Text Dependent Analysis – Replacement Unit for Grade 4 Analysis of Characterization and Theme

Successfully analyzing text, at any grade level, requires more than a lesson that guides students in responding to a text dependent analysis prompt for one particular text. Students need to engage in a series of coherent units throughout the entire year that systematically promote deeper learning and analysis of the reading/literary elements. These Replacement Units are intended to supplant ineffective units that do not move beyond superficial understandings, knowledge, and skills of English language arts. This is not to suggest that the selected texts in current units of instruction are not complex or appropriate. In fact, there are many high-quality texts in anthologies and other resources that are currently used in classes, schools, and districts. Replacement units provide teachers with a way to reshuffle the texts in order for students to dive deeply into comprehension and analysis of a small set of reading/ literary elements using a variety of texts, and to demonstrate the ability to respond to a TDA prompt in writing. The **Pennsylvania Academic Standards for English Language Arts** require moving instruction away from generic questions to questions that require students to analyze what they are reading. This will help to ensure that students are college and career ready.

Purpose, Use, and Structure of the Replacement Unit

The Text Dependent Analysis (TDA) Replacement Unit is an example unit plan designed for teaching comprehension and analysis of the reading/literary elements **characterization and theme.** The Instructional Plan of both the Close Reading Lesson and the Replacement Unit are structured in a similar manner with the following three questions in mind:

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

Each section is numbered and contains three parts:
- Planned Activities/Text Dependent Questions
- Teacher Actions
- Student Actions

The Replacement Unit differs from the Close Reading Lesson in two ways. First, the unit allows students to gradually develop the necessary knowledge and skills for demonstrating analysis over the course of multiple weeks while reading various texts, whereas the Close Reading Lesson includes all possible activities associated with comprehension, analysis, and essay writing based on one text. Secondly, the unit references sections that include multiple tasks/activities and assessments but does not specifically use this terminology. However, the Close Reading Lesson specifically labels each activity as a task.

The texts in this unit have been selected as they are publicly available and are not dependent on a specific reading series. Teachers should feel free to use these texts, texts that are in their district's reading series, or a combination of the two, and to shift the order of the texts identified based on preference.

The Replacement Unit includes the following components:

- Unit Overview
  - intended focus
  - selected texts with hyperlinks
  - approximate length of time required for the unit
- Standards, Knowledge, and Skills
  - Pennsylvania Academic Standards that are taught through this unit
  - underlying knowledge that students need to know
  - underlying skills that students need to demonstrate
- Assessment Plan
  - culminating text dependent analysis text, author, and prompt
  - example proficient response
  - reading comprehension, analysis, and writing assessments:
    - pre-assessment and evaluation criteria
    - formative assessment and evaluation criteria
    - constructed response assessment and evaluation criteria
    - constructed response assessment and evaluation criteria
    - other evidence and evaluation criteria
    - summative assessment and evaluation criteria (this is the culminating text dependent analysis prompt)
- Instructional Plan
  - sections which identify the focus for instruction, the approximate time necessary for the section, and includes multiple ideas, tasks, and activities
  - planned activities, text dependent questions, and assessments
  - teacher actions identifying the teacher's instructional role
  - student actions identifying the manner in which students will engage

The Instructional Plan is only one possible way to combine texts and instruct students on the knowledge and skills necessary for comprehension, analysis, and essay writing, and teachers should feel free to modify it to accommodate content previously taught, or to meet their students' needs. The Instructional Plan does not include daily lesson plans, nor a description of every learning activity that should be taught. Rather the Instructional Plan is a general pathway that a teacher follows allowing students to be successful on demonstrating reading comprehension, analysis, and essay writing. Some specific activities and

example key questions that help elicit student thinking about the key concepts are included, but the unit is not all inclusive and should be enhanced. Different assessments are identified and described within the Assessment Plan. Any assumptions about pre-requisite knowledge and skills are identified within the Instructional Plan.

It is important to note that two text dependent analysis resource documents have been developed that are interconnected and should be used in conjunction with this unit to gain a full understanding of what students at this grade level are able to learn and demonstrate. These resource documents include:

1. Close Reading Lessons for *Blueberry Picking* by Donald Hall
2. Annotated Student Responses to a text dependent analysis prompt for *Blueberry Picking*

The Close Reading Lessons are part of this unit and discussed in Section 4.

Finally, it is imperative to read the entire section to understand the structure of the Instructional Plan and the interaction of the three parts. Each part of the section guides the teacher through a general pathway for planning, teaching, and assessing the concepts of the unit.

