



The Thompson TDA Model

## Module 3: Anatomy of a Text Dependent Analysis Prompt

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## Warm-Up: Reflection Journal (page 2)

*How do you explain to students  
what they are expected to do  
when responding to a TDA  
prompt?*



# Different Types of TDA Prompts

- *Classroom instructional prompts*
- *Classroom-based assessment prompts*
- *PSSA TDA prompts*



## Considerations:

- *Time of the year*
- *Grade level of students*
- *Opportunities to learn and practice*



## Creating Classroom TDA Prompts: Reflection Journal (page 3)

*Why do you think these considerations are important for the classroom teacher when developing TDA prompts?*



# Deconstruction of TDA Prompts

Statement #1: Introduction of text and/or **reading element(s)**

Statement #2: Action - ***write an essay analyzing***

Statement #3: Use **text evidence**





# Deconstruction of TDA Prompts: An Example

**Text and author:** *Thank You M'Am* by Langston Hughes

*Authors use characters to develop a theme. Write an essay analyzing how the thoughts, words, and actions of Mrs. Jones and Roger develop a theme of trust. Use evidence from the text to support your analysis.*

Statement #1: Identifies two reading elements for analysis-**characters** and **theme**.

Statement #2: Identifies the action (**write an essay analyzing**), **thoughts, actions, words of characters, theme about trust**.

Statement #3: Use **text evidence**



# Classroom Instructional Prompt

*Authors use characters to develop a theme. Write an essay analyzing how the thoughts, words, and actions of Mrs. Jones and Roger develop a theme of trust. Use evidence from the text to support your analysis.*

## Instructional Opportunities:

- Connection between **theme topic** and **theme statement**
- Locate evidence from **characters' thoughts, words, and actions**
- Make inferences about **characters' thoughts, words, and actions** and **theme topic of trust**
- Develop theme statements based on **evidence** and **inferences**
- Expectations of a grade-appropriate essay
- Expectations of analysis



# Classroom Assessment Prompt: Reflection Journal (page 4)

When would a teacher use this prompt for classroom assessment purposes given the considerations of *time of the year*, *the grade level of students*, and *the opportunities students have had to learn and practice demonstrating their understanding of the reading elements that they are asked to analyze?*





# Classroom Assessment Prompt

*Authors use characters to develop a theme. Write an essay analyzing how the thoughts, words, and actions of Mrs. Jones and Roger develop a theme of trust. Use evidence from the text to support your analysis.*

## Multiple Opportunities to Demonstrate:

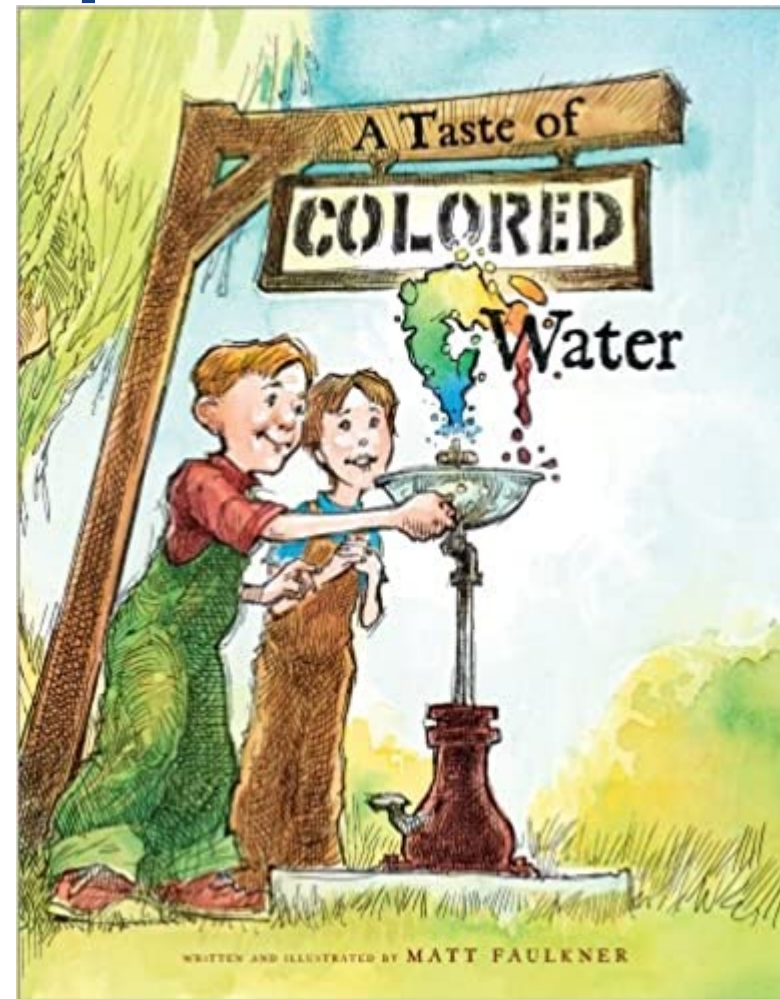
- Connection between **theme topic** and **theme statement**
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- Develop theme statements based on **evidence** and **inferences**
- Expectations of a grade-appropriate essay
- Expectations of analysis



