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ITEM ONE- TDA STRATEGIES

This handout includes the ACED strategy, sample transitions, steps for essay writing, the hamburger strategy, and the formula snapshot. Please review these strategies for earning a score in category 4 of the scoring rubric!

Playbook for TDA (Text Dependent Analysis)

We don't play with TDA!

A Orange	<p>*Answer and restate <u>all</u> parts of the question with your position or thesis.</p> <p>*This should be done in your <u>introduction and conclusion</u>. It can also be done in your body paragraphs.</p> <p>*Restate the question, <u>title of text, and author if provided</u>.</p> <p>*Directly respond to the TDA question</p>
C Green	<p>*Cite evidence from text to support your answer.</p> <p>Sample Sentence starters...</p> <p><input type="checkbox"/> In the text...</p> <p><input type="checkbox"/> The text states...</p> <p><input type="checkbox"/> According to the passage...</p> <p><input type="checkbox"/> An example from the text...</p> <p><input type="checkbox"/> The author states (claims or describes) ...</p>
E Yellow	<p>*Explain how the evidence supports your answer. (Explain how the cited evidence supports the answer; supply reasons why the answer provided is correct. Explain the connection by answering the "So What" with your original thinking.)</p> <p>Sample Sentence Starters...</p> <p><input type="checkbox"/> This evidence shows...</p> <p><input type="checkbox"/> The <u>author's</u> main point (establishes, dictates, or clarifies) ...</p> <p><input type="checkbox"/> This evidence proves...</p> <p><input type="checkbox"/> The author's central claim (outlines, details, expresses)...</p>
D	<p>*Don't forget to include a <u>conclusion</u>. (<u>Restate</u> your <u>thesis</u> statement in your conclusion.)</p> <p>Sample Sentence Starters...</p> <p><input type="checkbox"/> Based on the evidence...</p> <p><input type="checkbox"/> After examining the evidence...</p> <p><input type="checkbox"/> After close examination, it is clear</p>

Remember
your Playbook.
You can do
this!!!! ☺

Sample Transitions

Transitions help the writer logically connect ideas, sentences, and paragraphs. They clarify matters of time, space, rank, and relationship (comparison, cause and effect).

Commonly used transitional words and expressions:

- ☐ Time: first, next, last, eventually, then, when, before, finally
- ☐ Space: from, to, under, above, over, there, inside, outside, beyond, nearby
- ☐ Rank: mainly, importantly, first, last, more important, most important
- ☐ Comparing or contrasting: in addition to, moreover, similarly, too, however, instead, on the other hand
- ☐ Cause and effect: consequently, as a result, therefore, thus, because

Memorize 5

Memorize 2

Memorize 2

Memorize 1

Did I answer
all points of
the prompt?

Did I use
Transitions?

Intro, Body,
&
Conclusion?

Did I explain how my
evidence supports my
answer?

Did I use the
passage to
support my
response?

Did I restate the question
and/or prompt?

5 EASY
STEPS
AND
YOU'RE
DONE!

Step 1	Read and analyze the prompt. What are you supposed to be looking for and writing for?
Step 2	Read the text. Making notes (annotation) as you read.
Step 3	Write an outline (if needed). What will be in paragraph 1? Paragraph 2? And so on...
Step 4	Write your essay. Remember your ACED strategy.
Step 5	Read your essay and complete your post-writing checklist. (above)

