Module 13: Developing Close Reading Lessons Leading to Analysis
Warm-Up: **Reflection Journal** (page 2)

1) How do you currently plan lessons to support the analysis of text?

2) Why do you think it is important for students to analyze text during close reading instruction?
Close Reading

Close reading involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion, planned around repeated readings of sections of a text in order to increase student comprehension.
Structure of a Close Reading Lesson

- Intentional
- Dedicated Time
- Collaborative Discussions
- Multiple Readings
- Purposeful
- Challenging Text
- Analysis

Making Thinking Visible
Text Complexity for Analysis

1. Match readers to texts within their zone of proximal development (Vygotsky, 1978).

<table>
<thead>
<tr>
<th>Text Complexity Grade Band</th>
<th>Suggested Lexile Range</th>
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<tbody>
<tr>
<td>Grades 2-3</td>
<td>450L – 790L</td>
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<tr>
<td>Grades 4-5</td>
<td>770L – 980L</td>
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<tr>
<td>Grades 6-8</td>
<td>955L – 1155L</td>
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2. Texts that are low in complexity leave little for the reader to infer or analyze.
For additional information on Text Selection see the TDA Resource: Selecting Complex Text for Analysis
Selecting Text: **Reflection Journal** (page 3)

- Identify the reading elements in your current unit of instruction.

- Examine an upcoming text and determine if it could be used for teaching analysis during a close reading lesson. Explain why or why not.
Rereading the Text

Re-read sections of the text to make:
• connections
• inferences
• meaning of the author’s techniques or use of figurative language

And re-read to consider what the text leaves uncertain or unstated.
The Thompson TDA Model

Rereading the Text

• Identify specific focus and purpose.
• Develop text dependent questions.

• How does the narrator calling himself “nervous” but not “mad” in paragraph 1 foreshadow what is happening in this section?
• Find a line in this section that is repeated and discuss how it creates suspense in the story.
• The author uses two main symbols in this section – the eye and the heart. How do they create suspense?

For additional information on Text Dependent Questions see the TDA Resource Close Reading Questions Leading to TDA
Identify the text you could use to teach analysis of the reading elements.

Record the text dependent questions you would pose to support analysis of these reading elements. Explain how these questions support comprehension and analysis.
Collaborative Discussions

• Engages students in understanding the text and how all text elements work together
• Builds knowledge, increases vocabulary, and identifies evidence to support thinking
• Makes real-world connections and engages students in dialogue
• Exposure to diverse perspectives allowing students to understand various possibilities
Collaborative Discussions

• Ask probing questions
• Ask clarifying questions
• Adjust instruction

For additional information on Text Dependent Questions see the TDA Resource Collaborative Discussions for Close Reading
Close Reading Lesson

• A close read is engaging
• A close read has a defined purpose
• A close read allows students to see connections within the text
• A close read provides a daily reason to learn
• A close read teaches students to dig deeper in the text
• A close read is a process to learning more

Close reading… is not a change to what you teach – just how you teach it!

Dedicated Time!
Decision Points

What has been taught? What needs to be taught?

• Meaning of the focus reading elements
• Meaning of analysis
• Engagement in collaborative discussions
• Identify precise and accurate evidence
• Deconstructing a TDA prompt
Given what you have taught in your reading lessons about the reading elements, text dependent questions, and collaborative discussions, how much time would be needed for a close reading lesson that includes the different aspects of close reading and the decision points listed on the previous slide? Explain your rationale.
# Backward Design Process

