



Part Three (3): Text Analysis Response

This repository can be used to support English Language Learners to write a successful Text Analysis Response Essay on the New York State English Language Arts Regents Exam. This resource has been broken down into three steps that need to be followed to successfully complete the task: 1. Break Down the Instructions, 2. Read and Analyze the Texts and 3. Organize Your Writing.

Students may need more scaffolding and support when first introduced to the text analysis response task. Thus, there may be multiple resources or strategies within each step that support different proficiency levels or different skills of focus. For example, students at the Emerging proficiency level being introduced to this task may require time to breakdown and analyze the instructions for key words, may need to use a checklist to help read and annotate the passage, a graphic organizer to record evidence, a format outline and sentence frames to write out the essay. As they become more independent, they will move away from sentence frames and may rely temporarily on the checklists and graphic organizers to complete this task. The ultimate goal is that they can recreate these tools on their own to support themselves during the test, where no scaffolding is provided.

The materials or strategies in this repository can be used as is, or further modified to meet the specific needs of your students.

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Step One (1): Break Down the Instructions

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 22 and 23 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing. Avoid using I, you, we
- Follow the conventions of standard written English

Central Idea = Lesson or message of the passage - What does it want you to learn?

Try to find AT LEAST two (2)
examples of the writing strategy
to serve as evidence!

Start with highlighted strategies, as they are
very common or we practiced them in class.

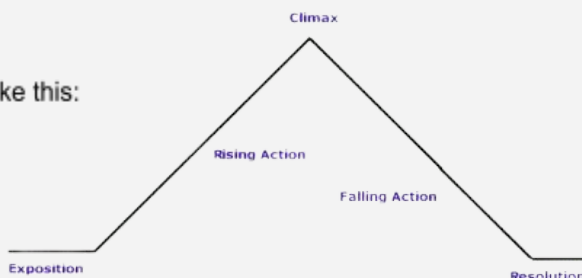
Step Two (2): Analyze the Text for Writing Strategies (literary devices)

- Use a Reading Checklist

Reading Checklist:

- ☐ Read the text and annotate for Plot.

Fiction texts are set up like this:



- ☐ Highlight key vocabulary words.
- ☐ Use context clues and surrounding text to look for meaning to the new vocabulary words. Is it a cognate? Does it have a prefix or suffix?
- ☐ Create a **gist** statement in the margins.
- ☐ Organize evidence into your graphic organizer.

- Post-It Strategy - For entering and Emerging students
(Pre-identify which literary element you want the student to focus on. Pre-select quotes that feature that strategy and flag them using post its or a highlighter. This scaffold can ease the anxiety of having to identify the examples while the student is learning the process and the format of the essay. It allows the student to focus on analyzing the text and connecting the lit. strategy to the central idea.)
- Use a Graphic Organizer to organize ideas and/or prepare for your writing.
 - Writing a Central Idea - This incorporates sentence stems that could be removed as students become familiar with the format.

Central Idea	
Answer	The central idea is _____
Reason	because _____.
Evidence	For example, " _____ " (line #-#)
Analysis	This shows the central idea because _____.

- Identifying and explaining the Literary Element - This incorporates sentence stems that could be removed as students become familiar with the format.

Literary Element	
Answer	A literary element that shows the central idea is _____ (characterization, conflict, metaphor, simile, irony, setting, etc.)
Reason	because _____.
Evidence	For example, “_____” (line #-#)
Analysis	The character’s speech/thoughts/actions show(s) the central idea because _____.

- Restating the Central Idea - The Central Idea is referred to multiple times throughout a text analysis response. This organizer helps students brainstorm words to be able to restate the central idea quicker.

Restating the Central Idea					
Author:					
Title of Passage					
Central Idea:					
Key Words from Central Idea:					
Synonyms					

Step Three (3): Organize Your Writing

- Use a Writing Checklist

Writing Checklist:

- ☐ Write a 2-3 paragraph essay.
 1. Central Idea
 - ☐ Answer (Central Idea)
 - ☐ Reason
 - ☐ Evidence
 - ☐ Analysis
 2. Literary Element (Repeat 2-3 times!)
 - ☐ Answer (Central Idea)
 - ☐ Reason
 - ☐ Evidence
 - ☐ Analysis

*For inspiration to get sentences started, please refer to the [Text Analysis Outline Script](#).

- Follow a Sentence by Sentence Outline of the Essay Format

Essay Format Outline:

Paragraph 1: Introduction

1. Introduce the text: Title, Author, Brief Summary
2. Identify the Central Idea: What is the message or lesson?
3. **Thesis**: Identify the writing strategy (literary device) that proves or supports the central idea

Paragraph 2: Body Paragraph

1. Topic Sentence: Introduce the work again, restate the central idea
2. **First Example** of writing strategy: "Direct Quote" (citation - line #)
3. Explanation of **first example**: What does this mean/represent?
4. Connect **first example** to Central Idea: How does this support the central idea?
5. **Second Example** of writing strategy: "Direct Quote" (citation - line #)
6. Explanation of **second example**: What does this mean/represent?
7. Connect **second example** to Central Idea: How does this support the central idea?
8. **Third Example** of writing strategy: "Direct Quote" (citation - line #)



9. Explanation of **third example**: what does this mean/represent?
10. Connect **third example** to Central Idea: How does this support the central idea?
11. Concluding Sentence: Re-state how the use of the writing strategy proves/supports the central idea

Paragraph 3: Conclusion

1. Restate your **thesis**: Identify the writing strategy that proves/supports the central idea.
2. Closing: Summarize what you have proven
"Through multiple examples that represent the author showed how"

Notes:

- *Do NOT say "I, we, us, you"
- **You must find **AT LEAST two examples** of the writing strategy as evidence that proves the central idea.
3 is better, but 2 is the minimum!
- ***For inspiration to get sentences started, please refer to the [Text Analysis Outline Script](#).