



## The Thompson TDA Model

# Module 9: Collaborative Discussions for Close Reading and Text Dependent Analysis

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## Warm-Up: Reflection Journal (page 2)

- 1) *How would you describe the purposes of collaborative discussions?*
- 2) *Given your understanding of collaborative discussions, in what ways are they a necessary part of close reading instruction?*



# Collaborative Discussions/Conversations

- *“Collaborative conversations are characterized by purposeful talk focused around topics and texts appropriate to the grade level and discipline.”*
- *“They are sustained conversations between students in which ideas are presented, defended, elaborated upon, and responded to.”*
- *“Collaborative conversations encourage exchanges of ideas, based on evidence, that generate new thinking and stronger understanding.”*

[\(Maine Department of Education, Literacy Links, v 10, n.3\)](#)



# Structure of a Close Reading Lesson





# Collaborative Discussions/Conversations

| 1.5 Speaking and Listening<br>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.       |  |  |   |  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|
| Comprehension and Collaboration<br>Collaborative Discussion  | Grade Pre-K  | Grade K  | Grade 1   | Grade 2  | Grade 3  | Grade 4  | Grade 5  |  |
|  | <b>CC.1.5.PK.A</b><br>Participate in collaborative conversations with peers and adults in small and larger groups.   | <b>CC.1.5.K.A</b><br>Participate in collaborative conversations with peers and adults in small and larger groups.  | <b>CC.1.5.1.A</b><br>Participate in collaborative conversations with peers and adults in small and larger groups.   | <b>CC.1.5.2.A</b><br>Participate in collaborative conversations with peers and adults in small and larger groups.  | <b>CC.1.5.3.A</b><br>Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. | <b>CC.1.5.4.A</b><br>Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. | <b>CC.1.5.5.A</b><br>Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. |  |
|  | Grade 6  |  | Grade 7   | Grade 8  | Grades 9-10  |  | Grades 11-12   |  |
| <b>CC.1.5.6.A</b><br>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. | <b>CC.1.5.7.A</b><br>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. | <b>CC.1.5.8.A</b><br>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. | <b>CC.1.5.9-10.A</b><br>Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | <b>CC.1.5.11-12.A</b><br>Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |  |  |  |  |



## **Purpose of Collaborative Discussions: *Reflection Journal (page 3)***

*Given that collaborative discussions are part of the English Language Arts standards and a necessary aspect of close reading, brainstorm why you think their use is so important.*



# Importance of 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
- Builds students' strength in demonstrating the cognitively complex expectations of the English language arts





# Importance of Collaborative Discussions

- Develops higher-level thinking, oral communication, self-management, and leadership skills,
- Increases student retention, self-esteem, and responsibility,
- Provides exposure to and increases in understanding of diverse perspectives, and
- Prepares students for real-life social and employment situations.





# Process of Collaborative Discussions

Meaningful text dependent questions grounded in the text



Think deeply, communicate, and build on ideas by listening to others



Orally rehearse the meaning of the text



Respond to a text dependent analysis response

*“speech as the vital ingredient” to student achievement... Rosenblatt, L. (1988, p. 3)*  
*Participation in “social practice” allows individuals to “perform new tasks and to master new understandings... Lave & Wenger (1991, p. 53)*



## Benefits of Collaborative Discussions: *Reflection Journal (page 4)*

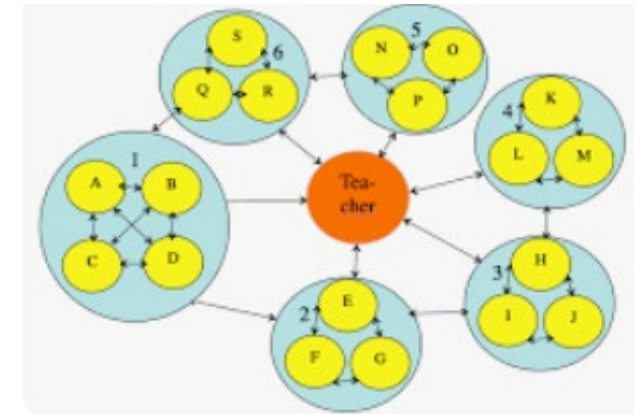
*Reflect on the benefits of collaborative discussions. Describe how one or two benefits are meaningful to you. Explain why each benefit is impactful for students.*

