| Name: | |
|-------|-------------------------|
| | TBEAR Graphic Organizer |

Sample Writing Prompt: After reading the story "Little Red Riding Hood," what is your opinion about the intelligence or cleverness of the wolf? Support your opinion with evidence from the text.

| T-BEAR Letter and what it | Helpful ways to | Your topic or text and notes (e.g., evidence from |
|---|--------------------------|---|
| represents | begin | text, facts, details, examples, page numbers) |
| T=Topic Sentence/ Thesis | | |
| (focus or opinion) | In the story, Little Red | |
| Clearly and directly respond | Riding Hood, the | |
| to the prompt. This | author creates a | |
| establishes the purpose. | character that clearly | |
| | is/is not very | |
| 5 5 6 6 7 | intelligent or clever. | |
| B = Brief explanation/ | | |
| Bridge to evidence (context) | This story is about a | |
| Delati a salah a salih a salih a | girl named Little Red | |
| Briefly explain and/or set the | Riding Hood who | |
| scene for those who do not | | |
| know the topic/text. This | Manushila tha walf | |
| should not retell the whole | Meanwhile, the wolf | |
| story, but focus on the | character tries many | |
| aspect of the story that is | things to | |
| important for your response. | | |
| E = Examples | Fau assemble subser | |
| Composit the constant of stance | For example, when | |
| Support the writer's stance | , the wolf says, | |
| OR your opinion with specific textual references. | | |
| lextual references. | | |
| Include quotation marks for | Also, the wolf tries to | |
| direct quotes and page | Also, the won thes to | |
| numbers, section, chapter, | | |
| etc. | | |
| A = Analysis | This part of the story | |
| / - / maryoro | shows that | |
| Analyzes the | | |
| examples/evidence. Writer | The author uses these | |
| digs deep to uncover | words "" and | |
| meaning. Consider the | " " to describe the | |
| meaning or implications of | wolf as | |
| word choice, tone, imagery, | | |
| author's purpose, etc. | Also, the illustrations | |
| | also show the reader | |
| | that | |
| R = Relate or Reflect | This kind of character | |
| | is also in | |
| Establish a connection to | | |
| another literary text, | This idea or lesson is | |
| historical occurrence, | similar to | |
| society, universal human | | |
| behavior, etc. | Therefore, | |
| OR | | |
| Reflect on the main idea or a | Overall, | |
| lesson | | |
| OR | All of these examples | |
| State a conclusion related to | show that | |
| your stated opinion. | | |

^{© (2010)} T-BEAR Organizer Adapted by Karin K. Hess, *Local Assessment Toolkit*: Cognitive Rigor & Writing. Permission to reproduce is given when authorship is fully cited khess@nciea.org

TBEAR Graphic Organizer

| T-BEAR Letter and what it | Helpful ways to | Your topic or text(s) and notes (e.g., evidence |
|--|---|--|
| represents | begin | from text, facts, details, examples, page numbers) |
| T=Topic Sentence/ Thesis (Focus) Clearly and directly respond to the prompt. This establishes the purpose. | In the play, Death of a Salesman, Miller creates a character who | |
| B = Brief explanation/ Bridge to evidence (context) | In the story, Willy | |
| Briefly explain and/or set the scene for those who do not know the topic/text. This should not retell the whole story, but focus on the aspect of the story that is important for your response. | During this particular scene, | |
| E = Examples | | |
| Support the writer's stance OR your opinion with specific textual references. | For example, he states, "," (52). | |
| Include quotation marks for direct quotes and page numbers, section, chapter, etc. | For instance, the character believes that (24). | |
| A = Analysis | This passage reveals | |
| Analyzes the examples/evidence. Writer digs deep to uncover meaning. Consider the meaning or implications of word choice, tone, imagery, author's purpose, etc. | that The words "xyz" and "abc" suggest that This example informs the reader that | |
| R = Relate or Reflect | This idea is also | |
| Establish a connection to another literary text, historical occurrence, society, universal human behavior, etc. OR Reflect on the main idea or a lesson OR | depicted in Similar to Therefore, Overall, | |
| State a conclusion related to your stated opinion. | | |