The Thompson TDA Model

Text Dependent Analysis – Replacement Unit for Grade 6 Analysis of Characterization and Plot Events

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 plot events**. 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

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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 do 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, and
  - 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
    - other evidence and evaluation criteria
    - summative assessment and evaluation criteria (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

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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 *The Cormorant in My Bathtub* by Brooke Rogers
2. Annotated Student Responses to a text dependent analysis prompt for *The Cormorant in My Bathtub*

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 plot events/conflict
Texts:	*Joy and Heron* (Pixar short) *Eleven*, by Sandra Cisneros *Thank You Ma'am* by Langston Hughes *Fish Cheeks* by Amy Tan *Inside Out* by Francisco Jimenez *Seventh Grade* by Gary Soto *Growing Up by Gary Soto* *The Cormorant in My Bathtub* by Brooke Rodgers *Taco Head* (excerpt from *The Tequila Worm*) by Viola Canales
Length of Time for Entire Unit:	Approximately three weeks

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Standards, Knowledge, and Skill

Standards

Reading Literary Text:
CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.

Writing:
CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.6.B Identify and introduce the topic for the intended audience.
CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. *Use precise language and domain-specific vocabulary to inform about or explain the topic. *Use sentences of varying lengths and complexities. *Develop and maintain a consistent voice. *Establish and maintain a formal style.
CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

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Speaking and Listening:
CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.
CC.1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Reading Comprehension

- character traits are revealed through direct and indirect characterization
- characters experience internal and external conflicts
- major events are the key actions that occur when the characters do something or are impacted by something
- text evidence can be in the form of quotes as well as paraphrasing
- inferences are based on text evidence
- inferencing requires comprehension of the text
- text evidence is required to be accurate and precise
- character's actions, thoughts, words, and feelings reveal their motivations
- character's 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

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

Reading Comprehension

- identifying and describing characters using direct and indirect characterization as evidence
- identifying and explaining both internal and external conflicts
- identifying and describing major events and analyzing how they impact the main character
- describing when and why a character changes in a story
- using accurate and precise quotes and paraphrases from text as evidence about characters and conflict/events
- using characters' actions, thoughts, and words as text evidence to make inferences
- interpreting and analyzing how the author's use of direct and indirect characterization impacts the story plot and character change

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 plot events

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:	*"Taco Head"* from *The Tequila Worm* by Viola Canales
Prompt:	Authors often present events and conflicts as a way to shape characters. Write an essay analyzing how the main character of *Taco Head* changes in response to the events and conflict in the passage. Use evidence from the passage to support your response.

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Example Proficient Response

The main character of “Taco Head” experiences a change from the beginning of the story to the end. The main character experiences prejudice at her school when students make fun of her for eating tacos. When she is befriended by Coach Clarke she experiences a change and becomes confident in her abilities.

At the beginning of the story, the main character does not want to be called names because she is Mexican American, so she hides eating her tacos at lunch. The author states, “I started going to the very end of the cafeteria, to turn my back and gobble up my tacos. Then I started eating each taco by first putting it in a bag.” These events mean that Sofia is embarrassed by her lunch, which reveals her nationality, which is clearly the internal conflict the character is struggling with. The events of hiding her lunch and eating fast show that she is uncomfortable with being different from the other students.

The main character continues to deal with the ridicule from other students who call her “Taco Head”, an external conflict which causes Sofia to skip lunch. Then Coach Clarke sits with her and offers to trade her sandwich for a taco. In the text, the author states, “As I ate one and Coach Clarke ate the other, she kept making all these loud *mmmmm* sounds. I knew everyone in the cafeteria could hear.” The reader can infer that Sofia is surprised that someone would want to demonstrate in front of all the students that the taco tastes good. This event begins to reveal to the reader that Sofia is beginning to feel included and a part of the community because of Coach Clarke’s actions.

Toward the end of the story while Sofia and Coach Clarke shared the tacos at lunch, Coach Clarke described her stories about sports and playing soccer, and that part of succeeding is to think with your brain. This means that Sofia needs to stop wasting her time hiding and being embarrassed. Then when Coach Clarke states, “Part of ‘kicking that girl’ is to eat your tacos proudly, and right in the middle of the cafeteria.” Sofia realizes from the series of events and the internal and external conflicts that she has been dealing with, she needs to be proud of who she is and all that she can accomplish.

The change in the main character is evident from the beginning to the end of the story. At the beginning of the story, Sofia is embarrassed by her nationality which is revealed when eating tacos which causes other students to call her names. After the events and interactions with Coach Clarke she realizes that she should be proud of her background, who she is, and all she can do. Viola Canales demonstrates to the reader that the internal and external conflicts and the lunches with Coach Clarke are the turning point for the main character, allowing her to finally feel accepted.

