



The Thompson TDA Model

Module 2: Understanding Text Dependent Analysis

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Warm-Up: Reflection Journal (page 2)

*What is the meaning of
“analysis”?*

*What are the underlying
expectations of Text Dependent
analysis?*



Definition of Analysis

“A 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.”

(Thompson & Lyons, 2017)



TDA Expectations

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

(Pennsylvania Academic Standards, 2014)



TDA Expectations (cont.)

Analysis of grade-appropriate literary or informational text

- demonstrate overall comprehension of the text
- draw accurate and precise evidence from the text about specific literary elements or structure
- make inferences about the author's meaning using explicit evidence and background knowledge
- explain and elaborate on the author's meaning about literary or informational elements or structure
- write a grade-appropriate essay in response to a prompt expecting analysis



TDA Prompts

Reading Comprehension	Analysis
The passage is mainly about...	Understanding of: <ul style="list-style-type: none">• author's craft or techniques• reading or literary elements
The author writes... what statement best supports this claim?	
Identify two challenges that the main character encountered.	Authors often reveal information about a theme through the thoughts and actions of the characters. Write an essay analyzing how the grandson demonstrates a theme about persistence when responding to the challenges of blueberry picking. Use evidence from the text to support your response. (Developed using the text, <i>Blueberry Picking</i> by Donald Hall)



Basic Comprehension vs. Analysis: *Reflection Journal (page 3)*

How are the expectations of general reading comprehension the same and different from the expectations of text dependent analysis?



Underlying Components of Text Dependent Analysis

1. Reading Comprehension
2. Analysis of an author's use of reading elements or text structure
3. A well-written essay





Successful Analysis

- Authors make specific choices about reading elements, craft and style, and text structure
- Describe “how” and “why” the author made those choices and for what particular reasons
- Explain the significance and/or impact
- Draw a conclusion about the author’s meaning or message



Analyzing Text - Author's Choices

Excerpt from [The House on Mango Street](#)

Text Structure:

- Vignettes - reflects the main character's point of view
 - not quite poetry; not quite a full story
 - introduction of multiple characters
 - unresolved situations and problems
 - reflects the life of children and women in the barrio

[\[Reference for structure analysis\]](#)

"My Name"

An excerpt from The House on Mango Street

By Sandra Cisneros

In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse--which is supposed to be bad luck if you're born female-but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.

My great-grandmother. I would've liked to have known her, a wild, horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.



Consideration #1: Deconstructing Standards

Deconstructing or “Unpacking” Reading Standards

- Underlying knowledge
- Underlying skills
- Patterns of reasoning



See [Deconstructed Standards Leading to Analysis](#)
Pennsylvania Department of Education and Center for Assessment



Underlying Expectations of the Reading Standards

Deconstructing or “Unpacking” Reading Standards
Partial Example - grade 4

Standard: 1.3.4.C - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Underlying Knowledge	Underlying Skills
<ul style="list-style-type: none">• characters behave in different ways and have different personality traits as noted by their thoughts, actions, words, and feelings• characters’ personality traits are revealed by how they react/respond to major events/setting• characters’ actions can change due to different events in the story	<ul style="list-style-type: none">• identify and describe characters’ personality traits using their thoughts, actions, words, and feelings as evidence• identify and describe the setting in a story and how it impacts the character• identify and describe major events in a story and how they impact the character



