



The Thompson TDA Model

Text Dependent Analysis – Close Reading Lessons for *Because of Winn-Dixie* by Kate DiCamillo

Grade 3 Comprehension and Analysis of Characterization and Central Message Based on the Text Dependent Analysis Annotated Student Responses

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

Considerations for the Grade 3 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 **central message**. The Learning Plan guides teachers through the planning and teaching of each lesson, as well as modeling the response to a



TDA prompt. The following learning pathway focuses on the text excerpt *Because of Winn Dixie* and the corresponding prompt found in the **Grade 3 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. The close reading lessons incorporate some of these expectations; however, teachers may include additional modifications if needed.

Text Dependent Analysis Information

Text	<i>Because of Winn-Dixie</i> by Kate DiCamillo
Complexity (Lexile and Qualitative analysis)	Lexile level: 670 (Grade 3; 450-790) Qualitative level: Less to Moderately complex
Reading Elements/Structure for analysis	Characterization and Central message
Standards	CC.1.3.3.A – Key Ideas and Details (Theme): Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.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.1.3.3.C – Key Ideas and Details (Literary Elements): Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.4.3.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.1.4.3.B – Informative/Explanatory (Focus): Identify and introduce the topic. CC.1.4.3.C – Informative/Explanatory (Content): Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D – Informative/Explanatory (Organization): Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E – Informative/Explanatory (Style): Choose words and phrases for effect.



Instructional Text Dependent Analysis Prompt

The author of *Because of Winn-Dixie* uses a dog to introduce two people. 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.

Purpose and Use of the Learning Plan

It is important to understand that at the beginning of third grade, students are 8 years old and are just learning to transfer oral analysis responses to written analysis responses. The purpose of this Learning 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 Learning Plan is structured with the following three questions in mind:

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

Each task is numbered and contains three parts:

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

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



The Learning Plan

Task #1

Planned Activities/Text Dependent Questions:

- In this task the teacher will activate prior knowledge and orient students to the text by posing an essential question: *How do people demonstrate friendship through their actions and words?*

Teacher Actions:

- Write the question on chart paper.
- Listen as students talk to monitor their understanding of the topic of friendship.

Student Actions:

- In small groups, students brainstorm actions and words that show friendship (e.g., friends listen to each other; friends help each other when they are hurt; friends say they are sorry when they do something inconsiderate). Students record one example on a post-it note which is placed on the chart paper.

Task #2

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the text *Because of Winn-Dixie* 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 how two people become friends, all because of a dog named Winn-Dixie.
- 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 characters show a central message of the passage.* 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 (during both reading comprehension and analysis lessons), charting these elements, and referring to them.

- Tell students to think about what the characters' actions, thoughts, and words tell them about the topic of friendship as they read the story.
- Tell students to consider the actions and words they identified (about showing friendship) and placed on the chart in Task #1.
- Inform the students that one of the characters is the narrator of the story and refers to herself as "I". Since the excerpt does not identify the narrator, tell them her name is Opal and that she is a 10-year-old little girl.

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 (characters and central message).

Task #3

Planned Activities/Text Dependent Questions:

- In this task the teacher will ensure student understanding of explicit evidence, inference, and what it means about the character. Understanding and demonstrating this information is a prerequisite for students to be able to analyze the text.

Note: See TDA Series: Text Dependent Analysis Learning Progressions.

Note: The *Evidence-Inference-What does it mean? 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 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 this text and a sample graphic organizer.



Teacher Actions:

- Introduce the *Evidence-Inference-What does it mean? Graphic Organizer*.
- Instruct or reinforce the meaning of explicit evidence, inference, and character analysis (what does it mean about the characters), by using the picture.
- Ask students (turn and talk) to describe exactly what they see in the picture. Do not accept weak descriptions or inferences (e.g., *the girl is writing*).
- Only accept explicit evidence, such as, *girl with a flashlight*. Identify that this is explicit evidence.
- Ask them what they think it tells about the girl and let students know that this is the inference and ask what it means about the character.
- Model several examples on the Evidence-Inference-What does it mean? Graphic Organizer (see examples on the organizer).

Note: Redirect students who make statements that are not explicitly in the picture. For example, a student might say that the girl is writing. However, the girl in the picture is holding a pen, but she is not actually writing.