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Reading Comprehension, Analysis, and Writing Assessments	
Pre-Assessment:	Identify evidence-inference-interrelationship of the significant event that causes a change in the main character after watching a video.
Evaluation Criteria:	Listen to individual contributions or group discussions as students identify or record evidence, inference, analysis. Sort student responses by students demonstrating, partially demonstrating, and struggling to adjust instruction.
Formative Assessments:	Every Pupil Response – Direct and indirect characterization Identify and explain a direct and indirect characterization Annotate text Respond to comprehension questions individually and in small groups Categorize the type of indirect characterization Write a paragraph describing a character's personality using direct and indirect characterization Compare/contrast paragraph of how direct/indirect characterization is used by an author Identify conflicts in a story – internal and external Identify major events in a story that reveal the conflict and character change Identify explicit evidence and make an inference when completing an **Evidence-Inference-Interrelationship Organizer** Write an analysis body paragraph Deconstruct a prompt
Evaluation Criteria:	Observe while students discuss in small groups and record information on organizers and paragraphs. Use a student roster to indicate students demonstrating, partially demonstrating, and struggling.
Other Evidence:	Visual presentation demonstrating analysis
Evaluation Criteria:	Observe while students discuss in small groups and record the information for the visual presentation. Use a student roster to indicate students demonstrating, partially demonstrating, and struggling.

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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). Examine the *glows* and *grows* provided by other students. **Note: See TDA Series – Text Dependent Analysis Learning Progressions**
Summative Assessment:	Independent response to culminating Text Dependent Analysis prompt
Evaluation Criteria:	Score responses using the Text Dependent Analysis Scoring Guidelines

The Instructional Plan

Section #1: Unit Introduction

Length of Time: Approximately one to two class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher activates students' prior knowledge using the **pre-assessment** of identifying evidence, making an inference, and showing an interrelationship between a character change in response to events/conflict by viewing a video.
- An overview of the unit goals and success criteria is shared with students.

Teacher Actions:

- Have students brainstorm the different parts of a story plot (**exposition** introduces the setting, characters, and often the main problem, **rising action** is the events at the beginning of the story, **climax** is the turning point in the story**, falling action** is the events that take place after the climax, **resolution** tells what happens to the characters after the conflict is solved).

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- Review what occurs in important events (a character situation, the actions that occur, and a change in a character's situation). Engage students in a discussion of how an individual can change because of conflict and events by having students identify examples from texts read, movies viewed, and/or real-life experiences. Discuss the conflict the character experienced and whether the change can be positive or negative.
- Explain that students will view the video, *Joy and Heron,* and then complete the **preassessment for demonstrating evidence-inference-interrelationship** using the organizer while in pairs or small groups.
- Display the organizer and ensure students know the meaning of inference (*an inference is when I use text evidence from a small section of the text and combine this with my own background knowledge to make meaning of this part of the text)* and interrelationship (*a detailed examination of the elements – character and events. I need to look at how the conflict/event shows an interrelationship with the character)* of two reading elements. For example:

Evidence #1 – Character's emotions/attitude/behavior	
Inference #1 – about the Character	
Interrelationship #1 – Event that influences the character's emotions/attitude/behavior	

- Play the video, *Joy and Heron*, explaining that students should watch for an important event that causes a change in the character. A possible response includes:
  - **Evidence:** The dog doesn't like that the bird keeps trying to take the worms, so he chases it away from the boat.
  - **Inference**: The dog is angry and doesn't like getting in trouble with the man.
  - **Interrelationship**: The dog sees the bird feeding the worms to the baby birds and gives the mother bird all of the worms, so the baby birds won't go hungry.
- Provide students with the opportunity to identify other evidence from the video, to make inferences, and to analyze (showing an interrelationship of the two reading elements).
- Discuss how the dog behaved in the beginning of the video and why the event changed his behavior. Discuss the conflict that the dog was experiencing.
- Identify the expectations of the unit and the success criteria. For example, throughout the unit students will be reading and viewing different realistic texts. They will demonstrate understanding of how a conflict and events experienced by characters can change their behaviors and attitudes. Explain that by the end of the unit they will learn how to:

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- demonstrate comprehension or understanding of a text through annotations and responses to text dependent questions,
- use evidence, inferences, and explanations to analyze the characters in order to determine a change in a character, and
- to 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:

- Students brainstorm different parts of a story plot.
- Whole group discussion of how an individual can change because of conflict and events by sharing examples from texts read, movies viewed, and/or real-life experiences.
- Students view a short wordless video, *Joy and Heron,* and either follow along as the teacher models completing an **Evidence-Inference-Interrelationship** organizer or work in a small group to complete the organizer.
- Students follow along with the teacher as the teacher describes an overview of the unit and the success criteria.

