Text Dependent Analysis (TDA) Professional Learning Series:

Script for Module 8 – Analyzing Reading Elements and Text Structures

Slide	Script
1	Welcome to the Text Dependent Analysis Module #8: Analyzing Reading Elements and Text Structures. This module answers the key question: *How do I analyze reading elements and text structures?* 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 would you describe reading elements?* 2) *How would you describe text structures?* ==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	As a refresher, we want to be sure we have a common definition of analysis when we refer to text dependent analysis. We define analysis as *a detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships, in order to draw a conclusion.* The key to making meaning of this definition is to ensure understanding of the [click enter] reading or literary elements and [click enter] structures within narrative and informational texts.
4	All texts, whether narrative, poetry, informational, or diverse media, such as videos, photographs, images, and so on, have reading elements and a structure. We can use the analogy of a house to make sense of reading elements and text structure. Let's start with the features or elements of a house. There are some parts of the house that are necessary in order to say a building is a house. For example, most all houses have a kitchen, bathroom, and a bedroom.

	Without these elements there is no house. Additionally, some people include *choices* in their houses, such as wallpaper, hardwood floors, or a deck. This same analogy can be used when considering texts. All texts employ the use of literary *elements*. Some are more commonly used than others, but literary elements are always present. For example, in narrative texts, common literary elements include characters, setting, problem, solution, and theme. In informational text, common literary elements include individuals, events, central ideas, and perspective. In addition to commonly used literary elements, there are also *choices* that authors make when writing, which are often referred to as literary techniques, devices, or author's craft. Techniques are frequently and universally used by authors; therefore, our definition of text dependent analysis (detailed examination of elements) embeds techniques under the meaning of elements.
5	There are additional reading elements or techniques that authors use. However, it is important to note that techniques are text dependent. In other words, unless an author employs the use of a specific technique, it is impossible to explore or analyze its use. For example, situational irony cannot be taught or analyzed unless the selected text includes situational irony!
6	Can you think of other literary elements that authors include in their writing? Please pause the video and record your list of literary elements that author's use in your journal (page 3). Compare your list to your colleagues. After your reflection, resume playing the video.
7	Let's return to our house analogy, all houses have a structure which includes a frame, walls, beams, and a roof. All texts, whether narrative, poetry, informational, or texts beyond the written word printed on a page (videos, photographs, images, media) have a *structure*. Narrative texts have a plot structure which is embedded within a genre structure. Informational texts have an organizing structure or framework.

	Generally, we think of narrative text structure as linear in which there is a single way to progress through the text, starting at the beginning and reading to the end. However, there are also non-linear narrative structures in which the story jumps around in time, and the order in which events are portrayed does not correspond to the order in which things happened. These structures may include flashbacks, flashforwards, or have concurrent or subplots. Additionally, some narrative and narrative non-fiction texts have a structure that is specific to the genre. For example, the structure of a fairy tale often includes generic settings (*Once upon a time in a faraway castle…*), generic endings (*They lived happily ever after.*), plots that include predictable motifs (*ogres, magic, supernatural helpers, quests*), and a series of recurring actions.
8	Examples of organizing text structures for informational texts are shown on this slide. Text features are the building blocks for text structures. They allow the reader to make sense of what they are reading by providing a roadmap to what is important in the text. Common text features can be subdivided by print features, graphic features, and organizational features.
9	Please pause the video and record in your journal (page 4), several examples of each type of text feature including their purpose. Discuss your examples with your colleagues. After your reflection, resume playing the video.
10	Take a few minutes to review the text features on the following slide. How did your list compare to ours?
11	Similar to understanding the purpose of text features, when students are asked to analyze texts using text structure as one aspect of the analysis, they must be taught and demonstrate understanding of the purpose of the text structure, especially with respect to informational texts. For example, students often confuse problem-solution text with cause-effect text structure. Do you know the difference between the two structures and why the author's use one over the other? Students should learn that a problem-solution text structure presents a problem and shows how it can be or has been solved. On the other hand, a cause-effect text structure

	explores the implication that the effect is produced by a specific cause or that consequences follow from a specified antecedent; often has a call to action. ==Please pause the video and examine== the list of text structures and their purpose. After reading the list, resume playing the video.
12	Before exploring how to teach students to analyze reading elements and text structures, including text features, it is important to note that not all reading elements and structures are appropriate or necessary for all grade levels. For example, it would be inappropriate to teach students in elementary grades about irony, symbolism, or allusion, for example. It is unlikely they will be reading texts that support these reading elements. These reading elements are most appropriate for students in the middle and high school grades. Similarly, a science fiction genre structure would be most appropriate for these grades. On the other hand, a realistic genre structure which includes a linear plot should be taught in the elementary grades and reinforced in later grades but would probably not need to be taught as a structure. So, how do educators know which reading elements and structures students need to know and learn to use for analysis? Many literary elements, some common techniques, and text structures are identified in the standards. For example, the Grade 4 Reading Informational Text standard specifically identifies the text structures chronology, comparison, cause/effect, and problem/solution. Local school districts, however, may decide that there are other text structures that fourth grade students should learn, but the four identified in the standards are expected. Conversely, the Grade 4 Reading Literature standard identifies that students should determine the meaning of words and phrases, including figurative language. Which figurative language should educators focus on since none are specifically identified? Notice that the standard states "in grade level text". In this case, it is implied that educators should rely on their curriculum and the types of figurative language noted in the grade level texts used when teaching reading.

