



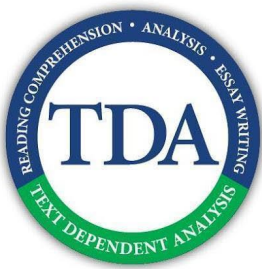
**Text Dependent Analysis (TDA) Professional Learning Series:**

**Script for Module 9 – Collaborative Discussions for Close Reading and Text Dependent Analysis**

Slide	Script
1	<p>Welcome to the Text Dependent Analysis Module #9: Collaborative Discussions for Close Reading and Text Dependent Analysis. This module answers the key question: <i>How do I use collaborative discussions to support analysis instruction?</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"><li data-bbox="412 1087 1398 1125">1) <i>How would you describe the purpose of collaborative discussions?</i></li><li data-bbox="412 1129 1422 1209">2) <i>Given your understanding of collaborative discussions, in what ways are they a necessary part of close reading instruction?</i></li></ol> <p><b>Please pause the video and respond</b> to these questions in your journal (page 2) then discuss with colleagues. After your reflection, resume playing the video.</p>
3	<p>Collaborative discussions or conversations provide students with the opportunity to engage with their peers to discuss text dependent questions that allow students to think deeply about different aspects of the text, to communicate and build on their ideas by listening to their peers, and to orally rehearse the meaning of the text prior to creating a written text dependent analysis response. Collaborative discussions provide students with a systematic opportunity to regularly participate in oral conversations about the texts they are reading, while building the cognitively complex expectations of the text and the standards. <b>Please pause the video</b> and read the descriptions of collaborative discussions in the <i>Literacy Links</i> by the Maine Department of Education located in the module folder. After reading these questions, resume playing the video.</p>



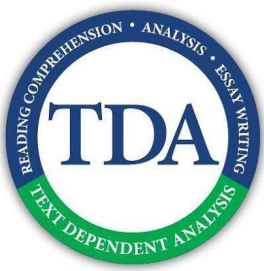
4	Collaborative discussions are an integral part of a close reading lesson. As discussed in Module 7, close reading involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion, planned around repeated readings of sections of a text in order to increase student comprehension. Close reading can be defined simply as repeated readings and discussion of text in order to increase text comprehension. This module is intended to support educators with the strategies and structures necessary for engaging students in collaborative discussions.
5	In addition to being an essential component of close reading, collaborative discussions directly support the Pennsylvania Academic Standards for English Language Arts in which students are expected to “engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.” This Speaking and Listening standard is expected from kindergarten through grade 12.
6	Given that collaborative discussions are part of the English language arts standards and a necessary aspect of close reading, brainstorm why you think their use is so important? <b>Please pause the video and record</b> your brainstormed ideas in your journal, page 3. After your reflection, resume playing the video.
7	Collaborative discussions engage students in understanding the text and analyzing how all text elements work together. Through these discussions, students are able to synthesize and integrate information from the text and their peers to create a response to a text dependent analysis prompt. Engaging in collaborative discussions also allows students to build knowledge, increase their vocabulary, and identify evidence to support their thinking. The expectation of having a dialogue with peers builds students’ strengths in demonstrating the cognitive complexity of the English language arts standards, including reading, writing, listening, and speaking.
8	Additionally, as students engage in collaborative discussions, other skills are developed including: <ul style="list-style-type: none"><li>• Self-management and leadership as students learn to wait their turn to speak and to guide the conversation focusing on the text.</li></ul>



## The Thompson TDA Model

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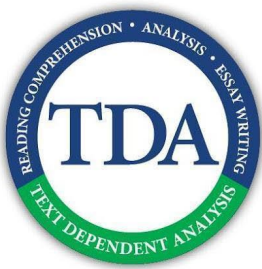
	<ul style="list-style-type: none"> <li>• Self-esteem and responsibility when students come to the discussion sharing their ideas and providing evidence to support their claims.</li> <li>• Exposure to diverse perspectives allowing students to understand various possibilities.</li> <li>• And the preparation for real-life social and employment situations requiring students to attend to the topic of the discussion.</li> </ul>
9	<p>The process of collaborative discussions occurs as the teacher provides meaningful text dependent questions which are grounded in the text and provides students with the opportunity to think deeply, communicate and build on their ideas by listening to others, and to orally rehearse the meaning of the text prior to creating a written text dependent analysis response. Louise Rosenblatt identified “speech as a vital ingredient” in student achievement as they gain insight into their own reading and writing processes. Additionally, she described how group interchanges, both between teacher and students and among students, about texts develop insights and varied interpretations about the author’s meaning, thus leading students toward the development of a critical or analytic stance. Lave and Wenger (1991) further developed the need for individuals to learn through participation in “social practice” in order to “perform new tasks and to master new understandings” (p. 53). The concept of learning through social practice that requires participation, rather than independently making meaning, is necessary for students to be able to develop their ability to analyze.</p>
10	<p><b>Please pause the video and record</b> in your journal (page 4) your reflection on the benefits of collaborative discussions. Describe how one or two benefits are meaningful to you. Explain why each benefit is impactful for students. After your reflection, resume playing the video.</p>
11	<p>It is important for teachers to plan for collaborative discussions during close reading lessons. Students need to know how to think and talk about text and how to participate in discussions. This requires the teacher to model the process as well as to have purposeful structures that help students stay on-task and focused on the text to locate supporting evidence. Some strategies and structures for collaborative discussions are described on the following slides.</p>
12	<p>Thinking and talking about texts is a scaffolding process that provides a window into how the teacher thinks about the text, including identifying the reading elements, and the language and ideas necessary for students to</p>