Section #2: Characterization and Conflicts

Length of Time: Approximately four to five class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce direct and indirect characterization to support understanding of selecting evidence about a character.
- The teacher will also introduce internal and external conflict in support of understanding of character motivations.
- The teacher will support students' understanding and ability to identify explicit evidence, make inferences, and analyze conflicts/events to determine a change in a character's behavior, thoughts, or emotions using both direct and indirect characterization.
- The teacher will model and engage students in writing a summary and analysis paragraph.

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- The teacher will model and engage students in annotating text 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*.)

Teacher Actions:

- Remind students of the expectations for the unit (analyze a text for how the conflict/events impact or cause a change in the main character) and inform them that in this section of the unit they are going to explore the types of conflicts characters experience and how the author reveals information about the character.
- Ask students to turn and talk to explain why characters are important in a story and how the author reveals information about a character. Ask several pairs of students to share their thinking listening to understand that characterization is how the writer shows the nature, personality, and physical appearance of the characters to allow the reader to better understanding of them.
- Explain that there are two ways that the reader learns about the character: direct (directly telling the reader the character's actual physical and mental traits) and indirect characterization (indirectly providing the reader with information forcing the reader to use their imagination by showing how the character speaks, thinks, acts, or how other characters react to *him)*. Introduce the **S.T.E.A.L.** method as an example for determining indirect characterization and share the explanation of each:
  - **S** – what the character **says**
  - **T** – what the character **thinks**
  - **E** – what **effect** the character has on others
  - **A** – how the character **acts**
  - **L** – what the character **looks** like
- Create an anchor chart for the **S.T.E.A.L**. method for students to refer to throughout this unit.
- Provide an example of each part and explain why it is direct or indirect characterization. Then randomly share examples and as a **formative assessment**, use an every-pupil response, such as holding up a green post-it note for direct characterization and holding up a red post-it note for indirect characterization.
  Examples could include:
  - Direct Characterization:
    - Jane was a beautiful young girl. She had golden hair and blue eyes, which made her stand out from the rest.
    - Jim was an honest, truthful man. He never cheated anybody in his entire life.
    - John cared a lot for the well-being of others. There was an old couple living alone near his house. John used to buy weekly groceries for them and even check on them every day, just to see how they were doing.
  - Indirect Characterization:
    - When Jane walked into the room, nobody could help but look at her face and the way she walked. She commanded attention wherever she went.
    - Jim was very unlike any other businessman. He made sure that all his clients got what they had paid for.

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    - An old couple living near John's house considered him just like their own son. John did all that for them what even a son these days won't do. He would shop for them, get them things, and say hello every day.
- Provide pairs of students with direct characterization statements and have them turn these statements into examples of indirect characterization. For example:
    - Tom is an extremely sensitive, emotional guy who loved animals, especially fish. (Direct characterization)
    - Tom cried and cried when his goldfish died. (Indirect characterization)
- Introduce the text, *Eleven* by Sandra Cisneros, and inform the students that they will be reading and annotating the text to demonstrate understanding of how the author uses direct and indirect characterization to help them understand the characters' traits.
- Explain that good readers write while they are reading, and that annotating text requires students to write margin notes that help them think deeply about the characters and how they are impacted by the events in the story.

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

- Model reading the beginning section of the story while annotating the text focusing on making inferences about the character. For example:

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are --underneath the year that makes you eleven.	*Is she sad that she's getting older?*
Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.	*It sounds like she is struggling with feeling young even though she is eleven.* *And she sees that her mother feels the same way.*

- Discuss the annotations pointing out the text does not say she is sad. This is indirect characterization, and the annotations are inferences about the character and how she feels about getting older. Ask students if there are other annotations they would make for this section of the text about the character and why.
- Engage students in a first close reading of the remainder of the text either in pairs or small groups to read and annotate focusing on the elements of direct and indirect characterization. Circulate as students discuss their annotations. Student annotations and discussions should serve as **formative assessment**.

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- After students have finished a first read, explain that they will engage in a collaborative group in which they will respond to **formative assessment** text dependent questions while engaged in a second close read of identified sections in the text. Remind students to use their annotations to support their responses. Provide each student with a responsibility for their collaborative discussion such as reader (reads the identified section of the text), questioner (reads the text dependent question and ensures that the question is answered), recorder (writes the group's response on the question form), timekeeper (keeps the group moving along).

