



## Text Dependent Analysis – Instructional Prompt Guide

### Grade 7 Annotated Student Responses Based on the Text Dependent Analysis Learning Progressions

The Text Dependent Analysis (TDA) grade-span Learning Progressions (LPs) are designed to be used as an instructional tool. The TDA LPs are structured in grade spans (3-5 and 6-8) with four levels, *Beginning*, *Emerging*, *Developing*, and *Meeting*. The levels describe the typical path we see in student responses as the student moves toward demonstrating more sophisticated understanding of analysis. The LPs include descriptions of student work which characterize each level from a beginning TDA writer to one who is meeting the expectations of text dependent analysis essay writing. The TDA LPs can be used by teachers to identify student strengths and needs based on what a student can do at a specific point in time. This informs the teacher’s instructional decision-making about moving student comprehension, analysis and writing to the next level.

#### How to Use this Guide

The Text Dependent Analysis Instructional Prompt Guide contains the following sections: text complexity, instructional text-dependent analysis prompt, example proficient student response as written by the teacher, grade-level text, annotated student work, and possible instructional next steps.

- Text complexity includes the quantitative and qualitative measures of the text and the identified reading elements/structure for analysis. This information guides the teacher when choosing appropriate texts for instruction.
- The instructional prompt uses the reading elements as identified in the previous section.



- The example proficient student response, as written by the teacher, reflects the teacher’s expectation for a seventh grade student’s proficient response to the instructional prompt. This critical step allows the teacher to uncover if the text offers enough evidence and complexity for students to use when responding to the prompt, the appropriateness of the prompt in relation to the text, and to verify the use of the identified reading elements (grade-level curriculum).
- The annotated student responses use the learning progression levels (*beginning, emerging, developing, and meeting*) to identify the student’s strengths and areas of need regarding the underlying components of text dependent analysis (*reading comprehension, analysis, and essay writing*).
- The last section following each response provides the teacher with possible instructional next steps to meet the student’s areas of need.

<b>Text Complexity</b>	
Text	<i>Uncle Timothy’s Ships</i> by Summer Woodford
Complexity (Lexile and Qualitative analysis)	Lexile level: 660 (Grade 7; 955-1155) Qualitative level: Moderately complex Note: Although the Lexile score is below grade 7, the meaning/purpose of the text adds to the complexity as there are multiple levels of meaning that are difficult to identify, are subtle and implicit. Additionally, the language features contain abstract and figurative language which may present difficulty for students.
Reading Elements/Structure for analysis	Author’s Craft and Theme <sup>1</sup>
<b>Instructional Text Dependent Analysis Prompt</b>	
Authors use various techniques, such as figurative language, to convey a message in their writings. Analyze the techniques the author uses to convey a theme in <i>Uncle Timothy’s Ships</i> . Be sure to use evidence from the text to support your response.	
<b>Example Proficient Student Response as Written by the Teacher</b>	
<p>The story describes a young boy who has always admired his uncle and the way he skipped rocks on the sea. His uncle took him to his house one day and talked with him about the ships he kept and how they wanted to be free. One day the uncle was on a boat, sailing further into the sea. His uncle was going to be free and leave everything behind for his freedom. The author used techniques like imagery, plot events, and dialogue to reveal the theme of the passage which is to do what you think is best for yourself.</p> <p>Dialogue is one of the techniques Summer Woodford used in her story to provide insight into the character of Uncle Timothy. “They are . . .’ Uncle Timothy paused and then said, ‘What I am. They are trapped. They haven’t tasted freedom.’” The uncle and his nephew were standing inside their house, staring at the old ships in bottles that he kept. Uncle Timothy’s dialogue with Timothy also</p>	



foreshadows what is to come creating tension for the reader. These words about the ships convey how Uncle Timothy is feeling revealing that he, too, wants to be free and will need to do what he thinks is best for him. Often times when we personify objects, as Uncle Timothy does with the ships, we are really speaking about ourselves.

Specific events in the passage are also used to convey the theme. Early in the passage the narrator states that “He never bothered to say goodbye. I never mentioned my curiosity at this habit of his; I never felt I had to, I just knew that he didn’t feel he should waste his breath on solemn ‘goodbyes’ when he was to see me the next day.” However, further in the passage Uncle Timothy says good-bye to his nephew. As soon as he said goodbye to him his nephew knew already that his uncle was going to leave. This change of behavior in the final event demonstrates that Uncle Timothy has decided to be free and leave, revealing the theme that he needed to do what was best for him despite any other obligations.

The last technique used by Summer Woodford is imagery. There are a lot of examples of imagery in the story including, “And there came a boat gliding across the waves so easily, heading straight out to sea.” and “I watched Uncle Timothy as his eyes rested on the glistening boats tied to the docks.” These examples allow the reader to intensify the impact of how the boat looked on the water and while tied to the docks. The use of imagery allows the reader to understand how much Uncle Timothy wanted to be on his boat and sailing away even if it meant everything behind including his nephew, house, friends, and family. The imagery associated with the words “gliding” and “glistening” is something smooth, beautiful and appealing, and illustrates the theme that Uncle Timothy sees the boats as the need for freedom and to seek this freedom as something that he has to do for himself.

The techniques of imagery, plot events, and dialogue, used by Summer Woodford, all contribute to the theme of do what you think is best for you. Uncle Timothy had always wanted to be free, and one day he truly was free. He had sailed away and left everything behind to pursue his freedom like the ships he admired. He left his family and friends behind because he did what he thought would be best for him.

### **Text: *Uncle Timothy’s Ships* by Summer Woodford**

I loved the way my Uncle Timothy could make rocks dance across the water. He would make them do a different dance every time. He didn’t know that I admired him. And I didn’t want him to, for fear something would change. Maybe he wouldn’t want me to watch him make the rocks dance if he knew that I admired him.

