



Text Dependent Analysis – Instructional Prompt Guide

Grade 4 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 fourth 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.

Text Complexity	
Text	<i>Blueberry Picking</i> by Donald Hall
Complexity (Lexile and Qualitative analysis)	Lexile level: 790 (Grade 4; 770-980) Qualitative level: Less to Moderately complex Note: the Knowledge demands (understanding of blueberries growing on bushes requiring hand picking, physical demands of manual labor) may add to the complexity of the text for students
Reading Elements/Structure for analysis	Characterization and Theme ¹
Instructional Text Dependent Analysis Prompt	
Authors often reveal information about a theme through the thoughts and actions of the characters. Write an essay analyzing how the grandson demonstrates a theme about persistence when responding to the challenges of blueberry picking. Use evidence from the text to support your response.	
Example Proficient Student Response as Written by the Teacher	
<p>In <i>Blueberry Picking</i> by Donald Hall, a grandson goes blueberry picking with his grandfather for the first time and faces many challenges. The grandson is able to show persistence and get the job done. He demonstrates the theme of <i>with perseverance you can overcome any challenges or obstacles</i>.</p> <p>First, the grandson doesn't know how to pick blueberries. He squashes them, mixes them with leaves and stems, and has trouble reaching them. He shows persistence with this challenge by taking the advice of his grandfather and is gentle when picking. He could have given up and said he couldn't do it. He sees that his grandfather has picked one pail, and he wants to pick blueberries as well as him. He is able to overcome the challenge and persevere because of his grandfather's direction.</p>	



Next, the grandson is very thirsty throughout the whole day. He works without drinking in the morning. Then he tries to drink and drops an entire bottle. In the afternoon, he takes sips as rewards for picking. This shows how he is showing persistence because he learned from his mistakes in the morning. Going without water just made him think about being thirsty. By drinking a little bit along the way, he could keep working. He faced the challenge of thirst and persevered in picking blueberries.

Last, the grandson has difficulty with the pain involved. He sat on bumpy rocks and was unable to get comfortable. He seemed to be only thinking about the pain not the picking. He felt paralyzed and his back was ready to crack. His hands were tired from all of the picking. All of this shows that the blueberry picking was a challenge to his body causing a lot of pain. He works slower in the morning because of it but is able to increase his speed after lunch. He overcomes the challenge of the pain by standing up, like his grandfather and stare across the valley below to the hills and perseveres with the picking.

Throughout the day, the grandson has shown persistence in continuing to pick blueberries although he wants to quit at every challenge. He demonstrates the theme that *with perseverance you can overcome any challenge or obstacle*.

Text: *Blueberry Picking* by Donald Hall

We each took a pail and set out in different directions. I had never picked low-bush berries before, and there were tricks I didn't know. When I tried to scoop off a handful at once, I crushed some of the berries and pulled a leaf or a bit of stem along with them. My pail was full of foreign matter, which would make for a lot of picking over back at the farm. Yet when I tried to be careful, I went so slowly that it would have taken all morning to pick one bucket. The trouble with sitting was that I had to slide myself over the bumpy rocks, and I began to feel paralyzed where I sat. The heaviest stems of berries were always slightly out of reach. I tried kneeling, but my knees gave out. I tried standing, and it felt all right until I unbent, when I thought I would crack apart. Finally, I sat again.

I picked and picked. I switched from the right hand to the left and back again and picked two-handed, and still my pail was only a quarter full. I realized that even when I had filled it, it would barely cover the bottom of one of the big pails. I thought we would never fill even one of them. Then I heard my grandfather grunt as he straightened up, and saw him empty his full bucket into one of the big pails. "There's one," he said.

"Look at all I've done," I said, lifting my pail to show it to him.

"You don't know how to pick them yet." He walked over to me and leaned down. He took hold of a stem heavy with blueberries and stripped it clean between his index and middle fingers, without crushing a berry or tearing off a leaf. "Do you see?" he said. "You have to be gentle. You'll learn it."





In the whole morning I only filled my pail twice, while his pail emptied itself five times into our storage bins on the flat rock. My hands felt twisted out of shape and nervous with their continual darting. My back felt welded in a leaning curve. Worst of all, my throat parched with the thirst, and parched more and more as the sun rose in the sky and the sweat dried on my body. A hundred times I almost complained, or almost rose to have a drink of the water without saying anything, but each time the sight of my grandfather—picking steadily and humming to himself, and seventy-two years old—kept me silent. He worked with utter delight in the growing pile of berries.