Note: See TDA Series – Collaborative Discussions for Close Reading

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

Note: This section assumes that students have been taught figurative language (e.g., metaphors and similes) and tone.

Possible text dependent questions and responses include:

- Paragraphs 1-4: In paragraph three, the author includes figurative language. How does the figurative language in the text help the reader understand the character's feelings about getting older? All three have layers numbered like years and are part of the whole identity.
  Possible response: *Like a tree the rings represent how outside sources can affect the growth and development of each individual ring or each year of a person's life, and how the rings or years underneath affect and build upon the outer layers and a person's ideas and thoughts.*
- Paragraphs 1-4: The author stated, "Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin can." What does this figurative language mean and how does it affect the tone of the text?
  Possible response: *The pennies represent the emotions that are rattling inside of Rachel. They can represent more than one maturity or age level in a moment. This reflects her anxious tone. Her emotions are bouncing within her as loudly as pennies in a tin can.*
- Paragraphs 1-4: Reread the first four paragraphs and note how many times the author starts a sentence with the word "and". Why does the author make this choice? How does it reflect how Rachel feels about growing older?
  Possible response: *The author begins a sentence with the word "and" 5 times. This reflects Rachel's anxiety as she rambles her thoughts about her birthday. It also reflects her speaking voice sounding like Rachel as an eleven-year-old narrator thinking aloud.*
- Paragraphs 5-10: When Sylvia says the sweater belongs to Rachel, how does Rachel respond? What does this reveal about how Rachel feels about herself?
  Possible response: *Rachel responds with negative self-talk, "I'm skinny, maybe because she doesn't like me…" She feels angry when she calls Sylvia stupid. She also feels insulted because Mrs. Price believes Sylvia. She reverts to "me when I was four", when she partially responds in a little voice.*
- Paragraphs 5-10: Why does Rachel feel that Mrs. Price is "right"? Give evidence from the text to support your answer.

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Possible response: *Rachel feels that Mrs. Price is older and therefore wiser. She states, "Because she's older and the teacher, she's right and I'm not." It also demonstrates authority overriding childhood, even when the child is right.*

- Paragraphs 11-14: Paragraph twelve begins "Not mine, not mine, not mine." What does the text and how Rachel responds to the situation tell us about Rachel's character?
  Possible response: *Rachel shows maturity by controlling her emotions. Rather than reverting to a crying three-year-old, she emotionally removes herself from the uncomfortable moment by remembering the birthday celebration that awaits her when she gets home.*
- Paragraphs 11-14: How does Rachel feel about the sweater? Include evidence from the text to support your answer.
  Possible response: *Rachel hates the sweater so much that it upsets her. Rachel calls it an ugly sweater, all raggedy and old. She is upset over Sylvia's claim that it belongs to Rachel, who claims the sweater is not hers. She calls it a big red mountain and she moves it to the corner of her desk with a ruler. She devises all these plans on how to get rid of the sweater (i.e., throw it over a schoolyard fence, hang it on a parking meter, toss it in an alley).*
- Paragraphs 11-14: Identify each time Rachel claims, "not mine". Why does the author repeat this phrase throughout the story and how does it affect the overall meaning and tone of the text?
  Possible response: *Even though Rachel is eleven, she speaks with the whiney tone of a three-year old. Her thoughts of the sweater consume her entire being. A more mature person can compartmentalize and ignore the sweater. The refrain "not mine, not mine, not mine" demonstrates Rachel's determination that she is right, and Mrs. Price is wrong. This connects to the big idea in the story because Rachel is reverting to her inner 3-year-old self.*
- Paragraphs 15-20: In paragraph nineteen, count the words in the sentence "My face all hot…" Identify other sentences from paragraphs fourteen through nineteen that are of similar lengths. Why does the author choose to write such lengthy sentences in paragraphs fourteen through nineteen?
  Possible response: *The author's change in sentence structure reflects a change in Rachel's internal dialogue. The run-on, a list of Rachel's body reactions (face all hot, spit coming out of mouth, animal noises, no more tears, shaking body) reflects Rachel's intensity of emotions, culminating with her crying in class.*
- Paragraphs 15-20: When the text states, "Mrs. Price pretends like everything's okay", what age of Mrs. Price does this reflect? Why? Possible response: *Someone who is mature would admit they were wrong and apologize, without ignoring the problem. Mrs. Price does not do this, which shows less maturity and that even people of an older age do not always act in a mature manner.*
- Paragraphs 15-20: In paragraph five and in the last paragraph, Rachel says she wants to be 102. In each instance, why does Rachel want to be 102?
  Possible response: *In paragraph five, Rachel would have had the wisdom to handle the situation with Mrs. Price. She says, "if I was one hundred and two, I'd have known what to say when Mrs. Price put the red sweater on my desk". In the last paragraph, Rachel wants the red sweater incident to be far in the past, "far away like a runaway balloon, like a tiny o in the sky, so tiny-tiny you have to close your eyes to see it".*
- Paragraphs 15-20: How has Rachel grown older on this day? Include evidence from the text to support your answer.