TDA Formula Snapshot

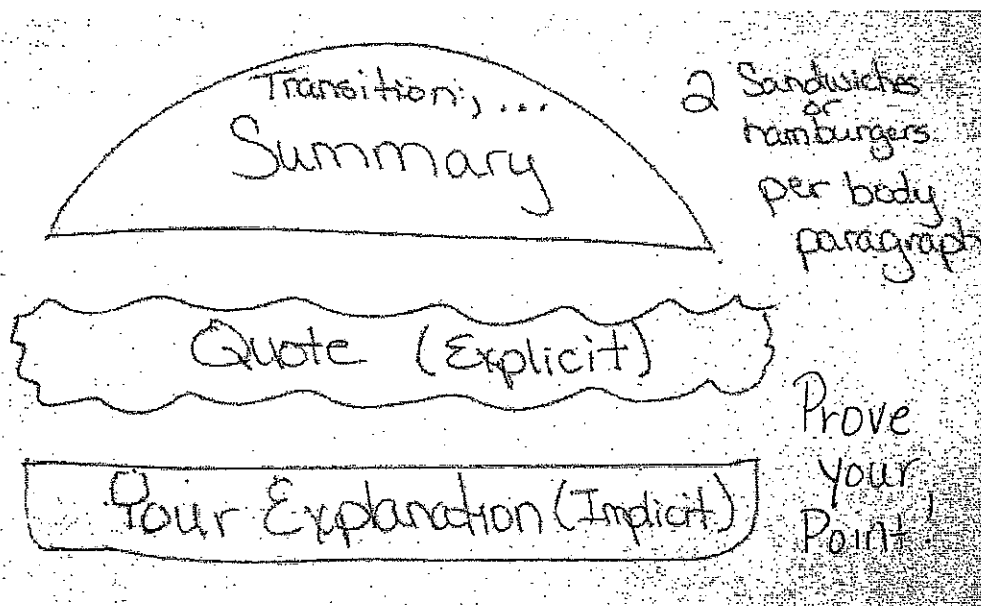
3, 10, 10, 3 → you can always add more to prove your point.

3 – Introduction: Author, text, and a brief summary (1 & 2). The thesis statement is last (3).

← transition
10 – Body #1: **To begin**, 1st topic – Summarize the scene for both explicit details, 2 explicit details (two quotes from the text), and 2 implicit statements (your thoughts on each quote), wrap it up by addressing the prompt. *See Hamburger for set up. You should have 2 hamburgers per body paragraph.

← transition
10 – Body #2: **In addition**, 2nd topic - Summarize the scene for both explicit details, 2 explicit details (two quotes from the text) and 2 implicit statements (your thoughts on each quote), wrap it up by addressing the prompt. *See Hamburger for set up. You should have 2 hamburgers per body paragraph.

← transition
3 – Conclusion: **In conclusion**, Restate/address the prompt and your thesis and have a strong ending.



ITEM TWO- TDA SCORE 4 ON RUBRIC

This handout puts the score of 4 (highest category on the state rubric) in student-friendly language.

Please review this rubric!

It is important to remember that the student **MUST** use evidence from the text and their own original thoughts.

However, all evidence must relate back to what the prompt is asking and must make logical sense!

SCCR English I TDA Rubric in Student-Friendly Language

4 – Demonstrates effective analysis of text and skillful writing	Student-Friendly Language 4–Demonstrates effective analysis of text and skillful writing
<ul style="list-style-type: none"> <input type="checkbox"/> Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) <input type="checkbox"/> Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Substantial and direct reference to the main ideas and relevant details of the text(s) using an effective combination of details, examples, quotes, and/or facts <input type="checkbox"/> Strong organizational structure and focus on the task with logically grouped ideas, including an effective introduction, development, and conclusion <input type="checkbox"/> Skillful use of transitions to link ideas within categories of textual and supporting information <input type="checkbox"/> Effective use of precise language and domain-specific vocabulary drawn from the text(s) <input type="checkbox"/> Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively addresses all parts of the writing prompt to (show or prove) an in-depth understanding of the text(s) <input type="checkbox"/> Thorough analysis based on cited evidence and student's original thought from the text(s) to support claims, opinions, and ideas. Big and direct reference to the main ideas and (clearly connected or related) details of the text(s) using an effective combination of details, examples, quotes, and/or facts <input type="checkbox"/> Strong organizational structure and focus on the prompt with intelligently and sensibly grouped ideas, including an effective introduction, development, and end result <input type="checkbox"/> Excellent use of changes (from one thing to another) to link ideas within categories of (word-based) and supporting information <input type="checkbox"/> Effective use of exact language and domain-clearly stated/particular vocabulary drawn from the text(s) <input type="checkbox"/> Few errors, if any, are present in sentence (structure/parts of a sentence), grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning

**ITEM THREE-
STATE-RELEASED
PASSAGE AND
PROMPT**

This is a state department-released TDA passage and prompt. The passage is called, "Italy's Greatest Gift."

Please read the passage and review the prompt.

Read the passage. Then answer the TDA question.

Italy's Greatest Gift

While many people may argue that art is Italy's greatest gift to America, others believe that Italy's greatest gift is something we can eat. Pizza! Pizza was invented in the southern part of Italy, and Americans could not be more thankful.

A Brand New Idea

The chronology of pizza's development begins hundreds of years ago. For centuries, many cultures baked flat breads and topped them with oils, herbs, and spices. No one in Europe used tomatoes because Europeans believed they were poisonous. However, in the 1700s, tomatoes became a widely grown crop in Italy; as a result, many residents of southern Italy began to use them in cooking. One crafty cook eventually crushed tomatoes into a paste, smoothed it onto some flatbread, and baked it in the oven. That's when America's favorite food was born.

The Birthplace of Pizza

All Italians agree that pizza was first created in Naples. With such plentiful and cheap ingredients, the people of Naples, called Neapolitans, could easily feed their large families. However, this local favorite quickly gained a following in other parts of Italy. As people outside Naples heard about this new food, they decided to travel into the city to try it for themselves. As the "inventors" of pizza, Neapolitans considered themselves connoisseurs and followed specific rules in creating their pizzas. These rules included what baking temperature was preferred, where the tomatoes were harvested, and how the dough was handled. Neapolitans were proud of their new creation and considered their pizzas an art form.

Pizza Crosses the Ocean

As the years went by, more and more Italians from all over southern Italy tried this new creation. By the late 1800s, many pizza makers had added a third topping—cheese. Shortly afterwards, pizza first arrived in the United States. Immigrants from Italy began making pizzas, which they mostly sold to other Italians who had also recently moved to America. Most Americans still had not tried this Italian creation. It took a war to make pizza popular in the United States. American soldiers returning from World War II told about this delicious food—a flat dough baked with tomato sauce, garlic, basil, and other toppings. Soldiers said that they just could not get enough of this pizza when they were in Italy. Soon everyone in America wanted to try this Italian dish; and Italian immigrants, with the talent for baking, suddenly had a new vocation in America.

Americans and Their Pizza

Since World War II, pizza itself has changed so much that it hardly resembles its Neapolitan ancestor. However, Americans adore the changes, and pizza has become a huge industry in the United States. Pizza lovers can go to pizzerias and chow down with their friends, or they can order pizza over the phone or Internet and have it delivered to their doors. In some places, pizza lovers can even make the pizza themselves and have it baked right before their eyes! Whether the crust is crispy, stuffed with cheese, mounded high with pepperoni or with tons of vegetables, one thing is certain: pizza has become as American as baseball and apple pie!

Text-Dependent Analysis (TDA) Question

The author states that Neapolitans considered their pizzas an art form. Write an essay analyzing why pizza may be considered an art form. Use evidence from the passage to support your response.

Refer to the Writer's Checklist on page 3 of this document.
Write your final response on pages 6 and 7.

**ITEM FOUR-STATE-
STUDENT TDA
ESSAY EXAMPLE 1-
SCORE OF 4**

This is an sample of a student essay for the TDA passage and prompt on "Italy's Greatest Gift."

This item also includes the scorers' notes explaining why the student scored the highest possible score of a "4."

