

PSSA ELA Item Type Training

Text-Dependent Analysis

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The ABCs of Professional Expectations



Attend to Personal Needs

- Eat, drink, and use restroom as needed.



Be Present

- Everyone participates equally.
- Limit sidebar conversations.
- Be respectful of technology use.



Choose a Positive Attitude

- Honor opposing viewpoints.
- Embrace a “Growth Mindset”

Meeting Your Needs Today...

- Questions on “The Parking Lot”
- www.dciu.org/Page/2021

Agenda:

- Overview of PSSA Changes
- Understanding Text-Dependent Analysis Questions
- Analyzing a Text-Dependent Analysis (TDA) Question
- Developing TDAs
- Analyzing the Text-Dependent Analysis Rubric
- Scoring student work using the state TDA scoring guidelines

Before we begin...

Text-Dependent Analysis Questions

1. Record your understanding of **Text-Dependent Analysis Questions** by explaining what a student is expected to do when responding to a **Text-Dependent Analysis Question**.
 2. Write down any **questions** you have about Text-Dependent Analysis Questions.
- Take 5 minutes to discuss your understandings and questions with an elbow partner to gain additional understanding.
 - Be prepared to share your discussion with the entire group.

English Language Arts Test

- Reading and Writing items are now presented in a single ELA test booklet
- There is no separate PSSA Writing test window
- All grades have 4 sections
- All grades have reading, language and writing composition items
- All grades have evidence based selected response (EBSR) items
- Only Grade 3 has short answer questions
- Only Grades 4-8 have text dependent analysis (TDA) questions

2015 PSSA Changes

ELA Reporting Framework

ELA Reporting Framework, Clusters, and Categories			Reporting Category Code
Reading	Genre	Literature Text	A
		Informational Text	B
	Core Competencies	Key Ideas and Details [Key Ideas]	A–K/B–K
		Craft and Structure, and Integration of Knowledge and Ideas [CSI]	A–C/B–C
		Vocabulary Acquisition and Use [Vocabulary]	A–V/B–V
Writing		Writing	C
		Language	D
		Text Dependent Analysis	E

2015 PSSA Changes

Grades 4-8 Format

Section	Content Emphasis	Number of MC/EBSR	Number of WP/TDA	Estimated Number of Passages	Estimated Section Testing Time (in minutes)
1	Writing and Language	20 MC	1	0	60
2	Reading	15–18 MC 4–5 EBSR	0	3	58–69
3	Reading and Text Dependent Analysis	14 MC 2 EBSR	1	2	73
4	Reading and Text Dependent Analysis	5–8 MC 1–2 EBSR	1	1	48–57

Item Types and Points

Grades 4-8	
23 core passage MC items	23 points
18 core standalone MC items	18 points
3 core 2 pt EBSR items	6 points
3 core 3 pt EBSR items	9 points
1 core 4 pt TDA (weighted x4)	16 points
1 core 4 pt WP (weighted x3)	12 points
Total 84 points	

How Are TDA Responses Scored?

- Scored for analysis of the reading passage
- Scored for composition skills
- Holistic scoring
- 4 points

What does each task demand?

PSSA 2010

Give at least two reasons that Dr. Ebbesmeyer probably wants to continue receiving information about these shoes. Explain why this information would be helpful. Use details from the passage to support your response.

PSSA 2014

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Eligible Content

- At your tables are copies of your grade level Assessment Anchors.
- Find the section that identifies the Descriptor and Eligible Content for **Text-Dependent Analysis**.
- Discuss how the current anchor expectations are the same and/or different from how students have previously been assessed for reading on the PSSA.
- Be prepared to share.

What are Text-Dependent Analysis Questions?

Text-dependent questions requires close reading of a text.

These questions require students to provide evidence from the text and to draw inferences based on what the text says in order to **support an analysis**.

This is different from reading comprehension questions which require students to read to get the “gist” of the text.

Text-Dependent Analysis Questions:

- Expects students to construct a well-written essay to demonstrate analysis of the text, moving beyond answering and generating questions about explicit and implicit information, summarizing, and being aware of vocabulary or text structure

Text-Dependent Analysis Questions...

