Module 10 Journal

Modeling a Text Dependent Analysis Response

**Name:** Click or tap here to enter text.

**Warm-Up**

1. Describe the three main skills that students are expected to demonstrate when responding to a text dependent analysis prompt.

Type your thoughts in the space below.

Click or tap here to enter text.

1. Describe the expectations of teacher modeling.

Type your thoughts in the space below.

Click or tap here to enter text.

**High Quality Modeling**

Consider what is expected for modeling a TDA response. Describe the benefits of using this process for both the teacher and students.

Type your thoughts in the space below.

Click or tap here to enter text.

**Student Actions**

Given the teacher actions during the modeled writing, describe what you would expect students to do to be actively engaged.

Type your thoughts in the space below.

Click or tap here to enter text.

**Response to a TDA Prompt**

Examine the introductory paragraph and the first body paragraph. Describe how the modeling, think-alouds, and student engagement supported the analysis in the first body paragraph.

Type your thoughts in the space below.

Click or tap here to enter text.

**Self-Monitoring Questions**

Reflect on the teacher and student actions described in this module and the resource document. What other self-monitoring questions would you recommend students ask themselves?

Type your thoughts in the space below.

Click or tap here to enter text.

**Final Thoughts**

Consider your instructional practices:

1. Describe how you will begin the modeling, think-aloud, and student engagement process with an instructional text dependent analysis prompt.

Type your thoughts in the space below.

Click or tap here to enter text.

1. Describe how you think your students would benefit from observing and engaging in this process.

Type your thoughts in the space below.

Click or tap here to enter text.