Text Dependent Analysis: K-3 Exploration Report

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Center for Assessment

Table of Contents

Introduction to Text Dependent Analysis

Text dependent analysis (TDA) is a college and career ready item on the Pennsylvania System of School Assessment (PSSA) which is administered to students in grades 4-8. This item is aligned to the standard that expects students to write in response to text, and specifically asks students to "draw evidence from literary or informational texts to support analysis, reflection, and research." Text dependent analysis requires students to read a literary or informational text and then use effective communication skills to write an essay in response to a complex prompt. A response requires students to make inferences about the author's meaning and choices by drawing evidence from the text, both explicit and implicit, to support an overall analysis of the reading elements (e.g., tone, setting, theme, etc.). Text dependent analysis prompts clearly move beyond the general reading comprehension expectations, requiring students to critically examine a text to analyze the deep meaning and reading elements, and then provide evidence from the text in support of their responses. TDA prompts ask students specifically about the interrelationship of reading elements, such as how the *theme* is revealed through the *characters* thoughts, actions, and words. These prompts require much more than simply locating text evidence to support a response. They necessitate an understanding of the author's presence in the text as it relates to the specified reading elements. The reading comprehension expectations are reflected in the content standards and assessment anchors and eligible content associated with each grade level.

Previous Text Dependent Analysis Explorations

Beginning in 2011, Dr. Jeri Thompson, Center for Assessment, and the Pennsylvania Department of Education (PDE) conducted Text Dependent Analysis Exploration studies with teachers to: 1) understand how the key knowledge and skills underlying student performance on a TDA prompt – specifically reading comprehension, essay writing, and analysis – interact, 2) evaluate the impact of teacher TDA training on student performance and teacher understanding/instruction of TDA skills (e.g., close reading, analysis), and 3) evaluate how the type and amount of TDA professional development provided to teachers influences the instructional strategies used by teachers in the classroom (e.g., close reading strategies employed, scaffolded essay writing, instruction of scoring guidelines, etc.) and gains in student performance over a period of instruction. Additionally, Dr. Thompson has provided professional development to teachers through the Intermediate Units. A major result of the professional development, whether in the exploration meetings or the structured IU meetings, as indicated through survey feedback that participation served to significantly improve teacher understanding of the TDA construct and student expectations for TDA performance. Even more compellingly, the students of those teachers who received the most intensive professional development from Dr. Thompson significantly outperformed their peers in a control group on the TDA item on the state assessment.

Three issues that continued to remain a concern was how to ensure that all educators and leaders across the State were clear about 1) the TDA expectations, 2)the instruction necessary for students to be successful when responding to a TDA item, and 3) how the curricular and systematic structures in districts impacts the effectiveness of TDA instruction. To address these concern, two actions were initiated.

Intermediate Unit Professional Learning Support

The Center for Assessment and the Pennsylvania Department of Education (PDE) began a TDA Cadre of Experts initiative to engage Intermediate Unit (IU) curriculum professionals in a structured training. The Cadre of Experts were identified as the educational leaders from the IUs across the state who work with districts and educators on curriculum and instruction related to English language arts, and more specifically, TDAs. The members of the Cadre engaged in a two year (2017-2019) in-depth professional development plan in which they worked closely with Dr. Thompson and PDE in order to 1) develop a deep understanding of TDAs, 2) evaluate complex text and write grade-appropriate TDAs, 3) analyze and score student responses, 4) develop close reading lessons that lead to a TDA, 5) make decisions for coherently and systematically embedding TDAs into currently used anthologies/curriculum and a scope and sequence, and 6) plan and facilitate TDA training with educators across the state. The ultimate work of the TDA Cadre of Experts was to lead the development of training others on TDAs across the state in year 2 and beyond using common language and expectations of this college and career ready skill. (See the Text Dependent Analysis IU Report dated May 8, 2020.) The positive results of this professional development exploration prompted a continuation of professional development meetings with the Cadre of Experts into March 2022 on the overarching implications of TDA on instruction, curriculum, and assessment.

District Leadership Professional Learning and Case Studies

The TDA professional development for district leadership focused on 1) the origin and importance of TDA as a college and career ready item on the state test and consequently within the district's curriculum, 2) ensuring the understanding of analysis and the need for instructing analysis, and 3) creating a plan of action for the instruction of analysis, including an examination of instructional resources and curriculum for a continuous and coherent plan of teaching and monitoring the implementation of the underlying components of a text dependent analysis prompt. A leadership professional learning strand was initiated during the 2018-19 school year and each session was filled to capacity with a large number of districts placed on a waiting list. Consequently, the leadership plan was repeated in 2019 and again virtually in 2021. Stemming from this leadership professional learning were a series of case studies with select districts based on interest in sharing their district's: 1) plan for making changes to their curriculum, instruction, and professional development in order to focus on the expectations of text dependent analysis in English language arts and the college and career ready expectation of analysis more broadly in ELA courses and other content areas, and 2) data on the PSSA ELA test over the past 3-5 years. Additionally, these districts would allow access to key individuals (e.g., directors of curriculum and instruction, principals, teachers in grades 4-8) for interviews and discussions. The Pennsylvania Department of Education assisted with identifying districts interested in participation through a short survey sent to district leaders who attended the Year 1 Leadership series. (Case Study Report and artifacts are forthcoming in summer 2022.)

Purpose of Current Study

The prior intensive work on exploring analysis across the State with different levels of district and IU educators surfaced a new area of concern focused on reading instruction in grades K-3 and specifically on the lack of instruction leading to analysis until grade 4, the first year that analysis is measured on the State assessment. While students are not expected to respond to a TDA prompt on the State test until grade 4, there are prerequisite knowledge and reasoning skills that should be taught and learned prior to this testing year. Specifically, students need to be able to identify accurate and precise evidence, draw inferences from the evidence, and be able to move beyond making text-to-self connections and/or identifying superficial knowledge of reading elements toward connecting one reading element to another.

The focus of this one-year exploratory study, from September 2021-March 2022, was to 1) guide primary level teachers' in developing deeper knowledge of the underlying knowledge and skills of analysis as expected from the grade-level standards, 2) develop lessons with text dependent questions to aid in eliciting the underlying criteria necessary for analysis, and 3) using student work samples to create a learning pathway aiding teachers in analyzing student work for instructional decision-making with analysis at the core. This study replicated the structure of the 2017-2018 Proof of Concept (POC) study conducted for grades 3-8 which focused on the validation of the grades 3-5 and 6-8 TDA Learning Progressions. Specifically, this professional learning exploration study sought to answer two key questions:

1. To what extent can students in grades K-3 learn and demonstrate the underlying expectations of analysis?
2. Can we identify possible learning pathways describing how K-3 students learn and demonstrate the criteria necessary for demonstrating analysis?

Participants

The K-3 study brought together five teachers from each grade level for a total of twenty (20) teachers. One school or district leader from each district was invited to attend all meetings; however, only one district leader attended these meetings. The teachers represented five (5) school districts from across the state classified as large suburban or rural fringe. These educators were selected based on a district's prior engagement in text dependent analysis studies or professional learning previously described, and at least two teachers from each district were included to allow for learning collegiality and collaboration at a school or district. All participants were white, and all except two teachers were female; the male teachers represented first and third grades. It is important to note that the study included teachers from grade 3; however, the previous Proof-of-Concept study (2017-2018) also included third grade teachers. Their previous inclusion was to indicate to the field that the work of teaching analysis needed to begin in the year that the analysis standard was first included, as noted in the figure below. The inclusion of third grade teachers in this study was to validate that the K-2 pathway supported the expectations of the Grades 3-5 Learning Progression.

