



DAY 1 LEARNING GUIDE

The What and Why of Text-Dependent Analysis

Leveraging Text-Dependent
Analysis for Learning

The What and Why of Text-Dependent Analysis

Setting the Stage

- 4 Learning Targets and Success Criteria
- 5 Monitor Your Learning

From the Research

- 7 Developing Common Language About Text-Dependent Analysis

Prompts and Texts

- 9 Prompt Differences
- 10 Types of Prompts
- 11 Questions Worth Asking
- 13 Practice with Prompts
- 14 Practice Prompts
- 15 Texts Worthy of Text-Dependent Analysis
- 19 Modified Tuning Protocol
- 21 Learning Centers Overview
- 22 Learning Center 1: Writing Quality Prompts
- 24 Learning Center 2: TDA Implications for Teachers
- 26 Learning Center 3: Choosing Quality Texts
- 27 Learning Center 4: Teaching Reading Through Content and Media

Implications

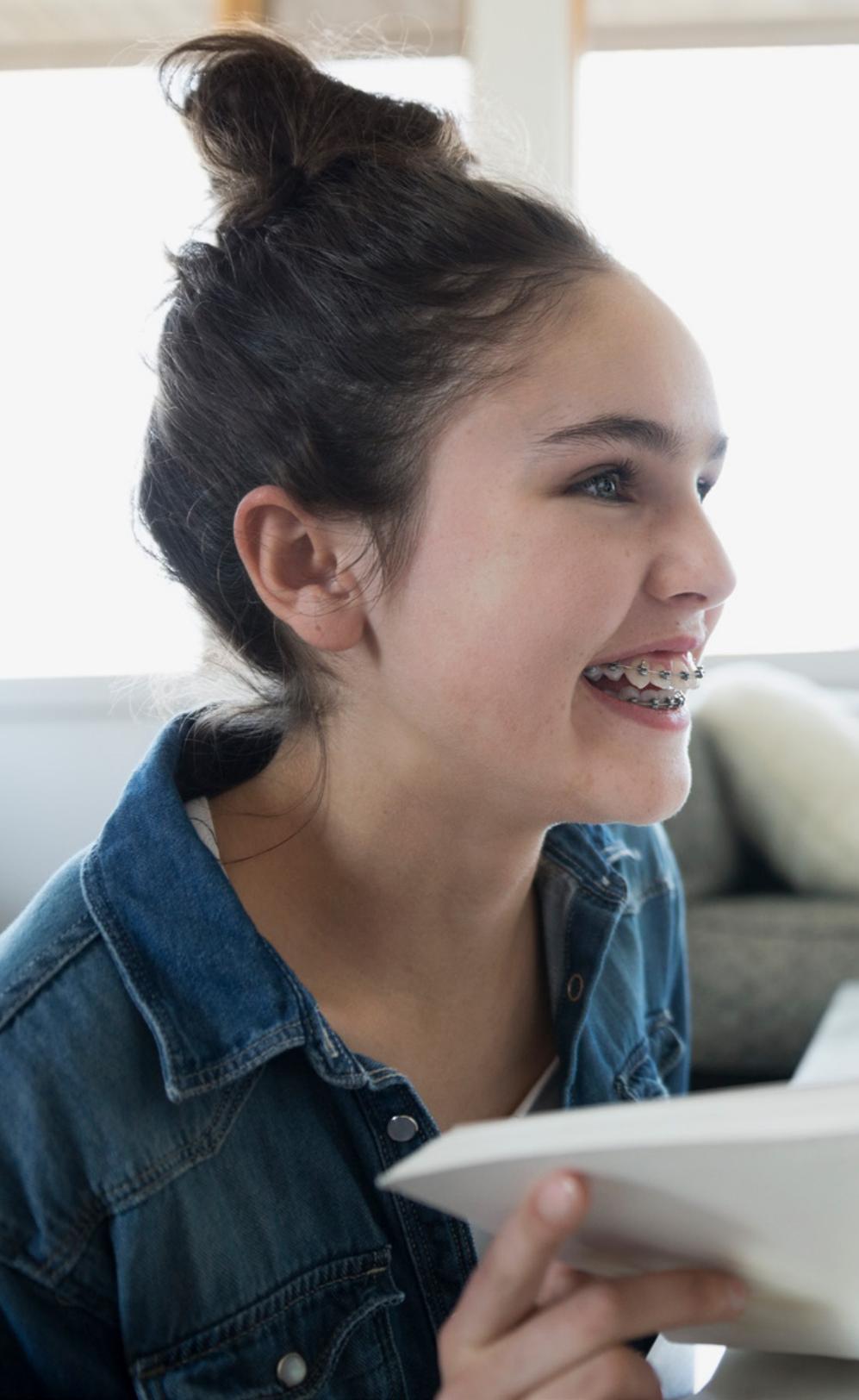
- 33 Questions About Implications
- 34 Preparing Students for Text-Dependent Analysis
- 35 The Standards and Text-Dependent Analysis: Draft a Prompt

Reflection and Planning

- 37 Reflection Questions
- 38 Responsive Lesson Planning
- 39 Planning for Day 2: Preparing Students for TDA

Setting the Stage





Learning targets

- Outline the differences between text-dependent analysis (TDA) and traditional reading comprehension prompts
- Connect close reading, analysis, and writing strategies to the TDA process
- Develop prompts to use throughout the course of instruction to produce evidence-based responses

