



The Thompson TDA Model

Module 1: Text Dependent Analysis - *A need for curriculum and instructional shifts*

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Dr. Jeri Thompson
National Center for the Improvement of Educational Assessment





Warm-Up: Journal (page 2)

Why should students learn to analyze text?

How does research support this expectation?



TDA Definition

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)



Analysis Considerations: *Journal (page 3)*

What are the necessary underlying expectations for demonstrating analysis of text?



TDA Expectations

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 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...	The passage discusses people helping young seals. Write an essay analyzing how the individuals at the marine mammal center reveal the central idea to care for animals in our environment. Use evidence from the passage to support your response.
The author writes... what statement best supports this claim?	(Developed using the text, <i>Seals Healed Here</i> by F.C. Nicholson)
Identify two challenges that the main character encountered.	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 <i>Uncle Timothy's Ships</i> . Be sure to use evidence from the text to support your response. (Developed using the text, <i>Uncle Timothy's Ships</i> by Summer Woodford)



Module Content

- Literacy research supporting the instruction and assessment of analysis
- Describing the meaning of college and career readiness and how an analytic response to text supports this expectation
- Implications of text dependent analysis.





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Literacy Research Supporting Text Dependent Analysis



Analytic Response to Text: 1950's

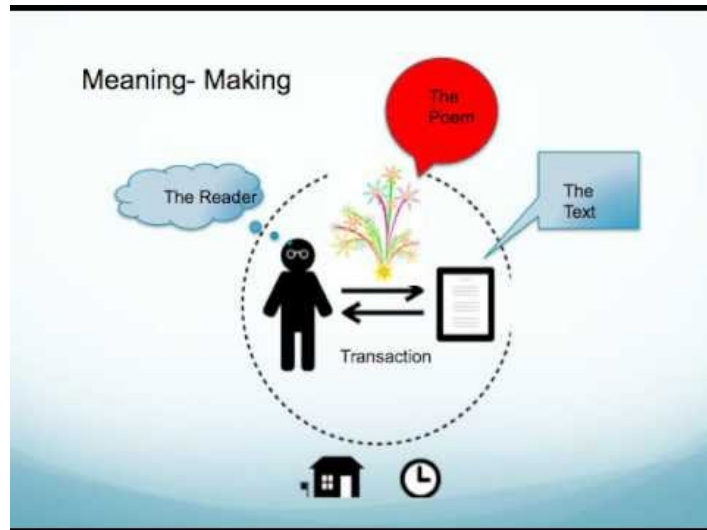


- New Criticism movement in the mid-1900's brought text dependent analysis to the forefront by emphasizing that literature or text functioned as a self-contained source of meaning.

The meaning of the text was determined solely through the words on the page.



Analytic Response to Text: 1970s

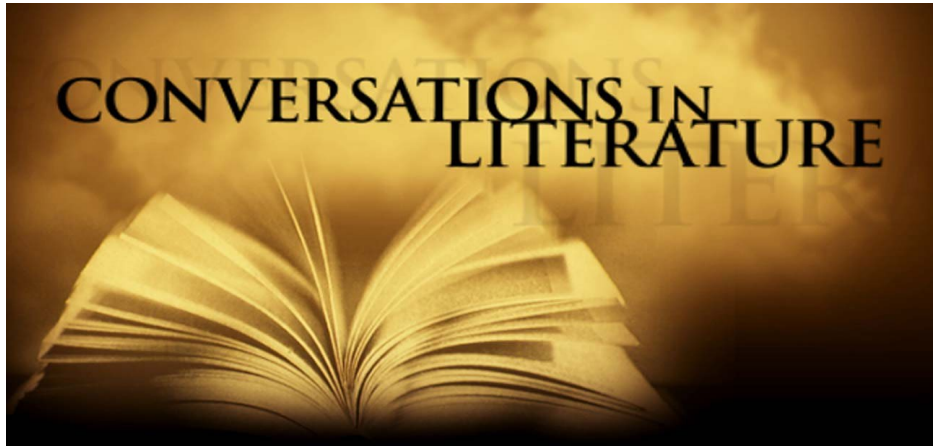


- Louise Rosenblatt
- The interpretation or analysis of a text stresses the underlying ideas that link the concepts or meaning of the text that are most in agreement with the author's probable intent.