Figure 1. Core standard for text dependent analysis

1.4	Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Response to Literature	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	**CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	**CC.1.4.4.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. E04.E.1.1.1 E04.E.1.1.2 E04.E.1.1.3 E04.E.1.1.4 E04.E.1.1.5	**CC.1.4.5.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.E.1.1.6

Meetings

Due to COVID-19, all seven (7) sessions were conducted as three-hour virtual meetings during the 2021-22 school year. Two classroom observations were also planned for the beginning of the school year and toward the end of the year. The intent of the observations was to deepen our understanding of the successes and shortfalls of explicit instruction regarding analysis in these early grades. The observations were eliminated due to COVID-19 which caused school closures, on-line learning, and prohibiting visitors in the schools and classrooms.

The virtual meetings were conducted on the following dates:

- Meeting 1: September 30, 2021
- Meeting 2: October 27, 2021
- Meeting 3: November 30, 2021
- Meeting 4: December 14, 2021
- Meeting 5: January 11, 2022
- Meeting 6: February 8, 2022
- Meeting 7: March 2, 2022

The overall focus for the meetings included several tasks and outcomes. First, teachers engaged in deconstructing high-leverage reading standards, meaning standards that are readily accessible in grade-level texts and allow for instructing analysis. Previously, the Cadre of Experts engaged in a similar deconstruction of reading standards for grades 4-8 revealing the need for ensuring that teachers understand the underlying knowledge, skills, and understandings necessary for students to learn the end-of year expectation. (See Deconstructed Standards TDA resource forthcoming in summer 2022.) The deconstruction of standards was an important and necessary aspect of this exploratory study allowing for consideration of:

1. What does a standard mean for a grade level? In other words, what are the underlying knowledge and skills that students need to learn to demonstrate the grade level standard by the end of the year?

2. What are the instructional strategies that can be used to teach the standard?

3. In what way does a standard progress, specifically what is different from the beginning of the year to the end of the year and from grade-to-grade?
4. How are specific reading standards interrelated and how can this interrelationship be instructed in grades K-3 so that students learn how to analyze?
5. What instructional strategies can be used for teaching a standard or the interrelationship of standards at each grade level?
6. What are students expected to do independently at each grade level with respect to analysis?

Secondly, grade-level teams were asked to use the underlying expectations of the deconstructed standards to create a lesson that embedded text dependent questions leading to analysis. Within this lesson, teachers were expected to embed strategies for engaging students in a developmentally appropriate learning of analyzing reading elements with the third outcome of a formative assessment resulting in student work samples. A fourth task and outcome was for teachers to annotate the student work samples in order to validate a K-2 Learning Progression.

Throughout the months of this exploratory study, teachers were asked to record lessons and the types of questions that they typically posed to students. The intent of these *Lesson Catchers* (see Appendix A) was to ascertain how instruction and questioning changed throughout the school year as a result of their learning about analysis. Teachers were also asked to reflect on whether they believed their questions expected students to demonstrate analysis or was leading students to demonstrate analysis, and in what ways they could change their instruction and/or their question to move closer to engaging students in analyzing text. No specific number of lesson catchers to be created by each teacher was identified.

The specific content of each meeting is identified below:

Meeting 1: In addition to introductions and logistical information, this first virtual session laid the groundwork for understanding the meaning of analysis to ensure a level playing field with respect to terminology and underlying expectations necessary for instructing students in demonstrating reading comprehension and analysis. The use of a video and text dependent questions were provided for teachers to explore this understanding. For example, teachers viewed the Pixar short, *Soar*, and discussed the follow questions with their colleagues:

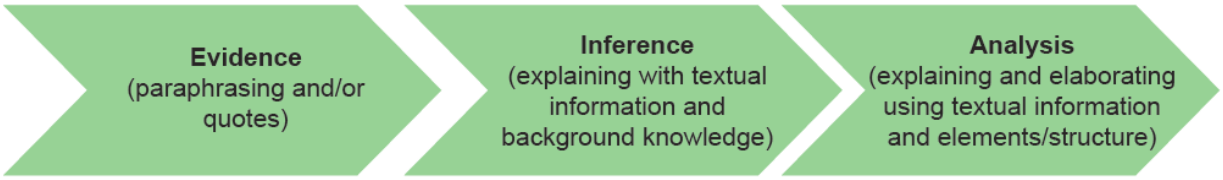
- What was the message that was conveyed through this video?
- What revealed this message to you?
- How did the characters aid you in determining the message?
- How did the setting help reveal this message?
- What events were significant in revealing this message?

Furthermore, the educators discussed whether they were analyzing the text and how they knew. Additionally, a third-grade passage (excerpt from *Because of Winn-Dixie*), a TDA prompt, and student responses (see Appendix B) were examined to continue their learning about the expectations of analyzing text and its relationship to reading comprehension.

Meeting 2: A quick review of terminology was conducted, and teachers engaged in a deeper dive into the differences between reading comprehension and analysis using the grade 3 student work samples and a video of student-led discussions. This meeting introduced the literature standards that align to the third-grade student work and the expectations identified in the video. A model was discussed regarding the work associated with deconstructing these end-of-year expectations leading to the lessons that appropriately support students' demonstration of text-based reading comprehension and analysis.

Meeting 3: During this meeting, teachers considered the role of text evidence and inferencing when analyzing text and how students need to understand and engage with this chain of reasoning (See Figure 2 below).

Figure 2. Chain of Reasoning



The third-grade student work samples were reviewed to discern this chain of reasoning and to consider how it is embedded in instruction. Additionally, the lesson catchers that teachers submitted during the previous months were reviewed and discussed with respect to the types of questions recorded and the extent to which they expected students to analyze. During the remainder of the meeting, teachers worked in cross grade-level teams to begin deconstructing the informational and literature standards using an organizer identifying reading elements for analysis based on the standards, the underlying knowledge, skills, and reasoning, and instructional strategies (see Appendix C).

Meeting 4: During this meeting teachers examined the components of a primary grade close reading lesson which was designed with text analysis as the ending expectation. This included a consideration of 1) the purpose and use of the text for teaching the underlying expectations of the selected standards, 2) choosing a text challenging enough for students to engage in the chain of reasoning, yet appropriate for the students' grade level, 3) developing a lesson that includes modeling fluency, multiple readings, and developing and using text dependent questions leading to analysis, 4) modeling and engaging students in annotating text focused on the analysis expectations, and 5) providing opportunities for students to apply the knowledge with appropriate scaffolds during instruction. In addition to explaining these expectations, a lesson was provided and modeled by the researcher using the text *Yard Sale* by Eve Bunting. Finally, teachers continued with the deconstruction of the selected standards.

Meeting 5: Cross-grade level teachers completed their deconstruction of the standards, sharing their results and reflections of the process with respect to how they typically develop reading lessons. Using this work and reflections, grade-level teams began planning a reading lesson allowing students to learn and demonstrate analysis with scaffolds and supports using a formative assessment process. A model lesson was provided and discussed as well as a template for creating the lesson (see Appendix D).

Meeting 6: After a quick review of terminology and expectations, grade-level teachers completed the development of their grade-level analysis lessons. The lessons were shared with the whole group and feedback was provided for consideration. Teachers were asked to implement their lesson and collect and upload student work samples (videos, drawings, dictated responses, and/or written work which could include drawings and/or writing with scribing) into the Google folder prior to meeting 7.

Meeting 7: This meeting resulted in two key components of this exploratory study. First, teachers were asked to reflect on several questions related to the following prompt:

> Given your understanding of analysis, deconstruction of standards, and lesson development with analysis in mind:
>
> 1) In what ways has your planning and instruction changed or not changed?
> 2) How did you probe for deeper meaning when engaging students with texts?
> 3) What do you anticipate doing differently in the future to support students' ability to analyze texts?

