



# The Thompson TDA Model

## Text Dependent Analysis – Close Reading Lessons for *Seeing Things His Own Way* by Marty Kaminsky

### Grade 6 Comprehension and Analysis of Author’s Word Choice and Point of View/Perspective

For students to successfully respond to text dependent analysis prompts, students should engage in close reading lessons. Close reading involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion, planned around repeated readings of a text to increase student comprehension. Close reading will often lead students to discover something important that may have been overlooked the first time they read the text. Throughout a close reading, teachers can use text dependent questions to promote discussion and help students to better understand the nuances of what they are reading. They can be used to start student discussions and give students opportunities to discuss the text with each other and voice their ideas. Successful analysis requires a study of the text in which students are able to analyze over and over again. The **Pennsylvania Academic Standards for English Language Arts** require moving instruction away from generic questions, to questions that require students to analyze what they are reading. This will help to ensure that students are college and career ready.

#### Considerations for the Grade 6 Close Reading Lessons

The Text Dependent Analysis (TDA) close reading lessons are designed to be an example pathway for teaching comprehension and analysis of the reading elements **author’s word choice** and **point of view/perspective**. The Instructional Plan guides teachers through the planning and teaching of each lesson, as well as modeling the response to a grade-appropriate analysis question.





The following instructional pathway focuses on the text *Seeing Things His Own Way*. The lessons are only one possible instructional pathway, and teachers should feel free to modify it to meet the sequence of their curriculum, accommodate content previously taught, or to meet their current students' needs. Teachers may include additional modifications if needed.

The lessons make the assumption that students may have been exposed to text dependent analysis prompts, the definition of analysis, and the deconstruction of prompts prior to reading the text. The close reading lessons incorporate some of these expectations; however, teachers may include additional modifications if needed.

### Text Dependent Analysis Information

Text	<i>Seeing Things His Own Way</i> by Marty Kaminsky
Complexity (Lexile and Qualitative analysis)	Lexile level: 1090 (Grade 6; 955 L – 1150 L) Qualitative level: Moderately low
Reading Elements/Structure for analysis	Author's Word Choice and Point of View/Perspective
Reading Standards	CC.1.2.6.B: Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.2.6.D: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CC.1.2.6.F: Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
Writing Standards	CC.1.4.6.B: Identify and introduce the topic for the intended audience. CC.1.4.6.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.6.D: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.



CC.1.4.6.E: Write with an awareness of the stylistic aspects of composition. \* Use precise language and domain-specific vocabulary to inform about or explain the topic. \* Use sentences of varying lengths and complexities. \* Develop and maintain a consistent voice. \* Establish and maintain a formal style.

CC.1.4.6.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.6.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

### Informational Text

#### **Seeing Things His Own Way**

By Marty Kaminsky

Erik Weihenmayer thrust his ice ax into the deep snow, hoping to grip a hold long enough to catch his breath. The howling winds, gusting up to 100 miles per hour, roared like a fleet of jet planes. To communicate with his climbing partners, Erik had to scream to be heard. It was only 3,000 more feet to the summit, but Erik's team was hopelessly trapped for five days in a blizzard on the high slopes of Mt. McKinley.

At 20,320 feet, Alaska's Mt. McKinley is the highest peak in North America. Freezing temperatures, sudden avalanches, and devastating storms make it one of the most difficult mountains in the world to climb. Nearly one hundred climbers have lost their lives there after falling into deep crevasses or being blown off the face by gale force winds. For even the most experienced mountaineers and rugged explorers, climbing McKinley is the challenge of a lifetime.

Imagine climbing such a treacherous peak without being able to see a single step. That is the task that Erik Weihenmayer faced in June 1995. Erik is completely blind, having lost his vision at age thirteen due to a condition he was born with called retinoschisis. But blindness has never stopped him from living an exciting life and pursuing adventures most of us only dream about.

