



The Thompson TDA Model

Text Dependent Analysis – Close Reading Lessons for *Uncle Timothy’s Ships* by Summer Woodford

Grade 7 Comprehension and Analysis of Author’s Craft and Theme Based on the Text Dependent Analysis Annotated Student Responses

For students to successfully respond to text dependent analysis prompts, they 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. Text dependent questions 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 7 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 **author’s craft and theme**. Author’s craft is a broader expectation than one specific reading element, and in this case, students are expected to know different techniques, including imagery, figurative language, dialogue, and events, that the author uses to convey the theme. This text supports analyzing different types of figurative language (e.g., personification, repetition, metaphor) and symbolism to convey a theme; however, they are not all explored in this Close Reading Lesson. 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 *Uncle Timothy's Ships* and the corresponding prompt found in the **Grade 7 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 them 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

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|---|--|
| Text | <i>Uncle Timothy's Ships</i> by Summer Woodford |
| Complexity (Lexile and Qualitative analysis) | Lexile level: 660 (Grade 7; 955-1155) Qualitative level: Moderately complex Note: Although the Lexile score is below grade 7, the meaning/purpose of the text adds to the complexity as there are multiple levels of meaning that are difficult to identify, are subtle and implicit. Additionally, the language features contain abstract and figurative language which may present difficulty for students. |
| Reading Elements/ Structure for analysis | Author's craft and Theme |
| Standards | CC.1.3.7.A – Key Ideas and Details (Theme): Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. CC.1.3.7.B – Key Ideas and Details (Text Analysis): Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.7.C – Key Ideas and Details (Literary Elements): Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. CC.1.3.7.F – Craft and Structure (Vocabulary): Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. |



CC.1.4.7.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.1.4.7.B – Informative/Explanatory (Focus): Identify and introduce the topic clearly, including a preview of what is to follow

CC.1.4.7.C – Informative/Explanatory (Content): Develop and analyze the topic with relevant facts, well-chosen definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D – Informative/Explanatory (Organization): Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E – Informative/Explanatory (Style): Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.

CC.1.4.7.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Instructional Text Dependent Analysis Prompt

Authors use various techniques, such as figurative language, to convey a message in their writings. Write an essay analyzing the techniques the author uses to convey a theme in *Uncle Timothy's Ships*. Be sure to use evidence from the text to support your response.

Purpose and Use of the Instructional Plan

Students in grade 7 are expected to be able to demonstrate greater independence when reading complex text, identifying and explaining the use of literary elements, and making evidence-based inferences. Additionally, seventh grade students should demonstrate greater independence in producing cohesive and coherent multi-paragraph essays on a regular basis, including a command of standard American English and writing skills such as organizing ideas, using effective transitions, and choosing precise words. 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) as they engage with increasingly more complex texts.

In this plan the teacher builds on what students learned in prior grades by modeling for students how to annotate the text to identify accurate and precise evidence, how to make an inference and generalization about the evidence, what it means relative to the reading elements/structure, and how to construct an essay conveying this information. The close reading lessons are intended to guide instruction and not to assess student work using a grade or score.

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 clarify the meaning and use of imagery and the use of figurative language to create imagery.

Teacher Actions:

- Record the statement: “The night was dark and scary.”
- Ask students if the statement paints a picture in their mind considering the details that appeal to the readers’ senses explaining why or why not.
- Explain that **imagery** is the use of vivid and descriptive language to appeal to the reader’s senses and to evoke emotions or images of places/things in the readers’ mind. Imagery allows the reader to see, smell, taste, or touch what the character experiences.
- Ask students to brainstorm descriptive language that could be used to give the reader a sense of how the night can be described to understand how it looks, feels, smells, and/or sounds. Record suggestions on chart paper or a white board. Examples could include, *humid, scent of rotten vegetation, sound of mosquitoes, smell of perfume, crackling of lightning.*
- Recreate the statement by using one or two examples of descriptive language For example, “The



night was dark and humid, the scent of rotting vegetation hung in the air, and only the crackling lightning illuminated the sky.”