This information was critical in supporting our understanding of the first research question regarding the extent to which students in grades K-3 can learn and demonstrate the underlying expectations of analysis.

Secondly, the teachers used the student work samples they collected and the DRAFT K-2 Learning Progression (see Appendix E) to identify students' understanding and demonstration of reading comprehension, analysis, and as appropriate, communicating the knowledge orally or in writing. This information was also critical in supporting understanding of our first research question, as well as whether we can identify and validate a possible learning pathway describing how K-2 students learn and demonstrate the criteria necessary for demonstrating analysis.

Data Analysis and Results

Qualitative data was collected throughout this exploratory student from three key sources: 1) instructional reading questions and teacher reflections of their lessons from the lesson catchers, 2) an unstructured discussion during Meeting 7 in which teachers reflected on their learning throughout the year, and 3) examining student work samples resulting from an analysis lesson and using the K-2 TDA Learning Progression for understanding how primary students demonstrate the underlying components of analysis in response to a question or prompt. These informal measures of this one-year exploratory are used together to answer the two exploration questions about teaching and student learning of analysis in grades K-2.

Lesson Catchers

Throughout the year each teacher's lesson catchers were examined to discern how reading lessons, and specifically the types of text dependent questions posed to students during whole class read alouds, close reading lessons, and/or guided reading lessons, changed as a result of the professional learning about analysis. The information gained through the review of the lesson

catchers was not dependent on the type or structure of reading groups in which the lesson and corresponding questions were used. Some lesson catchers submitted on the same day reflect different reading groups and/or structures. The following table reflects the grade level, number of lesson catchers, and the dates the lesson catchers were completed.

Table 1. Lesson Catcher Data

Grade/Teacher	Number of Lesson Catchers	Dates Submitted
Kindergarten Teacher A	3	October 26, 2021 February 7, 2022
Kindergarten Teacher B	4 *(Two lessons did not include reflections.)*	November 3, 2021 November 5, 2021
Kindergarten Teacher C	2	October 18, 2021 November 15, 2021
Kindergarten Teacher D	0	
Kindergarten Teacher E	5	October 2021 (no date specified)
First Grade Teacher A	4	October 15, 2021 October 25, 2021 December 3, 2021 February 2, 2022
First Grade Teacher B	11 *(Nine lessons did not include reflections.*	December 7, 2021 December 15, 2021 January 4, 2022
First Grade Teacher C	2	October 18, 2021 February 9, 2022
First Grade Teacher D	1 *(The lesson did not include reflections.)*	No date specified
First Grade Teacher E	5	October 21, 2021 November 10, 2021 December 3, 2021 December 8, 2021 January 3, 2022
Second Grade Teacher A	11	October 7, 2021 November 4, 2021 December 10, 2021 February 1, 2022 February 3, 2022
Second Grade Teacher B	0	
Second Grade Teacher C	4 *(One lesson did not include reflections.)*	October 4, 2021 November 8, 2021
Second Grade Teacher D	1	October 25, 2021
Second Grade Teacher E	0 – on sabbatical for the year	
Third Grade Teacher A	6	October 13, 2021 October 18, 2021 December 13, 2021
Third Grade Teacher B	2 *(Two lessons did not include reflections.)*	October 25, 2021 December 1, 2021
Third Grade Teacher C	3	November 16, 2021 December 7, 2021

		February 3, 2022
Third Grade Teacher D	8	October 13, 2021 October 14, 2021 October 15, 2021 November 29, 2021 December 2, 2021 January 2022 (no dates specified)
Third Grade Teacher E	6 *(Two lessons did not include reflections.)*	November 3, 2021 November 10, 2021 November 18, 2021 January 2-4, 2022 February 21-24, 2022

A total of 78 lesson catchers were completed between October 2021 and February 2022. Kindergarten teachers submitted 14 lesson catchers, first grade teachers submitted 23 lesson catchers, second grade teachers submitted 6 lesson catchers, and third grade teachers submitted 25 lesson catchers. The first review of the lesson catchers considered the questions teachers asked and their reflections of the questions from October and November. This review revealed the following.

<u>Kindergarten</u>

- Questions: Teachers often posed questions which relied on students' personal background (e.g., *What do you use besides your hands to help you explore and learn new things?*) or were text dependent but right there in the text (e.g., *Name the main character in the story.*).

- Reflections: Teachers stated that they lacked clarity on what constitutes analysis (e.g., *I don't know if students were analyzing or not. Student responses were not what I expected*.). They understood the basic knowledge and skills needed for students to generally comprehend the text and to make text-to-self connections (e.g., *This is what the majority of kindergarten students can do – identify characters and discuss the story with accuracy.*).

<u>First Grade</u>

- Questions: Teachers posed questions which relied on students' background (e.g., *What would you want to see and learn about if you went to a museum? Why?*), making predictions, or were partially text dependent (e.g., comparison of setting in the text and classroom setting).

- Reflections: Teachers understood the strategies, knowledge and skills needed for students to generally comprehend the text (e.g., *Most questions were comprehension and getting them to think about the story moving beyond a summary.*). However, reflections about analysis were vague (e.g., *Students were analyzing the characters and the details.*).

Second Grade

- Questions: Teachers posed comprehension questions that were text dependent and were right there in the text (e.g., *How did the doctor cure Earl's hiccups?*) or provided students the opportunity to make inferences (e.g., *What kind of person was Miss Tizzy?*).

- Reflections: Reflections about analysis were not grounded in demonstrating understanding of analysis. Teachers appeared to know that students needed to make inferences (e.g., *Students need to understand the examples the author gave to prove that Miss Tizzy was the kind of person she is. The students went back in the text to pay attention to the characters in the illustrations.*), but there appeared to be a lack of clarity in understanding how these expectations were connected to analysis.

Third Grade

- Questions: The teachers consistently posed comprehension questions in which students were expected to make inferences and at times asked to locate evidence to support their inference (e.g., *What did the characters learn? How is this the theme?*).

- Reflections: Many teachers understood that inferring is a pathway to analysis and that students are expected to locate evidence from the text to support responses to comprehension questions.

Overall, the questions and reflections from the third-grade teachers were not surprising since some of the teachers and/or their districts had been involved in professional development from previous studies or with the consultants from their Intermediate Unit. Additionally, the student work samples from the teachers supported the previously created Grades 3-5 Learning Progression and the drafted pathway from K-2. For example, Third Grade Teacher D's lesson on October 13, 2021, included the modeling of completing an organizer for a TDA prompt (see Figure 3) and in the following lesson (October 14, 2021), students were directed to respond to a similar prompt for a different text (see Figure 4). This lesson and student responses are clearly aligned to what students are expected to do throughout third grade.