He talked of the number of blueberry pies which we had already gathered, and all I could think of was the dampness of them. When I ate a handful of blueberries, my mouth felt better for a moment, but then felt unutterably worse: so thick that its sides would stick together, and my tongue clung to the roof of my mouth. I knew that we would break for lunch, but I had put my watch in my pocket. I kept squinting up at the sun to guess the time. Finally, when I didn't even know I was going to say it, I heard my dry voice squeaking, "I think I'll have a drink."

My grandfather pulled his gold watch from the pocket of his trousers. "My, my," he said. "It's past lunch time. Twelve-fifteen." He put his watch away and stretched carefully. "I guess we'd better do some eating."

I rose gratefully and walked toward our cache of food and water. I lifted the bottle I had started before and, though I knew I was foolish, drained it dry. A minute after I had set it back on the rock, my thirst returned. I reached for a second quart, which stood propped against a rock in the crack, and when I lifted it out, my stiff fingers slipped, and the bottle fell and rolled from me, and the water poured out over the blue rocks and drained among the blueberry plants. "Look!" I said. I was exhausted and angry to the point of tears. I could say nothing more.

My grandfather shook his head and smiled at me. "I suspect you'll wish you had that quart of water," he said. I dipped my finger in a small puddle in the rock and sucked it. The third quart had to do for both of us now, and my grandfather hadn't drunk anything yet.

"You handle the other quart," I said.

"We'll be careful with that one."

As I ate, I felt a little better. The custard pie, the pickles, and the butter in the chicken sandwiches were all damp. I ate as slowly as I could, pushing away the moment when the picking began again. When we had finished the whole bag, my grandfather tucked it tidily—waxed paper and hard-boiled-eggshells inside—into a crevice of the stone.





“Now let’s have a bit of water,” said my grandfather. He lifted the remaining bottle and took a mouthful, keeping it in his mouth a long time, and letting it go down in slow sips, luxuriously. “That’s good,” he said, and handed it to me. I tried to do the same trick, and choked.

He stood up and stretched again. “I could relish a few minutes on the sofa just now,” he said. “Don’t see any sofas hereabouts.” He walked to where he had left his pail, and began to pick again.

I looked at my watch. It was nearly one o’clock. On my way to my bucket, I looked in the big pails. One was nearly full, and the other was barely covered with berries on the bottom. When I sat down on the hard rock again, my old bruises of the morning felt worse than before, and I suppose I felt more tired than I did three hours later.

During the afternoon I filled my bucket more rapidly, and every time I emptied it I took a sip of water. It was my reward for being quick. I saw my grandfather wet his lips once, and stand staring across the valley below us at the hills on the other side. I stood up and watched with him, and for a moment forgot blueberries and sore backs, fatigue and thirst. But in a moment my throat contracted with its drought again, and I raced to fill up another pail.

My grandfather seemed to pick more slowly than he had picked in the morning, and when he stood up to carry the bucket to the big pail, he usually paused for a minute before walking. In the middle of the afternoon I calculated that two more bucketfuls would fill the last big pail, and I raced to fill my bucket and be done. My grandfather and I met at the big pails at the same time, and poured our blueberries to the very top. I took another sip of water, unable to speak with the dryness of my throat. About an inch was left in the bottom of the bottle and I was already thinking of the well water at home, after our walk down the mountain, but then I saw my grandfather walk back to the berries.

“What are you doing?” I said. “We filled the pails.”

“Not these,” he said, waving the sap bucket. “Are you tired?” He set the bucket down and walked back to where I was standing. “I didn’t think of that.”

“No,” I said.

“We could go home,” he said. “We have plenty of berries.”

“No, no,” I said. “I don’t want to.”

I would have been ecstatic if he had overruled me, but he didn’t. He said, “You really sure?” and when I nodded he walked back to the berries. When he turned away, I lifted the milk bottle and drained the last of the water.