Uncle Timothy’s swift and strong wrist reached for another rock and then paused in midair. I watched him.

“Look out there.” His wrist chose another direction to turn. “Tell me what you see.”

I followed his long arm as it stretched out into the ocean mist. “I see the ocean and the boats and the gulls.”





“What do you like most about the sea?” Uncle Timothy’s lip quivered beneath his satiny mustache.

He asked me this every day. But I never grew tired of the question.

“The color of the water,” I responded, letting my fingers sift through the trampled sand of many ages.

Uncle Timothy looked at me and a crooked smile spread across his face. He lay his weathered hand atop my head for many moments before withdrawing it and then leaving. He never bothered to say goodbye. I never mentioned my curiosity at this habit of his; I never felt I had to, I just knew that he didn’t feel he should waste his breath on solemn ‘goodbyes’ when he was to see me the next day. I couldn’t help but admire him the more for this.

I felt that a house with character didn’t need to have anything added to make it that way. A house with character just had it. And that was that. I thought all this as I stood on our porch, looking out over the rocks where Uncle Timothy and I had often sat. It was our place.

Mama poked her head out of the window above, her hair tied up in the torn red bandanna that hadn’t been torn when I gave it to her. I couldn’t remember my giving it to her, but whenever she wore it she had to remind me that I did.

“Where were you?” Mama called down to me. I didn’t answer because she already knew and wouldn’t listen anyway. “See this bandanna?” She pointed to it and smiled. “Remember when you gave it to me?”

I looked away and shoved my hands into the worn security of my pockets, lined with bits of sand.

One day Uncle Timothy wore a crushed brown felt fedora with a wispy, rather bedraggled feather. I knew he was down there when I saw his feather, bobbing up and down among the rocks. Then I felt I should join him.

Mama stood, leaning perilously over the hot sink, her hands holding a dish that had been chipped many different times.

“He’s down there,” was all she needed to say.

“I’m going down,” I said, my eyes fastened on the worn enamel cover of the sink.

Mama’s jaw stiffened and the edges around her lips began to turn white. She was going to say something.

“Those boats are restless.” I watched Uncle Timothy as his eyes rested on the glistening boats tied to the docks.



“Boats can’t be restless,” I countered. “It’s just the waves making them rock today.”

Uncle Timothy grasped a smooth and faultless stone in his hand and threw it forcefully into the water, “They’re restless,”

I was silent.

“Look at them—all tied up,” he went on, his burly voice skimming the waves. “They want to be free. Free on the water. Free as the wind. Forever.”

I studied the dirt smudge on my shoe intently before replying, “I don’t understand.”

Uncle Timothy looked at me then but didn’t smile. He put his hand on my shoulder and let it rest there.

“Come back with me. I’ve been wanting to show you something.”

Uncle Timothy’s house had character. A plain log cabin set atop a crumbling hill over the sea. That was all. It had character. His door squeaked rustily and without apology, revealing the essence of the man I so much admired. Just a couch at the window, its tasseled pillows tossed to one side. A rocker, forlornly rocking in the sympathetic wind. And the glass-bottle ships sitting proudly on the mantle—the only objects in the house that were free of dust.

“I love them,” he said quietly. He walked toward them, then stood there, his eyes gleaming in the vivid darkness—I could see that plainly. I drew closer, close enough to see the intricate layout of the ships inside the bottles. They were so old! I could tell by the yellow, gnawing at their framework. Yet so timeless. Trapped and still, forever in a bottle.

“They are . . .” Uncle Timothy paused and then said, “what I am. They are trapped. They haven’t tasted freedom.”

I glanced out the neatly cracked window at the tied-up boats rocking plaintively on the waves. “They are restless,” I responded absently, not realizing the puzzle I had then completed with my words.

“Someday,” Uncle Timothy shook his head, “someday I will let my ships taste freedom.”

I knew what he meant.

Mornings by the sea were always covered by a delicate veil of mist. I sat on the rocks waiting for the steady rise and fall of Uncle Timothy’s heavy boots against the pebbles and sand.



He finally came and sat down. His usually clear eyes were clouded with distraction. I wasn't quite sure what to say, so I said nothing.

"What do you like best about the sea today?" He said it with such an air of finality that I shivered.

"I like everything about it today," I smiled.

Uncle Timothy replied, "I do too."

His answer reassured my shiver.

And then, quite abruptly, he stood. I'd always marveled at his towering presence. Today he didn't seem quite so big.

He began to leave and I looked away, remembering our ritual. But then he turned.

"Goodbye, boy," he said briskly.

The urge to jump up and bring him back to me for so many explanations was strong—but I didn't want him to know that I admired him.

A morning had never felt so empty. Standing by the side of the house, leaning against the cold wall, I looked out over the sea. Waves so meek on such a fierce day! I wondered why. But Uncle Timothy had never shown up, so I couldn't ask.

And now I was waiting for him. Not by the place where we sat each day, but here, at a safe distance.

And there came a boat gliding across the waves so easily, heading straight out to sea. He stood tall, face to the horizon, rocking up and down with his boat. I could see his determination in the way he held himself. And I knew he couldn't be so sure about leaving his home, his yellow tasseled pillows and rocking chair, his neatly cracked window and crumbling hill, and me—his friend—if it weren't for the glass-bottle ships bobbing joyously in his wake. I could see them there, a whole flotilla of miniature dreams, old but new, alive for the very first time. He had finally set them free. But I knew what it really meant...

Before they could leave my sight, I whispered, "Goodbye, Uncle Timothy—I hope freedom suits you well."

And he would know what I meant. He always had.