Unit Overview

ELA Unit Focus	Characterization and theme
Texts:	Pictures of children playing together
	Hola Llamigo! Pixar short (or other visual that communicates a theme)
	The Seedling by Paul Laurence Dunbar (or another poem that communicates a theme)
	Little Red Riding Hood by Leanne Guenther
	Lon Po Po translated by Ed Young
	Blueberry Picking by Donald Hall
	Excerpt from *Yang the Eldest and His Odd Jobs* by Lensey Namioka
	Excerpt from *A Daughter of the Sea* by Maureen Crane Wartski
Length of Time for Entire Unit:	Approximately three weeks

Standards, Knowledge, and Skills

Standards	Reading Literary Text:
	CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.
	CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.
	CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Writing:
CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly.
CC.1.4.4.C 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 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 Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Speaking and Listening:
CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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

Reading Comprehension

- theme is often thought of as the author's message or the major idea of the text
- theme is often determined by examining the characters' actions, thoughts, and words and how the character(s) responds to situations
- themes are statements not topics
- texts from different cultures can be written to represent similar meanings
- text evidence can be in the form of quotes as well as paraphrasing
- inferences are based on text evidence
- inferencing requires the comprehension of the text
- text evidence is required to be accurate and precise
- characters can be described by both physical and personality traits
- characters' actions, thoughts, and words reveal their motivations
- characters' actions impact the plot and the outcome of the story

Analysis

- inferences about text involve combining content knowledge and evidence from the text
- inferences allow for making meaning of small parts of the text
- analysis requires explaining the interrelationship of two reading/literary elements and drawing a conclusion about the whole text

Writing (a response to a TDA prompt)

- strategies for introducing the topic or text
- evidence and inferences must be explained
- similar information is grouped together
- transition or linking words support an organizational structure
- a statement or section is used to create a logical ending
- precise vocabulary is used to demonstrate comprehension

Key Skills (Do) – *Students will be skilled at…*

Reading Comprehension

- interpreting visuals and text to describe characters and their motivations
- using accurate and precise quotes and paraphrases from text as evidence about characters and theme
- using characters' actions, thoughts, and words as text evidence to make inferences
- using text evidence and inferences about the characters to identify a theme statement
- identifying a similar theme statement from multiple texts

Analysis

- identifying and explaining relevant evidence from the text to support inferences
- identifying and explaining inferences made from the text(s) to explain and analyze the interrelationship between characters and theme

Writing (a response to a TDA prompt)

- introducing the topic and text through an introduction
- including quotes and paraphrases that support inferences
- supporting the evidence and inference with an explanation of its meaning
- organizing information by using transition or linking words
- using precise vocabulary to demonstrate comprehension
- providing a concluding sentence or statement creating a logical ending

Assessment Plan

Culminating Text Dependent Analysis Text and Prompt

Text: [Excerpt from A Daughter of the Sea](#) by Maureen Crane Wartski

Prompt: *Authors often reveal a theme through the thoughts, actions, and words of the characters. Write an essay analyzing how the Biology Club develops a theme about persistence. Use evidence to support your response.*

Example Proficient Response

In the excerpt from *A Daughter of the Sea* by Maureen Crane Wartski, Junior the whale is swimming to the beach and needs to be turned back to the sea. Lien, Shani, and Mr. Manning are trying to get the whale to turn around. The theme of the story is even if things seem hopeless, you should always keep trying.

In the beginning of the story, Mr. Manning explains that the whale needs to be in the ocean and with his pod because he survives by being with his whale friends. Even if they get the whale turned around toward the ocean, he may still die. But this does not stop the members of the Biology Club from trying to save the whale. Mr. Manning says, "one more time, group." And "Let's try to get him turned around!" This shows that even though the situation seems hopeless for the whale, they don't give up and keep trying to save the whale until the New England Aquarium arrives to rescue him.

In the middle of the story, Lien grabs hold of the whale's flipper and shouts encouraging words and directions, such as "Brave whale, big whale, go back to the sea", to go back to the ocean. Lien, Shani, and Mr. Manning keep trying to point the whale in the right direction even though they are constantly knocked into the water and are exhausted. Even though they are tired and cold, they know that they have to keep trying or the whale will surely die.

Finally, the story ends where scientists from the New England Aquarium arrive, and they have a plan to take Junior back to the Aquarium's Animal Care Center. While there they will allow Junior to mature and then be released into a pod that will adopt him. The hard work that Lien, Shani, and Mr. Manning did actually saved the whale. They learned that even though the situation for Junior seemed hopeless, their persistence paid off.

