



Text Dependent Analysis (TDA) Professional Learning Series:

Script for Module 15 – Using the Grades K-8 Deconstructed Standards

Slide	Script
1	Welcome to the Text Dependent Analysis Module #15: Using the Grades K-8 Deconstructed Standards. This module answers the key question: <i>How can I use the grade level deconstructed standards to guide instruction and unit development with a focus on analysis?</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.
2	As a warm-up to this module, we ask you to consider the following questions: <ol style="list-style-type: none">1) <i>How do you ensure that students learn the underlying knowledge and skills of the grade level standards?</i>2) <i>How do you use the underlying knowledge and skills of the standards to develop lessons and units that support the analysis of texts?</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	First, it is important to understand that content standards describe the outcomes expected by students at the end of a specific period of time. In the case of the Pennsylvania Core Academic Standards for English Language Arts, the standards describe the knowledge and skills necessary by the end of a grade level. However, knowing how to instruct students to reach these outcomes requires deconstructing or unpacking the standards to break them into smaller and more specific learning targets.
4	Learning targets or objectives are used to clearly describe what students will learn and be able to do by the end of shorter learning cycles (e.g., lesson, unit) that is within students' zone of proximal development or within their skill development.



	<p>“The zone of proximal development is defined as the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).</p>
5	<p>As students comprehend and demonstrate new learning, they are then prepared to move along the continuum of learning targets until they reach the full extent of the standard. Creating concrete learning goals within students’ zone of proximal development, consequently, requires a deconstruction of the standards to make explicit the:</p> <ul style="list-style-type: none"> • reading elements • underlying knowledge students need to learn, practice, and acquire; and • underlying skills and patterns of reasoning students need to learn, practice, and demonstrate. <p>Reading Elements, also known as story or literary elements, are characteristics of all written texts whether fiction or nonfiction texts.</p> <p>Underlying Knowledge represents the factual underpinnings of the standard.</p> <p>Underlying Skills and Patterns of Reasoning represents mental processes (e.g., predict, infer, summarize, analyze, generalize) that are required for students to demonstrate their knowledge, whether observed, heard, or seen.</p>
6	<p>The reading standards selected for deconstruction are those that support students’ demonstration of text analysis. In other words, teaching students the identified underlying knowledge, skills, and patterns of reasoning for the reading standards and posing text dependent questions, sets students up for successfully analyzing text. This instruction provided and the student demonstration of learning requires a year of instruction and practice through a systematic curricular plan. However, it is important to note that the expectations of the standards are intertwined and therefore, are not</p>



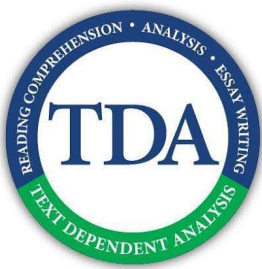
	intended to be taught in sequential order. For example, it is difficult, if not impossible, to teach students how to determine a theme (Reading Literature 1.3.A) without teaching students about characterization (Reading Literature 1.3.C), since determining a theme requires analyzing one or more character’s thoughts, actions, words, and/or feelings. With this in mind, there may be some repetition or reference to underlying knowledge, skills, reasoning, and instructional strategies throughout a grade level.
7	Please pause the video and record in your journal, page 3, how you teach the grade level standards—do you teach them in isolation, or do you integrate the expectations of multiple standards? Provide an example explaining how and why you teach a standard in isolation and how and why you integrate the expectations of multiple standards. After your reflection discuss with colleagues, then resume playing the video.
8	<p>The grade level deconstructed standards from both Reading Informational Text and Reading Literature are intended to clarify:</p> <ol style="list-style-type: none"> 1) the reading elements often expected of students when analyzing text, 2) underlying knowledge of the reading standard or what students need to learn, 3) underlying skills and reasoning expected of the reading standard or what students should demonstrate, and 4) instructional strategies which support each grade-level standard. <p>It’s important to remember that analysis is defined as the “detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion.” Demonstrating analysis, therefore, requires students to comprehend the overall text, to explain the reading elements, and to show how reading elements are interrelated through explanation and elaboration, either orally or through a written response.</p>
9	Although we have provided deconstructed standards for grades K-2 with a focus on analysis, we are not suggesting that young children should be writing an essay response to a text dependent analysis prompt; nor are we suggesting that students should not engage in learning foundational



	<p>standards. We believe the deep engagement in the underlying expectations of the reading standards leading to analysis occurs when texts are read aloud and discussed as a whole group or small group, and through collaborative conversations.</p> <p>Additionally, students need to make meaning of different reading concepts using prior knowledge and personal experiences before applying their understanding to a complex text. The instructional strategies identified for each standard focus specifically on the use of a text. These strategies should be woven together with other comprehension strategies that allow students to make meaning of specific concepts. For example, it may make sense to have students examine pictures of a variety of items to determine which items are similar and which are different. Then have students identify a topic that describes the items. This activity might precede having students identify a main idea of an informational text.</p>
10	<p>Please pause the video and record in your journal, page 4, how you ensure that students engage in the deeper meaning of text, such as analysis, throughout your instruction. After your reflection discuss with colleagues, then resume playing the video.</p>
11	<p>Given the purposes of the deconstructed standards, we believe that curriculum specialists can use these resources to support the development of the scope and sequence for instruction ensuring that the standards that work together for analysis are grouped into coherent units. The deconstructed standards can help ensure that teachers are fully instructing students on the underlying expectations of the standards and that these underlying expectations increase throughout the year. In other words, as kindergarten students move from the beginning of the year to the end of the year, students are taught and demonstrate not just how to identify a setting but are able to explain how the setting impacts the behavior of the main character. Using the deconstructed standards as the basis for planning curriculum and instruction, curriculum specialists communicate, not only what students should know and demonstrate at different points in the year, but the depth at which they should demonstrate understanding.</p>
12	<p>Teachers can also use these resources for planning instruction using the Instructional Strategies Leading to Analysis. In this section, teachers can</p>