Reading is a “dynamic situation in which the meaning does not reside in the text,” but rather occurs when the reader brings their knowledge and experiences to the reading situation. (Rosenblatt, 1988, p. 4.)



Analytic Response to Text: 1990s



- Judith Langer
- The interpretation or analysis of a text stresses the underlying ideas that link the concepts or meaning of the text that are most in agreement with the author's probable intent.

Readers construct meaning through varied stances or viewpoints as they clarify ideas and use their “text understandings to reflect on their own lives, on the lives of others, or on human situations and conditions in general.” (Langer, J.A., 1994, p. 2.)



Stances	Strategies
<p><i>Being out and Stepping into an Envisionment</i> This stance has also been referred to as <i>Step In</i> or <i>Global Stance</i></p>	<p>Readers form tentative questions and associations in an attempt to build text understanding. They consider: What is the big picture or main idea of the text?</p>
<p><i>Being in and Moving Through Envisionment</i> This stance has also been referred to as <i>Move Through</i> or <i>Interpretive Stance</i></p>	<p>Readers explore possibilities and develop deeper understandings of words and structures, themes and characters, events and conflicts to contribute to an evolving interpretation of the entire text. They consider: How does the information in the text connect to various parts of the same text, to other texts, and to what I already know?</p>
<p><i>Stepping Back and Rethinking What One Knows</i> This stance has also been referred to as <i>Step Out and Rethink</i> or <i>Personal Stance</i></p>	<p>Readers use their growing understandings to rethink previously held ideas, beliefs, or feelings. They consider: What prior knowledge do I have about this topic? How do I relate to this topic?</p>
<p><i>Stepping Out and Objectifying the Experience</i> This stance has also been referred to as <i>Step Out and Inspect</i> or <i>Critical Stance</i></p>	<p>Readers distance themselves from the text for the purposes of analysis, evaluation, or critical examination. They consider: What is the author's style?</p>

Langer, J. A. (1991). *Literary understanding and literature instruction*.



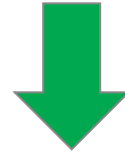
Stances and Strategies: *Journal (page 4)*

How do Judith Langer's stances compare to your instructional strategies for comprehension and interpretation of text?



Analytic Response to Text

Global Stance: basic comprehension



Interpretive Stance: making inferences



Personal Stance: generalize understanding using background knowledge



Critical Stance: expand their breadth of understanding, consider alternative interpretations, changing points of view, complex characterizations, and unresolved questions



TDA Expectations: Writing



“...writing can become a learning process, a process of discovery.”

As writing about ideas occurs, the writer determines how the information makes sense with preceding information ensuring that the intended meaning or purpose is communicated.

(Rosenblatt, L. M., 1988. p 9)



Benefits of Writing in Response to Texts

Strengthens comprehension, fluency, and word skills.

Improves overall reading abilities.

Extended responses (interpreting and analyzing text) consistently produced a positive impact on reading comprehension.

Extended writing about what is read was more effective than

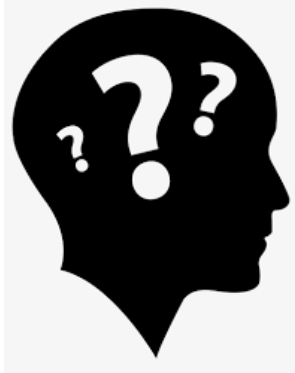
- just reading the text,
- reading and rereading the text,
- reading and discussing the text, or
- just receiving reading instruction.

Graham, S. and Hebert, M. (2010). Writing to read: Evidence for how writing can improve reading.



Text Dependent Analysis

Text dependent analysis is an important and necessary aspect of any English language arts curricular and instructional program.



Is analysis necessary for a student to be college and career ready? (Journal, page 5)



College and Career Readiness

David Conley (2007): College and career readiness is not only mastering core content, but also the development of key cognitive strategies, which is a range of cognitive and metacognitive capabilities including analysis, interpretation, precision and accuracy, problem solving, and reasoning. He further identifies that “writing may be by far the single academic skill most closely associated with college success” along with the “big ideas” of the content area.