©The New Yorker, August 12, 1961 p.26-27





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
Student Response	Reading Comprehension: Meeting
<p>The passage, "Blueberry Picking" supports the idea of how the grandson shows persistence. This reason is true because the grandson doesn't give up while he is facing challenges.</p> <p>One of the challenges is, how he does not know how to pick berries. The grandson grabs handfuls and squishes some berries but then his grandfather shows him the correct way. This is important because he gets frustrated that he won't get blueberries picked cause he is squishing them all. This connects to the prompt because he gets confused of how to pick the berries, but he still continues.</p> <p>Another challenge is how it is taking forever for him to get one bucket done. He had only had a quarter of his bucket filled and his grandfather was finished with one. This is important because he is not confident but he still continues.</p>	<p>An understanding of the prompt and passage is demonstrated by paraphrasing details from the text integrated with inferences about a theme topic of persistence; however, the student does not identify a theme statement (e.g., <i>with perseverance you can overcome any challenges or obstacles</i>).</p> <p>Relevant key details are included throughout the essay demonstrating an understanding of the multiple challenges (<i>how to pick, taking a long time, dehydrated</i>) the boy struggles with when picking blueberries. These key details support the inferences made about the thoughts and actions of the character and his persistence.</p>
	<p>Analysis: Developing</p> <p>The use of text evidence in the form of paraphrasing and direct quotes is included, which supports the inferences about the character and the theme topic (Evidence...<i>grabs handfuls and squishes some berries</i>; Inference...<i>frustrated he won't get blueberries picked</i>; Analysis...<i>he gets confused but he still continues</i>).</p>



It connects to the prompt because the grandson is not giving up even though his pail is ~~only~~ ~~to~~ the way full.

Another challenge is when he gets dehydrated. He said, "I heard my dry voice squeaking. I think I'll have a drink." This is important because all he wants to do is take a break and have water and lunch. It connects to the prompt because he wants to quit but still keeps going.

In conclusion, the text supports persistence by showing how the grandson doesn't give up during challenges, he has picking blueberries.

Inferences about the character and a theme about persistence along with the key details are included (*he gets frustrated, he is not confident, he wants to quit*).

Some explanation to connect the evidence and inferences to the reading elements—character and theme—is included (*he gets confused of how to pick the berries, but he still continues*). However, the attempt at analysis is generic (*he still continues*) and the connection is not fully developed in the third paragraph. A stronger explanation would include that his grandfather showed him the right way to pick and this new knowledge helped the grandson to fill his bucket quicker. This encouraged him to persevere and overcome this challenge.

Essay Writing: Meeting

The organization is coherent and contains multiple paragraphs and transitional phrases. The writing is formulaic and repetitive (*This is important because..., This connects to the prompt because...*).

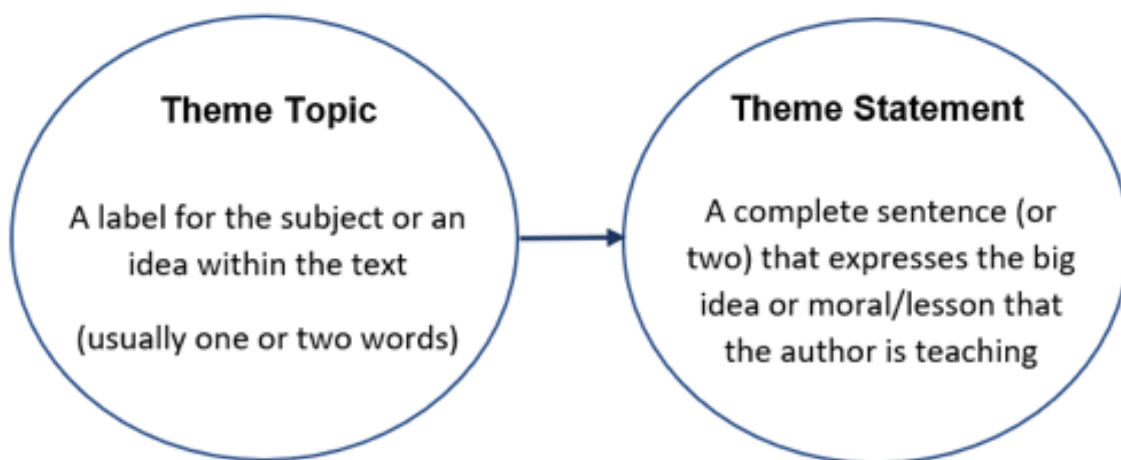
The grammar and spelling are appropriate.



Possible Instructional Next Steps:

The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is meeting the underlying expectations for reading comprehension and essay writing. Therefore, the instructional focus for this student should be to strengthen the ability to analyze text². The following suggestions will help the student move along the continuum.

1. **Teaching the difference between a theme topic and theme statement.** A theme topic is usually a 1-2 word label such as love, friendship, or overcoming challenges. A theme statement is what is said throughout the text as a whole. Theme statements are universal statements and can be applied to real world.



Theme Topic	Theme Statement
Cooperation	When we work together, we can't be stopped.
Journeys	It's not the destination but the journey that counts.
Love	Love is stronger than hate.



- 2. Ensuring an understanding of how character's actions show a theme requires teaching the student to look for words and/or events and make a connection to a theme.** Although the student alludes to this throughout the response, the student doesn't use specific evidence from the passage to demonstrate this understanding. Provide a graphic organizer to model how to find the explicit evidence, explain what it means about the characters, and how it connects to a theme.

