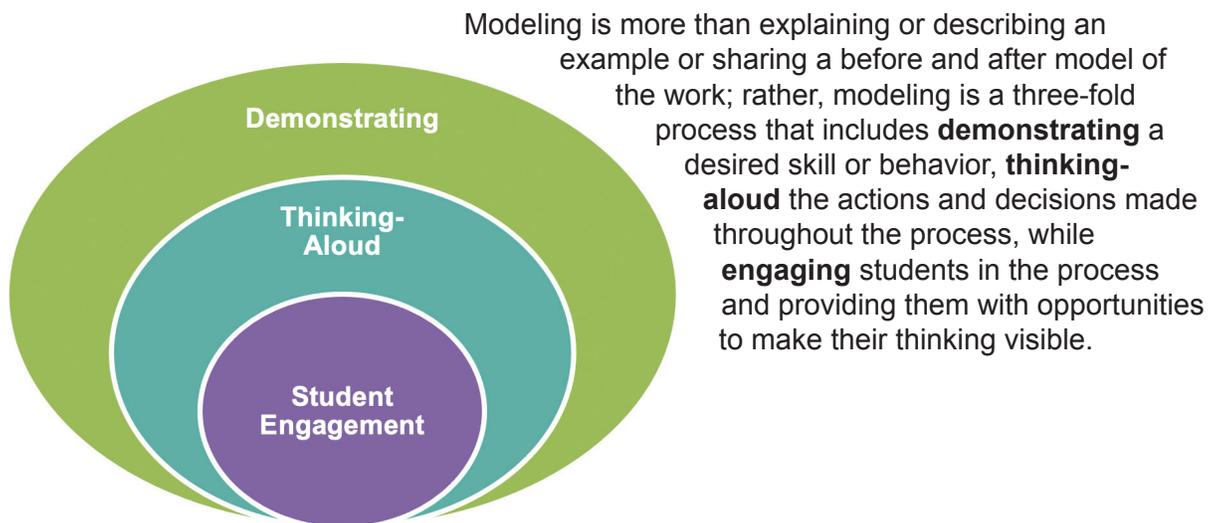**The Thompson TDA Model**

Modeling a Text Dependent Analysis Response

A text dependent analysis prompt expects students to be able to demonstrate three main skills, 1) reading comprehension, 2) analysis of an author's use of literary devices (elements), text structure, or other choices made by the author, and 3) a well-written essay to communicate this understanding. Instruction of analysis requires the teacher's deep understanding of the reading standards, a clear understanding of what constitutes analysis[1], and the expectations of a written response to text. However, for students to successfully demonstrate proficiency in this expectation, instruction must include high quality modeling with think-alouds and opportunities for students to respond. The purpose of this resource is to provide educators with the meaning and benefits of the modeling process. In addition, this resource provides an example of using think-alouds and student engagement in combination with modeling.

Modeling has been defined as:

• "the instructional practice in which teachers represent the invisible work involved in reading, writing, and reasoning with text" (Schutz & Rainey, 2019, p. 2)
• "providing a broken-apart model of the process or work of making meaning from text" (Schutz & Rainey, 2019, p. 2)
• a demonstration of how desired actions or behaviors are performed (Harbour, Evanovich, Sweigart, & Hughes, 2015)

Modeling is more than explaining or describing an example or sharing a before and after model of the work; rather, modeling is a three-fold process that includes **demonstrating** a desired skill or behavior, **thinking-aloud** the actions and decisions made throughout the process, while **engaging** students in the process and providing them with opportunities to make their thinking visible.

[1] See TDA Series: Recognizing the Difference between Inference and Analysis

Modeling is not specific to text dependent analysis; in fact, most academic learning results from direct observation and student imitation of what a teacher demonstrates in the classroom. High quality modeling (Fisher & Frey, 2010; Thompson, 2020) includes:

• naming the task or the strategy;
• explaining when it is used;
• using analogies to link new learning to familiar information;
• demonstrating the task or the strategy;
• alerting learners about errors to avoid; and
• showing learners how to check for accuracy.