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Possible response: *Rachel has accepted the fact that she is eleven and life will require people to bear difficulties. She has learned that we all carry with us the years that come before, sometimes reverting to the child within us. This is demonstrated in the last paragraph when Rachel says "I'm eleven today. I'm eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two".*

- Discuss the text dependent comprehension questions as a whole group to ensure comprehension.
- Have students categorize text evidence to show how the author developed Rachel's character using direct and the indirect characterization S.T.E.A.L. table. For example:

Direct Characterization – what the author stated about the character	S – what the character **says**	T – what the character **thinks**	E – what **effect** the character has on others	A – how the character **acts**	L – what the character **looks** like

- Explain that the students will use their responses to the questions and the information from the table to write a **formative assessment** paragraph describing Rachel's personality traits using evidence to support the trait to ensure understanding of direct and indirect characterization. For example: *In the text Eleven by Sandra Cisneros, Rachel is a girl turning eleven. She is a very sensitive girl. She acts embarrassed at being singled out by Mrs. Price and feels sick to her stomach. She says, "That's not, I don't, we're not…Not mine" and she cries after she is forced to wear the red sweater. The indirect characterization using her thoughts and behavior reveals her sensitive personality.*
- Remind students of the meaning of conflict or problem in a story. Explain to students that there are two types of conflicts that people face every day: 1) Internal conflict, which takes place in a person's mind—for example, a struggle to make a decision or overcome a feeling. Internal conflicts are referred to as character vs. self. 2) External conflict, which generally takes place between a person and someone or something else, such as nature, another person or persons, or an event or situation. External conflicts may be referred to as character vs. character, character vs. nature, or character vs. society.
- As a class, identify Rachel's internal and external conflicts in the story and how her conflicts and the events supported their understanding of her personality traits.
- Introduce the text, *Thank You, Ma'am* by Langston Hughes, and inform the students that they will be reading and annotating the text to demonstrate understanding of how the author uses direct and indirect characterization to help them understand the characters' traits and their conflicts.
- Engage students in a first close reading of the text in pairs to annotate for direct and indirect characterization and to discuss their annotations. Student annotations and discussions should serve as **formative assessment**.
- After students have finished a first read, explain that they will work in pairs to respond to text dependent questions about characterization and conflict as a **formative assessment** while engaged in a second close read of identified sections in the text. Possible text dependent questions can include:

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- What are 3 internal traits of Roger or Mrs. Jones? What direct or indirect evidence supports this?
- What are 3 external traits of Roger or Mrs. Jones? What direct or indirect evidence supports this?
- How are Roger and Mrs. Jones alike, and how are they different? What direct or indirect evidence supports this?
- How are Mrs. Jones and Roger similar? What does this similarity reveal about each character? What direct or indirect evidence supports this?
- How are Mrs. Jones and Roger different? What does this difference reveal about each character? What direct or indirect evidence supports this?
- What conflict(s) do Mrs. Jones and Roger struggle with and are these internal or external conflicts? Explain your reasoning.

• Have students categorize text evidence to show how the author developed Roger's and Mrs. Jones' character using direct and the indirect characterization S.T.E.A.L. table. For example:

Direct Characterization – what the author stated about the character	S – what the character **says**	T – what the character **thinks**	E – what **effect** the character has on others	A – how the character **acts**	L – what the character **looks** like

• Engage students in a short discussion comparing how the two authors revealed information about the characters. Explain that the students will use the information from the characterization tables to write a **formative assessment** paragraph comparing the authors' use of direct and indirect characterization using examples from the texts, *Eleven* and *Thank You, Ma'am*. For example, *Rachel's personality in Eleven, is mostly developed by indirect characterization through her thoughts and feelings. This is seen when she… Mrs. Price's personality is developed through her words and actions. This is seen when she… In Thank You, Ma'am, Roger's and Mrs. Jones' personalities are also developed by both direct and indirect characterization through words (dialogue), actions, thoughts, and feelings. This is seen when…*

Student Actions:

• Students turn and talk to explain why characters are important in a story and how the author reveals information about a character.
• Students categorize and write direct and indirect statements.

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- In collaborative groups, students read the texts, *Eleven* and *Thank You, Ma'am* to 1) annotate and make inferences about the characters, 2) respond to text dependent questions, 3) categorize evidence as direct/indirect and change from direct to indirect and indirect to direct characterization statements, and 4) identify internal and external conflicts.

