Module 7: Close Reading Questions Leading to Text Dependent Analysis
Warm-Up: Reflection Journal (page 2)

1) How do you develop text dependent questions for your close reading lessons?

2) In what ways do your text dependent questions support students’ readiness to analyze text?
Close Reading

Close reading involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion, planned around repeated readings of sections of a text in order to increase student comprehension.
Purpose of Close Reading

- Engage with the author’s purpose for writing
- Locate text evidence that supports thinking and comprehension
- Discuss thinking and understanding of the text in a collaborative manner
- Build awareness of how to write an analysis response using text evidence
## Use of Close Reading

**Close Reading: Literature and Informational Texts**

<table>
<thead>
<tr>
<th>What the text explicitly states</th>
<th>What the text implicitly means</th>
<th>How the reading elements are interrelated</th>
<th>Evidence to support explicit and implicit meaning and interrelationships</th>
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**Well-Written Text Dependent Analysis Essay**
Structure of a Close Reading Lesson

- Text Dependent Questions
- Collaborative Discussions
- Dedicated Time
- Challenging Text
- Repeated Readings
Creating Text Dependent Questions: 
Reflection Journal (page 3)

How do you develop text dependent questions that allow students to seek deeper meaning of the text?
Effective Text Dependent Questions

- Continuum of Deeper Thinking and Reasoning

What the text says

How the text works

What the text means
Questions That *Do Not Rely on the Text*

*Daedalus and Icarus*
A Greek Myth

**Paragraphs 1 – 2:**
- The author of the myth describes the freedom of flying. How do you think you would feel if you were able to fly?

**Paragraphs 6 – 8:**
- Do you think that King Minotaur was right or wrong in sacrificing men and women to satisfy the Minotaur?

**Paragraphs 8 – 10:**
- What other methods could Daedalus have used to save Theseus from being lost in the labyrinth?
## Interpretive Comprehension Questions

<table>
<thead>
<tr>
<th>Students Make Meaning of:</th>
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<tbody>
<tr>
<td>Connections, Inferences, and Revealing Reactions</td>
</tr>
<tr>
<td>Key Vocabulary or Figurative Language</td>
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<tr>
<td>Reading Elements or Text Structure</td>
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<tr>
<td>Author’s Techniques</td>
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<tr>
<td>Consider What the Text Leaves Uncertain or Unstated</td>
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<tr>
<td>Diverse Media</td>
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</table>
Symbols are insightful expressions of human nature. Write an essay analyzing the symbolism in the myth, *Daedalus and Icarus*, and how the author reveals a theme about human nature through these symbols. Use evidence from the text to support your analysis.

What do I want my students to consider and discuss while reading, with respect to:

- The structure of a myth?
- Symbolism?
- Non-linear plot and flashbacks?
- Meaning of human nature?
- Themes and themes about human nature?
- Use of the author’s figurative language (e.g., repetition, foreshadowing, imagery)
Text Dependent Questions for *Daedalus and Icarus, Reflection Journal* (page 4)

Given the text dependent analysis prompt from the Greek myth, *Daedalus and Icarus*, and what you have heard about text dependent questions, so far, identify two or three questions you would ask students to support analysis.
Making Connections, Inferences, and Revealing Reactions

- **Imagery:** What images were called-to-mind by the description of the labyrinth and Minotaur?
- **Perceptions:** What did you learn about Daedalus and Icarus? Consider literal and implied information.
- **Feelings:** What feelings did you have about Daedalus and Icarus when you read the text?
- **Inferences:** Identify one event in the myth and explain how it supports an inference about one character.
- **Associations:** What does the section of the text help you think about with respect to goodness or being evil?
- **Comparison:** Compare your understanding of the section of the text with others in your group. In what ways are they similar/different?
Do your questions support students demonstrating a general understanding of the text?

Do your questions require students to make meaning of the text?

Write several text dependent questions for making connections, inferences, and revealing reactions for the myth, Daedalus and Icarus.