Reading Comprehension, Analysis and Writing Assessments	
Pre-Assessment:	Identify explicit evidence and ability to make inferences through a visual and completing the **Explicit Evidence-Inference-Explanation Organizer**
Evaluation Criteria:	Observe while students record evidence, inference, and explanation. Sort student responses by students demonstrating, partially demonstrating, and struggling.
Formative Assessments:	Identify and explain a theme Respond to comprehension questions individually and in small groups Identify explicit evidence and make an inference when completing an **Evidence-Inference-Interrelationship to Theme Organizer** Annotate text Complete **Three-Column Organizer** Deconstruct a prompt
Evaluation Criteria:	Observe while students discuss in small groups and engage in quick writes. Use a student roster to indicate students demonstrating, partially demonstrating, and struggling.
Constructed Response Assessments:	Paragraph writing demonstrating analysis
Evaluation Criteria:	Review of writing and provide formative feedback using the TDA Learning Progressions (the use of the learning progressions is to diagnose students' strengths and needs rather than providing a score for grading). **Note: See TDA Series – Text Dependent Analysis Learning Progressions**
Summative Assessment:	Independent response to culminating Text Dependent Analysis prompt
Evaluation Criteria: Guidelines	Score responses using the Text Dependent Analysis Scoring.

The Instructional Plan

Section #1: Unit Introduction

Length of Time: Approximately two class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher activates students' prior knowledge using the **pre-assessment** of identifying explicit evidence and making inferences using visuals.
- An overview of the unit goals and success criteria is shared with students.

Teacher Actions:

- Show Picture #1 of children playing together and ask students to identify what they see in the picture. Explain that they will identify whether the information they "see" is right there in the picture (evidence) or if what they "see" is based on their prior knowledge (inference). The academic vocabulary (evidence, inference) should be explicitly shared and explained to students before they identify what they see in the picture and while they are sharing. When students provide their evidence/inference, they should be asked to explain their thinking.

- Support student understanding by posing questions such as: *Is that explicitly in the picture or is that what you think based on your experiences? Why do you think this?* Additionally, ask students to point to where they find this information in the picture.

- Model, while thinking-aloud, the first example in the **Explicit Evidence-Inference-Explanation Organizer** below, if needed. Guide students in their understanding of explicit evidence and inferences in the picture (or other similar picture) while using a three-column organizer to help students clarify these expectations:

Picture #1

PLAY IS EVEN MORE FUN WHEN IT'S WITH FRIENDS

Explicit Evidence-Inference-Explanation Organizer		
Explicit Evidence	Inference	Explanation
There are 4 children.	*They are having fun.*	*They are smiling.*
They are on a trampoline.	*They are jumping.*	*Their feet are in the air.*
They are wearing shirts and pants.	*The weather is warm.*	*They don't have jackets on.*

Picture #2

GROUP OF CHILDREN PLAYING SOCCER IN THE PARK

Explicit Evidence-Inference-Explanation Organizer		
Explicit Evidence	Inference	Explanation

- Share a second picture with students and in pairs, ask students to identify explicit evidence, an inference, and the explanation using a blank **Explicit Evidence-Inference-Explanation Organizer**. Sort student organizers by *demonstrating, partially demonstrating,* and *struggling.* This **pre-assessment** information should be used to make decisions about reteaching, practicing, or moving ahead throughout the unit with respect to these skills.
- Using either picture, ask students to talk with an elbow partner to identify the topic or what the picture is about (e.g., topic of friendship) and to make a statement about the meaning of the picture (e.g., *It's fun to play with friends*). This will begin to lay the groundwork for identifying topics, creating theme statements about texts, and differentiating between the two. As students share, take note if they are summarizing the picture or making a statement about the meaning of the picture.

- Identify the expectations of the unit and the success criteria. For example, throughout the unit students will be reading and viewing different texts to demonstrate understanding of the characters and how the characters develop a theme. Explain that by the end of the unit they will learn how to analyze the text to:
    - demonstrate comprehension or understanding of a text,
    - use evidence, inferences, and explanations to analyze the characters/theme, and
    - write an essay that shows their comprehension and analysis.

Explain that throughout the unit these expectations will be modeled so that they can independently be successful by the end of the year.

Note: The teacher should understand that these are grade level expectations and students may not be successful by the end of a unit that is taught at the beginning of the year. New learning should be reinforced throughout the year within the context of year-long teaching (e.g., during student conferences, teacher read alouds, other subject areas, etc.).

Student Actions:

- Individually or in pairs, students examine the first picture and contribute to the discussion by identifying what they see, determining whether it is explicitly in the picture or based on the evidence of the picture and their background knowledge. Students explain their thinking when providing an inference.
- In pairs, students examine a second picture and record the explicit evidence, inference, and explanation in the three-column organizer.
- Students identify a topic and theme statement about a picture with an elbow partner.
- Students follow along with the teacher as the teacher describes an overview of the unit and the success criteria.