Bragg and Taylor (2014): expand Conley’s four dimensions of viewing this readiness which includes: 1) *key cognitive strategies* such as generating hypotheses and problem solving, analyzing and evaluating information and conflicting perspectives, and monitoring and confirming the accuracy of one’s work, 2) *key content knowledge* including how students interact with knowledge, how they perceive knowledge, and how they engage in learning, 3) *key learning skills* and techniques such as self-efficacy, motivation, collaborative learning, and 4) *key transition knowledge and skills*, specifically the information necessary to navigate the essentials needed for college and careers.



College and Career Readiness (cont.)

The National Center on Education and the Economy (2013): Identifies that students who are college and career ready are able to read complex texts and are able to make sense of complex and/or conflicting ideas. Students must be able to move beyond simple retrieval tasks in which the reader is expected to simply find information and make basic inferences or interpretations, but rather engage in analytic tasks that “require the reader to reflect on and evaluate what they have read.”

Achieve (2013): identifies college and career readiness as depending on “more than knowledge and skills in English and math but these core disciplines undergird other academic and technical courses and are considered essential by employers and colleges alike.” The expectation that students have a grounded education in English language arts knowledge and skills is viewed as necessary for any postsecondary experience, whether job training or college. This includes content knowledge in reading, writing communications, and critical thinking.

