The Thompson TDA Model

Text Dependent Analysis – Instructional Prompt Guide

Grades K-2 Annotated Student Responses Based on the Text Dependent Analysis Learning Progressions

The Text Dependent Analysis (TDA) grade-span Learning Progressions are designed to be used as an instructional tool. The K-2 TDA Learning Progression is structured with four levels, *Beginning, Emerging, Developing,* and *Meeting*. The levels describe the typical path we see in student responses as they move toward demonstrating more sophisticated understanding of the underlying expectations of analysis. The K-2 Learning Progression includes descriptions of typical student work which characterize each level from a student beginning to demonstrate understanding of the reading elements leading to one who is meeting the expectations of developmentally appropriate text analysis. It is important to note that students in grades K-2 were not expected to independently write a response to a TDA prompt. The student responses included student writing with teacher scribing, dictation, drawing, and/or students' orally explaining responses. The K-2 TDA Learning Progression 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 communication, whether oral or written, to the next level.

How to Use this Guide

The Text Dependent Analysis Instructional Prompt Guide contains the following sections:

- Text used for instruction and the grade-appropriate reading elements taught for analysis
- Standards aligned to the lesson

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- Essential question explored through the unit and formative assessment prompt
- Instructional plan and class discussion supporting analysis of the identified reading elements
- Instructional question/prompt provided to students which includes reading elements aligned to the grade-level standards that are noted as predominant in the text
- 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 either a *written* or *verbal* response)
- Possible instructional next steps to meet students' areas of need based on the student responses.

It is important to note that all texts and questions/prompts were created and implemented for instructional purposes and student work samples were a result of the instruction and a part of the formative assessment process. While the texts can be used to teach other reading elements, those identified in the prompt were the focus of instruction to elicit student responses.

Texts were often read aloud to students and the lesson included in-depth discussions about the reading elements noted in the text. K-2 students were not expected to engage in independent reading or writing without teacher guidance and support.

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Kindergarten	
Instructional Text and Reading Elements	
Text	*Don't Let the Pigeon Drive the Bus* by Mo Willems
Reading Elements for Analysis	Author's words and illustrations Author's point of view/perspective
Standards Taught in the Lesson (See Deconstructed Standards)	CC.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story. (Point of View) CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud). (Sources of Information)
Essential Question	
How does an author use his words and illustrations to show his point of view/perspective? (*about a pigeon driving a bus*)	
Instructional Plan	
Read Aloud and Class Discussion: Point of View/Perspective: The author doesn't think a pigeon should drive a bus. Beginning: The picture of the pigeon is showing him hanging his head down and his words show that he never gets to do anything because he is not being allowed to drive the bus. Middle: The pictures of the pigeon are showing him stomping away and his words say that "it's just a bus" and he is shown sitting with his arms crossed saying "no fair." End: The pictures show the pigeon laying on the ground and shaking, his eyes are red, he is flapping his feathers, there are lines coming out of his mouth, and the background is red. This means he is upset and angry. The words also show he is yelling because they are in all capital letters and made big and bold.	
Instructional Text Dependent Analysis Question	
Write and draw a picture that matches the author's point of view/perspective about what else a pigeon should not be able to do.	

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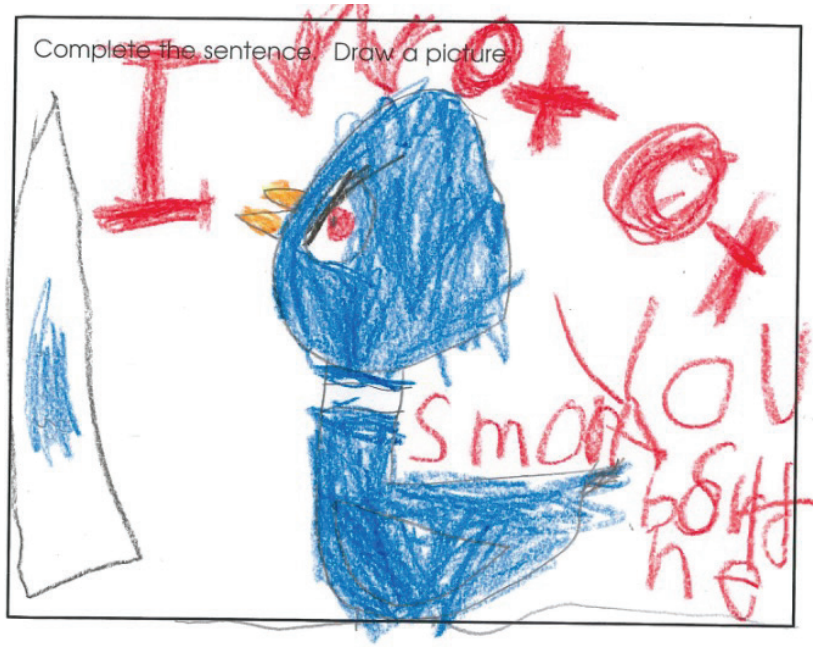
Student responses are examined and annotated for possible instructional next steps based on the K-2 Text Dependent Analysis Learning Progressions.

Student Response A	TDA Learning Progression Annotations
 Finish the sentence. Don't let the pigeon use the Smartboard.	**Reading Comprehension: Meeting** An understanding of the prompt and passage is demonstrated by the student's ability to use words and illustrations about the pigeon's actions. **Analysis: Meeting** The student extends the text about the author's word choice/ illustrations and author's point of view/perspective that pigeons shouldn't be allowed to use tools intended for people. The drawing of an angry looking pigeon and the bold words *I want to use the Smartboard* reflects the author's words and illustrations in the text, and indicates an inference about how the words and illustrations reflect the author's point of view. **Note:** The kindergarten student was not prompted to orally provide an **explanation** of the author's point of view or how the illustrations and words reflect the point of view. Consequently, the *Explanation* criterion was not considered for this review. This expectation and a corresponding response could impact the analysis level identified. **Note:** Writing and/or verbal response was not included in this review.

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Student Response B	TDA Learning Progression Annotations
	Reading Comprehension: Meeting An understanding of the prompt and passage is demonstrated by the student's ability to use illustrations about the pigeon's actions. **Analysis: Developing** The drawing of a pigeon, the question mark, and thinking bubble above his head reflects the author's point of view that pigeons shouldn't be allowed to use tools intended for people (i.e., drive a motorcycle). No words are provided to support a connection between words and illustrations. **Note:** The kindergarten student was not prompted to orally provide an **explanation** of the author's point of view or how the illustrations and words reflect the point of view. Consequently, the *Explanation* criterion was **not** considered for this review. This expectation and a corresponding response could impact the analysis level identified. **Note:** Writing and/or verbal response was not included in this review.

