



The Thompson TDA Model

Module 8: Analyzing Reading Elements and Text Structures

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). Educators and others may use or adapt. If modified, please attribute and re-title.



Version 1.0 | January 2024 | Developed By:
Dr. Jeri Thompson
*National Center for the Improvement of
Educational Assessment*





Warm-Up: Reflection Journal (page 2)

- 1) *How would you describe reading elements?*
- 2) *How would you describe text structures?*



Definition of Analysis

*“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.”*

(Thompson & Lyons, 2017)

Reading Elements: An Analogy

Common Literary Elements

Narrative Text

Informational Text

- Characters
- Setting
- Problem
- Solution
- Theme

- Individuals
- Events
- Central Ideas
- Perspective





Literary Elements

Choices Made By Authors

- Simile
- Metaphor
- Personification
- Analogy
- Symbolism
- Irony
- Imagery
- Tone
- Mood
- Dialogue





Literary Elements: Reflection Journal (page 3)

Can you think of other literary elements that authors include in their writing?



Text Structures: An Analogy

Narrative Text Structure

- Linear plot
- Non-linear
 - Flashbacks
 - Flashforwards
 - Subplots
- Genre
 - Drama
 - Poetry
 - Biography
 - Science Fiction
 - Fantasy





Text Structures: An Analogy

Informational Text Structure

- Sequential
- Chronological
- Comparison
- Cause and Effect
- Problem and Solution
- Description
- Text Features
 - Print Features
 - Graphic Features
 - Organizational Features





Types of Text Features and Their Purpose: **Reflection Journal (page 4)**

What are some examples of the different types of text features and describe their purpose?



Text Features

Print Features

- Title – indicates the topic and/or central idea of the entire text.
- Heading/subheadings – indicates the main idea or topic of a section of the text.
- Bold print – signals important vocabulary integral to understanding the content of the text.
- Italics – indicates proper nouns and important vocabulary.
- Sidebar – provides additional details, facts, or information related to the text.

Graphic Features

- Pictures, illustrations, or photographs – provide a visual representation of an event or object.
- Captions – help the reader understand the meaning of a picture, illustration, or photograph.
- Graphics –
 - i. *Charts or table* – allows the reader to easily read and compare data related to the text.
 - ii. *Graphs* – condense data and/or display numeric information important to the text, including comparing amounts or showing changes over time.
 - iii. *Maps* – show where something or someone is located, as well as trends of geographic areas.
 - iv. *Cross section or cutaway* – helps the reader visualize the layers or interior of a person, place, or thing in a text.

Organizational Features

- Table of contents – helps the reader quickly find the topic within the text.
- Index – helps the reader quickly find where the specific information is located within the text.
- Glossary – helps the reader understand new or text-critical words.



Purpose of Informational Text Structures

- **Sequential** – steps or phases of a process are specified without cause-effect relationships being implied.
- **Time Order/Chronological** – date or time ordering of when events occur.
- **Description** – identification of a topic and an elaboration of important ideas, characteristics, or attributes.
- **Compare-Contrast** – shows similarities and dissimilarities between objects, actions, ideas, or concepts.
- **Cause-Effect** – explores the implication that the effect is produced by a specific cause or that consequences follow from a specified antecedent; often has a call to action.
- **Problem-Solution** – presents a problem and shows how it can be or has been solved.
- **Question-Answer** – used when the author poses a question and answers it or provides a call to action within the text; often used in interviews.



Examining the Standards

Grade 4 Reading Informational Text

- **CC.1.2.4.E** Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).



Grade 4 Reading Literature

- **CC.1.3.4.F** Determine the meaning of words and phrases as they are used in grade level text, including figurative language.





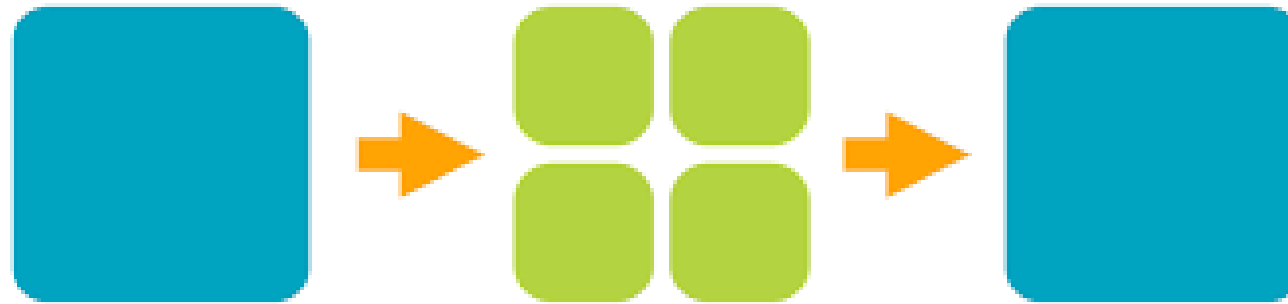
Examine Your Grade Level Standards, Reflection Journal (page 5)

Examine the Reading Informational Text and Reading Literature standards for your grade level. Identify and record the different reading elements, techniques, and structures that you found explicitly or implied.



Uncovering Interrelationships

*“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.”*





Grade 4 Example

Grade 4 Reading Literature Standards

CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Text Dependent Analysis Prompt

The author of [*Because of Winn-Dixie*](#) uses a dog to introduce two people. Write an essay analyzing how the relationship between the **two characters** supports a **theme about friendship**. Use evidence from the text to support your analysis.