- Discuss how the second statement provides a clear image in the mind of the reader.
- Display multiple statements that do not include imagery, for example:
 - The child got mad at the teacher.
 - The pizza tasted good.
 - The class was boring
 - The football team won the game.
 - The dog was big.
- Tell students to work in small groups to revise one of these statements to demonstrate the use of imagery.
- Ask each group to share the new statement and their thinking about the descriptive word choices.
- Ask other students to discuss how the descriptive word choices evoke emotions or images of places/things in the readers’ mind.
- Display different types of grade-appropriate figurative language and ensure students are familiar with them, such as:
 - **Alliteration** – the repetition of initial sounds in neighboring words.
 - **Simile** – a comparison of two unlike things in which a word of comparison (like or as) is used.
 - **Onomatopoeia** – the naming of a thing or action by a vocal imitation of the sound associated with it.
 - **Metaphor** – the comparison of two unlike things in which no words of comparison (like or as) are used.
 - **Hyperbole** – an exaggeration or overstatement.
 - **Personification** – an object or abstract idea given human qualities or human form.
 - **Repetition** - intentionally using a word or phrase for effect, two or more times in a speech or written work.
- Explain that figurative language can also be used to create imagery. Revise the example statement to include different types of figurative language. For example, “The night was dark and humid, with a scent of rotting vegetation like grandma’s powerful and potent perfume, and only the whizzing buzz of mosquitoes broke the silence of the swamp.”
- Have students identify the different the figurative language used in this statement (**simile**: like grandma’s perfume; **alliteration**: powerful and potent perfume, silence of the swamp; **onomatopoeia**: whizzing buzz of mosquitoes).
- Have students revise their statements to include at least one example of figurative language and have them share their statements ensuring understanding of different types of figurative language.
- Ensure students understand that both descriptive word choice and figurative language are used for creating imagery.

Student Actions:

- Students respond to the simple statement, sharing why it does or does not create imagery.
- Students brainstorm descriptive language for the simple sentence that would create imagery.
- Students work in small groups to revise one statement to demonstrate the use of imagery and share it with the whole group for feedback.
- Students revise their statements to include at least one example of figurative language and share their statements.



Task #2

Planned Activities/Text Dependent Questions:

- In this task the teacher will activate prior knowledge and clarify the meaning of theme, universal themes, and theme statements, and how the use of imagery can reveal a theme.

Teacher Actions:

- Display the terms, theme, universal **theme**, **theme topic**, **theme statement**, and **central idea**.
- Ask students to turn and talk to discuss the meaning of each term and how they are the same and different.
- Have students share their thinking and define the terms:
 - **Theme** – the underlying message of an entire text
 - **Universal Theme** - an idea that is a generalization about life or human nature dealing with basic human concerns or conditions; expresses a message about life and/or human nature, is common to people throughout the world, and provides guidance through life.
 - **Theme Topic** – main idea of the story
 - **Theme Statement** - a complete sentence or two that expresses a theme.
 - **Central Idea** – a description of what a specific text is mainly about.
- Display the following statements and have students categorize them as either a theme topic, theme statement, or central idea. Ask students to justify their thinking.
 - Gossip can destroy a person’s reputation in one whisper (*theme statement*)
 - Good vs. Evil (*theme topic*)
 - Forbidden love is a tragic tale with terrible consequences (*theme statement*)
 - Trust in yourself is just as important as trust in others (*theme statement*)
 - Michaela overcame the great difficulty of being orphaned to achieve a new life (*central idea*)
 - Families can take many forms (*theme statement*)
 - Coming of age (*theme topic*)
 - Friendships can develop with people of different ages (*theme statement*)
 - Evil deeds are punished in ways you might not expect (*theme statement*)
 - Louis realized the errors of his ways and told the truth to his family (*central idea*)
 - Everyone has different talents to contribute when needed (*theme statement*)
 - It’s important to find your own path to success (*theme statement*)
 - Love (*theme topic*)
 - Telling the truth comes with both negative and positive consequences (*theme statement*)

Discuss each statement ensuring students understand the differences among them.

- Ask students to examine the theme statements and determine if the statement is specific to a text or could be considered a universal theme and why based on the definition of universal theme.