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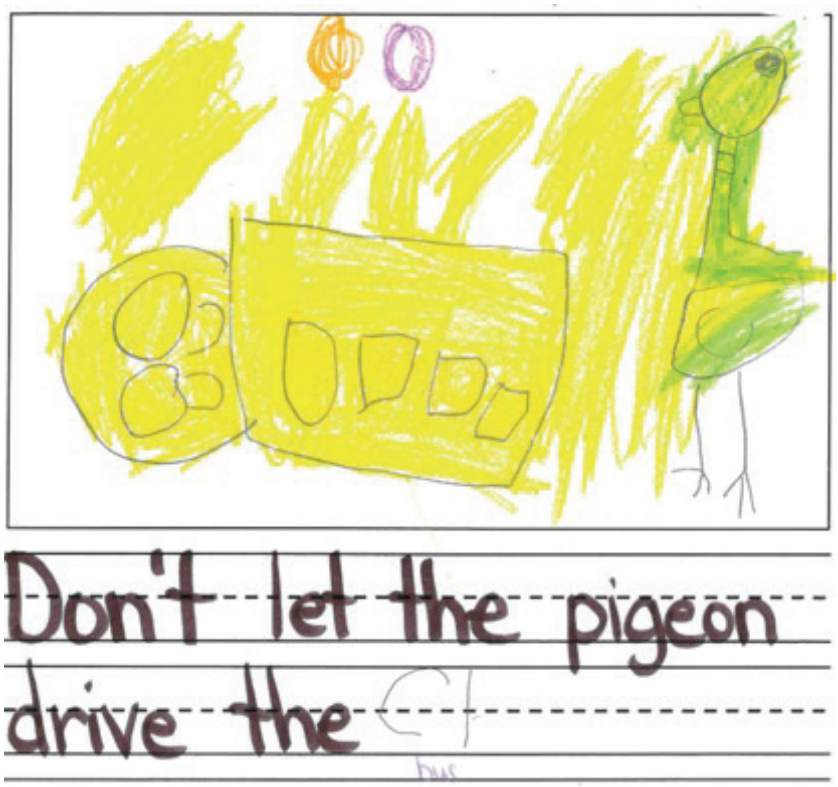
Student Response C	TDA Learning Progression Annotations
	**Reading Comprehension: Developing** The prompt intends for the student to extend the text by showing the author's point of view about something else the pigeon should not be allowed to do. The student understands the passage by retelling the main event. **Analysis: Beginning** The student's drawing reiterates the text; however, by doing so, the student does not demonstrate making inferences about the connection between the author's words/illustrations and author's point of view. No additional words are provided although the statement at the bottom matches the illustration. **Note:** The kindergarten student was not prompted to orally provide an **explanation** of the author's point of view or how the illustrations and words reflect the point of view. Consequently, the Explanation criterion was **not** considered for this review. This expectation and a corresponding response could impact the analysis level identified. **Note:** Writing and/or verbal response was not included in this review.

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Student Response D	TDA Learning Progression Annotations
	Reading Comprehension: Emerging/Developing The prompt intends for the student to extend the text by showing the author's point of view about something else the pigeon should not be allowed to do. However, in the drawing, the pigeon appears to be using the make-up rather than just wanting to use it when it shouldn't. The student appears to generally understand the passage. **Analysis: Beginning** The student's drawing indicates a personal connection to something she would like to do rather than reflecting the author's point of view, which is something the pigeon shouldn't be allowed to do. The student does not demonstrate making inferences about the connection between the author's words/illustrations and author's point of view. No additional words are provided although the statement at the bottom matches the illustration. **Note:** The kindergarten student was not prompted to orally provide an **explanation** of the author's point of view or how the illustrations and words reflect the point of view. Consequently, the *Explanation* criterion was not considered for this review. This expectation and a corresponding response could impact the analysis level identified. **Note:** Writing and/or verbal response was not included in this review.

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Possible Instructional Next Steps for Kindergarten
1. **Deconstructing the expectations of the prompt/question** will allow the students to clearly identify what is expected in their response. Students are expected, in this case, to extend their understanding of the author's point of view/perspective about letting the pigeon use tools meant for people. Having students brainstorm before drawing/writing and modeling will allow students to use their own words and illustrations to show the author's point of view. For example, in Student D's response, the student extends the text, but does not demonstrate understanding of the author's message because the pigeon loves the make-up and appears to be using it. 2. **Creating prompts that clearly reflect the analysis expectations** and providing students with opportunities to verbally explain their thinking, while the teacher scribes their response. This will help to ensure students have the opportunity to learn and demonstrate the underlying knowledge, skills, and reasoning expected from the grade-level standards. 3. **Modeling, while thinking aloud, and engaging students in discussing the author's point of view about an event or situation.** While reading texts aloud point out how the author's words and illustrations show their point of view. For example, *I don't think the author wants the pigeon to use tools meant for people.* Pose questions, such as: *Does the author think a pigeon should drive a bus? What does the pigeon do to convince the reader that he should drive a bus? Does the author ever let the pigeon drive the bus?* 4. **Selecting multiple and precise textual evidence** to support how the words and illustrations match/don't match. For example, the pigeon is sitting with crossed arms looking mad when saying "no fair!" Provide opportunities for students to identify and explain how they match. 5. **Making inferences using the text and illustrations as evidence** requires teaching students to identify specific words and/or illustrations and explain what they mean using their background knowledge. For example, *when someone sits with their arms crossed and says something isn't fair that means they are angry. When I get mad at my mother, I sit on the floor just like that!* Or have students identify that bold print and use of all capital letters show that someone is yelling. Have students connect their inferences to what the pigeon is doing. 6. **Connecting the words and illustrations to the point of view** requires ongoing modeling and discussions when reading various texts with students. Teachers point out and create charts to acknowledge what authors and illustrators do to make the book interesting to the reader and to show what they are thinking about an event or situation.