Italy's Greatest Gift A-1 Score 4

Demonstrates effective analysis of text and skillful writing. This response shows evidence of preplanning. Insight is presented in the effective introduction and there is skillful and seamless integration of text information and analysis.

- **Effectively addresses all parts of the task.** The student focuses on how pizza is made, connecting the ideas of specific rules with changes that have occurred and the creativity required. Ideas are supported with thorough analysis and substantial text support.
- **Thorough and insightful analysis based on explicit and implicit meanings from the text** The student begins with a discussion of the rules *"These are like specific rules to follow for different types of art"* and follows with the idea of change *"started gaining fame as more people from Italy started remaking their masterpiece ... following the rules to make it the best way possible."* This leads to the final idea of creativity to make something with *"amazing flavor"* while using *"cheap ingredients"* - *"it takes creativity to make something great while being able to get the resources to make it without much trouble."* Other ideas of change and creativity: *"felt very professional for making it"* *"many other people started to love it and remake it in different ways."*
- **Substantial and direct reference to the main ideas and relevant details of the text** The student skillfully integrates text details with the analysis without using direct quotes *"the rules included"* *"the cheap ingredients ... to feed large families"* *"pizzeria chains are open across the world"*
- **Strong organizational structure** There is an effective introduction which integrates analysis *"maybe it was because"* with relevant text details to introduce the supporting ideas. These ideas (rules, change, and creativity) are thoroughly developed with text and analysis in the body of the essay and are followed by an adequate conclusion.
- **Skillful use of transitions to link ideas** *"Because the people of Naples were so proud"* *"Maybe it was because"* *"Since the Neapolitians already made"* *"The reason why that's valid"* *"Because of pizzas"* *"whatever the reason could've been"* *"Of course"* *"Nowadays"*
- **Effective use of precise language** that uses a variety of transitions between ideas. *"with the flatbread being like a canvas"* *"started gaining fame"* *"remaking their masterpiece"* *"that's valid"* *"king of all other foods"* *"one of the greatest and most edible forms of art"*
- **Few errors** are present in spelling which do not interfere with meaning.

TDA Final Response

When the first pizzas were made in Naples, many of them would've never guessed that their new dish would become so popular all around the world. The people of Naples were very proud of their new dish and they felt very professional for making it. Because the people of Naples were so proud, they started to consider pizza as a work of art. There are many reasons why it could've been considered a form of art. Maybe it was because they loved their new recipe and decided to have specific rules in order to make it in the best and correct way. Maybe it was because many other people started to love it and remake it in different ways with the flatbread being like a canvas. Or maybe it was because they could use cheap ingredients to make it for large families which makes it a creative kind of food.

One reason why the people of Naples considered their new dish an art form is because the pizzas had to have specific rules in order to make them correctly. The rules included the baking temperature where the tomatoes are from for the paste, and how the dough was handled. These are like specific rules to follow for different types of art. Another reason why the people of Naples considered their new dish, pizza, an art form is because it started gaining fame as more people from Italy started remaking their masterpiece. Since the Neapolitans already made specific

TDA Final Response

rules for how to make the pizzas, the other Italians had a specific extent to know. The Italians continued to make this amazing dish following the rules to make it the best way possible, and they loved it. Last but not least, another reason why the Neapolitans considered the pizza a form of art is because they could use cheap ingredients to make an amazing food to feed large families. The reason why that's valid is because it takes creativity to make something great while being able to get the resources to make it without much trouble. Many people could make amazing profit off of pizzas in pizzerias as well, since the pizzas have amazing flavor and doesn't take much money to make them. Because of pizzas, many pizzeria chains are open across the world so many people can come buy the king of all other foods.

Of course, whatever the reason could've been, there's good and logical reasons why pizza could be considered one of the greatest and most edible forms of art. Nowadays, we can drive to our local Papa John's, Little Ceasars, or even Pizza Hut to get the amazing food that all started with the Neapolitans and has been a sensational food ever since, and we can truly call this pizza, a work of art.

