How to Make Your Own TDA!

All TDA Prompts are the same! If you want to create your own, try doing the following...

1. Find an article/text that relates to your content area.
2. Create a prompt to use with your text. All prompts look the same. See below:
   a. All TDA prompts are three sentences.
   b. The first sentence should summarize something from the text.
   c. The second sentence should start with “Write an essay…” In this sentence, you should be asking students to analyze something. They need to show you that they have gained some new understanding from their reading.
   d. The third sentence is always the same: “Cite evidence from the text to support your answer.”
   e. Here is a sample prompt:

   The Medici’s were a powerful family during the Italian Renaissance. Write an essay explaining how the article demonstrates the Medici family’s influence in Florence during the Renaissance. Cite evidence from the text to support your answer.

3. Create something for your students to follow the “steps” of writing a TDA. You can use the attached “Modeling and Completing a TDA: Practice for our End-of-Year Testing;” just be sure to put your prompt into the document.

   **If all else fails, reach out to your interventionists!!**

Teaching the TDA!

If you want your students to be successful while writing a TDA or essay, make sure you provide them with lots of MODELING and any helpful resources!

- It’s really helpful if they have “steps” that they can follow. You will find those resources in this packet of materials.
- Model the steps for your students. It may look like you’re writing the majority of their essay for them, but when it’s their first experience, they need to see HOW to do it. When modeling writing, you can try the following:
  - Give them sentence starters like “Imagine a world…” “On page ___, the author states…” “First..., Next..., Then…”
  - Give students their first thesis statement. This will help them stay on topic! It will also show them how thesis statements should look in the future.
  - Let them know that writing is a “formula.” Each body paragraph has to introduce an idea, support the idea with evidence, and then connect the evidence back to their topic (analyze). Show this to them once, and then see if they can do it!
- Be ready to circulate! When they do write independently, read their work as much as you can! Give feedback verbally and in written form.
- Seek the help of others! Ask your media specialist, PLC partner, or Language Team Member to assist you when you feel lost!