



Text Dependent Analysis (TDA) Professional Learning Series:

Script for Module 3 - Anatomy of a Text Dependent Analysis Prompt

Slide	Script
1	Welcome to the Text Dependent Analysis Module #3: Anatomy of a Text Dependent Analysis Prompt. Module 3 answers the key question: <i>How do I make sense of a TDA prompt?</i> This module is part of a comprehensive 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 question: <i>How do you explain to students what they are expected to do when responding to a TDA prompt?</i> Please pause the video and respond to this question in your journal (page 2) then discuss with colleagues. After your reflection, resume playing the video.
3	Text dependent analysis prompts can be developed and used for different purposes, including classroom instructional prompts and classroom assessment prompts. They are also developed for the State summative assessment (PSSA). However, when developing for classroom instruction and assessment purposes, the classroom teacher should take into account several considerations such as the time of the year, the grade level of students, and the opportunities students have had to learn and practice demonstrating their understanding of the reading elements that they are asked to analyze.
4	Why do you think these considerations are important for the classroom teacher when developing TDA prompts?



	<p>Please pause the video and respond to this question in your journal (page 3) then discuss with colleagues. After your reflection, resume playing the video.</p>
5	<p>Let's deconstruct a TDA prompt and then we'll return to this question.</p> <p>Generally, a TDA prompt consists of three statements. Statement #1 introduces the text and often one or both of the reading elements that students are expected to analyze. Statement #2 provides the action required of the students, including the direction to write an essay to demonstrate analysis of the reading elements or text structure. And finally, statement #3 reminds students that they need to use text evidence to support their analysis.</p>
6	<p>Let's examine a prompt which could be used for a classroom instructional prompt or as a classroom-based assessment prompt for the text, <i>Thank You M'Am</i>, by Langston Hughes.</p> <p><i>Authors use characters to develop a theme. Write an essay analyzing how the thoughts, words, and actions of Mrs. Jones and Roger develop a theme of trust. Use evidence from the text to support your analysis.</i></p> <p>The first statement clearly focuses students' attention on two reading elements they are expected to analyze: characters and theme.</p> <p>The second statement identifies the student action of writing an essay, and more specifically focuses students' attention to analyzing the thoughts, words, and actions of the two main characters, and their interrelationship with a theme topic of trust.</p> <p>And the final statement reminds students to use evidence from the text to support their analysis.</p>
7	<p>If we return to our considerations for developing prompts, we can see that this prompt provides a fair amount of scaffolding for students and may be used early in the year, especially if the concepts are relatively new to students or if they haven't had many opportunities to practice them.</p>



	<p>In this case a theme topic is identified, rather than a theme statement. Therefore, if this prompt was used for classroom instruction, it would provide an opportunity for the teacher to instruct students about the connection between a theme topic and theme statement. Teachers can model and engage students in locating text evidence using the characters' thoughts, words and actions and make inferences about this evidence related to the topic of trust. The evidence and inference would be used by the teacher and students to determine possible theme statements.</p> <p>And just as important, teachers would need to ensure students know what they are expected to include in a written essay as appropriate for the grade level. For example, younger students may need to include an introductory and concluding statement, whereas students in upper grades may be expected to include an introductory and concluding paragraph. Students need to be taught the expectations of a well-developed body paragraph, a coherent controlling idea, effective use of paragraphs, appropriate use of transitions, and grade-appropriate conventions of English.</p> <p>Using this prompt for instructional purposes also allows for teaching students the meaning of analysis and ensuring students understand that their response must include an interrelationship between the characters and theme within this text.</p>
8	<p>Consider this explanation of using the prompt for instructional purposes. When would a teacher use this prompt for classroom assessment purposes given the considerations of time of the year, the grade level of students, and the opportunities students have had to learn and practice demonstrating their understanding of the reading elements that they are asked to analyze?</p> <p>Please pause the video and respond to this question in your journal (page 4) then discuss with colleagues. After your reflection, resume playing the video.</p>
9	<p>When used as a classroom assessment prompt, students should already be familiar with theme topics and theme statements. They should have had multiple opportunities to locate text evidence and make inferences about a topic, as well as to analyze by using the evidence and inferences to develop</p>