# Planning for Collaborative Discussions

**Think and Talk About Texts**

**Participate in Discussions**

**Purposeful Structures**





# Thinking and Talking About Text

A scaffolding process that provides a window into how the teacher:

- thinks about the text
- identifies the reading elements
- articulates the language and ideas necessary for comprehension and analysis of texts





# Strategies to Support Thinking and Talking About Text

|                                    |  |
|------------------------------------|--|
| <b>Strategy:</b>                   | <b><i>Marking</i></b>  |
| <b>Teacher Question/Statement:</b> | <b><i>That's an important point.</i></b>   |
| <b>Description</b>                 | Identifies an important contribution made to the discussion. The teacher asks the student to repeat and elaborate, and then points out why it is important to note the information relative to the question or point being discussed |
| <b>Strategy:</b>                   | <b><i>Challenging Students</i></b>   |
| <b>Teacher Question/Statement:</b> | <b><i>What do you think?</i></b>   |
| <b>Description</b>                 | The teacher turns the responsibility for reasoning about a concept back to the students which develops shared understandings.  |
| <b>Strategy:</b>                   | <b><i>Pressing for Accuracy</i></b>  |
| <b>Teacher Question/Statement:</b> | <b><i>Where in the text did you find that?</i></b>   |
| <b>Description</b>                 | This question focuses students on the text and locating accurate and precise evidence to support the point that is being made. This question models for all students the need to return to the text and reread to locate evidence.   |



# Additional Thinking and Talking About Text Strategies: *Reflection Journal (page 5)*

*Examine the additional thinking and talking about text strategies on slide 15. Record in your Reflection Journal what you think the purpose and use is for each of these strategies.*



# Additional Thinking and Talking About Text Strategies: *Reflection Journal (page 5)*

|                                    |  |
|------------------------------------|--|
| <b>Strategy:</b>                   | <b><i>Building on Prior Knowledge</i></b>                |
| <b>Teacher Question/Statement:</b> | <b><i>How does this connect?</i></b>                     |
| <b>Description</b>                 |  |
| <b>Strategy:</b>                   | <b><i>Pressing for Reasoning</i></b>                     |
| <b>Teacher Question/Statement:</b> | <b><i>Why do you think that?</i></b>                     |
| <b>Description</b>                 |  |
| <b>Strategy:</b>                   | <b><i>Expanding Reasoning</i></b>                        |
| <b>Teacher Question/Statement:</b> | <b><i>Repeat what you said; say more about that.</i></b> |
| <b>Description</b>                 |  |
| <b>Strategy:</b>                   | <b><i>Recapping</i></b>                                  |
| <b>Teacher Question/Statement:</b> | <b><i>What have we discovered?</i></b>                   |
| <b>Description</b>                 |  |



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|                                    |  |
|------------------------------------|--|
| <b>Strategy:</b>                   | <b><i>Building on Prior Knowledge</i></b>  |
| <b>Teacher Question/Statement:</b> | <b><i>How does this connect?</i></b>   |
| <b>Description</b>                 | This question reminds students that the concepts from the text dependent analysis prompt and the text they are reading are linked to previous learning. Reminding students of knowledge they have previously acquired encourages students to make connections and to recognize the prerequisite knowledge they possess for being successful. |
| <b>Strategy:</b>                   | <b><i>Pressing for Reasoning</i></b>   |
| <b>Teacher Question/Statement:</b> | <b><i>Why do you think that?</i></b>   |
| <b>Description</b>                 | This question moves the discussion from an unsubstantiated claim or opinion to one in which students must provide textual evidence to support their thinking. Asking students to support their reasoning prepares them for writing a text dependent analysis response with supporting evidence.  |
| <b>Strategy:</b>                   | <b><i>Expanding Reasoning</i></b>  |
| <b>Teacher Question/Statement:</b> | <b><i>Repeat what you said; say more about that.</i></b>   |
| <b>Description</b>                 | This probe encourages the student to elaborate on their thinking. This requires wait time by the teacher, as well as the other students. Providing an additional ten seconds allows the minimum time needed for a student to formulate an answer to a question that calls for rigorous reasoning.  |
| <b>Strategy:</b>                   | <b><i>Recapping</i></b>  |
| <b>Teacher Question/Statement:</b> | <b><i>What have we discovered?</i></b>   |
| <b>Description</b>                 | Because ideas can evolve through the contributions of many students during collaborative discussions, this question ensures that students can succinctly summarize what has been discussed. Recapping is a way of repeating a shared understanding of the topic under discussion.  |



