Text Dependent Analysis Implications for the K-2 Classroom: Thinking Deeply About Text

Aiken County Public School District
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Literacy for Learning, LLC
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The SC Ready writing prompt is a TDA item that requires students to read a text or passage and draw upon that text for written responses. So, what is the role of K-2 teachers in supporting and preparing students for SC READY beginning in third grade?
Session Outcomes

At the end of this professional learning session, participants will have:

• an understanding of the implications of text dependent analysis (TDA) for the K-2 classroom

• explored classroom structures and engagements that foster deep thinking about text

• debriefed literacy engagements in terms of teaching and learning appropriate for young readers and writers

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What is Text Dependent Analysis?

• Text Dependent Analysis and Text Dependent Questions ask questions that force students to synthesize answers based on specific evidence within a reading passage and demonstrate their ability to interpret the meaning behind that evidence.

• Answers are based on evidence from within the passage, but often ask students to interpret that evidence and justify it as an answer.
Why Text Dependent Analysis is Important

Making sure that students understand the meaning behind content is at the root of Text Dependent Analysis. College bound students need to have mastered the ability to synthesize content. One of the biggest reasons students leave college is that text is too complex. Students who have experience with text complexity and text dependent analysis are more apt to continue with their education.
The writing prompt will be a “text-dependent analysis” (or TDA) item. This type of item requires that students read a piece of text or passage and draw upon that text for their written responses—e.g., support their responses with evidence from the text.

The TDA item type is very different from the stand-alone writing prompts that were used in the past for SCPASS and that appeared on the ACT Aspire tests.
SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3-8)

4 – Demonstrates effective analysis of text and skillful writing

- Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)
- Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion
- Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas
- Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts
- Substantial reference to the main ideas and relevant key details of the text(s)
- Skillful use of transitions to link ideas within categories of textual and supporting information
- Effective use of precise language and domain-specific vocabulary drawn from the text(s)
- Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Source: South Carolina College-and Career-Ready ELA Standards 2015 pg. 25
K.5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.

1.5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.

2.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
Text-Dependent Questions

• Answered through close reading
• Evidence comes from text, not outside sources
• Understanding beyond the text
• Not recall
Close Reading of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. (p. 2)
CLOSE

analyzing

examining

stop and think

using evidence

read alouds

background knowledge

recognizing

repeated readings

note-taking

identifying own purpose

stamina

modeling

visualizing

author's purpose

questioning

interaction with text

schema

inferring
Close Reading

• It is an interaction between the reader and the text (Doug Fischer).

• It is about making careful observations of a text and then interpretations of those observations (Harvard University).

• It involves rereading; often rereading a short portion of the text that helps the reader to carry ideas to the whole text (Beers and Probst).
Features of Close Reading

- Short texts
- Complex texts
- Limited frontloading
- Repeated readings
- Text-dependent questions
- Annotation
Close Reading

• Not all students will immediately be able to read complex texts independently.

• Scaffolding will allow students to be supported while reading complex text and gradually releasing responsibility to students.

• Ways to Scaffold
  - Shared Reading
  - Interactive Read Aloud
  - Small Group Instruction
Powerful Close Reading Instruction

• Must raise engagement and joy, not diminish it
• Must lead to student independence, not dependence on teacher’s prompting
• Must be one piece of your reading instruction, not the only part of your instruction
Powerful Close Reading Instruction

• Must be repeated across time and involve lots of opportunities for practice, not to be a one-time, off-the-checklist activity

• Must be designed in response to the strengths and needs of your students, not planned solely to match a book or fit a scope and sequence.

Christopher Lehman, 2013
Essential Question

The SC Ready writing prompt is a TDA item that requires students to read a text or passage and draw upon that text for written responses. So, what is the role of K-2 teachers in supporting and preparing students for SC READY beginning in third grade?

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Connecting the Pieces

Talk with a partner about where you are now with your understanding of text-dependent analysis and close reading and the impact it might have on your planning and classroom instruction.
Sources and Resources

- *Close Reading in Elementary Schools*, by Douglas Fisher and Nancy Frey
- “Closing in on Close Reading” by Nancy Boyles
- *Core Six: Essential Strategies for Achieving Excellence with the Common Core*, by Silver, Dewing and Perini
- *Text-Dependent Questions*, by Douglas Fisher and Nancy Frey
Contact Information

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