Figure 3. *Teacher model of a TDA organizer*

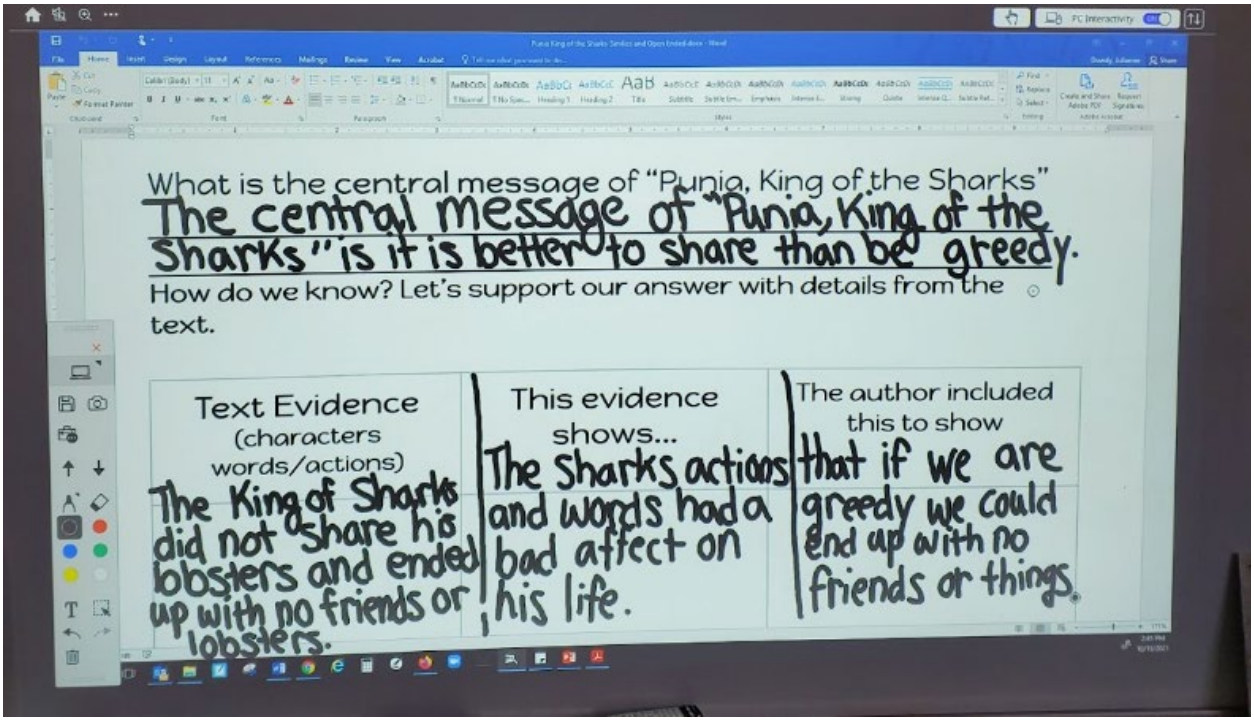
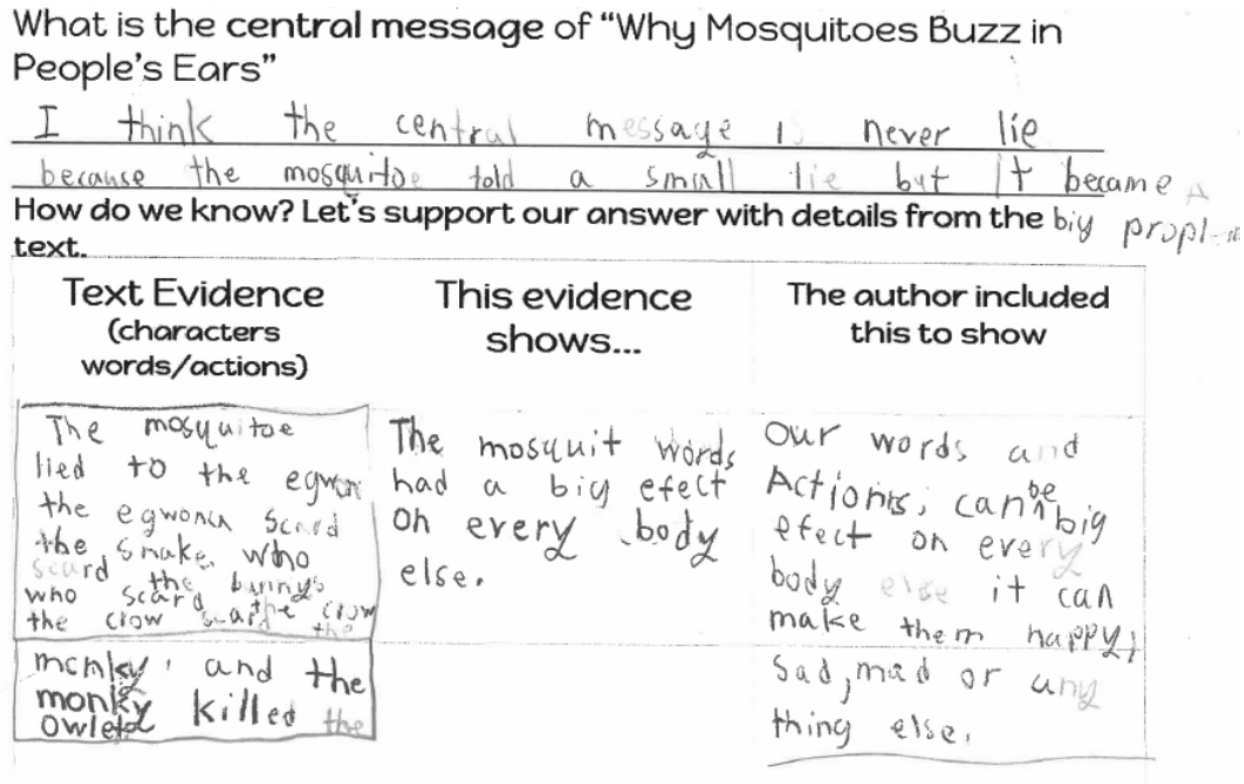


Figure 4. *Student organizer in response to a TDA prompt*



By the end of the study, there were substantially fewer lessons catchers submitted, and consequently no clear data about the extent to which lessons and student work were impacted by the professional learning during this exploration.

Unstructured Discussion about Teacher Learning

During meeting 7, teachers were asked to reflect on several questions related to the following prompt:

> Given your understanding of analysis, deconstruction of standards, and lesson development with analysis in mind:
>
> 1) In what ways has your planning and instruction changed or not changed?
> 2) How did you probe for deeper meaning when engaging students with texts?
> 3) What do you anticipate doing differently in the future to support students' ability to analyze texts?

The following themes emerged from this discussion:

1) *There is a lack of deep understanding of the standards:* Teachers recognized that they had not previously considered the underlying knowledge and skills expected from the standards. Deconstructing standards helped them to guide students in making connections between reading elements.

2) *Shifts in instruction and student expectations:* Teachers recognized the need to be intentional in planning the lesson and the types of questions that expect students to demonstrate deeper learning, and more specifically, the underlying expectations of analysis. For example, while the use of a story map organizer helps students identify reading elements, there needs to be more intentionality in which organizers and questions are provided to help students demonstrate the interrelationship of reading elements. Additionally, while it is appropriate, especially with high-risk and kindergarten students, to start questioning at a personal level (text-to-self questions) to bring students into the text, it is necessary to make a shift to text dependent questions focused on the reading elements.

3) *Understand the reading elements and how they are manifested in the text:* The teachers understood that texts have "story elements"; however, the instructional focus was on having students identify these reading elements rather than teaching students their significance. The teachers identified that they need to, first and foremost, understand why and how the author included something in the text before engaging students in making meaning of the text, and why a piece of evidence, in particular, is important.

4) *Teaching analysis is a process:* It's acceptable and necessary to allow students to engage in productive struggle when in collaborative discussions responding to probing questions leading to analysis.