	<p>theme statements. Students should have seen the teacher model, while thinking aloud, how to use this information to construct an essay. And students should know the success criteria they are expected to demonstrate when writing an essay.</p> <p>In other words, a classroom instructional prompt is used by the teacher to model, while thinking aloud, all the necessary aspects of analysis, and for students to learn and practice these expectations. Whereas a classroom assessment prompt is used after students have had multiple opportunities to learn, practice, and demonstrate what they have learned.</p>
10	<p>Let's look at a couple more prompts.</p> <p>This prompt used for the text, <i>A Taste of Colored Water</i>, identifies not only the name of the text, but also the genre of historical fiction, and a little information about the story in the first statement. The second statement clearly identifies the action of analyzing the two characters' thoughts and actions, but more specifically, identifies the story's theme statement that "things are not always what they seem." And the final statement reminds students to use evidence from the text to support their response.</p> <p>If used for instruction, the prompt provides the teacher with opportunities for instructing students on the identified reading elements, locating accurate and precise evidence, making inferences, analyzing the two reading elements by showing their interrelationship, and writing a grade-appropriate essay.</p> <p>The same prompt can be used as a classroom assessment prompt for students in the earlier grades (e.g., grades 3-5) and early in the year when they are still learning about and practicing the development of theme statements. Using this prompt, and scaffolding this information allows the teacher to determine how well students understand and can demonstrate analysis without adding an additional burden of determining a theme statement.</p> <p>Once students have had multiple opportunities to learn and demonstrate</p>



	<p>their understanding of theme statements, the teacher might change the prompt to:</p> <p><i>In the story, A Taste of Colored Water, the historical fiction includes two young children who travel into town to see the “colored” water. Write an essay analyzing how the author uses the two young children’s thoughts and actions to reveal a theme about fairness. Use evidence from the text to support your response.</i></p>
11	<p>Examine this prompt written for the text <i>Uncle Timothy’s Ships</i> by Summer Woodford.</p> <p>Based on what we have discussed, do you think this prompt is appropriate for classroom instruction, classroom assessment, or both? Explain your thinking.</p> <p>Please pause the video and respond to this question in your journal (page 5) then discuss with colleagues. After your reflection, resume playing the video.</p>
12	<p>Hopefully you identified that this prompt can be used for both a classroom instructional prompt and a classroom assessment prompt.</p> <p>If used as an instructional prompt, the teacher has the opportunity to move instruction beyond different types of figurative language, but rather the role that figurative language plays in developing deeper meaning of the text, including character development or a theme. And conversely, if used as a classroom assessment prompt, students must have had the opportunity to learn and practice this understanding.</p> <p>The decision depends on [click enter] the time of the year, the grade level of the students, and the opportunities the students have had to learn and practice the expectations of analysis.</p>
13	<p>Finally, we want to make the connection of classroom instructional and assessment prompts to the PSSA TDA prompt.</p> <p>Since the State assessment is administered at the end of the year to</p>



	<p>measure grade level standards, student success in responding to the prompt is predicated on multiple opportunities to:</p> <ol style="list-style-type: none">1) learn about and demonstrate understanding of grade-appropriate reading elements,2) deconstruct prompts that are both highly scaffolded and prompts that are minimally scaffolded, and3) learn and practice responding to analysis prompts throughout the year. <p>Consequently, a PSSA TDA prompt may expect students to know how to independently identify the reading elements, which may not be specifically stated. For example, in this grade six prompt:</p> <p><i>The passage “Paranka’s Dumplings” focuses on two cooks with different styles who work in the same kitchen. Write an essay analyzing the significance of Paranka’s and Olya’s different approaches to preparing dumplings. Use evidence from the passage to support your response.</i></p> <p>The first statement guides students to one reading element, [click enter] although “two cooks” is not specifically identified as characters, it is implied.</p> <p>However, to demonstrate analysis there must be at least two reading elements. The second statement identifies that students should analyze [click enter] “the significance of Paranka’s and Olya’s different approaches to preparing dumplings.” The student is required to understand the difference between the two characters and to analyze how their different actions reveal or support another reading element in the passage. The second reading element is not specifically identified, but again, is implied. In this case the significance could refer to the author’s message, theme, conflict, or turning point.</p>
14	<p>This end-of-year prompt illustrates the importance of engaging students in deconstructing prompts, both scaffolded and not scaffolded, making meaning of academic language, learning how reading elements are interrelated, and practicing a response to various prompts throughout the year.</p>



15	<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 reflection journal (pages 6-8):</p> <ol style="list-style-type: none">1. Describe the difference between a highly scaffolded prompt and one that is not highly scaffolded. How would you differentiate their use in the classroom?2. Practice using a text to write a highly scaffolded prompt and a prompt that is not highly scaffolded. Describe how you would use these two prompts and what instruction would be necessary for students to be successful when responding to both prompts.3. Given your understanding of the expectations of classroom assessment and PSSA TDA prompts, how can you adjust your instruction and assessment practices to ensure students are prepared to independently deconstruct a prompt and analyze the reading elements?
17	<p>If you are interested in further information about the content of this module see the resource, <i>The Anatomy of a Text Dependent Analysis Prompt</i>, in the module folder.</p>
18	<p>This module answered the key question: <i>How do I make sense of a TDA prompt?</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.</p>
19	<p>Thank you for taking the time to engage in Module 3.</p>