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First Grade	
Instructional Text and Reading Elements	
Text	*Three Little Dassies* by Jan Brett
Reading Elements for Analysis	Characters Central message
Standards Taught in the Lesson (See Deconstructed Standards)	CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson. (Theme) CC.1.3.1.C: Describe characters, setting, and major events in a story, using key details. (Literary Elements)
Essential Question	
What lesson can we learn by looking at the characters' actions?	
Instructional Plan	
Read Aloud and Class Discussion: Possible central messages: Hard work pays off. It's better to take your time to do something right. Being greedy causes problems. Beginning: Three sisters, Mimbi, Pimbi, and Timbi, traveled to a new place to live and build their houses. Middle: Mimbi quickly built her house from long grasses and then took a nap. Pimbi built her house from driftwood and then rested in her hammock. Both dassies wanted to hurry up and get done. Timbi worked hard all day to build a house from stones. She was willing to take her time and make a strong house. End: The greedy eagle blew down Mimbi's grass house and took her to his nest and blew down Pimbi's wood house and took her to his nest. He tried to blow down Timbi's stone house, but he couldn't do it and got his feathers bent and singed from going down the chimney when trying to eat the dassie.	
Instructional Text Dependent Analysis Question	
Use the sentence starter to write how the characters show the author's message: The author's message is _____ and I know this because _____,	

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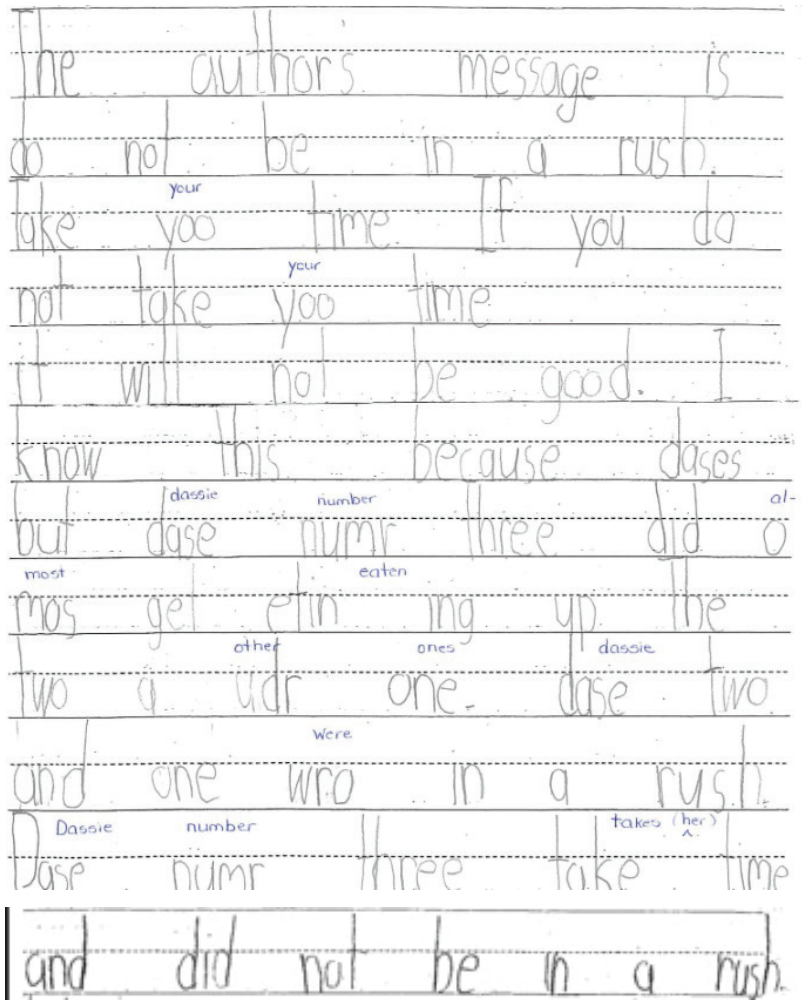
Student Response A	TDA Learning Progression Annotations
	**Reading Comprehension: Meeting** An understanding of the prompt and passage is demonstrated by the student's ability to identify, explain, and provide evidence about the dassie's actions and author's message. **Analysis: Developing/Meeting** The student includes general information from the text about the dassies (*third dassie took her time and dassie one and two were in a rush*). Inferences were made about the message (*if you do not take your time it will not be good*) and about the dassies (*dassie number three took her time and did not rush*). The explanation somewhat supports the evidence and inferences by identifying that because the third dassie took her time she did not get taken by the eagle, whereas the other two dassies did. The explanation would be strengthened with clarifying what the dassies rushed doing (*building their houses*) and because they rushed to build their houses the first two dassies almost were eaten. **Writing: Developing/Meeting** The information about the author's message and the dassies are logically grouped. However, the statements about the dassies are loosely organized.

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	The student uses some specific content vocabulary (author's message) and text-specific vocabulary. The main section of the text is one run-on sentence; however, transitions are used to help support the meaning of the information. Generally, uses grade-appropriate capitalization, phonetic spelling, and punctuation. Errors don't interfere with meaning.

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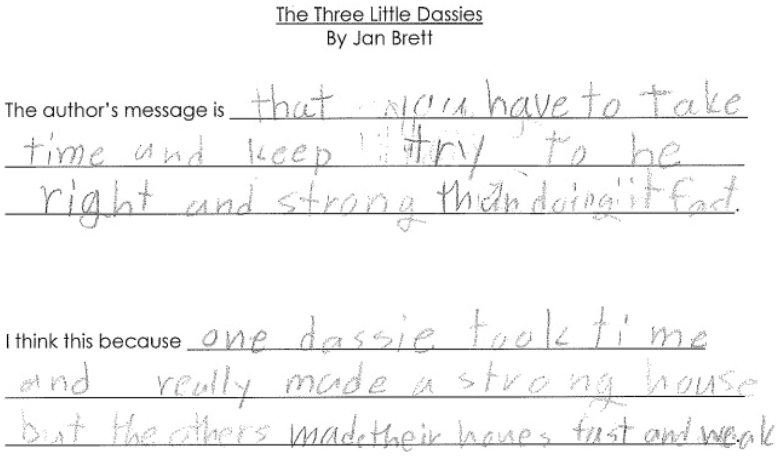
Student Response B	TDA Learning Progression Annotations
 The Three Little Dassies By Jan Brett The author's message is that you have to take time and keep try to be right and strong than doing it fast. I think this because one dassie took time and really made a strong house but the others made their house fast and weak	**Reading Comprehension: Meeting** An understanding of the prompt and passage is demonstrated by the student's ability to identify and explain information based on the characters. **Analysis: Emerging/Developing** General information from the text is included about the dassies building their houses. Inferences are made about the message (*be right and strong than doing it fast*) and how taking one's time impacts the strength of the house. No explanation is provided. Clarifying why taking their time and building the house right is important. **Writing: Developing/Meeting** The information about the author's message and the dassies is logically grouped due to the scaffolded sentence starter/ organizer. The student uses text-specific vocabulary (dassie). Generally, uses grade-appropriate capitalization, spelling, and punctuation. Errors don't interfere with meaning. **Note:** The scaffolding could impact the writing level identified.

