Module 14: Developing Replacement Units Leading to Analyzing Text
Warm-Up: **Reflection Journal** (page 2)

1) **How do you currently create or adapt unit plans that instruct students to analyze text?**

2) **Why do you think it is necessary and important for students to engage in English language arts units that provide analysis instruction and practice?**
Coherent Units with Analysis at the Core

- Unit 1 – Reading Elements
  - Complex Texts
  - Daily lesson plans
  - Evidence-Inference-Analysis

- Unit 2 – Reading Elements
  - Complex Texts
  - Daily lesson plans
  - Evidence-Inference-Analysis

- Unit 3 – Reading Elements
  - Complex Texts
  - Daily lesson plans
  - Evidence-Inference-Analysis
Replacement Units

• Address similar expectations (reading strategies, skills, etc.)
• Provide for deeper learning by incorporating analysis

“These curricular units would include coherently developed instructional tasks, sample formative questions for teachers to ask or things to look for in student work to get at key conceptual understandings and would serve as the basis … and … context for the summative assessment.” (Marion & Shepard, 2010, p.3)
Developing Replacement Units

Need for:
• Complex texts
• Instructional activities leading to analysis
• Instructional and assessment TDA prompts

Impacts:
• Scope and sequence
• Current unit assessments
“Replaces” Current Units
Consider the development of a replacement unit.

What are the benefits of creating a replacement unit?  
What are the barriers to creating a replacement unit?  
How could you overcome these barriers?
## Similarities and Differences

<table>
<thead>
<tr>
<th>Close Reading Plan</th>
<th>Similarities</th>
<th>Replacement Unit</th>
</tr>
</thead>
</table>
| All activities associated with comprehension, analysis, and essay writing based on one text | • Teaches comprehension and analysis  
• Instructional plan and numbered sections include:  
  - planned activities  
  - text dependent questions  
  - teacher actions  
  - student actions  
• Uses a backward design process | Gradual development of knowledge and skills for demonstrating comprehension, analysis, and essay writing using multiple texts, tasks, activities, and formative assessments |
Backward Design Process

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction
Benefits of Backward Design Process

• Encourages intentionality during the design process
• Supports establishing the purpose of the activities before implementing it in the classroom
• Provides guidance for designing lessons/units and instruction
• Allows for an easier time developing assessments and instruction around the expected analysis outcomes
Learning Plan with Backward Design

• Lends itself to transparent and explicit instruction
• Ensures a better idea of what students gain from the learning activities
• Eliminates the possibility of incorporating unnecessary activities and tasks
• Supports tasks and each piece of instruction has a purpose that fits in with the overarching goals
### TDA Replacement Unit Template

#### Understanding By Design Unit Template

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>Time Frame</td>
</tr>
</tbody>
</table>

**Identify Desired Results (Stage 1)**

**Content Standards**

#### Understandings

**Essential Questions**

- Overarching Understanding
  - Overarching
  - Topical

**Related Misconceptions**

#### Knowledge

**Skills**

- Students will know...
- Students will be able to...

**Assessment Evidence (Stage 2)**
### Example Replacement Unit Components

**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.
Comparing Units: Reflection Journal (page 4)

Examine your current unit of study.

In what ways is your unit similar and different from the structure of a replacement unit? Consider the backward design approach, as well as the structure of the unit. What inference can you make from these similarities and differences?
Instructional Plan

General pathway allowing students to be successful on demonstrating reading comprehension, analysis, and essay writing.
Grade 4 Example TDA Replacement Unit: Reflection Journal (page 5)

Read the Unit Overview, Standards-Knowledge-Skills, and the Assessment Plan (pages 3-7).

Record your reflection of these sections including how these expectations are already taught in your class and what is new or different from what you currently teach.
Section #1: Unit Introduction

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.
Section #1: Teacher Actions

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.).
Section #1: Student Actions

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.
Read Section #1 (pages 8-10).