However, modeling alone is insufficient for students to understand and learn the expectations (Kohn, 2004) of writing a response to a text dependent analysis prompt. Simultaneously, modeling includes teachers thinking out loud by clarifying what they are doing and why they are doing it. Think-alouds invite the learner into the mind of the teacher, providing an opportunity to view expert thinking that is typically hidden from the students (Harbour et al., 2015). The combination of modeling and think-alouds prepares students to independently address a complex task by verbalizing how to make meaning and build familiarity of new concepts, make connections to previous learning, and to demystify how to engage in reading and writing (Harbour et al., 2015; Kohn, 2004). And, in particular, for analyzing text and responding to text dependent analysis prompts.

> *The use of teacher modeling with think-alouds had a positive influence on students' reading comprehension skills and reading achievement, as well as an increase in teacher awareness of student learning* (Fisher, Frey, & Lapp, 2011; Harbour et al., 2015).

During the modeling and think-aloud process students are provided with explicit examples of literary elements, text structures, and other choices made by the author, the interrelationships between these choices, and evidence and inferences that support an analysis. The modeling and think-aloud process provides a window into the teacher's thinking and behaviors during reading the text and when writing the response. Use of this process supports comprehension-analysis-writing instruction by making this internal self-dialogue about meaning visible (Walker, 2005).

High-quality modeling also provides opportunities for students to interact in the teaching-learning process. The student-engagement process may include verbal and/or non-verbal responses. Thought-provoking probing questions allow students to also engage in making their thinking visible (VanDeWeghe, 2006). Throughout the modeling and think-aloud process students are provided with opportunities to disagree with the "expert" and their peers, while prompted with providing evidence to support their thinking, ideas, and generalizations. Providing opportunities for students to actively engage in the learning and respond to questions during instruction, rather than passively listening, increased students' levels of achievement (Harbor et al., 2015).

Considerations for High-Quality Modeling, Think-Aloud, and Student Engagement

Plan for modeling by identifying what students are struggling with and provide them with models—*teaching by doing—for* effectively engaging in the reading and/or writing practice (Kohn, 2004).

Use a conversational manner to illustrate and scaffold how to build new knowledge and language about the text, the features of the text and its structure, as well as connecting new knowledge with prior knowledge.

Provide a clear, consistent, and concise focus for the modeling that directs students' attention to the significant aspect of the reading or writing.

Use multiple demonstrations, depending on the complexity of the skill or concept that is being taught, before expecting students to be independent.

Include specific planned and purposeful opportunities for students to respond during the modeling process, which engages students in ill-structured complex questions, in which there are multiple responses and nuanced positions.

Explain the rationale for choosing words and sentence structures, drawing students' attention to the "real" decisions that writers make (Harbour et al., 2015).

Use a gradual release process for moving from guided practice to independent practice.

Gradual Release of Modeling

As the modeling process is gradually released, and students are expected to independently analyze text and write a response to text-dependent analysis prompts, it is beneficial to provide them with self-questioning strategies. These self-questioning techniques aid in increasing students' metacognition (knowledge about one's own thinking). According to Ku and Ho (2010), metacognitive knowledge allows for knowing how to make sense of a problem, how different problems demand different ways of thinking, and knowing when and why to use different strategies in different contexts. Research has revealed that metacognition has been "linked to reading comprehension", to paying more attention to important information in texts, and engaging in comprehension monitoring and revision more often (Ku & Ho, 2010, p. 253).

Walker (2005) and Fisher, Frey, & Lapp (2011) provide self-questioning strategies based on teacher modeling and think-alouds, with the aim of having students develop and internalize metacognitive skills. Appendix A is an adaptation of these self-monitoring strategies for use when reading and writing for text dependent analysis.

Modeling the Response – An Example

During a modeled response, the students are watching and listening, noticing what the teacher is thinking and doing while she is writing. Additionally, students engage in responding to questions and are involved in some decision-making aspects of the process ensuring student engagement and buy-in as they prepare for completing their own independent writing. This text and prompt can be used with students in grades 4-8 given its quantitative and qualitative level of complexity. Modeling an example response occurs after the close reading lesson in which students read and annotated the text[2], and engaged in collaborative discussions[3] in response to text dependent questions[4]. During the close reading lesson the teacher (in conjunction with the students) deconstructed the prompt and identified the evidence, inferences, and interrelationship between the author's word choice and theme and recorded this information in a thinking organizer (see below). Throughout the close reading lesson, students were taught and encouraged to use the **Self-Monitoring Strategies for Responding to a Text Dependent Analysis Prompt** (see Appendix A) when making meaning of the prompt, text, and writing expectations.