Section #3: Summarizing Text and Analyzing Characters and Events/Conflict

Length of Time: Approximately six to seven class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce and deconstruct a text dependent analysis prompt focused on story conflict/events and character change. Completing an evidence-inference-interrelationship organizer will be modeled and used to scaffold the writing of a body paragraph in response to the TDA prompt.
- Students will read, annotate, and collaboratively discuss comprehension questions, focusing on characterization and the conflict/events.
- Students will engage in using organizer information to write a body paragraph that includes evidence, an inference, and analysis (interrelationship of plot events/conflict and character).

Teacher Actions:

- Share the TDA prompt, *Authors often present events as a way to develop characters. Write an essay analyzing how the main character of Fish Cheeks changes in response to the events in the passage. Use evidence from the passage to support your response.*
- Ask students to read the prompt, then turn and talk to an elbow partner about what they know about the prompt including what they are expected to do in response to the prompt, what analysis means, and what reading elements they are asked to analyze.

Note: The responses to the discussion and the following instruction will depend on whether students have engaged in analysis instruction and/or previously deconstructed prompts.

Note: See TDA Series – The Anatomy of a TDA Prompt

- Deconstruct the prompt with students noting:
  - The first statement points students towards the two reading elements – events and characters. Refer students to a reading or literary element anchor chart displayed in the room or begin the creation of an anchor chart for reading elements.

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- The second sentence describes what their action will be – *write an **essay analyzing** how the main character of Fish Cheeks changes in response to the events in the passage.* Point out the following:
  - the word ***analyzing*** and ensure that students understand its meaning as the interrelationship of two reading elements (in this prompt, events and character). Refer to the different parts of a plot, as needed.
  - although one of the reading elements is events, this doesn't mean that they are retelling the story event by event, but rather showing the reader how the events throughout the story change the main character.
  - events also include the story's conflict which could be internal or external.
  - the author uses both direct and indirect characterization to reveal how the character changes.
- The final sentence reminds students to provide evidence from the text.

- Distribute copies of the text *Fish Cheeks,* and explain that in order to analyze a text, students need to first demonstrate comprehension. Explain that students will read and annotate, reminding students that the focus of their annotations should be on the two reading elements in the prompt – characters (direct and indirect characterization) and events, including both internal and external conflicts.
- Have students independently read and annotate the text. Then have them turn and talk to discuss their annotations with a partner or in triads. As students discuss their annotations, the teacher should circulate to ensure students understand how the author reveals information about the character through the events/conflicts.
- Discuss the difference between a summary and analysis. Tell the students that they will collaboratively create a 2-3 sentence summary of the text that may be used in the introduction of a TDA essay.

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.

- Model writing a 2-3 sentence summary by having students generate statements about what happened in the beginning, middle and end of the text. Record these statements on sentence strips (paper or digital) arranging them in sequential order. Guide students in deciding which sentences are not necessary for a brief summary of the text (e.g., small details).
- Display a class **Evidence-Inference-Interrelationship** or similar organizer and provide students with a copy of the organizer. Remind students that they completed a similar organizer at the beginning of the unit when watching the video, *Joy and Heron*. Explain that they will be completing the organizer using evidence from the text, *Fish Cheeks* by Amy Tan, and using this information to respond to the prompt.
- Model while thinking aloud, and engaging students in completing the **Evidence-Inference-Interrelationship** organizer. For example:

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Evidence #1 – Character's emotions/attitude/behavior	"When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried."
Inference #1 – about the Character	She's embarrassed by her family and that Robert wouldn't like her.
Interrelationship #1 – Event that influences the character's emotions/attitude/behavior	The family has a Chinese Christmas with a lot of noisy relatives.

- Have students work in pairs or small groups to complete the organizer for Evidence #2, Inference #2, and Event #2. Possible response:

Evidence #2 – Character's emotions/attitude/behavior	"But inside you must always be Chinese. You must be proud you are different. Your only shame is to have shame."
Inference #2 – about the Character	Her mother reminds her of appreciating who she is.
Interrelationship #2 – Event that influences the character's emotions/attitude/behavior	Amy is given a skirt to be American on the outside but that all the food served were her favorites.

Note: Depending on students' strengths and needs, the completion of the organizer can be modeled or written in small groups, pairs, or independently. If modeled, the teacher should explain the piece of evidence, the inference, and interrelationship, while thinking aloud.

