



Text Dependent Analysis (TDA) Professional Learning Series:

Script for Module 14 – Developing Replacement Units Leading to Analyzing Text

Slide	Script
1	<p>Welcome to the Text Dependent Analysis Module #14: Developing Replacement Units Leading to Analyzing Text. This module answers the key question: <i>How do I create replacement units with analysis at the core?</i> 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.</p>
2	<p>As a warm-up to this module, we ask you to consider the following questions:</p> <ol style="list-style-type: none">1) <i>How do you currently create or adapt unit plans that instruct students to analyze text?</i>2) <i>Why do you think it is necessary and important for students to engage in English language arts units that provide analysis instruction and practice?</i> <p>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.</p>
3	<p>Successfully analyzing text, at any grade level, requires more than a lesson that guides students to respond to a text dependent analysis prompt for one particular text. Students need to engage in a series of coherent units throughout the entire year that systematically promote deeper learning with analysis at the core of each lesson while using multiple texts.</p>
4	<p>Developing one or more replacement units is one way to address similar reading and writing expectations, including the necessary strategies and skills, expected in current units of instruction, but also to 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</p>



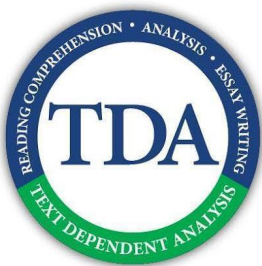
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	basis for interim performance tasks and as a context for summative assessment” (Marion & Shepard, 2010).
5	<p>The development of replacement units requires access to texts that have the appropriate complexity necessary for analysis. Some texts within a 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, and to develop instructional and assessment TDA prompts and lessons without the aid of a teacher’s manual.</p> <p>Additionally, these replacement units will impact the scope and sequence of the current curriculum as well as impact the unit assessments that are part of a reading program and are relied upon to gauge student progress. 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. 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>
6	Replacement units are intended to supplant ineffective units that do not move beyond superficial understandings, knowledge, and skills of the English language arts standards. This is not to suggest that the selected texts in current units of instruction are not complex or appropriate. In fact, there are many high-quality texts in anthologies and other resources that are currently used in classes, schools, and districts. Replacement units provide teachers with a way to reshuffle the texts in order for students to dive deeply into comprehension and analysis of a small set of reading or literary elements using a variety of texts, and to demonstrate the ability to respond to a TDA prompt in writing. Creating a replacement unit, however, is not a simple task.
7	Please pause the video and consider the development of a replacement unit. Record in your journal, page 3, the benefits of creating a replacement unit, the barriers to creating a replacement unit, and how you could



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	overcome these barriers. After your reflection discuss with colleagues, then resume playing the video.
8	<p>Similar to the TDA close reading lessons, the TDA Replacement Unit should be designed for teaching comprehension and analysis of the reading/literary elements identified as the focus for the unit, as well as the writing of a TDA response. Let's first examine the structure of an example Replacement Unit.</p> <p>The Instructional Plan of both the Close Reading Lesson and the Replacement Unit are structured in a similar manner with the following three questions in mind:</p> <ul style="list-style-type: none"> • 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? <p>And each section is numbered and contains all three parts:</p> <ul style="list-style-type: none"> • Planned Activities/Text Dependent Questions • Teacher Actions • Student Actions <p>Additionally, a backward design process is used to create both the close reading plan and the replacement unit.</p> <p>The replacement unit differs from the Close Reading Lesson in two ways. First, the unit allows students to gradually develop the necessary knowledge and skills for demonstrating analysis over the course of multiple weeks while reading various texts, whereas the Close Reading Lesson includes all possible activities associated with comprehension, analysis, and essay writing based on one text. Secondly, the unit references sections that include multiple tasks, activities, and formative assessments.</p>
9	<p>As previously stated, the TDA Lesson Plans and the TDA Replacement Units are structured using a backward design process, meaning that the learning goals or focus of the unit are considered first. This focus embodies the knowledge and skills that students will learn by the end of the unit. After establishing this focus the types of assessments are considered and identified. The backward design framework considers the focus and how</p>