Materials

Writing organizer
Anchor chart
Appendix A

Text Complexity

Text:	**The Mother of the Movement (for Rosa Parks)** By Carole Boston Weatherford
Complexity:	Lexile level: 810-1000 (grades 4-5: 770-980; grades 6-8: 955-1155) Qualitative level: Moderately complex ***Note:*** Two factors contribute to the complexity of this text. 1) Knowledge Demands – requires some understanding of Rosa Parks and the Civil Rights Movement; 2) Language Features: The vocabulary is fairly explicit but multiple literary devices are used throughout the poem including a metaphor, imagery, and allusion to slavery.
Reading Elements/structure for analysis:	Author's word choice and theme

---

[2] See TDA Series: Purposeful Annotations for Text Dependent Analysis
[3] See TDA Series: Collaborative Discussions for Close Reading
[4] See TDA Series: Close Reading Questions Leading to Text Dependent Analysis

Instructional Text Dependent Analysis Prompt

In the poem, "The Mother of the Movement," the author's word choice reveals a theme. Write an essay analyzing how the author's word choice supports the theme, "stand up for what is right." Use evidence from the poem to support your response.

Text

The sewing machine hums as Rosa hems
a ball gown; last task before quitting time.
Downtown twinkles with Christmas lights.
She boards the bus, takes the first rear seat
and sighs, hoping she can stay put.
Segregation is a stubborn old mule,
but Rosa stands firm, too. This ride home,
she is not budging for Jim Crow,
not giving up her seat to any white man;
law or no law. Facing handcuffs, Rosa slides
her small hands out of a woolen muff,
wraps her slim fingers around a plow,
and gives that mule a slap. In the soil
of her heart, the movement takes root,
seeds of change blossom, then bear fruit.

Thinking Organizer from Close Reading Lesson

Evidence #1—Word Choice:	*takes the first rear seat and sighs, hoping she can stay put*
Inference:	She sighs because she is tired
Interrelationship to Theme:	The imagery of Rosa Parks' sigh and feeling of tiredness indicates that she is not just tired of work, but of the unfair laws
Evidence #2—Word Choice:	*Segregation is a stubborn old mule, but Rosa stands firm*
Inference:	She has decided not to move her seat no matter what she is told to do
Interrelationship to Theme:	The metaphor is used to show that Rosa Parks has decided she is not going to give into having to move to a different seat because of segregation laws

Evidence #3—Word Choice:	*wraps her slim fingers around a plow, and gives that mule a slap*
Inference:	Rosa Parks has decided to dig in and do what she has to do to get the job done
Interrelationship to Theme:	The imagery provides a reference to slavery—plowing with a mule—is what she is doing; plowing forward with what is right, pushing the police beyond the current laws, and standing up for what is right

Modeled Writing

Teacher Actions:

- Thinks aloud: *When I write my analysis, I need to remember that my reader hasn't studied the poem like I did. When I begin my essay, I need to have an introductory section to introduce the poem to my reader so that they understand what I am going to analyze.*
- Writes a thesis statement while thinking aloud: *In the poem, hmmm…I should include the name of the poem here, "The Mother of the Movement" and the name of the poet. I need to check what the prompt is asking me to analyze. Oh right, the poet's word choice and theme. How should I write this? The poet uses word choice to reveal the theme, "stand up for what is right."*
- Stops, rereads aloud, and ask students: *Does this paragraph introduce the expectations of the TDA prompt? I don't think it is specific enough…it is simply restating the prompt. Let's look at the thinking organizer – what do you think we should include?*

Student Actions:

- Students turn and talk to identify possible ways that the introductory section clearly indicates what the poet is doing to develop the theme.
- Students check their thinking by referring to the thinking organizer.
- Students share possible thesis statements.

Teacher Actions:

The teacher guides the students to consider the different information that may be included in the introductory section.
- Revises the original thesis statement using student suggestions: *In the poem, "The Mother of the Movement", Carole Boston Weatherford uses specific word choice to develop a theme. She uses imagery and a metaphor to show the reader that people should stand up for what is right.*
- Rereads the introduction and explicitly identifies the word choice using the thinking organizer and the information shared by the students as guidance: *Let me check, I included the name of the poem, the two reading elements – word choice and theme. I named the specific types of figurative language—imagery and metaphor—as the word choices used by the poet and I named the theme that was written in the prompt.*
- Explains: *See what we did? The introductory paragraph identifies what was in the prompt. It tells the reader what I'm going to write about in my essay and what information I am going to include.*

- Asks students: *Based on our introduction and what we wrote on our thinking organizer, is there any other information we need to include in the introduction?*

Student Actions:

- Students examine the thinking organizer.
- Students turn and talk to determine that the information is accurate and clear.
- Students provide any additional information or pose questions for clarification.