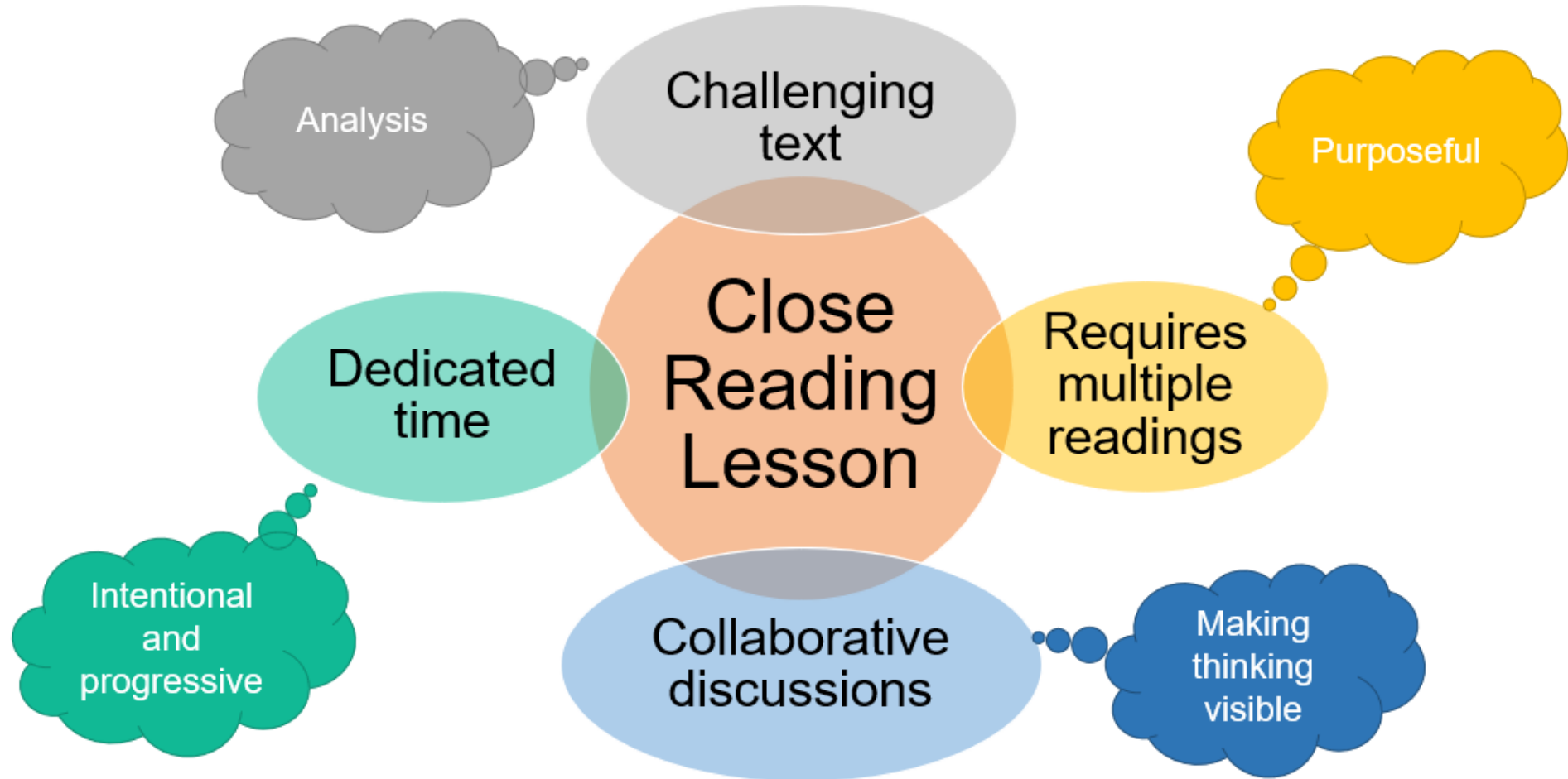


College and Career Readiness: *Journal* (page 5)

*After reading the definitions of college and career readiness, has your thinking changed or expanded?
If so, in what way?*



Preparing Students for Analysis





An analytic response to text supports college and career ready expectations!





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Instructional and Curricular Implications of Text Dependent Analysis



Curricular and Instructional Implications: *Journal (page 6)*

Given what you now know about analyzing text, what do you think are some curricular and instructional implications?



Five Key Implications

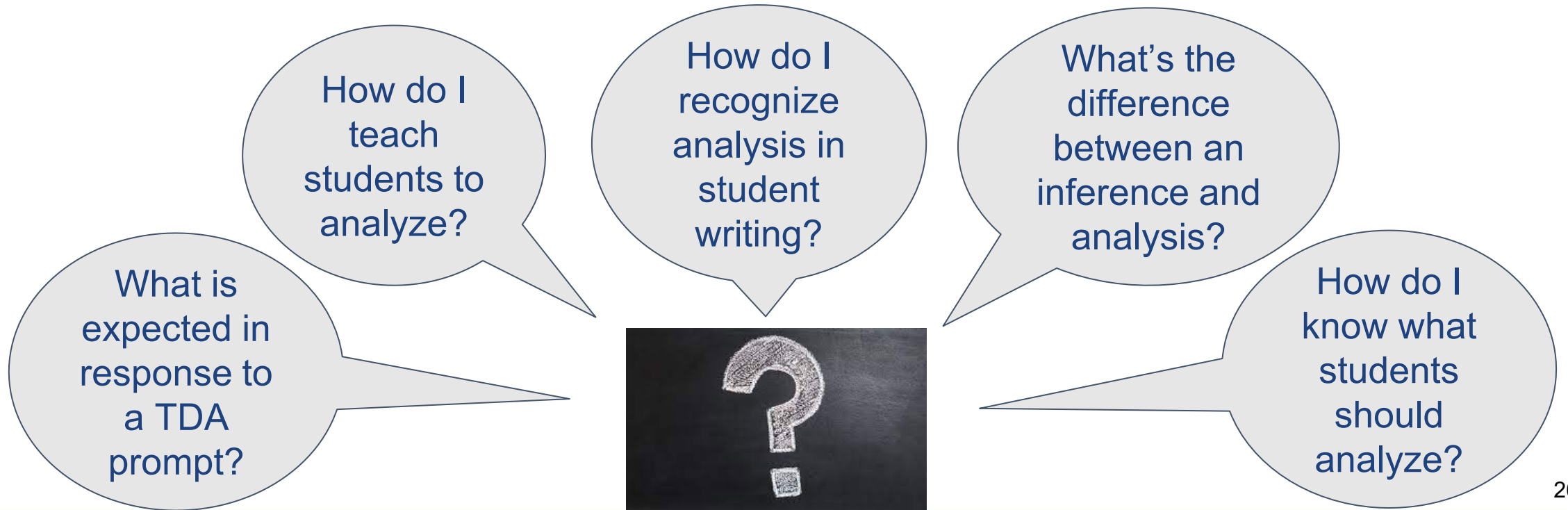
1. Professional learning and development
2. Curricular design and resources
3. Scheduling of English language arts
4. Instructional strategies
5. Classroom assessments





Implication #1: Professional Learning and Development

Definition of analysis: “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)





Implication #2: Curricular Design and Resources



Reading Series/Anthologies

- Phonemic awareness
- Decoding/word attack
- Reading fluency
- Comprehension
- Strategies
- Reading elements

Where's the Analysis?