## Text Dependent Analysis Information

<table>
<thead>
<tr>
<th>Text</th>
<th><em>Uncle Timothy’s Ships</em> by Summer Woodford</th>
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<tbody>
<tr>
<td><strong>Complexity</strong></td>
<td>Lexile level: 660 (Grade 7, 955-1155) Qualitative level: Moderately complex</td>
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<tr>
<td><strong>Note:</strong> Although the Lexile score is below grade 7, the meaning/purpose of the text adds to the complexity as there are multiple levels of meaning that are difficult to identify, are subtle and implicit. Additionally, the language features contain abstract and figurative language which may present difficulty for students.</td>
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<thead>
<tr>
<th>Reading Elements/Structure for analysis</th>
<th>Author’s craft and Theme</th>
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<tr>
<th>Standards</th>
<th><strong>CC.1.3.7.A – Key Ideas and Details (Theme):</strong> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  <strong>CC.1.3.7.B – Key Ideas and Details (Text Analysis):</strong> Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.  <strong>CC.1.3.7.C – Key Ideas and Details (Literary Elements):</strong> Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.  <strong>CC.1.3.7.D – Craft and Structure (Vocabulary):</strong> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</th>
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<tr>
<td><strong>CC.1.4.7.S – Response to Literature:</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.  <strong>CC.1.4.7.B – Informative/Explanatory (Focus):</strong> Identify and introduce the topic clearly, including a preview of what is to follow.  <strong>CC.1.4.7.C – Informative/Explanatory (Content):</strong> Develop and analyze the topic with relevant facts, well-chosen definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.  <strong>CC.1.4.7.D – Informative/Explanatory (Organization):</strong> Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section, include format/when useful to aiding comprehension.  <strong>CC.1.4.7.E – Informative/Explanatory (Style):</strong> Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.  **CC.1.4.7.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</td>
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Writing the Prompt and Response

Instructional Text Dependent Analysis Prompt

Authors use various techniques, such as figurative language, to convey a message in their writings. Write an essay analyzing the techniques the author uses to convey a theme in Uncle Timothy’s Ships. Be sure to use evidence from the text to support your response.

Example Proficient Student Response as Written by the Teacher

The story describes a young boy who has always admired his uncle and the way he skipped rocks on the sea. His uncle took him to his house one day and talked with him about the ships he kept and how they wanted to be free. One day the uncle was on a boat, sailing further into the sea. His uncle was going to be free and leave everything behind for his freedom. The author used techniques like imagery, plot events, and dialogue to reveal the theme of the passage which is to do what you think is best for yourself.

Dialogue is one of the techniques Summer Woodford used in her story to provide insight into the character of Uncle Timothy. “They are . . .” Uncle Timothy paused and then said, ‘What I am. They are trapped. They haven’t tasted freedom.’” The uncle and his nephew were standing inside their house, staring at the old ships in bottles that he kept. Uncle Timothy’s dialogue with Timothy also

For additional information on Creating a Prompt and Writing a Response see the [TDA Close Reading Lesson Plans and Annotated Student Responses to TDA Prompts](#)
Instructional Plan

• What are the planned activities and text dependent questions used to engage students in the targeted learning?

• What are the teacher’s actions for each of the activities?

• What are the students’ actions for each of the activities?

<table>
<thead>
<tr>
<th>The Instructional Plan</th>
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<tbody>
<tr>
<td><strong>Task #1</strong></td>
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<tr>
<td>Planned Activities/Text Dependent Questions:</td>
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<td>• In this task the teacher will activate prior knowledge and clarify the meaning and use of imagery and the use of figurative language to create imagery.</td>
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<td>Teacher Actions:</td>
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<tr>
<td>• Record the statement: “The night was dark and scary.”</td>
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<td>• Ask students if the statement paints a picture in their mind considering the details that appeal to the readers’ senses explaining why or why not.</td>
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<tr>
<td>• Explain that imagery is the use of vivid and descriptive language to appeal to the reader's senses and to evoke emotions or images of places/things in the readers' mind. Imagery allows the reader to see, smell, taste, or touch what the character experiences.</td>
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<td>• Ask students to brainstorm descriptive language that could be used to give the reader a sense of how the night can be described to understand how it looks, feels, smells, and/or sounds. Record suggestions on chart paper or a white board. Examples could include, <em>humid, scent of rotted vegetation, sound of mosquitoes, smell of perfume, cracking of lightning.</em></td>
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<td>• Recreate the statement by using one or two examples of descriptive language. For example, “The</td>
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<td>Student Actions:</td>
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<td>• Students respond to the simple statement, sharing why it does or does not create imagery.</td>
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<tr>
<td>• Students brainstorm descriptive language for the simple sentence that would create imagery.</td>
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<tr>
<td>• Students work in small groups to revise one statement to demonstrate the use of imagery and share it with the whole group for feedback.</td>
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<tr>
<td>• Students revise their statements to include at least one example of figurative language and share their statements.</td>
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High-Quality Lesson Plan

- Clear objective
- Well-organized content
- Student-centered approach
- Engaging activities
- Formative assessment
Consider your instructional practice:

1) In what ways are your current reading lessons similar and different from the high-quality close reading lesson described in this module?

2) Examine a current reading lesson you are planning to teach. Explain how you can begin with this lesson and revise it to meet the expectations of a high-quality close reading lesson leading to analysis.
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