



Text Dependent Analysis (TDA) Professional Learning Series:

Script for Module 13 – Developing Close Reading Lessons Leading to Analysis

Slide	Script
1	<p>Welcome to the Text Dependent Analysis Module #13: Developing Close Reading Lessons Leading to Analysis. This module answers the key question: <i>How do I create a close reading lesson leading to analyzing text?</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>How do you currently plan lessons to support the analysis of text?</i>2) <i>Why do you think it is important for students to analyze text during close reading instruction?</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>For students to successfully respond to text dependent analysis prompts, they should engage in close reading lessons. Close reading involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion, planned around repeated readings of a text to increase student comprehension. Close reading will often lead students to discover something important that they may have been overlooked the first time they read the text. Throughout a close reading, teachers can use text dependent questions to promote discussion and help students to better understand the nuances of what they are reading. Text dependent questions can be used to start student discussions and give students opportunities to discuss the text with each other and voice their ideas. Successful analysis requires a study of the text in which students are able to analyze over and over again.</p>
4	<p>A close reading lesson includes four main characteristics:</p>



The Thompson TDA Model

	<ul style="list-style-type: none"> • Engaging students in reading a challenging text that allows for analysis of reading elements • Reading the text or more specifically, sections of the text, multiple times for a specific purpose • Participating in collaborative discussions in order to make thinking visible, and • Intentionally dedicating time to the close reading process. <p>Let's examine each of these characteristics more thoroughly to support the process of creating the lesson.</p>
5	<p>The development of a close reading lesson leading to analysis can include texts that are a part of the district's reading program or ones that are teacher selected. When considering challenging texts, these should be accessible to students and within their zone of proximal development for comprehension and the ability to analyze. In other words, while ideally, students should be able to decode and make meaning of texts at the grade appropriate complexity level based on Lexile and a qualitative analysis, this is not always the reality. Nonetheless, all students are capable of thinking deeply about what they are listening to and/or reading.</p>
6	<p>The selected text should clearly allow students to analyze the reading elements that they have been learning about in the unit. For example, if students have been learning about theme and how to determine a theme by examining the character's actions, thoughts, words, and/or feelings throughout the unit, the text should also allow students to focus on characters and theme. In other words, it wouldn't make sense to suddenly expect students to analyze tone and word choice in an informational text when this hasn't been included in the unit instruction.</p> <p>Additionally, the text should not be so explicit that there are little to no opportunities for students to make inferences or to analyze. This occurs most often with informational text in which the author explicitly states the structure of the text or explains the key ideas in such detail, little room is left for interpretation.</p>
7	<p>Please pause the video and consider the unit that you are currently teaching. Record in your journal, page 3, the reading elements that are the</p>



	<p>focus of your unit. Then examine an upcoming text in your unit and determine if the text could be used for teaching analysis during a close reading lesson. In your journal, explain why you think it could or could not be used for the lesson based on selection of a challenging text. After your reflection discuss with colleagues, then resume playing the video.</p>
8	<p>A second characteristic of a close reading lesson is planning for multiple readings of sections of the text. When thinking about multiple readings of text during close reading, we are not suggesting that students read the entire text from beginning to end multiple times in one sitting. Rather, when developing the close reading lesson, the teacher identifies which sections of the text students should reread allowing them to move beyond getting the gist of the text. By rereading the section of the text, students are able to make connections and inferences, make meaning of the author’s techniques or use of figurative language, and/or consider what the text leaves uncertain or unstated with respect to the reading elements or structures to be analyzed.</p>
9	<p>Expecting students to reread sections of the text requires identifying a specific focus and purpose. Developing text dependent questions ahead of the rereading will help to ensure that students know why they are rereading and what they are intended to make meaning of in that section.</p> <p>For example, if students are studying techniques that reveal suspense, and they will be expected to analyze how foreshadowing, symbolism, and/or repetition creates suspense, the lesson should be structured so that students are directed to reread a specific section of the text that emphasizes the technique. They are then guided by text dependent questions which allow students to wrestle with how the author develops these reading elements.</p> <p>The questions may guide students to examine the characters, setting, dialogue, and/or author’s word choice to note any unusual parts that could be hinting at the future, if there are hints about possible future tensions between characters, the mood that is created through the techniques, and so on.</p>



