



The Thompson TDA Model

Text Dependent Analysis – Close Reading Lessons for *The Birth of the Blues* by Henry and Melissa Billings

Grade 7 Informational Text: Comprehension and Analysis of Text Structure and Central Idea

For students to successfully respond to text dependent analysis prompts, they 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. Text dependent questions 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 Grade 7 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 structure** and **central idea**. The Instructional Plan guides teachers through the planning and teaching of each lesson, as well as modeling the response to a TDA prompt. The following instructional pathway focuses on the text *The Birth of the Blues*. 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.



The lessons make the assumption that students may have been exposed to text dependent analysis prompts, the definition of analysis, and the deconstruction of prompts prior to reading the text. The close reading lessons incorporate some of these expectations; however, teachers may include additional modifications if needed. The text and samples of student responses are provided when available.

Purpose and Use of the Instructional Plan

By grade 7, students are expected to be able to demonstrate greater independence when reading complex text, identifying and explaining the use of literary elements, and making evidence-based inferences. Additionally, seventh-grade students should demonstrate greater independence in producing cohesive and coherent multi-paragraph essays on a regular basis, including a command of standard American English and writing skills such as organizing ideas, using effective transitions, and choosing precise words. The purpose of this Instructional Plan is to provide an example of how to organize close reading lessons that will lead students to understand the components of text dependent analysis (reading comprehension, analysis, and essay writing) as they engage with increasingly more complex texts.

In this plan the teacher models for students how to identify accurate and precise evidence, how to use the evidence to make inferences, what the inference means relative to the reading elements/structure, to show an interrelationship between reading elements/text structure, and to make generalizations about the analysis. 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 Instructional Plan and the interaction of the three parts. Each part of the task guides the teacher throughout the planning and teaching of the lessons.





Text Dependent Analysis Information

Text	<i>The Birth of the Blues</i> by Henry and Melissa Billings
Complexity (Lexile and Qualitative analysis)	Lexile level is unavailable (Grade 7; 955-1155) <u>Qualitative level: Moderately complex</u>
Reading Elements/Structure	Text Structure and Central Idea for Analysis
Standards	<p>CC.1.2.7.A – Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.1.2.7.B – Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.7.E – Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.</p> <p>CC.1.4.7.B – Informative/Explanatory (Focus): Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.7.C – Informative/Explanatory (Content): 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.</p> <p>CC.1.4.7.D – Informative/Explanatory (Organization): Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.7.E – Informative/Explanatory (Style): Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• 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. <p>CC.1.4.7.S – Response to Literature: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>



Informational Text

The Birth of the Blues

By Henry and Melissa Billings

Can you imagine life without blue jeans? Before Levi Strauss solved an unusual clothing problem almost 150 years ago, there were no blue jeans.

Nothing is more American than a pair of blue jeans. At one time only Americans wore them. The fashion has long since spread around the world. Still, blue jeans remain a popular symbol of America. They didn't begin as a fashion statement, however. They began as a practical solution to a specific problem.

In 1849 gold was discovered in California. That news sparked the famous California Gold Rush. Thousands of "forty-niners" rushed to the gold fields hoping to find their fortune. A few miners did strike it rich. But most did not. They spent whatever money they made on lodging, food, clothing, picks, and shovels. Clothing was a particular problem. The miners spent long days kneeling in dirt, scrambling over rocks, and squatting in water. Under these conditions, pants wore out quickly. Miners complained about how easily their pants ripped or the seams pulled out. As one miner put it, "pants don't wear worth a hoot up in the diggin's."

According to legend, one miner mentioned this problem to a merchant named Levi Strauss. Strauss had been born in Germany in 1829. At the age of 17, he came to America and settled in New York City. There he worked in his brother's store selling dry goods such as shirts, blankets, pillows, and underwear. In 1853 Levi Strauss sailed to San Francisco to make his fortune. He planned to make his money not by panning for gold, but by running a store. He figured he could sell all sorts of dry goods to miners. Strauss even brought some canvas with him. He thought the material would make good tents or wagon covers.

After hearing the miners' clothing complaints, though, Strauss changed his mind. He used the canvas to make up some pants for miners. Calling them "waist-high overalls," he sold them for 22 cents a pair. The miners loved "those pants of Levi's" or "Levi's" for short. One miner even sat in a watering trough until his Levi's shrank to a perfect fit. The brown pants were homely, but they wore like iron.

