a theme about persistence when responding to the challenges of blueberry picking. Use evidence from the text to support your response.*
- Ask students the meaning of theme and how they can determine a theme:
 - a message that the author wants readers to take away from reading a text
 - something the author wants readers to learn about life or human beings
 - written as a general statement that applies to the text AND applies outside of the text
 - there can be more than one theme about a story
 - the theme is implied – in other words, the author does not directly say what it is, but it can be determined by what the characters think, do, and say

Note: If students struggle with this concept, redirect them to the examples of persistence they identified in the beginning of this instructional plan and discuss the scenario statements that were generated.



- Explain that they are going to determine possible theme statements for the story using the grandson's and grandfather's thoughts, actions and words.
- Students should be directed to review the information they recorded on their Challenge-Evidence-Inference (What it means about persistence) Graphic Organizer and to reread parts of the story as they co-create a theme statement in small groups.
- Ask students what they think the author wanted them to learn about persistence from the story, *Blueberry Picking*. Examples could include:
 - With persistence you can overcome any challenge or obstacle.
 - Persistence helps you get past the hard work to do the things you want.
 - Without persistence, you won't learn to do what you want to learn.
 - Persistence is necessary to help you follow through with your commitments.
 - Persistence helps you work through problems even when it feels uncomfortable.
- While students work on a theme statement, the teacher circulates and asks probing questions such as *Why do you think that is a possible theme statement?; What evidence shows you this theme?*
- The teacher encourages students to reread sections of the text that support their theme statement.
- After students create their theme statement on a sentence strip or chart paper, the teacher should place them around the room and number them.
- The teacher should provide students with post-it notes.
- The teacher will model the expectations of a gallery walk by reading a statement and writing a question or comment. The questions could include, *"what evidence did you find to support this?"* or a comment might state, *"this shows the author's message of persistence"*. She will then direct the students to conduct a gallery walk by reading each statement and to write a question or comment on their post-it note about the statement.
- After the gallery walk is complete, the teacher should facilitate a discussion about what they noted in each of the theme statements. Ask students:
 - What was clear or confusing in the statements?
 - What information was included that was not necessary?
 - How were the statements written to be universal?
- The teacher should redistribute each group's theme statement and post-it notes for revision.

Student Actions:

- Ask the students what the author wanted them to learn about persistence. Students may work in small groups or pairs to reread sections of the text and co-create a theme.
- Students should be directed to focus on the characters' actions, thoughts, and words to develop a universal theme that can apply to anyone.
- Groups or pairs should record their theme statement on a sentence strip or chart paper. These theme statements should be placed around the room.
- In their small groups, students should conduct a gallery walk, recording a question or comment on their post-it note.
- After the gallery walk, students should engage in the discussion of theme statements.
- Students should review their theme statement, post-it notes, and reflect on the class discussion in order to make changes to their theme statement, as appropriate, knowing that it will be used in their response to the TDA.



Task #6

Planned Activities/Text Dependent Questions:

- In this task the teacher will differentiate summarizing and analyzing. To respond to a text dependent analysis prompt, students need to know the difference between a summary and analysis and should have practiced writing short summaries of stories they have read.

Note: A summary is a brief paragraph that captures all the most important parts of the text and answers the who, what, when, where, how and why questions but expresses them in a shorter space and as much as possible in the reader's own words.

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

Teacher Actions:

- Tell students to brainstorm the most important parts of the text to include in a summary about *Blueberry Picking*.
- Record student responses on chart paper.
- Ask students to collaboratively write a one-paragraph summary with their small group.
- Tell students to exchange their summary with another group and to provide feedback on the information included – too much?, too little?, does it answer the *who, what, when, where, how, and why* questions?
- Ask students to discuss the feedback they gave and received and how this helped them understand the story.
- Ask students to explain if the summary answers the TDA prompt? Have them brainstorm what is missing from the summary that is necessary to answer the prompt and demonstrate analysis of how the characters and theme are related (**interrelationship**). For example, ask students, *Does your summary show how the grandson overcame the challenges of blueberry picking in order to demonstrate persistence?* Draw attention to the reading elements in the TDA prompt to help students make the connection.
- Refer students back to the definition of analysis.
 - **Detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion**

Note: If students struggle with writing a short (3-5 sentences) summary in their small groups, the teacher should model this response pointing out the who, what, when, where, how, and why in the summary.

Note: The teacher's model summary is used in Task #8.

Student Actions:

- In small groups, students should collaborate to write a one-paragraph summary that has approximately 3-5 sentences.
- Students should exchange their summary with another group and provide feedback.
- Students should discuss the feedback provided and received and what is necessary to demonstrate understanding the story.