How is the instruction provided in this replacement unit similar and different from your instruction in your unit with respect to the section goal – identifying explicit evidence and making inferences. Then explain how you could integrate the example lesson into your unit.
Unit Sections

Section #1
- Texts, pictures, poetry, videos
- Multiple opportunities to learn
- Instructional strategies
- Formative assessments

Section #2
- Texts, pictures, poetry, videos
- Multiple opportunities to learn
- Instructional strategies
- Formative assessments

Section #3
- Texts, pictures, poetry, videos
- Multiple opportunities to learn
- Instructional strategies
- Formative assessments
Grade Level Replacement Units

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

Grade 4 Comprehension and Analysis of Characterization and Theme Based on the Text Dependent Analysis Annotated Student Responses

For students to successfully respond to text dependent analysis prompts, students should develop an active close reading habit. Close reading involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion plan that provides regular modelings of text to increase student comprehension. Close reading will allow text students to discover something important that they may have 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 main idea of what they are reading and the evidence that supports it. Close reading is also an opportunity to discuss this text with each other and with their teacher. Successful students become a part of the class in which students are considered a part of the class, not just students in an English language arts. This is not to suggest that the selected texts in current units of instruction are not comprehensive. In fact, there are many high-quality texts in anthologies and texts that are used in their own right in the regular classes of secondary schools. However, close reading is a way to highlight 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, in order to demonstrate the ability to respond to a TDA prompt in writing. The Pennsylvania Academic Standards for English Language Arts require reading instruction that focuses on three specific skills that require students to analyze what they are reading. This will help to ensure that students are college and career ready.

Considerations for the Grade 4 Close Reading Lessons

The Text Dependent Analysis (TDA) close reading lessons are designed to be an entry pathway for teaching comprehension and analysis of the reading elements characteristics and theme. The instructional plan guides teachers through the planning and teaching of reading lessons as well as motivating the response to the TDA prompt. The following instructional pathway focuses on the text Blueberry Picking and the corresponding prompt found in the Grade 4 Assessed Student Response Set on the Text Dependent Analysis Learning Progression. The lessons are only one possible instructional pathway, and teachers should feel free to modify the lessons to fit the needs of their students.

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 promotes deeper learning and analysis of the reading/language elements. These Replacement Units are intended to expand reflective units that do not require extensive content. These units are designed to be used in conjunction with current instructional units to ensure deep and varied experiences for students. These units are not comprehensive, but are designed to provide additional, engaging instruction for students of all reading levels.

The Pennsylvania Academic Standards for English Language Arts require reading instruction that focuses on three specific skills 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/language elements characterization and theme. The Instructional Plan of both the Close Reading Lessons and the Replacement Unit are structured in a similar manner with the following three elements:

- 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 Activites/TD Dependent Questions
- Teacher Actions
- Student Actions

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 Inferences Interrelationships To Theme organizer to write one or two body paragraph(s) that include(s) multiple pieces of evidence, inferences, and analysis (interrelationships of characters and themes).

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 Ying the Eldest and His Odd Jobs by Linsey Pianalto.
- 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 #3: Close reading, annotating, and completing an organizer
- Task #4: Developing a theme statement for blueberry Picking
- Task #5: Preparing to write an essay using an organizer
- Task #6: Writing the essay
Consider your instructional practice:

1) How can you use one of the example replacement units in your curriculum? What would need to change?

2) Examine a current unit you are planning to teach. Explain how you can revise the unit, creating a replacement unit, which has analysis at the core.
For More Information...


Or

Pennsylvania Department of Education: *Text Dependent Analysis (TDA) Toolkit*
Going Deeper with Text Dependent Analysis

Introduction: Introduction to the TDA Professional Learning Series
Module 1: Text Dependent Analysis: A need for curriculum and instructional shifts
Module 2: Understanding Text Dependent Analysis
Module 3: Anatomy of Text Dependent Analysis Prompts
Module 4: Selecting Complex Texts for Analysis
Module 5: The Difference Between Inference and Analysis
Module 6: Purposeful Annotations
Module 7: Close Reading Questions Leading to Analysis
Module 8: Analyzing Reading Elements and Text Structures
Module 9: Collaborative Discussions
Module 10: Modeling a Text Dependent Analysis Response
Module 11: The Purpose of Text Dependent Analysis Learning Progressions
Module 12: Analyzing Text Dependent Analysis Responses
Module 13: Developing Close Reading Lessons Leading to Analysis
Module 14: Developing Replacement Units Leading to Analysis
Module 15: Using the Grades K-8 Deconstructed Standards
References

Thank You