Strauss sold his pants as fast as he could make them. Still, he constantly worked to improve his product. He switched from canvas to French denim, a cotton twill material even stronger and more durable than canvas. Later he changed his dye color to a dark indigo blue. Because of the new color, some people began to call their Levi's "blue denims" or "blue jeans." (The word *jeans* comes from the name of a city in Italy also associated with denim pants – Genoa.)



But there was still one major problem with the Levi's. The pants themselves never ripped, but sometimes the seams did. This was especially true in areas of stress such as the pockets. Miners often stuffed samples of ore in their pockets. The pressure frequently ripped open the pockets. In 1872 a tailor named Jacob Davis came up with a brilliant idea. He was tired of sewing up the same pockets over and over again. So Davis put copper rivets on the corners of the pockets and at the base of the fly. It worked. The seams didn't rip anymore.

Davis lacked the money to patent his process. So he wrote to Levi Strauss and suggested that they form a partnership. Strauss agreed. A patent for the new process was issued on May 20, 1873. And so modern blue jeans were born. Before long, Levi Strauss & Company became the largest clothing manufacturer in the world.

Strauss had intended to make simple work pants. But his blue jeans became immensely popular for all-around use far beyond the gold fields. Men and women in all walks of life enjoyed them. *Vogue* magazine featured women in Levi's as early as 1935. Lana Turner, a famous movie star, had her blue jeans studded with diamonds.

The rivets on the rear pockets, though, did not last. When children began wearing blue jeans to school, the rivets scratched the school chairs and desks. Teachers complained. So in 1937 the rivets on the rear pockets were taken out. They were replaced by extra heavy stitching.

Later blue jeans became a hot item in communist nations. In the old Soviet Union, for instance, they sold for as much as \$140 a pair on the black market. In some communist nations, blue jeans were even used as a form of money. So it may be that communism fell not because the United State had better weapons but because we had better pants!

© Billings, H. & Billings, M. (1999). *Critical Reading Series: Eureka!*, McGraw-Hill.

Instructional Text Dependent Analysis Prompt

Authors use different text structures and text features to develop their articles. Write an essay analyzing the way the authors of *The Birth of the Blues* use text structure to develop the central idea. Use evidence from the passage to support your response.



The Instructional Plan

Task #1

Planned Activities/Text Dependent Questions:

- In this task the teacher will activate prior knowledge and clarify the meaning, purpose, and use of different text structures.

Teacher Actions:

- Record the definition of “text structure” as how information is organized in a text.
- Display the names of the following text structures along with signal words used to determine the text structure on a white board and provide students with a similar organizer. In small groups, ask students to brainstorm and record the purpose and use of the text structure in a table. For example:

Text Structure	Chronological order	Comparison	Cause and effect	Problem and solution	Descriptive
Signal Words	after, at that time, at the same time, before, during, finally, first, last, later, now, not long after, next, second, soon after then, to begin with, today	both, unlike, similarly, in contrast	Because, as a result, resulted, caused, affected, since, due to, effect	challenge, an issue, therefore, this led to, if, then, the main difficulty	For example, characteristics, for instance, such as, including, to illustrate
Purpose					
Use					

- After student groups complete the table and before discussing as a whole group, provide each group with a [short passage](#) that represents each of the text structures and the organizers below. Ask students to read the passage and collaboratively complete the corresponding organizer. Circulate as students record their thinking.



The Thompson TDA Model

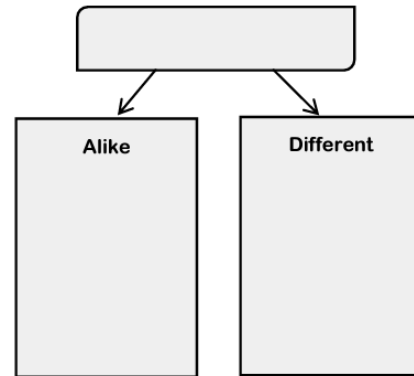
Chronological order – Example passage and organizer:

This morning was crazy. My alarm clock was set for PM instead of AM, so I woke up really late. I just threw on some clothes and ran out the door. I rode my bike as fast as I could and thought that I was going to be late for sure, but when I got there everyone was outside and there were firetrucks all lined up in front of school. I guess somebody pulled the fire alarm before class started. It worked out though, because nobody really noticed or minded that I was tardy.