Note: The theme statements provided may be considered a universal theme.

- Display and distribute the poem, *I Build Walls* by Isolatesouls17, to students:



I Build Walls

I build walls:
Walls that protect
Walls that shield
Walls that say I shall not yield
Or reveal
Who I am or how I feel

I build walls:
Walls that hide
Walls that cover what's inside
Walls that stare or smile or look away
Silent lies
Walls that even block my eyes
From the tears I might have cried

I build walls:
Walls that never let me
Truly touch
Those I love so very much
Walls that I need to fall
Walls meant to be a fortresses
Are like prisons after all

I build walls:
So many reasons why I keep to myself
So many lies I hide in my face
So many walls that help me confide
Walls surround the truth
That I will never have anyone but you

I build walls:
Walls that protect
Walls that hide
Walls that never let me
So many reasons
So many lies
So many questions
That shows my teary eyes

Isolatesouls17

The narrator's walls are not physical.

Personifies the walls as strong so they can hide what the narrator "feels".

Inference – the narrator has had their feelings hurt in the past and doesn't want to feel that way again.

Tell students to independently read the poem. While thinking aloud, model reading and annotating the descriptive/figurative language and how it creates imagery.

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



- Tell students to work in pairs or small groups to annotate the remainder of the poem and to identify a theme from the descriptive language and/or figurative language. Discuss the following questions to ensure comprehension, inferencing, imagery, figurative language, theme, and analysis:
 - What are the walls in this poem made of? (*Inference - Hidden feelings and thoughts*)
 - What is the outcome when walls act as a protection? (*They do not reveal what is inside the person.*)
 - What figurative language is used in this poem? (*Personification – walls have human qualities, Repetition*)
 - What image comes to mind when the author uses the expression ‘silent lies’? (*Walls hide one’s true feelings.*)
 - What is a theme topic for this poem? (*e.g., Loneliness*)
 - What is a possible theme statement for this poem? (*e.g., You are vulnerable when you reveal yourself to others.*)
 - What imagery is used to support this theme statement? (*e.g., ...cover what’s inside, block my eyes from the tears I might have cried, meant to be a fortress*)
- Have pairs or groups share the theme and the descriptive language from the poem that supports their identified theme. As students share the theme and the descriptive language, provide guidance to ensure understanding of imagery and theme.
- Explain that the entire poem is a type of figurative language – an extended metaphor which is a metaphor introduced in the beginning and is further developed throughout the entire poem. Specifically, the narrator explores the comparison of walls and feelings.

Student Actions:

- Students discuss literary terms with a partner and share their thinking with the whole group.
- Students categorize statements or phrases and as either a theme topic, theme statement or central idea and justify their thinking.
- Students determine if the statement is specific to a text or could be considered a universal theme and why based on the definition of universal theme.
- Students independently read the poem, *I Build Walls*, and with a partner annotate the poem to identify a theme from the descriptive language and/or figurative language and share responses with the whole group.

Task #3

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the text, *Uncle Timothy’s Ships* and the TDA prompt. The prompt should be deconstructed prior to reading the text.

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

- The teacher reminds students of the meaning 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) and the difference between inference and analysis.



- The teacher will ensure that students demonstrate comprehension of the text through a close reading, annotating the text, and collaboratively discussing responses to comprehension questions about the text.

Note: See TDA Series – Recognizing the Difference between Inference and Analysis

Teacher Actions:

- Distribute the text and prompt to students and display the prompt. Ask students to pair read and discuss the meaning of each statement in the prompt. Listen to student responses and ensure that they have identified one of the reading elements as theme.
- Generate possibilities for the second reading element. (Write an essay analyzing the **techniques** the author uses to convey a theme in *Uncle Timothy's Ships*). Direct students to the anchor chart of reading elements that have been studied (e.g., dialogue, events) or have students brainstorm possible reading elements, including those that were used when analyzing the poem, *I Build Walls* (figurative language, descriptive word choice-imagery).
- Explain that sometimes texts have multiple possible elements that could be used for analysis, and when a prompt signals this through an open-ended expectation (e.g., **techniques**) students should draw on the different elements they have studied.
- Model writing, or have students write, the second sentence of the prompt as a question they are expected to answer (e.g., *What techniques are used by the author to convey a theme in Uncle Timothy's Ships?*). This question will be used to guide the writing of the essay.

