



The Thompson TDA Model

Module 10: Modeling a Text Dependent Analysis Response

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Warm-Up: Reflection Journal (page 2)

- 1) *Describe the three main skills that students are expected to demonstrate when responding to a text dependent analysis prompt.*
- 2) *Describe the expectations of teacher modeling.*



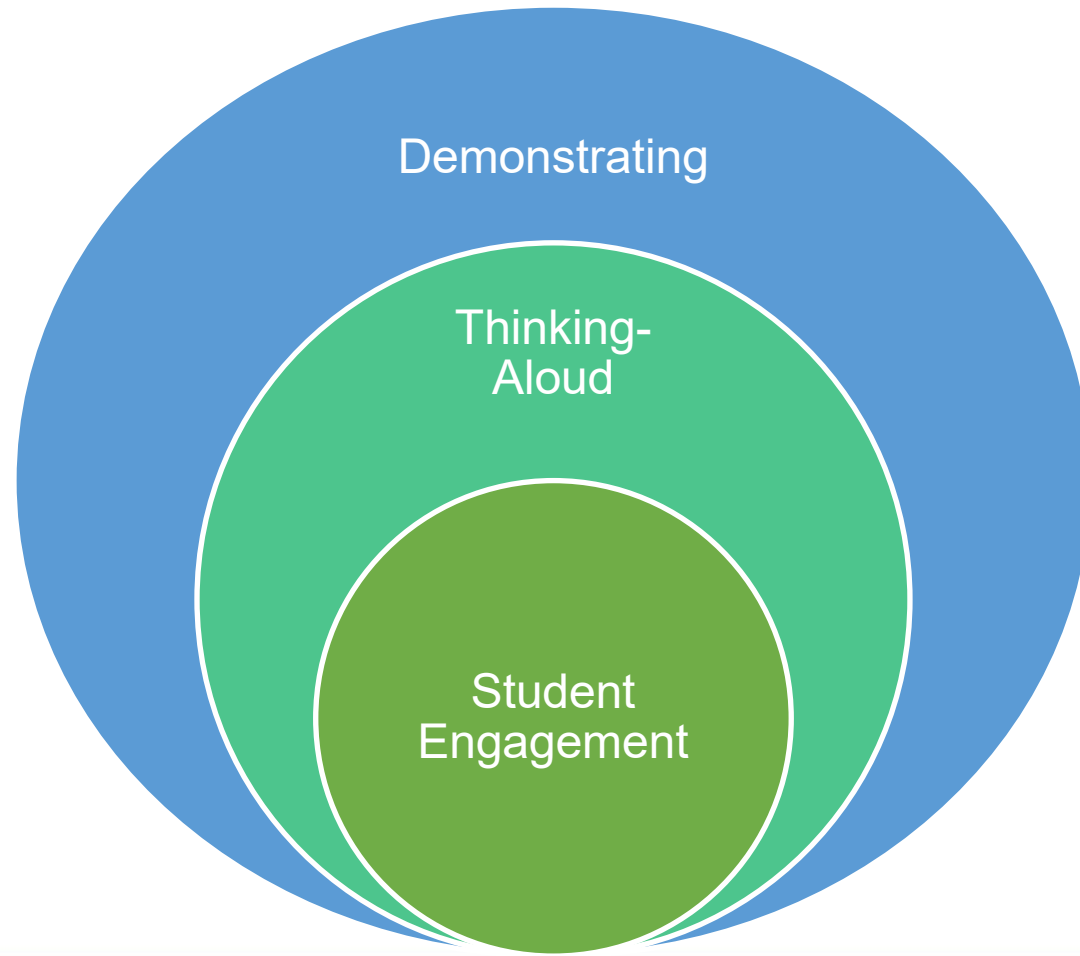
Underlying Components of Text Dependent Analysis

1. Reading Comprehension
2. Analysis of an author's use of reading elements or text structure
3. A well-written essay





Modeling Process





Defining Modeling

- “the instructional practice in which teachers represent the invisible work involved in reading, writing, and reasoning with text” (Schutz & Rainey, 2019, p. 2)
- “providing a broken-apart model of the process or work of making meaning from text” (Schutz & Rainey, 2019, p. 2)
- a demonstration of how desired actions or behaviors are performed (Harbour, Evanovich, Sweigart, & Hughes, 2015)

*Modeling is more than explaining or describing an example or sharing a before and after model of the work; rather, modeling is a three-fold process that includes **demonstrating** a desired skill or behavior, **thinking-aloud** the actions and decisions made throughout the process, while **engaging** students in the process and providing them with opportunities to make their thinking visible.*



High Quality Modeling

- naming the task or the strategy
- explaining when it is used
- using analogies to link new learning to familiar information
- demonstrating the task or the strategy
- alerting learners about errors to avoid
- showing learners how to check for accuracy.