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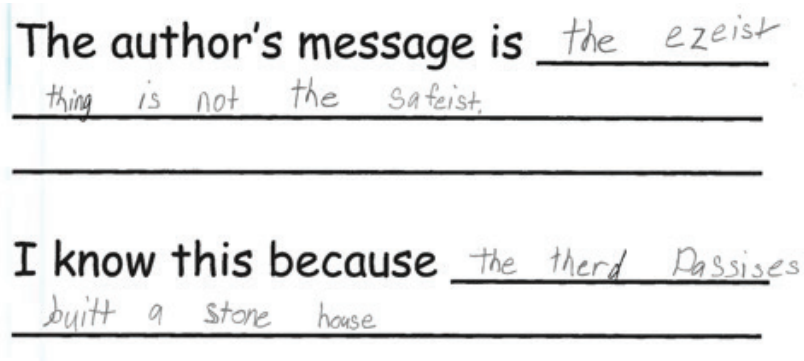
Student Response C	TDA Learning Progression Annotations
	**Reading Comprehension: Emerging** A basic understanding of the prompt and passage is demonstrated. Minimal information about the characters is provided. **Analysis: Beginning** Minimal text evidence is provided. Restates information from the text without making any inferences or explanation. It is unclear why building a stone house is not the easiest or how it is safe. **Writing: Developing/Meeting** The information about the author's message and the dassies are logically grouped due to the scaffolded sentence starter/ organizer. The student uses text-specific vocabulary (dassie). Generally, uses grade-appropriate capitalization, spelling, and punctuation. Errors don't interfere with meaning. **Note:** The scaffolding and limited writing could impact the writing level identified.

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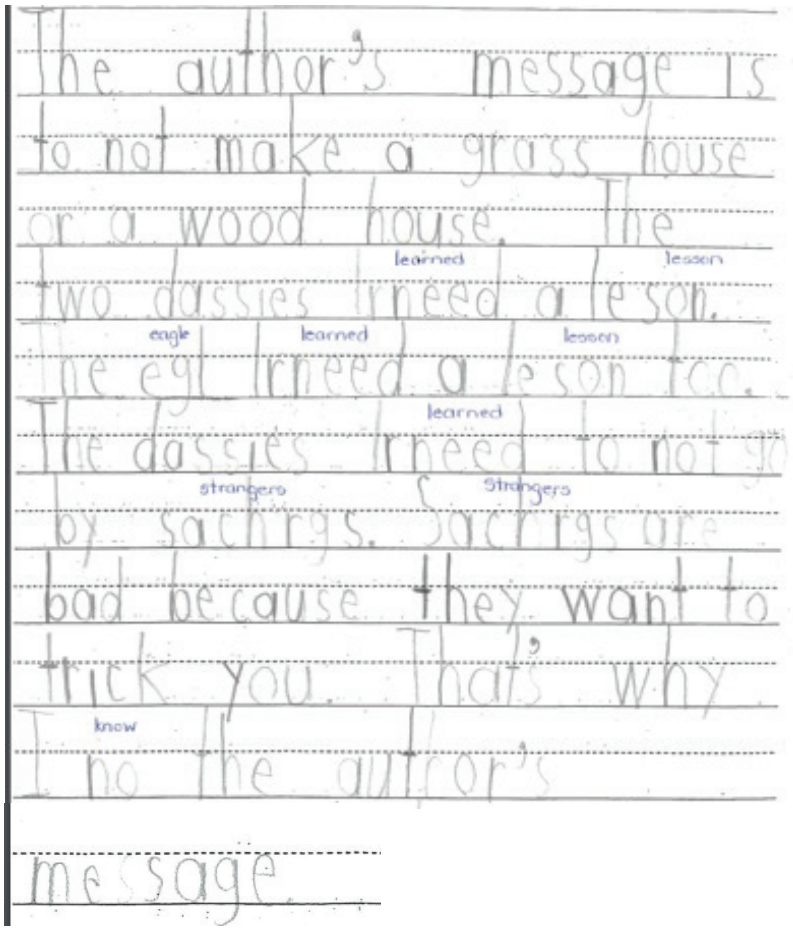
Student Response D	TDA Learning Progression Annotations
	**Reading Comprehension: Emerging** The student provides a broad retelling of the text with some irrelevant information. The student attempts to answer the prompt, but the information does not fully align to the expected reading elements. The author's message, in particular, is inaccurate. **Analysis: Beginning** The text evidence and inferences provided about the dassies is a mix of inaccurate (*the dassies need to not go by strangers*) and irrelevant (*strangers are bad because they want to trick you*) information in support of the author's message. No clear explanation is provided to connect the author's message and characters. **Writing: Developing** The information about the author's message and the dassies are loosely organized. The student uses text-specific vocabulary (author's message, dassie). Generally, uses grade-appropriate capitalization, spelling, and punctuation. Errors don't interfere with meaning.

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Possible Instructional Next Steps for First Grade
1. **Clarifying the meaning of central message** requires modeling and discussions when reading various texts with students to identify the big idea of the story or the lesson that the author wants the reader to learn. Engaging students in examining the character's actions, words, thoughts, and feelings about a problem, events, and solution as evidence helps to determine and explain the central message. 2. **Modeling, while thinking aloud, and engaging students in discussing the central/author's message and text evidence** requires reading various texts with students to identify the big idea of the story or the lesson that the author wants the reader to learn. Engaging students in examining the character's actions, words, thoughts, and feelings about a problem, events, and solution as evidence helps to determine and explain the message. While reading texts aloud point out how the characters reveal the central/author's message. For example, *the first dassie picked the first thing she saw to build her house and then she went to take a nap. I wonder if this dassie is lazy.* Pose questions, such as: *Do you think the way the dassie built her house will keep her safe against the eagle? What does the dassie's napping say about her? What do you think this means about the message the author is trying to tell us?* 3. **Making inferences using the text and illustrations as evidence** requires teaching students to identify specific words and/or illustrations and explain what they mean using their background knowledge. For example, *when the first two dassies hurried up to build their houses and take a nap it means they didn't take their time to build a strong house. When I hurry up and do something, it usually doesn't turn out very good, either.* 4. **Gradual release of instructional scaffolds** will support students in writing as well as including more information about the expectations of the prompt. Providing students with the opportunity to use the content-specific vocabulary, to organize the writing including the use of transitions, and writing a closing sentence will occur as students are taught to write multiple sentences moving beyond completing an organizer sentence starter.