Note: The students have experienced deconstructing other prompts and writing questions prior to this task.

- Discuss the meaning of analysis by 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*).
- Place students in pairs for a first close read of the text by having them read, discuss, and annotate the text together. Focus students' attention on the author's word choice (including the dialogue) and figurative language that creates imagery, as well as the events in the story. Listen as students discuss and annotate the text. Determine areas that cause confusion or information that is significant to understanding the theme of the story. Ensure annotations make student thinking visible.
- Discuss the students' annotations as a whole group. Ensure that students explain and elaborate on the imagery created by the author's word choice and the events in the story. Discuss words that interfered with understanding the text.
- Pose comprehension questions, such as:
 - *How does the author reveal the relationship between Uncle Timothy and the narrator? Provide specific words and phrases as evidence.*
 - *How does the author create the physical traits of Uncle Timothy and the narrator? Provide specific words and phrases as evidence.*
 - *How does the author create the personality traits of Uncle Timothy and the narrator? Provide specific words and phrases as evidence.*



- Compare/contrast the physical description of Uncle Timothy and the physical description of Uncle Timothy's house.
- Why does Uncle Timothy ask the narrator what he likes best about the sea? What inference can you make about him asking this question?
- What inference can you make about what happened to Uncle Timothy at the end of the passage? What evidence supports your thinking?

Have students discuss the questions in small groups and then with the whole class.

Student Actions:

- Students pair read the TDA prompt to identify the meaning of each statement of the prompt and to identify theme as one reading element to be analyzed and generate possible second reading elements.
- Students work with the teacher to write the second statement of the prompt as a question.
- Students engage with peers in a small group to close read the text and annotate with a focus on author's word choice (including the dialogue) and figurative language that creates imagery, as well as the events in the story.
- Students discuss annotations with the whole class.
- Students discuss responses to the comprehension questions with peers in small groups and share with the whole class.

Task #4

Planned Activities/Text Dependent Questions:

- In this task the teacher will engage students in a Text Rendering Experience to deepen their understanding of the author's techniques and theme during a second close read of the text.
- The teacher will then have students collaboratively demonstrate their comprehension and analysis of the text through the creation of a Concept or Affinity Map.

Teacher Actions:

- Explain to students that they will be working in groups of four to reread the text. During this second close reading, they will expand their understanding of the text through the use of a collaborative discussion strategy, Text Rendering Experience.
- Explain that for this second read, each student will reread the story and highlight or underline one sentence, one phrase, and one word that they think is particularly important to understanding the theme and/or techniques used by the author.
- After everyone has completed this second read and identified their information, explain that student groups will engage in three rounds of sharing. During the first round each student will share the sentence identified and explain why it is significant without discussion. In the second round each student will share the phrase identified and explain why it is significant without discussion. In the third round each student will share the word selected and explain why it is significant without discussion.



- After the final round, students discuss what they heard and what these sentences, phrases, and words say about the text. Students should describe new insights they gained by looking at the text a second time and listening to what their peers noted as important and how these insights contribute to their thinking about the prompt.
- Once the second close read of the passage is completed, explain to students that their group will create a Concept or Affinity Map to answer the TDA question:
 - *How does the author's use of descriptive word choice (imagery, figurative language, dialogue) and events in the story, **Uncle Timothy's Ships**, convey a theme?*
- Explain that students will generate responses by writing ideas and evidence on post-it notes (one idea per note) and placing them on the provided chart paper.
- After ideas and evidence have been generated, students discuss and
 - begin grouping ideas into similar categories,
 - label the categories,
 - discuss why the ideas fit within the categories,
 - make connections between ideas, and
 - discuss how the categories reveal a theme.
- Review the structure students will use to engage in meaningful discussions and answer this open-ended text dependent question. Create anchor charts that provide sentence starters for agreeing, disagreeing, and clarifying.

