



Text Dependent Analysis (TDA) Professional Learning Series:

Script for Module 1 - TDA: A need for curriculum and instructional shifts

Slide	Script
1	Welcome to the Text Dependent Analysis Module #1: TDA - A need for curriculum and instructional shifts. Module 1 answers the key question: <i>Why is analyzing text important?</i> This module is part of a comprehensive 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 Module 1, we ask you to consider the following questions: <i>Why should students learn to analyze text? And, How does research support this expectation?</i> Please pause the video and respond to these questions in your journal (page 2) then discuss with colleagues. After your reflection, resume playing the video.
3	Let's begin by clarifying the definition of Text Dependent Analysis. The standard that supports the analysis of text is identified as a writing standard which includes the same expectations from grades 3 through grade 12. The standard states that students are expected to "draw evidence from literary or informational text to support analysis, reflection, and research, applying grade-level reading standards for literature and informational text." While the standard is included as a writing standard, it clearly states that [click enter] students are expected to demonstrate grade-level reading standards for literature and informational text through a written analytical response.
4	Analyzing text includes multiple considerations. Please pause the video and record in your journal (page 3): <i>What are the necessary underlying expectations for demonstrating analysis of text?</i> After your reflection, resume playing the video.
5	First and foremost, analyzing text requires a grade-appropriate complex



The Thompson TDA Model

	<p>text, whether narrative or informational, to allow students to analyze specific literary elements or text structure. Students must be able to read the text and make meaning of it, demonstrating that they have an overall comprehension of the text.</p> <p>Then, based on the literary elements or structure that they are expected to analyze, students must be able to locate accurate and precise evidence from the text supporting the author’s meaning and purpose for using the literary elements or structure. Next, students need to make inferences about the author’s meaning using the text evidence and their background knowledge. Demonstrating analysis then requires the student to explain and elaborate how the identified text evidence and inferences support a deeper meaning about the text.</p> <p>Finally, in a TDA response, students need to support an overall analysis of the literary or informational elements or structure found within the text through a written essay using effective communication skills in response to a prompt.</p>
6	<p>TDA prompts move beyond open-ended comprehension questions by asking students to explain and elaborate on the interaction of literary and informational elements, and/or structure, such as how the author uses characters’ actions to reveal a theme. These prompts require much more than simply locating text evidence to support a response to a question. They necessitate an understanding of the author’s craft, choices, and presence in the text as it relates to the specified elements identified or alluded to in the prompt. The literary and nonfiction elements and text structure, as reflected in the academic standards associated with each grade level, are embedded within a TDA prompt.</p>
7	<p>Due to its cognitive complexity, text dependent analysis is viewed by state departments of education as a college and career expectation, but there is a lack of clarity as to what constitutes “college and career readiness” and how an analytic response to text is a key component of this readiness pathway. Additionally, it is unclear whether analyzing text by students in elementary and middle school is supported by literacy research.</p>



	<p>This module and the associated paper describe the literacy research which supports the instruction and assessment of analysis, explain what is meant by college and career readiness and how an analytic response to text supports this readiness, and highlight some implications of text dependent analysis for instructional and curriculum decision-making.</p>
8	<p>We will begin by examining the literacy research which supports text dependent analysis as a college and career ready expectation.</p>
9	<p>An analytic response to text is not a new concept and has been emphasized throughout the history of education. If we look at more recent history, the New Criticism movement in the mid-1900's brought text dependent analysis to the forefront by emphasizing that literature or text functioned as a self-contained source of meaning.</p> <p>In other words, the meaning of the text was determined solely through the words on the page.</p>
10	<p>However, in the 1970's, Louise Rosenblatt, a highly influential thinker in literary and critical theory, reading pedagogy, and education, challenged the New Criticism by suggesting that as individuals read, they transact with text, and she noted that reading is a "dynamic situation in which the meaning does not reside in the text," but rather occurs when the reader brings their knowledge and experiences to the reading situation.</p> <p>In other words, the interpretation or analysis of a text stresses the underlying ideas that link the concepts or meaning of the text that are most in agreement with the author's probable intent. And because the readers' knowledge and experiences impact analysis, there is no one single correct meaning of the text.</p> <p>Therefore, analyzing text does not claim that there is a single correct meaning of the text, but the response must follow from and be guided by the text, adhering to generally agreed upon interpretations.</p>
11	<p>In the 1990's, Judith Langer built upon Rosenblatt's transactional theory by recognizing that readers construct meaning through varied stances or viewpoints as they clarify ideas and use their "text understandings to reflect on their own lives, on the lives of others, or on human situations and</p>