**ITEM FIVE-STATE-
STUDENT TDA
ESSAY EXAMPLE-
SCORE OF 4**

This is a second sample of a student essay for the TDA passage and prompt on "Italy's Greatest Gift."

This item also includes the scorers' notes explaining why the student scored the highest possible score of a "4."

Italy's Greatest Gift A-2 Score 4

Demonstrates effective analysis of text and skillful writing. The student introduces and stays focused on the idea of change throughout the essay, explaining how pizza has changed and evolved as an art through the creativity of cooks, indicating evidence of preplanning by the writer. There is a purposeful, sustained progression throughout the response, effectively connecting student and passage ideas.

- **Effectively addresses all parts of the task** *"Pizza is considered the Neapolitan work of art"* by linking original ideas about painting and theater with thorough analysis and substantial reference to the text.
- **Thorough and insightful analysis based on explicit and implicit meanings from the text** *"The making of pizza has been passed down from generation to generation like how we have old paintings in museums around the world"* is connected to the change idea by further analysis *"Art couldn't change until one person decides to do something different. Pizza was the same way, it did not change until 'one crafty cook' decided to change it."* There is further analysis linking the ideas of change and creativity - *"Theater has also changed culture to culture, from Roman theatre to Greek theatre. These happen because humans have new ideas. How different would art be if the paint tube was not invented, but how different would pizza be if people still thought tomatoes were poisonous?"* The effective conclusion stays focused on the task *"is their way of showing their creativity"* and brings back the idea of changes that had occurred *"If canvases had not been made, we would not have paintings"* *"If the Italians thought cheese would taste bad on it, we would not have pizza"* *"All this could not have happened if this art of pizza making wasn't changed."*
- **Substantial and direct reference to the main ideas and relevant details of the text** There are relevant text examples describing the use of tomatoes and the eventual addition of cheese to effectively support the idea of change. There are also references to the multiple toppings, as well as the change across generations and places.
- **Strong organizational structure and focus on the task** The effective introduction presents the main idea that *"pizza has changed from person to person and from place to place"* and *"has turned into a different kind of pizza and into what we know today."* This is followed by a thorough explanation of how pizza has evolved, with well-explained comparisons to paintings and theater. The conclusion is effective and furthers the analysis linking change to creativity.
- **Skillful use of a variety of transitions to link ideas** *"Pizza was the same way"* *"Theatre has also changed"* *"These happen because"* *"How different would art be"* *"If canvases had not been made"* *"If the Italians thought cheese would taste bad"* *"Now we have"*
- **Effective use of precise language** *"from person to person and from place to place"* *"from generation to generation"* *"culture to culture."* Sentence variety is also effectively used to provide transitions between ideas.
- **Few errors are present** in sentence formation, usage, spelling, and capitalization, but do not interfere with meaning.

TDA Final Response

"Pizza was invented in the southern part of Italy, and Americans could not be more thankful" (Italy's Greatest Gift 4). In "Italy's Greatest Gift", the author talks about how the creation of pizza has changed from person to person and from place to place. The author tells about how pizza has turned into a different kind of pizza and into what we know today.

Pizza is considered the Neapolitan work of art. The making of pizza has been passed down from generation to generation like how we have old paintings in museums around the world. "No one in Europe used tomatoes because Europeans believed they were poisonous... One crafty cook eventually crushed, crushed tomatoes into paste, smoothed it out onto some flatbread, baked it in an oven. That when America's favorite food was born" (Italy's Greatest Gift 4). Art couldn't change until one person decides to do something different. Pizza was the same way, it did not change until "one crafty cook" decided

TDA Final Response

to change it. Pizza changed all throughout history from culture to culture. "By the late 1500's, many pizza makers had added a third topping - cheese" (Italy Greatest Gift 4). Theatre has also changed culture to culture, from Roman theatre to Greek theatre. These happen because humans have new ideas. How different would art be if the paint tube was not invented, but how different would pizza be if people still thought tomatoes were poisonous?