Implication #2: Curricular Design and Resources (cont.)

Replacement Unit

- Addresses similar expectations (reading strategies, skills, etc.)
- Provides for deeper learning by incorporating **analysis**

“These curricular units would include 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 the basis ... and ... context for the summative assessment.” (Marion & Shepard, 2010, p.3)



Implication #3: Scheduling of English Language Arts

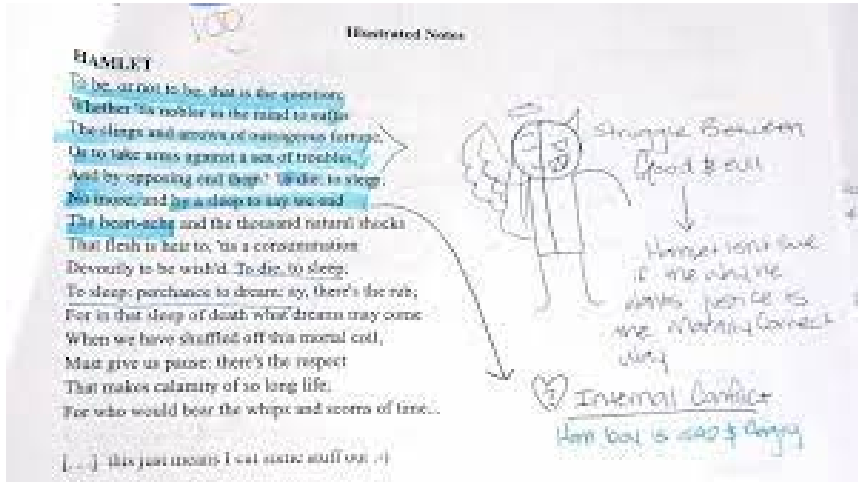


Reading Class

Writing Class

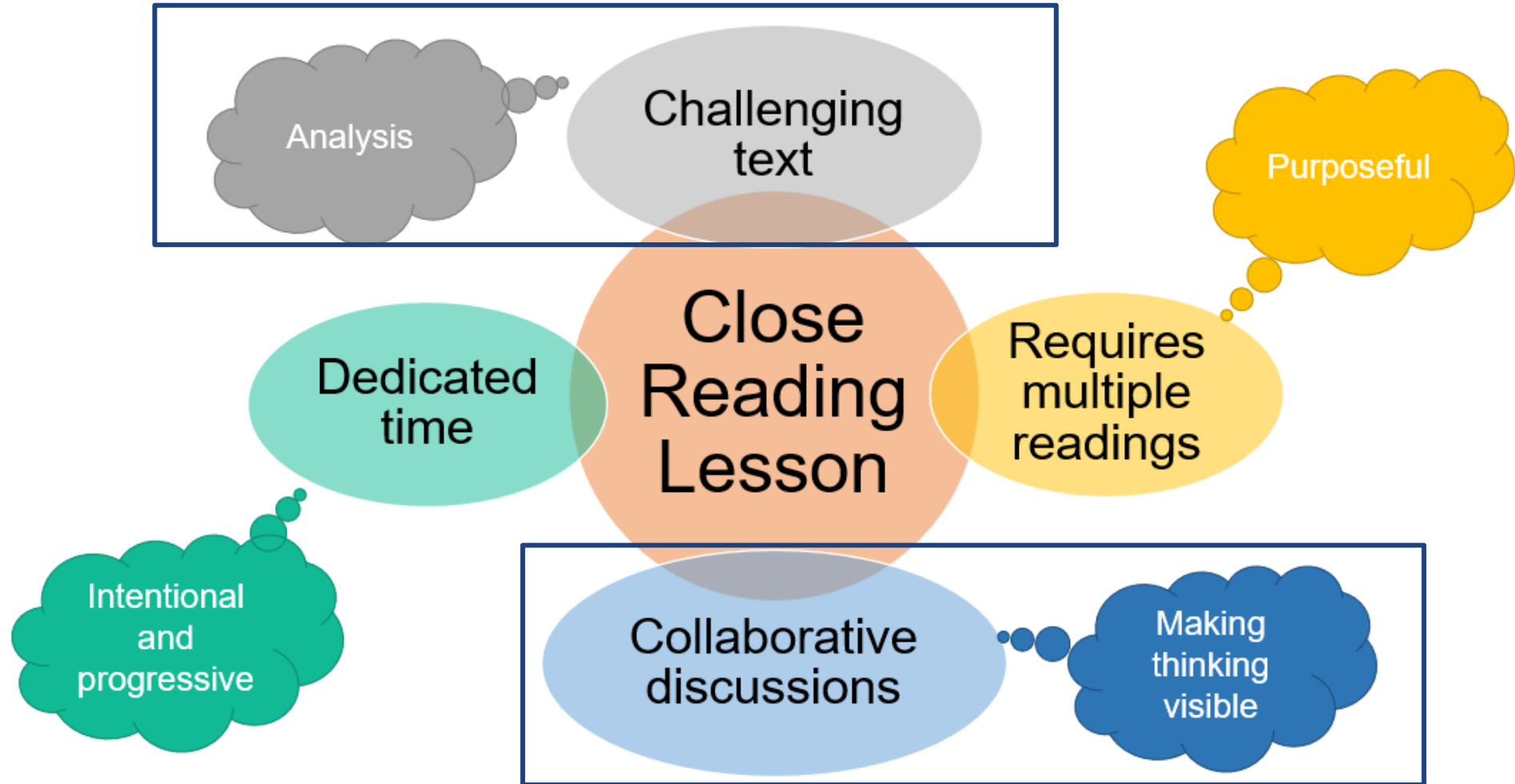


English Language Arts Class: Integrated Reading and Writing





Implication #4: Instructional Strategies





Implication #4: Instructional Strategies (cont.)

The Partnership for Assessment of Readiness for College and Careers (PARCC, 2011, p. 7) clarifies the definition of close reading as:

"Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meaning of individual words and sentences; the order in which the sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole."

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Implication #5: Classroom Assessments



Formative Assessment Processes: the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and what their next learning steps are. The purpose is to provide students with the concrete and specific information they need to be able to self-assess and improve their own learning.



Key Implication Questions- *Journal, pages 7-9*

1. Review the following questions:

- What is expected in response to a TDA prompt?
- How do I teach students to analyze?
- How do I recognize analysis in student writing?
- What's the difference between inference and analysis?
- How do I know what students should analyze?

How would you answer these questions and how do you know if you understand these expectations?

1. How does the reading series or texts you use support analysis instruction? Find specific examples in your reading text.
2. Is text dependent analysis taught in a reading or a writing class or block of time? How do you ensure that students understand that analysis requires writing about reading?