High Quality Modeling: Reflection Journal (page 3)

Consider what is expected for modeling a TDA response. Describe the benefits of using this process for both the teacher and students.



Importance of Modeling, Thinking-Aloud and Student Engagement

Students:

- prepares them to independently address a complex task
- demystifies how to engage in reading and writing for analyzing text
- allows engagement in making their thinking visible
- provides opportunities to actively engage in the learning by responding to questions during instruction
- increases students' levels of achievement

Teacher:

- directs attention to students' strengths and needs
- drives instructional decisions for additional modeling



Modeling a Response Following a Close Reading Lesson



Teacher:

- Models and thinks-aloud posing questions
- Engages students in decision-making aspects of writing the response

Students:

- Watches and listens to what the teacher is thinking and doing while writing
- Engages in responding to questions and decision-making aspects of the process



Text Dependent Analysis Prompt

Text *The Mother of the Movement (for Rosa Parks)*
by Carole Boston Weatherford

Prompt *In the poem, “The Mother of the Movement,” the author’s word choice reveals a theme. Write an essay analyzing how the author’s word choice supports the theme, “stand up for what is right.” Use evidence from the poem to support your response.*

Reading Elements for Analysis Author’s word choice and theme



Poem and Thinking Organizer

The Mother of the Movement (for Rosa Parks)

By Carole Boston Weatherford

The sewing machine hums as Rosa hems a ball gown; last task before quitting time. Downtown twinkles with Christmas lights. She boards the bus, takes the first rear seat and sighs, hoping she can stay put. Segregation is a stubborn old mule, but Rosa stands firm, too. This ride home, she is not budging for Jim Crow, not giving up her seat to any white man; law or no law. Facing handcuffs, Rosa slides her small hands out of a woolen muff, wraps her slim fingers around a plow, and gives that mule a slap. In the soil of her heart, the movement takes root, seeds of change blossom, then bear fruit.

Evidence #1 – Word	<i>takes the first rear seat and sighs, hoping she can stay put</i>
Inference:	She sighs because she is tired
Interrelationship to Theme:	Imagery - indicates that she is not just tired of work, but of the unfair laws
Evidence #2 – Word	<i>Segregation is a stubborn old mule, but Rosa stands firm</i>
Inference:	She has decided not to move her seat no matter what she is told to do
Interrelationship to Theme:	Metaphor - show that Rosa Parks has decided she is not going to give into having to move to a different seat because of segregation laws
Evidence #3 – Word	<i>wraps her slim fingers around a plow, and gives that mule a slap</i>
Inference:	Rosa Parks has decided to dig in and do what she has to do to get the job done
Interrelationship to Theme:	Imagery - reference to slavery—plowing with a mule—plowing forward with what is right, pushing the police beyond the current laws, and standing up for what is right



Importance of Modeling, Thinking-Aloud and Student Engagement

Modeled Writing

Teacher Actions:

- Thinks aloud: *When I write my analysis, I need to remember that my reader hasn't studied the poem like I did. When I begin my essay, I need to have an introductory section to introduce the poem to my reader so that they understand what I am going to analyze.*
- Writes a thesis statement while thinking aloud: *In the poem, hmmm...I should include the name of the poem here, "The Mother of the Movement" and the name of the poet. I need to check what the prompt is asking me to analyze. Oh right, the poet's word choice and theme. How should I write this? The poet uses word choice to reveal the theme, "stand up for what is right."*
- Stops, rereads aloud, and ask students: *Does this paragraph introduce the expectations of the TDA prompt? I don't think it is specific enough...it is simply restating the prompt. Let's look at the thinking organizer – what do you think we should include?*



Student Actions: Reflection Journal (page 4)

Given the teacher actions during the modeled writing, describe what you would expect students to do to be actively engaged.



