



The Thompson TDA Model

Text Dependent Analysis – Close Reading Lessons for *Lizards* by Laura Marsh

Grades K-2 Comprehension and Analysis of Text Features and Main Idea

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

Considerations for the Grades K-2 Close Reading Lessons

The Text Dependent Analysis (TDA) close reading lessons are designed to be an example pathway for teaching comprehension and analysis of the reading elements **text features** and **main idea**. The Instructional Plan guides teachers through the planning and teaching of each lesson, as well as modeling the response to a grade-appropriate analysis question.



The following instructional pathway focuses on the text *Lizards*. The lessons are only one possible instructional pathway, and teachers should feel free to modify it to meet the sequence of their curriculum, accommodate content previously taught, or to meet their current students' needs. Teachers may include additional modifications if needed.

Text Dependent Analysis Information

Text	<i>Lizards</i> by Laura Marsh
Complexity	Lexile level: 460 (Adult-directed text) Pre-K – Grade 2
Reading Elements/Structure for analysis	Text features and Main idea
Standards (First grade standards identified)	CC.1.2.1.A -- Identify the main idea and retell key details of text. CC.1.2.1.B -- Ask and answer questions about key details in a text. CC.1.2.1.C -- Describe the connection between two individuals, events, ideas, or pieces of information in a text. CC.1.2.1.E -- Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.G -- Use the illustrations and details in a text to describe its key ideas.
Writing Standards-optional	CC.1.4.1.B -- Identify and write about one specific topic. CC.1.4.1.C -- Develop the topic with two or more facts. CC.1.4.1.D -- Group information and provide some sense of closure. CC.1.4.1.F -- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.



Instructional Text Dependent Analysis Question

How do the text features show the main idea and details of the text?

Purpose and Use of the Instructional Plan

It is important to understand that at the beginning of grades K-2, students are between 5-7 years old and are just learning to make meaning of informational text and to connect their learning to their own lives. Students at this stage demonstrate understanding through speaking and listening, and by engaging in conversation about the story and their personal experiences. Students are able to remember what is read, retell the story, answer questions, and talk about the story and their experiences with support from an adult and/or peer. The purpose of this Instructional Plan is to provide an example of how to organize close reading lessons that will lead young students to understand the components of text dependent analysis (*reading comprehension, analysis, and optionally writing about the information*). The lessons make the assumption that students have been exposed to discussions about text features when reading informational text.

In this plan the teacher models for students how to identify accurate evidence (*text features*), how to make an inference about the evidence, and what it means relative to the main idea. The close reading lessons are intended to guide instruction and not to grade or score student work.

The Instructional Plan is structured with the following three questions in mind:

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

Each task is numbered and contains three parts:

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

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



The Learning Plan

Task #1

Planned Activities/Text Dependent Questions:

- In this task the teacher will activate prior knowledge and orient students to an informational text by posing the question: *How do we know if we are reading a story or a text that gives us information?*
- Students engage in demonstrating comprehension of the content of an informational text and the purpose and use of text features.

Note: This task may require more than one instructional session to complete so that students may engage with both the content of the text as well as the characteristics of informational text.

Teacher Actions:

- Prior to beginning this task, write the question on chart paper, create a *Text Features of Informational Texts Chart* which includes the text features listed below with a picture and words to support student learning, such as:

Text Feature	Page Number
What am I?	4
Reptiles	6
Scaly Skin	10
Super Lizards	12
Mealtime	14
Babies	16
Legless Lizards	18
Hide and Seek	20
Look at Me!	22
Great Escapes	24
Biggest and Smallest	26
Lots of Lizards	28
What in the World?	30

and create a K-W-L chart, such as:



K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

- Pose the question, *How do we know if we are reading a story or a text that gives us information?* while showing students a narrative text and an informational text that students have previously read. Elicit student responses without identifying right/wrong answers.
- Explain that students will be listening to an informational text and learning about its characteristics.
- Conduct a picture walk of an informational text pointing out various text features and explaining their purpose including:
 - Table of Contents – tells the reader about the different sections of the text and on what page each section begins
 - Glossary – defines words found in the text that might be difficult
 - Heading – words and phrases that help to organize information and lets the reader know what the page or section is about
 - Bolded words – important words defined in the glossary
 - Labels – words that describe the parts of a photograph, illustration, or diagram
 - Pictures or diagrams – visual of the information
 - Captions - sentence describing the picture, illustration, or diagram.
- Explain that as students listen to the text *Lizards (or other similar informational text which includes the above text features)*, they are going to listen and look for the text features.
- Point out the title on the front cover of the text. Activate students' prior knowledge about lizards, by asking them to turn and talk to tell one fact they know about lizards. Listen as students tell a partner and then record what they know in the Know column of the K-W-L organizer.
- Ask students to then tell a partner one thing they are hoping to learn after listening to the book about lizards. Listen as students tell a partner and then record what they know in the Wonder column of the K-W-L organizer.
- Explain that they will listen to the text two times. The first time will be to find out information about lizards and the second time they will listen for the characteristics of informational text.
- Begin reading or playing the video of the text *Lizards*. Pause when a fact is identified that matches one of the facts that a student identified in the Know column of the organizer and circle or