- May begin with a literal check for understanding **but must also** require ***analysis, synthesis, evaluation***
- Emphasize the use of explicit and implicit information from the text to support reasoning and **analysis** (*detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation*)
- May focus on the word level, sentence level, paragraph level, segment, whole text, or across texts

Text-Dependent Analysis Questions could ask students to do any of the following...

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Non-Examples and Examples

Not Text-Dependent Analysis Questions	Text-Dependent Analysis Questions
<p>In the text there once was a curious bird who says to Tortoise, “And you sowed yourself, too”. Describe a time when you <i>showed yourself</i> you could do something.</p>	<p>The text begins with: There once was a curious bird who wondered, <i>What can a small bird be?</i> Write an essay that analyzes why the authors chose to begin the text with this question. Use evidence from the text to support your response.</p>
<p>Amelia Earhart has been depicted as a daring, courageous person. Identify at least three events that demonstrate these traits. Then write a summary of Amelia Earhart’s life.</p>	<p>The authors of each of the two texts about Amelia Earhart have stated that she was a daring, courageous person. Consider the argument each author made to demonstrate her bravery. Write an essay that analyzes the strength of the arguments using textual evidence to support your ideas.</p>
<p>In “Casey at the Bat”, Casey strikes out. Compare yourself to Casey by describing a time when you failed at something.</p>	<p>The author of “Casey at the Bat” uses humor to describe Casey’s experiences. Write an essay analyzing the author’s techniques. Be sure to use textual evidence to support your analysis.</p>

Depth-of-Knowledge and TDA Questions

Depth-of-Knowledge Level 1: Recall and Reproduction

Basic recall of concepts, definitions, facts, and processes	Simple skills and abilities or recall of one right answer	Answering a Level 1 item can involve following a simple, well-known procedure or formula
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Depth-of-Knowledge Level 2: Basic Application of Skills and Concepts

Includes the engagement of some mental processing beyond recalling or reproducing a response	Items require students to make some decisions as to how to approach the question or problem – acting on the information	These actions imply more than one mental or cognitive process/step, but there is still one right answer
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DOK Level 3: Strategic Thinking

Requires deep understanding as exhibited through planning or sequencing of steps	Requires some decision making with justification with evidence	Assessment items have more than one possible answer and are abstract, complex, or non-routine
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DOK Level 4: Extended Thinking

Requires high cognitive demand and is very complex	An investigation or application that requires <u>time</u> to research, think or process multiple conditions of the problem	Non-routine manipulations or connections across disciplines/content areas/multiple sources
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Cognitive Rigor Matrix

- Examine the *Analyze* row of the “Cognitive Rigor Matrix for ELA”
- What do you notice about how analysis changes between DOK Levels 1, 2, and 3?

Developing TDA Questions- a 4 step process

- Step 1:** Read the text and identify the **essential understanding(s)** and key supporting details from the text
- Step 2:** Return to the text to locate and annotate **key structures, writer's craft, and vocabulary** that are connected to the essential understandings and key ideas
- Step 3:** Use the standards to assist you in proposing a **culminating text-dependent analysis question**
- Step 4:** Identify the expected **proficient-level response**

Mood & Tone



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Developing TDA Questions: Essential Understandings

Possible Essential Understandings by text type:

- **Literature:** essential understandings and big ideas can focus on theme, interactions of characters, events in the story, important events, or any other features that are central
- **Informational Text:** essential understandings and big ideas can be closely aligned to the important ideas, the author's purpose, claims, or arguments.

Let's Practice I'll Model...

Example from *Because of Winn Dixie*, by Kate DiCamillo

Synopsis of Story: Opal has just moved to a new town in a new state and has no friends yet. Through a series of comic mishaps inadvertently started by her very special dog, Winn-Dixie, Opal meets Miss Franny, the town librarian. Opal realizes that they have much in common and a friendship is ignited.

Read the excerpt from “Because of Winn-Dixie.”

Let's Practice, I'll Model...