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Second Grade	
Instructional Text and Reading Elements	
Text	*The Invisible Boy* by Trudy Ludwig
Reading Elements for Analysis	Author's words and illustrations Character's point of view/perspective
Standards Taught in the Lesson (See Deconstructed Standards)	CC.1.3.2.D: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (Point of View) CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. (Sources of Information)
Essential Question	
How does an author use words and illustrations to show a character's point of view/perspective?	
Instructional Plan	
Read Aloud and Class Discussion: Point of View/Perspective: The main character doesn't think he is seen by his teachers and classmates until he is befriended by a new student. At the beginning of the story, the words and illustrations show Brian's point of view/perspective. Brian feels like he is not seen by the other characters. The text says that Nathan and Sophie take up a lot of space, but Brian does not. On page 15, the other kids laugh at the new kid, Justin. Brian thinks about what is worse-being laughed at or not being seen. Brian wished he could draw a hole so that he could be swallowed up. Wanting to disappear means that he doesn't see himself as important or noticed by anyone. Also, while the illustrations of the other characters are in color, Brian's character is drawn in black and white. The lack of color means that he is not vibrant or visible like other students This shows that Brian's point of view is a feeling of being left out and feeling alone. At the end of the story, the words and illustrations show Brian's point of view changes. Brian starts to feel like he belongs to a group of friends. This change happens when the new kid, Justin, is kind to him. In the story, Justin and Emilio include him in a group project. Justin said that Brian could draw the pictures to their story. At lunchtime, Justin and Emilio ask Brian to join them. When they shared their lunches, the words say, "Maybe, just maybe, Brian's not so invisible after all." This means that Brian is beginning to be noticed by his classmates. Finally, as Brian plays and works with his new friends, the illustrations slowly color him in. This means he is beginning to feel like he is noticed by his classmates and is a part of the class. This shows that Brian's point of view is that he feels happy to be included.	

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Instructional Text Dependent Analysis Question
How did the words and illustrations in the story, *The Invisible Boy*, show how the character's point of view changes from the beginning to the end of the story? Use evidence from the text and illustrations to support your answer. At the beginning of the story, how did the words and illustrations show Brian's point of view? (Hint: Point of View is a character's thoughts and feelings.) How did the words and illustrations show a change in Brian's point of view by the end of the story? (Hint: Point of View is a character's thoughts and feelings.)

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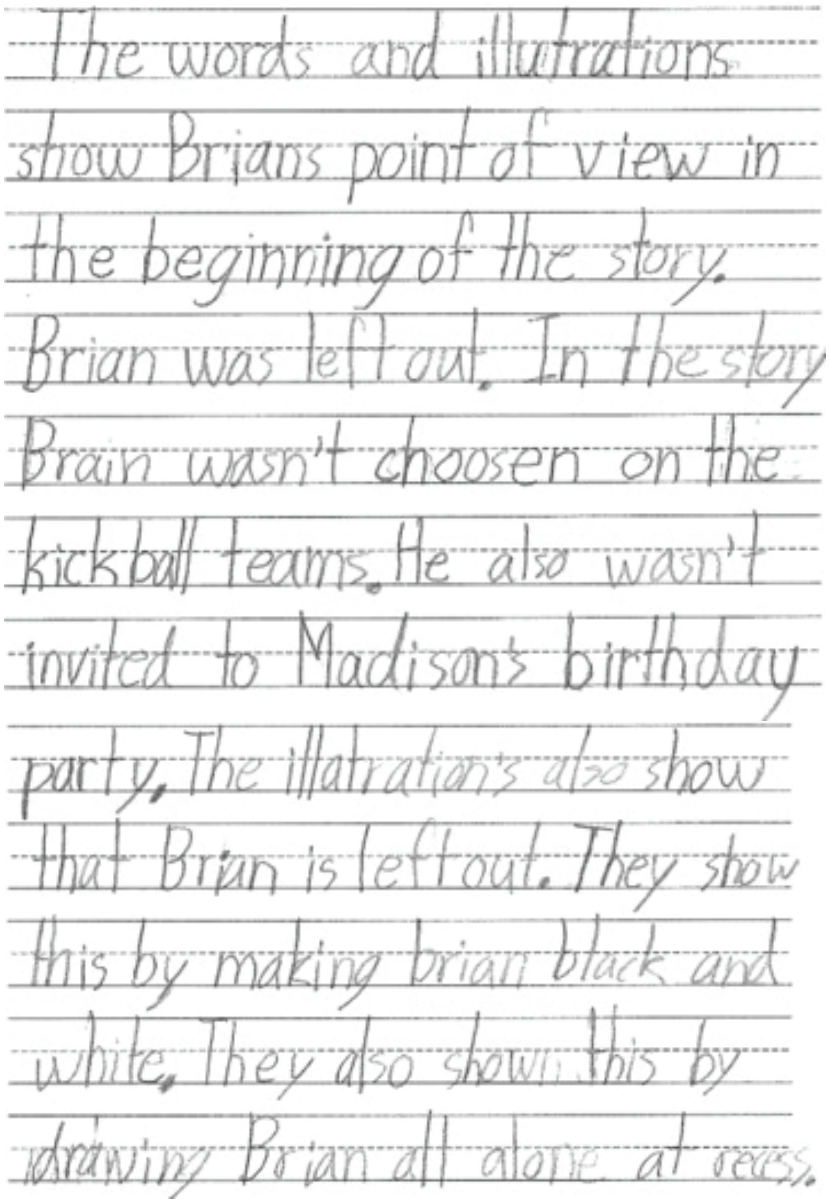
Student Response A	TDA Learning Progression Annotations
	**Reading Comprehension: Meeting** An understanding of the prompt and passage is demonstrated by the student's ability to identify and explain Brian's point of view/ perspective in the beginning and at the end of the story. **Analysis: Meeting** The student includes specific and accurate evidence using the words from the beginning of the story (*Brian wasn't chosen on the kickball team*) and illustrations (*Brian is shown in black and white*) from the beginning of the story and similar evidence from the end of the story. Inferences are subtle when stating that Brian is left out and that Brian becomes more colorful every time he becomes included. The explanation supports the connection of the text and illustrations to show the character's point of view at the beginning and end of the story. The student demonstrates advanced understanding of the expectations of a TDA prompt and would benefit from differentiated instruction in elaborating their explanation.

