Text Dependent Analysis (TDA) Professional Learning Series:

Script for Module 7 - Close Reading Questions Leading to Text Dependent Analysis

Slide	Script
1	Welcome to the Text Dependent Analysis Module 7: Close Reading Questions Leading to Text Dependent Analysis. This module answers the key question: *How do I develop text dependent questions to support a text dependent analysis prompt?* This module is part of a larger series of TDA modules created by the Center for Assessment and Pennsylvania Department of Education. There is an Introduction Module to the TDA Professional Learning Series that explains the purpose, organization, and intended use of the modules and should be watched first, if you have not already done so.
2	As a warm-up to this module, we ask you to consider the following questions: 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?* Please pause the video and respond to this question in your journal (page 2) then discuss with colleagues. After your reflection, resume playing the video.
3	Let's first start by defining 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. Close reading can be defined simply as repeated readings and discussion of text in order to increase text comprehension.
4	Close reading supports habits of critical thinking, which includes the ability to analyze text. During a close reading lesson, students are expected to engage with the author's purpose for writing while annotating the text to make meaning of the author's message, perspective, choice of words, or other aspects of the writing. As students make meaning of the text through repeated readings, they locate evidence that supports their comprehension

	of the author's choices. Throughout the readings, students grapple with text dependent questions through collaborative conversations with peers and the teacher, as a guide. Through the close reading experience, students build awareness of how to write a text dependent analysis response using accurate and precise evidence.
5	Close reading is one framework that supports students' understanding of what the text states explicitly, making inferences based on the explicit meaning of the text and their background knowledge, identifying the reading elements within the text and determining how they are interrelated, and identifying evidence to support their understanding and ability to write a response to a text dependent analysis prompt.
6	Developing a close reading lesson requires dedicated time and an appropriately challenging text based on students' grade and reading levels. As previously stated, students engage in repeated reading of purposefully selected sections of the text while seeking answers to teacher-developed text dependent questions, collaboratively discussing their findings and thinking. The remainder of this module is to support educators with developing cognitively complex questions that are worthy of the time dedicated to collaborative discussions.
7	Think about your own reading lessons. Please pause the video and record in your journal (page 3), how do you develop close reading questions that allow students to see deeper meaning of the text? After your reflection, resume playing the video.
8	Let's first start by saying that there is no one correct strategy for creating a set of text dependent questions to use during a close reading lesson. However, effective text dependent questions engage students in systematically moving beyond questions that are right there in the text to seeking deeper meaning of the details in the text, such as understanding the author's choice in selecting specific vocabulary, reading elements, techniques, and so on. Embedding effective text dependent questions focused on the expectations of a text dependent analysis prompt move students along a continuum of deeper thinking and reasoning leading to analysis.
9	On the other hand, questions that require no familiarity with the text in order

	to answer them would not be considered text dependent and would not be used when developing a close reading lesson. For example, in a close analytic reading of *Daedalus and Icarus*, A Greek Myth, the following questions would not be considered text dependent: • The author of the myth describes the freedom of flying. How do you think you would feel if you were able to fly? • Do you think that King Minotaur was right or wrong in sacrificing men and women to satisfy the Minotaur? • What other methods could Daedalus have used to save Theseus from being lost in the labyrinth? These questions rely on opinions or background knowledge rather than what is read. While they may provoke student discussions, they take students away from considering the actual meaning of the text. Having students answer these types of questions will not move students closer to understanding the symbolism in the myth and how they develop a theme. We encourage you to read this Greek myth to make sense of the text dependent analysis prompt and text dependent questions. This text is most appropriate for students in grades 6-8. The myth, *Daedalus and Icarus*, can be found in the module folder.
10	Developing interpretive comprehension questions, or questions that move beyond the literal meaning, ensure that students: • make connections and inferences and reveal reactions by connecting a piece of text and what is in their mind together. In other words, they are using what is in the text along with their background knowledge and experiences to make meaning of the text. • examine how key vocabulary or use of figurative language impacts the author's meaning. • probe the meaning of reading elements or text structure. When examining narrative text, students are probing the characters' words, thoughts, actions, and feelings to understand what it says about the character, their conflicts, the relationship with other characters, and how this creates a theme. Students probe the meaning of the