Steps 1-2:

- 1:** Read the text and identify the **essential understanding(s)** and key supporting details from the text
- 2:** Return to the text to locate and annotate **key structures, writer's craft, and vocabulary** that are connected to the essential understandings and key ideas

Because of Winn Dixie- excerpts

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.

Here, the author identifies the first encounter of Miss Franny and Winn-Dixie.

Because of Winn Dixie- excerpt

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.

Here, the author chooses specific words to show how Opal and Miss Franny are feeling just before they meet

Because of Winn Dixie- excerpt

"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."

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."

Shows that Miss Franny is beginning to like Winn-Dixie.

Because of Winn Dixie

"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."

Explicitly shows that they have become friends.

Because of Winn Dixie

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.

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.

"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.

Shows how they were both lonely.

Because of Winn Dixie

scary scream.

trembling and shaking.

large heart,

fine talent,

Shows a progression of Miss Franny and Opal becoming friends.

Let's Practice...

Example from *Because of Winn Dixie*,
by Kate DiCamillo

Essential Understanding

Two people of very different ages may
still have much in common and
become friends.

Because of Winn Dixie, by Kate DiCamillo

Based on the structures, craft, and vocabulary that lead you to the **Essential Understanding...**

Step 3: What Text-Dependent Analysis Question could you ask about this text?

(Use the eligible content to determine what students are responsible for knowing and demonstrating at your grade level.)

Because of Winn Dixie, by Kate DiCamillo

Based on the Essential Understanding what Text-Dependent Analysis Question could you ask about this text?

The author of “Because of Winn Dixie” uses a dog to introduce two people. Write an essay to analyze why “Because of Winn Dixie” is an appropriate title for the passage. Be sure to use evidence from the text to support your analysis.

Because of Winn Dixie, by Kate DiCamillo

Step 4: What would you expect to see in a proficient student response?

Consider: Does your question require analysis? If not, revise your question.

Because of Winn Dixie, by Kate DiCamillo

Step 4: What would you expect to see in a proficient student response?

Students should explain, using explicit and implicit evidence from the text, including:

- how Winn-Dixie looking into the library was the cause of Miss Franny falling, which in turn led to the story about the bear and Opal's realization that she and Miss Franny were both lonely.
- relating how Winn-Dixie's response to Miss Franny ("That dog is smiling at me") endeared her to Winn-Dixie and led Opal to suggest that they could be friends.
- showing a clear understanding of how this progression of events led to the three characters becoming friends using text evidence including words and phrases, such as "talent" and "huge heart" were traits that made all this possible.
- an explanation of how the student knows that this text evidence is relevant.

Because of Winn Dixie, by Kate DiCamillo

Step 4: What would you expect to see in a proficient student response?

- Students should have a clearly written essay that includes an introduction and conclusion that demonstrates an understanding of the question, focus, and purpose.
- Students should include an organizational structure that supports the controlling ideas and details, examples, quotes, and/or facts
- Students should include grade level transitions and language
- The essay should include grade level grammar, usage, and conventions.

Let's Practice #2 – “We” do...

Example from *Life in the Limbs*,
by Heather Kaufman-Peters

Read the text in your *Notes and Resources* packet.

Steps 1-2:

- 1: Read the text and identify the **essential understanding(s)** and key supporting details from the text
- 2: Return to the text to locate and annotate **key structures, writer's craft, and vocabulary** that are connected to the essential understandings and key ideas

Discuss these at your table

Let's Practice #2 – “We” do...

Example from *Life in the Limbs*, by Heather Kaufman-Peters

Based on the structures, craft, and vocabulary that led you to the
Essential Understanding...

Step 3: What Text-Dependent Analysis Question could you ask
about this text?

(Use the eligible content to determine what students are
responsible for knowing and demonstrating at your grade
level.)

*Consider: Does your question require analysis (refer to Cognitive
Rigor Matrix DOK Level 3)? If not, revise your question.*

Discuss at your table and be prepared to share.

Let's Practice #2 – “We” do...

Example from *Life in the Limbs*,
by Heather Kaufman-Peters

Step 4: What would you expect to see in a proficient student response?

(Refer to the TDA rubric for support in answering the question above.)

Confirm: Does your question require analysis? If not, revise your question.

