



Text Dependent Analysis (TDA) Professional Learning Series:

Script for Module 10 – Modeling a Text Dependent Analysis Response

Slide	Script
1	<p>Welcome to the Text Dependent Analysis Module #10: Modeling a Text Dependent Analysis Response. This module answers the key question: <i>How do I model writing a text dependent analysis response?</i> This module is part of a larger 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 this module, we ask you to consider the following questions:</p> <ol style="list-style-type: none">1) <i>Describe the three main skills that students are expected to demonstrate when responding to a text dependent analysis prompt.</i>2) <i>Describe the expectations of teacher modeling.</i> <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>Let's first begin by reviewing the expectations of a response to a TDA prompt. Students are expected to demonstrate comprehension of the text through the selection of evidence and inferences interpreting the meaning of the evidence, analysis of an author's use of literary devices (elements), text structure, or other choices made by the author by explaining how the elements or structures are interrelated (e.g., how the character's actions, thoughts, words reveal a theme), and a well-written essay to communicate this understanding.</p> <p>See Module 2, Understanding Text Dependent Analysis, for additional information.</p>
4	<p>To prepare students to successfully demonstrate proficiency of these expectations, instruction must include high quality modeling with think-alouds and opportunities for students to engage in the learning process.</p>



	Therefore, we must understand what modeling is, as well as the teacher and students' roles in the modeling process.
5	<p>Modeling has been defined in several ways. Please pause the video and review the definitions on the slide. After reading these definitions, resume playing the video.</p> <p>Given these definitions, modeling is more than explaining or describing an example or sharing a before and after model of the work; rather, modeling is a three-fold process that includes demonstrating a desired skill or behavior, thinking-aloud the actions and decisions made throughout the process, while engaging students in the process and providing them with opportunities to make their thinking visible.</p>
6	<p>Whether for text dependent analysis, or other forms of academic learning, high quality modeling includes:</p> <ul style="list-style-type: none"> • naming the task or the strategy • explaining when it is used • using analogies to link new learning to familiar information • demonstrating the task or the strategy • alerting learners about errors to avoid and • showing learners how to check for accuracy. <p>Along with modeling, teachers should think out loud by clarifying what they are doing and why they are doing it. High-quality modeling also provides opportunities for students to interact in the teaching-learning process. The student-engagement process may include verbal and/or non-verbal responses.</p>
7	Consider what is expected for modeling a TDA response. Please pause the video and describe in your journal (page 3) what you think are the benefits of using this process for both the teacher and students. After your reflection discuss with colleagues, then resume playing the video.
8	The combination of modeling and think-alouds prepares students to independently address a complex task by verbalizing how to make meaning and build familiarity of new concepts, make connections to previous



	<p>learning, and to demystify how to engage in reading and writing for analyzing text.</p> <p>Thought-provoking probing questions allow students to also engage in making their thinking visible. Providing opportunities for students to actively engage in the learning and respond to questions during instruction, rather than passively listening, increases students' levels of achievement.</p> <p>Additionally, throughout this process, teachers become aware of what students are struggling with and provide them with models for effectively engaging in reading and writing practice.</p>
9	<p>During a close reading lesson, students read and annotate the text and engage in collaborative discussions in response to text dependent questions. During the close reading lesson, the teacher (in conjunction with the students) deconstruct the prompt and identify the evidence, inferences, and interrelationship between the author's word choice and theme and record this information in a thinking organizer.</p> <p>During a modeled response, the students are watching and listening, noticing what the teacher is thinking and doing while writing. Additionally, students engage in responding to questions and are involved in some decision-making aspects of the process. The teacher ensures student engagement and buy-in as they prepare for completing their own independent writing.</p>
10	<p>Let's examine what the teacher says and does during a modeled response to the grade 5 prompt: <i>In the poem, "The Mother of the Movement," the author's word choice reveals a theme. Write an essay analyzing how the author's word choice supports the theme, "stand up for what is right." Use evidence from the poem to support your response.</i> This poem was read as part of a biography unit in which students read about Rosa Parks, and other individuals involved in the Civil Rights Movement.</p> <p>It's important to note that the poem has previously been read by students during a close reading lesson which included engagement in collaborative discussions using text dependent questions to guide comprehension and</p>



	analysis.
11	Additionally, the class has collaboratively completed a Thinking Organizer following the close reading lesson. Please pause the video and read the short poem and Thinking Organizer. When you are ready, resume playing the video.
12	<p>To begin the modeling process, the teacher thinks aloud: <i>When I write my analysis, I need to remember that my reader hasn't studied the poem like I did. When I begin my essay, I need to have an introductory section to introduce the poem to my readers so that they understand what I am going to analyze.</i></p> <p>The teacher then writes a thesis statement while thinking aloud: <i>In the poem, hmmm...I should include the name of the poem here, "The Mother of the Movement" and the name of the poet. I need to check what the prompt is asking me to analyze. Oh right, the poet's word choice and theme. How should I write this? The poet uses word choice to reveal the theme, "stand up for what is right."</i></p> <p>She then stops, rereads aloud, and asks students: <i>Does this paragraph introduce the expectations of the TDA prompt? I don't think it is specific enough...it is simply restating the prompt. Let's look at the thinking organizer – what do you think we should include?</i></p> <p>Notice how the teacher models while thinking aloud and engaging students in decision-making?</p>
13	Please pause the video and describe in your journal (page 4) given the teacher's actions, what you would expect students to do to be actively engaged. After your reflection, discuss with colleagues, then resume playing the video.
14	Several ways for students to engage during the modeling process include having students turn and talk to identify possible ways that the introductory section clearly indicates what the poet is doing to develop the theme. Students can check their thinking by referring to the thinking organizer, and they can share possible thesis statements.