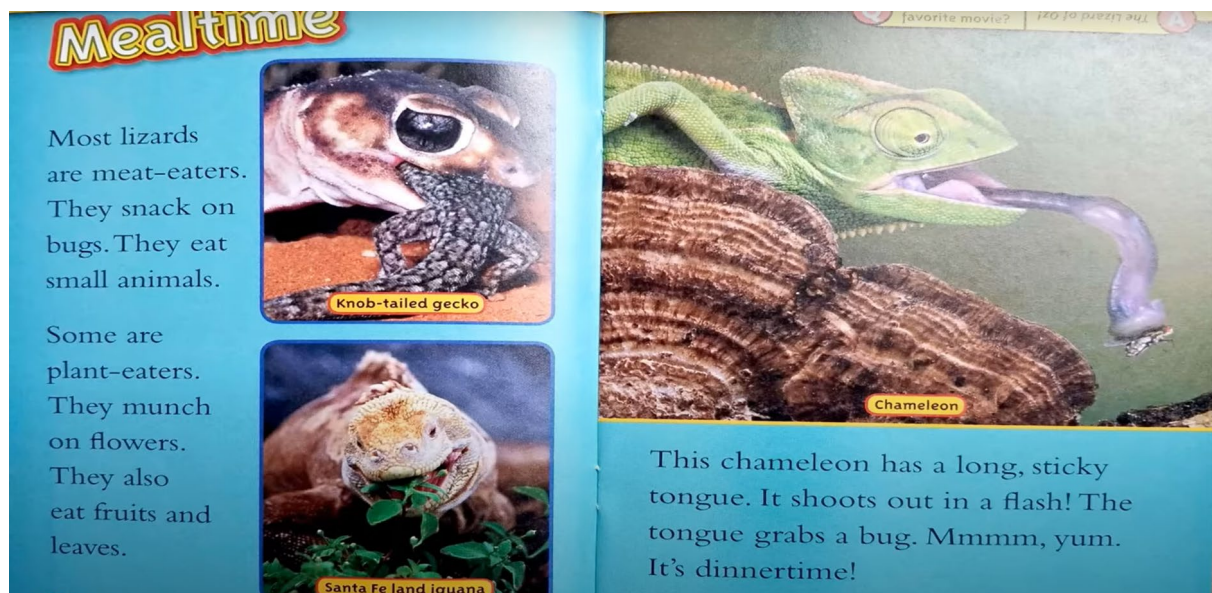


highlight the information and similarly, pause when a question is answered from the Wonder column of the organizer and record the answer in the Learned column of the organizer. Have students identify any other information learned about lizards.

- Remind students that they will be listening to the text a second time looking for the characteristics of informational text. Review the text features recorded on the chart previously shared. Reread or replay the video of the text *Lizards*, pausing each time one of the features is shown and think-aloud what is learned from the text feature. For example, “*The heading is at the top of the page and the letters are in different colors. The heading tells me that this section is going to be about Reptiles.*”
- Read the pages and when another heading, such as Scaly Skin is identified, ask students, “*How can I predict what this section or page is going to be about about?*” Students should explain that you read the heading and use the information in the heading to make a prediction. Then, you check the picture, caption, and read the text to make sure that prediction is correct. Pause multiple times during the reading pointing out the different text features and their purpose, posing questions to ensure student understanding.

Note: If students have not had experience with discussing the text features, additional instruction will be needed which can include reading different informational texts (e.g., [Snakes](#), [Sharks](#), [Weird Sea Creatures](#)) and focusing on one or two text features at a time in each book.

- Place students in small groups and provide each group of students with a page from the text that includes a different text feature. Ask students to discuss what they learned from the text feature and have each student write down one fact they learned from the text feature. The teacher may scribe student responses and/or a sentence starter can be used to support students. For example:





I learned from the pictures

- Ask each group to share what they learned from the text feature. Collect each response and use the information as a formative assessment to make instructional decisions to support understanding of the text feature.

Student Actions:

- As a whole group, students brainstorm what they learned about the text features used in informational text.
- Students engage in a picture walk noting the text features used.
- Students turn and talk, or share as a whole group, what they know and wonder about lizards.
- Students engage in a first close reading/listening of the text to identify facts about lizards to include on the K-W-L chart.
- Students engage in a second close reading/listening of the text to note the purpose and use of different text features found in the informational text.
- In small groups, students examine a page from the informational text and record what they learned from the identified text feature. A student from each group shares their responses with the whole class.