Each Table Group: Write on Poster Paper



1. Identify the essential understandings:

2. Locate and identify:

- Academic vocabulary -
- Writer's Craft -
- Key Text Structures -

3. Write a text-dependent analysis question:

4. Identify the expected proficient-level response:

Let's Practice #2 – “We” do...

Example from *Life in the Limbs*,
by Heather Kaufman-Peters

Essential Understanding

**The shape of the trees determine the
shape of the tree house to be built.**

Let's Practice #2 – “We” do...

Example from *Life in the Limbs*, by Heather Kaufman-Peters

Based on the Essential Understanding what Text-Dependent Analysis Question what could you ask about this text?

Authors choose their words carefully to help readers understand the information. Write an essay explaining how the author used specific language to communicate the main idea. Be sure to clearly cite evidence from the text to support your answer.

Let's Practice #2 – “We” do...

Example from *Life in the Limbs*,
by Heather Kaufman-Peters

What would you expect to see in a proficient student response?

- Students should consider the author's language, such as “letting the trees decide the designs”, “never harm a tree”, and “build a tree house so it helps the tree” as a means to understand that the trees themselves determine the shape of the tree house to be built.
- The author uses other language that should be stronger than “hint” or “suggest” since the context makes it clear that the trees are deciding the shape not understanding it.
- Based on the information above, the sentence “The trees will dictate how a floor plan lays out” will help them understand the meaning of the main idea and the author's language because the shape is determined or decided by the tree, not by what a person wants.

Let's Practice #2 – “We” do...

Example from *Life in the Limbs*,
by Heather Kaufman-Peters

What would you expect to see in a proficient student response?

- Students should have a clearly written essay that includes an introduction and conclusion that demonstrates an understanding of the question, focus, and purpose.
- Students should include an organizational structure that supports the controlling ideas and details, examples, quotes, and/or facts
- Students should include grade level transitions and language
- The essay should include grade level grammar, usage, and conventions.

Let's Practice #3 – “You” do...

Grade Level Examples

Develop your TDA

Within a group use the grade level text provided.

Steps 1-2:

- 1:** Read the text and identify the **essential understanding(s)** and key supporting details from the text
- 2:** Return to the text to locate and annotate **key structures, writer's craft, and vocabulary** that are connected to the essential understandings and key ideas

Discuss these as a group.

Let's Practice #3 – “You” do...

Grade Level Examples

Based on the structures, craft, and vocabulary that lead you to the
Essential Understanding...

3: What Text-Dependent Analysis Question could you ask about this text?

(Use the eligible content to determine what students are responsible for knowing and demonstrating at your grade level.)

4: What would you expect to see in a proficient student response?

Consider: Does your question require analysis? If not, revise your question.

Each Table Group: Write on Poster Paper

1. Identify the essential understandings:

2. Locate and identify:

- Academic vocabulary -
- Writer's Craft -
- Key Text Structures -

3. Write a text-dependent analysis question:

4. Identify the expected proficient-level response:



TDA Developed Questions...

Grade Level Examples



Grade 4 Question:

- At the end of the passage, *Drawing Horses*, Marisa states, “But I already know that when this drawing is finished, I’ll be signing it Marisa.” Write an essay analyzing why she makes this statement. Use evidence from the passage to support your response.

TDA Developed Questions...

Grade Level Examples



Grade 5 Question:

- The passage “Little by Little Piece by Piece,” is about three brothers who each experience a change in life. Write an essay analyzing which of the three brothers undergoes the **most** meaningful change in the passage. Use evidence from the passage to support your response.

TDA Developed Questions...

Grade Level Examples



Grade 6 Question:

- Skye's emotions change throughout "The Perfect Swim." Write an essay analyzing how the shifts in Skye's emotions are revealed in the passage. Use evidence from the passage to support your analysis.

TDA Developed Questions...

Grade Level Examples



Grade 7 Question:

- Authors often use figurative language to describe objects, characters, and situations in their stories. Write an essay analyzing the role that figurative language plays in revealing the significance of the bottled ships in the passage. Use evidence from the passage to support your response.

TDA Developed Questions...