Pizza is the Neapolitan's Art and is their way of showing their creativity. If canvases had not been made, we would not have paintings hanging on the walls. If the Italian's thought cheese would taste bad on it, we would not have the pizza we have today, but we do. The pizza has changed even since cheese was added. Now we have multiple toppings that go right in with the cheese like bacon, ham, onions, ~~sausage~~, and even more cheese. All this could not of happened if this art of pizza making wasn't changed.

**ITEM SIX-STATE-
STUDENT TDA
ESSAY EXAMPLE 3-
SCORE OF
INSUFFICIENT**

This is a third sample of a student essay for the TDA passage and prompt on "Italy's Greatest Gift."

This item also includes the scorers' notes explaining why the student scored insufficient, which results in a "0" score.

Although this essay is moderately lengthy, it receives an insufficient score because it doesn't contain evidence that the student understands the text and/or logically connected the text to answer the prompt.

Italy's Greatest Gift A-12 Insufficient

The response addresses part of the question but contains no information indicating that the student read and understood the text. There are no references to the passage to indicate that any of the ideas presented "*the way you cook it, the way you design it, and the way you eat it*" are based on understanding of text information rather than the student's own general knowledge.

The response provides insufficient information from the passage, and therefore, does not minimally address the task. A response that does not use text information for support and is written completely from the task and a student's own knowledge is insufficient to be assessed by the criteria on the rubric.

TDA Final Response

There are many reasons that it could be considered art. There's the way you cook it, the way you design it, and the way you eat it. Here are some ways people might suggest their pizza.

You can have those people that like to cook it in a regular oven and you have some people that prefer stove ovens. Others might like it cold and some might like it burned. In my opinion I would like a nice hot pizza from Marcos. A lot of different people want certain stuff on their pizza. How artsy is that? You get to make/order the kind of pizza you want and how it should look. You do have those people that just like plain cheese, which to me is really good. We talked about the ways people like to cook and prepare

TDA Final Response

it, what about eating it. You could use your hands or you could use a fork and knife. It's all up to you just like art is. When your making art you do what you want and how you want it. It's all your choice just like pizza.

In conclusion pizza is deffiently considered to be a type of art. You have the way you, cook, prepare, and eat it. It's all up to you just like art. Now go and enjoy some pizza.

I

**ITEM SIX-STATE-
STUDENT TDA
ESSAY EXAMPLE 4-
SCORE OF
INSUFFICIENT**

This is a fourth sample of a student essay for the TDA passage and prompt on "Italy's Greatest Gift."

This item also includes the scorers' notes explaining why the student scored insufficient, which results in a "0" score.

The item receives an insufficient because it does not contain enough evidence that proves the student understands the text and/or logically connected the text to answer the prompt.

Italy's Greatest Gift A-13 Insufficient

The response addresses part of the question but contains no information indicating that the student read and understood the text. The explanations of why pizza is an art form "*what it expressed was happiness*" and "*all one of a kind artworks*" are from the student's own knowledge. While the conclusion "*thought it was something special*" is vaguely related to a text idea, the response provides insufficient information from the passage, and therefore, does not minimally address the task. A response that does not use text information for support and is written completely from the task and a student's own knowledge is insufficient to be assessed by the criteria on the rubric.

TDA Final Response

The Reasons that the Neapolitans considered their pizza to be an art form is because like art their pizza was to express something and what it expressed was happiness. Like art pizza was a one of a kind. Think of art like the Mona Lisa, the Scream, and Starry Night they are all one of a kind artworks. In conclusion the reason the Neapolitans thought pizza was art is because they thought it was something special.

I

TDA Final Response

I agree that pizza is art
because the Italians made their
pizza with extreme care. You can
also create pizzas in many
different ways.

I