"I'm not a daredevil," Erik explains. "I have a healthy fear and respect of the mountains, but I believe with proper training and skill a blind person can tackle some awesome challenges."



From a young age, life itself proved to be a challenge for Erik. When he was a three-month-old baby, Erik's eyes began to quiver and shake. His parents were alarmed and brought him to teams of specialists over a year and a half. The doctors diagnosed his problem as retinoschisis, a rare condition that causes pressure to build in the retina until it disintegrates, eventually leading to blindness. To view something directly in front of him, Erik would have to look up, down, or sideways. He relied on his peripheral (side) vision to navigate his neighborhood and to do daily chores and tasks.

But Erik hated to be treated differently, so he learned to compensate for his poor vision. When he played basketball with friends, they helped him cover the court by playing zone defenses. They also learned to feed him the ball with a bounce pass. "Erik would hear a bounce pass," his father, Ed Weihenmayer, explains. "But lots of passes hit him in the face anyway. After most games Erik had a bloody nose and looked as if he was playing football, not basketball."

With the help of family and friends, Erik was encouraged to find creative ways to participate in everyday activities. When his brothers raced their mountain bikes over a ramp, Erik joined in, but sometimes he rode off the edge, picking up scraped knees for his efforts. Though he rarely complained or showed his frustration, Erik's family was aware of his struggles. His father solved the bike problem by painting the ramp bright orange. After two more months of bike stunts on the ramp, however, Erik's eyesight had deteriorated to the point that the ramp became an orange blue. He rode off his driveway one day and broke his arm.

Despite his failing vision Erik continued his attempts to blend in and be like everyone else. Frequently he walked into trees or doors, and he had constant bruises and black-and-blue shins. "I guess it was a lack of maturity on my part," Erik admits. "It was a sense of denial. I refused to learn to read Braille or to use a cane, even though I needed one for my own safety."

By the time he was thirteen, Erik's eyesight was completely gone. At first he tried to function without the use of canes or visual aids, but that proved dangerous. While visiting his grandparents, he stepped off a dock and fell eight feet into a boat. Though unharmed by the incident, it shook him up. Out of sheer desperation, Erik came to accept his blindness.

"I realized that if I got good at using the systems for the blind I would blend in better and be more like everyone else," he says. "If I didn't use my cane I would be stumbling about, and that would make me stand out more."

At fifteen Erik joined his high school's wrestling team. Because the sport depends on physical contact, strength, and instinct, Erik found he could compete on even terms with his opponents. He did not win a match as a freshman, but by his senior year he was chosen team captain and sported a 30-3-3 record. He was selected to represent Connecticut in the National Freestyle Wrestling Championships and went on to wrestle at Boston College.



Just as Erik was beginning to accept his blindness and learning to function in a sightless world, tragedy struck hard. While he was away at summer wrestling camp, Erik's mother was killed in automobile accident. The loss was devastating, but Erik's father exerted extra efforts to spend more time with his children. As a way to bring the family closer, Ed Weihenmayer brought his children together for adventurous treks around the world. Among many other journeys, they visited the Batura Glacier in Pakistan and the Inca ruins at Machu Picchu in Peru.

"Facing his mother's death and blindness so close together was difficult," Ed recalls. "But Erik never used them as an excuse for not measuring up and going for it." Rock-climbing trips to New Hampshire and other travels with his family whet Erik's appetite for adventure. He soon became a skillful rock climber, scuba diver, and sky diver.

After getting his master's degree from Lesley College in Massachusetts, Erik was hired to teach at an elementary school in Phoenix, Arizona. Managing a class of lively fifth graders was a challenge equal to any Erik had undertaken, but he loved his work and handled it well. "My dad worked on Wall Street for thirty years," he says. "He struggled to find meaning in his work." I don't have that struggle as a teacher." The students in his classes quickly realize that Erik needs their help to make learning work for them. With his guidance they devise systems to communicate and get things done. Students pitch in taking turns writing on the board, hanging posters, and passing out papers. Although the class could take advantage of their sightless teacher, they rarely do. In fact, they fall over each other to be the first to fill his dog's water bowl.