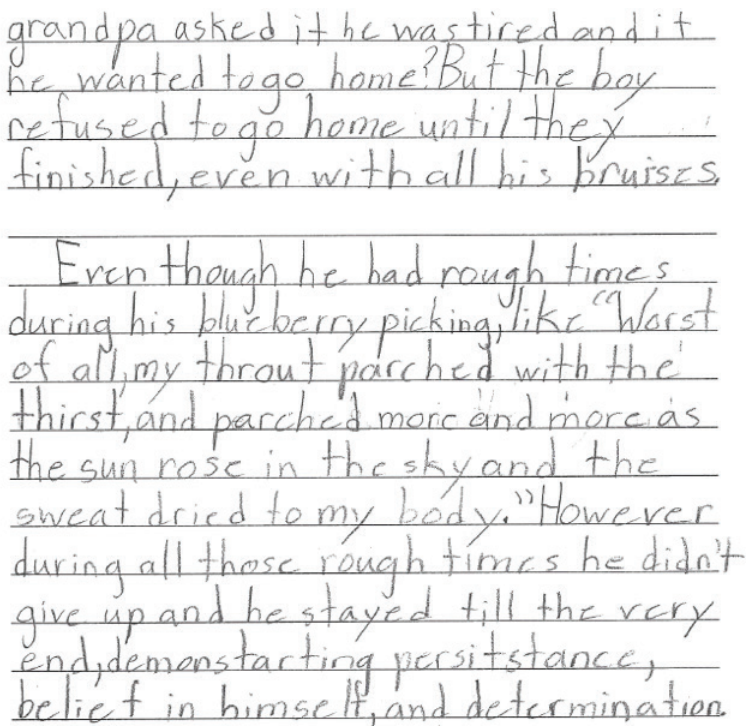
Explicit Evidence (text)	Inference (student)	What does it mean?
<i>...I had never picked low-bush blueberries before... when I tried to scoop off a handful at once, I crushed some of the berries and pulled a leaf or a bit of stem along with them.</i>	<i>...he gets confused of how to pick berries... ...his grandfather shows him the correct way.</i>	<i>His grandfather's encouragement helped him persevere and overcome the challenge of not being able to pick the blueberries properly.</i>

- 3. Explaining the interrelationship between the character's actions and the theme** by modeling for students how to take the organizer information to construct a clear explanation of what the text means relative to the reading elements.



Example B	TDA Learning Progression Annotations
Student Response	Reading Comprehension: Developing
<p>The grandson held up to the challenges well because he was determined to do well. For example in the text it says "A hundred times I almost complained, or almost rose to have a drink of the water without saying anything, but each time the sight of my grandfather ---picking steadily and humming to himself, and seventy-two years old--- kept me silent." This is showing him if his grandpa can do it so can he which is also showing persistence and belief in himself.</p> <p>In addition to his hard work he also "was exhausted and angry to the point of tears." However, he went on with his picking and when he thought they were done, and they weren't his</p>	<p>An understanding of the prompt and passage is demonstrated by quotes and inferences about a theme topic of persistence; however, the student does not identify a theme statement (e.g., <i>with perseverance you can overcome any challenges or obstacles</i>).</p> <p>The first and third paragraph each contain a relevant key detail related to being thirsty along with an inference about what that means as related to the theme topic about persistence. However the second paragraph is a summary of one section of the passage.</p>
	<p>Analysis: Developing</p> <p>The use of direct quotes as text evidence supports the inferences about a theme topic.</p> <p>The inferences connect the character's thoughts and actions to the theme about persistence, but they are inconsistent.</p> <p>The explanations to connect the evidence and inferences to the reading elements (characters and theme) are undeveloped. The student's explanation states that <i>this shows persistence and belief in himself</i>; however, the student does not elaborate on how the action connects to the theme.</p>