15	<p>As the modeling progresses, the teacher thinks aloud: <i>I need to begin my first body paragraph. I know I need the information on the thinking organizer, but what else is included in a body paragraph?</i></p> <p>She checks the displayed classroom writing organizer: <i>I need a topic sentence, text evidence, an inference about the evidence, and analysis. Let me check—what is analysis again?</i> She then reads the definition of analysis on the anchor chart: <i>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 about the whole text.</i></p> <p>The teacher thinks aloud the meaning of analysis: <i>Oh right, this is the third part of the thinking organizer where I write an explanation and elaborate on its meaning. I need to show how the reading element of word choice shows the theme about stand up for what is right.</i> She then thinks aloud: <i>How do I get started? Let me check my thinking organizer for some ideas. I could start with, “On line 5 of the poem”, or I could start with “In the beginning of the poem.”</i></p> <p>The teacher asks students to turn and talk about which is the best way to begin the response, considering how this will impact the next body paragraph. Then using an “Every Pupil Response”, such as red/green stop signs, she asks students to show either the green side if they think the sentence should start with, “On line 5 of the poem” or the red side if they think the sentence should start with “In the beginning of the poem.</p> <p>After students respond, she writes: <i>On line 5 of the poem, Carole Boston Weatherford says, Rosa Parks “takes the first rear seat and sighs, hoping she can stay put.”</i> Then she thinks aloud: <i>Okay, I’ve got the evidence, now I need to write the inference to tell the reader what this evidence means based on my own thinking.</i> She writes , <i>Rosa Parks’ sigh means more than being tired from work.</i></p> <p>Again, she thinks aloud; <i>Ok, now I will include the analysis showing how the evidence and inference are related to the theme.</i> She writes: <i>This means</i></p>
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	<p><i>that Rosa Parks is also tired of the unfair laws, and she is going to stand up for herself.</i></p> <p>Thinking aloud, the teacher states, <i>I don't think this explains the information very clearly and I didn't do a very good job of demonstrating the interrelationship between the two reading elements. I need to revise this.</i></p> <p>This process along with student engagement continues until the text dependent analysis response is completed.</p>
16	<p>So far, the teacher and students have written the introductory paragraph and the first body paragraph. Please pause the video and review these two paragraphs. After reading, describe in your journal, page 5, how the modeling, think-alouds, and student engagement supported the analysis in the first body paragraph. After your reflection, discuss with colleagues, then resume playing the video.</p> <p>The full modeled lesson and response can be found in the TDA resource, <i>Modeling a Text Dependent Analysis Response</i> found in the module folder.</p>
17-18	<p>As with all instructional scaffolds, the modeling process is gradually released. In other words, students are expected to independently analyze text and write a response to text dependent analysis prompts. Consequently, it is beneficial to provide them with self-monitoring questioning strategies. These self-monitoring questioning techniques aid in increasing students' metacognition, knowledge about one's own thinking and learning.</p> <p>Self-monitoring questions for responding to a text dependent analysis prompt focus on students' understanding of the prompt, comprehension, and analysis of the text, and writing the response. Teaching students these questions, possible responses, and examples of what the teacher would say through the modeling process allows students to develop and internalize the necessary metacognitive skills necessary for successfully engaging with analysis.</p>



	<p>For example, when reading a text dependent analysis prompt, students should self-question: <i>Which reading elements should I pay attention to based on the prompt?</i> Given the teacher modeling, the student might recall, <i>When I read the prompt, I should think about reading elements I have learned in class, such as character names, theme, setting, and so on.</i> Additionally, the student may recall what the teacher identified and explained when modeling, such as, <i>“This prompt reminds me of writing about characters and theme because one way that a theme is discovered is by reading about what the character says, thinks, and acts.”</i></p> <p>Please pause the video to read through the other examples on this and the next slide. [click enter] Once you are ready, discuss with colleagues, then resume playing the video.</p>
19	<p>Please pause the video and reflect on the teacher and student actions described in this module and the resource document. Then, in your journal (page 6) identify other self-monitoring questions you would recommend that students ask themselves. After your reflection, discuss with colleagues, then resume playing the video.</p> <p>Additional self-question responses and examples of what the teacher might say can be found in the <i>Modeling a Text Dependent Analysis Response</i> resource document in the module folder</p>
20	<p>Although the resource document provides the modeling, think-alouds, and student engagement for an essay with three body paragraphs, there are other configurations teachers can use. For example, the introduction and first body paragraph may be modeled, while students work in small groups and pairs to write the second body paragraph, and then independently write the third body paragraph. The configuration may depend on the grade level of the students, or the number of opportunities students have engaged in the process.</p> <p>Nonetheless, the process of engaging students in modeling, think-alouds, and student engagement, rather than just listening to the teacher, has shown to have a positive impact on students, including higher levels of achievement.</p>



21	<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 question in your journal (pages 7-8):</p> <p>Consider your instructional practices:</p> <ol style="list-style-type: none">1) Describe how you will begin the modeling, think-aloud, and student engagement process with an instructional text dependent analysis prompt.2) Describe how you think your students would benefit from observing and engaging in this process.
22	<p>If you are interested in further information about the content of this module, see the resource, <i>Modeling a TDA Response</i> in the module folder.</p>
23	<p>This module answered the key question: <i>How do I model writing a text dependent analysis response?</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>
24	<p>Additional information for this module can be found using these references.</p>
25	<p>Thank you for taking the time to engage in Module 10.</p>