Compare your questions with your colleagues.
Examining Key Vocabulary or Figurative Language

• **Word Choice**: Examine the king’s name and the name of the beast in the labyrinth. In what ways are they similar given their behavior in the story?
• **Tone**: What words does the author use to reveal the tone at the beginning of the text and what words reveal a shift in the tone at the end of the text?
• **Multiple Meanings**: The name Icarus means follower. In what ways was Icarus a follower? In what ways was he not a follower? What was the outcome in each situation?
• **Figurative Language**: Throughout the story Icarus’s downfall was foreshadowed. Identify and explain the examples of foreshadowing.
Do your questions support students demonstrating locating meaning words and examples in the text?

Do your questions require students to focus on words that support the key ideas?

Write several text dependent questions for examining key vocabulary or figurative language for the myth, Daedalus and Icarus.

Compare your questions with your colleagues.
Probing for the Meaning of Reading Elements, Techniques, or Structure

- **Non-linear Structure and Flashback:** How does the use of the flashback contribute to understanding the plight of Daedalus and Icarus?

- **Structure of a myth:** In what ways are the characteristics of a myth revealed in this section?

- **Characterization:** What do you learn about Daedalus from the author’s description and from the building of the labyrinth? Or what does the labyrinth tell you about King Minos?

- **Symbolism:** What symbols are present in this section and what do they mean? In what ways does King Minos and the Minotaur symbolize human nature?

- **Theme:** What do the symbols tell you about human nature? What theme statement about human nature is conveyed by this myth?
Text Dependent Questions for Probing the Meaning of Reading Elements, Techniques, or Structure, Reflection Journal (page 7)

Do your questions support students exploring the reading elements used in the text dependent analysis prompt?

Do your questions require students to focus on text evidence and inferencing to make meaning of the reading elements?

Write several text dependent questions for probing the reading elements, techniques, or structure for the myth, Daedalus and Icarus.

Compare your questions with your colleagues.
Examining Repetition, What is Left Uncertain, or Different Forms of Media

Repetition:
• Throughout these paragraphs, a labyrinth is described. Why do you think there is so much description about the labyrinth?
• Why does the author repeat the traits of Daedalus throughout the text?

Diverse Media:
• In Pieter Brugel’s painting, *Landscape with the Fall of Icarus*, what symbolism is presented? How does the symbolism in the painting compare with the symbolism in the Greek myth? Using both the painting and the text, what does the symbolism reveal about human nature?
Key Point for Developing and Using Text Dependent Questions

Allow students to:
1) think deeply about the text,
2) provide a purpose for annotating the text,
3) engage students in collaborative conversations, and
4) be prepared to respond to a text dependent analysis prompt.
Consider your instructional practice:

1) In what ways will you change the way in which you create text dependent questions? How will this change ensure that students can engage deeply with the text?

2) Identify a text dependent question you have used in the past. How would you change it to allow for collaborative discussions about the reading elements identified in a text dependent analysis prompt?
For More Information...

Thompson, J. (2020). *Close Reading Questions Leading to Text Dependent Analysis*. Center for Assessment (www.nciea.org)

Or

Pennsylvania Department of Education: Text Dependent Analysis (TDA) Toolkit
Going Deeper with Text Dependent Analysis

**Introduction:** Introduction to the TDA Professional Learning Series

**Module 1:** Text Dependent Analysis: A need for curriculum and instructional shifts

**Module 2:** Understanding Text Dependent Analysis

**Module 3:** Anatomy of Text Dependent Analysis Prompts

**Module 4:** Selecting Complex Texts for Analysis

**Module 5:** The Difference Between Inference and Analysis

**Module 6:** Purposeful Annotations

**Module 7:** Close Reading Questions Leading to Analysis

**Module 8:** Analyzing Reading Elements and Text Structures

**Module 9:** Collaborative Discussions

**Module 10:** Modeling a Text Dependent Analysis Response

**Module 11:** The Purpose of Text Dependent Analysis Learning Progressions

**Module 12:** Analyzing Text Dependent Analysis Responses

**Module 13:** Developing Close Reading Lessons Leading to Analysis

**Module 14:** Developing Replacement Units Leading to Analysis

**Module 15:** Using the Grades K-8 Deconstructed Standards
References


Thank You