- Explain that as they are reading the text, students will be looking for explicit evidence in the text that identifies the character’s actions, thoughts, or words; what inference they can make from the evidence; and what it means about the character.

Student Actions:

- Students turn and talk to identify what they see explicitly, such as:
 - Girl with a flashlight
 - Girl looking at a book
 - Dog lying next to a girl

Evidence-Inference-What does it mean? Graphic Organizer
Example with a picture

Explicit Evidence	Inference	What does it mean about the characters?
<i>Girl with a flashlight</i>	<i>The girl likes to write because she’s doing it at night with a flashlight.</i>	<i>The girl likes to read and write about her experiences.</i>
<i>Dog lying next to a girl</i>	<i>The dog belongs to the girl.</i>	<i>The girl and the dog are best friends.</i>
<i>Girl looking at a book</i>		



[Because of Winn Dixie](#)

Task #4

Planned Activities/Text Dependent Questions:

- In this task the teacher will read the text in small chunks using 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:
 - Who is the character named in the first paragraph?
 - What do you know about her?
 - Who is Winn-Dixie?
 - What event caused the narrator (Opal) and Miss Franny to interact?
 - How did Miss Franny react to seeing Winn-Dixie? Why?

Note: The teacher can ask other questions to ensure students understand the characters and how they interact.

Teacher Actions:

- Read the first 4 paragraphs aloud.

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.



- Pose text dependent questions.
- Ask students to make an inference by answering the question:
 - Is Miss Franny an unusual first friend for Opal (a 10-year-old girl)? Why or why not?

Student Actions:

- Students follow along with the teacher reading the text or they read independently using decoding strategies.
- Students respond by whispering answers to a partner. Partner Talk -- student one answers question and student two verifies or clarifies, and vice-versa.

Task #5**Planned Activities/Text Dependent Questions:**

- In this task the teacher will continue reading chunks of the text for comprehension using text dependent questions which focus on making inferences about the characters and their friendship. As questions are posed, the teacher models rereading the sections to search for text evidence.
 - What do you learn about the characters when Miss Franny falls? Why was she *acting all embarrassed*? (paragraphs 4 & 5)
 - Miss Franny wanted to have a library more than anything in the world. What does this tell you about her? (paragraphs 14 - 17)
 - How does the author reveal that Miss Franny and the narrator are developing a friendship? (paragraphs 36 & 37)
 - What is Miss Franny's reaction to the narrator's suggestion? *I mean you and me and Winn-Dixie, we could all be friends.* (paragraphs 42 & 43)
 - How does the author reveal that the characters value their new friendship? (paragraphs 44 - 47)
 - The narrator and Miss Franny have three very important things in common – what are these? (students should reread sections of the text to determine a response to this question)
- After students have practiced this model, they are gradually released to read, reread, and search for text evidence in groups, pairs, or independently. The teacher checks for accurate comprehension and leads students to make inferences using text dependent questions.

Teacher Actions:

- Continue reading the text aloud and model rereading the paragraphs to locate responses to the questions. After students have practiced this model, students are gradually released to read, reread and search for text evidence in groups, pairs, or independently.
- Ask the text dependent questions listed above (or other teacher-generated questions) after reading a section so that students can reread the paragraphs to locate a response to the question.
- Model annotating the text with students. After students have practiced annotating with the teacher, they are gradually released to annotate in groups, pairs, or independently.



Student Actions:

- Students follow along with the teacher reading the text or they read independently using decoding strategies.
- Students annotate the text at specific points identified by the teacher and record where they notice something about the characters' personalities.
- Examples include:
 - The narrator's quick response reveals that she is a caring and considerate girl. Miss Franny was embarrassed because she thought Opal would think she was a *silly old lady, mistaking a dog for a bear*. (paragraphs 4 & 5)
 - Miss Franny wanted books to share with everybody. Books might have been her escape or compensation for the friends she did not have. (paragraphs 14 - 17)
 - Through the narrator's thoughts...*being friendless in a new town and not having a mama to comfort me. I sighed, too*. (paragraphs 36 & 37)
 - Miss Franny said, ... *all my friends are dead and gone*. They are both lonely and find comfort in each other. (paragraphs 42 & 43)
 - Her smile reflected the pleasure she felt at no longer being alone. (paragraphs 44 & 47)
 - 1) Both characters are lonely. 2) Both like being at the library. In the very first sentence of the passage, Opal says, *I spent a lot of time that summer at the Herman W. Block Memorial Library*. Therefore, it is a reasonable inference that Opal likes books. Similarly, Miss Franny said, *When I was a little girl I loved to read*. And when told that she could have anything she wanted for her birthday, she replied, . . . *I would most certainly love to have a library*. 3) Both like Winn-Dixie. Opal, of course, likes Winn-Dixie, and there is evidence that Miss Franny does as well: *Well now look at that . . . That dog is smiling at me. Also, . . . she smiled back at Winn-Dixie*.

