Module 3: Anatomy of a Text Dependent Analysis Prompt
How do you explain to students what they are expected to do when responding to a TDA prompt?
Different Types of TDA Prompts

- *Classroom instructional prompts*
- *Classroom-based assessment prompts*
- *PSSA TDA prompts*

Considerations:

- *Time of the year*
- *Grade level of students*
- *Opportunities to learn and practice*
Creating Classroom TDA Prompts: 
Reflection Journal (page 3)

Why do you think these considerations are important for the classroom teacher when developing TDA prompts?
Deconstruction of TDA Prompts

Statement #1: Introduction of text and/or reading element(s)

Statement #2: Action - write an essay analyzing

Statement #3: Use text evidence
Deconstruction of TDA Prompts: An Example

Text and author: *Thank You M’Am* by Langston Hughes

Authors use characters to develop a theme. Write an essay analyzing how the thoughts, words, and actions of Mrs. Jones and Roger develop a theme of trust. Use evidence from the text to support your analysis.

Statement #1: Identifies two reading elements for analysis—characters and theme.
Statement #2: Identifies the action (*write an essay analyzing*), thoughts, actions, words of characters, theme about trust.
Statement #3: Use text evidence
Classroom Instructional Prompt

Authors use characters to develop a theme. Write an essay analyzing how the thoughts, words, and actions of Mrs. Jones and Roger develop a theme of trust. Use evidence from the text to support your analysis.

Instructional Opportunities:
• Connection between theme topic and theme statement
• Locate evidence from characters’ thoughts, words, and actions
• Make inferences about characters’ thoughts, words, and actions and theme topic of trust
• Develop theme statements based on evidence and inferences
• Expectations of a grade-appropriate essay
• Expectations of analysis
Classroom Assessment Prompt: Reflection Journal (page 4)

When would a teacher use this prompt for classroom assessment purposes given the considerations of time of the year, the grade level of students, and the opportunities students have had to learn and practice demonstrating their understanding of the reading elements that they are asked to analyze?
Classroom Assessment Prompt

Authors use characters to develop a theme. Write an essay analyzing how the thoughts, words, and actions of Mrs. Jones and Roger develop a theme of trust. Use evidence from the text to support your analysis.

Multiple Opportunities to Demonstrate:
• Connection between theme topic and theme statement
• Locate evidence from characters’ thoughts, words, and actions
• Make inferences about characters’ thoughts, words, and actions and theme topic of trust
• Develop theme statements based on evidence and inferences
• Expectations of a grade-appropriate essay
• Expectations of analysis
In the story, A Taste of Colored Water, the historical fiction includes two young children who travel into town to see the “colored” water. Write an essay analyzing how the author uses the two young children’s thoughts and actions to reveal a theme about fairness. Use evidence from the text to support your response.
Classroom Instructional Prompt or Classroom Assessment Prompt

Text and author: *Uncle Timothy’s Ships* by Summer Woodford

Authors often use figurative language to describe objects, characters, and situations in their stories. Write an essay analyzing the role that figurative language plays in this story. Use evidence from the text to support your analysis.

**Reflection Journal (page 5):**

Based on what we have discussed, do you think this prompt is appropriate for classroom instruction, classroom assessment, or both? Explain your thinking.
Classroom Instructional Prompt or Classroom Assessment Prompt

Text and author: *Uncle Timothy’s Ships* by Summer Woodford

Authors often use figurative language to describe objects, characters, and situations in their stories. Write an essay analyzing the role that figurative language plays in this story. Use evidence from the text to support your analysis.

Both!

Considerations:

➔ *Time of the year*
➔ *Grade level of students*
➔ *Opportunities to learn and practice*
The passage “Paranka’s Dumplings” focuses on two cooks with different styles who work in the same kitchen. Write an essay analyzing the significance of Paranka’s and Olya’s different approaches to preparing dumplings. Use evidence from the passage to support your response.
Implications of the PSSA TDA Prompt

➔ Deconstruction of TDA prompts
➔ Academic language
➔ Reading elements
➔ Analysis - interrelationship of two reading elements
➔ Writing an essay
Final Thoughts - *Reflection Journal*, pages 6-8

1. Describe the differences between a highly scaffolded prompt and one that is not highly scaffolded. How would you differentiate their use in the classroom?

2. Practice using a text to write a highly scaffolded prompt and a prompt that is not highly scaffolded. Describe how you would use these two prompts and what instruction would be necessary for students to be successful when responding to both prompts.

3. Given your understanding of the expectations of classroom assessment and PSSA TDA prompts, how can you adjust your instruction and assessment practices to ensure students are prepared to independently deconstruct a prompt and analyze the reading elements?
For More Information…


or

Pennsylvania Department of Education: Text Dependent Analysis (TDA) Toolkit
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
Thank You