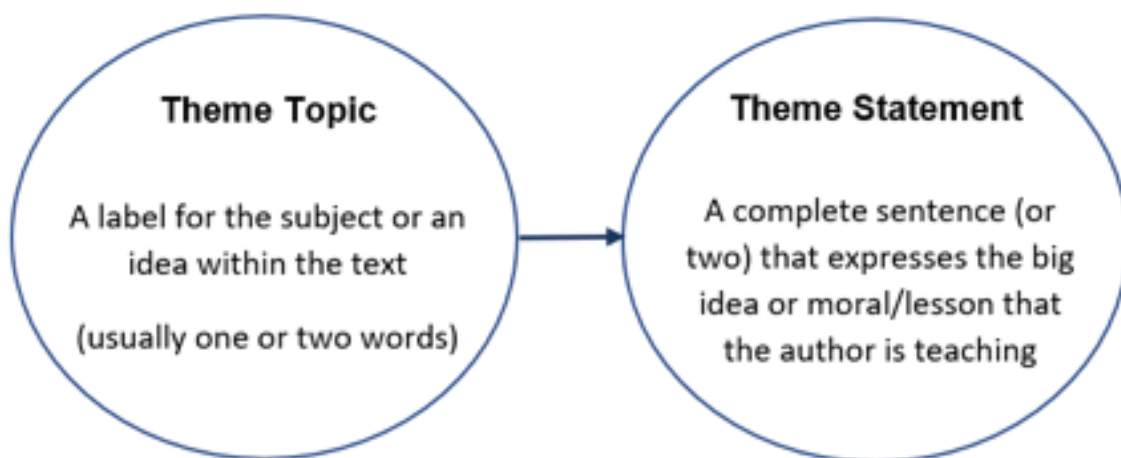


	<p>Essay Writing: Developing/Meeting</p> <p>The structure/organization groups ideas into paragraphs and uses transitions. A clear introduction or conclusion is not included.</p> <p>Sentence structures and vocabulary are appropriate and varied.</p> <p>The grammar and spelling are appropriate.</p>
<p>Possible Instructional Next Steps:</p> <p>The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is developing in all the underlying expectations but is strongest in essay writing. Therefore, the instructional focus for this student should be to strengthen the ability to demonstrate reading comprehension and to analyze text². The following suggestions would help the student move along the continuum.</p> <p>1. Instructing students on the difference between a summary and analysis and modeling how to write a short summary (2-3 sentences), which may be included in the introduction, will help students move beyond simply retelling the story. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Explain and model that a summary is a brief paragraph describing and informing three or more of the following:</p> <ul style="list-style-type: none">• Who: those involved• What: the event or topic being covered• When: time, period, era, night or day• Where: the location, distance, place• Why: the cause or causes	



Analysis requires examining the summary elements in order to look for their meaning and using text evidence to show the interrelationship of the summary elements. To successfully analyze text, students need to understand that authors make specific choices about literary and nonliterary elements, their craft and style, and text structures for particular reasons. Text dependent analysis responses should point out the author's specific choices, describe "how" and "why" the author made those choices and for what particular reasons, explain their significance and/or impact, then draw a conclusion about the author's meaning or message.

2. **Teaching the difference between a theme topic and theme statement.** A theme topic is usually a 1-2 word label such as love, friendship, or overcoming challenges. A theme statement is what is **said** throughout the text as a whole. Theme statements are universal statements and can be applied to real world.



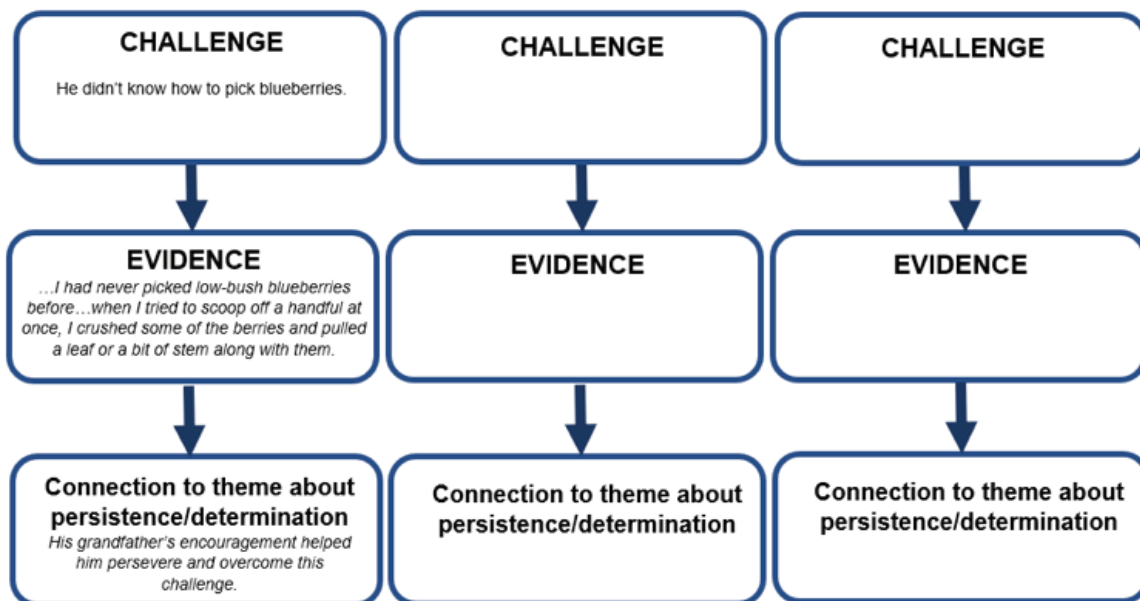
Theme Topic	Theme Statement
Cooperation	When we work together, we can't be stopped.
Journeys	It's not the destination but the journey that counts.
Love	Love is stronger than hate.