1. _____
2. _____
3. _____
4. _____

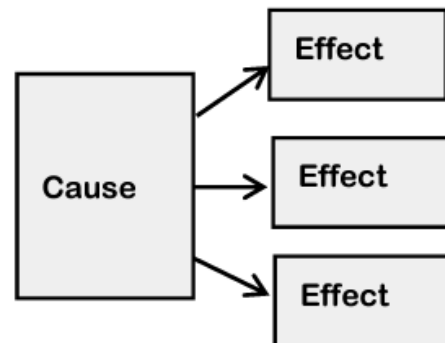
Comparison – Example passage and organizer:

Apples and oranges are both fruits, which means that they have seeds inside of them. Each has a skin, but orange skins are thick and easy to peel. Apple skins are thinner and do not peel easily. Oranges also contain more acid than apples, but both fruits are delicious.



Cause and Effect – Example passage and organizer:

Many people think that they can get sick by going into cold weather improperly dressed; however, illnesses are not caused by temperature- they are caused by germs. So while shivering outside in the cold probably won't strengthen your immune system, you're more likely to contract an illness indoors because you will have a greater exposure to germs.

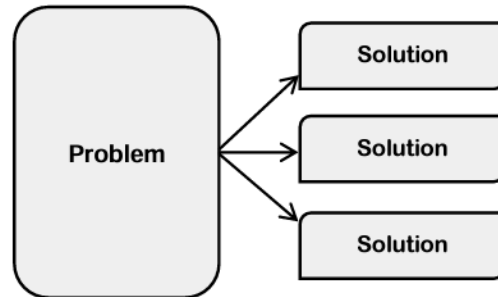




The Thompson TDA Model

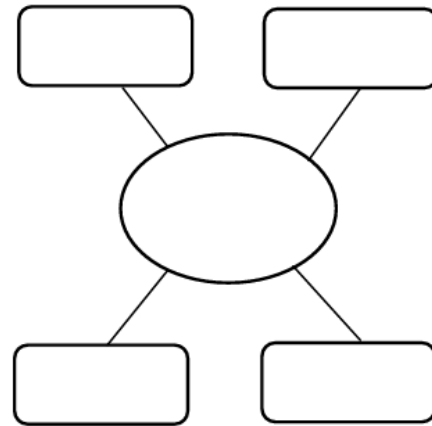
Problem and Solution – Example passage and organizer:

It seems like there has been a surge in teen pregnancies these days. Teen pregnancies make it very difficult for young mothers to pursue their dreams and meet the demands of an infant. Fortunately, most teen pregnancies can be easily prevented by using birth control; however, even birth control is not 100% effective. The most effective way to prevent teen pregnancies is abstinence, which is 100% effective.



Descriptive – Example passage and organizer:

Volcanoes are a feared and destructive force for good reason. A volcano is like a pressure valve for the inner earth, but they can also be very beautiful. One part of the volcano that people rarely see is the magma chamber. The magma chamber is way beneath the Earth's bed rock. It is tremendously hot. Running from the magma chamber to the crater of the volcano is the conduit. The conduit connects the magma chamber to the outer world. At the top of the volcano is the the crater. This is where the magma exits. Volcanoes are a beautiful yet dangerous natural phenomenon.



- After reading, ask students to revisit their table and make any modifications based on purpose and use.
- Engage students in a whole group discussion ensuring that students recognize different text structures. Model, while thinking aloud examining the different structures and note the signal words and the relationships between ideas within the paragraph to guide student thinking about the purpose and use of the different text structures.
- Specifically point out the difference between problem and solution text structure and cause and effect text structure ensuring students understand that in a problem and solution structure the author points out that a problem can have different effects but there is a solution; whereas in a cause-and-effect text structure the author may have a call to action for the reader because there is currently no solution.



Student Actions:

- Students brainstorm the purpose and use of different text structures with small group partners.
- Students read short informational text passages which use different text structures and collaboratively complete a graphic organizer representing the text structure.
- Students make necessary revisions to *the purpose and use of text structure* table.
- Students engage in a whole group discussion about the different text structures.

Task #2

Planned Activities/Text Dependent Questions:

- In this task the teacher will activate prior knowledge and clarify the meaning of central idea.
- A central idea will be determined using the main ideas and key details from multiple paragraphs.

Teacher Actions:

- Place students in triads or groups of four to brainstorm the meaning of central idea. Have students write their definition on a Padlet or other display.
- Review student responses and identify words and phrases that allow for writing a definition of central idea: *The unifying or essential idea about the topic within the entire text.*
- Explain the difference between a main idea and a central idea.
 - Main idea is the most important thought/statement about a section of the text.Explain that identifying the text features, text structures, main ideas of different sections of a text can support the identification of a central idea.
- Distribute an informational text, such as [*How Jackie Robinson Changed Baseball*](#) and provide students with a graphic organizer, such as:



The Thompson TDA Model

Directions: Complete the following chart to determine the central (main) idea of the text.