Task #2

Planned Activities/Text Dependent Questions:

- In this task the teacher will support students in understanding the topic of a text as a prerequisite for identifying a main idea.
- The teachers will support students in using the topic of the text to identify the main idea and key details using the text previously read in Task #1.

Teacher Actions:

- Prior to beginning this task, create several topic paper bags for use by small groups of students. The paper bags should represent a different topic for students to identify after examining approximately six pictures that represent the topic. Cut out pictures that relate to each topic and place them in the bag. Write the topic on the bottom of the bag for students to self-check. For example, the pictures in a paper bag may include:



Students would identify the topic as “insects” or “bugs” which would be written on the bottom of the bag.

- Have students rotate through each of the bags working together to identify the topic. Circulate and provide support, as needed, ensuring students recognize that the topic is one or two words about the pictures.



The Thompson TDA Model

- Use the text or other informational text and point out the front cover, illustrations, captions, and text titles without reading the name of the text. Ask students to tell a partner the topic of the text (e.g., *lizards*).
- Explain that the book is all about lizards, but the author has a main idea or most important point she wants everyone who reads the book to know about lizards. Explain that they will be rereading the book to look at the headings in the book to identify details that will help them identify the main idea. Explain that the main idea is more than one or two words, and they will be writing a sentence to identify the main idea. Create a visual on chart paper that will support students' understanding of the relationship between the topic, main idea, and details, such as:

Topic:

Main Idea:



- Write the topic of the text on the organizer (e.g., *lizards*), explaining that after they look at all of the details they will identify the main idea which is a sentence about the most important information about lizards.
- Provide students with post-it notes and reread a pre-determined section of the text which may include several sections. Pause and ask students to write one detail they heard from the section on their post it note. Then have students place their post-it note on the organizer. For example,



after reading the sections, *What am I?*, *Reptiles*, *Scaly Skin*, and *Super Lizards*, students will write down one important detail they heard.

- After students have listened to the entire text and completed writing their post-it notes, share all of the details that were recorded. Model and think aloud, while engaging students to group similar details together (e.g., *lizards can be different*).
- Engage students in identifying the most important idea that all of the details explain about lizards. For example, *There are many different kinds of lizards that live around the world*.
- Record the main idea on the visual/chart.

Note: If students need more opportunities to identify the main idea, additional instruction can include reading different informational texts (e.g., [Snakes](#), [Sharks](#), [Weird Sea Creatures](#)) to identify a main idea.

Student Actions:

- Students share different things they notice during the picture walk.
- Students follow along as the text is read aloud.
- Students share with peers, and whole group, responses to the text dependent questions.

Task #3

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the analysis question - *How do the text features show the main idea and details of the text?*
- The analysis question should be reviewed and discussed prior to reading aloud the text.

Note: Analysis shows how two reading elements of the text are related to each other. A close reading examines the two reading elements of the text looking for their meaning and relationship to one another supported with text explicit evidence and inferences. In this case students are analyzing how the text features help to show the main idea and details of the informational text.

Teacher Actions:

- Prior to beginning this task, create sentence stems for each of the text features, such as:



Main idea: ***There are many different kinds of lizards that live around the world***

The headings showed me the main idea because _____

- Read the analysis question aloud to students, *How do the text features show the main idea and details of the text?*
- Remind students of the meaning of main idea using the definition from Task #2.
- Display and review the *Text Features of Informational Texts Chart*.
- Explain that students will engage in a scavenger hunt to identify how the text features helped them to find the main idea recorded on the topic/main idea/details chart from Task #2.
- Read several details recorded on the chart for one category (e.g., *lizards can be different*). Model while thinking aloud, and engaging students, in rereading/reviewing the text and identifying which text feature helped them identify the details from that category. For example, the headings showed me the main idea because they said that lizards can be big or small.
- Continue modeling in this manner for different text feature while recording the response on the sentence stems.
- Provide each student with a sentence stem for a text feature.
- Explain that students will reread or review the book while it is read aloud. As they watch, they should look for how the text feature helped them identify the main idea.
- After rereading/reviewing the book, have students record their response on the sentence stem.

Note: Depending on when this lesson is implemented and how often a response to an analysis question has been modeled, the writing instruction can be modified by the teacher implementing this lesson.

- The teacher collects the student responses to determine strengths and needs with respect to the ability to demonstrate the underlying components of an analysis question (*reading comprehension, analysis, and optionally, writing*). The Text Dependent Analysis (TDA) Learning Progressions will assist the teacher in determining next instructional steps.



The Thompson TDA Model

Student Actions:

- Students follow along as the teacher reviews the analysis question, defines main idea, reviews the *Text Features of Informational Texts Chart*, and models recording a response on the sentence stem.
- Students reread/review the text noting how the specific text feature given to them helped them identify the main idea.
- Students respond to the analysis question by writing a response or completing the sentence starters.

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