Module 11: Text Dependent Analysis Learning Progressions
Warm-Up: **Reflection Journal** (page 2)

1) *Describe your understanding of a learning progression.*

2) *How do you analyze your students’ work to make instructional decisions?*
“descriptions of the successively more sophisticated ways of thinking about an important domain of knowledge and practice that can follow one another as children learn about or investigate a topic over a broad span of time. They are crucially dependent on instructional practices if they are to occur” (Corcoran, Mosher & Rogat, 2009, p. 37).

“descriptions of successively more sophisticated ways of reasoning within a content domain” (Smith, Wiser, Anderson, & Krajcik, 2006, p. 1).

“descriptions of the successively more sophisticated ways of thinking about an idea that follow one another as students learn” (Wilson & Berthenthal, 2005).

“picture of the path students typically follow as they learn...a description of skills, understandings, and knowledge in the sequence in which they typically develop” (Masters & Forster, 1996).

How does your understanding of a Learning Progression compare to these definitions?
# TDA Learning Progressions

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Developing</th>
<th>Meeting</th>
</tr>
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<tbody>
<tr>
<td><strong>Reading Comprehension</strong></td>
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<td>Focus on the Prompt</td>
<td>Writes generally about the text using his/her own focus.</td>
<td>Acknowledges the expectations of the prompt and writes about one reading element and/or structure.</td>
<td>Responds to the prompt by addressing each reading element and/or structure separately.</td>
<td>Responds to the prompt by addressing the interrelationship between the reading elements and/or structure, and maintains focus throughout the entire essay.</td>
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<td>Writes information about the text which includes blatant inaccuracies or misconceptions about the textual information and may incorporate personal narrative.</td>
<td>Writes a retelling/summary, which may include personal connections demonstrating general understanding of the text with some inaccurate details and/or without making inferences.</td>
<td>Writes details from the text which are not fully connected to the inferences made about the reading elements and/or structure identified in the prompt.</td>
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<td><strong>Analysis</strong></td>
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<td>Textual Evidence</td>
<td>Copies a variety of words, phrases, or sentences directly from the text(s) in an incoherent manner.</td>
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<td>Provides a mix of relevant and irrelevant details from the text(s) that are generally connected to the reading elements and structure identified in the prompt.</td>
<td>Paraphrases or quotes relevant and precise details from the text(s) that support the reading elements and/or structure identified in the prompt.</td>
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<td>Inferences</td>
<td>Restates the text evidence in their own words and makes no inferences.</td>
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<td>Inconsistently makes inferences about the textual evidence identifying its meaning or importance as related to the reading elements and/or structure identified in the prompt.</td>
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<td>Explanation and Elaboration</td>
<td>Provides information from the text without an explanation of why it was selected or how it contributes to the understanding of the elements and/or structure.</td>
<td>Attempts to connect details from the text to inferences made, but the explanation is unclear, undeveloped, or unrelated to the reading elements and/or structure.</td>
<td>Generally draws coherent connections between the text evidence and the inferences about the reading elements and/or structure which are partially explained.</td>
<td>Fully explains and elaborates on the connections between the text evidence and inferences about the reading elements and/or structure with a clear explanation and/or generalization.</td>
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TDA Learning Progression Structure

Grade Spans:
- K-2
- 3-5
- 6-8

Levels:
- Beginning
- Emerging
- Developing
- Meeting
## Underlying Expectations and Criteria

<table>
<thead>
<tr>
<th>Underlying Components</th>
<th>Reading Comprehension</th>
<th>Analysis</th>
<th>Essay Writing</th>
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<tbody>
<tr>
<td>Criteria</td>
<td>• Focus on the Prompt&lt;br&gt;• Understanding of Text</td>
<td>• Textual Evidence&lt;br&gt;• Inferences&lt;br&gt;• Explanation and Elaboration</td>
<td>• Organization&lt;br&gt;• Word and Sentence Choice&lt;br&gt;• Conventions of Spelling, Punctuation, and Grammar</td>
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### Similarities and Differences of the Grade-Span Learning Progressions

#### Text Dependent Analysis Learning Progressions

**Grades K-2**

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<tr>
<td>Writing and/or Verbal Response</td>
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**Grades 3-5**

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<td>Essay Writing</td>
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**Grades 6-8**

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Similarities and Differences of the Grade-Span Learning Progressions

**Grades 3-5 and 6-8**

**Reading Comprehension**
- Focus on the Question/Prompt
- Understanding of Text

**Analysis**
- Textual Evidence
- Inferences
- **Explanation and Elaboration**

**Writing and/or Verbal Response**
- Organization
- Word and Sentence Choice
- **Conventions of Spelling, Punctuation, and Grammar**
# TDA Learning Progression Descriptors

## Text Dependent Analysis Learning Progressions

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<td>Paraphrases or quotes relevant and precise details from the text(s) that support the reading elements and/or structure identified in the prompt.</td>
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<td><strong>Inferences</strong></td>
<td>Consistently makes inferences about each piece of evidence and explains how it supports the meaning or importance of the reading elements and/or structure identified in the prompt.</td>
<td>Makes sophisticated inferences and interpretation about each piece of text evidence and connects to ideas related to the meaning of the text and the reading elements and/or structure identified in the prompt.</td>
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Identify one similarity and one difference in the grade span TDA Learning Progressions. Describe how the descriptions align to the grade level standards.
The Thompson TDA Model

Resources Aligned to the Learning Progressions

- Text Dependent Analysis – Instructional Prompt Guide
  Grade 4 Annotated Student Responses Based on the Text Dependent Analysis Learning Progressions

- Text Dependent Analysis – Close Reading Lessons for *Blueberry Picking* by Donald Hall
  Grade 4 Comprehension and Analysis of Characterization and Theme Based on the Text Dependent Analysis Annotated Student Responses

- Text Dependent Analysis – Replacement Unit for Grade 4 Analysis of Characterization and Theme
Use of the TDA Learning Progressions and Resources

Zone of Proximal Development
Vygotsky, L. (1978)
Describe the instructional moves a teacher could include that supports students moving from the beginning to emerging level.

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Instructional Impact: Reflection Journal (page 5)

Describe how the fine-grained information about students’ strengths and needs from the TDA Learning Progressions will impact your instruction of reading comprehension, analysis, and essay writing.
Possible Uses of the TDA Learning Progressions

• Analyze student work to make instructional decisions appropriate for students.
• Create instructional TDA prompts that allow students to practice deconstructing them.
• Create close reading lessons that allow students to comprehend text, identify reading elements, engage in collaborative discussions with peers, and practice analyzing with teacher guidance.
• Use or create replacement units that function as curricular materials to aid student understanding of the underlying components of a text dependent analysis response.
Consider your instructional practice:

1) Create a plan for how you and your grade level colleagues could begin using the TDA Learning Progressions in your school.

2) Describe how you think you and your students would benefit from engaging in the use of the TDA Learning Progressions.
For More Information…


Or

Pennsylvania Department of Education: Text Dependent Analysis (TDA) Toolkit
## Going Deeper with Text Dependent Analysis

### 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
References


Thank You