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**Student responses are analyzed and annotated for possible instructional next steps based on the Text Dependent Analysis Learning Progressions.**

Example A	TDA Learning Progression Annotations
<b>Student Response</b>	<b>Reading Comprehension: Developing</b>
<p>Authors use various techniques to convey a message in their writings like in the story "Uncle Timothy's Ships". This is a story about a boy and his uncle. He sits by the beach every day with and his uncle. But his uncle wants to be free and gets free. The author conveys the theme pursue your dreams he uses things such as figurative language to convey this. Another way the authors supports the theme is imagery. Finally dialogue is another way he conveys the theme. That is how authors convey the theme of pursuing your dreams.</p> <p>The author used figurative language to tell the theme. One way the author used figurative language is when he said "They want to be free free on the water free as the wind forever". The author conveys a message about pursuing your dreams by saying this. This supports the theme also because it is not also just talking about the boats 'wanting to be fee but him as well. That is how the author used figurative language to convey the theme.</p> <p>The author uses imagery to support the theme of pursuing your dreams. One way the author used imagery is when he said "Those boats are restless." I watched Uncle Timothy as his eyes rested on the glistening boats tied to the docks". The author used imagery by saying that the boats our restless and want to be free to do there own thing. Also because Timothy is not just talking about the boats but himself as well. This also shows that Timothy's dream is to sail. That is how the author used imagery to convey the theme.</p> <p>The author uses dialogue to convey the theme of pursuing your dreams and this is why. One reason is when the author said "Goodbye, Uncle Timothy—I hope freedom suits you well." This shows how the authors conveys the theme by telling the reader that he's going to pursue his dreams. This also conveys the theme by telling us his dream and he's pursuing them. That's how the author uses dialogue to convey the theme.</p> <p>Authors use various techniques. The author used techniques such as figurative language. As well as imagery. Finally the author uses dialogue to convey the theme of pursuing your dreams. That is how the author of "Uncle Timothy's Ships" conveys the theme of pursuing your dreams.</p>	<p>An understanding of the prompt is demonstrated throughout the response by identifying specific techniques used by the author to convey the theme of the passage.</p> <p>A brief summary is provided in the introduction. Key details as evidence about the techniques are included in the thesis statement and identified in the response. The evidence provided is not fully connected to the inferences to demonstrate a detailed understanding of the text.</p> <p style="text-align: center;"><b>Analysis: Emerging</b></p> <p>The quotes included as text evidence are generally relevant for the identified technique. However, the student does not explain how the quote demonstrates the technique. For example, the student identifies that imagery is used and provides the evidence, <i>I watched Uncle Timothy as his eyes rested on the glistening boats tied to the docks</i>. Although the student explains what the statement means, it is unclear how the evidence demonstrates</p>



	<p>imagery. Additionally, in the first body paragraph, the student identifies that figurative language is used, but it is unclear what type of figurative language is being referred to.</p> <p>The student makes inferences about the quotes provided; however, they are repetitive and general. The student writes, <i>This supports the theme also because it is not only talking about the boats want to be free but him as well</i>; and in the next paragraph writes <i>Also because Timothy is not just talking about the boats but himself as well</i>. The inferences should be specific to the evidence provided from that section of the passage and explained in relation to the meaning of the text and the theme.</p> <p>The student repeatedly states that the technique conveys the theme; however, the explanation and elaboration is lacking.</p>
	<p><b>Essay Writing: Developing</b></p>
	<p>The organization is coherent and contains multiple paragraphs which focus on the specific techniques and evidence and how they are connected to the theme.</p> <p>Basic and repetitive transitions are used from paragraph to paragraph (<i>The author uses</i>) and</p>



repetitive sentence beginnings are used within the paragraphs (*One way... This also shows... This also conveys... That is how...*).

The grammar and spelling are appropriate.

**Possible Instructional Next Steps:**

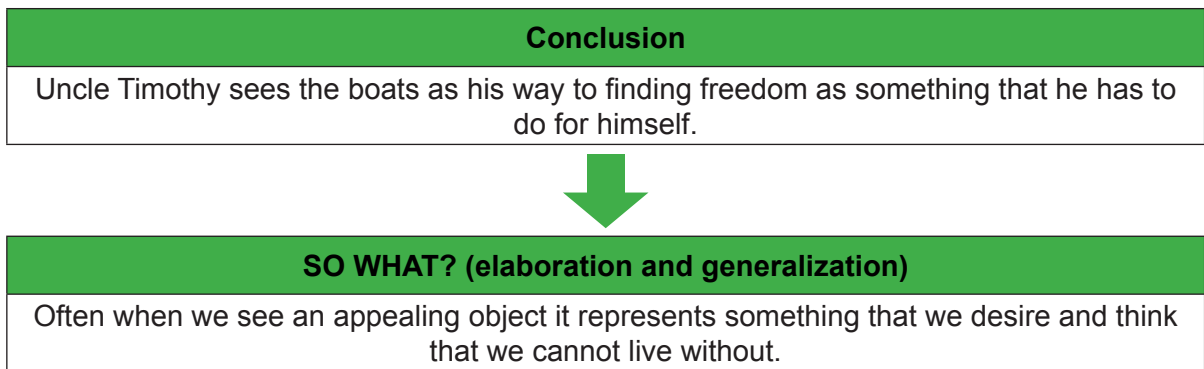
The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is developing the underlying expectation for reading comprehension and essay writing, and emerging for analysis. The instructional focus for this student should be to strengthen the ability to analyze text, and more specifically, to provide clear inferences related to the selected evidence and to fully connect the evidence and inferences about the reading elements through a clear explanation and elaboration<sup>2</sup>. Additionally, the student demonstrates a basic writing structure and style for grade seven and would benefit from additional instruction. The following suggestions will help the student move along the continuum.