Grade 4 Example

Text Dependent Questions about the Reading Elements (Characters, Theme) Leading to their Interrelationship

- What do you learn about Miss Franny in the story?
- What do you learn about Opal in the story?
- How are these two characters the same? How are they different?
- What do their feelings reveal about friendship?
- What theme statement about friendship can you make from this story?
- How do the characters' thoughts, actions, words, and feelings **contribute** to the theme?

Meriam-Webster Dictionary: **contribute**

1. To bring about something
2. To play a significant role in making something happen



Grade 6 Example

Grade 6 Reading Literature Standards

CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Text Dependent Analysis Prompt

The passage [*The Body's Clock*](#) and the poem [*Hey You! Wake Up!*](#) present a central idea about the importance of the body's internal clock. Write an essay analyzing how both authors use **word choice** to convey this **central idea**. Use evidence from both texts to support your analysis.



Supporting the Interrelationship of Reading Elements, Reflection Journal (page 6)

What questions would you ask students to ensure their deep understanding of the reading elements, author's word choice and central idea, and how they are interrelated?



Grade 6 Example

Text Dependent Questions about the Reading Elements (Author's word choice, Central Idea) Leading to their Interrelationship

- Which words in each text cause you to think about the body's internal clock?
- Explain how the authors' words about the body's internal clock create a specific tone. Explain how the tone is similar/different in each text.
- How do the author's words in each text tell you about the importance of the body's internal clock?
- What is the central message about the body's internal clock can you identify from this story? Does this central message correspond to the poem?
- Examine the words of the headings in the article by Trudee Romanek. In what way do these words **develop** a central idea? In what ways do the headings parallel with the ideas in the poem to support the central idea?

Meriam-Webster Dictionary: **develop**

1. To make something visible
2. To allow something to unfold gradually



Academic Vocabulary

How do the _____ **contribute** to the _____?

How does the _____ **support the development** of _____?

How is the _____ **important** in the _____?

- *Narrative text example:* How is the **figurative language** important in the **development of the tone**? (Interrelationship of the figurative language and tone)
- *Informational text example:* How are Jim Johnson's finding important in the meaning of the concept "groupthink"? (Interrelationship of the individual and a concept)

How is/are the _____ **significant in revealing** _____?

- *Narrative text example:* How are the **character's actions** significant in revealing the **conflict**? (Interrelationship of the character and the conflict)
- *Informational text example:* How is **Jackson's perspective** significant in revealing **specific characteristics of a crowd**? (Interrelationship of the individual and concept)



Final Thoughts- Reflection Journal, pages 7-8

Consider your instructional practice:

- 1) What instructional practices can be used to teach students to identify and deeply understand the grade level reading elements and text structures?
- 2) Examine a series of text dependent questions. Describe how they signal to students to demonstrate an interrelationship between two reading elements and/or text structures.



For More Information...

Thompson, J. (2020). [Text Dependent Analysis: Reading Elements and Structures](#). Center for Assessment (www.nciea.org)

Or

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



The Thompson TDA Model

Text Dependent Analysis: Reading Elements and Structures

Text dependent analysis is defined as 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 (Thompson & Lyons, 2017)*. The key to understanding the meaning of this definition and providing students with intentional text dependent analysis instruction is grounded in understanding the reading elements and structures within narrative and informational texts.

To help make sense of different elements, consider a house. All houses have a *structure*—foundation, frame, walls, beams and roof. There are some parts of a house that are absolutely necessary in order to say a building is a house. For example, most all houses have a kitchen, bathroom, and a bedroom. Without these *elements* there is no house. Additionally, some people include *additional choices* in their houses, such as wallpaper, hardwood floors, or a deck. This same analogy can be used when considering texts.

All texts, whether narrative, poetry, informational, or texts beyond the written word printed on a page (videos, photographs, images, media) have a *structure*. Narrative texts have a plot structure which is embedded within a genre structure. Informational texts have an organizing structure or framework. All texts employ the use of *literary elements*. Some are more commonly used than others, but literary elements are always present. In addition to literary elements there are also *choices* that authors make when writing, which are often referred to as *literary techniques, devices, or author's craft*. Techniques are frequently and universally used by authors; therefore our definition of text dependent analysis (detailed examination of elements) embeds techniques under the meaning of elements.

Literary elements, some common techniques, and structures are identified in the standards. However, it is important to note that techniques are text dependent. In other words, unless an author employs the use of a specific technique, it is impossible to explore or analyze its use. For example, situational irony cannot be taught or analyzed unless the selected text includes situational irony. Therefore, the choice of analyzing different techniques must be made by local districts when determining the selection of text for use in classrooms.



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) Cummins, S. (2013). *Close reading of informational texts: Assessment-driven instruction in grades 3-8*. New York, NY: Guilford Press.
- 2) Eckhoff, B. (1983). How reading affects children's writing. *Language Arts*, 60(5), 607-16.
- 3) Goforth, F.S. (1998). *Literature & the learner*. Belmont, CA: Wadsworth Publishing Company.
- 4) Robinson, A. (2019). The 9 literary elements you'll find in every story. Retrieved from: https://blog.prepscholar.com/literary-elements-list-examples?gclid=Cj0KCQjwm9D0BRCMARIsAlfvfIZfs10oOeBVs_Eb6qfYAKrWCaeduxvpCkVklX-B7Xx9wXI16qluoKfAaAsy0EALw_wcB.
- 5) Sisson, D. & Sisson, B. (2014). *Close reading in elementary school: Bringing readers and texts together*. New York, NY: Routledge.
- 6) Smith, Carl B. (1994). *Helping children understand literary genres*. ERIC Clearinghouse on Reading English and Communication Bloomington IN.
- 7) Thompson, J. (2018). *Text dependent analysis: The need for a shift in instruction and curriculum*. Dover, NH: Center for Assessment.



The Thompson TDA Model

Thank You