- Discuss the information included on the organizer ensuring students' understanding of the difference between evidence, inference, and interrelationship to the events, and discuss how the information on the organizer is different from the information recorded for the summary writing.
- Explain that the students will independently write one analysis paragraph to answer *how the main character of Fish Cheeks changes in response to the events and conflict in the passage*. 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 reading element (character)

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  - Evidence from the text (quote or paraphrase showing the character's emotions/attitude/behavior)
  - Inference about the evidence
  - Explanation showing an interrelationship between the character and events
- Model, while thinking aloud, writing the first body paragraph using Evidence #1, Inference #1, and Interrelationship #1. Below is a possible paragraph:
  - *In the beginning of the story, the author reveals the main character's thoughts and actions through the statement, "When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried." She was embarrassed by her family having a Chinese dinner and that her crush, Robert, wouldn't like her. The event of having a Chinese Christmas with her family including a lot of noisy relatives caused an internal conflict for Amy in which she felt despair and humiliation.*
- Point out to students that the paragraph requires more than just copying what is recorded in the organizer.
  - Identify with students how the paragraph indicates when the character felt this way and when the event occurred (beginning of the story).
  - Identify that the type of indirect characterization included (thoughts and actions) to explain the evidence selected.
  - Direct students' attention to how the inference explains the meaning of the indirect characterization (embarrassed).
  - Identify how the final statement explains the internal conflict and connects the event with the character's emotions.
- Instruct students to write one body paragraph using the second set of evidence, inference, and interrelationship as a **formative assessment** using their organizer and the model paragraph either in small groups, pairs, or independently. Collect these paragraphs and sort into piles of demonstrating, partially demonstrating, and struggling. Use the TDA Learning Progressions to identify strengths, needs, and instructional next steps.
- **Literature Circles:** Introduce the texts, "Seventh Grade" by Gary Soto, "Growing Up" by Gary Soto, and "Inside Out" by Francisco Jimenez.

Note: "Seventh Grade" by Gary Soto has a 730 Lexile, "Growing Up" from *Baseball in April and Other Stories* by Gary Soto has an 830 Lexile, and "Inside Out" from *The Circuit* has an 880 Lexile. The content of the stories is grade level appropriate, although the Lexile Levels are below grade 6 expectations.

- Place students in literature circle groups of approximately 4 students and explain that each group will read one text. Students will read, annotate, and discuss the texts to answer comprehension questions about the text, and analyze the text by creating a group Prezi, PPT, or other visual presentation. The presentation should include the evidence, inference, and interrelationship of the character and conflict/event that impacts the main character. Additionally, students will be expected to identify the characterization used by the author (direct and/or indirect), and whether the conflict is external or internal.

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Note: The presentations can be determined by the teacher and/or student selected.

- Provide a short synopsis of each of the texts and distribute them based on student interest or instructional reading level.
- Use the same or similar structure for collaborative reading with specific responsibilities (see the reading responsibilities in the section for the text, *Eleven*) to engage students in a first read to annotate the text based on characterization and events/conflicts comprehension questions.
- Provide students with both generic and text-specific comprehension questions. Possible generic questions for all texts include:
  - How is the main character feeling in the beginning of the story?
  - What conflict is the main character experiencing? Is it an internal or external conflict?
  - What event is causing the main character to feel this way?
  - Repeat the questions for the middle and end of the story.
  - Other text dependent comprehension questions for each of the texts can be included.
- Discuss the responses to the generic comprehension questions as a whole group and/or the text-specific questions with individual groups as a **formative assessment**.
- Display the TDA prompt: *Authors often present events as a way to develop characters. Write an essay analyzing how the main character of your text changes in response to the events in the passage. Use evidence from the passage to support your response.*

Note: This prompt is intended to be the same prompt as the one used for "Fish Cheeks". This allows students to continue to develop their understanding of how analyzing characters change in response to events and conflicts.

- Deconstruct the prompt with students pointing out the two reading elements that students will be expected to analyze (character change and events/conflict). Model how students can change the second statement of the prompt into a question. For example: *How does the main character of your text change in response to the events in the passage.* Remind students that this question should be answered in their Prezi, PPT, or other visual response.
- Provide students with the **Evidence-Inference-Interrelationship** organizer reviewing how the organizer was completed with the previous text. Explain that they should reread the text focusing on the beginning, middle and end to support the completion of the organizer. Circulate as students capture this information on an organizer providing guidance, as needed.
- Explain that when they have completed their organizer with three pieces of evidence, inferences, and interrelationships, they will create their presentation. Remind students of what is expected in their presentation (evidence, inference, and interrelationship of the character and conflict/event that impacts the main character). Additionally, students will be expected to identify the characterization used by the author (direct and/or indirect), and whether the conflict is external or internal.
- After students have completed their presentations, provide enough time for students to share these with the class. Model asking probing and clarifying questions and encourage other students to ask questions ensuring understanding of the expectations.
- Compare and contrast student responses and engage students in discussing the events/conflict in each story and how these events impacted the main character.

