



Text Dependent Analysis (TDA) Professional Learning Series: Script for Module 2 - Understanding Text Dependent Analysis

Slide	Script
1	<p>Welcome to the Text Dependent Analysis Module #2: Understanding Text Dependent Analysis. Module 2 answers the key question: <i>What does analyzing text mean?</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.</p>
2	<p>As a warm-up to Module 2, we ask you to consider the following questions: 1) <i>What is the meaning of “analysis”?</i> and 2) <i>What are the underlying expectations of text dependent analysis?</i></p> <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	<p>We define analysis as 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.</p> <p>In other words, analysis requires students to not simply uncover parts within the whole text, but to understand the connection of the parts to each other and as a whole. Once the parts have been identified, an analysis seeks to determine how those parts are related by recognizing and describing the relationship and patterns between them. In analyzing text, students must then draw a conclusion and generalize the meaning of the text.</p>
4	<p>The standard that supports the analysis of text is identified as a writing standard which includes the same expectations from grades 3 through 12. The standard states that students are expected to “draw evidence from literary or informational text to support analysis, reflection, and research, applying grade-level reading standards for literature and informational text.”.</p>



	<p>While the standard is included as a writing standard, it clearly states that [click enter] students are expected to demonstrate grade-level reading expectations for literature and informational text through a written analytical response.</p>
5	<p>Analyzing text first and foremost requires a grade-appropriate complex text, whether narrative or informational, to allow students to analyze specific literary elements or text structure. Students must be able to read the text and make meaning of it, demonstrating that they have an overall comprehension of the text.</p> <p>Then, based on the literary elements or structure that they are expected to analyze, students must be able to locate accurate and precise evidence from the text supporting the author’s meaning and purpose for using the literary elements or structure. Next, students need to make inferences about the author’s meaning using the text evidence and their background knowledge. Demonstrating analysis then requires the student to explain and elaborate how the identified text evidence and inferences support a deeper meaning about the text.</p> <p>Finally, in a TDA response, students need to support an overall analysis of the literary or informational elements or structure found within the text through a written essay using effective communication skills in response to a prompt.</p>
6	<p>Text dependent analysis prompts move beyond the general reading comprehension expectations associated with the open-ended items found on the PSSA prior to 2014 and the types of questions typically used in reading series.</p> <p>TDA prompts ask students to explain and elaborate on the interaction of reading elements, such as how the theme is revealed through different techniques used by the author. Although both reading comprehension questions and TDA prompts expect students to support responses with text evidence, TDA prompts require students to demonstrate understanding of the author’s craft and presence in the text as it relates to the specified reading elements identified or alluded to in the prompt.</p>



7	<p>Based on what you have learned so far, describe in your own words how the expectations of general reading comprehension questions are the same and different from the expectations of text dependent analysis.</p> <p>Please pause the video and record in your journal (page 3) your response to the question After your reflection, resume playing the video.</p>
8	<p>Text dependent analysis prompts expect students to demonstrate three underlying expectations which includes: 1) reading comprehension, 2) analysis of an author’s use of literary elements or devices, text structures or other choices made by the author, which we identify collectively as reading elements, and 3) a well-written essay to communicate this understanding.</p>
9	<p>Successful text analysis requires that students understand that authors make specific choices about reading elements, their craft and style, and text structures for particular reasons. Text dependent analysis responses should point out the author’s specific choices, describe “how” and “why” the author made those choices and for what particular reasons, to explain their significance and/or impact, then draw a conclusion about the significance or impact on the text, as a whole.</p>
10	<p>Let’s look at an example to clarify. In the text <i>The House on Mango Street</i>, the author Sandra Cisneros, writes the book in a series of vignettes in which she covers a year in the life of Esperanza, a 12-year-old Mexican American girl. The vignettes are not quite poems, although there is some internal rhyme, but not quite full stories as they are often only two or three paragraphs long.</p> <p>When analyzing this text structure students can consider that the vignettes reflect the young protagonist’s point of view as one having a short attention span, flitting from one topic to another and not giving any one situation or topic too much importance. This structure allows the author to introduce multiple characters in a way that reflects the life of how young people may see the world around them. Each vignette contains a situation or conflict that may not be fully resolved as is often the case in the life of young people. Additionally, this structure also allows the author to reflect the life of children and women in the barrio in which conflicts are often unresolved.</p>