- 3. Ensuring an understanding of how character's actions show a theme requires teaching the student to look for words and/or events and make a connection to a theme.** Although the student alludes to this throughout the response, the student doesn't use specific evidence from the passage to demonstrate this understanding. Provide a graphic organizer to model how to find specific evidence, explain what it means about the character, and how it connects to a theme.

Explicit Evidence (text)	Inference	What does it mean?
<i>A hundred times I almost complained...but each time the sight of my grandfather—picking steadily and humming to himself, and seventy-two years old—kept me silent.</i>	<i>This is showing him if his grandpa can do it so can he which is also showing persistence and belief in himself.</i>	<i>His grandfather's example made him determined to overcome the challenge of being uncomfortable.</i>

- 4. Selecting multiple and precise textual evidence** to support how the characters' actions show a theme topic of persistence/determination requires the student to include details from the text. For example, details about learning to pick the blueberries correctly or specific details about dealing with his discomfort would provide evidence to support how the character overcame these challenges. Provide a graphic organizer to model how to connect evidence to a theme, for example, how challenges can be overcome with determination. An organizer for this text could be:





Example C	TDA Learning Progression Annotations
Student Response	Reading Comprehension: Developing
<p><u>In the text "Blueberry Picking" supports the idea of persistence. The reason this is true is because the grandson never gives up even though he faces many challenges.</u></p> <p><u>One of the challenges is being uncomfortable. He tried sitting but he would have to slide over bumpy rocks. He tried kneeling but his knees gave out and tried standing but when he hurt his knees he felt like he would crack apart. This is important because he still didn't give up. He was persistent to find a really comfortable spot.</u></p> <p><u>Another challenge is thirst. His throat parched with thirst more and more as the sun rose in the sky. The sweat dried on my body. This is important here he was still going and going. He was persistent to keep going.</u></p> <p><u>Third challenge is the water spilled. He reached</u></p>	<p>An understanding of the prompt and passage is demonstrated by providing evidence from the text and attempting to make inferences about a theme topic of persistence and never giving up. The student does not identify a theme statement (e.g., <i>with perseverance you can overcome any challenges or obstacles</i>).</p>
	Analysis: Emerging
	<p>The use of text evidence is included to support a challenge experienced by the grandson and attempts to support an inference about the character and a theme (Evidence...<i>his knees he felt like would crack apart</i>. Inference...a repetitive and undeveloped statement is provided in an attempt to make an inference about the character's actions and thoughts <i>this is important</i>; however, the inference is generic. Analysis...an attempt to connect the details in an analysis is made. The first attempt is an inaccurate interpretation (<i>he was persistent to try to find a really comfortable spot</i>) and the remaining paragraphs include an attempt at analysis with a generic statement (<i>he still continues</i>).</p>
	<p>An explanation of how the character's actions demonstrate a theme around persistence is missing.</p>



<p><i>for the water and his stiff fingers slipped. The water poured out over the rocks. This is important because he has no more water left in the bottle. He was persistent to never give up.</i></p> <p><i>In conclusion, the text supports that the grandson has persistence by showing that he never gives up.</i></p>	<p>Essay Writing: Meeting</p> <p>The structure/organization groups ideas into paragraphs and uses transitions within and between paragraphs.</p> <p>Sentence and word choice are varied.</p> <p>The grammar and spelling are appropriate.</p>
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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 the underlying expectation for essay writing. Therefore, the instructional focus for this student should be in strengthening the ability to demonstrate reading comprehension and analyzing text². The following suggestions will help the student move along the continuum.