Task #6

Planned Activities/Text Dependent Questions:

In this task the teacher will prepare students for selecting information from the reading and rereading of the text to include on the *Evidence-Inference-What does it mean? Graphic Organizer*. This graphic organizer is used to model the text dependent analysis essay writing and for the gradual release of students writing in groups, pairs, or independently.

Teacher Actions:

- Model and record the explicit evidence, inferences, and what it means, on the class organizer while students complete their own organizer.

Note: As students learn how to find evidence, make inferences, and state what it means, the teacher gradually releases them to work independently.



Example:

Explicit Evidence	Inference	What it means about the character
<i>I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor.</i>	<i>The girl felt bad that Miss Franny was scared by her dog and helped her up.</i>	<i>The narrator (Opal) is a caring person</i>

Student Actions:

- Students complete their own organizer as the teacher models on the class organizer.
- Students complete the organizer in groups, pairs, or independently.
- Students share the information with other students for feedback. *Does it make sense? If not, why? Decide together what does make sense.*
- Several students can share with the whole group. This sharing can include students who made a change based on feedback from peers.

Task #7

Planned Activities/Text Dependent Questions:

- In this task the teacher will model how to determine the central message of the text after reading the entire excerpt, discussing the text dependent questions, and completing the organizer.
- The teacher will model identifying the specific evidence that supports the central message.
- After students have practiced this model, they are gradually released to determine the central message and identify specific evidence to support the central message in groups, pairs, or independently.

Note: Prior to this lesson the teacher defined central message with students by identifying universal central messages using texts that clearly illustrate a central message (see page 14 of the Grade 3 Annotated Student Responses).

- Each time a text is read, the teacher records the topic on an anchor chart with a central message written under each topic.

Teacher Actions:

- Reread the TDA prompt: *The author of Because of Winn-Dixie uses a dog to introduce two people. 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.*



- Ask students the meaning of central message and how they can determine a central message:
 - The big idea that the story is about.
 - The life lesson the author wants readers to learn.
 - The central message is not about specific characters in a story; it is a big idea for everyone. In other words, it is not about Miss Franny and Opal.
 - The central message 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 friendship they identified in the beginning of this learning plan and discuss how most people demonstrate friendship in similar ways.

- Ask students what they think the author wanted them to learn about friendship from the story, *Because of Winn-Dixie*. Examples could include:
 - People of different ages can become friends.
 - Friendship can happen when you don't expect it.
 - Different people can become lifelong friends.
- Model recording a central message and evidence to support the central message on the class *Central Message and Text Evidence Graphic Organizer* while students complete their own organizer.

Note: As students learn how to determine a central message and find supporting evidence, the teacher gradually releases them to work independently. (See example on page 9 of the Grade 3 Annotated Student Responses).