# Classroom Instructional Prompt or Assessment Prompt

**Text and author:** *A Taste of Colored Water* by Matt Faulkner

*In the story, *A Taste of Colored Water*, the historical fiction includes two young children who travel into town to see the “colored” water. Write an essay analyzing how the author uses the two young children’s thoughts and actions to reveal **a theme about fairness**. Use evidence from the text to support your response.*





# Classroom Instructional Prompt or Classroom Assessment Prompt

**Text and author:** *Uncle Timothy's Ships* by Summer Woodford

*Authors often use figurative language to describe objects, characters, and situations in their stories. Write an essay analyzing the role that figurative language plays in this story. Use evidence from the text to support your analysis.*

## Reflection Journal (page 5):

Based on what we have discussed, do you think this prompt is appropriate for classroom instruction, classroom assessment, or both? Explain your thinking.



# Classroom Instructional Prompt or Classroom Assessment Prompt

**Text and author:** *Uncle Timothy's Ships* by Summer Woodford

*Authors often use figurative language to describe objects, characters, and situations in their stories. Write an essay analyzing the role that figurative language plays in this story. Use evidence from the text to support your analysis.*

**Both!**

## Considerations:

- *Time of the year*
- *Grade level of students*
- *Opportunities to learn and practice*



# PSSA TDA Prompt

**Text and author:** *Paranka's Dumplings* (PSSA Grade 6 ELA Item and Scoring Sampler, 2017)

*The passage “Paranka’s Dumplings” focuses on **two cooks** with different styles who work in the same kitchen. Write an essay analyzing **the significance of Paranka’s and Olya’s different approaches to preparing dumplings**. Use evidence from the passage to support your response.*



# Implications of the PSSA TDA Prompt

- Deconstruction of TDA prompts
- Academic language
- Reading elements
- Analysis - interrelationship of two reading elements
- Writing an essay





## Final Thoughts - *Reflection Journal*, pages 6-8

1. Describe the differences between a highly scaffolded prompt and one that is not highly scaffolded. How would you differentiate their use in the classroom?
2. Practice using a text to write a highly scaffolded prompt and a prompt that is not highly scaffolded. Describe how you would use these two prompts and what instruction would be necessary for students to be successful when responding to both prompts.
3. Given your understanding of the expectations of classroom assessment and PSSA TDA prompts, how can you adjust your instruction and assessment practices to ensure students are prepared to independently deconstruct a prompt and analyze the reading elements?



# For More Information...

Thompson, J. (2018). [The Anatomy of a Text Dependent Analysis \(TDA\) Prompt.](#)  
Center for Assessment ([www.nciea.org](http://www.nciea.org))

or

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



## The Anatomy of a Text Dependent Analysis (TDA) Prompt

The purpose of this resource is to assist educators with deconstructing a TDA prompt and providing students with guided instruction that will allow them to successfully recognize the expectations of a TDA prompt. When responding to a text dependent analysis prompt, whether for classroom instruction, classroom-based assessments, or for the Pennsylvania System of School Assessment (PSSA), students are expected to address all parts of the task demonstrating sufficient analytic understanding of the text(s). What if the teacher is unclear about the expectations of a TDA prompt? The following examples will help educators recognize these expectations.

Most TDA prompts are comprised of three statements:

1. The reading element(s) students are expected to analyze,
2. The information describing the task, and
3. An expectation to use evidence from the text.

### Example 1. Grade 6 Classroom Based TDA Prompt

*Authors use characters to develop a theme. Write an essay analyzing how the thoughts, words, and actions of Mrs. Jones and Roger develop the theme of trust. Use evidence from the text to support your analysis.*

*(Developed using the text, Thank You M'Am, by Langston Hughes, 1958)*

The **first statement** focuses students on the reading element(s) they are expected to analyze:

*Authors use characters to develop a theme.*

The two reading elements are clearly identified as characters and theme.

The **second statement** provides students with several pieces of information describing the task:

*Write an essay analyzing how the thoughts, words, and actions of Mrs. Jones and Roger develop the theme of trust.*

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The Anatomy of a Text Dependent Analysis (TDA) Prompt | April 2018

1





# Going Deeper with Text Dependent Analysis

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



# Thank You