13	Please pause the video and examine the Reading Informational Text and Reading Literature standards for your grade level. Identify and record in your journal (page 5) the different reading elements, techniques, and structures that you found explicitly or implied. After your review of the standards, discuss these with a colleague and resume playing the video.
14	Let's shift now to teaching students to demonstrate analysis of the reading elements or structures. As a reminder, analysis requires teaching students to uncover interrelationships. The goal of analysis is not simply to uncover parts within the whole, such as to identify a character or a simile, but to understand the connection of the parts to each other within the text to deeply understand the entire text. In other words, once the parts are identified, analysis then seeks to determine how those parts are related by recognizing the relationship and patterns between them.

The interrelationship of the reading elements and/or structures is not necessarily a one-to-one match. For example, figurative language does not always contribute to the conflict. The teacher needs to deeply understand the author's meaning and the choices made within a text, bearing in mind the reading elements and/or structure(s) utilized. This understanding supports how to construct the text dependent analysis prompt, text dependent questions about the reading elements or structure leading to analysis, and how to guide students in understanding the interrelationship of the two reading elements and/or structure. Additionally, teaching specific academic vocabulary to students that supports an interrelationship will also aid in their understanding of analysis. Let's look at several examples for different grade levels. |
| 15 | Examine this grade 4 example for the narrative text, *Because of Winn-Dixie*. The grade level standards identify that students should be able to determine a theme as well as describe a character in-depth. This text clearly supports these two reading elements. Consequently, the text dependent analysis prompt asks students to analyze how the relationship between the two characters supports a theme about friendship. The two reading elements are characters and theme. But students need to understand that describing the characters is not enough. |

16	Rather, students need to know that examining the in-depth relationship of the characters, which in this case, comes from clearly understanding their actions, thoughts, words and/or feelings and how they contribute to the identified theme. Notice the signal word "contribute" in the last question. Contribute means to "bring about something" or to "play a significant role in making something happen." Teaching students the meaning of this word supports that the characters play a significant role in determining the theme.
17	Let's look at a grade 6 example which asks students to use both an informational text and a poem as a narrative text. Consequently, both informational and literature grade level standards are included and identify that students should be able to determine a central idea as well as interpret the meaning of words and phrases, including figurative language. These texts support these two reading elements, and the text dependent analysis prompt asks students to analyze the relationship between the author's word choice and the central idea. Students need to understand not only the meaning of the authors' word choice, including figurative language, but how they develop the central idea.
18	Please pause the video and record in your journal (page 6), questions that you would ask students to ensure their deep understanding of the reading elements, author's word choice and central idea, and how they are interrelated. After your reflection, discuss with colleagues, and then resume playing the video.
19	Review the list of questions that allow students to examine the author's word choice in-depth and how they develop the central idea of both texts. Notice the signal word "develop" in the last question. Develop means to "make something visible" or to "allow something to unfold gradually." Teaching students the meaning of this word supports that a careful examination of the words as they move from the beginning to the end of a text helps to develop a central idea. Please pause the video to read over the questions. After reading the list, discuss them with colleagues, and then resume playing the video.
20	"Contribute" and "develop" are only two vocabulary choices that will signal to students that they are to show an interrelationship between two reading elements or structure. Other vocabulary words to teach students to successfully recognize that they are expected to demonstrate analysis

	include "important" and "significant". However, it's not just the words, but rather how they are used in the questions to signal the interrelationship between two reading elements or structure. For example, asking: *How is author's use of figurative language important in the development of the tone?* Or *How are Jim Johnson's finding important in the meaning of the concept "groupthink"?* These questions indicate to students that one reading element is dependent on the other reading element. In the first question, the tone is developed through the use of figurative language. And in the second question, the concept of "groupthink" is dependent on the individual, Jim Johnson's research findings. Using the vocabulary word "significant" supports teaching students that they are expected to analyze two reading elements can be seen when asking these questions: *How are the character's actions significant in revealing the conflict? Or How is Jackson's perspective significant in revealing specific characteristics of a crowd?* In the first question, the conflict is revealed because of the character's actions. And in the second question, the idea of the characteristics of a crowd is revealed by Jackson's perspective.
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 questions in your reflection journal (pages 8-9): Consider your instructional practices: 1) What instructional practices can be used to teach students to identify and deeply understand the grade level reading elements and text structures? 2) Examine a series of text dependent questions. Describe how they signal to students to demonstrate an interrelationship between two reading elements and/or text structures.

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22	If you are interested in further information about the content of this module, see the resource, *Text Dependent Analysis: Reading Elements and Structures* in the module folder.
23	This module answered the key question: *How do I analyze reading elements and text structures?* 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 8.