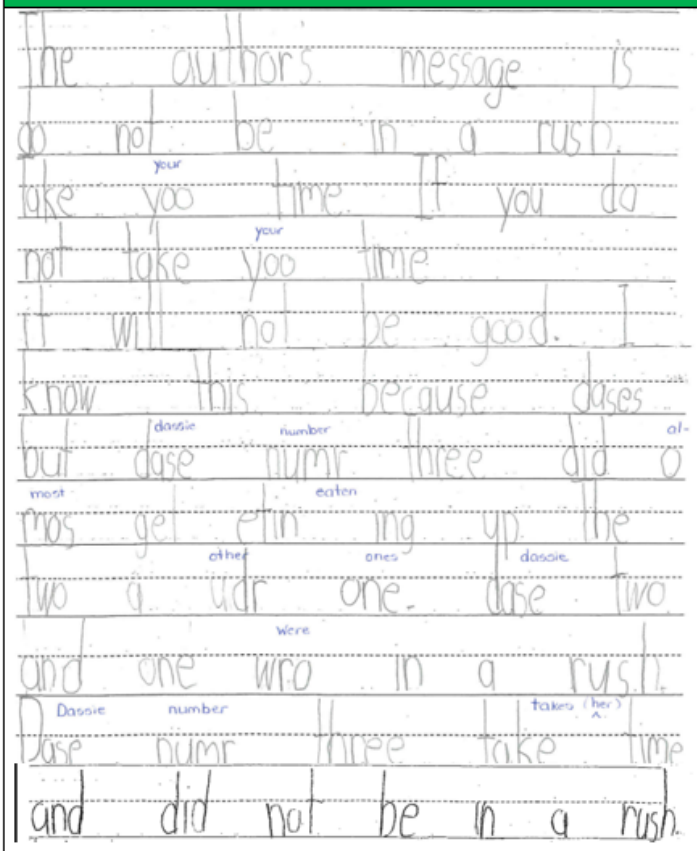
Knowing what the teachers learned and intended to implement because of this study supports our belief that teaching the underlying expectations of analysis in grades K-3 and providing students with the opportunity to learn, and practice is a reasonable expectation.

Student Work Samples and K-2 Learning Progression

The third source of qualitative data resulted from student work samples following a developmentally appropriate analysis lesson. These lessons were developed by the grade-level teachers during meetings five and six and implemented between meetings six and seven. The resulting student work samples were reviewed by the teachers during meeting seven using the K-2 TDA Learning Progression to validate a typical pathway primary students follow to demonstrate the underlying components of analysis in response to a question or prompt. The Text Dependent Analysis (TDA) grade-span Learning Progression is structured with four levels, *Beginning, Emerging, Developing,* and *Meeting*. The levels describe the typical path seen in student responses as they move toward demonstrating more sophisticated understanding of the underlying expectations of analysis. The K-2 Learning Progression includes descriptions of typical student work which characterize each level from a student beginning to demonstrate understanding of the reading elements leading to one who is meeting the expectations of developmentally appropriate text analysis. It is important to note that students in grades K-2 were not expected to independently write a response to a TDA prompt as structured on the State test. The student responses included student writing with teacher scribing, dictation, drawing, and/or students' orally explaining responses. The K-2 TDA Learning Progression is intended to be used by teachers to identify student strengths and needs based on what a student can do at a specific point in time. This informs the teacher's instructional decision-making about moving student comprehension, analysis and communication, whether oral or written, to the next level within their zone of proximal development (Vygotsky, 1978).

The Learning Progression allows teachers to guide students along a pathway of demonstrating basic comprehension to 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*) of two reading elements that are prominent in a text. In other words, the intent of this review was to determine 1) if teaching students to analyze is appropriate for students in the primary grades, and 2) the typical pathway in which students progress in demonstrating analysis. An example of an annotated work sample using the K-2 Learning Progression is found in Figure 5.

Figure 5. *Final annotated grade 1 student response*

Student Response A	TDA Learning Progression Annotations
	**Reading Comprehension: Meeting** An understanding of the prompt and passage is demonstrated by the student's ability to identify, explain, and provide evidence about the dassie's actions and author's message. **Analysis: Developing/Meeting** The student includes general information from the text about the dassies (*third dassie took her time and dassie one and two were in a rush*). Inferences were made about the message (*if you do not take your time it will not be good*) and about the dassies (*dassie number three took her time and did not rush*). The explanation somewhat supports the evidence and inferences by identifying that because the third dassie took her time she did not get taken by the eagle, whereas the other two dassies did. The explanation would be strengthened with clarifying what the dassies rushed doing (*building their houses*) and because they rushed to build their houses the first two dassies almost were eaten. **Writing: Developing/Meeting** The information about the author's message and the dassies are logically grouped. However, the statements about the dassies are loosely organized. The student uses some specific content vocabulary (author's message) and text-specific vocabulary. The main section of the text is one run-on sentence; however, transitions are used to help support the meaning of the information. Generally, uses grade-appropriate capitalization, phonetic spelling, and punctuation. Errors don't interfere with meaning.

The student work samples revealed that with instruction, including modeling, scaffolding, and guidance, students in the primary grades were able to analyze texts.

Research suggests that most teachers instruct at a surface level and consequently students respond to questions at a surface level (Smith & Colby, 2010). According to Smith & Colby's research, when developing a deeper learning of text, the student "focuses on relationships between various aspects of the content, formulates hypotheses or beliefs about the structure of the problem or concept, and relates more to obtaining an intrinsic interest in learning and understanding." Moses, Ogden, & Kelly (2015) found that students in primary grades are able to "engage in meaningful discussions about literature with interpretive responses." However, the teacher needs to set the stage for this to occur by instructing students on 1) expectations for interactions during discussion groups, 2) employing the use of sentence starters, such as *I heard you say…",* and using color-coded post-it notes to document comprehension strategies such as text connections, "I learned" statements, questions, and inferences, and 3) thoughtfully selecting text and discussion questions which facilitate deeper thinking (Moses, Ogden, & Kelly, p.234-236). Teachers of students in the primary grades must engage in intentional efforts to foster discussions focused on deeper learning allowing students to engage with texts and opportunities to demonstrate analysis. This occurs when the teacher understands the content expectations, and when the lesson is structured to provide student guidance with engaging with the content in a deeper way.

Synthesis of Data

Based on the qualitative data, the results were synthesized, and are organized by the research questions.

Research Question 1

To what extent can students in grades K-3 learn and demonstrate the underlying expectations of analysis.

The qualitative data indicates that when teachers understand the knowledge, skills, and reasoning expectations of the standards and analysis, students are able to engage in analyzing text. Overall, teachers were able to create lessons that led students to discussing and demonstrating the interrelationship of two reading elements. For example:

- Grade 1: Use the sentence starter to write how the characters show the author's message: *The author's message is* _____ *and I know this because* _____.
- Grade 2: How did the words and illustrations in the story, *The Invisible Boy*, show how the character's point of view changes from the beginning to the end of the story? Use evidence from the text and illustrations to support your answer.
    - At the beginning of the story, how did the words and illustrations show Brian's point of view? (Hint: Point of View is a character's thoughts and feelings.)

- How did the words and illustrations show a change in Brian's point of view by the end of the story? (Hint: Point of View is a character's thoughts and feelings.)

The kindergarten teachers struggled the most with this understanding as demonstrated by their lesson and formative assessment prompt. Specifically, the kindergarten teachers used the text, *Don't Let the Pigeon Drive the Bus* by Mo Willems to support students in learning about how the words and illustrations show the author's point of view. Their formative assessment, however, asked students to write and draw a picture that matches the author's point of view/perspective about what else a pigeon should not be able to do. Students were presented with a paper to draw their picture and then complete the sentence, *Don't let the pigeon* _____. While there is an opportunity for students to extend the text about the word choice and illustrations to show the author's point of view (e.g., *Pigeons shouldn't be allowed to use tools intended for people*), most students simply selected an item that was of interest to them and stated that the pigeon shouldn't be allowed to use or do something. The lesson focused on questions such as:

- How is the pigeon feeling on this page?
- How do the pictures and illustrations match?
- What is the meaning of the speech bubble?
- How does an author and illustrate create words and pictures that match?