- 1. Making inferences about the evidence and ensuring an understanding of how the technique conveys the theme** requires teaching the student to look for relationships between the techniques and theme. Although the student has provided evidence which is relevant in demonstrating techniques that help reveal the theme, the inferences made are repetitive and general (*This supports the theme also because it is not only talking about the boats want to be free but him as well; Also because Timothy is not just talking about the boats but himself as well.*). Provide students with a thinking organizer in order to select specific evidence, explain the technique, make an inference about the evidence, and explain its meaning relative to the other reading element. The teacher then models for students how to take the organizer information to construct a clear explanation of what the text means relative to the reading elements.

Explicit Evidence	Identify and Explain the Technique	Inference	Explain the Inference by Drawing a Conclusion (How does this technique connect to the author's message?)
<i>I watched Uncle Timothy as his eyes rested on the glistening boats tied to the docks.</i>	Glistening is the imagery - describes something so that it appeals to our sense of smell, sight, taste, touch, or hearing	The sparkling and shining look of the boat appeals to Uncle Timothy causing him to desire to be on the boat.	Uncle Timothy sees the boats as his way to finding freedom as something that he has to do for himself.



**2. Instructing students how to make a generalization** helps them to extend a conclusion about the text and the reading elements. Generalizations help students to elaborate on what the author is trying to say to all people or to determine a universal statement about the world. Generalizations are statements that are based on specific instances in the text but apply broadly (to most everyone in the world). Generalizations should not be stereotypes or clichés, such as, Don't quit. Teaching generalizations about texts begins with drawing a conclusion and determining what does this mean more broadly. Including a generalization deepens the analysis. For example:



**3. Instructing for explanation and elaboration** requires moving students beyond the “this shows that” or restatements of *That is how the author used imagery to convey the theme*. Often students provide a statement that helps connect the evidence and the reading elements being analyzed but lack one or two additional statements that explain the meaning of what they stated. Teach students the meaning of elaboration and how it answers questions for the reader. Providing students with a list of questions that focus on elaboration will help them deepen their analysis. Examples could include the following, but should be established based on the expectations of the prompt:

- *Why do you think the author included that information?*
- *Why do you think that is so?*
- *What are some typical characteristics and behaviors you would expect of \_\_\_\_\_?*
- *What would you expect to happen if \_\_\_\_\_?*

**4. Teaching varied sentence structures and sophisticated transitions** will create an essay that has greater fluency and engage the reader. There are several strategies that can be taught and practiced such as adding appositives, adjectives, verbs, prepositions, and transitions within a paragraph. “Teachers should model how to use sentence construction skills during drafting and revising. During the revision process, students should be encouraged to revise their original sentences for clarity and meaning. Revising helps students apply their skills in authentic settings, as opposed to editing language on a generic worksheet. As students revise their drafts, they can use their newly learned sentence construction skills to improve their compositions. Older students can also review or edit one another’s work” ([Teaching Elementary School Students to Be Effective Writers](#), 2012, p. 32).



Example B	TDA Learning Progression Annotations
<p style="text-align: center;"><b>Student Response</b></p>	<p style="text-align: center;"><b>Reading Comprehension: Meeting</b></p>
<p>The story "Uncle Timothy's Ships" by Summer Woodford is about a kid who admires his uncle and his uncle wants to be free. The theme of the story is live your life without pain and follow your dreams.</p> <p>One technique the author uses is foreshadow to convey his theme in the story. In the passage the author writes, "He never bothered to say good bye." This means something will happen later in the story because Uncle Timothy has never bothered to say goodbye. Uncle Timothy knew that he would see his nephew the next day so he didn't bother saying it.</p>	<p>An understanding of the prompt is demonstrated throughout the response by identifying the technique and explaining its meaning relative to the evidence and passage.</p> <p>Relevant key details as evidence about the technique are included throughout the essay. The key details support the inferences made about the theme and demonstrate an understanding of the text. Although the student did not specifically state that the uncle found his freedom at the end of the story, the student references the uncle's desire for freedom when stating <i>Uncle Timothy was using the ships and talking about himself.</i></p>
<p>Another technique the author uses is metaphor to convey his theme in the story. Summer Woodford writes, "someday I will let my ships taste freedom." I knew what he meant." This lets me know that Uncle Timothy was using the ships and talking about himself because the ships outside are not free because they are tied by the ropes and the ships</p>	<p style="text-align: center;"><b>Analysis: Developing</b></p> <p>The direct quotes as text evidence are included and support the inferences about the character which alludes to the theme. (Evidence... <i>Someday I will let my ships taste freedom. I knew what he meant.</i> Inference... <i>Uncle Timothy was using the ships and talking about himself because the ships outside are not free because they are tied up by the ropes and the ships inside are trapped in bottles.</i> Reference to the theme... <i>Timothy feels that</i></p>



<p>inside are trapped inside bottles. Uncle Timothy feels that because he is old, he is trapped and can't have his freedom, but one day he will get it.</p>	<p><i>because he is old, he is trapped and can't have his freedom, but one day he will get it.</i>) The student is inconsistent in connecting the inference to the theme.</p>
<p>The last technique the author uses is imagery. In the story "Uncle Timothy's Ships" it says, "He lay his weathered hand atop my head for many moments before withdrawing it and then leaving." This lets me know that Uncle Timothy was old. It helps convey the theme because the theme is living without pain and following your dream. Uncle Timothy's age was getting in the way of his dreams and freedom. His age was like the ropes holding the boats outside or the bottles keeping him trapped. He was old and couldn't go sailing.</p>	<p>An explanation and elaboration to connect the evidence and inferences of the reading elements, techniques and theme, are lacking or are superficial as in the example above and also in the final body paragraph.</p>
<p>The author helped us understand the moral through figurative language and foreshadow. We got a better understanding of the story!!</p>	<p><b>Essay Writing: Meeting</b></p> <p>The organization is coherent and contains multiple paragraphs which focus on the technique.</p> <p>Basic and repetitive transitions are used from paragraph to paragraph (<i>One technique... Another technique, The last technique</i>) and repetitive sentence beginnings are used within the paragraphs (<i>This means... This lets me know... This helps conveys...</i>)</p> <p>The grammar and spelling are appropriate.</p>



**Possible Instructional Next Steps:**

The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is meeting in the underlying expectations of reading comprehension and essay writing. Therefore, the instructional focus for this student should be moving the student from developing to meeting in the ability to analyze text<sup>2</sup>. The following suggestions will help the student move along the continuum.