Copy down the title, headings, sub-headings, bold and italicized words in the document:

What is the **PURPOSE** of the text?

How is the text **STRUCTURED**?

What are the three **MOST** important points being made in the text?

1. _____
2. _____
3. _____

So . . .

What is the **CENTRAL** idea of the text? (Write your three main points into one complete, concise sentence.)

- Discuss how the title, headings, subheadings, text features (*e.g., headings, subheadings*), text structure, and/or images support and/or develop the identified central idea(s). Record the information on the whole class organizer.
 - Examine the headings and subheadings of the text and discuss whether they support identifying a central idea or provide supporting key details.
 - Examine the signal words which show a text structure to determine if the text is revealing a chronological order to explain an event, comparing two or more events/individuals, or describing a problem and ways it was solved. Discuss how the text structure can contribute to developing a central idea.
 - Examine the introduction and concluding paragraphs to identify or infer the author's thesis statement. When making inferences about the central idea, ask students, "*What are the most important things the author wants you to remember? Why do you think this?*"
 - Guide students to move beyond specific details within the body paragraphs to determine the central idea.
- Prior to reading the text, divide it into sections. Engage students in reading the first section of the text (*e.g., Early Athletic Successes*), while posing the question, "What is the main idea from this section?" Identify details and evidence that supports the main idea and record the students' main ideas on a whiteboard. Ask students to review the different main ideas and determine similarities and differences in the statements. Generate an important idea to be recorded on the organizer.
- In triads or small groups, have students read the next section of the text and record a main idea and supporting details for the section. Circulate as students work, providing guidance, as needed.
- Engage students in a discussion of the main or important idea of the section generating one main idea for the section and record it on the organizer. Continue the process for the entire text.



- Using this information, engage groups of students in identifying a central idea of the whole text in a complete sentence. Explain that they will conduct a gallery walk in which they will review each central idea and record a question mark and question if they are unclear about what is recorded, an exclamation mark and comment if there is a central idea that they hadn't thought of, and an equal sign and comment if the statement is similar to what they recorded. After the gallery walk, discuss a sampling of the questions, new information, and similarities, ensuring that all students understand identifying a central idea.

Student Actions:

- Students record and share their definition of “central idea”.
- Students follow along with the teacher to review an informational text identifying the title, headings, subheadings, text features (e.g., *headings, subheadings*), text structure, and/or images and contribute to recording the information on the class organizer.
- Students follow along with reading the first section of the text and engage in identifying the main idea and supporting details.
- In small groups, students read the subsequent sections of the text and record the main idea and supporting details.
- Students collaboratively identify and record a central idea for the entire text.
- Students engage in a gallery walk to review each central idea.

Task #3

Planned Activities/Text Dependent Questions:

- In this task the teacher will model using the text structure to support a central idea.
- The teacher will introduce the text *The Birth of the Blues* and ensure that students demonstrate comprehension of the text through a close reading, annotating for text structure, and collaboratively discussing responses to text dependent questions.

Teacher Actions

- Identify a topic and provide small groups of students with a subtopic or chapter heading on an index card (e.g., *What is genetics; Solving the problems of heredity; How DNA was discovered; What DNA can tell us; The argument of genetics vs. environment*). Model and engage students, while thinking aloud, in analyzing the text's structure using questions such as: “How do the _____ section and the _____ section correspond to one another?” “What clues are in the topic sentences that tell us about the text's structure?” “If I removed this section/chapter, how would this affect the text or development of ideas?” “Why is this section/chapter so important to the overall text or development of the central idea?”
- Explain that a text about one topic can use multiple text structures to support a central idea.
- Distribute the text and the central idea organizer used in Task #2.



The Thompson TDA Model

- Engage students in noting that the text does not have headings, subheadings, or any other text features that may support determining a central idea. Engage students in a first close read of the text by having them independently read and annotate the text. Focus students' annotations on signal words that may indicate the text structure as well as identifying the main ideas.
- Pose the following text dependent questions for students to collaboratively discuss in small groups using their annotations, such as:
 - What is the topic of the text and what are the main points?
 - What facts/details really stand out to you? Why?
 - What is the author trying to say using your own words?
 - What does the author care about and how do you know?
 - What are some main ideas?
 - How does the author show a situation/problem (or the solution of the problem)?
 - How does one event/step lead to the next (cause/effect)?