During the lesson, students were encouraged to make meaning of the connection between the words and illustrations; however, there was no instruction or expectation for students to understand how the words and illustrations show an author's point of view/perspective, although this standard was identified on the lesson plan. The other grade levels clearly included two reading elements in their lesson and formative assessment allowing students to demonstrate analysis.

Research Question 2

Can we identify possible learning pathways describing how K-3 students learn and demonstrate the criteria necessary for demonstrating analysis?

When students are taught and have opportunities to learn how to analyze text, it is possible to describe a typical learning pathway. The student work samples aided in making revisions to the DRAFT K-2 Learning Progression, which was developed early in the study based on prior exploratory studies of how elementary students (grades 3-5) demonstrate analysis. The Learning Progression, after multiple revisions, was used to annotate student work samples from kindergarten through second grade (see Text Dependent Analysis Instructional Prompt Guides Based on Text Dependent Analysis Learning Progression: Grades K-2 Annotated Student Responses).

While the teachers were able to annotate the student work samples using the K-2 Learning Progression, there were discrepancies between the teachers' annotations and the researcher's annotations in kindergarten and first grade. For example, as seen in Figure 6, when the kindergarten teachers annotated student work samples, they tended to focus on the identification of a reading element unrelated to their lesson and prompt to determine the students' level of

reading comprehension, and as previously described, focused their annotations for analysis on the connection between words and illustrations without considering the author's point of view.

Figure 6. *Kindergarten teachers' annotations*

Reading Comprehension- Identify the level and evidence that supports the level decision	
Reading Elements	**Meeting**- *He uses his words and pictures to identify the character and problem.*
Understanding of Text	**Meeting**- *He was able to come up with another idea about the problem from the story.*
Analysis- **Identify the level and evidence that supports the level decision**	
Textual Evidence	**Meeting**- *He was able to emulate the illustrations on his own.*
Inferences	**Meeting**- *He was able to make an inference about something else that would not be safe for the pigeon to do.*
Explanation	**Meeting**- *He was able to identify why the action was dangerous and the consequences from that action.*

This issue may be related to teachers' limited understanding of analysis and the instructional shift associated with this deeper learning skill.

Limitations

While this exploratory study provided valuable training and learning on text dependent analysis in the primary grades, and participants expressed appreciation for the information and resources, there were several limitations to the K-3 exploration.

1. The greatest limitation to this exploratory study was its structure. Meetings were three-hours in length, once a month for seven months (September-March). This structure was created due to COVID-19 which inhibited in-person meetings from occurring and hiring full-day substitutes for teachers was discouraged by school and district leaders. We have learned from previous studies that teachers need sustained time (e.g., full days, multiple years) for engaging in this type of work and having opportunities to meet and talk to colleagues was critical. Teachers need time to make meaning of the learning, to engage with the content, and to try new strategies in their classrooms prior to fully shifting their practice. The three-hour virtual structure of Zoom meetings stilted conversations, sharing of lessons, and student work. Teachers were encouraged to set up times to meet and discuss the work in-between structured calls, but there is little indication that this occurred.

2. A second limitation of this exploratory study was the inconsistent and sparse information provided by teachers on the *Lesson Catchers*. It was anticipated that the information provided on these organizers would allow the researcher and PDE to understand how instruction and questioning changed throughout the year. However, few *Lesson Catchers* were created by each teacher and most were created early in the school year. Two teachers submitted 11 *Lesson Catchers,* while the average number submitted was between 3-4. Additionally, not all teachers included reflections. Consequently, it is not clear the extent to which individual teachers made a shift in their understanding of analysis or how that was manifested in their lessons.

3. Another limitation was the number of teachers (20) and districts (5) included in the study. Pennsylvania is a large state with over 500 districts representing rural, suburban, and urban districts. While it is not possible or desirable to include more teachers than were invited for this one-year exploration, the study should be replicated with other districts to ensure the results are accurate and applicable to other districts across the State.

4. A fourth limitation in supporting teachers' understanding of analysis is the lack of professional development on understanding the underlying expectations of grade-level standards and deeper learning. Because students in the primary grades are not tested in ELA, there is often a greater focus on foundational skills and less focus on deeper understanding of text. This is not to suggest that learning to read is not a critical aspect of students' educational experience; however, there are missed opportunities for students to 1) understand that the goal of reading is to construct meaning, 2) independently apply and reflect on comprehension skills across a range of texts, and 3) engage in meaningful discussions about literature with interpretive responses (Moses, et al., 2015). In order for teachers to create lessons that allow students to learn and demonstrate these reading expectations, teachers first need to understand the underlying expectations of the end-of-year standards, and how to move students along a continuum of learning and a demonstration of these expectations with the ultimate goal of analyzing text.

5. A final limitation is the weak understanding of text dependent analysis, which includes developing lessons with developmentally appropriate questions allowing students to analyze text. While there was a superficial recognition that analysis required students to demonstrate an interrelationship between two reading elements, there was little indication that the students were taught the prerequisite knowledge on selecting evidence, making inferences, and explaining the meaning of the evidence and inferences.

Discussion

In all, the K-3 exploration detailed in this report revealed that teachers believe that students are able to analyze text when the teacher makes intentional instructional decisions supporting this deeper learning. Overall, the teachers were able to make meaning of what they learned throughout the year to create lessons and formative assessments that support analysis, and to annotate student work using the K-2 Learning Progression to support their instructional decision-making. The following sections provide insight into some of the instructional, curricular, and

assessment implications from these findings and to discuss next steps in researching the teaching of analysis in primary grades.

Instructional Implications

One of the key goals of this exploration study was to better understand the extent to which students in primary grades are able to learn and demonstrate text dependent analysis of grade-appropriate texts and corresponding reading elements. Participants expressed the need for understanding the knowledge, skills, and reasoning processes related to the standards and how these lead to analysis. This general lack of understanding has been an overarching concern throughout the multiple years of text dependent analysis exploratory studies. The forthcoming *Deconstructed Standards Leading to Analysis,* the *K-2 TDA Learning Progression*, and the *K-2 Annotated Student Responses* have been developed and will be published for teacher use across the state of Pennsylvania and beyond. Two additional areas that should continue to be supported is ensuring that teachers recognize and use the TDA Learning Progression appropriately. Teachers often refer to the TDA Learning Progression as a rubric or way to evaluate students' responses rather than a tool for making instructional decisions. Secondly, educators often use lesson plans in a reading series or anthology that does not include the prerequisite expectations for text dependent analysis. Teachers need to understand how to use the information from the deconstructed standards and knowledge related to analysis in order to develop lessons that lead to students discussing the text in an interpretive manner.

Follow-up

As a result of this exploration study, new resources are being created to support educators across the state based on these needs. These resources are identified above and should be shared with district leaders and teachers across the State. Additionally, as new TDA modules are developed, there should be a module that include the purpose and use of the deconstructed standards.

Curricular Implications

In addition to the instructional implications, there are also curricular implications for districts and educators to consider. As noted above, reading series and anthologies that are being used in the classroom have a created scope and sequence that employs the use of texts to teach specific reading elements or text structures. Educators may also be employing the use of picture books for the same purposes. The exploratory sessions provided instruction on helping teachers dig deeper into texts allowing for analysis. District leaders and educators need to recognize that the use of teacher-selected texts for read-alouds or texts selected for literature circles provide an opportunity for teachers to embed this deeper learning into their scope and sequence. This expectation needs to be seen as an integral part of curricular units rather than an add-on. Ensuring that students are college and career ready requires engaging students in deeper learning, annotating text, and collaborative discussions from the onset of their educational experience.