- 1. Instructing for explanation and elaboration** requires moving students beyond an inference. Often students provide a statement that helps connect the evidence and the reading elements. They may lack one or two additional statements that explain the meaning of their evidence. The use of a graphic organizer will help students draw a conclusion that leads to a generalization. For example:

<b>Explicit Evidence</b>	<b>Inference about the Technique and Selected Evidence</b>	<b>Explain the Inference by Drawing a Conclusion How does the inference connect to the theme?</b>
<i>He never bothered to say goodbye.</i>  <i>“But then he turned. Goodbye, boy, he said briskly.”</i>	Saying goodbye at the end foreshadows that the nephew will never see Uncle Timothy again.	Given the uncle’s desire to be free like the boats, saying goodbye conveys the idea that he has made the decision to leave and follow his dreams.

- 2. Instructing students on making a generalization** helps students in extending a conclusion about the text and the reading elements that are being analyzed to elaborate on what the author is trying to say to all people or something true about the world or how individuals generally behave. Generalizations are statements that are based on specific instances in the text, but apply broadly (to most everyone in the world). Making a generalization, however, should not be a stereotype or a cliché. Teaching generalizations about texts begins with drawing a conclusion and determining what does this mean more broadly. Including a generalization deepens the analysis. For example, using the SO WHAT conclusion above:



**Conclusion**

Given the uncle's desire to be free like the boats, saying goodbye conveys the idea that he has made the decision to leave and follow his dreams.



**SO WHAT? (elaboration and generalization)**

In this case, Uncle Timothy has changed his routine of never saying goodbye to signal that his life is changing. Often when we change our routines we are sending a message that something in our life is changing.

**3. Instructing students on the use of skillful transitions, both at the beginning and within the paragraph,** will create writing that is smooth and fluent. This writing instruction can begin with generating a list of transitions, clarifying their use (transition words to help move the reader from one thought to another, from one idea to another), and explaining the purpose of different types of transitions. Examples of transition words can include:

Examples of Possible Transition Words/Phrases (not grade level specific)					
Adding information	Giving examples/clarifying	Showing a contrast	Showing a comparison/similarity	Showing a time sequence	Showing a cause/effect
Giving more information	Stating an example	How something is different	How something is the same	Time order that something occurs	Results of some action
<ul style="list-style-type: none"> <li>• and</li> <li>• not only...</li> <li>• but</li> <li>• also</li> <li>• moreover</li> <li>• furthermore</li> <li>• in addition</li> </ul>	<ul style="list-style-type: none"> <li>• for example</li> <li>• for instance</li> <li>• specifically</li> <li>• in particular</li> <li>• the first example is</li> <li>• the second example is</li> </ul>	<ul style="list-style-type: none"> <li>• but</li> <li>• however</li> <li>• on the other hand</li> <li>• otherwise</li> <li>• instead</li> <li>• in contrast</li> <li>• although</li> </ul>	<ul style="list-style-type: none"> <li>• likewise</li> <li>• similarly</li> <li>• in the same way</li> <li>• just as</li> <li>• as</li> <li>• too</li> <li>• again</li> <li>• thus</li> </ul>	<ul style="list-style-type: none"> <li>• first</li> <li>• second</li> <li>• finally</li> <li>• in conclusion</li> <li>• in summary</li> <li>• meanwhile</li> <li>• to sum up</li> </ul>	<ul style="list-style-type: none"> <li>• so</li> <li>• as a result</li> <li>• therefore</li> <li>• thus</li> <li>• as a consequence</li> <li>• consequently</li> </ul>

The teacher can provide students with a paragraph that has underlined basic transitions. Students work together to replace these transitions with more sophisticated words. Students share their selections and explain why the new sophisticated transitions improve the flow of the paragraph.