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- Remind students of the expectations of writing a body paragraph that demonstrates analysis.
- Have students independently write one body paragraph as a **constructed response assessment** using their organizer and their presentation.
- 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) using the expectations of a body paragraph. Model this expectation, including how to share this information with their classmates, using a think aloud and/or fishbowl activity, and the *glows* and *grows* feedback form such as:

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

- Place students in triads and have them exchange their paragraph with the other students. Each pair should read and discuss the first student's 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.
- Ask students to share the information verbally and give the partners the recorded information. Students should continue the sharing and feedback process until all three students have shared their paragraph and received feedback.
- As a whole class, discuss the feedback that was provided. Identify common *glows* and *grows* and ensure students understand how to revise the paragraph for improvement.
- 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.
- 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

Student Actions:

- Students read a TDA prompt and work with a partner to deconstruct it.
- Students follow along as the teacher deconstructs the prompt while monitoring their own understanding.

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- Students independently read and annotate the text, “Fish Cheeks”, focused on characters and events. Then discuss their annotations with a partner.
- Students contribute to the class discussion generating statements from the beginning, middle, and end of the text and determining unnecessary statements.
- Students follow along as the teacher models writing a 2-3 sentence summary.
- Students follow along as the teacher records the first example of the Evidence-Inference-Interrelationship organizer. Then complete a second example on the Evidence-Inference-Interrelationship organizer for the text.
- Students observe the teacher model writing a body analysis paragraph using the first example from the Evidence-Inference-Interrelationship organizer. Then students independently write one body analysis paragraph using the second example.
- Students select a text for the literature circle and collaboratively engage in reading the text to 1) annotate and make inferences about the characters, 2) respond to text dependent questions, 3) complete an Evidence-Inference-Interrelationship organizer, and 4) create an analysis visual presentation.
- Students engage in a class discussion noting similarities and differences about the characters and how they change in response to events/conflict.
- Students write an analysis body paragraph using the Evidence-Inference-Interrelationship organizer.
- Provide *glows* and *grows* to group partners and use the *glows* and *grows* provided to revise the analysis paragraph.

Section #4: Text Dependent Analysis Close Reading Lesson for The Cormorant in My Bathtub by Brooke Rogers

Length of Time: Approximately four to five class periods

Planned Activities/Text Dependent Questions/Assessments:

- In this section the teacher will introduce a new text. Based on student needs and sections selected by the teacher, students will read, annotate, and collaboratively discuss comprehension questions, focusing on how the character responds to the events and conflicts in the text.
- A text dependent analysis prompt is shared and deconstructed.
- This section will engage students in using the **Evidence-Inference-Interrelationship** organizer which includes multiple pieces of evidence, inferences, and analysis (interrelationship of characters and events/conflict).
- This section will engage students in using organizer information to write multiple body paragraphs that include evidence, an inference, and analysis (interrelationship of characters and events/conflict) through modeled, group, and independent writing.

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Teacher Actions:

- Introduce the main text, *The Cormorant in My Bathtub*, from the Learning Plan document. This section is used to prepare students for the summative assessment in section #5. A Learning Plan for *The Cormorant in My Bathtub* has been fully developed and 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 #2 – Discuss how the author demonstrates character change (this task is optional and would be most beneficial for students struggling with recording annotations)
  - Task #3 – Deconstructing a prompt, close reading, and recognizing the difference between a summary and analysis
  - Task #4 – Demonstrating comprehension
  - Task #5 – Completing an **Evidence-Inference-Interrelationship** organizer
  - Task #6 – Modeled writing of a full TDA response

Student Actions:

- Students turn and talk to explain why characters are important in a story and how the author reveals information about a character.
- Students categorize and write direct and indirect statements.
- In collaborative groups, students read the text, *The Cormorant in My Bathtub* to 1) annotate and make inferences about the characters, 2) respond to text dependent questions, 3) categorize evidence as direct/indirect and change from direct to indirect and indirect to direct characterization statements, and 4) identify internal and external conflicts.

Section #5: Culminating Independent Text Dependent Analysis Prompt

Length of Time: Approximately two class periods

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** organizer prior to writing their response.

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- Provide paper for students to write their **summative assessment** essay reminding students to include at least two pieces of evidence supporting 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:

- Students 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.
- Students independently close read and annotate the text, then complete the **Evidence-Inference-Interrelationship** organizer.
- Students write an essay using the information from the graphic organizer.

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