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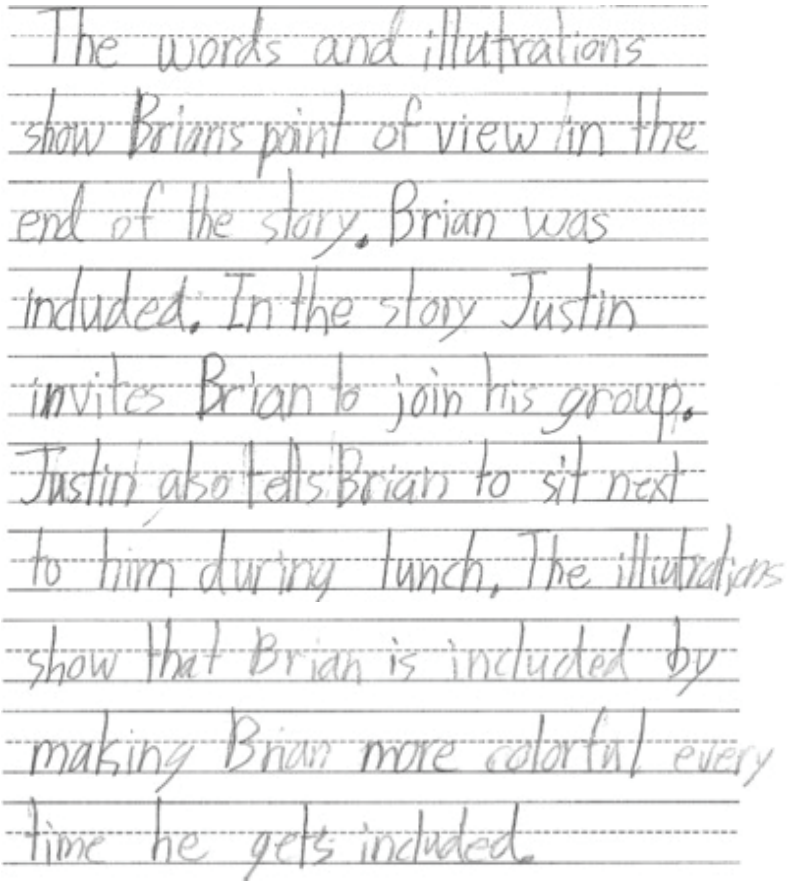

Writing: Meeting
The information about the text/ illustrations and the character's point of view is logically grouped, as is the information from the beginning and ending of the story. However, it is important to note that the student was provided with two different sets of direction – one for the beginning and one for the end providing the scaffolding to support this logical order. The student uses specific content vocabulary (point of view, words, illustrations) and text-specific information. The sentence structure and conventions are grade appropriate. Errors don't interfere with meaning.

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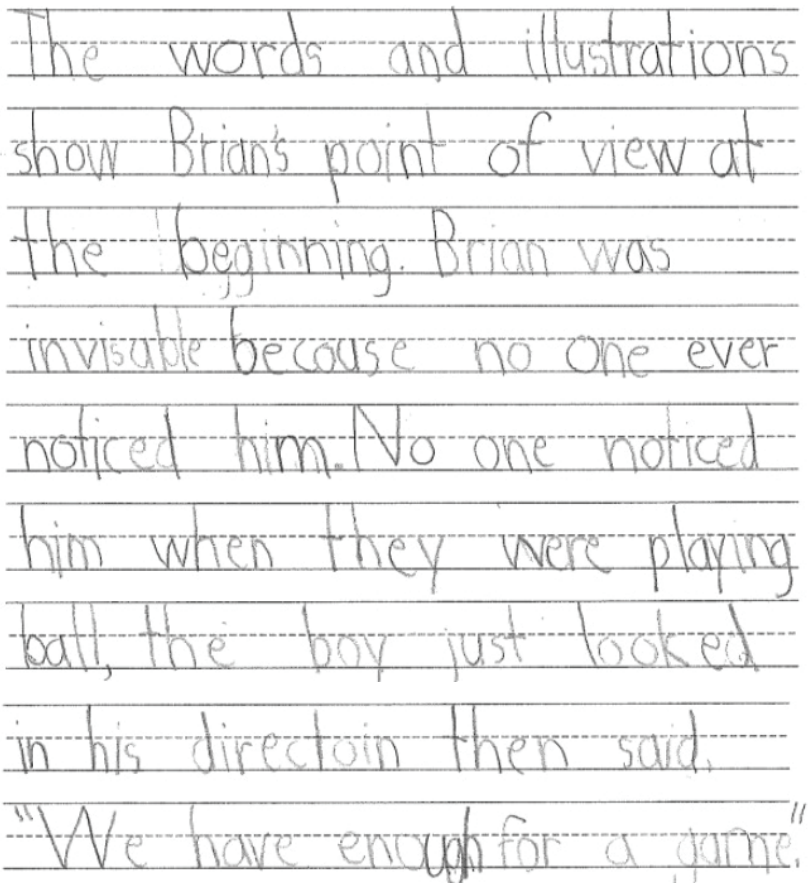
Student Response B	TDA Learning Progression Annotations
	**Reading Comprehension: Developing**
	The student retells the text attempting to identify the character's point of view at the beginning (*invisible*) and end (*colorful*). The focus is mostly on the words in the text.
	Analysis: Emerging/Developing
	The student includes accurate evidence about how Brian felt at the beginning and end of the story; however, the identification of the point of view/perspective is unclear (invisible, colorful). The only reference to the illustrations is the description of Brian's point of view/perspective as being *colorful*. No reference is made about the illustrations to support the character's point of view at the beginning of the story. Inferences are weak when stating Brian's point of view at the beginning/ending of the story (*Brian was invisible because no one ever noticed him, he made friends*). No explanation is provided to clarify how the inferences about the character's point of view is supported by the evidence.