Example C	TDA Learning Progression Annotations
<b>Student Response</b>	<b>Reading Comprehension: Emerging</b>
<p>The story "Uncle Timothy's Ships" is about a boy and Uncle Timothy. The boy and the man go outside, the boy watches the man throw rocks into the water. One day the man takes the boy into his cabin and shows him all the ships in the bottles he has. Uncle Timothy says he will let them be free the day the day that he gets let free. The next morning the boy wakes up to see the small ships on the water with Uncle Timothy in a boat in front of them. In "Uncle Timothy's Ships" the author uses techniques to convey the message to live free . The author uses personification when the boy was thinking how Uncle Timothy made the rocks dance. The author also used personification when he described the bottles sitting proud on the mantle. Another way the author does this is with the hyperbole they are what I am, trapped. These are some ways the author conveys the message.</p> <p>The author uses personification to convey the message when the boy thinks how Uncle Timothy makes the rocks dance. It conveys by showing that Uncle Timothy has lots of free time and is trapped doing that. This is proved when Uncle Timothy says he is trapped. The boy thinking how Uncle Timothy making the rocks dance conveys the message go being free.</p> <p>The author uses personification again when the boy describes the bottles as sitting proud on the mantle. This conveys the message by showing that Uncle Timothy has more time then we might think he has and is trapped repeating this cycle. This is also proved when he says he is trapped. The bottles sitting on the mantle is another way the author conveys the message of being free.</p> <p>The author also uses a hyperbole when Uncle Timothy says they are what I am, trapped. This conveys the message because he is saying that he is trapped just like the boats. The hyperbole they are what I am, trapped is one of the other ways I had found that conveys the message of being free.</p> <p>The author uses various techniques in the story to convey the message. Some being when he/she uses personification. It could also be when he/she uses hyperboles. The did very well on describing the theme in my opinion because you have to read the whole story to really understand these meanings unless there are explained to you (like I did in this TDA). I think that just makes it to were the readers just want to read the rest of the story.</p>	<p>The student provides a brief summary in the introduction. The different types of techniques (personification and hyperbole) are acknowledged as a means of demonstrating the theme.</p> <p>This response moves beyond a summary; however, the details and inferences include misconceptions about the evidence and demonstration of a theme.</p> <p>Additionally, the student identifies the theme <i>as of being free</i>. Although this alludes to a possible theme, it is not accurate.</p> <p style="text-align: center;"><b>Analysis: Emerging</b></p> <p>The evidence included generally illustrates the technique and could be relevant in demonstrating the theme (<i>The author uses personification to convey the message when the boy thinks how Uncle Timothy makes the rocks dance.</i>). However, the student makes unclear, weak, or inaccurate inferences about the evidence (<i>It conveys by showing that Uncle Timothy has lots of free time and is trapped doing that.</i>)</p>



	<p>The attempt to explain the connection of the evidence about the technique to the theme is unclear or lacking. Generally superficial statements are made that may reiterate the technique, evidence, or perceived theme.</p>
	<p style="text-align: center;"><b>Essay Writing: Emerging</b></p>
	<p>A basic organizational structure is used in which the introduction identifies the text and acknowledges the prompt.</p> <p>Each paragraph focuses on specific text evidence to support the expectations of the prompt.</p> <p>The student does not appear to understand the meaning of the word <i>conveys</i>, and consequently the writing is often unclear.</p> <p>The grammar and spelling is appropriate.</p>



**Possible Instructional Next Steps:**

The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is emerging in the all the underlying expectations – reading comprehension, analysis, and essay writing. Therefore, the instructional focus for this student should be moving the student from emerging to developing in each of these areas<sup>2</sup>. The following suggestions will help the student move along the continuum.

- 1. Comprehending the entire text** requires teaching students specific strategies to help them make sense of text. Comprehension strategy instruction helps students become purposeful readers who actively engage with the text while noting their understandings and misunderstandings. One way that students can engage with the text is by purposefully annotating the text. David Stuart, Jr. (2019) stated that the big idea of purposeful annotation means alignment with “*why* we’re doing the reading in the first place and *what* we’re going to do with the reading *after* we’re done” (<https://davestuartjr.com/purposeful-annotation-close-reading/>). The teacher should model annotating a text and explain that skillful readers identify what they don’t understand and point out major facts or ideas they want to remember. These annotations should move beyond a coding system (e.g., exclamation mark, question mark) but rather include specific thoughts or questions about the text. This process of annotating will help students keep track of ideas/questions and support deeper understanding. Annotating allows readers to refer to the text during class discussion or collaborative group discussions without rereading the entire text.
- 2. Teaching students to briefly summarize the text in the introductory paragraph** of a TDA essay can be a useful strategy to help students focus on analysis. Although a summary is not required for a TDA response, this strategy may help students to move beyond a summary of the entire text to the actual analysis of the text required by the prompt. The table below provides a brief examination of the difference between a summary and an analysis.

	Summary	Analysis
Definition	A brief paragraph that captures all the most important characteristics of the original text but expresses them in a shorter space and as much as possible in the reader’s own words.	A close reading of text to examine the characteristics to look for their meaning and relationship to one another supported with explicit evidence and inferences.
Characteristics	<b>Who</b> <b>What</b> <b>When</b> <b>Where</b> <b>Why</b> <b>How</b>	<b>Relationships</b> or patterns <b>Roles</b> of people, places, objects, situations <b>Consequences</b> or results of events or decisions <b>Causes</b> and their effects <b>Significance</b> of people, events, or places <b>Impact</b> of people, events, or places



**3. Teaching different techniques** is critical for students to be able to analyze a text when the prompt does not specify which techniques to select. In this response it is unclear if the student knows how to determine a theme statement from the passage or understands the meaning of hyperbole and personification. Although the students can choose from a variety of techniques, theme is often determined through the characters' words, thoughts, actions, and feelings. The technique, such as personification, is shown through the description of Uncle Timothy's bottle ships: *And the glass-bottle ships sitting proudly on the mantle—the only objects in the house that were free of dust.* The author personifies the ships as proud yet sitting still within the glass bottles. Uncle Timothy longs for the freedom from his current feeling of being trapped on land just as the ships long for freedom from their current entrapment in the glass bottles. This supports the theme that *you should follow your heart and pursue the freedom you desire.* One strategy that may help students with understanding a variety of techniques is using the Frayer Model.

