The Thompson TDA Model

Module 7: Close Reading Questions Leading to Text Dependent Analysis

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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

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Use of Close Reading

Close Reading: Literature and Informational Texts

| What the text explicitly states | What the text implicitly means | How the reading elements are interrelated | Evidence to support explicit and implicit meaning and interrelationships |

Well-Written Text Dependent Analysis Essay

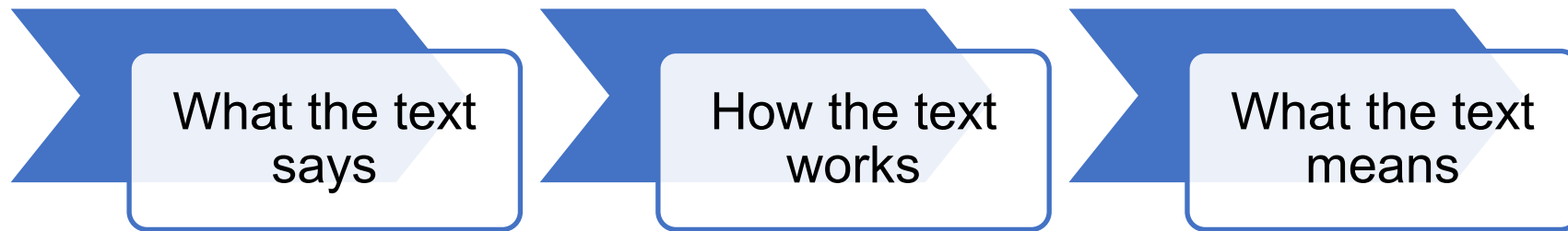# Structure of a Close Reading Lesson

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?

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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

Students Make Meaning of:
Connections, Inferences, and Revealing Reactions
Key Vocabulary or Figurative Language
Reading Elements or Text Structure
Author's Techniques
Consider What the Text Leaves Uncertain or Unstated
Diverse Media

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Begin with the End in Mind

Text Dependent Analysis Prompt from the Greek Myth, *Daedalus and Icarus*

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)

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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.

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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?

Text Dependent Questions for *Making Connections, Inferences, and Revealing Reactions, Reflection Journal* (page 5)

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.

Text Dependent Questions for *Examining Key Vocabulary or Figurative Language, Reflection Journal (page 6)*

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.

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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.

Final Thoughts-
Reflection Journal, pages 8-9

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

The Thompson TDA Model

Close Reading Questions Leading to Text Dependent Analysis

Close reading is one framework that involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion and planned around repeated readings of a text, in order to increase and deepen student comprehension.

Close reading can be defined simply as repeated readings and discussion of text in order to increase comprehension. Embedded within close reading lessons are text dependent questions. These questions provide students with the opportunity to think deeply about the meaning of the text, and to answer the questions through collaborative conversations. The close reading text dependent questions should be based on the focus of the text dependent analysis prompt. There is no one correct strategy for creating a set of text dependent questions; however, effective questions engage students in systematically extracting the deep meaning of details, vocabulary, or other literary elements and techniques. The purpose of this resource is to assist educators with developing cognitively complex questions that engage students in collaborative discussions during close reading lessons. The first part of this resource provides a sampling of different questions that can be used to plan a close reading lesson. The second part provides a lesson illustrating how text dependent questions are purposefully selected for a close reading lesson based on a specific text and prompt.

Begin with the End in Mind

Developing text dependent questions for use during close reading first requires the teacher to read and annotate the text, and then write a text dependent analysis prompt. The prompt is based on the reading elements that stand out from the selected text. The text dependent questions for collaborative discussions must focus on key insights that students should gain from reading the text. The questions guide them with tackling difficult sections of the text. The questions move beyond literal comprehension to interpretive comprehension—being able to grasp implied ideas. Students are expected to provide explicit and implicit evidence from the text, rather than their own experience, to support their ideas, claims, and reasoning about what

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

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References

1) Boyles, N. (2014). *Closer Reading, Grades 3-6.* Thousand Oaks, CA: Corwin Press.

2) Frey, N. & Fisher, D. (2013). *Rigorous Reading: 5 access points for comprehending complex texts.* Thousand Oaks, CA: Corwin Press.

3) Keys to Literacy (2014). *Generating Text Dependent Questions.* Retrieved from www.keystoliteracy.com

4) Porter-O-Donnell, C. (2004). Beyond the Yellow Highlighter: Teaching annotation skills to improve reading comprehension. *English Journal, 93*(5), 82-89.

5) Sisson, D. & Sisson, B. (2014). *Close Reading in Elementary School: Bringing Readers and Texts Together.* New York, NY: Routledge.