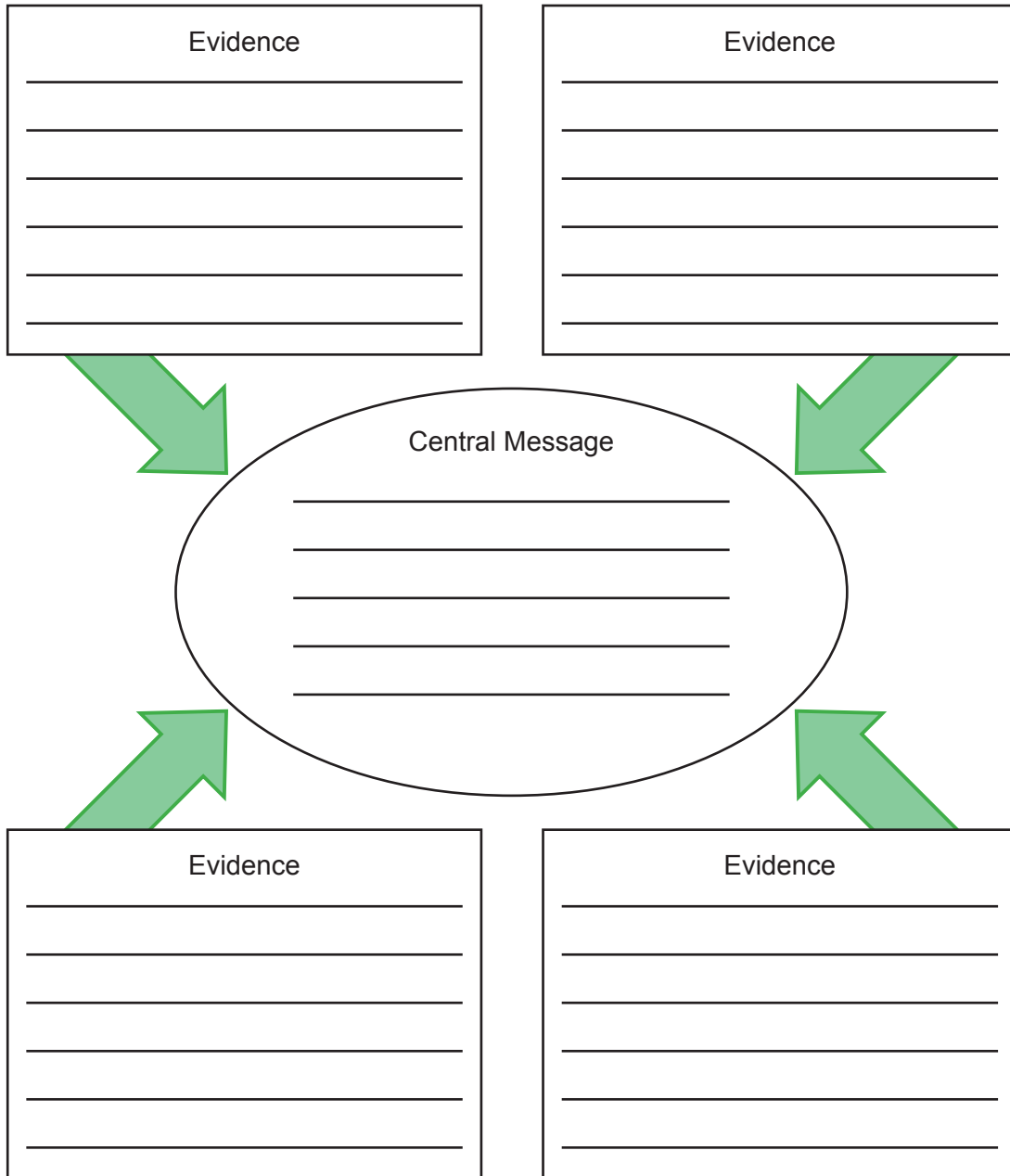
- As students are completing their organizers, the teacher should circulate to ensure appropriate evidence is included. Students should be redirected to the text, as needed.

Student Actions:

- When asking students what they think the author wanted them to learn about friendship from the story, students may work in small groups or pairs to examine their annotations and responses to the text dependent questions to co-create a central message.
- Students should be directed to focus on the characters and how they interacted with each other.
- Students should refer to the universal central messages listed on the anchor chart.
- Students should record the evidence they found to support this central message. Students should be directed to reread sections of the text and evidence they recorded on the *Evidence-Inference-What does it mean? Graphic Organizer* to locate the appropriate text evidence to support the identified central message.
- After students have practiced this model, they are gradually released to complete the graphic organizer in groups, pairs, or independently.



**Central Message and Text Evidence
Graphic Organizer**





Task #8

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 *Because of Winn-Dixie*.
- Record student responses on chart paper.
- Ask students to write a one-paragraph summary with their small group.

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

Note: The teacher's model summary is used in Task #10.

Student Actions:

- In small groups, students collaborate to write a one-paragraph summary that has approximately 3-5 sentences.
- Students post their summaries around the room; labeled with a different number or letter for the Gallery Walk in Task #10.