The Modeling Process – Student Actions

Student Actions:



- Turn and talk to identify possible ways that the introductory section clearly indicates what the poet is doing to develop a theme.
- Check understanding by referring to the thinking organizer.
- Share possible thesis statements.



The Modeling Process, Continued: Teacher Actions

- Thinks aloud: *I need to begin my first body paragraph. I know I need the information on the thinking organizer, but what else is included in a body paragraph?*
- Checks the displayed classroom writing organizer: *I need a topic sentence, text evidence, an inference about the evidence, and analysis. Let me check—what is analysis again?*
- Reads the definition of analysis on the anchor chart: *A detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion about the whole text.*
- Thinks aloud the meaning of analysis: *Oh right, this is the third part of the thinking organizer where I write an explanation and elaborate on its meaning. I need to show how the reading element of word choice shows the theme about stand up for what is right.*
- Thinks aloud: *How do I get started? Let me check my thinking organizer for some ideas. I could start with, “On line 5 of the poem”, or I could start with “In the beginning of the poem.”*
- Elicits from students: *Turn and talk about which is the best way to begin the response, considering how this will impact the next body paragraph. Then using your red/green stop signs show me the green side if you think we should start with, “On line 5 of the poem” or the red side if you think we should start with “In the beginning of the poem.”* (Note: this every-pupil response strategy is appropriate for elementary grades. Hand signals or other types of responses may be more appropriate for middle level students.)
- Writes (based on the responses): *On line 5 of the poem, Carole Boston Weatherford says, Rosa Parks “takes the first rear seat and sighs, hoping she can stay put.”*
- Thinks aloud: *Okay, I’ve got the evidence, now I need to write the inference to tell the reader what this evidence means based on my own thinking.*
- Writes: *Rosa Parks’ sigh means more than being tired from work.*
- Thinks aloud; *Ok, now I will include the analysis showing how the evidence and inference are related to the theme.*
- Writes: *This means that Rosa Parks is also tired of the unfair laws and she is going to stand up for herself.*
- Thinks aloud: *I don’t think this explains the information very clearly and I didn’t do a very good job of demonstrating the interrelationship between the two reading elements. I need to revise this.*
- Rereads: *On line 5 of the poem, Carole Boston Weatherford says, Rosa Parks “takes the first rear seat and sighs, hoping she can stay put.” This part is good and I’ll keep this.*



Response to the TDA Prompt : Reflection Journal (page 5)

In the poem, “The Mother of the Movement”, Carole Boston Weatherford uses specific word choice to develop a theme. She uses imagery and a metaphor to show the reader that people should stand up for what is right.

On line 5 of the poem, Carole Boston Weatherford says, Rosa Parks “takes the first rear seat and sighs, hoping she can stay put.” When the poet writes that “she is hoping she can stay put”, she is showing that Rosa is also tired of having to give up her seat to white people. The poet is using imagery to create the sound of being tired, so we can picture her feelings of frustration of always having to move her seat because someone tells her to do this. This shows that Rosa is tired of the unfair laws and begins to reveal the theme that people should stand up for what is right.

Describe how the modeling, think-alouds, and student engagement supported the analysis in the first body paragraph.



Self-Monitoring Questions for Analysis

Understanding the text dependent analysis prompt

- **Self-question:** *Which reading elements should I pay attention to based on the prompt?*
- **Possible response:** *Think about reading elements I have learned in class, such as character names, theme, setting, and so on.*
- **Example of what my teacher says:** *“This prompt reminds me of writing about characters and theme because one way that a theme is discovered is by reading about what the character says, thinks, and acts.”*

Reading and analyzing the text

- **Self-question:** *When I read this text, what information should I be looking for?*
- **Possible response:** *When I read the text, I should pay attention to the reading elements identified in the text dependent analysis prompt and annotate the text by writing a word, phrase, or sentence that helps me make a connection or an inference related to the reading element.*
- **Example of what my teacher says:** *““I think I know why the author used...to represent the character’s feelings. It’s to show...”*



Self-Monitoring Questions for Analysis

Writing the response

- **Self-question:** *When writing my response, what information should I include?*
- **Possible response:** *When I write my text dependent analysis response, I should consider whether the evidence I selected is appropriate.*
- **Example of what my teacher says:** *“I included evidence from the text, but I haven’t connected it to the reading element in the prompt. I need to go back to the prompt to remember what I am supposed to be analyzing in my response.”*



Self-Monitoring Questions: Reflection Journal (page 6)

Reflect on the teacher and student actions described in this module and the resource document. What other self-monitoring questions would you recommend students ask themselves?