	symbolism used, why the author uses the symbolism, and how the symbolism supports or reveals a theme. When students read informational text, they search for the main idea considering the individual's actions, how the text features contribute to a main idea or adds to the main idea. Students can discuss the author's use of text structures within a text and how they reveal different and new information.
	● examine authors' use of different techniques such as repetitions, shifts, or patterns in text and what the author is communicating through these techniques.
	● consider what the text leaves uncertain or unstated and what it implies.
	● consider different types of texts that move beyond words printed on a page, such as videos and songs.
	However, it is critical that the interpretive comprehension questions allow students to gain key insights about the text during collaborative discussions. These questions should move beyond literal comprehension to interpretive comprehension about what the author does, how the text is structured, and/or the meaning of the author's ideas and concepts.
11	When creating effective text dependent questions, teachers must begin with the end in mind. In other words, once a text has been selected for a close reading lesson, the text should be read and annotated in order to develop a TDA prompt that can be supported by the reading elements or text structure located in the text. These reading elements are ultimately derived from the PA Academic Standards for English language arts. The text dependent questions can then be created using the text dependent analysis prompt and the expected reading elements.
	==Please pause the video and review== the text dependent analysis prompt on this slide and how it supports the development of text dependent questions during a close reading lesson. After reading, resume playing the video.
12	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. <mark>Please pause the video and record</mark> your questions in your journal (page 4). I'll share my questions later in this module. After your reflection, resume playing the video.
13	The backwards design process continues by creating questions that allow students to orient themselves to the text. These text dependent questions should ensure that students have a general understanding of the text, such as making connections and inferences, as well as revealing reactions. Engaging students in responding to comprehension questions precedes their ability to analyze the text. Using the text, *Daedalus and Icarus*, a teacher might include the following questions for the following purposes: **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?
14	<mark>Please pause the video and record</mark> in your journal (page 5), other text dependent questions for making connections, inferences, and revealing reactions for the myth *Daedalus and Icarus.* Compare your questions with your colleagues. Do they support students demonstrating a general understanding of the text? Do they require students to make meaning of the text? After your reflection, resume playing the video.
15	As students demonstrate a general understanding of the text, questions can be asked related to specific vocabulary and figurative language, and how they impact the meaning of the text. For example, in *Daedalus and Icarus,* a teacher might ask students these

	questions for the following purposes: • **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 final outcome in each situation? • **Figurative Language:** Throughout the story Icarus's downfall was foreshadowed. Identify and explain the examples of foreshadowing.
16	==Please pause the video and record== in your journal (page 6), other text dependent questions for examining the key vocabulary or figurative language. Compare your questions with your colleagues. Do they support students locating meaning words and examples in the text? Do they allow students to focus on words that support the key ideas? After your reflection, resume playing the video.
17	In preparation for students analyzing the text in response to the text dependent analysis prompt, questions related to the reading elements, author's techniques, or the text structure should be used allowing students to deeply explore their meaning and role in the story. For example, in *Daedalus and Icarus,* a teacher might ask students these questions for the following purposes: • **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 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? Other questions might focus on setting, plot, or suspense. Examples of these questions can be found in the TDA Resource, *Close Reading Questions Leading to Text Dependent Analysis* found in the module folder.
18	<mark>Please pause the video and record</mark> in your journal (page 7), other text dependent questions for examining the key vocabulary or figurative language. Compare your questions with your colleagues. Do they support students locating meaning words and examples in the text? Do they allow students to focus on words that support the key ideas? After your reflection, resume playing the video.
19	Other types of questions that can be used are ones that explore repetitions, shifts, or patterns in text. For example, questions related to repetition might include: • 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? Text dependent questions can also consider what the text leaves uncertain or unstated. Additionally, if using diverse media, such as videos, photographs, paintings, or other forms of media, the teacher can pose questions that allow students to make connections about the topic using the different forms of media. For example, students can view the painting, *Landscape with the Fall of Icarus*, to identify the symbolism and compare it to the symbolism in the text. Students can then collaboratively discuss what the symbolism reveals about human nature. The painting can be found in the module folder.
20	It's important to point out that the text dependent questions posed will depend on the students, including their grade level, ability level,

	opportunities to engage in close reading, and to respond to text dependent analysis prompts.
	
	Additionally, these questions are intended to serve as an opportunity for students to make meaning of a text moving from general to a deeper understanding of the text being read. Consequently, developing and using the questions in a close reading lesson should follow the general sequence described in this module.
	
	The key point is that the text dependent questions developed and used should 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.

21	We believe that it is essential to take a few minutes to reflect upon what you just heard, organize it in your own mind, and to apply it to your professional practice. Pause to reflect and respond to the following question in your reflection journal (pages 8-9): Consider your instructional practices: 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?
22	If you are interested in further information about the content of this module, see the resource, *Close Reading Questions Leading to Text Dependent Analysis,* in the module folder.
23	This module answered the key question: *How do I develop text dependent questions to support a text dependent analysis prompt?* This module is part of a comprehensive series of TDA modules created to help you go deeper

	and extend your learning about text dependent analysis.
24	Additional information for this module can be found using these references.
25	Thank you for taking the time to engage in Module 7.