Teacher Actions:

- Accepts student responses.
- Thinks aloud: *I need to begin my first body paragraph. I know I need the information on the thinking organizer, but what else is included in a body paragraph?*
- Checks the displayed classroom writing organizer: *I need a topic sentence, text evidence, an inference about the evidence, and analysis. Let me check—what is analysis again?*
- Reads the definition of analysis on the anchor chart: *A detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion about the whole text.*
- Thinks aloud the meaning of analysis: *Oh right, this is the third part of the thinking organizer where I write an explanation and elaborate on its meaning. I need to show how the reading element of word choice shows the theme about stand up for what is right.*
- Thinks aloud: *How do I get started? Let me check my thinking organizer for some ideas. I could start with, "On line 5 of the poem", or I could start with "In the beginning of the poem."*
- Elicits from students: *Turn and talk about which is the best way to begin the response, considering how this will impact the next body paragraph. Then using your red/green stop signs show me the green side if you think we should start with, "On line 5 of the poem" or the red side if you think we should start with "In the beginning of the poem."* (Note: this every-pupil response strategy is appropriate for elementary grades. Hand signals or other types of responses may be more appropriate for middle level students.)
- Writes (based on the responses): *On line 5 of the poem, Carole Boston Weatherford says, Rosa Parks "takes the first rear seat and sighs, hoping she can stay put."*
- Thinks aloud: *Okay, I've got the evidence, now I need to write the inference to tell the reader what this evidence means based on my own thinking.*
- Writes: *Rosa Parks' sigh means more than being tired from work.*
- Thinks aloud; *Ok, now I will include the analysis showing how the evidence and inference are related to the theme.*
- Writes: *This means that Rosa Parks is also tired of the unfair laws and she is going to stand up for herself.*
- Thinks aloud: *I don't think this explains the information very clearly and I didn't do a very good job of demonstrating the interrelationship between the two reading elements. I need to revise this.*
- Rereads: *On line 5 of the poem, Carole Boston Weatherford says, Rosa Parks "takes the first rear seat and sighs, hoping she can stay put." This part is good and I'll keep this.*

- Rewrites: *When the poet writes that "she is hoping she can stay put", she is showing that Rosa is also tired of having to give up her seat to white people. The poet is using imagery to create the sound of being tired, so we can picture her feeling of frustration of always having to move her seat because someone tells her to do this.* This gives the reader a good picture of imagery as the word choice, and the purpose of imagery as a visual description. Now I have to show how the imagery is developing the theme.
- Asks students: *Turn and talk, how would you answer these questions:*
  What does this mean about our theme?
  How should I write this last part of the body paragraph?

Student Actions:

- Students turn and talk to discuss the questions.
- Students share ideas, with teacher guidance as needed, to conclude that this information will help to develop the theme of standing up for what is right.

Teacher Actions:

- Accepts student responses.
- Rereads and continues writing: *On line 5 of the poem, Carole Boston Weatherford says, Rosa Parks "takes the first rear seat and sighs, hoping she can stay put." When the poet writes that "she is hoping she can stay put", she is showing that Rosa is also tired of having to give up her seat to white people. The poet is using imagery to create the sound of being tired, so we can picture her feelings of frustration of always having to move her seat because someone tells her to do this. This shows that Rosa is tired of the unfair laws and begins to reveal the theme that people should stand up for what is right.*
- Asks students: *What do you think? Let's see if we are missing any information. (Note: at this point the teacher is acknowledging that this writing is not just hers, but belongs to all of them, by using the pronoun, "we.") Turn and talk to discuss the following questions (display the questions on a white board or chart paper):*
  Do we have a topic sentence?
  Did we use the evidence from our thinking organizer?
  Did we explain what the evidence means?
  Did we explain and elaborate on the word choice?
  Did we make a statement of how the word choice connects to the theme?
  Do we need to take out any information?
  Do we need to add any information?