Follow-Up

Engaging district leaders and the IU consultants in backward mapping analysis into grades K-3 will support this expectation. While students in these grades are not tested on analyzing text, there are multiple opportunities for teachers of these grades to begin embedding the core

concepts and underlying expectations into the reading instruction in these grades. Creating a coherent K-12 structure will allow students to meet with greater success when analyzing in English language arts, and other content areas, as they move through the grades.

Assessment Implications

While it is not appropriate or suggested that students in grades K-2 independently engage in responding to a TDA prompt, the student work resulting from this study demonstrated that students are clearly able to do so in a formative manner when guidance, support, and scaffolding are provided. Additionally, the annotated student work samples indicated that many students are able to demonstrate the meeting level of the Learning Progression and are poised for additional instruction in explaining and elaborating their responses. District leaders and educators need to consider moving beyond the use of superficial and highly scaffolded formative assessments that limit students' ability to demonstrate their deep understanding of the texts. Creating formative assessments that engage students in making meaning of the text and using the K-2 Learning Progression during Professional Learning Communities (PLCs), common planning time, or by individual teachers to diagnose student strengths and needs with respect to comprehension, analysis, and writing, will support students' understanding of text and develop a positive view of reading.

Follow-Up

District leaders and IU consultants should engage educators in developing lessons and formative assessments that can be used with read-aloud texts or texts used in small groups. A formal review of student work should be created to allow teachers to analyze the student work samples, including videos of students discussing texts or individual students explaining their understanding of the interrelationship of reading elements, should be discussed and created.

Conclusion and Next Steps

The results of this exploration study can support PDE's next steps with educators across Pennsylvania by ensuring that all resources are posted and shared with district leaders and teachers.

References

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Appendix A: **Lesson Catcher**

Teacher:
Date:

Instructional Pathway to Analysis
Question Asked
Text
Grouping
Student Responses **Either record oral responses, anecdotes or collect student work samples/pictures/organizers**
Reflection: Does your question expect students to demonstrate the information necessary for 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*? How do you know?
Reflection: In what ways can you change your instruction and/or question to move closer toward analysis?

Appendix B: Third Grade Passage, Prompt, and Student Responses

Student Name: _____

Date: _____

Grade 3 Text-Dependent Analysis Question

Directions:

Read the following passage about a girl and her dog.

Read and deconstruct the text-dependent analysis question. Then respond to the question using the paper provided by your teacher.

TDA Question:

The author of *Because of Winn Dixie* uses a dog to introduce two people. Write an essay analyzing how the characters' actions supports the author's message that anyone can be a friend. Be sure to use evidence from the text to support your analysis.

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Excerpt from "Because of Winn-Dixie" by Kate DiCamillo

I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.

It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.

This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.

Miss Franny sat there trembling and shaking.

"Come on," I said. "Let me help you up. It's okay." I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn't weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago, and she never had quite gotten over it.

"When did it happen?" I asked her.

"Well," said Miss Franny, "it is a very long story."

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"That's okay," I told her. "I am like my mama in that I like to be told stories. But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me."

"Well, I don't know," said Miss Franny. "Dogs are not allowed in the Herman W. Block Memorial Library."

"He'll be good," I told her. "He's a dog who goes to church." And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a "huummmppff" and a sigh, right at Miss Franny's feet.

She looked down at him and said, "He most certainly is a large dog."

"Yes ma'am," I told her. "He has a large heart, too."

"Well," Miss Franny said. She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet. "Let me get a chair and sit down so I can tell this story properly."

"Back when Florida was wild, when it consisted of nothing but palmetto trees and mosquitoes so big they could fly away with you," Miss Franny Block started in, "and I was just a little girl no bigger than you, my father, Herman W. Block, told me that I could have anything I wanted for my birthday. Anything at all."

Miss Franny looked around the library. She leaned in close to me. "I don't want to appear prideful," she said, "but my daddy was a very rich man. A very rich man." She nodded and then leaned back and said, "And I was a little girl who loved to read. So I told him, I said, 'Daddy, I would most certainly love to have a library for my birthday, a small little library would be wonderful.'"

"You asked for a whole library?"

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"A small one," Miss Franny nodded. "I wanted a little house full of nothing but books and I wanted to share them, too. And I got my wish. My father built me this house, the very one we are sitting in now. And at a very young age, I became a librarian. Yes ma'am."

"What about the bear?" I said.

"Did I mention that Florida was wild in those days?" Miss Franny Block said.

"Uh-huh, you did."

"It was wild. There were wild men and wild women and wild animals."

"Like bears!"

"Yes ma'am. That's right. Now, I have to tell you. I was a little-miss-know-it-all. I was a miss-smarty-pants with my library full of books. Oh, yes ma'am, I thought I knew the answers to everything. Well, one hot Thursday, I was sitting in my library with all the doors and windows open and my nose stuck in a book, when a shadow crossed the desk. And without looking up, yes ma'am, without even looking up, I said, 'Is there a book I can help you find?'

"Well, there was no answer. And I thought it might have been a wild man or a wild woman, scared of all these books and afraid to speak up. But then I became aware of a very peculiar smell, a very strong smell. I raised my eyes slowly. And standing right in front of me was a bear. Yes ma'am. A very large bear."

"How big?" I asked.

"Oh, well," said Miss Franny, "perhaps three times the size of your dog."

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"Then what happened?" I asked her.

"Well," said Miss Franny, "I looked at him and he looked at me. He put his big nose up in the air and sniffed and sniffed as if he was trying to decide if a little-miss-know-it-all librarian was what he was in the mood to eat. And I sat there. And then I thought, 'Well, if this bear intends to eat me, I am not going to let it happen without a fight. No ma'am.' So very slowly and carefully, I raised up the book I was reading."

"What book was that?" I asked.

"Why, it was War and Peace, a very large book. I raised it up slowly and then I aimed it carefully and I threw it right at that bear and screamed, 'Be gone!' And do you know what?"

No ma'am," I said.

"He went. But this is what I will never forget. He took the book with him."

"Nu-uh," I said.

"Yes ma'am," said Miss Franny. "He snatched it up and ran."

"Did he come back?" I asked.

"No, I never saw him again. Well, the men in town used to tease me about it. They used to say, 'Miss Franny, we saw that bear of yours out in the woods today. He was reading that book and he said it sure was good and would it be all right if he kept it for just another week.' Yes ma'am. They did tease me about it." She said. "I imagine I'm the only one left from those days. I imagine I'm the only one that even recalls that bear. All my friends, everyone I knew when I was young, they are all dead and gone."

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She sighed again. She looked sad and old and wrinkled. It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me. I sighed, too.

Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.

"Well now, look at that," she said. "That dog is smiling at me."

"It's a talent of his," I told her.

"It's a fine talent," Miss Franny said. "A very fine talent." And she smiled back at Winn

"We could be friends," I said to Miss Franny. "I mean you and me and Winn-Dixie, we could all be friends."

Miss Franny smiled even bigger. "Why, that would be grand," she said, "just grand."

And right at that minute, right when the three of us had decided to be friends, who should come marching into the Herman W. Block Memorial Library but old pinch-faced Amanda Wilkinson. She walked right up to Miss Franny's desk and said, "I finished Johnny Tremain and I enjoyed it very much. I would like something even more difficult to read now, because I am an advanced reader."

"Yes dear, I know," said Miss Franny. She got up out of her chair.

Amanda pretended like I wasn't there. She stared right past me. "Are dogs allowed in the library?" she asked Miss Franny as they walked away.