Section #2: Video and Poetry

Length of Time: Approximately four class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce a video and poem as two different text types for developing students' comprehension of the reading/literary elements of characterization and theme. As theme statements are created, they should remain displayed for students to return to throughout the unit.
- Students will deepen their understanding and ability to identify explicit evidence and make inferences. They will begin to develop their understanding of how the two reading/literary elements are interrelated by using a graphic organizer.

Teacher Actions:

- Remind students of the expectations for the unit (analyze a text for how the characters reveal a theme) and inform them that they are going to view a "text". As they are watching the video Hola Llamigo! Pixar short (or other visual that communicates a theme) they should watch to determine the story elements (setting, characters, problem, events, solution). Display a **story map organizer** on chart paper to point out where each element is recorded. Play video.
- Tell students to discuss the story elements they saw in the video as a small group.
- Have students share their responses as a whole group and record their responses on the **story map**. Explain that they will use this information to write a short summary. Explain the meaning of a summary as: *A few sentences that capture all of the most important parts of the text and answers the who, what, when, where, how and why questions and is told in the reader's own words.* Remind students that the summary is not quotes from the story.
- Model writing a one-paragraph summary (3-5 sentences) of the video. Explain that a summary is different from writing an analysis.

Note: Depending on students' strengths and needs, summaries can be modeled or written in small groups, pairs, or independently.

- Explain that students will watch the video a second time, this time they should pay careful attention to the characters' actions (there are no words spoken) and how their actions show a message/theme about friendship. Define the meaning of theme as: *the author's message that is shown through the characters' thoughts, words, and actions.* Replay the video.
- Review the meaning of inference and ask students to discuss in small groups what the characters were doing in the video. As a **formative assessment,** ask students to make and explain the inferences about the characters.
- As a **formative assessment**, ask students to share the message/theme that they learned by watching the video. Possible friendship themes include:

    - Everyone needs a friend.
    - You can look different and still be friends.
    - Friends enjoy each other's company.
    - Friends help each other.

  Encourage them to think about the theme statements that were generated when viewing the pictures.
- Record the themes on a white board. Introduce and explain the meaning of analysis as: *detailed examination of the elements or structure of a text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion.* In other words, explain that to demonstrate analysis, they must use evidence about the characters, make an inference about the characters' actions, and show how the characters are interrelated to the theme.

Note: See TDA Series – Understanding Text Dependent Analysis

- Introduce the following **Evidence-Inference-Interrelationship to Theme** or similar organizer to record student thinking about the video.

Evidence-Inference-Interrelationship to Theme Organizer

Theme	
Evidence #1	
Inference	
Interrelationship to Theme	
Evidence #2	
Inference	
Interrelationship to Theme	

Have students discuss in pairs or small groups one piece of evidence that supports one of the identified themes. Replay parts of the video that help to emphasize the points that students are making or to revisit information that students miss.

- The students should explain the piece of evidence using an inference. Model, while thinking aloud, the completion of the organizer using information shared by student groups. Specifically focus on how the evidence and inference are interrelated to one of the themes. For example:

Theme	Friends help each other.
Evidence #1	*The llama fills the boy's basket with candy.*
Inference	*The boy was stuggling to fill his basket so the llama spit candy in the basket when the father left.*
Interrelationship to Theme	*The llama helped the boy, so he does not get in trouble.*

- Introduce the poem *The Seedling* by Paul Laurence Dunbar (or another poem that communicates a theme).
- Model reading the poem using appropriate cadence as students follow along. Ask students to reread the poem and to think about the meaning or message of the poem. Pose comprehension questions as **formative assessment**, having students provide evidence supporting how the seedling reveals a theme. Questions may include:

  - Stanzas 1 and 2: What does the word "robust" mean? What does it tell us about the seedling?
  - What happens in stanzas 2 and 3 that shows the seedling's traits?
  - What message is revealed in the last stanza? (As a class come to consensus on a theme statement for the poem.)

- In small groups, have students complete an **Evidence-Inference-Interrelationship to Theme** organizer for *The Seedling* as a **formative assessment**. As students are working, listen to their discussions and use a student roster to indicate students demonstrating, partially demonstrating, and students struggling to determine whether to reteach or regroup students. After students have completed their group organizer, have each group share their evidence, inference, and interrelationship and chart on a class organizer.