As he settled into his teaching job, Erik and a buddy filled their weekends with climbing trips to the rock faces and mountains of Arizona. On the higher slopes Erik and his partners devised a climbing language the lead climber would call out. If a teammate shouted, "Iceberg ahead," for example, Erik understood that a pointy rock sticking out of the ground was in his path. A cry of "ankle breaker" meant that little loose rocks lay ahead. By learning to follow in the footsteps of his partners and to rely on his other senses, Erik took on the tallest peaks in Africa and North and South America with his climbing friends.

"Feeling the rock under my hand, feeling the wind and sensing I am hundreds of feet above the tree line is an incredible experience," Erik says. "It's exciting to work on a team for a common goal." So great is his love of the mountains that Erik and his wife, Ellen, were wed at a rock altar 13,000 feet up the slopes of Mt. Kilimanjaro in Tanzania.

But pulling yourself up a sheer rock wall, balancing on an icy ridge, and handling sub-zero temperatures can prove frustrating for any mountaineer, particularly one who is blind. While climbing Mt. Ranier in 1985, Erik discovered he could not set up his tent in the freezing weather with his bulky gloves covering his hands. In typical fashion he refused to admit failure. "I was so embarrassed that I resolved never to let that happen again," he says. "When I returned to Phoenix I practiced setting up a tent in the one-hundred degree heat with gloves on over and over. It is no longer a problem for me."



Careful planning and practice have always helped Erik work around the problems caused by his lack of vision. To prepare for the risky climb up Mt. McKinley, Erik's team practiced on Mt. Rainier in Washington and Long's Peak in Colorado. Back in Phoenix, Erik and a teammate strapped on fifty-pound packs and raced up and down the stairs of a forty-story skyscraper to build strength and endurance.

Before the McKinley trip Erik's climbing group, which called itself Team High Sights, secured the sponsorship of the American Foundation for the Blind. "I was hopeful that my climb would make a statement," Erik says.

Huddling in their ice-coated tents at 17,000 feet, Team High Sights was forced to wait out a five-day storm on Mt. McKinley. Their food supply was dwindling and all that could be seen of the summit was a plume of snow blowing hundreds of feet into the air. Unless the storm let up, all hope of reaching the summit would have to be abandoned. On the sixth day they heard on their weather radio the news they'd been waiting for: There would be a twelve-hour period of clear weather in which to reach the summit and return before the next storm system closed off the mountain.

Strapping on their ice shoes and insulated gear, the climbers tied themselves together with sturdy rope. Pushing through thigh-deep snow was exhausting work, but Team High Sights carefully moved up the mountain. For Erik, the climb to the summit seemed endless. At the top of a knife-edge ridge his ski pole slipped and all he could feel was air. "I was concentrating very hard with each step," he explains. "Finally I took a step and my friend Stacey said, 'Congratulations, you're on the top of North America.'"

With tears in their eyes, the climbers embraced and snapped photographs of each other. Erik held aloft a pair of banners—one designed by a girl at his school, and one for the American Foundation for the Blind. After fifteen minutes at the peak, the team headed down, safely making their way back to a lower camp.

The climb to the top of Mt. McKinley was a proud accomplishment for Erik and one that he hopes provides inspiration for others. "Before McKinley I never thought I was extremely tough," Erik says. "I always felt I had the potential to do much more. I hope my climb proves that we can all push beyond what we think we can do."

Having climbed McKinley, the highest mountain in North America, Erik is well on the way to meeting one of his climbing goals. In the next few years he plans to summit the highest peak on each continent, including Mt. Everest in Asia. He has learned to step around every obstacle in his path, and though it will be a difficult task, Erik knows there is no reason a blind man cannot sit atop the tallest mountain in the world.