Note: See TDA Series Collaborative Discussions for Close Reading (pgs. 5 - 7)

- Model for students the use of these sentence starters and creating the Concept or Affinity Map by selecting three or four students to be in the “[fishbowl](#)”, in which these students are in a small circle while all other students form an outer circle.
- Serve as a facilitator during this modeling process reminding students that the purpose of the small group is to discuss the text and determine a theme statement. Pose questions to move the conversation forward:
 - *What is the meaning of the personification used to describe the ships?*
 - *What is the meaning of the dialogue exchange between the narrator and the mother? Why do you think that?*
 - *What is the significance of the series of events? Does anyone disagree? Why? What evidence supports your thinking?*
 - *What do you mean when you say they are connected? Can you explain and elaborate your thinking?*
- Debrief the fishbowl with the entire class by asking questions such as:
 - *What did you observe during the discussion of the text and selecting evidence for the post-it notes?*
 - *What is one thing you heard that is confusing to you?*
 - *What is one thing you heard that you disagree with?*
 - *How did you feel while being on the outside of the fishbowl?*
 - *How did you feel while being on the inside of the fishbowl?*
- Circulate to provide direction, pose probing questions, pose clarifying questions, and general guidance, as students create their Concept Maps. Ensure that students move beyond superficial understanding; encourage a focus on the word choice/events and the theme that is conveyed



through these two reading elements. Remind students to record a theme for the text on their chart paper as they create their Concept Maps.

Note: This activity may require multiple class periods.

- Display each group's Concept Map around the room and explain they will conduct a Gallery Walk with their group. Groups will have five minutes at each map to discuss and take notes on:
 - identified theme
 - similarities and differences of their own map and the one they are viewing
 - discrepancies between the ideas and evidence, groupings, or connections
 - probing or clarifying questions they want to ask
- Facilitate the Gallery Walk setting a timer for five minutes per chart. After the Gallery Walk explain that each group of students will be allowed to ask three questions or make three observations. Allow groups of students a short period of time to discuss which questions they would like to ask or information they would like to share.
- Facilitate a class discussion allowing an opportunity for each group to pose their questions or make their comments and for the other groups to respond. Remind students to utilize the sentence starters generated for group discussions.
- Strengthen students understanding of how different techniques were used to reveal a theme during the class discussion. Have students reread portions of the text to point out evidence. For example:
 - Page 1, lines 1-3: "...*make rocks dance across the water.*" This shows personification of the rocks.
 - Page 2, lines 12-13: "*Look at them-all tied up... They want to be free. Free on the water. Free as the wind. Forever.*" This shows personification of the ships longing for freedom like Uncle Timothy.
 - Page 2, lines 26-27, 30: "*what I am. They are trapped. They haven't tasted freedom.: "... Someday, I will let my ships taste freedom.*" This shows personification of ships being able to taste freedom.
 - Page 3, line 12: *Never before has he said goodbye to the boy, yet today he tells the boy goodbye ("Goodbye, boy").* This event that has never occurred before and foreshadows his leaving.
 - Page 3, lines 16-23: *Uncle Timothy does not show up at the shore but is standing proudly in a boat on his way out to sea with his glass bottled ships in his wake behind him.* This event and imagery show that Uncle Timothy and his ships achieve their goal – being free.
- Review and discuss the theme statements generated by each group of students. Explain that there can be more than one theme statement to represent the author's message. However, to demonstrate analysis there must be sufficient and appropriate evidence. Ensure that the theme statements are appropriate for the text. A possible theme statements for this passage is *do what you think is best for you.*

Student Actions:

- Students respond to comprehension questions and fishbowl debrief questions.
- Student groups reread the text and create a Concept Map to answer the question: *How does the author's use of descriptive word choice (imagery, figurative language, dialogue) and events in the*



story, *Uncle Timothy's Ships*, convey a theme?

- Students identify a possible theme for the story using the evidence collected on their Concept Map.
- Students engage in a Gallery Walk to review the different Concept Maps while identifying similarities, differences, and questions they want to ask.
- Students engage in a class discussion about the evidence used to support the identified theme.