1. Instructing students on the difference between a summary and analysis and modeling how to write a short summary (2-3 sentences), which may be included in the introduction, will help students move beyond simply retelling the story. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Explain and model that a summary is a brief paragraph describing and informing three or more of the following:

- Who: those involved
- What: the event or topic being covered
- When: time, period, era, night or day
- Where: the location, distance, place
- Why: the cause or causes

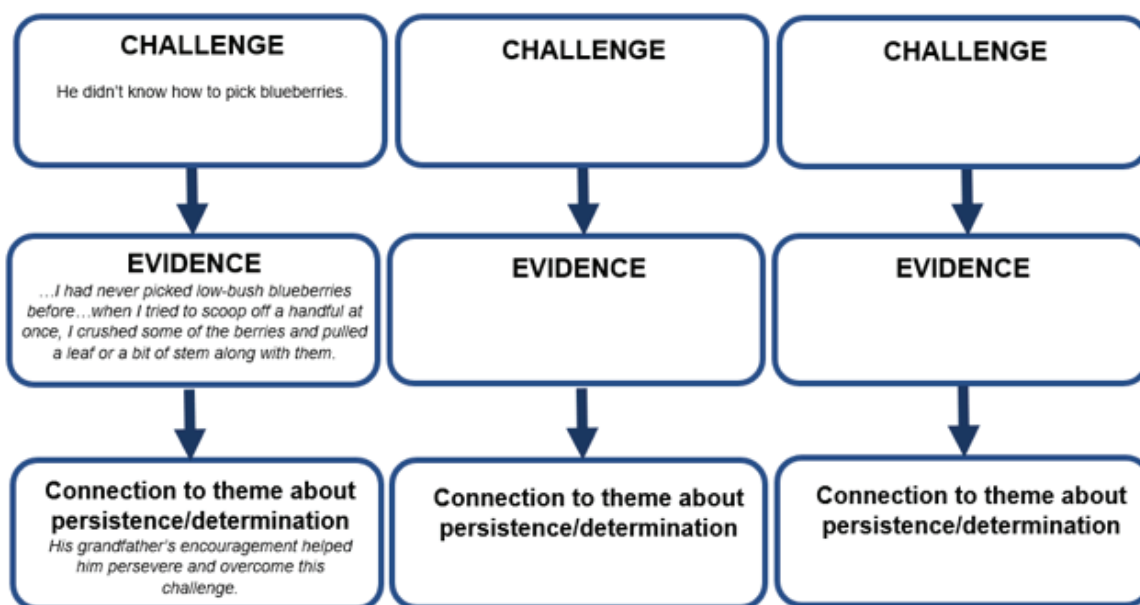
Analysis requires examining the summary elements in order to look for their meaning and using text evidence to show the interrelationship of the summary elements. To successfully analyze text, students need to understand that authors make specific choices about literary and nonliterary elements, their craft and style, and text structures for particular reasons. Text dependent analysis responses should point out the author's specific choices, describe "how" and "why" the author made those choices and for what particular reasons, explain their significance and/or impact, then draw a conclusion about the author's meaning or message.



2. Ensuring an understanding of how character's actions show a theme requires teaching the student to look for words and/or events and make a connection to a theme. Although the student alludes to this throughout the response, the student doesn't use specific evidence from the passage to demonstrate this understanding. Provide a graphic organizer to model how to find specific evidence, explain what it means about the character, and how it connects to a theme.

Explicit Evidence	Inference	What does it mean?
<i>When he unbent his knees he felt like he would crack apart.</i>	<i>He was uncomfortable which was a challenge for him.</i>	<i>In continuing to work, he discovered he could overcome the challenge of working despite his discomfort.</i>

3. Selecting multiple and precise textual evidence to support how the characters' actions show the theme topic of persistence/determination through the challenges he overcame. The student could have included details about learning to pick the blueberries correctly or dealing with his discomfort. This evidence supports how the character overcame these challenges to show a theme about persistence and overcoming challenges. Provide a graphic organizer to model how to connect evidence with a theme related to how challenges can be overcome with determination. An organizer for this text could be:





4. Making inferences about the text evidence with respect to a theme, rather than making generic statements, requires teaching the student to connect the evidence to a theme. The teacher models for the student how to find explicit evidence, makes an inference by explaining what the evidence tells about the character, and what the evidence means relative to a theme (persistence). For example, rather than repeating that *he still didn't give up*; the teacher can model writing a statement regarding what the evidence specifically tells about the character (*He was confused about how to pick blueberries until his grandfather showed him how to pick them correctly*).