10	Please pause the video and examine the text you could use for teaching analysis of the identified reading elements. Record in your journal, page 4, the section of the text and the text dependent questions you would pose to support the analysis of these reading elements. In your journal, explain how these reading elements support comprehension and analysis. After your reflection discuss with colleagues, then resume playing the video.
11	A third characteristic is collaborative discussions. While students can think and write in response to the text dependent questions, engaging students in collaborative discussions allows students to deepen their understanding of the text and analyze how all reading elements work together. Through these discussions, students are able to discuss their understanding of the text and how all text elements work together. Students can then synthesize and integrate information from the text and from their peers to build knowledge, increase their vocabulary, and identify evidence to support their thinking. Additionally, collaborative discussions expose students to diverse perspectives allowing them to understand various possibilities about the author's meaning of the text.
12	As students engage in collaborative discussions, student thinking is made visible. In other words, as a teacher circulates and listens to the discussions, she is able to ask probing questions encouraging students to locate evidence from the text to support ideas or ask clarifying questions ensuring a clear chain of reasoning in thinking. Teachers can then use the visible thinking as formative assessment information to adjust instruction in the moment and for the following day.
13	Finally, when developing a close reading lesson leading to analysis, it is critical to dedicate time for each aspect of the lesson. Engaging with complex texts and responding to meaningful text dependent questions through collaborative discussions takes time. Providing the necessary time for each of these aspects of close reading to occur, students will gain the necessary knowledge and skills to move them along the continuum of deeper learning and thinking that allows for analyzing text. This means that an additional class period may be required for a close reading lesson that is typically allotted for reading instruction. Teachers will need to identify how this extra time will be included in their schedule and/or scope and sequence.



	<p>The engagement in close reading is not a change in the content that is taught, but rather a change in how you teach it!</p>
14	<p>When developing a close reading lesson leading to analysis, there are several decision points that need to be considered including:</p> <ul style="list-style-type: none"> • Have students been exposed to and taught the meaning of different reading elements, such as theme, tone, or symbolism, for example? • Have students been taught the meaning of analysis? Do they know what is expected when analyzing text, such as locating text evidence, making inferences, and/or demonstrating an interrelationship between two reading elements? • Do students know how to engage in collaborative discussions including thinking and talking about texts and using appropriate language when participating in discussions? • Have students been taught how to identify accurate and precise evidence rather than reading or copying whole paragraphs of text? • How often have students been exposed to deconstructing TDA prompts? Will you need to develop the lesson to include this expectation or have students had multiple opportunities to deconstruct prompts and will only need to use their prior knowledge to identify the reading elements in the lesson's prompt? <p>Answering these questions will allow you to know how much time should be dedicated for a close reading lesson.</p>
15	<p>Please pause the video and record in your journal, page 5, given what you have taught in your reading lessons about the reading elements, text dependent questions, and collaborative discussions, how much time would be needed for a close reading lesson that includes the different aspects of close reading and the decision points listed on the previous slide? Explain your rationale. After your reflection discuss with colleagues, then resume playing the video.</p>
16	<p>As you plan to develop a close reading lesson, let's look at an example that includes all of the information necessary for success. You may not need to record all aspects of the information that we provide, but you will want to be</p>



	<p>sure that you use a backward design process in which you begin with the end in mind.</p> <p>This means you want to be clear that you have selected the appropriate text at the right level of complexity for your students, that you have clearly identified the reading elements for analysis. You will then want to be sure that what you are expecting is supported by the grade level standards.</p>
17	<p>As part of the backward design process, teachers should identify the instructional text dependent analysis prompt. We identify the prompt as “instructional” because it is not intended to be used for a grade but rather is part of instruction which includes scaffolding, modeling, and practice. A response to the prompt should be written by the teachers to be sure that the text supports the analysis, which includes identifying evidence, making inferences, and demonstrating an interrelationship between the reading elements.</p>
18	<p>An instruction plan should be developed with a focus on three key questions:</p> <ol style="list-style-type: none"> 1. What are the planned activities and text dependent questions used to engage students in the targeted learning? 2. What are the teacher’s actions for each of the activities? 3. What are the students’ actions for each of the activities?
19	<p>A high-quality lesson plan created using this backward design approach ensures that the lesson has:</p> <ul style="list-style-type: none"> • a clear objective that helps the students to focus on the task and know what they are working towards, • well-organized content helping students to keep on track for the learning, • a student-centered approach designed to meet the individual needs of each student ensuring that all students can learn and grow in a supportive environment, • engaging activities, such as collaborative discussions, that promote learning and spark interest, and • a formative assessment of students’ learning based on the lesson's objective that provides feedback so that teachers and students can



	determine if they have met the objective and allows the teacher to track individual progress and overall success.
20	<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 questions in you journal (pages 6-7):</p> <p>Consider your instructional practices:</p> <ol style="list-style-type: none">1) In what ways are your current reading lessons similar and different from the high-quality close reading lesson described in this module?2) Examine a current reading lesson you are planning to teach. Explain how you can begin with this lesson and revise it to meet the expectations of a high-quality close reading lesson leading to analysis.
21	If you are interested in further information about the content of this module, see the Text Dependent Analysis – Close Reading Lessons. These close reading lessons are available for the different grade levels and can be found in the TDA Toolkit.
22	This module answered the key question: <i>How do I create a close reading lesson leading to analyzing text?</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.
23	Additional information for this module can be found using these references.
24	Thank you for taking the time to engage in Module 13.