# Actively Participate in Discussions

## Keeping the channels open

- *Did everyone hear that?*
- *Say that again, nice and loud, so that everyone can hear.*

## Keeping everyone together

- *Who can repeat...?*

## Linking contributions

- *Who wants to add on?*

## Verifying and clarifying

- *So, are you saying?*

## Establishing Turn-Taking Norms

- *Can you hand that comment off?*

## Using Wait Time

- *Think about it before answering.*



# Supporting all Students, *Reflection Journal* (page 6)

*Brainstorm possible sentence starters or frames that you think would provide students with the language necessary to agree, disagree, and ask questions for clarification of ideas using language that is respectful and holds everyone accountable.*



# Supporting all Students

## Agree

- *I agree with what (Tom) said because...*
- *I'd like to add...*
- *Another example of what (Kendra) mentioned is...*
- *I'd like to go back to what (Jose) said about... and add...*

## Disagree

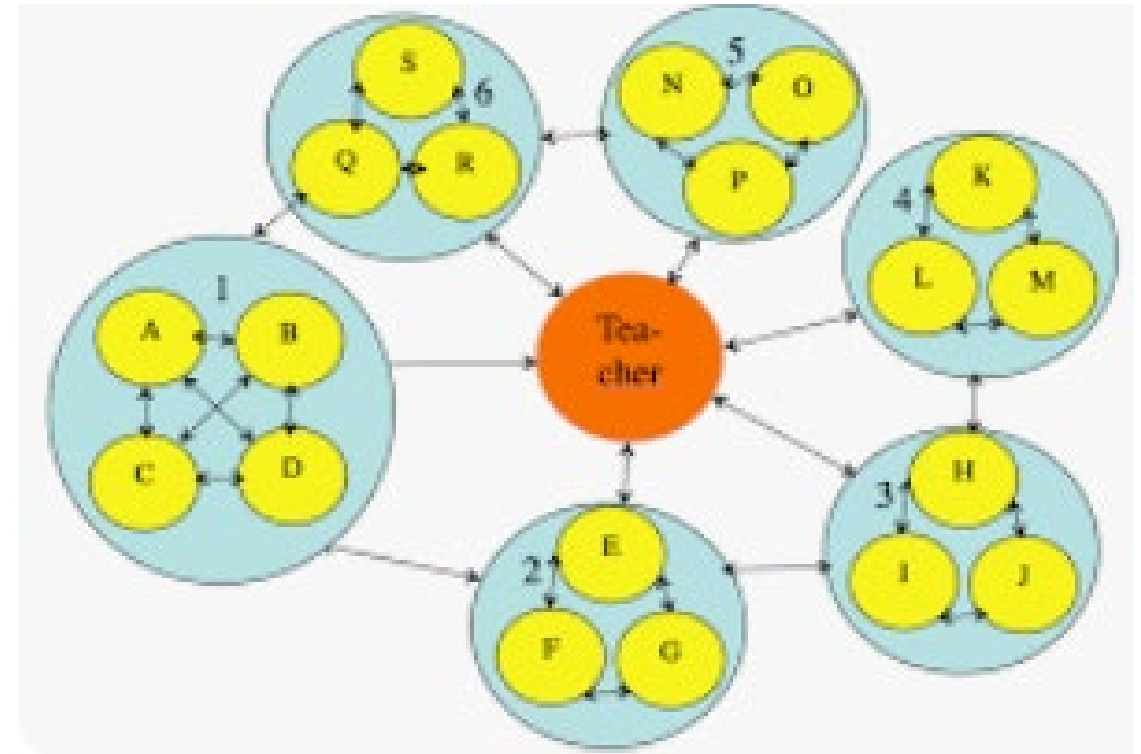
- *I disagree with what (Chandra) said because...*
- *I understand (Sam's) point but...*
- *I noticed some of the same things as (Angelina) but also noted...*
- *Could it also be that...?*
- *However, this example demonstrates that...*

## Clarify

- *What do you mean when you say...?*
- *Do you think that...?*
- *Could you provide an example?*
- *I'd like to go back to what (Janine) said about... because it is unclear what is meant by...*
- *It is confusing that...*