Task #5

Planned Activities/Text Dependent Questions:

- In this task the teacher will engage students in the completion of a thinking organizer using the theme, techniques, and evidence identified on the Concept Maps. This organizer will be used for modeling a TDA response.
- The teacher will ensure students' understanding of explicit evidence and inferences about the theme based on the author's techniques and story events. Understanding and demonstrating this information is crucial for students to analyze the text.
- The teacher instructs students on how to explain and elaborate information, including making a generalization.
- The teacher draws students' attention to the difference between [analysis and explanation](#); an explanation is a recounting of the information using text evidence and is a necessary component of show the interrelationship between two literary elements. Also ensure that students understand the difference between an inference and analysis.

Note: See TDA Series – Recognizing the Difference between Inference and Analysis

Note: Remind students to refer to the prompt, annotations, responses to the text dependent questions, and insights from the Concept Maps, as needed.

Teacher Actions:

- Display and distribute a copy of the following thinking organizer:



Prompt: Authors use various techniques, such as figurative language, to convey a message in their writings. Write an essay analyzing the techniques the author uses to convey a theme in *Uncle Timothy's Ships*. Be sure to use evidence from the text to support your response.

Theme:

Evidence #1 –

Evidence #1 – Identify and explain the Technique:

Inference:

Connection to the Theme:

Evidence #2 –

Evidence #2 – Identify and explain the Technique:

Inference:

Connection to the Theme:

Evidence #3 –

Evidence #3 – Identify and explain the Technique:

Inference:

Connection to the Theme:

- Review the TDA prompt previously discussed and recorded on the thinking organizer. Remind students that the prompt was the question used for creating their Concept Maps.
- Review the meaning 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*) and the reading elements that students are expected to analyze in their response.
- Explain that when analyzing text, it is expected that the technique is identified and the evidence is provided, the evidence is supported with an explanation of its meaning by making an inference, and the evidence/inference is connected to the identified theme. Therefore, students will identify one technique and associated piece of evidence that will support the chosen theme, discuss what inference they can make about the evidence based on the technique, and how the technique and evidence support the theme.
- Model, while thinking aloud, Evidence #1, the technique used, and an inference about the evidence on the thinking organizer. Ask students to explain how the evidence and inference are interrelated to the development of the theme in the story. Model recording this interrelationship on the thinking organizer while rephrasing the information that the students shared, if necessary. Have students record the information on their organizer. For example:



Prompt: Authors use various techniques, such as figurative language, to convey a message in their writings. Write an essay analyzing the techniques the author uses to convey a theme in *Uncle Timothy's Ships*. Be sure to use evidence from the text to support your response.

Theme: Do what you think is best for yourself.

Evidence #1 – “They are...what I am. They are trapped. They haven't tasted freedom.”

Evidence #1 – Identify and explain the Technique: Dialogue between Uncle Timothy and the narrator inside the uncle's house while looking at the bottled ships.

Inference: Provides insight into Uncle Timothy's character because Uncle Timothy's words reveal how he feels about himself. Foreshadows what Uncle Timothy wants to do.

Connection to the Theme: Uncle Timothy wants to do what is right for him even if not right for others.

- Explain that student groups will discuss and identify evidence #2, inference, and the interrelationship with the event in the story and record on their thinking organizer using information collected on the Concept Map. As students discuss this information circulate and provide feedback or clarify misconceptions, as needed. After students have recorded the information, have them share their thinking in a whole group discussion. Encourage students to provide feedback to extend the comprehension and analysis of the text.
- Discuss, provide feedback, and make adjustments to the students' information. Record the evidence about the technique, inference, and connection to the theme on the displayed teacher's thinking organizer. Since there may be differences in information selected by each group, select one source of evidence, inference, and connection to the theme to support students' ability to appropriately record this information on the organizer.
- The selection and recording of Evidence #3 can be completed through small group discussions or students can be asked to complete this section independently. This decision will depend on the strengths and needs of the students. Either way, the teacher should continue to circulate, provide feedback, or clarify misconceptions, as needed, and then record one source of evidence, inference, and connection to theme on the displayed teacher's thinking organizer to model the appropriate completion of the organizer.
- Explain that students will be using the thinking organizer to write their TDA response. However, students should be made aware that the response is not simply recopying the organizer information into multiple paragraphs. Emphasize that students will need to explain and elaborate the presented information, including making a generalization.
- Discuss that explanation, elaboration, and generalization answer questions for the reader such as:
 - *Why do you think the author included that information?*
 - *What would you expect to happen given the author's use of the technique or event?*
 - *How does the use of the technique support your understanding of the character?*