Student Actions:

- Students turn and talk to discuss the questions.
- Students share ideas, with teacher guidance as needed, to make revisions.

Teacher Actions:

- Accepts student responses.
- Thinks aloud: *I think we've got the hang of this! Let's begin our second body paragraph. I need to start with a topic sentence.*

- Writes: *On line 6 of the poem, Carole Boston Weatherford says, "Segregation is a stubborn old mule, but Rosa stands firm, too."*
- Thinks aloud: *Wait…this is the same topic sentence that I used in my first body paragraph. I want to change this so I don't sound so repetitive.*
- Asks students: *Turn and talk – How can I write the topic sentence so that it is not just like my first topic sentence?*

Student Actions:

- Students turn and talk to discuss the question.
- Students share ideas, with teacher guidance as needed, to make revisions.

Teacher Actions:

- Accepts student responses.
- Writes: *Later in the poem, a metaphor is used by Carole Boston Weatherford when she writes, "Segregation is a stubborn old mule, but Rosa stands firm, too."* *This is good! We've introduced another word choice, a metaphor. Now we need to explain what this means using our own thinking, like we did in the first paragraph.*
- Writes: *When a mule has decided not to move, it doesn't move no matter what! Similarly, this word choice tells us that Rosa has decided that she also will not move no matter what.*
- Think aloud: *I think this explains the inference. Let me check my last paragraph – I have text evidence, an inference, next I need to explain and elaborate on the word choice. Oh, I can't forget to explain the purpose of the metaphor to show the theme. And I should check my thinking organizer because we included lots of good information on it for our response. I'm going to keep writing and then reread and check that the entire paragraph makes sense.*
- Writes: *The use of the metaphor is showing how Rosa is like a mule. This reveals that Rosa Parks has decided she is not going to give in to having to move her seat despite the segregation laws. This shows the theme to stand up for what is right.*
- Rereads and thinks aloud: *Hmmm…This doesn't read quite right, probably because I just copied it from the thinking organizer. I think I need a transition for the last sentence and more elaboration.*
- Asks students: *Turn and talk – what can we write to make this part of the paragraph flow and show the interrelationship between the metaphor and the theme?*

Student Actions:

- Students turn and talk to discuss the question.
- Students share ideas, with teacher guidance as needed, to make revisions.

Teacher Actions:

- Accepts student responses.
- Writes and thinks aloud: *The use of the metaphor is showing how Rosa is like a mule. This reveals that Rosa Parks has decided she is not going to give in to moving her seat despite the segregation laws. This is much better – it shows the reader what the metaphor means. In fact, this metaphor of being like a mule reveals the theme and shows that she has decided that this is the time to stand up for what is right.*

- Thinks aloud while rereading the paragraph: *We have a topic sentence that introduces the next piece of evidence. We explain the meaning of the evidence through our inference. We identify the word choice as a metaphor and what it means. And we connect the metaphor to the theme. I think we have completed our second body paragraph!*
- Asks students: *Is there anything you think we are missing or is there anything that doesn't sound quite right to you?*

Student Actions:

- Students turn and talk to discuss the question.
- Students share ideas, with teacher guidance as needed, to make revisions.

Teacher Actions:

- Accepts student responses and makes any necessary revisions.
- Thinks aloud: *We are ready for our final body paragraph.*
- Asks students: *Turn and talk – how can we begin this body paragraph so that we are not repetitive? Also, consider how we can write our evidence, inference, and analysis.*

Student Actions:

- Students turn and talk to discuss the question.
- Students share ideas, with teacher guidance as needed, to construct the third body paragraph.

Teacher Actions:

- Solicits student suggestions for writing the paragraph: *Those are really good ideas. Let me write them on this chart paper so I don't forget what we should include.*
- Writes and thinks aloud: *As the poem comes to an end, the poet writes that Rosa Parks "wraps her slim fingers around a plow, and gives that mule a slap."* I really like how this topic sentence helps the reader understand that the word choice supports the theme from the beginning to the end of the poem. This was a great suggestion. Let's keep going. *The poet uses imagery by saying that Rosa is like a slave with a plow, except that she isn't going to let the mule get the best of her. She is going to give it a slap and make it move.*
- Asks students: *Does this capture our thinking about the evidence?*

Student Actions:

- Students turn and talk to discuss the question.
- Students share ideas, with teacher guidance as needed, to revise the third body paragraph.