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	students will be assessed prior to deciding how to teach the content. This process includes instruction, activities, and tasks that have a specific purpose that fits in with the overarching focus. A backward design approach to unit development is an intentional approach to designing the TDA replacement unit.
10	The backward design process is beneficial to teachers because it encourages intentionality during the design process. It continually supports the teacher to establish the purpose of the activities before implementing it in the classroom. Backward design is an effective way of providing guidance for instruction and designing lessons and units. Once the learning goals, or desired results, have been identified, teachers will have an easier time developing assessments and instruction around the expected analysis outcomes.
11	Additionally, backward design lends itself to transparent and explicit instruction. If the teacher has thoughtfully defined the learning goals of the unit, then they have a better idea of what they want the students to gain from the learning activities. Furthermore, it eliminates the possibility of incorporating activities and tasks for the sake of doing them because the students find it fun, or the teacher has done the activities every year. Every task and piece of instruction has a purpose that fits in with the overarching goals of the unit and aligns to the grade level standards and underlying expectations.
12	While the TDA replacement units follow the backward design approach, the <i>Understanding by Design</i> unit template was not specifically used and there are some aspects of the template that are not included in the TDA replacement units such as essential questions and related misconceptions. Teachers should feel free to use the template that is expected at their school or district when creating a TDA replacement unit.
13	<p>The example TDA Replacement Units include the following components:</p> <ul style="list-style-type: none"> • The Unit Overview identifies the intended focus as well as selected texts with hyperlinks, and the approximate length of time required for the unit.



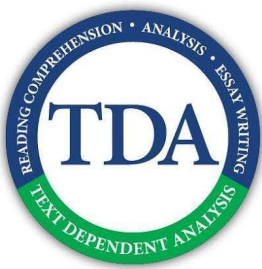
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	<ul style="list-style-type: none"> • The Pennsylvania Academic Standards that are taught in the unit along with the underlying knowledge that students need to know, and the underlying skills that students need to demonstrate. • The Assessment Plan including the culminating text dependent analysis text, author, and prompt, an example proficient response, as well as reading comprehension, analysis, and writing assessments such as: <ul style="list-style-type: none"> - a pre-assessment and evaluation criteria - formative assessments and evaluation criteria - constructed response assessments and evaluation criteria - other evidence and evaluation criteria - summative assessment and evaluation criteria (which is the culminating text dependent analysis prompt). • The Instructional Plan includes sections which identify the focus for section, the approximate time necessary for teaching the section, along with multiple planned activities, text dependent questions, and assessments, teacher actions identifying the teacher's instructional role, and student actions identifying the manner in which students will engage.
14	<p>Please pause the video and examine your current unit of study. Record in your journal, page 4, in what ways is your unit similar and different from the structure of a replacement unit? Consider the backward design approach, as well as the structure of the unit. What inference can you make from these similarities and differences? After your reflection discuss with colleagues, then resume playing the video.</p>
15	<p>It's important to note that the Instructional Plan in each of the example TDA Replacement Units is only one possible way to combine texts and instruct students on the knowledge and skills necessary for comprehension, analysis, and essay writing, and teachers should feel free to modify it to accommodate content previously taught, or to meet students' needs.</p> <p>The Instructional Plan is not created as a series of daily lesson plans as different schools and districts have different amounts of time designated for their English language arts instructional times. Additionally, each teacher in</p>