Additionally, explain that generalizations elaborate on what the author is trying to say to all people or to demonstrate a universal statement about the world. Explain that generalizations are statements that



are based on specific instances in the text but apply broadly (to most everyone in the world). Point out that generalizations are not clichés.

Student Actions:

- Students contribute to recording evidence #1, identify and provide evidence of the technique, inference, and interrelationship to an event in the first section of the thinking organizer.
- Student groups examine their annotations, responses to text dependent questions, and insights about the quotes from the text to record evidence #2 and #3.
- Students discuss their responses and adjust their thinking organizer based on class discussion and feedback.

Task #6

Planned Activities/Text Dependent Questions:

- In this task, the teacher will prepare students to independently write a TDA essay drawing evidence from the passage to support analysis while applying grade-level writing standards.
- The teacher will collect student responses to determine strengths and needs with respect to the ability to demonstrate the underlying components of a TDA essay (reading comprehension, analysis, and essay writing). The Text Dependent Analysis (TDA) Learning Progressions will assist the teacher in determining next instructional steps.

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 seventh grade, compositional writing for a text dependent analysis essay should include:
 - introduction of the topic and concluding statement or section
 - multiple paragraphs organized with one idea per paragraph including transitions to clarify relationships
 - specific details and evidence from the text
 - identification and evidence of the technique
 - inferences about the evidence
 - explanation of what the evidence and inference mean
 - elaboration, including a generalization, showing an interrelationship

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

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:

- Discuss the components of an introductory paragraph, which may include (depending on the teacher/school/district expectations):
 - a restatement of the prompt
 - the title and author
 - a 2-3 sentence summary (optional), and
 - an introductory statement previewing what is to follow.

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.

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

- Distribute the **Self-Monitoring Strategies for Responding to a Text Dependent Analysis Prompt** (Appendix A). Point students specifically to the sections on *Understanding the text-dependent analysis prompt* and *Writing the response*.

Note: Use the Self-Monitoring Strategies resource as a guide for modeling the TDA response.

- Remind students to identify the technique that they are analyzing throughout their response and its connection to the other reading element – theme.
- Discuss the similarities and differences of analysis and summarizing text:

| Analyzing Text | Similarities | Summarizing Text |
|---|--|---|
| <ul style="list-style-type: none"> • Identify a specific reading element (depends on the prompt) • Identify evidence to support the reading element (depends on the prompt) • Make an inference about the identified reading element • Explain about the evidence and inference • Make a connection between the reading elements | <p>Refers to a specific text</p> <p>Includes text evidence</p> | <ul style="list-style-type: none"> • Who is in the story • When the story takes place • Where the story takes place • What is the story about • How and/or why the problem/solution occurred |

- Have students work in pairs to write a summary of the text. If the summary is more than 2-3 sentences, have them work together to condense it to no more than 2-3 short sentences rather than a combination of sentences creating long complex sentences. Remind students that the introduction may include a short (2-3 sentence) summary, but the purpose of the writing is to analyze.
- Ask student pairs to share their summary and provide feedback ensuring that they are succinct and provide a general gist of the text.



- Model writing an introductory paragraph that includes 1) the title and author, 2) a restatement of the prompt 3) a 2-3 sentence summary using an example provided by the students, and 4) an introductory statement which previews what is to follow. The modeling should include thinking-aloud the process used for identifying which information to include in the paragraph. Students should be engaged in the decision-making process and encouraged to explain why specific information is included. Below is an example introductory paragraph:

*The story, **Uncle Timothy's Ships** by Summer Woodford, describes a young boy who has always admired his uncle. His uncle took him to his house one day and talked with him about the ships he kept and how they wanted to be free. One day the uncle was on a boat, sailing further into the sea toward freedom. The author used techniques such as imagery, plot events, and dialogue to reveal the theme of the passage which is to do what you think is best for yourself.*