Deconstruction of Standards: *Reflection Journal (page 4)*

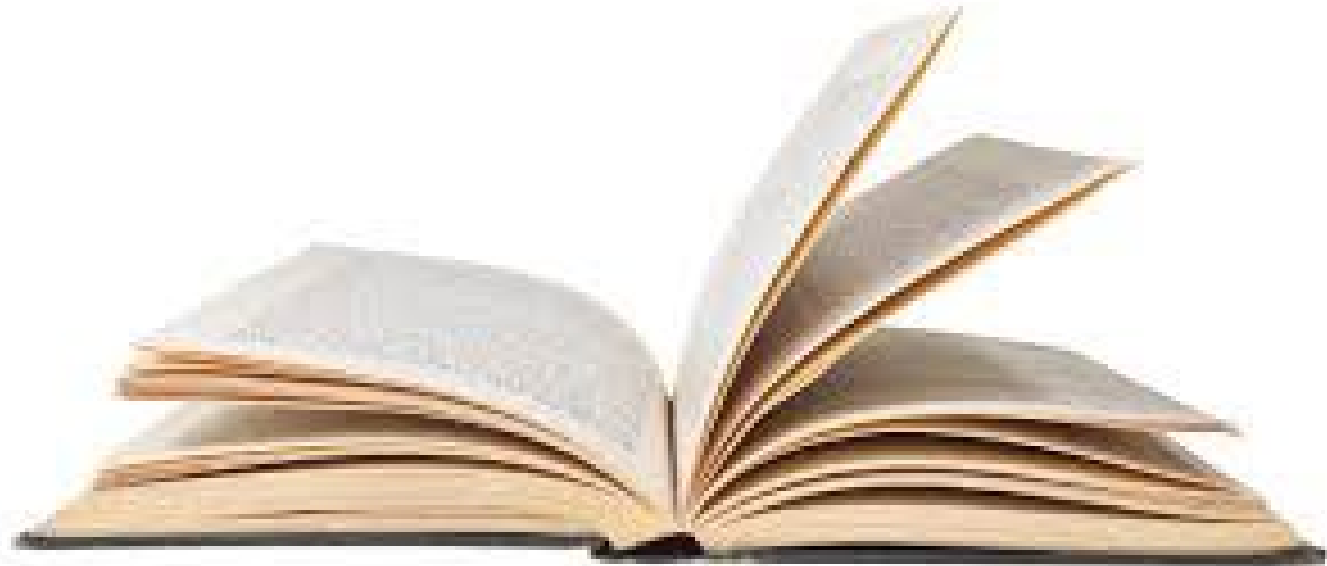
Using the example standard deconstruction, describe how knowing the underlying knowledge and skills changes or supports the way you currently teach the standard.



Consideration #2: Curriculum & Reading Series

Opportunity to

- learn
- practice
- demonstrate
- analyze





Consideration #3: TDA Learning Progressions

Text Dependent Analysis Learning Progressions
Grades 3-5

Criteria	Beginning	Emerging	Developing	Meeting
Reading Comprehension				
Focus on the Prompt	Writes generally about the text using his/her own focus.	Acknowledges the expectations of the prompt and writes about one reading element and/or structure.	Responds to the prompt by addressing each reading element and/or structure separately.	Responds to the prompt by addressing the interrelationship between the reading elements and/or structure, and maintains focus throughout the entire essay.
Understanding of Text	Writes information about the text which includes blatant inaccuracies or misconceptions about the textual information and may incorporate personal narrative.	Writes a retelling/summary, which may include personal connections demonstrating general understanding of the text with some inaccurate details and/or without making inferences.	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.	Writes using relevant key details from the text that are integrated with the inferences about the reading elements and/or structure identified in the prompt.
Analysis				
Textual Evidence	Copies a variety of words, phrases, or sentences directly from the text(s) in an incoherent manner.	Provides a mix of relevant and inaccurate or irrelevant details from the text(s), some are connected to the reading elements and/or structure identified in the prompt.	Provides a mix of relevant and irrelevant details from the text(s) that are generally connected to the reading elements and/or structure identified in the prompt.	Paraphrases or quotes relevant and precise details from the text(s) that support the reading elements and/or structure identified in the prompt.
Inferences	Restates the text evidence in their own words and makes no inferences.	Makes a weak, underdeveloped, or inaccurate inference about the textual evidence and may rely on prior knowledge rather than text evidence.	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.	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.
Explanation and Elaboration	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.	Attempts to connect details from the text to inferences made, but the explanation is unclear, underdeveloped, or unrelated to the reading elements and/or structure.	Generally draws coherent connections between the text evidence and the inferences about the reading elements and/or structure which are partially explained.	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.