# Structures for Collaborative Discussions

- Gallery Walk or Chat Stations
- Philosophical Chairs
- Discussion Roundtable
- Affinity Maps or Diagrams
- Concentric Circles
- Cover-Stations
- Hot Seat
- Snowball Discussion
- Socratic Seminar
- Text-Rendering Experience





# Use of Collaborative Discussions

## Teacher's Role:

- Guide students in analyzing texts while considering peer perspectives
- Listen to the types of evidence and thinking students are sharing
- Clarify misconceptions
- Indicate different questions that should be posed
- Prepare students to respond to the text dependent analysis prompt





# Final Thoughts- *Reflection Journal, pages 7-8*

Consider your instructional practice:

- 1) What are your next steps in using the identified strategies to help students think and talk about the text?
- 2) What are your next steps in using the different collaborative discussion structures to support analysis of text?



# For More Information...

Thompson, J. (2020). [Collaborative Discussions for Close Reading](#). Center for Assessment ([www.nciea.org](http://www.nciea.org))

Or

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



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## Text Dependent Analysis: Collaborative Discussions for Close Reading

Collaborative discussions during close reading are supported by the English Language Arts PA Core Standards in which students are expected to *engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly*.

During and after close reading, text discussions require students to “observe and analyze as much as they can about the text to understand how all text elements work together” (Boyles, 2014, p. 77), and to synthesize and integrate information from both the text and their peers to create an oral or written response. Student engagement in collaborative discussions is at the heart of close reading and is a critical shift in English language arts instruction. Students need a systematic opportunity to participate regularly in oral conversations about the texts they are reading. Frequent collaborative discussions build students’ strength in demonstrating the cognitively complex expectations of texts and the standards.

The teacher guides collaborative discussions through meaningful text dependent questions<sup>1</sup>. These questions are grounded in the text and provide students with the opportunity to think deeply, communicate and build on their ideas by listening to others, and to orally rehearse the meaning of the text prior to creating a written text dependent analysis response. Rosenblatt (1988) identified “speech as a vital ingredient” in student achievement as they gain insight into their own reading and writing processes (p. 13). She further described how group interchanges, both between teacher and students and among students, about texts develop insights and varied interpretations about the author’s meaning, thus leading students toward the development of a critical or analytic stance. Lave and Wenger (1991) further developed the need for individuals to learn through participation in “social practice” in order to “perform new tasks and to master new understandings” (p. 53). The concept of learning through social practice that requires participation, rather than independently making meaning, is necessary for students to be able to develop their ability to analyze (Thompson, 2018).

<sup>1</sup> See TDA Series: Close Reading Questions Leading to Text Dependent Analysis





# 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

- 1) Boyles, N. (2014). *Closer Reading, Grades 3-6*. Thousand Oaks, CA: Corwin Press.
- 2) Center for Teaching Innovation (2020). *Collaborative Learning*. Retrieved from <https://teaching.cornell.edu/teaching-resources/engaging-students/collaborative-learning>.
- 3) Fisher, D. & Frey, N. (2014). *Close Reading and Writing From Sources*. Newark, DE: International Reading Association.
- 4) Frey, N. & Fisher, D. (2013). *Rigorous Reading: 5 access points for comprehending complex texts*. Thousand Oaks, CA: Corwin Press.
- 5) Gonzalez, J. (2015). *The Big List of Class Discussion Strategies*. Retrieved from <https://www.cultofpedagogy.com/speaking-listening-techniques/>.
- 6) Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, MA: Harvard University Press.



# References

- 7) Michaels, S., O'Connor, M.C., Hall, M.W., & Resnick, L.B. (2010). *Accountable Talk Sourcebook: For classroom conversation that works (v.3.1)*. University of Pittsburgh Institute for Learning: Retrieved from <https://cssh.northeastern.edu/niec/wp-content/uploads/sites/29/2016/09/AT-Sourcebook-March-17webinar-Controversy-in-the-Classroom-Learning-from-Impostors-Bad-Weather-and-Media-Attention.pdf>.
- 8) Rosenblatt, L.M. (1988). *Writing and reading: The transactional theory*. Champaign, IL: University of Illinois. School Reform Initiative (2020). *Text Rendering Experience*. Retrieved from <https://www.schoolreforminitiative.org/protocols/>.
- 9) Thompson, J. (2018). *Text Dependent Analysis: The need for a shift in instruction and curriculum*. Dover, NH: nciea.org.



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Thank You