Student Actions:

- Watch the video to identify the story elements (setting, characters, problem, events, solution). Share information in a small group discussion and then in a whole group discussion observing where the teacher records the information.
- Contribute to the modeled writing of a summary using the story elements.
- View the video a second time noting characters' actions and what message about friendship is revealed by their actions. Discuss the evidence (characters' actions) and inferences in a small group. Identify a message/theme from the video.
- In a whole group, share a message/theme identified from the video, identifying one piece of evidence to support a theme and an inference about the evidence.
- Follow along as the information is recorded on the **Evidence-Inference-Interrelationship to Theme** organizer.
- Follow along as the teacher reads the poem *The Seedling.* Re-read the poem *The Seedling* while considering the message the poet is trying to communicate. Respond to comprehension questions and suggest a theme for the poem.
- Work with a small group to complete an **Evidence-Inference-Interrelationship to Theme** organizer for the poem. Share organizer information with the whole group.

Section #3: Little Red Riding Hood, Lon Po Po (A Red-Riding Hood Story from China)

Length of Time: Approximately five or six class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce a known text, *Little Red Riding Hood* and a similar text, to read and collaboratively discuss comprehension questions, focusing on how the characters' actions, thoughts, and words support a theme. Continue to display theme statements for students to return to throughout the unit.
- Students will learn to annotate as they read. (For more information about the importance of writing while reading see *Text Dependent Analysis: The Need for a Shift in Instruction and Curriculum.)*
- This section will engage students in using organizer information to write one body paragraph that includes evidence, an inference, and analysis (interrelationship of characters and theme).

Teacher Actions:

- Read aloud or play the story, *Little Red Riding Hood*. Pair students and ask them to take turns telling each other a summary of the story. Remind students of the meaning of a summary as: *a few sentences that capture all of the most important parts of the text and answers the who, what, when, where, how and why questions and is told in the reader's own words.* Remind students that the summary is not quotes from the story.
- Remind students of the focus of the unit (reading and viewing different texts to demonstrate understanding of the characters and how the characters develop a theme). Remind students of the

meaning of theme as: *the author's message that is shown through the characters' thoughts, words, and actions.*
- Inform students that good readers write while they are reading. Model reading the beginning section of the story while annotating the text focusing on what Little Red Riding Hood is doing. For example:

Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.

One morning, Little Red Riding Hood asked her mother if she could go visit her grandmother as it had been awhile since they'd see each other.   ***She's a very kind girl.***

"That's a good idea," her mother said. So they packed a nice basket for Little Red Riding Hood to take to her grandmother.

When the basket was ready, the girl put on her red cloak and kissed her mother goodbye.

"Remember, go straight to Grandma's house," her Mother cautioned. "Don't dawdle along the way and Please don't talk to strangers! The woods are dangerous."   ***That's good advice – my mother used to tell me this too!***

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

- Engage students in a first close reading of the remainder of the text either in pairs or small groups. Tell students to annotate and discuss as they read focusing on what Little Red Riding Hood does, says, and thinks.
- After students have finished reading, ask them to share the types of annotations they made and why they thought the information was important as a **formative assessment**, taking note of how the annotations help to reveal the character's traits and personality. Additionally, if students are writing unrelated annotations, this process will need to be modeled throughout the unit.
- Chunk the text for a second close read and pose text dependent questions that support student comprehension, selecting evidence, and supporting inferences. Students can read the text independently, in pairs, or in a small group. With their small group partners, students should discuss the text dependent questions providing evidence to support all responses. Student discussions should serve as **formative assessment**.

Note: See TDA Series – Close Reading Questions Leading to Text Dependent Analysis

Questions could include:

- Who are the main characters in the story?
- What is the setting of the story?
- What is the central problem of the story?
- What are three to five main events in the story?
- What happens to the characters as a result of their actions? How was the problem solved?
- How would you describe Little Red Riding Hood (personality trait; if students are not clear on the difference between physical traits—small, pretty, wears red hood—instruction should be provided)? Select from the following words and find evidence to support your thinking:

Caring	Silly
Careless	Curious
Trusting	Smart

- Was Little Red Riding Hood foolish/disobedient? Why do you think this?
- How would you describe the wolf?
- What is your opinion about the intelligence of the wolf?
- If the wolf was not in the woods, would you think differently about Little Red Riding Hood's behavior?

Note: The responses to the comprehension questions above could be placed on a story map organizer as students read.

• Discuss the comprehension questions as a whole group ensuring that students understand the characters' actions, thoughts, and words in order to identify and support a theme.