Text Dependent Analysis Learning Progressions
Grades 6-8

Criteria	Beginning	Emerging	Developing	Meeting
Reading Comprehension				
Focus on the Prompt	Acknowledges the prompt and reading elements and/or structure or may include elements outside of the prompt.	Acknowledges the expectations of the prompt and writes about one reading element or structure.	Responds to the prompt by addressing each reading element and/or structure separately.	Responds to the prompt by addressing the interrelationship between the reading elements and/or structure, and maintains focus throughout the entire essay.
Understanding of Text	Writes information about the text which includes blatant inaccuracies or misconceptions about the textual information and may incorporate personal narrative.	Writes a retelling/summary, which may include personal connections demonstrating general understanding of the text with some inaccurate details and/or without making inferences.	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.	Writes using relevant key details from the text that are integrated with the inferences about the reading elements and/or structure identified in the prompt.
Analysis				
Textual Evidence	Provides a mix of relevant and inaccurate or irrelevant details from the text(s), some are connected to the reading elements and/or structure identified in the prompt.	Provides a mix of relevant and irrelevant details from the text(s) that are generally connected to the reading elements and/or structure identified in the prompt.	Paraphrases or quotes relevant events from the text(s) that support the reading elements and/or structure identified in the prompt.	Paraphrases and quotes relevant and precise details from the text that support the reading elements and/or structure of the prompt; includes definitions, and multiple examples when appropriate, and correctly acknowledges the source of the evidence.
Inferences	Makes weak or inaccurate inferences about the textual evidence and may rely on prior knowledge rather than text evidence.	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.	Consistently makes straightforward 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.	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.
Explanation and Elaboration	Provides information from the text without an explanation of why it was selected or how it contributes to the elements and/or structure.	Attempts to connect details from the text to inferences made, but the explanation is unclear or lacking.	Generally draws coherent connections between the text evidence and the inferences about the reading elements and/or structure which are partially explained.	Fully connects the text evidence and inferences about the reading elements and/or structure through a clear and coherent explanation and generalization demonstrating a deeper meaning of the text.

For more information on the purpose and use of TDA Learning Progressions, see Module 11.



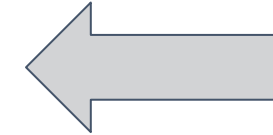
Consideration #4: PSSA TDA Scoring Guidelines

PSSA READING

GRADES 4-8 REFERENCE

PSSA TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES

Score Point	Description	Score Point	Description
4	<ul style="list-style-type: none"> Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Strong organizational structure that effectively supports the focus and ideas Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose Skillful use of transitions to link ideas Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	2	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) Weak organizational structure that inconsistently supports the focus and ideas Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose Inconsistent use of transitions to link ideas Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
3	<ul style="list-style-type: none"> Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Appropriate organizational structure that adequately supports the focus and ideas Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose Appropriate use of transitions to link ideas Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	1	<ul style="list-style-type: none"> Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) Minimal evidence of an introduction, development, and/or conclusion Minimal evidence of an organizational structure Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions Minimal reference to the main idea(s) and/or relevant details of the text(s) Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