Teacher Actions:

- Accepts student responses and makes the recommended revisions: *Those were good ideas and I need to review our thinking organizer to make sure we don't miss any of the good thinking we did while we were close reading the poem. I'll revise this section to read: The author uses word choice that creates an image of slavery by saying that Rosa is like a slave with a plow and mule. And either she does what the mule wants her to do or she slaps it and makes it do what she wants to do. This imagery reveals the theme to stand up for what is right. Rosa is plowing forward with what is right, pushing or "slapping" the police to move beyond the laws of segregation. This reveals the theme that*

she isn't going to just sit back and comply with the laws, but instead to stand up and demand what is right for everyone.
- Asks students: *Reread this paragraph – is there anything that isn't right or needs revision?*

Student Actions:

- Students individually reread the paragraph.
- Students share ideas to revise the third body paragraph.

Teacher Actions:

- Accepts student responses.
- Thinks aloud: *We're ready to write the concluding section. I need to check our writing organizer to be sure I know what needs to be included in the final paragraph. Let's see, I need to restate the thesis statement and then summarize the main ideas of the essay.*
- Asks students: *Turn and talk – how can we begin this concluding paragraph?*

Student Actions:

- Students turn and talk to discuss the question.
- Students share ideas, with teacher guidance as needed, to write the concluding paragraph.

Teacher Actions:

- Accepts student responses and charts ideas, as appropriate.
- Thinks aloud and writes: *Lots of good ideas! Let me see if I can capture them in this paragraph. Carole Boston Weatherford's word choice which includes imagery and a metaphor supports the understanding of how people feel when they are discriminated against and the need for justice. This word choice supports the theme "stand up for what is right" as Rosa Parks decides to not move her seat on the bus despite the segregation laws.*

Note: It is important to note that although this modeled writing includes three body paragraphs, it would be just as effective if the teacher (and students) included two body paragraphs. In other words, a text-dependent analysis response is not required to be a five-paragraph essay.

Example Proficient Response as Written by the Teacher and Students

In the poem, "The Mother of the Movement", Carole Boston Weatherford uses specific word choice to develop a theme. She uses imagery and a metaphor to show the reader that people should stand up for what is right.

On line 5 of the poem, Carole Boston Weatherford says, Rosa Parks "takes the first rear seat and sighs, hoping she can stay put." When the poet writes that "she is hoping she can stay put", she is showing that Rosa is also tired of having to give up her seat to white people. The poet is using imagery to create the sound of being tired, so we can picture her feelings of frustration of always having to move her seat because someone tells her to do this. This shows that Rosa is tired of the unfair laws and begins to reveal the theme that people should stand up for what is right.

Later in the poem, a metaphor is used by Carole Boston Weatherford when she writes, "Segregation is a stubborn old mule, but Rosa stands firm, too." When a mule has decided not to move, it doesn't move no matter what! Similarly, this word choice tells us that Rosa has decided that she also will not move no matter what. The use of the metaphor is showing how Rosa is like a mule. This reveals that Rosa Parks has decided she is not going to give in to moving her seat despite the segregation laws. In fact, this metaphor of being like a mule reveals the theme and shows that she has decided that this is the time to stand up for what is right.

As the poem comes to an end, the poet writes that Rosa Parks "wraps her slim fingers around a plow, and gives that mule a slap." The author uses word choice that creates an image of slavery by saying that Rosa is like a slave with a plow and mule. And either she does what the mule wants her to do or she slaps it and makes it do what she wants to do. This imagery reveals the theme to stand up for what is right. Rosa is plowing forward with what is right, pushing or "slapping" the police to move beyond the laws of segregation. This reveals the theme that she isn't going to just sit back and comply with the laws, but instead to stand up and demand what is right for everyone.

Carole Boston Weatherford's word choice which includes imagery and a metaphor supports the understanding of how people feel when they are discriminated against and the need for justice. This word choice supports the theme "stand up for what is right" as Rosa Parks decides to not move her seat on the bus despite the segregation laws.

> ***Positive Effect of Modeling, Think-Alouds, and Student Engagement:***
> *Results showed that students who had opportunities to actively engage in the think-aloud process, rather than only listening, had higher levels of achievement (Fisher, Frey, & Lapp, 2011; Harbour et al., 2015, VanDeWeghe, R., 2006).*

Appendix A

Self-Monitoring Strategies for Responding to a
Text Dependent Analysis Prompt

Understanding the text-dependent analysis prompt

Self-question: Which reading elements is the prompt asking me to pay attention?