Note: See TDA Series – Collaborative Discussions

• Ask students to write the author's message/theme of the story on a sentence strip. Ensure that students are moving beyond a topic. Discuss a sampling of themes generated by students asking what the main character did that helped them determine the theme. Accept any themes that are reasonable. Additional instruction should be provided for students struggling with determining a theme. Examples may include:

- *It is important to obey your parents.*
- *Listen to what your parents tell you.*
- *Always be cautious of strangers.*
- *Strangers are not always trustworthy.*
- *Pay attention to your surroundings.*

- Provide small groups or pairs of students with the **Evidence-Inference-Interrelationship to Theme** organizer asking students to identify evidence, inference, and an interrelationship that supports the theme (**formative assessment**). Circulate as students complete the organizer ensuring that they have appropriate information. Reteach or model, as needed. Have students share their information as a whole class and record on a class organizer.
- Explain that they will be using the information on the organizer to write an analysis paragraph. Remind students that this is different than the summary paragraph previously written. Instructionally the goal is to have 4th grade students construct a complex body paragraph that includes:
  - Introduction of the topic
  - Evidence from the text (quote or paraphrase)
  - Inference about the evidence
  - Explanation showing an interrelationship between the character and theme
  - Concluding statement
- It's important to remember that 4th graders can write a proficient TDA essay using one paragraph.
- Model writing one body paragraph using the evidence, inference and interrelationship information from the organizer while conducting a think aloud. Keep the organizer displayed so that students can use this model when they are writing a paragraph independently or with a partner.

Note: See TDA Series Modeling a Text Dependent Analysis Response

- Ask students to turn-and-talk explaining the difference between the summary and analysis paragraphs that were written for the video. Have students share their thinking. Point out that the summary only includes evidence of who is in the story, where the story takes place, and what happens; the analysis focuses on two specific reading or literary elements (characterization and theme) and shows how these two elements are interrelated.
- Introduce the text, _Lon Po Po_, explaining that it is a story similar to _Little Red Riding Hood_ but takes place in China. Explain that students will read and annotate the story and decide how it is similar and different from _Little Red Riding Hood_.
- Chunk the text for a first close read of Lon Po Po, having students read in pairs and annotate for characters' thoughts, actions, and words. Discuss the student annotations.
- Complete a **story map organizer** identifying the setting, characters, problem, events, and solution similar to the one completed for _Little Red Riding Hood_.
- Using a **three-column organizer**, model for students a comparison of the two stories while engaged in a second close reading of the story. For example:

Little Red Riding Hood _Different_	_Same_	_Lon Po Po_ _Different_
one girl		three girls
in the woods	alone	at their house
	wolf wants to eat them	

In small groups or in pairs, have students complete the **three-column organizer** as a **formative assessment**. Monitor student responses to ensure that they understand the similarities and differences of the stories.

- During a third close read of specific pre-identified sections of the story, engage students in collaborative discussions in which they respond to the following text dependent questions using evidence from the text:

    - This text has three children, Shang, Tao, and Paotze as the main characters. How are the three children's behaviors and character traits similar/different from Little Red Riding Hood?
    - The wolf is called "cunning". What does it mean to be cunning? What evidence supports this trait? Do you agree that the wolf is cunning? Why or why not? What is your opinion about the intelligence of the wolf in this story?
    - Shang is considered to be the "most clever". What evidence supports this trait?
    - What evidence supports the wolf as an important character? What evidence supports Shang as an important character?
    - What message is the author revealing through the characters' actions? Is this similar to the message in *Little Red Riding Hood*? What evidence supports this?

- Engage students in a discussion of the text dependent questions as a **formative assessment**.
- Have students review the theme statements from *Little Red Riding Hood* and select one or two that illustrate(s) the theme from both stories. Ensure that students understand that a theme statement can apply to more than one story.
- Provide small groups of students with the **Evidence-Inference-Interrelationship to Theme** organizer and ask them to identify evidence, inference, and an interrelationship that supports the theme (**formative assessment**).
- Explain that they will be writing an analysis paragraph. Remind students that this is different than the summary paragraph previously written. Point out that the body paragraph must include the following.

    - Introduction of the topic
    - Evidence from the text (quote or paraphrase)
    - Inference about the evidence
    - Explanation showing an interrelationship between the character and theme
    - Concluding statement

- Students should write one body paragraph as a **constructed response assessment** using their organizer and the model paragraph from *Little Red Riding Hood* either in small groups, pairs, or independently. Collect these paragraphs and use the TDA Learning Progressions to diagnose students' level of reading comprehension, analysis, and essay writing for a TDA prompt.

Note: See TDA Series – Text Dependent Analysis Learning Progressions

Note: This section of the unit can be extended by including other Little Red Riding Hood stories from around the world such as *Petite Rouge: A Cajun Red Riding Hood Story* by Mike Artell and *Pretty Salma: A Little Red Riding Hood Story from Africa* by Niki Daly.