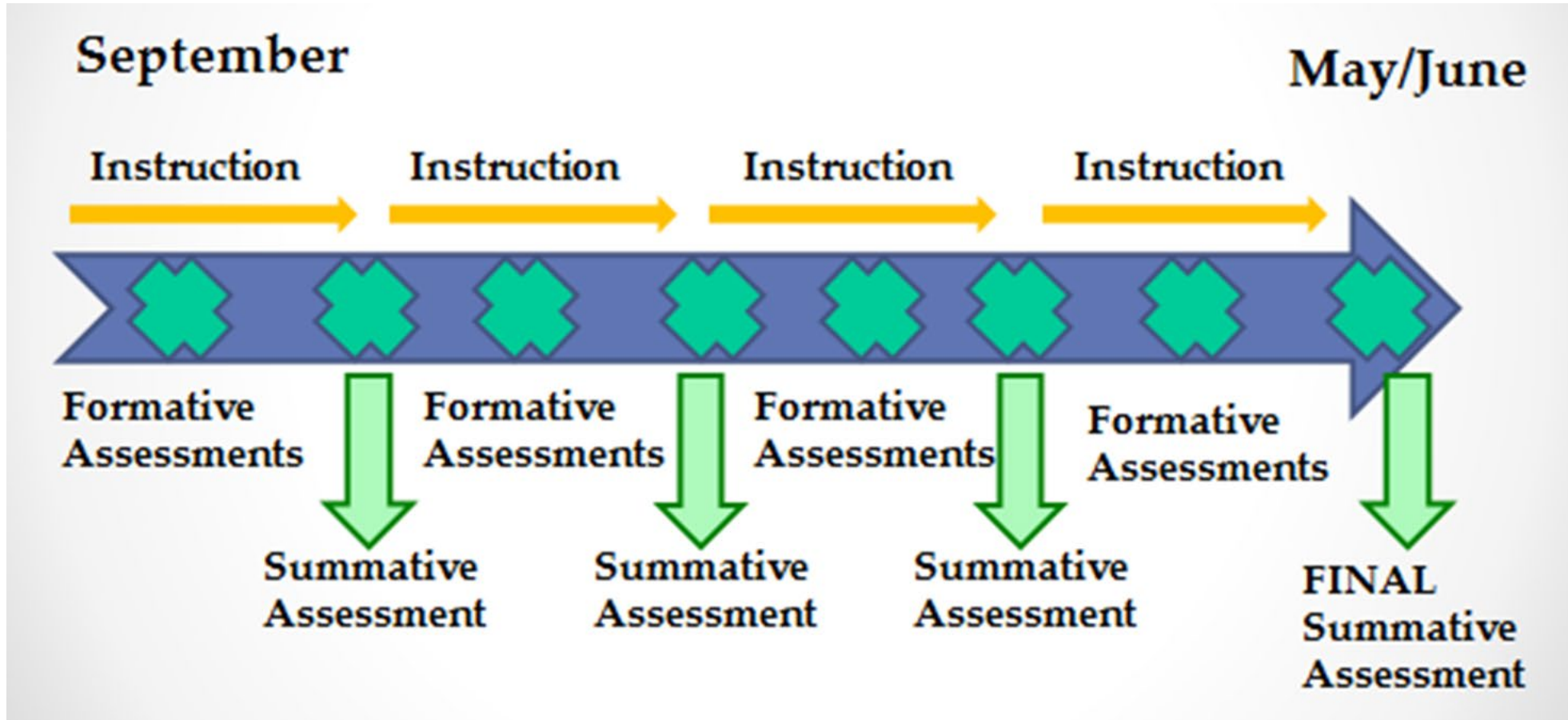


[Download the PSSA Text Dependent Analysis Scoring Guidelines](#)





Teaching Analysis





Key Consideration Questions- *Reflection Journal, pages 5-7*

1. How often does your curriculum and/or reading series provide opportunities for students to learn, practice, and demonstrate the knowledge and skills related to the reading elements and/or text structures, and to demonstrate text analysis? Identify ways in which you can embed these opportunities in a systematic way.
2. How do you know that students are making progress toward proficiency in analyzing text and what do you use to guide your instructional next steps? Examine the TDA Learning Progressions. In what ways could you use the Progressions to revise your instructional decisions?
3. Compare the TDA Learning Progressions to the PSSA TDA Scoring Guidelines. In what ways are they the same and different?



For More Information...

Thompson, J. (2018). [Understanding Text Dependent Analysis](#). Center for Assessment (www.nciea.org)

Or

[Pennsylvania Department of Education: Text Dependent Analysis \(TDA\) Toolkit](#)



Understanding Text-Dependent Analysis (TDA)

The Pennsylvania Department of Education incorporated a "new" item type, *Text Dependent Analysis* (TDA), on their state test, Pennsylvania System of School Assessment (PSSA), in 2014-2015 for grades 4-8. This item expects students to read complex text(s), either narrative or informational, and provide a critical response by drawing evidence from text(s) to "support analysis, reflection, and research" using effective communication skills to write an essay in response to a prompt. In their response, a student needs to make inferences about the author's meaning, using both explicit and implicit evidence in order to support an overall analysis of the reading elements (literary and literary nonfiction) found within the text. Text dependent analysis prompts move beyond the general reading comprehension expectations associated with the open-ended items previously found on the PSSA in these grades. TDA prompts ask students to explain and elaborate on the interaction of reading elements, such as how the *theme* is revealed through the *characters*. 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 reading elements identified or alluded to in the prompt. The reading or literary elements, as reflected in the content standards and assessment anchors and eligible content associated with each grade level, are embedded within a text dependent analysis prompt. Due to its cognitive complexity, text dependent analysis is viewed by the Pennsylvania Department of Education (PDE) as a college and career ready item on their state test.

A text dependent analysis prompt expects students to be able to demonstrate three main skills, 1) reading comprehension, 2) analysis of an author's use of literary devices (elements), text structure, or other choices made by the author, and 3) a well-written essay to communicate this understanding. These underlying components (comprehension, analysis, essay writing) are measured using the PSSA scoring guidelines (2014) which provide students with a single score relative to how they are able to demonstrate these underlying components in a coherent and cohesive manner. The scoring guidelines expect students to demonstrate "analytic understanding of the text(s)", to provide an "analysis of explicit and implicit meanings

The Thompson TDA Model



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



The Thompson TDA Model

Thank You