3. Describe the strategies you use to teach students to analyze text. Explain how they are different from guided reading strategies.
4. In what ways do you include text dependent analysis as part of your formative assessment processes?



For More Information...

Thompson, J. (2018). [Text Dependent Analysis: A College and Career Ready Item](#). Center for Assessment (www.nciea.org)

Or

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



Text Dependent Analysis: The Need for a Shift in Instruction and Curriculum

Jeri Thompson

Center for Assessment

Introduction

Many states have incorporated a *new* item type, *Text Dependent Analysis* (TDA), on their state test beginning in grade 3 (e.g., Nebraska State Accountability). This item expects students to read complex text(s), either literary or informational, and provide a critical response by drawing evidence from text(s) to “support analysis, reflection, and research” (CCSS) using effective communication skills to write an essay in response to a prompt. In their response, students need to make inferences about the author’s meaning, using both explicit and implicit evidence in order to support an overall analysis of the literary and informational elements or structure found within the text. Text dependent analysis prompts move beyond the general reading comprehension expectations associated with short-answer and multiple choice items previously found on state tests. TDA prompts ask students to explain and elaborate on the interaction of literary and informational elements, and/or structure, 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 elements identified or alluded to in the prompt. The literary and literary nonfiction elements and text structure, as reflected in the content standards associated with each grade level, are embedded within a text dependent analysis prompt.



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



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Thank You