	demonstrate comprehension and analysis of texts while engaging in text discussions.
13	<p>The strategies for thinking and talking about texts focus on a specific purpose. For example, during collaborative discussions, the teacher can identify an important contribution that a student made to the discussion by stating “that’s an important point.” The teacher then asks the student to repeat and elaborate, pointing out to all students why it is important to note the information relative to the question or point discussed.</p> <p>Another strategy the teacher might use is to challenge students by asking, “<i>what do you think?</i>” By asking this question, the teacher turns the responsibility for reasoning about the concept back to the students which develops shared understandings.</p> <p>When pressing for accuracy, the teacher can ask, “<i>where in the text did you find that?</i>” This question focuses students on the text and locating accurate and precise evidence to support the point that is being made. This question also models for all students the need to return to the text and reread to locate text evidence.</p>
14-15	The following slide lists four additional strategies that the teacher can use to support students in thinking and talking about texts. Examine these strategies and what a teacher can say. Then, <b>please pause the video and</b> in your journal (page 5) describe the purpose and use for each of these strategies and discuss with colleagues. After your reflection, resume playing the video. <b>[click enter to slide 15]</b>
16	<b>Please pause the video and</b> review the descriptions for each strategy. How did your thinking compare to what is recorded on this slide?
17	<p>Because we want all students to actively participate in collaborative discussions, there are several strategies that the teacher can use.</p> <p>One strategy is <b><i>Keeping the Channels Open</i></b>. This strategy expects students to build on each other’s prior contributions requiring responses to be audible and for everyone to be expected to listen. The teacher can ask, <i>did everyone hear that? Or say that again, nice and loud, so everyone can hear.</i></p>



	<p>A second strategy is <b>Keeping Everyone Together</b>. Asking students to repeat important points that they heard from the discussion, engages all students and allows for discussion of any misinterpretation. When using this strategy, the teacher can ask, <i>who can repeat...?</i> This strategy is often followed by the next strategy, <b>Linking Contributions</b>. When using this strategy, the teacher asks <i>Who wants to add on?</i> This question promotes students to build upon each other’s contributions, thereby increasing investment in the discussion. When students hear their contributions being built up, investment in the discussion grows.</p> <p>The fourth strategy, <b>Verifying and Clarifying</b>, the teacher can ask, <i>So, are you saying...?</i> This question allows the students to hear the teacher’s interpretation of the comment with the opportunity to agree or disagree and clarify any misunderstanding.</p> <p>Another strategy is <b>Establishing Turn-Taking Norms</b>. There are multiple ways to teach students to hand-off a comment or question, such as having the last student who spoke call on the next speaker, relying on a student moderator, using a talking stick, or pulling a name from a container. Or asking, <i>can you hand that comment off?</i> The eventual goal is for students to incorporate and build upon the previous comments of other students to carry out discussions that engage all students.</p> <p>A last strategy is <b>Using Wait Time</b>. By consciously waiting before calling on anyone provides more students with a chance to think and formulate a response. It also ensures that students recognize that the thinking of all students thinking is valued and not just the “star” or “fast” students. When using this strategy, the teacher reminds students to think about it before answering.</p>
18	One way to support all students in engaging in collaborative discussions is to provide students with sentence starters or sentence frames. Brainstorm, alone or with colleagues, possible sentence starters or frames that you think would provide students with the language necessary to agree, disagree, and ask questions for clarification of ideas using language that is



	respectful and holds everyone accountable. <b>Please pause the video and</b> record your ideas in your journal on page 6. After your reflection, resume playing the video.
19	Possible sentence starters are identified in the table on this slide. How did your brainstormed list compare? Do you have other ideas? As the teacher, you decide which sentence starters or frames you want to provide to students.
20	In addition to these strategies for engaging students in collaborative discussions, there are also a variety of structures that can be used for collaborative discussions. The decision for which structure to be used is based on the age and grade of the students, their previous experiences with collaborative discussions, reading elements, text structures, and text concepts, as well as the classroom configuration. Whichever structure is used, the teacher provides students with the close reading text dependent questions for the text section, allowing them to anticipate the focus for reading and the discussion. Whichever structures are used, the teacher needs to begin with modeling and remind students of the discussion strategies previously discussed. To learn more about each of these structures, see the resource, <i>Collaborative Discussions to Support Analysis of Texts</i> in the module folder.
21	The use of collaborative discussion structures during close reading is intended to guide students in analyzing texts while considering peer perspectives. Throughout the process, the teacher listens to the types of evidence and thinking students are sharing. The teacher uses this information to clarify misconceptions, indicate different questions that should be posed, and to show when students are ready to respond to the text dependent analysis prompt.
22	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. <b>Pause to reflect and respond</b> to the following questions in your journal (pages 7-8):  Consider your instructional practices:  1) What are your next steps in using the identified strategies to help



	students think and talk about the text?  2) What are your next steps in using different collaborative discussion structures to support analysis of text?
23	If you are interested in further information about the content of this module, see the resource, <i>Collaborative Discussions to Support Analysis of Texts</i> , in the module folder.
24	This module answered the key question: <i>How do I use collaborative discussions to support analysis instruction?</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.
25	Additional information for this module can be found using these references.
26	Thank you for taking the time to engage in Module 9.