© [McGraw-Hill Reading Wonders, Grade 6 Literature Anthology Unit 4, pg. 276.](#)





### Instructional Text Dependent Analysis Prompt

*In **Seeing Things His Own Way** the author’s perspective is conveyed through the words he uses. Write an essay analyzing how Marty Kaminsky’s word choices convey his point of view/perspective. Use evidence from the passage to support your response.*

### Purpose and Use of the Instructional Plan

As students enter grade 6, they are often shifting from elementary school to middle school. Students in grade 6 are expected to be able to demonstrate greater independence when reading complex text and producing cohesive and coherent multi-paragraph essays on a regular basis. Additionally, sixth grade students should demonstrate a command of standard American English and writing skills such as organizing ideas, using effective transitions, and choosing precise words. The purpose of this Instructional Plan is to provide an example of how to organize close reading lessons that will lead students to understand the components of text dependent analysis (*reading comprehension, analysis, and essay writing*) as they engage with increasingly more complex texts.

In this plan the teacher models for students how to identify accurate evidence (*key details*), how to make an inference about the evidence, and what it means relative to the main idea. The close reading lessons are intended to guide instruction and not to grade or score student work.

The Instructional Plan is structured with the following three questions in mind:

- What are the **planned activities** and **text dependent questions** used to engage students in the targeted learning?
- What are the **teacher actions** for each of the activities?
- What are the **student actions** for each of the activities?

Each task is numbered and contains three parts:

- Planned Activities/Text Dependent Questions
- Teacher Actions
- Student Actions

It is imperative to read the entire task to understand the structure of the Learning Plan and the interaction of the three parts. Each part of the task guides the teacher throughout the planning and teaching of the lessons.



## The Learning Plan

### Task #1

#### Planned Activities/Text Dependent Questions:

- In this task the teacher will engage students in thinking about the perspective of a person with a visual impairment and the challenges one would face on a day-to-day basis.

#### Teacher Actions:

- Orient students to the text by orchestrating a simulation activity. Partner students and assign one student as Partner A and another as Partner B. Instruct Partner A to close their eyes or put a blindfold on (*depending on accessibility to materials*), and then have the students switch roles.
- Engage students in a whole-group discussion based on their experience during the simulation and in response to the following questions:
  - What were some challenges you experienced when you lost your ability to see?
  - How did having your partner help guide you around make it easier?
  - Imagine if you were permanently blind. What changes to your lifestyle would you have to make and how would you plan to overcome those challenges?
- Show the video, [A Blind and Deaf Teen Who's Defying the Odds](#). Then pose the question: What are the challenges faced by those with visual impairments? Have students consider:
  - Everyday tasks (*cleaning, driving, grocery shopping*)
  - Access to and finding information (*not everything is easily accessible in braille*)
  - Society stigma and not feeling included
  - Finding and keeping a job
  - Living on your own
- Explain that they will be reading a biography about an individual who is blind and climbed Mt. Everest.

#### Student Actions:

- Students engage in a simulation to experience the challenges a person with a visual impairment would face on a day-to-day basis.
- Students watch a video and engage in a whole group discussion in response to questions.





### Task #2

#### Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce and deconstruct the TDA prompt for the text *Seeing Things His Own Way*. The prompt should be deconstructed prior to reading the informational text.

#### Note: See TDA Series: The Anatomy of a Text Dependent Analysis (TDA) Prompt

- The teacher reminds students of the meaning of analysis (*detailed examination of the elements or structure of text, by breaking it into its component parts to uncover relationships in order to draw a conclusion*).
- The teacher draws students' attention to the difference between analysis and explanation; an explanation is a recounting of the information using text evidence and is a necessary component of showing the interrelationship between two literary elements. Also, ensure that students understand the difference between an inference and analysis.

#### Note: See TDA Series – Recognizing the Difference between Inference and Analysis

- The teacher provides instruction on author's word choice through instruction of connotation and denotation.