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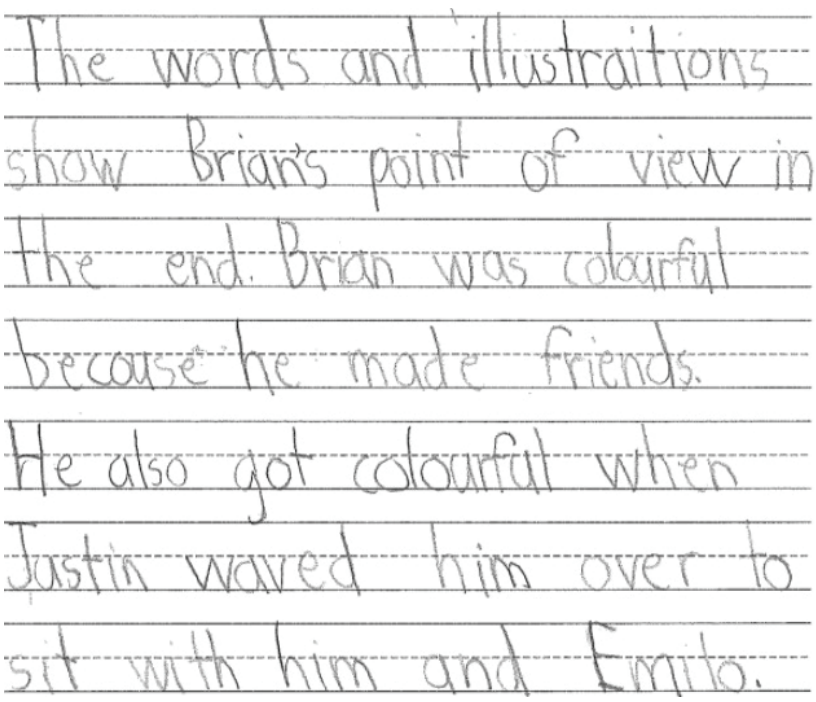

Writing: Meeting
The information about the text/ illustrations and the character's point of view in the beginning and the end is logically grouped. However, it is important to note that the student was provided with two different sets of direction – one for the beginning and one for the end providing the scaffolding to support this logical order. The information within the beginning and ending sections are appropriately organized. The student uses content vocabulary (point of view, words, illustrations) without referring to the difference between words and illustrations. Text-specific information is included. The sentence structure and conventions are consistently grade-appropriate.

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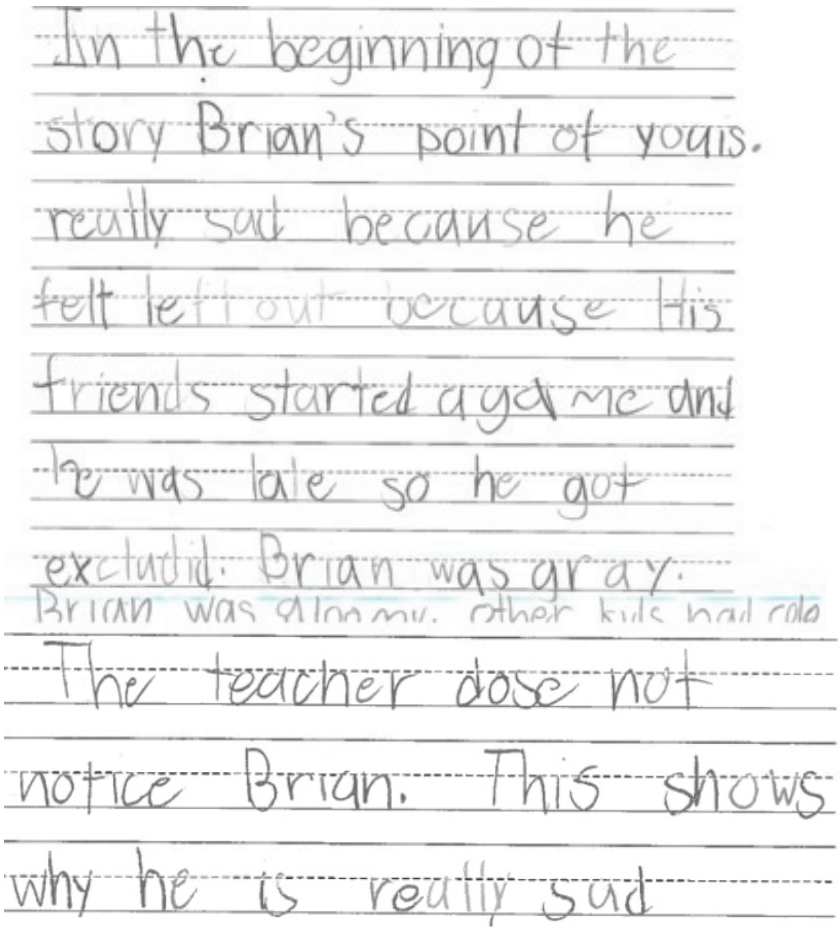
Student Response C	TDA Learning Progression Annotations
	**Reading Comprehension: Developing** The student retells the text identifying the character's point of view at the beginning and end with generally relevant information. The focus is mostly on the words in the text. **Analysis: Emerging** The student includes some accurate (*the teacher does not notice Brian*) and inaccurate evidence (he was late to he got excluded) about the words in the text. The only reference to the illustrations is a statement that *Brian was gray*. No reference is made about the illustrations to support the character's point of view at the end of the story. The text evidence at the end of the story is unclear about who is happy and why. Inferences are weak when stating Brian's point of view at the beginning/ending of the story. No explanation is provided to clarify how the inferences about the character's point of view is supported by the evidence.

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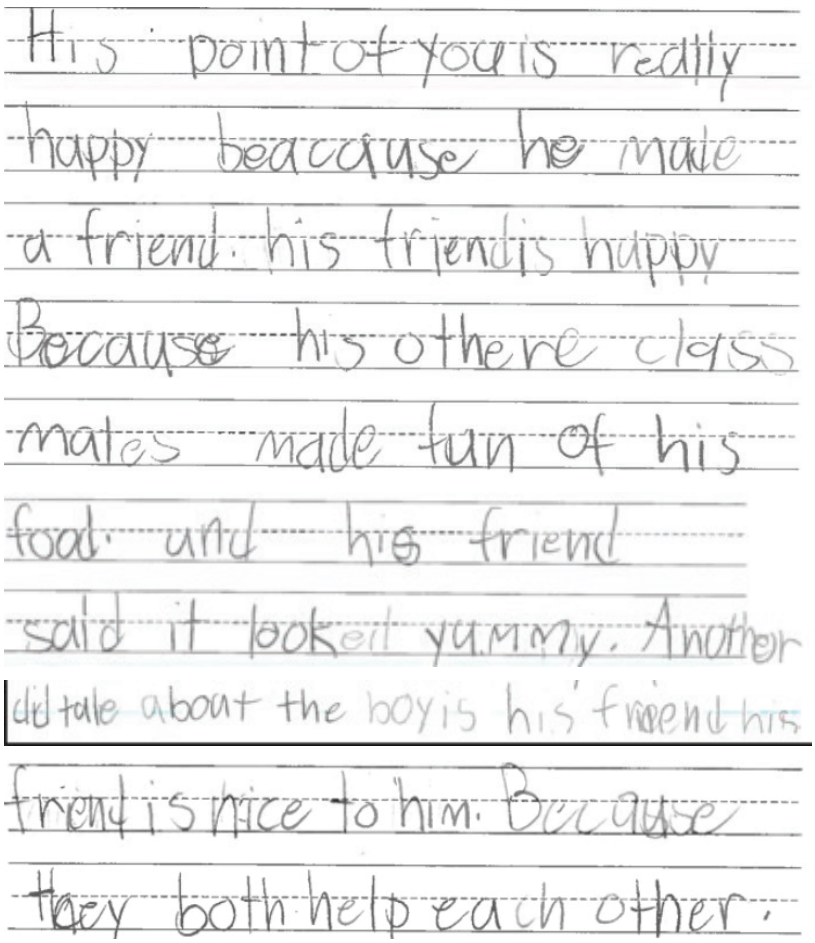
His point of you is really happy beacause he made a friend. his friend is happy Because his othere class mates made fun of his food. and his friend said it looked yummy. Another did tale about the boy is his friend his friend is nice to him. Because they both help each other.