Student Actions:

• Work with a partner to tell a summary about *Little Red Riding Hood*.
• *Little Red Riding Hood*:

- Close read in a small group while annotating the text.
- Share annotations and reasons for annotating in a whole group discussion.
- Close read the text a second time either independently, with a partner or in a small group.
- With small group partners, respond to text dependent questions using evidence from the text. Share responses in a whole group discussion.
- Identify a theme statement.
- Complete an **Evidence-Inference-Interrelationship to Theme** organizer in a small group or with a partner.
- Turn-and-talk to explain the differences between a summary and an analysis paragraph. Share the differences in a whole group discussion.

• *Lon Po Po:*

- Close read with a partner while annotating the text for characters' actions, thoughts, and words.
- Share annotations and reasons for annotating in a whole group discussion.
- Close read the text a second time noting the similarities and differences between *Little Red Riding Hood* and *Lon Po Po.*
- With a partner or small group compare and contrast *Little Red Riding Hood* and *Lon Po Po* using a **three-column organizer**.
- Close read selected sections of the text and respond to text dependent questions using evidence from the text. Share responses during a whole group discussion.
- Review theme statements from *Little Red Riding Hood* and identify a theme statement that best applies to both stories based on the characters' actions, thoughts, and words.
- Complete an **Evidence-Inference-Interrelationship to Theme** organizer in a small group or with a partner demonstrating evidence, inference, and how they are interrelated to show a theme.
- Write one body paragraph using the modeled writing from *Little Red Riding Hood* and the organizer demonstrating evidence, inference, and how they are interrelated to show a theme.

Section #4: Blueberry Picking, Yang the Eldest and His Odd Jobs

Length of Time: Approximately seven or eight class periods

Planned Activities/Text Dependent Questions/Assessments:

• In this section the teacher will introduce fictional texts that students are unfamiliar with to allow them to deepen their understanding of the interrelationship between characters and theme.
• A text dependent analysis prompt is introduced and deconstructed.

- This section will engage students in using the **Evidence-Inference-Interrelationship to Theme** organizer information to write one or two body paragraph(s) that include(s) multiple pieces of evidence, inferences, and analysis (interrelationship of characters and theme).

Teacher Actions:

- Introduce the two texts in this section which are used to prepare students for the **summative assessment** in section #5. The first text is *Blueberry Picking* by Donald Hall. A Learning Plan for *Blueberry Picking* has been fully developed. The second text is *Yang the Eldest and His Odd Jobs* by Lensey Namioka.
- The prompts for both texts are similar. This is intentional to allow students to practice their learning about characters and theme without introducing too many different or conflicting expectations. It is important to remember that grade four students are 9 or 10 years old and are still developing their processing skills.

Blueberry Picking

Possible activities for this unit are included below. The teacher may determine which aspects of the learning plan to use within this unit based on student progress thus far
- Task #1 – Identifying the meaning of persistence and how people demonstrate persistence
- Task #2 – Introducing the text, *Blueberry Picking*, and the TDA prompt
- Task #4 – Close reading, annotating, and completing an organizer
- Task #5 – Developing a theme statement for *Blueberry Picking*
- Task #7 – Preparing to write an essay using an organizer
- Task # 8 – Writing the essay

Yang the Eldest and His Odd Jobs by Lensey Namioka

The lessons for this text should be similar to those in the Learning Plan for *Blueberry Picking*; however, the focus should be on a gradual release of teacher responsibility so that students may demonstrate reading comprehension, analysis, and essay writing independently. Consequently, it is recommended that the instructional decisions for this final text be selected based on students' strengths and needs. Several recommended activities that support grade four learning are included below.

- Introduce a second text, an excerpt from *Yang the Eldest and His Odd Jobs* by Lensey Namioka. Display the text dependent analysis prompt and provide students with a copy of the prompt: *Authors often reveal a theme through the thoughts, actions, and words of a character. Write an essay analyzing how the narrator, Fourth Brother, and Matthew help reveal a theme about practicing. Use evidence from the text to support your response.*
- As a **formative assessment**, tell students to read the prompt and discuss with a partner which reading/literary elements they will be expected to analyze (encourage students to use the reading/ literary elements chart as a resource).
- Review with 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.

- Discuss how practice (repeatedly or regularly doing something in order to improve) is similar to persistence (see definition in *Blueberry Picking* Learning Plan).
- Explain that they will be reading a story to determine a theme about practice and finding evidence to demonstrate the theme. Remind students that stories can have different themes so they will need to complete the **Evidence-Inference-Interrelationship to Theme** Organizer to prove that the theme is an appropriate message (**formative assessment**).
- Engage students in a first close read of the story having them annotate as the read, noting the characters' thoughts, actions, and words. Students can read the text independently, with a partner or in small groups depending on the strengths and needs of the students. Students can share their annotations in small groups as a **formative assessment**.
- Engage students in a second close read of the story by chunking the text and as a **formative assessment** have them respond to text dependent comprehension questions. Possible questions include:

    - How do you know that Eldest Brother feels upset about hurting his hand and losing the chance to buy the violin he wanted?
    - How would you describe the character traits of the narrator and what evidence from the text supports these qualities?
    - How would you describe the character traits of Matthew and what evidence from the text supports these qualities?
    - How do the narrator and Matthew's thoughts, words, and actions help you understand Eldest Brother's love of music?