Other comprehension questions can be asked to ensure understanding of the passage.

- As students discuss these questions, circulate among the groups ensuring students' basic comprehension of the text.
- Using this information, engage groups of students in identifying a central idea of the text in a complete sentence (e.g., Blue jeans were created to solve the miner's problem and have evolved over time.). Record the groups' central ideas and discuss the similarities and differences of the central idea statements informing students that they do not have to be identical and there are different possible central ideas, similar to identifying theme statements.
- Explain that this text uses different text structures which can be used to support the central idea(s) identified. Ask students to identify which structures they noted in the text providing evidence of signal words or how the events/information conveys the structure.
- Provide students with an organizer identifying the structure, evidence, and explanation of how it supports the central idea. For example:

Central Idea: Blue jeans were created to solve the miner's problem and have evolved over time.		
Text Structure	Evidence	Explain how the structure supports the central idea
Chronological Order		
Comparison		
Cause and Effect		
Problem and Solution		
Descriptive		

- Model while thinking aloud and engage students in completing the first row while skimming the text. For example:



Central Idea: Blue jeans were created to solve the miner's problem and have evolved over time.		
Text Structure	Evidence	Explain how the structure supports the central idea
Chronological Order	Dates in order: 1849 1853 1872 1873 1935	Shows the progression of changes in blue jeans

- In small groups, ask students to engage in a second close reading of the text to complete the remainder of the organizer and point out that not every structure may be found in the text and/or may not fully support the central idea.
- Discuss responses and ensure understanding of central idea and text structure.

Student Actions:

- Students collaboratively identify a text structure that could support a subtopic and then organize themselves to show and explain how each structure can develop and refine the topic and concept.
- Students read and annotate the text noting signal words that may indicate the text structure and noting the main ideas in the text.
- Students collaboratively discuss the text dependent questions using their annotations.
- In small groups, students identify a central idea and share it with the whole group.
- Students complete an organizer showing how the text structure supports the central idea.

Task #4

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the TDA prompt for the text *The Birth of the Blues*. The prompt should be deconstructed prior to reading the informational text.

Note: See TDA Series – The Anatomy of a Text Dependent Analysis (TDA Prompt)

- The teacher reminds students of the meaning of analysis (*detailed examination of the elements or structure of text, by breaking it into its component parts to uncover relationships in order to draw a conclusion*).
- The teacher draws students' attention to the difference between analysis and explanation; an explanation is a recounting of the information using text evidence and is a necessary component of showing the interrelationship between two literary elements. Also, ensure that students understand the difference between an inference and analysis.

Note: See TDA Series – Recognizing the Difference between Inference and Analysis



The Thompson TDA Model

- The teacher will engage students in the completion of a thinking organizer using the text structure(s) used to support a central idea. This organizer will be used for modeling a TDA response.

Teacher Actions:

- Distribute and display the TDA prompt: *Authors use different text structures and text features to develop their articles. Write an essay analyzing the way the authors of “The Birth of the Blues” use text structure to develop the central idea. Use evidence from the passage to support your response.*
- Ask students to pair read and deconstruct the prompt identifying which two reading elements will be analyzed. Ensure that students have identified text structure and central idea as the reading elements.
- Discuss the definitions of evidence (*direct quotes or paraphrasing the text*), inference (*connecting a piece of text and background knowledge to make a valid and educated suggestion of an idea that is not directly stated in the text*), and analysis.
- Model writing or have students write the second sentence or task as a question they are expected to answer (e.g., *How does the text structure develop the central idea?*). This question can be used to guide the writing of the thesis statement.

Note: The students have experienced deconstructing other prompts and writing questions prior to this task.

- Distribute and display the Evidence-Inference-Interrelationship thinking organizer:

Central Idea:	
Evidence #1 (structure)	
Inference	
Interrelationship to the central idea	
Evidence #2 (structure)	
Inference	
Interrelationship to the central idea	
Evidence #1 (structure)	
Inference	
Interrelationship to the central idea	

- Discuss the similarities/differences between this organizer and the previous organizer noting that in



this organizer students are expected to identify the structure and evidence from the passage, make an inference or explanation about the meaning of the evidence, and then explain how the structure supports the central idea.