	<p>find explanations of strategies to instruct students, definitions of content-specific vocabulary, content-specific questions to ask students, resources to use or develop, such as charts and graphic organizers, as well as texts and videos to use to support the instruction. The instructional strategies should, however, be adjusted based on the strengths and needs of the students, while continuing to move students along a continuum of deeper comprehension and analysis.</p>
13	<p>Please pause the video and record in your journal, page 5, in what ways would using the deconstructed standards support your lesson and unit development? How could their use enhance what you currently are doing in your reading instruction? After your reflection discuss with colleagues, then resume playing the video.</p>
14	<p>Let's look at the grade 5 deconstructed standards to fully understand the organization of these documents. You can find this document in the module folder.</p> <p>The first 4 pages of each grade level set of deconstructed standards provides an overview of the purpose and use of the standards. Page 5 is the Table of Contents identifying which standards were deconstructed and which page begins the deconstruction of the standards. All deconstructed standards documents follow the order of the Pennsylvania Core Academic Standards for English Language Arts. Therefore, the deconstructed standards begin with the Reading Informational Texts standards followed by the Reading Literature standards.</p> <p>Each grade level deconstructed standards document includes standards from both informational text and reading literature. Additionally, the standards deconstructed are the same focus across all the grades. For example, the standard 1.3.C Reading Literature – Key Ideas and Details: Literary Elements is deconstructed for all grades K-8, thus allowing educators to see not only the underlying expectation of the standard for the grade level, but also the progression of expectations over multiple years.</p>
15	<p>As previously described, for each standard deconstructed the Reading Elements for Analysis are identified. For Standard 1.2.5.C, individuals, events, ideas, concepts, text structure as well as the types of text structures</p>



	<p>and vocabulary typically expected in grade 5, and main idea are identified. An example analysis question is also provided that could be used when teaching and assessing the complexity of this standard. Notice in this question students are expected to demonstrate the interrelationship of text structure and either individuals, events, ideas, or concepts. The question is not expecting students to demonstrate the interrelationship of all these expectations at one time, but rather allows the teacher to select one aspect based on the learning objective. For example, a teacher may be using a text with a chronological order text structure describing how the Wright Brothers developed the first airplane. The teacher, in this case may use the question, how did the author use the chronological order text structure to reveal how the Wright Brothers developed their ideas? Notice the question only includes the interrelationship of the text structure and “ideas” and not the relationship between two or more individuals, or two or more events, and so on.</p>
16	<p>The example grade 5 deconstructed standards document in your module folder includes the Underlying Knowledge or what students need to know to demonstrate full understanding of the standard. Please pause the video and read the underlying knowledge section. Record in your journal, page 6, what you notice in this section with respect to what you teach and/or what students need to learn. After your reflection discuss with colleagues, then resume playing the video.</p>
17	<p>You may have noticed some expectations are somewhat obvious, such as “individuals are the people in the text, which may be historical figures or scientists” or “series of events occur in order of time”, while other aspects of this section provide specific definitions and specific vocabulary. For example, text structures are defined as a way to organize information, show relationships, and show the author’s purpose and main ideas. Each text structure identifies what to expect (e.g., comparison structure describes how two or more things are similar and different) and signal words students should look for to help determine the text structure.</p>
18	<p>The Underlying Skills and Reasoning section identifies ways in which students can demonstrate the underlying knowledge. There is not a direct one-to-one match between the knowledge and skills; however, you might notice that the knowledge expectations are embedded within the skills and</p>



	reasoning. For example, students may be asked to make inferences about relationships/interactions between individuals, events, ideas, or concepts based on vocabulary and key details. This demonstration embeds multiple underlying knowledge expectations including understanding of the individuals in the text, understanding of an event, idea, or concept, as well as the language used to explain relationships or interactions and how one individual/event/concept influences another.
19	Please pause the video and read the underlying skills and reasoning section. Record in your journal, page 7, a comparison of how you expect students to demonstrate this standard. What do you notice as similar? What do you notice as different? After your reflection discuss with colleagues, then resume playing the video.
20	The final section of each set of deconstructed standards includes the Instructional Strategies Leading to Analysis. In many cases, this section provides headings identifying the various expectations of the standard to support the teaching and learning process. As previously described, possible instructional strategies are provided and example resources which support the instruction are included.
21	Please pause the video and read the instructional strategies. Record in your journal, page 8, a description of which strategies will enhance your instruction of this unit. After your reflection discuss with colleagues, then resume playing the video.
22	These grade level deconstructed standards are organized by grade level; however, it is critical for educators to minimally understand the underlying expectations of the prior and subsequent grades. To this end, there may be terminology and/or concepts (e.g., plot) that are introduced in a particular grade level which may be used during instruction, although likely not assessed, and serve as an indicator of expectations or a building block for the subsequent grade.
23	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 9-10): Consider your instructional practices:



	<ol style="list-style-type: none">1) Examine a current unit you teach. In what ways does the unit develop the depth of the grade level standard(s)? In what ways does it fall short?2) Explain how you can use the grade level deconstructed standards to enhance your instruction or development of units.
24	If you are interested in further information about the content of this module, see the Text Dependent Analysis – Deconstructed Standards. These deconstructed standards are available for the different grade levels and can be found in the TDA Toolkit.
25	This module answered the key question: <i>How can I use the grade level deconstructed standards to guide instruction and unit development with a focus on analysis?</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	Thank you for taking the time to engage in Module 15.