Module 1 Journal

TDA - A need for curriculum and instructional shifts

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

**Warm-Up**

1. Why should students learn to analyze text?
2. How does research support this expectation?

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**Analysis Expectations**

What are the necessary underlying expectations for demonstrating analysis of text?

Type your thoughts in the space below.

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**Reading Stances**

How do Judith Langer’s stances compare with the way you teach students to comprehend and interpret text?

Type your thoughts in the space below.

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**College and Career Readiness**

Text dependent analysis is an important and necessary aspect of any English language arts curricular and instructional program. But does that mean analysis is necessary for a student to be college and career ready?

Type your thoughts in the space below.

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After reading the definitions of college and career readiness, has your thinking changed or expanded? If so, in what way?

Type your thoughts in the space below.

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**Curricular and Instructional Implications**

Given what you now know about analyzing text, what do you think are some curricular and instructional implications?

Type your thoughts in the space below.

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**Key Implication Questions**

1. Review the questions below:
	* What is expected in response to a TDA prompt?
	* How do I teach students to analyze?
	* How do I recognize analysis in student writing?
	* What’s the difference between inference and analysis?
	* How do I know what students should analyze?

How would you answer these questions and how do you know if you understand these expectations?

Type your thoughts in the space below.

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1. How does the reading series or texts you use support analysis instruction? Find specific examples in your reading text.

Type your thoughts in the space below.

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1. Is text dependent analysis taught in a reading or a writing class or block of time? How do you ensure that students understand that analysis requires writing about reading?

Type your thoughts in the space below.

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1. Describe the strategies you use to teach students to analyze text. Explain how they are different from guided reading

Type your thoughts in the space below.

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1. In what ways do you include text dependent analysis as part of your formative assessment processes?

Type your thoughts in the space below.

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