	<p>conditions in general.”</p> <p>She described that the way we think about text depends on our purpose and expectations for reading it. In other words, she stated that the ways in which we think about and interact with the text causes interpretations to unfold and understandings to shift.</p>
12-13	<p>Readers use different stances and strategies when approaching text for different purposes and expectations.</p> <p>Each of the stances identified by Judith Langer anticipates a reader’s interaction with a text, similar to Louise Rosenblatt’s transactional theory.</p> <p>Please pause the video and read through the different stances and strategies. Then respond to the following question in your journal (page 4): <i>How do Judith Langer’s stances compare to your instructional strategies for comprehension and interpretation of text?</i></p> <p>After your reflection, resume playing the video.</p>
14	<p>Recognizing the historical research of how individuals interact with text, allows for a greater understanding of what is required in an analytic response to text, and specifically, a text dependent analysis prompt.</p> <p>Students must be able to demonstrate basic comprehension of the text or take a global stance. They need to make inferences throughout the reading of the text using the information or evidence found in the text or take an interpretive stance. Students need to generalize their understanding through their own knowledge of the topic or text content or take a personal stance.</p> <p>And then they can expand their breadth of understanding, consider alternative interpretations, changing points of view, complex characterizations, and unresolved questions by analyzing the text, viewpoints, language, and other choices made by the author or taking a critical stance.</p>



	The description of Langer’s stances helps to illustrate the underlying expectations of a text dependent analysis prompt.
15	<p>In addition to making meaning of a text when reading, students are expected to write an essay demonstrating their comprehension and analysis. Engaging in the writing process moves students from the conversation about the text to communicating ideas in writing.</p> <p>Rosenblatt explained, “writing can become a learning process, a process of discovery.” She further explained that as writing about ideas occurs, the writer determines how the information makes sense with preceding information ensuring that the intended meaning or purpose is communicated. In other words, new "meanings" grow out of the writing process, restructurings or extensions of ideas occur, as well as increasing experiences the writer brings to the task.</p>
16	<p>Writing in response to text improves students’ reading comprehension and ability to analyze text. The report, <i>Writing to Read</i>, published in 2010 by Graham and Hebert finds that teaching students to write about text strengthens comprehension, fluency, word skills, and overall improves reading abilities. More specifically, they found that extended responses such as interpreting and analyzing text consistently produced a positive impact on reading comprehension. This finding applied to students in grades 2-12, lower-achieving students, and included positive effects for science and social studies, as well as English language arts.</p> <p>They also found that extended writing about what is read was more effective than just reading the text, reading and rereading the text, reading and discussing the text, or just receiving reading instruction.</p> <p>These findings illustrate the importance of the standard for text dependent analysis and its instruction.</p>
17	Given this research, and the inclusion of the analysis expectation in state standards, we can conclude that text dependent analysis is an important and necessary aspect of any English language arts curricular and instructional program. <i>But does that mean analysis is necessary for a student to be college and career ready?</i>



	<p>Please pause the video and respond to this question in your journal (page 5). After your reflection, resume playing the video.</p>
18-20	<p>College and career readiness has been defined in several ways that are identified on the next two slides.</p> <p>Pause the video and read through the four different definitions. Then revisit your response to the question on college and career readiness. Has your thinking changed or expanded? Record your thoughts on page 5 in your journal. After your reflection, resume playing the video.</p>
21	<p>A successful response to a text dependent analysis prompt requires instructional practices which engage students in a deep and close reading of complex texts. During these close reading lessons, students are provided opportunities to read and reread sections of the text for specific purposes which are driven by the expectations of a text dependent analysis prompt. Students participate in collaborative discussions where they orally identify the literary elements used by the author, describe what they notice about the author’s craft utilizing the content learned throughout their instruction, and make inferences about the author’s intended meaning.</p> <p>When students engage in these different aspects of close reading, they are poised to demonstrate an analysis of the text and more intentionally places them on the pathway to college and career readiness.</p>
22	<p>Based on these definitions of college and career readiness and the iterative nature of reading and writing, it seems fundamental that an analytic response to text supports college and career expectations!</p>
23	<p>We now shift to highlighting some instructional and curricular implications of text dependent analysis.</p>
24	<p>Pause the video and respond to the following question in your journal (page 6): <i>Given what you now know about analyzing text, what do you think are some curricular and instructional implications?</i> After your reflection, resume playing the video.</p>
25	<p>There are at least five key implications to teaching students to analyze text:</p> <ol style="list-style-type: none"> 1) Professional learning and development 2) Curricular design and resources