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.

Task #9

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 third grade, compositional writing should include:
 - opening and closing statements
 - multiple paragraphs with one idea per paragraph or one paragraph with multiple ideas
 - specific details or evidence from the text
 - basic reasons or inferences about the evidence
 - explanation of what the evidence and inference mean

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

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

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:

- 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 consider 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 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 #10

Planned Activities/Text Dependent Questions:

- In this task the teacher will model writing the response to the TDA prompt. Before teaching this lesson, the teacher writes a short complete response that coincides with the current group of students' learning regarding writing multi-paragraph responses. Beginning-of-year students may need only a one-paragraph example with introductory, 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.

- 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:

- Explain the process that will be used to conduct a gallery walk of the summary paragraphs (see steps in Student Actions). After the gallery walk, facilitate a discussion about what they noted in each of the summary paragraphs.
- Ask students to share:
 - what they thought was clear or what was confusing
 - what information included was not necessary
 - how the paragraph was written to be concise
- Redistribute each group's paragraph. Based on peer feedback and whole group discussion, students revise their summary paragraphs knowing that this paragraph will be the introduction for their essay.
- Display the teacher's model summary from Task #8 on chart paper (or using technology) while students are revising their summary paragraphs.
- Read the teacher's summary to the students and ask if any revisions should be made. Students should justify their recommendations.
- After students have revised their group's summary, ask if their summaries show how the characters and central message are related (**interrelationship**). For example, ask students, *Does your summary show how two different people like Miss Franny and Opal become lifelong friends?* Draw attention to the reading elements in the TDA prompt to help students make the connection.
- Refer students back to the definition of analysis.
- Ask students if their summary answers the TDA prompt.



- Ask them to brainstorm what is missing from the summary to answer the prompt.
- Model writing a short complete response using the teacher summary as the introduction followed by evidence, inference, and analysis related to the characters and central message 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 could use a transition phrase like To start or First. I think I'll use To start.* The teacher then writes the first sentence: **To start, the narrator had visited the library all summer long without talking to Miss Franny.**
 - The teacher thinks aloud, *I think I need to explain this a little more.* The teacher writes: **She spent a great deal of time there as she had no friends outside of her dog. One day while visiting the library her dog was looking in the library window and Miss Franny mistook it for a bear.**
 - The teacher thinks aloud, *Ok, now I need to write the evidence from the text that was recorded on my Central Message and Text Evidence Graphic Organizer.* The teacher writes: **She screamed and fell over in fear. This caused the narrator to run to her rescue. The narrator explains to Miss Franny that her dog is friendly and just wants to come inside.**
 - The teacher thinks aloud, *Hmmm... what is my inference about this evidence?* The teacher writes: **Regardless of the rule, no dogs in the library, the narrator persuaded Miss Franny to allow Winn-Dixie to join them.**
 - The teacher thinks aloud, *So what does this mean about the characters and the central message about friendship?* The teacher writes: **They liked each other and this began the start of a new friendship.**
- Ask students if this response answers the TDA prompt. Ask them to brainstorm for any missing pieces that are needed to answer the prompt.

Student Actions:

- Gallery Walk—in small groups, students conduct a gallery walk to review the different summaries that were written.
- The gallery walk could include the following steps:
 - Provide each student with several post-it notes or index cards (one per summary paragraph).
 - Assign each group a summary paragraph to start, preferably a summary that is not their own.
 - Students should read the summary and discuss if it includes the *who, what, when, where, how, and why* about the story. As they read and discuss the summary paragraph, they should write notes to remind them what they noticed for the group discussion.
 - Students should circulate and read each of the summary paragraphs while taking notes.



The Thompson TDA Model

- Students respond to the teacher's brainstorming question regarding the reading elements in the TDA prompt.
- Students should recognize that the summaries do not show Miss Franny and Opal's relationship to the central message.
- After the teacher has modeled writing the essay response (one paragraph or multiple paragraphs depending on students' current learning) and discussed her thinking process, the students should work with a partner to write a response that includes a piece of evidence, the inference about the evidence, and what it means about the character and central message.
- Following the writing process, students should partner with another pair of students to share their paragraph and to get feedback on what could be added or changed. Students should evaluate the feedback and decide if they need to incorporate these changes.

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