- Discuss whether the paragraph includes all the expectations of an introductory paragraph and other ways that students could write the paragraph.
- Discuss, with student input, and record on chart paper the expectations for a TDA body paragraph including:
 - a topic sentence establishing the context leading to the evidence, inference, and analysis;
 - accurate and precise evidence in the form of direct quotes or paraphrasing,
 - explanation of inferences based on the text evidence;
 - analysis of how the technique used by the author reveals the theme of the story; and
 - elaboration and generalization of how the evidence and inference demonstrate a conclusion about the theme.

Note: These bulleted items are not necessarily separate sentences within the paragraph and are often woven together in a coherent manner.

- Model writing one body paragraph including the above expectations while thinking aloud and engaging students. Refer to the thinking organizer as a guide for writing the paragraph. Model how to expand and elaborate the information in a coherent paragraph without copying the information and considering it a complete paragraph. While modeling, explain to students that they cannot assume that the reader understands what the information means, and they need to explain and elaborate on its meaning.
- Model, discuss, and make adjustments based on student input. Have students determine whether all expectations are included in the paragraph. Specifically have students determine if the paragraph includes analysis and how they know.
- Complete the writing of the second body paragraph through small group discussion of the thinking organizer and writing. This decision will be based on student strengths and needs of the students. Circulate and provide feedback, as needed, reminding students to review the thinking organizer and the expectations of writing the response. Ask groups of students to share their paragraphs while the remainder of the class provides positive feedback and suggestions to improve the writing.
- Complete the writing of the third body paragraph in small groups, pairs, or students can write the paragraph independently. This decision will depend on students' strengths and needs. Either way,



continue to circulate and provide feedback, as needed, reminding students to review the thinking organizer and the expectations of the response.

- Ask groups of students to share their paragraphs while the remainder of the class provides positive feedback and suggestions to improve the writing. If working independently, engage students in peer-assessment in which each student shares their paragraph and the other student provides feedback and suggestions to improve the writing.
- Debrief the process of writing the body paragraphs with students. Pose questions such as:
 - *Which aspects of writing the body paragraph were easy for you?*
 - *Which aspects of writing the body paragraph were difficult?*
 - *How did you make sure you weren't summarizing the story?*
 - *How did you make sure that you were demonstrating analysis?*
 - *In what ways was the use of the thinking organizer helpful?*
 - *Did you return to the text to help support your response?*
- Discuss with students the components of a concluding paragraph, which may include (depending on the teacher/school/district expectations):
 - a restatement of the expectations of the prompt
 - a restatement of the main points or ideas in the essay
 - a concluding statement about the text.

For example:

The techniques of imagery, plot events, and dialogue used by Summer Woodford, all contribute to the theme to do what you think is best for you. Uncle Timothy had always wanted to be free, and one day he truly was free. He had sailed away and left everything behind to pursue his freedom like the ships he admired. He left his family and friends behind because he did what he thought would be best for him.

- Prompt students to turn-and-talk to discuss whether the concluding paragraph includes the expectations of a concluding paragraph.

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.

- Collect student essays. The body paragraphs written by students should be analyzed to determine students' strengths and needs based on the TDA Learning Progressions, and to determine instructional next steps.

Note: See TDA Series –Text Dependent Analysis (TDA) Learning Progressions

Student Actions:

- Students use their summaries to contribute to the information included in the introductory paragraph.
- Students follow along as the teacher models writing an example introductory paragraph and determines if all expectations are included.
- Students contribute to the discussion of the expectations of a body paragraph.



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- Students follow along as the teacher models writing a body paragraph and contribute to the information that should be included.
- Students work in small groups to write a second body paragraph and share with the class what they wrote, making adjustments based on peer and teacher feedback.
- Students work in groups, pairs, or independently to write a third body paragraph and share what they wrote with a partner. Adjustments are made based on peer feedback.
- Students debrief the TDA writing process based on the questions asked by the teacher.
- Students follow along as the teacher models writing an example concluding paragraph and discuss whether the expectations are included.

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