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	<p>each classroom has instructed students on a variety of different reading and writing expectations so a description of every learning activity that should be taught could not possibly be included. Therefore, the Instructional Plan is a general pathway that a teacher follows allowing students to be successful on demonstrating reading comprehension, analysis, and essay writing. Some specific activities and example key questions that help elicit student thinking about the key concepts are included, but the unit is not all inclusive and should be enhanced, as needed. Different assessments are identified and described within the Assessment Plan. Any assumptions about pre-requisite knowledge and skills are also identified within the Instructional Plan. If using the created example replacement units, teachers should read over the entire instructional plan prior to implementation to understand the general pathway provided for planning, teaching, and assessing the concepts of the unit.</p> <p>When teachers create their own replacement units, appropriate amounts of time can be identified as well as the inclusion of the most appropriate texts, instructional activities, and assessments for the students being taught.</p>
16	<p>Please pause the video and read the Unit Overview, Standards-Knowledge-Skills, and the Assessment Plan in the grade 4 TDA replacement unit in the module folder. Record in your journal, page 5, your reflection of these sections including how these expectations are already taught in your class and what is new or different from what you currently teach. After your reflection discuss with colleagues, then resume playing the video.</p>
17	<p>Let's look at the first section of the example replacement unit. Section 1 is an introduction to the unit, identifying that it would take approximately two class periods. However, as previously stated, this will depend on how much time is identified for close reading instruction and teachers will need to adjust accordingly if using this replacement unit. An overview of the planned activities, text dependent questions, and assessments for this section are identified including activating students' prior knowledge using the pre-assessment of identifying explicit evidence and making inferences using visuals and sharing an overview of the unit goals and success criteria with students. This information allows teachers to prepare for the upcoming instruction.</p>



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18	Following the planned activities, text dependent questions, and assessments are the teacher actions. Which also includes possible resources, such as a picture and picture link, a completed and blank organizer, as well as possible responses such as a theme topic and theme statement, as well as any notes to consider. In this section of the unit, a note clarifies that the expectations are grade level, but students may not yet be successful by the end of that unit if it is taught at the beginning of the year.
19	The final part of the section includes student actions with suggestions about grouping students. In this example, students are grouped in pairs. In other sections of the unit suggestions are made for grouping students in triads or small groups, but teachers can make decisions about grouping based on the strengths and needs of students in their class. A key consideration is that students are in the midst of learning and benefit from discussing their ideas and concepts with peers rather than wrestling with their new learning independently.
20	Please pause the video and read Section #1 – Unit Overview in the grade 4 TDA replacement unit in the module folder. Record in your journal, page 6, how the instruction provided in this replacement unit is similar and different from your instruction in your unit with respect to the section goal – identifying explicit evidence and making inferences. Then explain how you could integrate the example lesson into your unit. After your reflection discuss with colleagues, then resume playing the video.
21	Each section of the TDA replacement unit follows this pathway for teaching and learning with analysis at the core. The unit embeds different types of grade appropriate texts, as well as pictures, poetry, and videos. Multiple opportunities to learn and practice the underlying expectations of reading comprehension, analysis, and essay writing are included such as locating accurate and precise evidence, making inferences, and identifying how two reading elements are interrelated. Throughout the instructional plan, the teacher models while thinking aloud, and students engage in collaborative discussions with peers. Formative assessments are embedded throughout the unit allowing the teacher to consider what students have learned and where they continue to struggle in order to adjust instruction. In other words, good teaching practices and strategies are essential when creating



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	and implementing any unit of instruction, including a TDA replacement unit. At the end of the unit is the culminating independent TDA prompt and text.
22	In each of the sample TDA replacement units, the corresponding grade level close reading lesson is embedded into the unit. For example, the close reading lesson for grade 4, <i>Blueberry Picking</i> , is included in Section 4 of the grade 4 replacement unit. These units are purposefully created to allow teachers to use the close reading lessons that have been created as part of a unit of study rather than as an isolated lesson.
23	<p>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 journal (pages 7-8):</p> <p>Consider your instructional practices:</p> <ol style="list-style-type: none">1) How can you use one of the example replacement units in your curriculum? What would need to change?2) Examine a current unit you are planning to teach. Explain how you can revise the unit, creating a replacement unit, which has analysis at the core.
24	If you are interested in further information about the content of this module, see the Text Dependent Analysis – Replacement Units. These replacement units are available for the different grade levels and can be found in the TDA Toolkit.
25	This module answered the key question: <i>How do I create replacements units with analysis at the core?</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.
26	Additional information for this module can be found using this reference.
27	Thank you for taking the time to engage in Module 14.