	<p>3) Scheduling of English language arts 4) Instructional strategies, and 5) Classroom assessments.</p> <p>Let's discuss these implications in more detail.</p>
26	<p>The first key implication is ensuring that educators have opportunities to engage in professional learning related to analyzing text.</p> <p>Unfortunately, providing the definition of analysis is not enough to make sense of the underlying expectations associated with analyzing text. Many teachers lack clarity as to what is expected from an analysis prompt, how to determine what should be analyzed in a given text, how to teach students to analyze, including the difference between making an inference and analyzing, and how to recognize analysis in student writing.</p>
27	<p>A second key implication is curricular design and resources.</p> <p>Teaching reading and writing is complex and unfortunately many school and district leaders purchase reading programs with the hopes that such programs will ensure that students are taught all the critical strategies and skills necessary for effective reading, including phonemic awareness, decoding/word attack, reading fluency, vocabulary, comprehension, and analysis.</p> <p>To further complicate this, many districts and teachers are reliant upon reading anthologies to guide their understanding, which typically do not systematically address the skill of analysis. Reading series or anthologies tend to focus primarily on comprehension, including strategies such as rereading and visualization, and on the teaching of reading elements, which are often identified as “skills”, such as author’s point of view, main idea and key details, characters, setting, and plot.</p> <p>Teaching these strategies, skills, and reading elements are all necessary aspects of analysis, and consequently to responding to a text dependent analysis prompt; however, they are not sufficient. A reading series may also provide some guidance for teachers related to analysis when students are asked to write about text in response to questions such as, <i>How does the</i></p>



	<p><i>author help you understand how the character changes from the beginning of the story to the end?</i> Teachers are expected to ask students how the author shows a character’s development, what the evidence tells about the character, and why it is important. These are appropriate questions when analyzing, but they are not the main focus of the reading lessons, nor are the questions always identified as analysis.</p> <p>Additionally, there is often no support to teachers regarding the expectations for student responses to these questions or samples of proficient student work. This leaves teachers without clear direction around what is expected in response to an analysis prompt. Furthermore, the expectations of a text dependent analysis prompt found on a state test may not coincide with the expectations developed by the publishers of the reading series, as they are not specific to any one state.</p> <p>These reading series and programs should be carefully reviewed to identify where and how often students are provided the opportunity to analyze text and to write in response to an analysis prompt.</p>
28	<p>Curriculum directors, leaders, and teachers must ensure that there is a systematic plan for purposefully embedding the components of a text dependent analysis prompt throughout the reading units across the school year. This is not a simple task. When something is added into a unit, such as an instructional text dependent analysis prompt and a close reading lesson that leads students to analyze the expected reading elements, it means something must come out of the unit. This requires educators to be able to develop a well-designed replacement unit that will address similar expectations (reading strategies and skills) but provide for deeper learning of these expectations by incorporating analysis. These replacement units should provide “coherently developed instructional tasks, sample formative questions for teachers to ask or things to look for in student work to get at key conceptual understandings and would serve as a basis for interim performance tasks and as a context for summative assessment.”</p> <p>The development of replacement units requires access to texts that have the appropriate complexity necessary for analysis. Some texts within a</p>



	<p>reading program will lend themselves to analysis, but others will not. Consequently, educators will need to be able to locate appropriately complex text, considering both quantitative and qualitative aspects, obtain permission to use these texts, and to develop prompts and lessons without the aid of a teacher’s manual.</p> <p>Additionally, these replacement units will also impact the unit assessments that are part of the reading program and are relied upon to gauge student progress. Educators will need to determine which aspects of unit assessments can be eliminated in order to include text dependent analysis in classroom-based summative assessments. As with any set of assessments, the student work should be analyzed for instructional decision-making and the scoring of the student work should be calibrated within and across grades.</p> <p>See module 14: Developing Replacement Units Leading to Analysis, for more information.</p>
29	<p>A third implication centers on the manner in which schools and districts create schedules so that reading and writing about text are not taught separately.</p> <p>In the Writing to Read report, Graham and Hebert reported that most elementary students spend only twenty minutes a day writing, assignments that involved writing more than a single paragraph occurred less than once a month in 50 percent of classes, high school writing instruction was infrequent, and students were rarely asked to complete writing assignments that involved analysis and interpretation.</p> <p>Given the results of the Writing to Read report and the implementation of text dependent analysis, educators and leaders will want to rethink in what way, how much, and how often writing is embedded into the instructional program. In order to appropriately teach text dependent analysis, reading and writing needs to intersect within each school day and throughout the year.</p>
30	<p>A fourth implication is considering the manner in which analytical reading</p>