Grade Level Examples



Grade 8 Question:

- Authors use various techniques when developing and explaining the motivations of characters. Write an essay analyzing how the author of “The Raft” reveals Dewey’s character and his motivations throughout the passage. Use evidence from the passage to support your response.

Lunch Break

We will begin again in one hour....

Expectations in Student Responses

ELA Grades 4-8 Text Dependent Analysis Scoring Guidelines

- Examine all 4 levels of the TDA rubric
- Discuss the differences between each level.
- Be prepared to share.

Text-Dependent Analysis Questions:

- Expects students to construct a well-written essay to demonstrate analysis of the text, moving beyond answering and generating questions about explicit and implicit information, summarizing, and being aware of vocabulary or text structure

What are Text-Dependent Analysis Questions?

Analysis:

These questions require students to provide evidence from the text and to draw inferences based on what the text says in order to **support an analysis**.

Responding to Text-Dependent Analysis Questions

Analysis

Analysis is not just what a text SAYS...

and what a text DOES....

It's about interpreting the text and asserting a meaning for the text as a whole.

Responding to Text-Dependent Analysis Questions

Written Essay Expectations

1. **Introduction:** compelling introduction or “hook” (e.g., quote, action, personal remark, question)
2. **Development:** clear focus and controlling idea throughout the essay; includes a short summary plus analysis or reflection
3. **Conclusion:** relevant statement/section; extends beyond a restatement of introduction
4. **Organization:** coherence – introduction, body, and conclusion support the focus; sequences and groups related ideas
5. **Transitions:** connects ideas and reasons
6. **Language:** appropriate use of vocabulary; authoritative voice; variety of sentence structure
7. **Conventions of Standard English**

Scoring Sample Student Responses TDA Questions

- Read (or re-read) Grade 4 Text
- Examine Grade 4 Text-Dependent Analysis Question



At the end of the passage, *Drawing Horses*, Marisa states, “But I already know that when this drawing is finished, I’ll be signing it Marisa.” Write an essay analyzing why she makes this statement. Use evidence from the passage to support your response

Scoring Sample Student Responses TDA Questions

Discuss as a group: what you would expect to see in the proficient-level response for this TDA question?

What you would expect to see in the proficient-level response?

- Marissa kept trying to draw the horse
- Signing her name to the drawing shows that she is pleased with her work
- Marissa doesn't give up despite negative comments from friends and family

Student Sample Responses TDA Question: #1

1. Read the first student response (starting, “Here are a few reasons why...”)
2. Score the student response
3. Discuss the scores at your table and come to consensus as to why you gave it the score
4. Be prepared to share

Scoring Sample Student Responses TDA Questions

Student Work starting “Here are a few reasons why...” - Score: 3

Analysis:

- tried hard to make a perfect horse
- did not give up
- Understood her picture was not as good as Euphemia’s picture, but still liked it
- First good drawing of a horse even if standing still

Writing:

- Introduction and conclusion to support analysis
- Reference to text
- Transitions to link ideas
- Errors in conventions do not interfere with meaning

What you would expect to see in the proficient-level response?

- Marissa kept trying to draw the horse
- Signing her name to the drawing shows that she is pleased with her work
- Marissa doesn't give up despite negative comments from friends and family

Student Sample Responses TDA Question: #2

1. Read the second student response (starting, “This story is about a girl...”
2. Score the student response
3. Discuss the scores at your table and come to consensus as to why you gave it the score
4. Be prepared to share

Scoring Sample Student Responses TDA Questions

Student Work “This story is about a girl...” - Score: 1

Analysis:

- Does not address the prompt
- Insufficient analysis
- Evidence doesn't support the question

Writing:

- Introduction and conclusion to support analysis
- Reference to text but does not support analysis
- Inconsistent transitions
- Errors in conventions do not interfere with meaning

What you would expect to see in the proficient-level response?

