

Did You Know?

TDA Series

Modeling a Text Dependent Analysis Response

The purpose of this resource is to provide educators with the meaning and benefits of the modeling process. In addition, this resource provides an example of using think-alouds and student engagement in combination with modeling.

Text Dependent Analysis Series (Dr. Jeri Thompson & PDE)

- [Anatomy of a TDA](#)
- [Selecting Complex Texts for Text Dependent Analysis](#)
- [Understanding TDA](#)
- [Recognizing the Difference Between Inference and Analysis](#)
- [TDA Purposeful Annotations](#)
- [TDA Close Reading Questions](#)
- [TDA Reading Elements & Structures](#)
- [TDA Student Work Analysis](#)
- [TDA Collaborative Discussions](#)
- [Modeling a Text Dependent Analysis Response \(PDF\)](#)

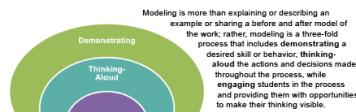


Modeling a Text Dependent Analysis Response

A text dependent analysis prompt expects students to be able to demonstrate three main skills: 1) reading comprehension, 2) analysis of an author's use of literary devices (elements), text structure, or other choices made by the author, and 3) a well-written essay to communicate this understanding. Instruction of analysis requires the teacher's deep understanding of the reading standards, a clear understanding of what constitutes analysis¹, and the expectations of a written response to text. However, for students to successfully demonstrate proficiency in this expectation, instruction must include high quality modeling with think-alouds and opportunities for students to respond. The purpose of this resource is to provide educators with the meaning and benefits of the modeling process. In addition, this resource provides an example of using think-alouds and student engagement in combination with modeling.

Modeling has been defined as:

- "The instructional practice in which teachers represent the invisible work involved in reading, writing, and reasoning with text" (Schutz & Rainey, 2010, p. 2)
- "providing a broken-apart model of the process or work of making meaning from text" (Schutz & Rainey, 2010, p. 2)
- a demonstration of how desired actions or behaviors are performed (Hartour, Evanovich, Swiegar, & Hughes, 2015)



The Thompson TDA Model



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Douglas Fisher and Nancy Frey share some everyday practices educators can use—individually and together—to build resiliency and regain the compassion satisfaction. Read more...

Regaining "Compassion Satisfaction"

CHECK THIS OUT!

Distance Learning

Strategies for Promoting Student Collaboration

Educator and author, Larry Ferlazzo, posed the following question on Twitter. Click on the title or this link, [EducationWeek](#), to read the article.

What are specific strategies, lessons, and tools that you have used to encourage students to work collaboratively in a socially distanced physical classroom, hybrid, or remote learning environment?

PA Core Standards Series

Unpacking/Deconstructing the Standards

How does instruction change as we move across standard CC.1.3.B? Below are some ideas of how changes should occur from kindergarten to 12th grade when teaching inferring. The goal is to provide grade level text with ample demonstration, practice, and time for students to internalize the process into their reading and writing repertoire.



CC.1.3.B			
K-2	3-5	6-8	9-12
To help students make logical inferences... Select texts to read aloud or share with students that allow them to make logical inferences. Ask questions that lead them to infer (I wonder why he did that? I wonder why the boy in the illustration looks sad?). As students answer these questions, ask them to explain how they arrived at their conclusions using specific words and phrases in the text. Routinely ask students to show you the textual evidence that supports their inferences.	To teach students how to draw inferences... Choose texts to read aloud and plan where you will model inferring. Think aloud how you make inferences and tie these inferences back to specific words and phrases in the text. Inferring requires the use of background knowledge and comprehension of the text. Have students use two different colored highlighters or highlighter tape to code where information in the text is answered literally or explicitly and another color to show where it is answered inferentially. Annotate (explain) how the text led to (supports) inferences.	To make logical inferences, ask students to... Take what they learn (from the text about this subject) to what they already know (about the subject); then confirm that their reasoning is sound by finding evidence that supports their inferences. Think aloud (with your guidance) about the process and how they make such inferences, and then have students find and use evidence to support their inferences. Inferring requires the use of background knowledge and explicit meaning of the text. Draw a conclusion/generalization (with your support) from the evidence and inference.	To make logical inferences, ask students to... Add what they learned (from the text about this subject) compared to what they already know (about the subject); then, have students confirm that their reasoning is sound by finding evidence for their inferences. Think aloud (with your guidance) about the process and how they make such inferences, and then have students find and use evidence to support their inferences. Inferring requires the use of background knowledge and explicit meaning of the text. Draw a conclusion/generalization (with your support) from the evidence and inference.

References:
J. Thompson, Center for Assessment
J. Burke, Corwin Literacy



POWER Kids & POWER Teens provide online resources including full-text research e-resources, collections of photographs and documents, the statewide catalog of materials held in libraries throughout Pennsylvania, and Chat with a Librarian.

Helpful Links...

[Coronavirus \(COVID-19\) Guidance and Resources for School Communities](#)

[PDE ELA](#)

[SAS ELA](#)

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