#### Teacher Actions:

- Distribute and display the TDA prompt: *In **Seeing Things His Own Way** the author's perspective is conveyed through the words he uses. Write an essay analyzing how Marty Kaminsky's word choices convey his point of view/perspective. Use evidence from the passage to support your response.*
- Ask students to pair read and deconstruct the prompt identifying which two reading elements will be analyzed. Ensure that students have identified author's word choice and point of view/perspective as the reading elements.
- Discuss the definitions of evidence (*direct quotes or paraphrasing the text*), inference (*connecting a piece of text and background knowledge to make a valid and educated suggestion of an idea that is not directly stated in the text*), and analysis.
- Model writing or have students write the second sentence or task as a question they are expected to answer (e.g., *How does the author's word choice convey his point of view/perspective?*). Explain that this question can be used to guide the writing of the thesis statement.

#### Note: The students have experienced deconstructing other prompts and writing questions prior to this task.



- If additional support is needed for deconstructing the prompt:
  - Explain the meaning of the first statement which identifies the name of the text and one of the reading elements (point of view/perspective) they encounter in the text. Refer students to an element or literary element anchor chart displayed in the room or begin the creation of an anchor chart for reading elements.
  - Explain the meaning of the second statement as the action that they will engage in, *Write an essay analyzing how Marty Kaminsky's word choices convey his point of view/perspective*. Direct students to the meaning of “analyze” (*an interrelationship of two reading elements*).
  - Explain the meaning of the third statement, identifying that they will use explicit evidence, such as quotes from the text.
- Ask students to brainstorm with a partner, what does it mean to analyze an author’s word choice? Elicit student responses while listening for understanding that an author’s word choice refers to the decisions the writer makes in selecting words to create a specific meaning and tone (*attitude toward a topic*).
- Explain that there is a literal meaning of words (*denotation*) and an emotional association of a word (*connotation*). Display the words *scrawny* and *slender*. Provide students with a definition (*denotation*) for the words. Ask students to describe the emotional association of the words. For example:

Word Choice	Denotation	Connotation
Scrawny	Thin	
Slender	Thin	

The connotation for scrawny would be *thin in an unattractive or unhealthy way (e.g., a person who has been sick with a stomach virus for a week might be called scrawny)* and the connotation for slender would be *thin in an attractive or graceful way (e.g., a thin ballerina might be called slender)*. Point out that some words have a positive connotation while others have a negative connotation.

- Explain that some words can have the same connotation but one is stronger than the other. For example, *angry* and *furious* both mean to be very upset and have the same negative connotation. However, *furious* has a stronger connotation than *angry*.
- Explain that when analyzing an author’s word choice, students should consider whether a word has a positive or negative connotation. Words with positive connotations are associated with good emotions. Words with negative connotations are associated with bad emotions.
- Provide student triads with a list of words, such as: *student, apprentice, disciple, junior, learner, novice, scholar, undergraduate*. Ask students to provide a definition that supports all of the words (*denotation*). Have students groups identify each word as positive, negative, or neutral. Then have each group choose 3-4 words from their list and demonstrate their meanings with a drawing to share with the entire class explaining the connotation and denotation of each word. Possible words include:



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student, apprentice, disciple, junior, learner, novice, scholar, undergraduate
skinny, bony, angular, emaciated, gaunt, malnourished, scrawny, slender, thin, anorexic
run, amble, bound, dart, dash, gallop, lope, scamper, sprint
vacation, break, fiesta, furlough, holiday, intermission, layoff, recess, respite, sabbatical
busy, active, diligent, employed, occupied, persevering, unavailable
fear, dread, apprehension, anxiety, panic, terror
fat, obese, chubby, stout, plump, stocky

- Display the first paragraph of the text, *Seeing Things His Own Way*, and ask students to identify words that provide either a positive or negative connotation. For example, *howling winds* and *roared like a fleet of jet engines*, provides a negative connotation of the weather conditions. *Hopelessly trapped* provides a negative connotation of their situation. Model annotating the text, and engaging students to identify author’s word choice and describe the author’s perspective when they read these words (e.g., *the author is not happy with the situation*).