- Explain that as students consider the text structures, they may note that there are multiple pieces of evidence to best support one text structure (e.g., *problem/solution*). Consequently, based on what they noted in the previous organizer (Task #3) they may want to focus on only that text structure for gathering their evidence, making an inference, and showing an interrelationship to (supporting) the central idea. Or they may decide that all of the text structures are necessary for supporting the central idea. In other words, students have the option to use one structure, one or two structures, or multiple text structures when analyzing the text.
- Model recording Evidence #1 and an inference about the evidence on the thinking organizer. Ask students to explain how the evidence and inference are interrelated or support the central idea. Model recording this interrelationship on the thinking organizer while rephrasing the information that the students shared, if necessary.

Evidence #1 (structure)	Chronological order – dates are listed in order
Inference	There is a progression of changes in blue jeans
Interrelationship to the central idea	Initially created to solve the miner's problems and became a fashion statement

- Explain that students will work in small groups to discuss and identify evidence # 2, an inference, and the interrelationship with the central idea and record on their thinking organizer. As students discuss this information, the teacher should circulate and provide feedback or clarify misconceptions, as needed. After students have recorded the information, have students share their thinking in a whole group discussion. Encourage students to provide feedback to extend their thinking about the evidence, inference, and interrelationship to the central idea.
- After discussing, providing feedback, and making adjustments to the students' information, record one group's example for Evidence #2, an inference about the evidence, and the interrelationship to the central idea on the whole class thinking organizer. Ask students if you have captured their thinking appropriately and have students suggest any additional appropriate changes.
- The selection and recording of Evidence #3 can be completed through small group discussions or students can be asked to complete this section independently. This decision will depend on the strengths and needs of the students. Either way, the teacher should continue to circulate and provide feedback or clarify misconceptions, as needed.

Student Actions:

- Students pair read the text dependent analysis prompt to identify the two reading elements to be analyzed and write the action or task of the TDA in a question.
- Students discuss the information expected in the Evidence-Inference-Interrelationship organizer and compare it to the previously used organizer.



- Students follow along as the teacher models recording information in the organizer.
- In small groups, students record and discuss the second and third set of information on the organizer.

Task #5

Planned Activities/Text Dependent Questions:

- In this task the teacher will prepare students to independently write an essay drawing evidence from the text to support analysis while applying grade-level writing standards.

Note: Districts and teachers use different writing organizers that assist students in organizing their writing. The organizer that is taught and used can be incorporated in this lesson plan.

- In seventh grade, compositional writing should include:
 - introduction of the topic and concluding statement or section
 - multiple paragraphs organized with one idea per paragraph including transitions to clarify relationships
 - specific details and evidence from the text
 - identification and evidence of the technique
 - inferences about the evidence
 - explanation of what the evidence and inference mean
 - elaboration, including a generalization, showing an interrelationship

Note: Students should understand the expectations of an analytical essay and how that differs from a summary.

Teacher Actions:

- Reexamine the prompt and/or question that students are addressing in their essay. Ensure that students identify the reading elements that they are analyzing throughout their response (text structure and central idea).
- Discuss with students the expectations of an introductory paragraph, which may include (depending on the teacher/school/district expectations):
 - a restatement of the prompt,
 - the title, author, genre,
 - a 1-2 summary sentence (optional), and
 - a thesis statement.

Note: Depending on when this lesson is implemented and how often a response to a TDA prompt has been modeled; the teacher can modify the writing instruction.



Note: See TDA Series – Modeling a Text Dependent Analysis Response

- Discuss the meaning of a thesis statement, what is included in a thesis statement, and how it previews what is to follow. Identify that the purpose of a thesis statement is to:
 - make clear to readers the focus of your analysis,
 - provide the reader with a clear interpretation of the evidence you will present in the paper,
 - answer the question from the prompt, and should
 - serve as a guide to how the writing will flow within the essay.

In other words, remind students that the thesis statement should clarify what you are writing about in a single sentence.

Note: Additional guidance and instruction should be provided if students struggle with writing a thesis statement.

- Prompt students to turn-and-talk to discuss and record possible ways to write the introductory paragraph. Encourage students to use the expectations of an introductory paragraph to generate ideas. Remind students to review the question they developed when deconstructing the TDA prompt for writing a thesis statement.
- Model writing an introductory paragraph using the information identified by the students and teacher/school/district expectations. The modeling should include thinking-aloud the actions and decisions made throughout the process, engaging students in the process, and providing them with opportunities to make their thinking visible (Thompson, 2021). For example, the teacher could pose a question to herself, such as, *How could I summarize the passage?* Or the teacher could ask students to turn-and-talk to generate a 1-2 sentence summary of the informational text. The teacher uses student input to write the introductory paragraph:

In the text, “The Birth of the Blues”, Henry and Melissa Billings use multiple text structures to describe the evolution of the invention of blue jeans. The central idea of the text is that blue jeans were created to solve the miner’s problem and have evolved over time. This central idea is supported through the use of multiple text structures including problem and solution and chronological order.