- Responses to the text dependent questions can be shared as a whole group.
- In a small group, have students discuss a theme statement about practice for the story. A possible theme statement could be: *Practice is necessary in order to improve a skill.*
- Using the theme statement, have students complete one or two sections for an **Evidence-Inference-Interrelationship to Theme** organizer. Students can work in pairs or small groups. Ensure that students differentiate evidence from an inference, and an inference from the explanation of the interrelationship. This is a short text and students may not be able to locate more than one or two examples to support a theme statement.
- Remind students of the expectations of writing a body paragraph that demonstrates analysis. In pairs, have students write one body paragraph as a **constructed response assessment** using one piece of evidence from the **Evidence-Inference-Interrelationship to Theme** organizer.
- Review the expectations of the body paragraph and model how to review student work in order to provide *glows* (positive feedback based on the success criteria) and *grows* (ways to improve the paragraph based on the success criteria). Model this expectation, including how to share this information with their classmates, using a think aloud and/or a fishbowl activity.

- Tell students to exchange their paragraph with another pair of students. Each pair should read and discuss the student work and record glows and grows based on the success criteria. It may be beneficial to provide students with a two-column organizer in which to record their feedback. For example:

Glows	*Grows*
(positive feedback)	(ways to improve)

- Ask students to share the information verbally and give the partners the recorded information.
- Tell students that they should revise their paragraph based on the feedback, if they believe the information is appropriate based on the success criteria. Collect student paragraphs and sort by demonstrating, partially demonstrating, and struggling. This information should be used to make decisions about reteaching, practicing, or moving ahead throughout the unit with respect to these skills.

Student Actions:

Blueberry Picking

- Student actions will depend on the selected tasks from the Learning Plan.

Excerpt from *Yang the Eldest and His Odd Jobs*

- Read the text dependent analysis prompt and discuss with a partner the reading/literary elements that they are expected to analyze. The reading/literary elements chart displayed in the room can be used as a resource.
- Discuss the meaning of a theme topic about practice and a theme statement about practice. Explain the similarities of practice and persistence.
- Close read text while annotating the text for characters' actions, thoughts, and words and share annotations in a small group.
- Close read the text a second time while responding to the text dependent questions and locating supporting evidence. Share responses in a whole group discussion.
- In a small group, discuss and identify a possible theme statement.
- Using the theme statement complete one or two sections of the **Evidence-Inference-Interrelationship to Theme** organizer.
- With a partner, write a one body paragraph demonstrating analysis.

- Share the paragraph with another pair of students and review their paragraph providing feedback as *glows* and *grows* recording the information on an organizer and verbally sharing.
- Revise paragraph based on the feedback.

Section #5: Culminating Independent Text Dependent Analysis Prompt

Length of Time: Approximately two class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will provide students with the culminating text and text dependent analysis prompt, an Excerpt from *A Daughter of the Sea*.
- Students will independently respond to the prompt.
- Responses can be analyzed using the TDA Learning Progressions, or scored, if desired. This decision should be based on the time of the year this unit is taught, the progress that students have made throughout the unit, and the strengths and needs of the students.

Teacher Actions:

- Distribute the passage and prompt.
- Have students read the prompt and with a partner discuss the reading/literary elements they are expected to analyze. Have students review the success criteria for writing a text dependent analysis response.
- Tell students they should independently read and annotate the text and complete the **Evidence-Inference-Interrelationship to Theme** organizer prior to writing their response.
- Provide paper for students to write their **summative assessment** essay reminding students to include at least two pieces of evidence supported by their inference and explanation.
- Use the TDA Learning Progressions to diagnose student work. If desired, student work can be scored using the TDA Scoring Guidelines.
- Use the Student Work Analysis protocol to make decisions about differentiating groups and instruction.

Note: See TDA Series – Student Work Analysis Using the Text Dependent Analysis Learning Progressions

Student Actions:

- Read the text dependent analysis prompt and discuss with an elbow partner the reading/literary elements they are expected to analyze and the success criteria for writing a text dependent analysis response.
- Independently close read and annotate the text.
- Complete the **Evidence-Inference-Interrelationship to Theme** organizer.
- Write an essay using the information from the graphic organizer.