For example:

Text	Annotations
Erik Weihenmayer thrust his ice ax into the deep snow, hoping to grip a hold long enough to catch his breath. The howling winds, gusting up to 100 miles per hour, roared like a fleet of jet planes. To communicate with his climbing partners, Erik had to scream to be heard. It was only 3,000 more feet to the summit, but Erik’s team was hopelessly trapped for five days in a blizzard on the high slopes of Mt. McKinley.	<p><i>“Howling winds” and “roared like a fleet of jet planes” sounds frightening because you wouldn’t be able to hear anything else.</i></p> <p><i>“Hopelessly trapped” has the connotation that they have no hope of getting off the mountain and this might be the end of their lives.</i></p>

- Remind students to keep both connotation and denotation in mind when analyzing author’s word choice as both are important for the reader to determine the author’s perspective about something being described.

### Student Actions:

- Students follow along as the text dependent analysis prompt is read.
- Students turn and talk to discuss the meaning of each statement in the prompt, and then share their thinking. They then change the second statement of the prompt into a question.
- Students brainstorm what it means to analyze author’s word choice and engage in determining the denotation and connotation of words.
- In small groups, students create a visual depicting the denotation and connotation of a list of words.
- Students review the first paragraph of the text and determine words with a positive or negative connotation.



### Task #3

#### Planned Activities/Text Dependent Questions:

- In this task the teacher will introduce the text, *Seeing Things His Own Way*, for students to read and annotate.
- Text dependent questions related to different sections of the text will be posed to ensure comprehension.
- In this task the teacher will model using an Evidence-Inference-Interrelationship organizer in preparation for responding to the text dependent analysis prompt.
- The teacher will ensure student understanding of explicit evidence, inference, and interrelationship of key details and main idea. Understanding and demonstrating this information is a prerequisite for students to be able to analyze the text.

#### Teacher Actions:

- Distribute the text, *Seeing Things His Own Way*, and explain that the text is a biography about Erik Weihenmayer as told by the author Marty Kaminsky, - (*written in third person*). Point out that a biography is narrative nonfiction which often teaches the reader how people handle problems or adversity.
- Engage pairs of students in a first close read of the text in which they read a section of the text and annotate the text with a focus on author's word choice and what it reveals about the author's perspective.
- Discuss the annotations and why students identified specific words or phrases, the connotation of the words/phrases, and what they reveal about the author's perspective. Remind students, as needed, that the author is viewing Erik in the third person which creates his attitude or perspective toward Erik.
- Explain that students will work in a collaborative group for a second close read to respond to text dependent comprehension questions. - Remind students to use their annotations to support their responses. Provide each student with a responsibility for their collaborative discussion; such as, reader (*reads the identified section of the text*), questioner (*reads the text dependent question and ensures that the question is answered*), recorder (*writes the group's response on the question form*), timekeeper (*keeps the group moving along*).

**Note: See TDA Series – Collaborative Discussions for Close Reading**

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

- Possible text dependent questions include:
  - What are some examples of how life was challenging for Erik from the day he was born?
  - What words did the author use to show his feelings about how Erik dealt with these challenges? (*e.g., Hated to be treated differently, Compensated, Creative ways to participate*).



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- How did Erik and his family compensate for his failing eyesight?
- What words did the author use to show his feelings about how his family dealt with this challenge? (e.g., *his father solved the problem, his father took his children on adventurous treks around the world*).
- As a whole group, discuss the text dependent questions ensuring that students demonstrate comprehension, and that appropriate support is selected for their responses.
- Engage students in a second close read of the text by chunking the text and having students locate words and phrases that indicate how the author feels or thinks about Erik. Model while thinking aloud and engaging students in the process of recording the information on the Evidence-Inference-Interrelationship organizer. Guide students in highlighting text that evokes a feeling about Erik. Model writing an inference about the evidence or explaining how the evidence supports the author’s perspective.