- Small groups should revise their summary paragraph based on the feedback and discussion, knowing that this paragraph will be the introduction for their essay.

Note: A summary can be used as the introduction of the text dependent analysis response. The summaries are used as introductions in the following lessons.

Note: Students should be taught the writing process of reflection, providing feedback, and using feedback in their own writing.

Task #7

Planned Activities/Text Dependent Questions:

- In this task, the teacher will prepare students to write an essay drawing evidence from literary or informational texts to support analysis applying grade-level standards.

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

- In fourth grade, compositional writing should include:
 - introduction of the topic and concluding statement or section
 - multiple paragraphs with one idea per paragraph or one paragraph with multiple ideas
 - specific details and evidence from the text
 - inferences about the evidence
 - explanation of what the evidence and inference mean
 - elaboration showing an interrelationship

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

Note: Fourth grade students may start with one paragraph and progress to multiple paragraphs by the end of the year.

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

Teacher Actions:

- Ask students to brainstorm what needs to be included in an essay response to the prompt by using probing questions. Record their ideas on chart paper.

Note: Brainstorming can include any answers that students provide, not just the right answers.

- Ensure that students recognize that the essay needs to be a thorough response to the prompt with multiple examples of evidence.



- Probing questions can include:
 - How should you begin your essay?
 - What can an introductory statement or section include?
 - What information should be provided first in the example?
 - What information should be provided next in the example?
 - What information should be provided third in the example?
 - How should you end your essay?

Student Actions:

- Students brainstorm what information should be included in the essay response to the TDA prompt.

Task #8

Planned Activities/Text Dependent Questions:

- In this task the teacher will model writing the analytical response to prompt, including the introduction (the brief summary written in Task #6) and the first body paragraph to the TDA prompt.
- Beginning-of-year students may need only a one-paragraph example which includes an introductory summary, evidence, inference, analysis, and conclusion statements. Middle or end-of-year students may need instruction using an introductory, body, and conclusion paragraphs.

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

- The teacher will collect student responses to determine strengths and needs with respect to the ability to demonstrate the underlying components of a text dependent analysis prompt (reading comprehension, analysis, and essay writing). The Text Dependent Analysis (TDA) Learning Progressions will assist the teacher in determining next instructional steps.

Teacher Actions:

- Display the teacher's model summary from Task #6 on chart paper (or using technology).
- Read the teacher's summary to the students and ask if any revisions should be made. Students should justify their recommendations.
- Model writing an introductory paragraph using the teacher summary.
- Model writing one complete body paragraph including evidence, inference, and analysis related to the characters and theme while conducting a think-aloud.
 - For example, the teacher could pose a question to herself, such as, *I wonder how I should start the next sentence (or next paragraph if students are ready to write multiple paragraphs)? I wonder if I should start with the challenge?* The teacher then writes the first sentence: **First, the grandson doesn't know how to pick blueberries.**



- The teacher thinks aloud, *I think I need to include evidence from the text that explains what this means.* The teacher writes: **He squashes them, mixes them with leaves and stems, and has trouble reaching them.**
- The teacher thinks aloud, *Hmmm... what is my inference about this evidence?* The teacher writes: **The grandson feels discouraged about his blueberry picking.**
- The teacher thinks aloud, *Ok, now I need to tell how the grandson overcame this challenge. Let me check how I recorded this on my Challenge-Evidence-Inference Graphic Organizer.* The teacher writes: **The grandson takes the advice of his grandfather and is gentle when picking.**
- The teacher thinks aloud, *So what does this mean about the characters and the theme about persistence?* The teacher writes: **The grandson shows persistence continuing to pick the blueberries and not giving up. He is able to overcome the challenge and persevere because of his grandfather's direction.**

Note: Depending on the text and as students become more experienced with analytical writing, they may be able to write the analysis statement in the final paragraph.

- Discuss the response and the thinking process with students. Ask students if this response answers the TDA prompt, directing students' attention to the challenge, supporting text evidence, inference, and analysis of the grandson's actions and a theme about persistence.
- Pair students to write a subsequent paragraph for the essay using the information recorded on the *Challenge-Evidence-Inference Graphic Organizer*.
- Ask a sample of student pairs to share their paragraph and ask students to provide feedback on the demonstration of analysis.
- Collect student paragraphs. These paragraphs should be analyzed to determine students' strengths and needs based on the *TDA Learning Progressions*.

Student Actions:

- Students should work with a partner to write a second body paragraph that identifies the challenge, supporting text evidence, the inference about the evidence, and what it means about the character and theme of persistence.

Many thanks to Jenny Gadd, Jacqui King, Lynn Henney, Diane Simaska, and Rebekah Baum-Leaman for their contributions to this instructional plan.