Possible responses: When I read the prompt, I should…

- think about what I have learned about deconstructing the prompt.
- think about reading elements I have learned in class, such as character names, theme, setting, and so on.
- look for information that is explicitly provided in the prompt.
- look for information that is not explicit and make connections to how it is usually related to another reading element.

Examples of what my teacher says:

"When I read this prompt, I think that I am being asked to analyze something about a theme, but I'm not sure what the other reading element is? Let me reread it and make connections to what we learned in class about characters."

"This prompt reminds me of writing about characters and theme because one way that a theme is discovered is by reading about what the character says, thinks, and acts."

"While I'm reading the text, I'll see if this makes sense."

Reading and analyzing the text

Self-question: When I read this text, what information should I be looking for?

Possible responses: When I read the text, I should…

- pay attention to the reading elements identified in the text dependent analysis prompt.
- annotate the text by writing a word, phrase, or sentence that helps me make a connection or an inference related to the reading element.
- stop after every few paragraphs and summarize what the section was about.
- stop after every few paragraphs and ask myself questions about the reading elements that are in the prompt and attempt to answer them, such as:
    - *What is the author trying to tell me when the character says…?*
    - *Why did the author use something to represent something else?*
    - *Why did the author choose those words? What do they remind me of?*

- annotate the text by identifying information that provides accurate and precise evidence to support the analysis of the reading elements.
- consider 2-3 key points to summarize the entire text. if I struggle with summarizing the entire text, I should go back and reread looking for 2-3 key points.

Examples of what my teacher says:

"Reading this section makes me think about…"

"This makes sense because in the previous section the author said…"

"I'm confused here, does the author mean…or does the author mean something different? I should annotate the text by writing my question and then continue reading to see if I can clarify what the author means."

"I think I know why the author used…to represent the character's feelings. It's to show…"

Writing the response

Self-question: When writing my response, what information should I include?

Possible responses: When I write my text dependent analysis response, I should…

- check that each paragraph includes the expectations of an appropriate analysis.
- consider whether the evidence I selected is appropriate.
- re-read each paragraph to be sure it makes sense.
- re-read each paragraph to be sure that I am showing the interrelationship between the reading elements.

Examples of what my teacher says:

"I included evidence from the text, but I haven't connected it to the reading element in the prompt. I need to go back to the prompt to remember what I am supposed to be analyzing in my response."

"Hmmm…, this doesn't seem to make sense. I wrote my evidence and said how it is related to the other reading element, but something is missing. I think I need to explain this more."

"Oops, now that I am rereading, I can see that I wrote the same information in the previous paragraph. I need to review what I read to find new evidence to support my thinking."

Suggested Reference:

Thompson, J. (2020). *Text Dependent Analysis Resource: Modeling a Text Dependent Analysis Response*. www.nciea.org, http://www.education.pa.gov, and http://pdesas.org.

References

Frey, N. & Fisher, D. (2010). Modeling expert thinking. *Principal Leadership, 11*(3), 58-59.

Fisher, D., Frey, N., & Lapp, D. (2011). Coaching middle-level teachers to think aloud improves comprehension instruction and student reading achievement. *The Teacher Educator, 46,* 231-243.

Harbour, K. E., Evanovich, L. L., Sweigart, C. A., & Hughes, L. E. (2015). A brief review of effective teaching practices that maximize student engagement. *Preventing School Failure, 59*(1), 5-13.

Kohn, A. (2004). Challenging students – and how to have more of them. *Phi Delta Kappan, 86*(3), 184-194.

Ku, K. Y. L., Ho, I. T. (2010). Metacognitive strategies that enhance critical thinking. *Metacognition and Learning, 5*(3), 251-267.

Schutz, K.M. & Rainey, E.C. (2019). Making sense of modeling in elementary literacy instruction. *The Reading Teacher, 73*(4), 443-451.

VanDeWeghe, R. (2006). Research matters: Deep modeling and authentic teaching: challenging "students or challenging: students? *The English Journal, 95*(4), 84-88.

Walker, B. (2005). Thinking aloud: Struggling readers often require more than a model. *International Reading Association, 58*(7), 688-692.