For example, in paragraph 2:

Evidence (author’s word choice)	Inference (connotative meaning of the author’s word choice)	Interrelationship (What does the evidence and inference reveal about the author’s perspective?)
<i>one of the most difficult, for even the most experienced, challenge of a lifetime</i>	The author is impressed by Erik’s ability meaning when someone who is not blind would not be able to accomplish what Erik did.	Even though Erik is blind, the author wants the reader to be impressed by Erik taking on this challenge that is difficult for people who have sight.

- Ask probing questions to ensure students’ focus on the connotative meaning of selected words and phrases, such as:
  - What does that word or phrase tell you about Erik? Why does it tell you that?
  - What does the word or phrase mean? Why would the author use that to tell you about Erik?
- Have students work collaboratively to complete a second and third Evidence-Inference-Interrelationship row of the organizer. As students work collaboratively, circulate to ensure understanding of evidence, inference, and interrelationship.
- Students should be encouraged to use their annotations and the text dependent question/answer organizer to support locating evidence and making inferences.



### Student Actions:

- Students read and annotate the text and discuss their annotations related to word choice and its connotation with respect to the author's perspective with the whole group.
- In a collaborative group, students respond to text dependent questions by identifying the evidence that supports their response question. Students discuss the responses to the questions with the whole group.
- Students reread the text and use their annotations to complete an Evidence-Inference-Interrelationship organizer.

### Task #4

#### Planned Activities/Text Dependent Questions:

- In this task, the teacher will prepare students to write an essay drawing evidence from an informational text to support analysis applying grade-level standards. In sixth grade compositional writing should include:
  - introduction of the topic and concluding statement or section
  - multiple paragraphs organized with one idea per paragraph including transitions to clarify relationships
  - specific details and evidence from the text
  - inferences about the evidence
  - explanation of what the evidence and inference mean
  - elaboration showing an interrelationship

#### Note: Students should understand the difference between the expectations of an essay and a short answer question

- The teacher will model writing the response to the TDA prompt. Before teaching this lesson, the teacher writes a short complete response that coincides with the current group of students' learning regarding writing multi-paragraph responses.
- The teacher will collect student responses to determine strengths and needs with respect to the ability to demonstrate the underlying components of a text dependent analysis prompt (*reading comprehension, analysis, and essay writing*). The Text Dependent Analysis (TDA) Learning Progressions will assist the teacher in determining next instructional steps.

### Teacher Actions:

- Ask students to brainstorm what needs to be included in an essay response to the prompt by using probing questions. Record their ideas on chart paper. Probing questions may include:
  - How could you begin your essay?
  - What can an introductory statement or section include?