Discuss whether the paragraph includes all the expectations of an introduction and a thesis statement. Make modifications based on student input.

- Ask students to identify the expectations of a body paragraph and remind them to refer to the thinking organizer. Record the expectations on chart paper or on the whiteboard:
 - topic sentence establishing context leading to evidence, inference, and analysis with a transition from the previous paragraph (*provide students with transitional words and phrases, if needed*)
 - accurate, precise and strong text evidence (*words and phrases*) in the form of a direct quote or specific paraphrase
 - explanation of inferences based on the text evidence
 - analysis of how the word choice is interrelated to the central idea



The Thompson TDA Model

- elaboration of how the evidence and inference support the central idea demonstrating a conclusion about the author's most important message
- a generalization that makes a broad statement about a topic or person that applies outside of the text, the generalization can be in each paragraph or recorded in the conclusion. If students struggle with the meaning of generalization, provide opportunities to practice writing them. For example, *When people do... this usually means...*

Note: These bullets are not necessarily separate sentences within the paragraph and are often woven together in a coherent manner.

- Model writing one body paragraph including the above expectations while thinking-aloud and engaging students. Refer to the thinking organizer as a guide for writing the paragraph modeling how to expand and elaborate the information into a coherent paragraph without copying the information and considering it a completed paragraph. After modeling, discussing, and making adjustments based on the students' information, ask if all the expectations are included in the paragraph. Refer to the thesis statement to be sure the writing is following the expectation outlined in the thesis statement.
- The writing of the second body paragraph can be completed through small group discussions and writing. This decision will depend on the strengths and needs of the students. The teacher should circulate and provide feedback, as needed, reminding students to review the thinking organizer and the expectations of writing the response. Ask groups of students to share their paragraphs asking the remainder of the class to provide positive feedback and ways to improve the writing.
- The writing of the third body paragraph can be completed through small group discussions or independently. This decision will depend on the strengths and needs of the students. Either way, the teacher should continue to circulate and provide feedback, as needed, reminding students to review the thinking organizer and the expectations of writing the response. Engage students in peer-assessment in which each student shares their paragraph and the other student provides positive feedback and ways to improve their writing.
- Discuss with students the expectations of a concluding paragraph, which may include (*depending on the teacher/school/district expectations*):
 - a restatement of the thesis statement
 - a summary of the main points or ideas in the essay
 - a generalization if it has not been included in the body paragraphs or new and engaging information.
- Prompt students to turn-and-talk to discuss and record possible ways to write the concluding paragraph. Encourage students to use the expectations of a concluding paragraph to contribute to the one that is being modeled.
- Ask students if a generalization was included in the body paragraphs. If not, remind students that they will need to include a generalization in the concluding paragraph. Review the expectations of a generalization and have students discuss how to write a generalization within the concluding paragraph.
- Model, while thinking aloud and engaging students, the writing of a concluding paragraph. The teacher uses student input to write the concluding paragraph:



The text structures used by the authors throughout the text, “Birth of the Blues”, allows the reader to understand how the central idea is supported. Although many people today believe that blue jeans are fashionable, they actually began as a way to help the miner’s during the gold rush. Using a problem and solution and chronological text structure, the authors supported how blue jeans have evolved over time.

- Discuss whether the paragraph includes all the expectations of a concluding paragraph.

Student Actions:

- Students turn and talk to discuss and write a draft introductory paragraph. Share possible introductory paragraphs identifying the expected parts of the paragraph. Review and discuss the modeled introductory paragraph, including the appropriateness of the thesis statement based on the information recorded on the thinking organizer.
- Students contribute to the writing of the first body paragraph using the information on the thinking organizer and suggestions for explaining and elaborating. Continue contributing to the writing of the second and third body paragraphs.
- Students contribute to the writing of the concluding paragraph sharing possible generalizations that could be included.

Samples of Student Work

Included below are samples of student work. These samples are not scored and are not intended to demonstrate proficient or above proficient responses. Rather, the purpose for including them here are to provide teachers with typical student responses after instruction. Teachers may use these samples along with the TDA Learning Progressions during PLCs or grade level team meetings to review and discuss student strengths and needs and instructional next steps.