	<p>and text dependent analysis writing is taught. Teaching analysis requires providing students with the tools to draw from a knowledge base of what authors do when writing and to use that lens to make meaning of why authors made specific choices and how those choices impact the text as a whole.</p> <p>An important strategy for assisting students with analysis is through the use of multiple challenging texts [click enter] while focusing on the same reading element (e.g., characterization, symbolism, irony). This allows students to read comparatively and ask “why” and “how” one author used symbolism, and why and how another author used characterization to convey a message or theme, for example.</p> <p>Using a reading program which jumps from one skill or reading element to another without deeply comparing and discussing, causes a deficit in students’ ability to use this knowledge when they are expected to independently read a text and demonstrate analysis.</p> <p>Additionally, students need opportunities to discuss the texts they are reading with others. Individuals make meaning of new information through social interactions with adults and peers (Rosenblatt, 1988; Lave & Wenger, 1991), yet often information is simply given to students with the expectation that they understand and can replicate it with a different text. Close reading as a strategy for engaging students in analysis encourages collaborative discussions in which student thinking is made visible [click enter], allowing for students and teachers to be able consider the strength of the evidence and for students to formulate insights, ideas, and generalizations in a non-evaluative situation.</p> <p>See module 9, Collaborative Discussions, for more information.</p>
31	<p>Close reading has been defined as “reading to uncover layers of meaning that lead to deep comprehension” (Boyles, 2013, p. 4). More specifically the Partnership for Assessment of Readiness for College and Careers clarifies this definition as:</p>



	<p><i>Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meaning of individual words and sentences; the order in which the sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.</i></p> <p>Text dependent analysis is a study of the text, requiring multiple readings to consider the author’s choices, to make inferences about these choices, to construct meaning and to generalize these inferences. Close reading is an ideal instructional vehicle for teaching analysis.</p> <p>See module 7, Close Reading Expectations, for more information.</p>
32	<p>A fifth, but not conclusive, implication of teaching students to analyze is the creation or adaptation of classroom assessments.</p> <p>Students need multiple and regular formative assessment opportunities to practice writing in response to an analysis question or prompt related to various reading elements. It is not helpful to engage students in “TDA Fridays” in which a text dependent analysis prompt is administered as a classroom summative assessment each week or to practice writing in response to a prompt in preparation for the state test.</p> <p>Expecting students to deeply understand the underlying components and expectations of analysis by taking an assessment is futile and will not produce the anticipated results of better scores on the state test. Similar to any thoughtful instruction, teaching analysis requires direct instruction, modeling, scaffolding, and practice throughout the course of the year.</p>
33	<p>We believe that it is essential to take a few minutes to reflect upon what you just heard about the key implications, organize it in your own mind, and apply it to your professional practice. Pause to reflect and respond to the following questions in your journal (pages 7-9):</p>



	<ol style="list-style-type: none"> 1. Review the following questions: <ul style="list-style-type: none"> • 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? <p>How would you answer these questions and how do you know if you understand these expectations?</p> 2. How does the reading series or texts you use support analysis instruction? Find specific examples in your reading text. 3. 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? 4. Describe the strategies you use to teach students to analyze text. Explain how they are different from guided reading strategies. 5. In what ways do you include text dependent analysis as part of your formative assessment processes? <p>After your reflection, resume playing the video.</p>
34	<p>If you are interested in further information about the content of this module, see the paper, <i>Text Dependent Analysis: A college and career ready item</i>, in the module folder.</p>
35	<p>This module answered the key question: <i>Why is analyzing text important?</i> 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.</p>
36-37	<p>Additional information for this module can be found using these references.</p>
38	<p>Thank you for taking the time to engage in Module 1.</p>