Example D	TDA Learning Progression Annotations
Student Response	Reading Comprehension: Developing
<p>I. In the story, "Blueberry Picking" the author, Donald Hall uses characterization to develop the theme, "With perseverance you can overcome any challenge or obstacle." The story is about a young boy and his grandfather picking blueberries but the young boy does not know how. In the story you see how he had to persevere. At the end he finally enjoys himself.</p> <p>The young boy stated that when he tried to scoop some berries he crushed some and pulled a leaf or a bit of stem along with it. This implies that he does not have much experience with the task so he needs to persevere. Also in the second paragraph, first sentence it clearly states that he does not know how to pick them yet. This means that in the end he must persevere. In the end he really enjoys the task instead of dreading it like he did at the beginning.</p> <p>Given these points, we know that the author has definitely used characterization to develop the theme.</p>	<p>An understanding of the prompt and passage is made in the first paragraph by identifying that <i>characterization develops the theme</i>, including a clear theme statement, and summarizing the passage in one sentence.</p>
	<p>The remainder of the essay repeats the one key detail used in the summary statement.</p>
	<p>Analysis: Emerging</p>
	<p>The text evidence is repetitive, although it supports the challenge experienced by the grandson.</p> <p>The inference and attempted analysis are generic and undeveloped, lacking an explanation.</p> <p>Additionally, an inaccurate interpretation is provided (<i>in the end he really enjoys the task instead of dreading it</i>).</p>
	<p>Essay Writing: Emerging/Developing</p>
	<p>The structure/organization attempts to group ideas into paragraphs and uses transitions within and between paragraphs.</p> <p>Sentence and word choice are varied.</p> <p>The grammar and spelling are appropriate.</p>



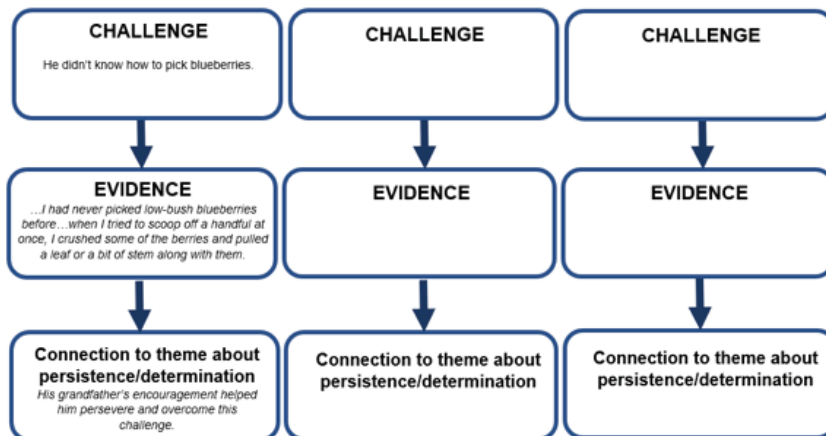
Possible Instructional Next Steps:

The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is emerging in the underlying expectations for reading comprehension, analysis, and essay writing, although essay writing is between emerging and developing. Therefore, the instructional focus for this student should be in the ability to demonstrate these underlying components of a text dependent analysis.² The following suggestions will help the student move along the continuum.

- 1. Ensuring an understanding of how character's actions show a theme requires teaching the student to look for words and/or events and make a connection to a theme.** Although the student alludes to this throughout the response, the student doesn't use specific evidence from the passage to demonstrate this understanding. Provide a graphic organizer to model how to find specific evidence, explain what it means about the character, and how it connects to a theme.

Explicit Evidence	Inference	What does it mean?
<i>Picked the blueberries incor- rectly.</i>	<i>He was confused about how to pick blueberries until his grandfather showed him how to pick them correctly.</i>	<i>He was able to fill his bucket more quickly after grandfa- ther showed him the correct way, which encouraged him to persevere.</i>

- 2. Selecting multiple and precise textual evidence** to support how the characters' actions show the theme topic of persistence/determination through the challenges he overcame. The student could have included details about learning to pick the blueberries correctly or dealing with his discomfort. This evidence supports how the character overcame these challenges to show a theme about persistence and overcoming challenges. Provide a graphic organizer to model how to connect evidence with a theme of how challenges can be overcome with determination. An organizer for this text could be:





4. Making inferences about the text evidence with respect to a theme, rather than making generic statements, requires teaching the student to connect the evidence to a theme. The teacher models for the student how to find explicit evidence, makes an inference by explaining what the evidence tells about the character, and what the evidence means relative to a theme (persistence). For example, rather than repeating *he does not know how*; the teacher can model writing a statement regarding what the evidence specifically tells about the character (*He was confused about how to pick blueberries until his grandfather showed him how to pick them correctly*).

¹ See TDA Series: Replacement Unit Grade 4 Understanding the Characterization and Theme

² See TDA Series: Close Reading Lesson Grade 4 Comprehension and Analysis