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"Certain ones," said Miss Franny, "a select few." And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.

©Achieve The Core, (2013), http://www.achievethecore.org/page/19/because-of-winn-dixie-by-kate-dicamillo-with-mini-assessment, (Published courtesy of Candlewick Press)

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Because of Winn-Dixie

Grade 3 student responses

The author of "Because of Winn-Dixie" uses a dog to introduce two people. Write an essay analyzing how the characters show a central message of the passage. Be sure to use evidence from the text to support your analysis.

Response #1

Winn Dixie is about 3 characters, Winn Dixie, Miss Franny, and the child that meant Opal because of the dog who looked like a bear but actual it was just the dog. That's when the child and the librarian meant and became long life friends.

To begin Winn Dixie is the only reason that the two main characters became long live friends. If It wasn't for Winn Dixie then the whole entire story would be different! Winn Dixie was mistaken for a bear and Miss. Franny fell to the ground, and that's were the child and the librarian meant. That was because of winn Dixie because if she was not jumping up on the window then Miss. Franny would have not been roared than the child would have never noticed the lady roared, than they would have never meet.

Next; if Winn Dixie Was not mistaken for a bear than they would have never let the dog in, tell stories about their lives, or never even meant; It states that the child goes to the library every day without paying any attrion the Miss. Franny, but now because of Winn Dixie they are best friends, long life friends. Winn Dixie is the only reason why these two main characters meant.

In conclusion, Winn Dixie is responsable in this story for bringing the two main characters together to be long life friends.

Response #2

If it wasn't for wind Dixie they would not be friends. If wind Dixie didn't put her paws on the window they would never know eachother. She would never of made a friend in Naomi. Wind Dixie made both of the people's life better. Since that Miss Franny didn't get over the bear insedant she thought wind Dixie was a bear.

This story tells me that friendship can happen out of no wear. People can just be walking and make a freind randomly. I was not expeting this in the story. The auther wanted the reader to know that people don't have to know everything abuht someone. Them developing a friendship was very unexpected from me. People don't have to talk to someone alot before they become friends.

In conclusion they would never of met if it wasn't because of wind Dixie. The narrator whants us to know that dogs can start a relashinship. They would never know her havin if it wasn't for wind Dixie. Wind Dixie she would never made a freand.

Response #3

They named the story "Because of Winn dixie". First, how Winn dixie started the friendship. Next, how the author was decisive on making win dixie relavent to the story. Last, The conclusion.

Winn dixie started the friendship by looking threw a window. Mrs. Franny thought it was a bear when winn dixie looked threw the window and got startled. It all started at the point winn owner heard Mrs. Franny scream and fall and the chat also started. They were talking about the incedint. Winn dixie wanted to come in to the library.

The author made winn dixie allowed to go into the library and try to make the centrel idea, idea, message more clear. The author was trying to include winn dixie in a lot of sentence. to make things clearer for the reader/student. The au the made the story revolve around winn dixie. The author made winn dixie's actions Jurrasticly change the story.

In conclusion, I think the creator of "because of winn dixie" was right to invest that.

Appendix C: **Deconstructing Standards Template**

1.3.A Reading Literature – Key Ideas and Details: Theme		
1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
Reading Elements for Analysis	**Underlying Knowledge** *Students will know…*	**Underlying Skills and Reasoning** *Students will demonstrate the ability to:*
Instructional Strategies *While reading narrative text…*		

Appendix D: Instructional TDA Lesson Plan Template

Grade Level:
Teachers:
Time of Year:
Number of Days:

Instructional Pathway to Analysis
Texts and Authors
Standards
Essential Question(s) *(See Deconstructed Standards)*
Learning Target Question(s)/Prompt(s) *(See Deconstructed Standards for support)*

Learning Plan	
What are the teacher actions that will occur for each of the activities? What are the text dependent questions posed?	What are the student actions/evidence for each of the activities?

Appendix E: DRAFT K-2 TDA Learning Progression

Criteria	Beginning	Emerging	Developing	Meeting
Reading Comprehension				
Focus on the Question/Prompt-Reading Elements	Responds to a question/prompt by including random details which may include reading elements.	Responds to a question/prompt by identifying different reading element(s) and/or structure.	Responds to a question/prompt by identifying the reading element(s) and/or structure in which an expected reading element/structure is included.	Responds to a question/prompt by identifying and/or explaining the expected reading element(s) (e.g., character/s, setting, major events) and/or structure (beginning, middle, end) using a combination of the words and illustrations.
Understanding of Text	Dictates/writes, draws, and/ or orally tells random information about the text and/or personal connections.	Dictates/writes, draws, and/ or orally retells the text which includes minimal, irrelevant, or some inaccurate information, and/or personal connections .	Dictates/writes, draws, and/ or orally retells the text using generally relevant text evidence.	Dictates/writes, draws, and/or orally retells the text using appropriate text evidence about the reading elements and/or structure identified in the question/prompt.
Analysis				
Textual Evidence	Provides a variety of inaccurate and/or irrelevant details from the text.	Provides a mix of relevant, irrelevant, or inaccurate details from the text (words and illustrations), some which are connected to the reading elements and/or structure identified in the question/ prompt.	Provides a mix of specific details and general information from the text (words and illustrations) that generally support the reading elements and/or structure identified in the question/prompt.	Uses relevant and specific details from the text (words and illustrations) that support the reading elements and/or structure identified in the question/prompt.
Inferences	Restates information about the text and/or personal experiences without making inferences.	Makes unclear or weak inferences about the textual evidence (words and illustrations).	Makes subtle inferences about the textual evidence (words and illustrations), relying mostly on prior knowledge or assumes the reader understands the meaning of the inference.	Makes appropriate and accurate inferences about the selected evidence (words and illustrations) and prior knowledge.

Explanation	States text information and/or personal experiences without a connection to the reading element(s) and/or structure identified in the prompt.	Provides an unclear connection between the evidence and inferences to the reading element(s) and/or structure identified in the question/prompt.	Partially explains how the evidence and inferences support the meaning of the reading element(s) and/or structure identified in the question/prompt.	Explains how the evidence and inferences support the meaning of the reading element(s) and/or structure identified in the question/prompt.
Writing and/or Verbal				
Organization	Details of story element(s) and/or events are randomly provided.	Provides a structure that introduces the reading elements. Events are identified in a haphazard order.	Details of reading element(s) are loosely grouped. Events are identified and described in a mostly logical order.	Details of reading element(s) are logically grouped. Events are identified and described in chronological order.
Word and Sentence Choice	Uses basic and repetitive vocabulary, including vague pronouns. Sentence structure is often flawed.	Uses simple and repetitive words and phrases. Uses short and repetitive sentences or run-on sentences about the text.	Uses appropriate vocabulary that is specific to the content of the text and question/prompt. Uses basic and/or run-on sentences to provide information related to the text.	Uses grade-appropriate specific academic and subject specific vocabulary (e.g., theme, character traits, beginning, middle, end) that is specific to the content of the text and question/prompt. Uses grade-appropriate sentences to introduce, explain, and conclude information about the text.
When applicable: Conventions of Spelling, Punctuation, and Grammar **NOTE: Students should have opportunities to experiment with writing and therefore it may not be appropriate to review for conventions.**	Uses unclear capitalization spelling, and punctuation rules when writing. Errors interfere with meaning.	Uses few capitalization spelling, and punctuation rules when writing. Errors sometimes interfere with meaning.	Uses some grade-appropriate capitalization spelling, and punctuation when writing. Errors do not interfere with meaning.	Consistently uses grade-appropriate capitalization spelling, and punctuation when writing. Errors do not interfere with meaning.