- Marissa kept trying to draw the horse
- Signing her name to the drawing shows that she is pleased with her work
- Marissa doesn't give up despite negative comments from friends and family

Student Sample Responses TDA Question: #3

1. Read the third student response (starting, “This passage is about how....”)
2. Score the student response
3. Discuss the scores at your table and come to consensus as to why you gave it the score
4. Be prepared to share

Scoring Sample Student Responses TDA Questions

Student Work “This passage is about how...”- Score: 2

Analysis:

- Attempts to address the question, but does not have a clear understanding
- Weak analysis focuses more on being called “Messy”
- Superficial evidence in an attempt to support the question

Writing:

- Introduction and conclusion provided
- Reference to text but does not support analysis
- Uses transitions
- Errors in conventions do not interfere with meaning

What you would expect to see in the proficient-level response?

- Marissa kept trying to draw the horse
- Signing her name to the drawing shows that she is pleased with her work
- Marissa doesn't give up despite negative comments from friends and family

Scoring Student Work Samples using Protocols

Calibration Protocol and Student Work Analysis Protocol

1. Read (or reread the text)
2. Read the Text-Dependent Analysis question
3. Discuss as a group what you would expect to see in the proficient-level response?
4. Read the student response and place in groups (high, average, low)
5. Score the student responses
6. Discuss the scores at your table and come to consensus as to why you gave it the score
7. Be prepared to share

Close Reading and TDA

How is close reading connected to Text-Dependent Analysis Questions?

Jigsaw Reading –A Primer on “Close Reading of Text”

Count off by 4's

Close Reading and TDA

Expert groups- read your section and discuss key ideas

Group 1. Introduction

Group 2. Close Reading Defined & Attributes of Close Reading Lessons

Group 3. Background Knowledge and Close Reading & Additional Considerations When Implementing Close Reading in Practice, 1st Bullet

Group 4: Additional Considerations, 2nd and 3rd Bullets

Form a group with 1,2,3, and 4. Share about your section.

Discuss the following questions:

1. What is necessary in classrooms, schools, and districts for students to successfully respond to Text-Dependent Analysis Questions? Use evidence from the text to substantiate your claims.
2. What professional development will need to accompany the understanding of Text-Dependent Analysis?

Close Reading

Encourage teachers to:

- Prompt students to reread text frequently for various text-dependent questions
- Students refer to evidence from the text when responding
- Questions can be varied and might include a combination of formal and informal responses
- Use a variety of teaching methods
- Use a variety of grouping configurations

Close Reading

- Avoid conducting pre-reading activities; allow students to experience the text on their own
- Give brief definitions of words in which context clues **do not** reveal meanings
- Set the stage for the lesson by posing an essential guiding question and stating the title and author
- Prepare students for grade level text complexity

REMEMBER:

- Text-dependent analysis questions generally call on students to employ close reading strategies.
- Strategies should not be taught in isolation.
- The text and the readers' need to comprehend the text should determine what strategies are activated – not the other way around.
- **The search for text evidence should activate key strategies such as re-reading and monitoring comprehension.**

Text-Dependent Analysis Questions

- There is no one right way to have students work with text-dependent analysis questions.
- Providing for the differing needs of students means providing and scaffolding supports differentially – not asking easier questions or substituting simpler text.
- Listening and speaking should be built into any sequence of activities along with reading and writing.
- “Re-read it, think it talk it, write it”
- The standards require ALL students to read and engage with grade appropriate complex text regularly. This requires new ways of working in our classrooms.

What does this look like in the classroom?


- Classroom experiences stay deeply connected to the text on the page
- Students develop habits for locating evidence in both conversations, as well as in writing, to demonstrate **analysis of a text**
- Teaching elements of well-written essays
- Development of text-dependent analysis questions on a consistent basis




Application and Reflection...

Consider the following questions. Discuss at your table and share final thoughts.

- 1) What resources and structures are necessary at a classroom/school/district level to support the shift toward evidence-based reading and writing through the use of text-dependent analysis questions?
- 2) What does a classroom/school/district look like when evidence-based reading and writing is a priority?
- 3) What are the opportunities and challenges related to the shift toward evidence-based reading and writing?

Reflecting on today's workshop

 **Shaping My Thoughts**

	One idea <i>rolling</i> around in my head:
	One thought that <i>squares</i> with my thinking:
	One key <i>point</i> that I will take action on: