



The Thompson TDA Model

Text Dependent Analysis – Close Reading Lessons for *The Triangle Factory Fire* by Albert Marrin and *The Triangle Shirtwaist Factory Fire* by Mike Kubic

Grade 8 Comprehension and Analysis of Text Structure and Central 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 Grade 8 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 grade-appropriate analysis question.



The following instructional pathway focuses on the texts *The Triangle Factory Fire* and *The Triangle Shirtwaist Factory Fire*. Both texts focus on the same event using a different text structure to inform readers about the same event.

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.

Text Dependent Analysis Information

Texts	<u><i>The Triangle Factory Fire (from <i>Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i>)</i></u> by Albert Marrin <i>The Triangle Shirtwaist Factory Fire</i> by Mike Kubic
Complexity (Lexile and Qualitative analysis)	<i>The Triangle Factory Fire</i> Lexile level: 1000 <i>The Triangle Shirtwaist Factory Fire</i> : Lexile level: 1,360 (Grade 8; 955 L-1155 L) Qualitative level: Moderately high
Reading Elements/Structure for analysis	Text Structure and Central Idea
Reading Standards	CC.1.2.8.A: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.D: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E: Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.



Writing Standards

CC.1.4.8.B: Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C: Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D: Organize ideas, concepts, and information into broader categories; use appropriate and varied 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.

CC.1.4.8.E: Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.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.

Instructional Text Dependent Analysis Prompt

*The passages **The Triangle Factory Fire** and **The Triangle Shirtwaist Factory Fire** use different text structures to inform the reader of the same event. Write an essay analyzing how the authors used a specific text structure to support the central idea. Use evidence from both texts to support your response.*



Purpose and Use of the Instructional Plan

By grade 8, students have been taught to analyze text and to respond to an analytic prompt in writing, constructing a well-developed essay that demonstrates comprehension and analysis of the text. Students in grade 8 are, therefore, expected to demonstrate greater independence when reading complex text, identifying, and explaining the author’s use of literary elements and text structures, and making evidence-based inferences. Additionally, eighth grade students should demonstrate 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 and developing ideas using evidence and reasoning, using effective transitions to build coherent relationships between ideas and concepts, and using varied sentence structures to establish a formal style. The purpose of the Instructional Plan is to provide an example of how to organize close reading lessons that will lead students to demonstrate a deep understanding of complex texts and the expected underlying components of text dependent analysis (*reading comprehension, analysis, and essay writing*).

In this plan the teacher models for students how to identify accurate evidence, how to make an inference about the evidence, and what it 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 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 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. Explain that an author organizes a text based on the purpose of what is being communicated.
- 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					
Movie Video Clip					

- After student groups complete the table and before discussing as a whole group, explain that they will watch four short movie video clips that represent one of the text structures. After watching, they will record the movie name in the correct text structure column without discussion.
 - [How to Train Your Dragon](#) (Chronological order/sequence)
 - [Jumanji](#) (Cause and effect)
 - [Harry Potter](#) (Comparison)
 - [Home Alone](#) (Problem and solution)



The Thompson TDA Model

- Ask student to turn and talk to summarize the video clip using the signal words. Point out that if they struggle with summarizing using the signal words in the appropriate column, then they may have selected an inaccurate structure.
- Engage students in a whole class discussion of each video clip and their structure, ensuring that students recognize 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 or no solution is presented.
- Ask students to revisit their table and make any modifications based on purpose and use.
- Point out that shorter texts often use a single text structure, whereas, longer, more complex texts often include paragraph blocks or sections that each have its own text structure. Provide students with a text that includes multiple text structures, such as [The Olympic Games](#) or [Rush-Hour Traffic](#) (note that the handout will need to have the structures removed from the linked documents prior to distributing to students).
- Place students in triads or groups of four and explain that they will collaboratively read each section of the text, noting the highlighted signal words, and determine the text structure used for each paragraph.
- Ask student groups to share the structure they identified and to explain the relationship of each section to the author's purpose for writing.

Student Actions:

- Students brainstorm the purpose and use of different text structures with small group partners.
- Students watch a series of videos and use the signal words to determine the text structure and engage in a whole group discussion in response to questions.
- Students read a short informational text passage which uses different text structures and collaboratively identifies the text structure and how the sections relate to each other given the author's purpose for writing.

Task #2

Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the TDA prompt for the texts, *The Triangle Factory Fire* and *The Triangle Shirtwaist Factory Fire*. 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

Teacher Actions:

- Distribute and display the TDA prompt: *The passages **The Triangle Factory Fire** and **The Triangle Shirtwaist Factory Fire** use different text structures to inform the reader of the same event. Write an essay analyzing how the authors used a specific text structure to support the central idea. Use evidence from both texts 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.

- 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: *The most important thought/statement about a section of the text.*
- Explain that identifying the text structures and main ideas of different sections of a text can support the identification of a central idea.

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 record and share their definition of *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 texts, *The Triangle Shirtwaist Factory Fire* and *The Triangle Factory Fire (from Flesh & Blood So Cheap)* 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:

- Distribute the first informational text, *The Triangle Shirtwaist Factory Fire* by Mike Kubic and provide students with a graphic organizer, such as:

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.)

- Engage students in noting the headings and picture and caption and explain that they help support determining a central idea.
- 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 the structure of the text. 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.
- In triads or small groups, have students engage in a close read of the first section of the text (*prior to the heading "The Fire"*) while annotating with a focus on *the what* the author is trying to communicate to the reader. Discuss the annotations and how they support the author's purpose for writing.
- Pose text dependent questions to ensure comprehension and then pose 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.
- Have students read the next section (*The Fire*) of the text while annotating, responding to text dependent questions, and recording 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 remaining sections of the text.
- Using this information, engage groups of students in identifying a central idea of the whole text in a complete sentence (*e.g., The health and safety of the workers were not properly protected at the Triangle Shirtwaist Factory.*). Explain that they will conduct a gallery walk in which they 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.
- Engage students in a whole class discussion identifying:
 - the text structure of this passage (*Problem and solution – the author described the problem and the how the situation allowed for a solution to the working conditions.*)
 - what the author wants the reader to learn about this topic
 - how the text structure helped them determine the central idea of the text
- Distribute the second text *Triangle Factory Fire (from Flesh & Blood So Cheap)* and point out that this text does not have headings or any other text features that may support determining a central idea.



- Explain that they will engage in an independent first close read of the text while annotating focusing on signal words that may indicate the text structure as well as identifying the main ideas based on teacher pre-identified sections of the text. Discuss student annotations.
- Explain that students will work in a collaborative group for a second close read to respond to text dependent comprehension questions. Remind students to use their annotations to support their responses. Provide each student with a responsibility for their collaborative discussion such as reader (*reads the identified section of the text*), questioner (*reads the text dependent question and ensures that the question is answered*), recorder (*writes the group's response on the question form*), timekeeper (*keeps the group moving along*).

Note: See TDA Series – Collaborative Discussions for Close Reading

Note: See TDA Series – Close Reading Questions Leading to Text Dependent Analysis

Possible text dependent questions include:

- Why did the fire become out of control so quickly? (*See paragraph 2: There was a lot of flammable fabric and not enough water to put it out early.*)
- Why was getting out of the building difficult? (*See paragraphs 1–6: The elevators were at risk of becoming stuck. The stairway was crowded with panicking people.*)
- Why was the door to the stairway locked on the ninth floor? (*See paragraph 7: Employers often did this to discourage latecomers and keep out union organizers.*)
- What stopped the firefighters from saving more people? (*See paragraphs 3 and 10–12: The firefighters arrived on time and showed courage, but they were limited by their equipment. Their ladders couldn't reach high enough, and their nets were not strong enough.*)
- How long did the fire last? (*See paragraph 14: It burned for only thirty-five minutes. Damage to the building was actually minor.*)
- What other questions can you ask and answer? (*Answers will vary.*)
- How did the company's lack of safety standards cause more harm to the workers during the fire? (*Answers will vary.*)
- As a whole group, discuss the text dependent questions ensuring that students demonstrate comprehension, and that appropriate support is selected for their responses.
- Engage students in determining the central idea of this text using the following questions while recording responses on chart paper or white board:
 - What is the topic of *The Triangle Factory Fire* (from *Flesh & Blood So Cheap*)?
 - What is the text structure of this passage? (*Cause-effect – the author does not provide a solution to the situation but rather implies a call to action.*)
 - What does the author want the reader to learn about this topic?
 - How did the text structure help you determine the central idea of the text?
 - What are possible central ideas for this text (e.g., *The health and safety of the workers were not properly protected at the Triangle Shirtwaist Factory.*)
- Discuss how the central idea was the same/similar in both texts even though the author used a different text structure.



Student Actions:

- 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.
- Students read and annotate the second 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.
- Students discuss questions to identify how a text structure supports a central idea.

Task #4

Planned Activities/Text Dependent Questions:

- In this task the teacher will model using an Evidence-Inference-Interrelationship organizer in preparation for responding to the text dependent analysis prompt.
- The teacher will ensure student understanding of explicit evidence, inference, and interrelationship of key details and main idea. Understanding and demonstrating this information is a prerequisite for students to be able to analyze the text.

Teacher Actions:

- Review the text dependent analysis prompt: *The passages **The Triangle Factory Fire** and **The Triangle Shirtwaist Factory Fire** use different text structures to inform the reader of the same event. Write an essay analyzing how the authors used a specific text structure to support the central idea. Use evidence from both texts to support your response.*
- Review the meaning of analysis, reminding students that they are not writing a summary of each of the texts.

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

- 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 #3 Structure	
Inference	
Interrelationship to the central idea	

- Explain that as students consider the text structures, they may note that there are multiple pieces of evidence to best support each text structure. Consequently, they will want to be sure that they select the best evidence in each of the texts, along with their inferences about the text structure, to show an interrelationship of how the structure from each text supports the same central idea. Point out that the prompt expects them to support how both text structures support the same central idea.
- Model recording Evidence #1 and an inference about the evidence on the thinking organizer using information shared from student annotations. 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. For example:



Central Idea: <i>The health and safety of the workers were not properly protected at the Triangle Shirtwaist Factory.</i>	
Evidence #1 Structure	Triangle Factory Fire: cause and effect text structure showing how the workers were not adequately protected: " A foreman ran for the hose on the stairway wall. Nothing! No water came. The hose had not been connected to the standpipe. Seconds later, the fire leaped out of control.
Inference	The equipment in the factory wasn't even connected properly and the workers were on the eighth and ninth floor!
Interrelationship to the central idea	The poorly attached equipment along with rules that were not enforced caused a disaster showing that the workers should have been better protected.

- Explain that students will work in small groups to review their annotations 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 theme.
- 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.
- Explain that students may select either text to use for recording Evidence #3. 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 review the text dependent analysis prompt and meaning of analysis.
- 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 sets of information on the organizer.



Task #5

Planned Activities/Text Dependent Questions:

- In this task, the teacher will prepare students to write an essay drawing evidence from informational texts to support analysis applying grade-level 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 into this lesson plan.

- In eighth grade, compositional writing should include:
 - identification and introduction of the topic, including a thesis statement to preview what is to follow, and a concluding statement or section
 - development and analysis of the reading elements with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
 - explanation of the evidence and inference
 - elaboration showing an interrelationship and a generalization - organization of ideas, concepts, and information into broader categories
 - use of appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- The teacher will collect student responses to determine strengths and needs with respect to the ability to demonstrate the underlying components of a text dependent analysis prompt (*reading comprehension, analysis, and essay writing*). The Text Dependent Analysis (TDA) Learning Progressions will assist the teacher in determining next instructional steps.

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
 - 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:

*The authors of the texts, **The Triangle Factory Fire** and **The Triangle Shirtwaist Factory Fire** each use a different text structure to describe the events of the Triangle Factory fire. The central idea of the texts is that the health and safety of the workers were not properly protected at the Triangle Shirtwaist Factory. This central idea is supported through the use of a cause and effect and a problem and solution text structure.*

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 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. 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.



The Thompson TDA Model

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 of the texts, **The Triangle Factory Fire** and **The Triangle Shirtwaist Factory Fire**, allow the reader to understand how the central idea is supported. Although Mr. Marrin implies a call to action is needed through his use of a cause-and-effect text structure and Mr. Kubic provides the reader with how the problem was solved, it is clear that the health and safety of the workers were not properly protected at the Triangle Shirtwaist Factory. This makes it obvious that different text structures can communicate a similar message noted in these two passages.*

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

Student Actions:

- Students brainstorm information that should be included in the essay response to the TDA prompt.
- Students follow along with the teacher modeling and contribute to the writing of an introductory, body, and concluding paragraph in response to the TDA prompt.
- Students work in pairs or triads to write a second body paragraph in response to the TDA prompt.
- Students independently write a third body paragraph in response to the TDA prompt.

Many thanks to the Moshannon Valley Grade 7 teacher for her contributions to this instructional plan.