### Frayer Model

Definition	Examples from Text
An object or abstract idea given human qualities or human form	<i>And the glass-bottle ships sitting proudly on the mantle—the only objects in the house that were free of dust.</i>
<b>Personification</b>	
The author personifies the ships as proud yet sitting still within the glass bottles. Uncle Timothy longs for the freedom from his current feeling of being trapped on land just as the ships long for freedom from their current entrapment in the glass bottles.	This supports the theme that you should follow your heart and pursue the freedom you desire.
Explanation of Evidence	Connection to Theme

**4. Making inferences about the evidence and ensuring an understanding of how the technique conveys the theme** requires teaching the student to look for relationships between the techniques and theme. Although the student has provided evidence which is relevant in demonstrating techniques that help reveal the theme, the inferences made are inaccurate (*Uncle Timothy has lots of free time and is trapped doing that. Uncle Timothy has more time than we might think he has and is trapped repeating this cycle.*). Provide students with a thinking organizer in order to select specific evidence, explain the technique, make an inference about the evidence, and explain its meaning relative to the other reading element. The teacher then models for students how to take the organizer information to construct a clear explanation of what the text means relative to the reading elements.



Explicit Evidence	Identify and Explain the Technique	Inference	Explain the Inference by Drawing a Conclusion (How does this technique connect to the author's message?)
<p><i>...if it weren't for the glass-bottle ships bobbing joyously in his wake...he had finally set them free.</i></p>	<p>Bobbing joyously is the personification – describes the ships given a human quality.</p>	<p>The bottle ships and Uncle Timothy have been freed from their entrapment making them both feel alive.</p>	<p>Uncle Timothy finally found his freedom and sets the glass-bottle ships free knowing his nephew would understand why he left.</p>

**5. Instructing for explanation and elaboration** requires moving students beyond the “this shows that” or restatements of *These are some ways that the author conveys the message*. Often students provide a statement that helps connect the evidence and the reading elements being analyzed but lack one or two additional statements that explain the meaning of what they stated. Teach students the meaning of elaboration and how it answers questions for the reader. Providing students with a list of questions that focus on elaboration will help them deepen their analysis. Examples could include the following, but should be established based on the expectations of the prompt:

- *Why do you think the author included that information?*
- *Why do you think that is so?*
- *What are some typical characteristics and behaviors you would expect of \_\_\_\_\_?*
- *What would you expect to happen if \_\_\_\_\_?*



Example D	TDA Learning Progression Annotations
<p><b>Student Response</b></p>	<p><b>Reading Comprehension: Meeting</b></p>
<p>In the beginning of the story “Uncle Timothy’s Ships” the main character and Uncle Timothy are by the sea. Uncle Timothy asks the main character what he likes about the sea and he responds by saying he likes the color of it. Uncle Timothy then leaves when they are done, as per usual for the routine. In the middle of the story, Uncle Timothy wanted to show the main character his bottled ship collection. Uncle Timothy referred the ships as him because he felt trapped. In the end, the main character was there, waiting, for Uncle Timothy to arrive but the main character saw him on a boat, sailing with a determined face. The theme of the passage is don’t feel like you’re trapped in the world. The author’s techniques to show this is personification, metaphor, and dialogue.</p> <p>The first technique the author used is metaphor. “They are...” Uncle Timothy paused and then said, “what I am. They are trapped. They haven’t tasted freedom.” This helps describe the theme by having Uncle Timothy compare himself with the bottled ships. This is the first technique that helps convey the theme.</p> <p>The second technique the author used is personification. “Look at them—all tied up,” he went on, his blurry voice skimming the waves. “They want to be free. Free on the water. Free at the wind. Forever.” This helps convey the theme by personifying the boats as if they are trapped by the docks and not going to be freed. This is the second technique the author used to convey the theme of the story.</p> <p>The last technique the author used is dialogue. “Goodbye Uncle Timothy—I hope freedom suits you well.” This conveys the theme because at the end of the story, Uncle Timothy decided to sail the sea and feel free and not trapped. This is the last technique that conveys the theme.</p> <p>The main character went to the seaside everyday with his uncle. His uncle decided to show the main character his bottled ship collection. Then the main character saw Uncle Timothy sailing a boat while looking happy. The three techniques the author used to convey the theme are personification, metaphor, and dialogue.</p>	<p>An understanding of the prompt is demonstrated throughout the response by identifying the techniques used and how they convey the theme.</p> <p>A summary is provided in the introduction. Relevant key details as evidence are included along with inferences about the evidence. A clear understanding of the text is demonstrated.</p> <hr/> <p style="text-align: center;"><b>Analysis: Developing</b></p> <p>The student uses direct quotes as text evidence for demonstrating three techniques. The evidence supports the inferences about the event and the student assumes an understanding that the inferences convey the theme (Evidence... <i>Look at them-all tied up, he went on, his blurry voice skimming the waves. They want to be free. Free on the water. Free at the wind. Forever.</i> Inference... <i>This helps convey the theme by personifying the boats as they are trapped by the docks and not going to be freed.</i>).</p> <p>An explanation and elaboration to connect the evidence and inferences to the theme is lacking.</p>



	<p>The student simply concludes with <i>This is the second technique the author used to convey the theme of the story.</i></p>
	<p style="text-align: center;"><b>Essay Writing: Meeting</b></p> <p>The organization is coherent and contains multiple paragraphs which different focus on specific text evidence that supports the expectations of the prompt.</p> <p>Uses appropriate word choice throughout the paper along with a variety of sentence structures. Transitions are simplistic both at the beginning of paragraphs (<i>The first technique..., The second technique...The last technique</i>) and within paragraphs (<i>This helps convey the theme...</i>).</p> <p>The grammar and spelling are appropriate.</p>
<p><b>Possible Instructional Next Steps:</b></p> <p>The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is meeting in the underlying expectations for reading comprehension and essay writing, and developing for analysis. Therefore, the instructional focus for this student should be moving the student from developing to meeting in analysis<sup>2</sup>. The following suggestions will help the student move along the continuum.</p> <p><b>1. Instructing for explanation and elaboration</b> requires moving students beyond an inference. Often students provide a statement that helps connect the evidence and the reading elements being analyzed but lack one or two additional statements that explain the meaning of what they stated. The use of a thinking organizer that specifically asks, <i>So What?</i>, will help students draw a conclusion. For example:</p>	