Writing: Emerging/Developing
The information about the text/ illustrations and the character's point of view in the beginning and the end is logically grouped. However, it is important to note that the student was provided with two different sets of direction – one for the beginning and one for the end providing the scaffolding to support this logical order. The information within the beginning section is haphazard the information about the ending is loosely organized. The student uses one example of content vocabulary (point of view) without referring to the difference between words and illustrations. Text-specific information is included. The sentence structure is a combination of short and run-on sentences. The conventions include some errors which sometimes interfere with meaning.

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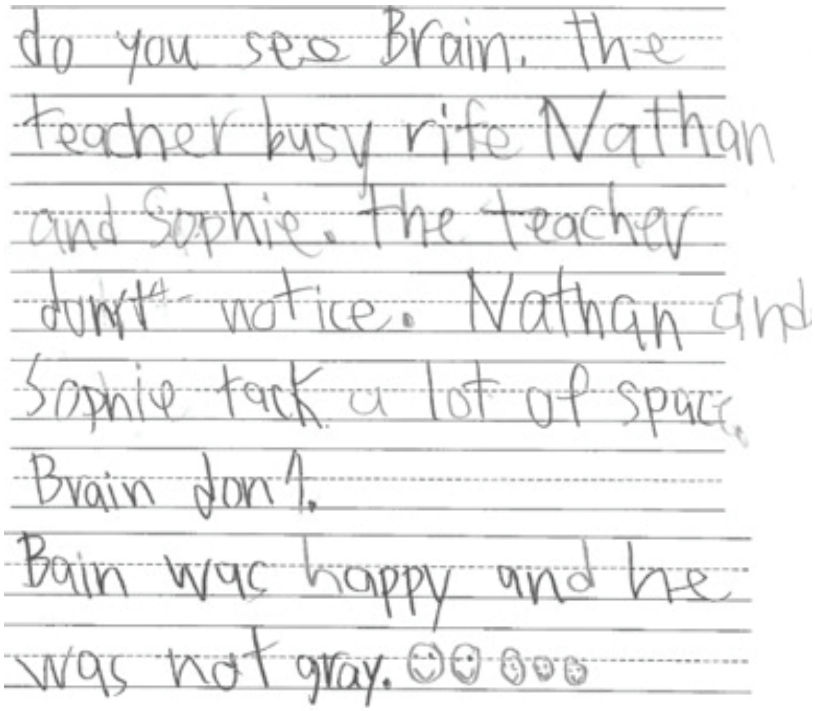
Student Response D	TDA Learning Progression Annotations
	**Reading Comprehension: Beginning** The response includes random details from the text which identify the character and peripherally identify that the character was no longer gray at the end. **Analysis: Beginning** The student includes details about the text but does not connect them to the character's point of view/ perspective or a connection to the words and illustrations. The only inference made is when the student states Brian was happy and connecting it to the illustration color. No explanations are provided. **Writing: Emerging** The information about the words/ illustrations and the character's point of view is haphazard, although the beginning and ending information coincides with the story order. Basic vocabulary is used without reference to the content expectations. The sentence structure and conventions are below grade-level (lacks the use: of capitalization at the beginning of the sentence, appropriate punctuation at the end of a question). However, errors do not interfere with meaning.

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Possible Instructional Next Steps for Second Grade

1. **Clarifying the meaning of author's point of view/perspective** requires modeling and discussions when reading various texts with students about who is telling the story, who the story is about, what the character thinks or feels about the situation, and why the character feels this way. Explain that perspective is the character's attitude about his/her situation. For example, *the author states that Brian feels invisible, he wants to jump in a hole and disappear, and that no one sees him. This means that his point of view/perspective is one of sadness and loneliness.* Pose questions such as: *How does Brian feel when no one wants to play with him? How does the author show his perspective with words? How does the author show his perspective with pictures?*

2. **Identifying relevant evidence from the text** requires modeling and engaging students on focusing what they are trying to show. Prompts such as, *will those words or evidence explain how the character is feeling? Why or how? Do we need to use all of those sentences to show the character's point of view/perspective? Is that enough information to show the character's point of view/perspective?*

3. **Making inferences using the text and illustrations as evidence** requires teaching students to identify specific words and/or illustrations and explain what they mean using their background knowledge. For example, *when the author said that Brian wanted to draw a hole that would swallow him up, that means that he didn't want to be in the room any longer. He wanted to disappear. When I feel embarrassed or sad I want to leave so no one can see me. I usually run to my bedroom.* Use of an Evidence-Inference Organizer helps students understand the difference between the two and supports student's ability to make inferences. For example:

Evidence	Inference
The illustrations show Brian as gray in the beginning of the story.	This means that Brian doesn't feel noticed by his teacher or classmates.
The author says Brian wants to draw a hole that would swallow him up.	That means that he doesn't want to be in the room any longer. He wants to disappear.
The illustrations show Brian in different colors at the end of the story.	This means that Brian feels like he is seen just like the other students in the class.

4. Connecting two reading elements (words/illustrations and point of view/perspective) requires modeling and thinking aloud when reading text and engaging students in analyzing. For example, after developing the Evidence-Inference organizer (above), ask students: *what do the author's words and our inference mean about Brian's point of view/perspective and his feelings about his classmates and teachers? How do you know?* Model recording this information on an extended organizer, such as:

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Evidence	Inference	Connection
The illustrations show Brian as gray in the beginning of the story.	This means that Brian doesn't feel noticed by his teach or classmates.	Brian's point of view/ perspective is that he feels lonely in his class.
The illustrations show Brian in different colors at the end of the story.	This means that Brian feels like he is seen just like the other students in the class.	Brian's point of view/ perspective is feeling accepted and seen by his classmates.

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