NOTE: The prompt was slightly different, asking students to analyze how the text structures develop the main idea, rather than the central idea.

Many thanks to Jacob Minsinger, Julie Franz, Beth Hope, Debbie Miller, Diane Simaska, and Rebekah Baum-Leaman for their contributions to this instructional plan.



Student Sample #1:

The Birth of the Blues explains the creation of blue jeans. Throughout the text, the author uses different text structures and features to develop the main idea of the article, which is how blue jeans were invented and worn. By incorporating text structures like cause and effect and text features like background information, facts, and conjunctions, the main idea is able to be developed.

The structure of this text is in chronological order, as well as cause and effect. These text structures throughout the article are used to develop the main ideas. The whole text is organized in chronological order. At the beginning of the text, it says, "In 1849, gold was discovered in California," and, "He used the canvas to make up some pants for miners." At the end of the text, it talks about how jeans were improved and becoming popular by saying, "Later blue jeans became a hot item in communist nations." The author wrote the article in chronological order, which clearly states the events of the creation of jeans, or the main idea.

The other structure used is cause and effect. An example of the cause from the text is, "Miners complained about how easily their pants ripped or the seams pulled out." The effect of this from the text is, "After hearing the miners' clothing complaints, though, Strauss changed his mind." These examples of cause and effect also serve as problem and solution. The problem of the article was that the miners' pants were ripping as they were digging for gold. The solution was heavy-duty pants were made of a new material. These two text structures that the author uses state the main idea of how jeans were made.



Student Sample #2:

The authors of *The Birth of The Blues* uses text structures to help develop the main idea. Authors use different text structures and text features to develop their articles. The author of *The Birth of The Blues* uses text structures like problem/solution and chronological order to develop the main idea. The main idea of *The Birth of the Blues* is that blue jeans did not begin as a fashion statement but as a practical solution to a problem.

The author uses the text structure problem and solution to convey or develop that blue jeans didn't begin as a fashion statement but as a solution to a problem. The problem in this text is that the "forty-niner's" pants were getting worn out too quickly. Then Levi Strauss heard about the issues with pants that the forty-niners were having and thought of a solution. His solution was to make pants out of thick canvas. Then later on Levi changed the material to French denim instead of canvas. This text structure developed the main idea by showing the reader the problem and then the solution. The problem and solution



are both essential to the main idea. The way the author of *The Birth of the Blues* uses this text structure is explaining the problem and solution.

Another text structure the author of *The Birth of the Blues* uses to develop the main idea is chronological order. The author used chronological order so the reader can know the details or events in the order they occur. It is important to know the events so you can know what happened within the text. The order that the events occur in helped to develop the main idea of the text.

In conclusion, the text structures problem/solution and chronological order helped to develop and reveal the main idea to the reader. The main idea that was developed by text structures was that blue jeans didn't begin as a fashion statement but as a solution to a problem that the "forty niners" were having.



Student Sample #3:

The Birth of the Blues TDA

Henry and Melissa Billings use problem and solution text structure to develop the main idea. "Blue jeans were created by Levi Strauss and are continually remodeled ^{and changed} to get to the point they are" is the main idea that is developed by the use of text structure.

The authors writes, "He was tired of sewing up the same pockets over and over again. So Davis put copper rivets on the corners of the pocket and at the base of the fly. It worked. The seams didn't rip anymore." The problem is that the pressure of ore continually ripped the seams of the pockets and was resolved when Davis inserted rivets at the corners of the pockets so they would no longer tear. This develops the main idea and conveys that ~~the jeans~~ ^{JEANS} have come such a long way from over 150 years ago.

The authors' use problem and solution text structure that explains the pockets of jeans and develops the main idea.

Similar to the text structure used in the first example, Henry and Melissa Billings write about the rivets being a problem for students and the solution Strauss and Davis had ^{to} come up with. The article states, "When children began wearing blue jeans to school, the rivets scratched the



School chairs and desks. Teachers complained. So in 1931 the rivets on the rear pockets were taken out. They were replaced by heavy stitching. To improve their product and make everyone happy, Strauss and Davis replaced the copper rivets with extra heavy stitching. The change and revision of jeans is developed by the problem and solution text structure by stating an improvement made to the once troubled product.

The authors of "The Birth of the Blues" used problem and solution text structure to develop the positive change in jeans. The examples of the pockets and how they were changed for the better shows the evolution of jeans. From once being made so miners had comfortable clothing to now having men and women wear them all around the world shows that jeans have changed immensely throughout the years of revision and change.