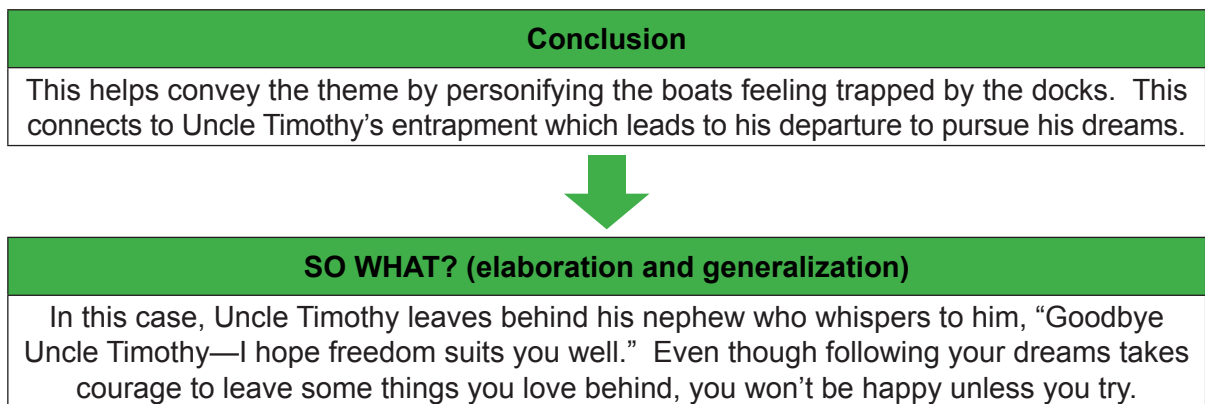


Explicit Evidence	Inference about the Technique and Selected Evidence	SO WHAT? How does the inference connect to the theme?
<i>Look at them—all tied up, he went on, his burly voice skimming the waves. They want to be free. Free on the water. Free as the wind. Forever.</i>	<i>Uncle Timothy feels the same way as the boats—trapped.</i>	This helps convey the theme by personifying the boats feeling trapped by the docks. This connects to Uncle Timothy’s entrapment which leads to his departure to pursue his dreams.

Additionally, providing students with a list of questions that focus on elaboration will help them deepen their analysis. Examples could include the following, but should be established based on the expectations of the prompt:

- *Why do you think the author included that information?*
- *Why do you think that is so?*
- *What are some typical characteristics and behaviors you would expect of \_\_\_\_\_?*
- *What would you expect to happen if \_\_\_\_\_?*

2. Instructing students on making a generalization helps students in extending a conclusion about the text and the reading elements that are being analyzed to elaborate on what the author is trying to say to all people or something true about the world or how individuals generally behave. Generalizations are statements that are based on specific instances in the text but apply broadly (to most everyone in the world). Making a generalization, however, should not be a stereotype or a cliché. Teaching generalizations about texts begins with drawing a conclusion and determining what does this mean more broadly. Including a generalization deepens the analysis. For example, using the SO WHAT conclusion above:





**3. Instructing students on the use of skillful transitions, both at the beginning and within the paragraph, will create writing that is smooth and fluent.** The teacher informs students that transitions are words or phrases that are like a bridge between ideas. Transitions keep the reader from getting lost and confused. Transition words and phrases can act as “bridges” by:

- helping lead the reader to the next event (Suddenly, Immediately)
- alerting the reader that additional information is forthcoming to support what has already been stated (Next... then...);
- introducing a contrasting idea (But, However, On the other hand)

The teacher can begin by introducing simple transitions and a common story, such as *Little Red Riding Hood* or *Goldilocks and the Three Bears*, with missing transitions. For example:

*She saw the bears' cute little house and couldn't resist meeting its occupants. She went straight to the door and knocked. No one answered. So Goldilocks went right in! Goldilocks saw the three bowls of porridge and decided to have a taste. \_\_\_\_\_, she took a taste from the great big bowl. "Too hot," she cried. Next, she tried the middle-sized bowl. "Too cold!", she said. \_\_\_\_\_, she had a taste from the wee little bowl. "Yum! Just right!" she said, and ate every last bit of Baby Bear's porridge. After she had eaten, Goldilocks saw three chairs. She sat down in the great big Papa Bear chair. "Too hard!" she thought. \_\_\_\_\_, she tried the middle sized chair. "Too soft!" she said, sinking into the chair. Finally, she tried the little chair. \_\_\_\_\_, when Goldilocks sat down, the chair collapsed into pieces.*

During the first round, groups of students are provided with commonly used transitions such as:

<i>So</i>	<i>Meanwhile</i>	<i>Next</i>
<i>Suddenly</i>	<i>Then</i>	<i>By now</i>
<i>Lastly</i>	<i>At this</i>	<i>First</i>

and are asked to determine which transitions should be used and why.

A second round is conducted in which students are provided with more complex transitions such as:

<i>Consequently</i>	<i>Simultaneous</i>	<i>Immediately</i>
<i>By this time</i>	<i>Finally</i>	<i>Not surprisingly</i>
<i>Initially</i>		

and are asked to determine which transitions should be used and why.



## The Thompson TDA Model

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A third round can be conducted in which students are provided with a wide variety of transition words and are asked to fill in the blanks to enhance the story.

Extension Activity: The teacher can modify the lesson to include transitions within sentences.

<sup>1</sup> See TDA Series: Close Reading lesson for instructing students in comprehending and analyzing the text, *Uncle Timothy's Ships*.

<sup>2</sup> See TDA Series: Replacement Unit for instructing grade 7 students on understanding narrative techniques and theme.