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- Should you include the title and author of the story?
  - Can the introduction include a summary? Why or why not?
  - Should you include the reading elements you are going to analyze?
  - How could you end your essay?
  - Should you restate the reading elements?
  - Should you include a summary?
  - What else do you want the reader to know?
- Remind students or have them identify the reading elements of the prompt (author's word choice and perspective). Have students identify the author's perspective based on the entire text (*e.g., the author has a great deal of respect for Erik is impressed by Erik's attitude, believes that Erik is an extraordinary individual, Erik provides motivation for others*).
  - Discuss with the students the expectations of an introductory paragraph, which may include
    - a restatement of the prompt
    - the title and author
    - a 2-3 sentence summary (*optional*)
    - an introductory statement.
  - Have students work in pairs to restate the prompt (*Write an essay analyzing how Marty Kaminsky's word choices convey his point of view*) to use in the introductory paragraph. After a few students share, construct the first sentence together while modeling using student suggestions, and thinking aloud. For example: *In **Seeing Things His Own Way** Marty Kaminsky reveals his point of view through the words he chooses.*
  - Explain that the next part of the introductory paragraph should include a 2-3 sentence summary to demonstrate comprehension of the story. In pairs or small groups, have students review the story and identify the most important points. These points can be bulleted on their papers in preparation for sharing. Ask students to narrow their list to no more than 2-3 main points that should be used to summarize the story. Have pairs or groups of students share their main points while recording these on chart paper or on the computer for all students to see. If students say similar key points ask if there are any that mean the same thing without recording the same point twice. After the list is created ask students to determine the three main points that would allow a reader to know that they understood the story. As key points are eliminated these can be crossed off the list. Once there are 2-3 key points, model, while thinking aloud, how to construct these into summary statements as part of the introductory paragraph.
  - The final part of the introductory paragraph should explicitly state the author's perspective that will be demonstrated throughout the essay. Model, while thinking aloud, writing this thesis statement. Explain that the introduction should provide enough information to help the reader know what the following paragraphs are about. For example: *Kaminsky's respect for Erik is apparent throughout the biography. To him, Erik is an inspiration, and Kaminsky demonstrates this point of view as he tells Erik's story.*

Example introductory paragraph:

*In "Seeing Things His Own Way," Marty Kaminsky reveals his point of view through the words he chooses. In this biography, Kaminsky, the author, writes about Erik Weihenmayer, who becomes blind during his childhood but eventually becomes an accomplished mountain climber in spite of his disability. Kaminsky's respect for Erik is apparent throughout the*



*biography. To him, Erik is an inspiration, and Kaminsky demonstrates this point of view as he tells Erik's story from childhood to his experience on Mt. McKinley.*

- Ask students to discuss how the first body paragraph could be written. Model and think aloud, the information that should be included:
  - Topic sentence as a general statement
  - Evidence
  - Inference
  - Analysis – how the evidence about the word choice is interrelated with the identified perspective.

Remind students that this information has been recorded on their graphic organizer, but they should return to the text if the information they have recorded is unclear.

- Explain that good writers include words that clearly connect their ideas. Discuss and record on a chart (*this could be provided to students as a handout*) sentence starters and transitional words that will help them connect the evidence, inference, and interrelationship. For example:
  - In the text, ...
  - Another way the text shows...
  - According to the text...
  - The author states...
  - Another piece of evidence...
  - This shows...
  - This means...
  - The reader can infer...
- Model, while thinking aloud, the development of the first body paragraph. Use a completed graphic organizer and the following questions to help prompt students with their thinking about how the author's word choice and perspective are interrelated:
  - *What do these words/phrases reveal about his feelings about Erik?*
  - *How does the author describe the father's actions/attitudes?*
  - *What inferences and/or conclusions can you draw about Erik based on the author's words describing his childhood?*
  - *What inferences and/or conclusions can you draw about Erik based on the author's words describing his practice for climbing?*
- Provide time for students to work in pairs to write a second body paragraph that includes the appropriate information. Remind students to use the information from their graphic organizer. Circulate ensuring that students have recorded the evidence, inference, and analysis in appropriate sentences. Provide guidance and/or modeling, as needed. Allow several students to share their body paragraph.
- Provide time for students to work individually to write a third body paragraph that includes the appropriate information. Remind students to use the information from their graphic organizer. Circulate ensuring that students have recorded the evidence, inference, and analysis in appropriate sentences. Provide guidance and/or modeling, as needed.
- Model while thinking aloud how to write a concluding paragraph that includes:



## The Thompson TDA Model

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- Restatement of the author's feelings about Erik
- Brief summary of the main points of the essay
- Restatement of the thesis statement
- Explain to students that when they consider how the information they are writing is important and what readers can learn about Erik through the author's word choice.

**Note: See TDA Series – Modeling a Text Dependent Analysis Response**

### **Student Actions:**

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

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