	<p>In other words, the text structure was chosen by Cisneros for particular reasons that allow young readers to understand the main character, her relationship with other characters, her relationship with her setting, and to emphasize a message about coming of age and identity in a Mexican American community.</p>
11	<p>There are four main considerations for educators to consider when engaging students in analyzing text.</p> <p>First, educators must have a deep understanding of the <i>underlying knowledge and skills expected of the reading standards</i>. Remember, although the standard that supports text dependent analysis is a writing standard, it clearly states that students are expected to demonstrate grade-level reading standards for literature and informational text.</p> <p>Standards describe the outcomes expected by students at the end of a grade level. The standards should be deconstructed or unpacked to break them into smaller and more specific learning targets.</p> <p>There are at least two ways educators can be sure they are considering and teaching these underlying expectations:</p> <ol style="list-style-type: none">1) In Professional Learning Communities (PLCs) educators can unpack or deconstruct the standards. This is a time-consuming task, but well worth the effort as a means of collaboratively considering the underlying knowledge and skills students need to learn, practice, and acquire, as well as the patterns of reasoning students need to master.2) Educators can review the Deconstructed Standards Leading to Analysis provided by the Pennsylvania Department of Education and the Center for Assessment. These deconstructed standards can be reviewed individually or during PLCs to ensure students are taught and have learned the underlying expectations of the standards. <p>Whichever way standards are deconstructed, teachers should review their curriculum and reading series, to be sure that these underlying expectations are taught throughout the year.</p>



	See Module 15: Using the Grades K-8 Deconstructed Standards, for more information.
12	<p>You can see an example of a deconstructed grade 4 standard for reading literature. The standard states: <i>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</i></p> <p>This is an end of year expectation. Guiding students toward reaching proficiency requires deconstructing or, like an onion, peeling back the layers of the standard to uncover the underlying knowledge and skills.</p> <p>Pause and take a few minutes to read through this example.</p>
13	<p>Using the example standard deconstruction, describe how knowing the underlying knowledge and skills changes or supports the way you currently teach this standard.</p> <p>Please pause the video and record in your journal (page 4) your response to the prompt. After your reflection, resume playing the video.</p>
14	A second consideration for engaging students in analyzing text requires identifying the extent to which the <i>curriculum and reading series</i> , if used, provides students with the opportunity to learn, practice, and demonstrate the knowledge and skills related to the reading elements and/or text structures, and to demonstrate analyzing text.
15	<p>A third consideration for educators is knowing the progression of how students learn and demonstrate reading comprehension, analysis, and essay writing at the different grade spans.</p> <p>As students are learning and practicing, using the TDA Learning Progressions will help educators guide their instruction so that it is in the students' zone of proximal development. In other words, analyzing text is a complex reasoning skill; consequently, moving students toward the ability to successfully analyze requires providing instruction that is the "sweet spot" where the instruction is not too difficult and not too easy.</p>
16	Finally, it is important to know how students will be measured on their ability to demonstrate analysis. The PSSA Text Dependent Analysis Scoring



	Guidelines provide students with a single score relative to how they are able to demonstrate the 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 from the text(s)”, and to provide “direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions”, as well as demonstrate an “appropriate organizational structure”, including an introduction with a controlling idea, “use of precise language and domain-specific vocabulary”, and appropriate use of English language conventions.
17	Expecting students to deeply understand the underlying components and expectations of analysis requires teaching analysis through direct instruction, modeling, scaffolding, and practicing throughout the course of the year.
18	We believe that it is essential to take a few minutes to reflect upon what you just heard about the key considerations, 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 5-7): <ol style="list-style-type: none"> 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?
19	If you are interested in further information about the content of this module, see the resource, <i>Understanding Text Dependent Analysis</i> , in the module folder.
20	This module answered the key question: <i>What does analyzing text mean?</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.



The Thompson TDA Model

21	Thank you for taking the time to engage in Module 2.
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