Positive Effect of Modeling, Think-Alouds, and Student Engagement

Results showed that students who had opportunities to actively engage in the think-aloud process, rather than only listening, had higher levels of achievement.

(Fisher, Frey, & Lapp, 2011; Harbour et al., 2015, VanDeWeghe, R., 2006)



Final Thoughts-Reflection Journal, pages 7-8

Consider your instructional practice:

- 1) Describe how you will begin the modeling, think-aloud, and student engagement process with an instructional text dependent analysis prompt.
- 2) Describe how you think your students would benefit from observing and engaging in this process.



For More Information...

Thompson, J. (2020). [Modeling a TDA Response](#). Center for Assessment (www.nciea.org)

Or

[Pennsylvania Department of Education: Text Dependent Analysis \(TDA\) Toolkit](#)



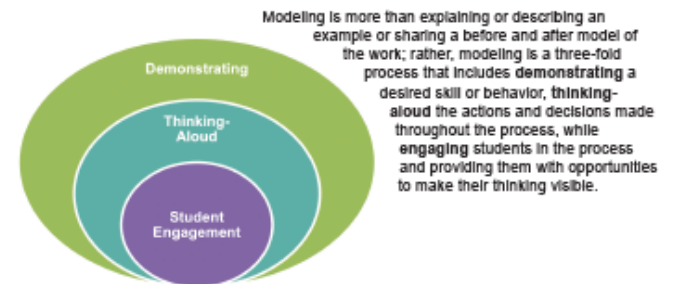
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Modeling a Text Dependent Analysis Response

A text dependent analysis prompt expects students to be able to demonstrate three main skills, 1) reading comprehension, 2) analysis of an author's use of literary devices (elements), text structure, or other choices made by the author, and 3) a well-written essay to communicate this understanding. Instruction of analysis requires the teacher's deep understanding of the reading standards, a clear understanding of what constitutes analysis¹, and the expectations of a written response to text. However, for students to successfully demonstrate proficiency in this expectation, instruction must include high quality modeling with think-alouds and opportunities for students to respond. The purpose of this resource is to provide educators with the meaning and benefits of the modeling process. In addition, this resource provides an example of using think-alouds and student engagement in combination with modeling.

Modeling has been defined as:

- "the instructional practice in which teachers represent the invisible work involved in reading, writing, and reasoning with text" (Schutz & Rainey, 2019, p. 2)
- "providing a broken-apart model of the process or work of making meaning from text" (Schutz & Rainey, 2019, p. 2)
- a demonstration of how desired actions or behaviors are performed (Harbour, Evanovich, Swelgart, & Hughes, 2015)



¹ See TDA Series: Recognizing the Difference between Inference and Analysis





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

- 1) Frey, N. & Fisher, D. (2010). Modeling expert thinking. *Principal Leadership*, 11(3), 58-59.
- 2) Fisher, D., Frey, N., & Lapp, D. (2011). Coaching middle-level teachers to think aloud improves comprehension instruction and student reading achievement. *The Teacher Educator*, 46, 231-243.
- 3) Harbour, K.E., Evanovich, L. L., Sweigart, C.A., & Hughes, L.E. (2015). A brief review of effective teaching practices that maximize student engagement. *Preventing School Failure*, 59(1), 5-13.
- 4) Kohn, A. (2004). Challenging students – and how to have more of them. *Phi Delta Kappan*, 86(3), 184-194.
- 5) Ku, K.Y.L., Ho, I.T. (2010). Metacognitive strategies that enhance critical thinking. *Metacognition and Learning*, 5(3), 251-267.
- 6) Schutz, K.M. & Rainey, E.C. (2019). Making sense of modeling in elementary literacy instruction. *The Reading Teacher*, 73(4), 443-451.
- 7) VanDeWeghe, R. (2006). Research matters: Deep modeling and authentic teaching: Challenging “students or challenging: students? *The English Journal*, 95(4), 84-88.
- 8) Walker, B. (2005). Thinking aloud: Struggling readers often require more than a model. *International Reading Association*, 58(7), 688-692.



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Thank You