Success criteria

- Identify the characteristics of a quality TDA prompt
- Compare traditional reading comprehension prompts and TDA prompts
- Identify skills necessary to respond to a TDA prompt
- Draft a TDA prompt

Monitor Your Learning

Learning targets		New to me	I can define it	I get it	I can teach it	I can apply it another way
Outline the differences between text-dependent analysis (TDA) and traditional reading comprehension prompts	Pre:	<input type="checkbox"/>				
	Post:	<input type="checkbox"/>				
<hr/>						
Connect close reading, analysis, and writing strategies to the TDA process	Pre:	<input type="checkbox"/>				
	Post:	<input type="checkbox"/>				
<hr/>						
Develop prompts to use throughout the course of instruction to produce evidence-based responses	Pre:	<input type="checkbox"/>				
	Post:	<input type="checkbox"/>				
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From the Research



Developing Common Language About Text-Dependent Analysis

Text-dependent analysis (TDA)	Reading, responding, and writing (inferring and synthesizing) with evidence
Reading comprehension	The ability to process written language and understand it by making connections to prior knowledge
Text analysis	The art of attacking and pulling apart text to determine deeper meaning or to find evidence to support a particular task; this activity can be teacher-led or conducted independently
Evidence	Phrases or sentences within a text that support a statement or argument; a reader or writer uses evidence to advance a point of view or interpretation of the text
Close reading	Engage deeply with challenging and high-quality text, determine what the text explicitly says, make logical inference, and cite specific textual evidence
Analytical writing	The process writers use to advance a certain stance; successful writing requires writers to employ evidence to support a point of view or stance; analytical writing referencing the work of another author requires writers to use textual evidence to advance their claims

Current practice

1. How does TDA connect to classroom learning?
2. How and where does text-dependent analysis connect to your standards?

Prompts and Texts

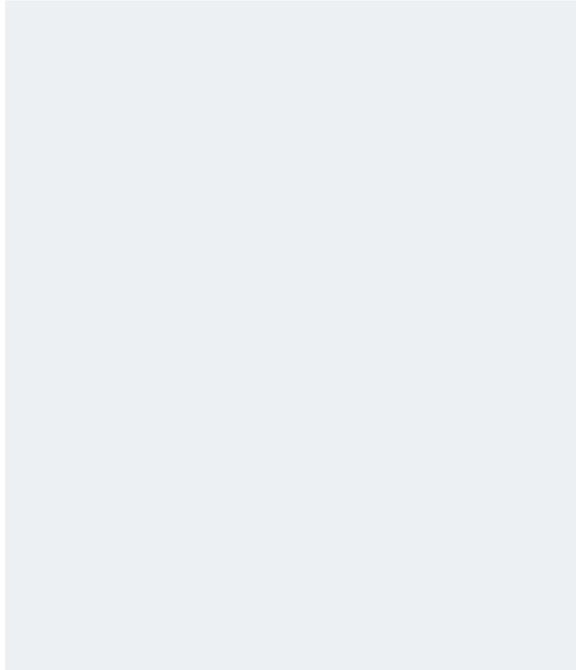


Prompt Differences

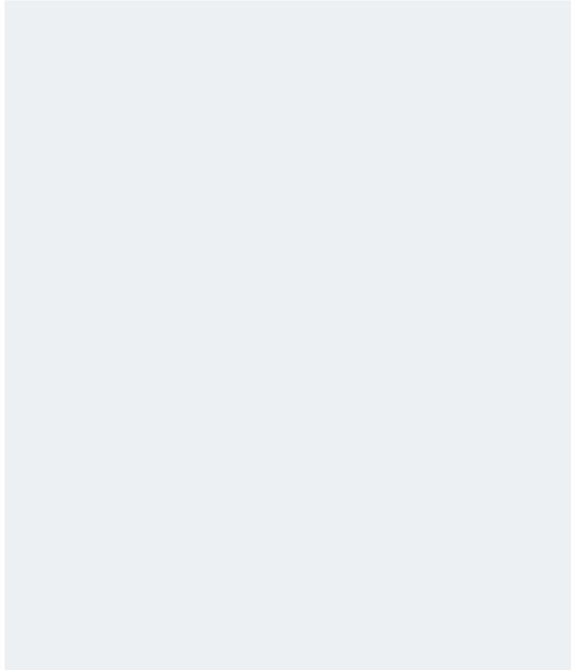
Open-ended comprehension	Experiential	Text-dependent analysis
Example: What is the author's message in <i>The Three Little Pigs</i> ?	Example: Consider a time you had a misunderstanding with a friend or family member. What happened, and how did you resolve the situation?	Example: Mood is a feeling or emotion that a reader experiences from a story. Explain how the mood in <i>The Best Syrup Ever</i> changes from the beginning of the story to the end. Write a well-organized response using specific evidence from the story to support your answer.
Requires literal or inferential comprehension	Is likely to call on prior knowledge or experience	Requires inferential comprehension with analysis/synthesis
Allows paragraph or bulleted-list responses	Allows paragraph or bulleted-list responses	Requires elements of an essay
	Is likely to be narrative	Requires evidence to support an idea or claim
Requires close reading	Doesn't require close reading	Requires close reading

Types of Prompts

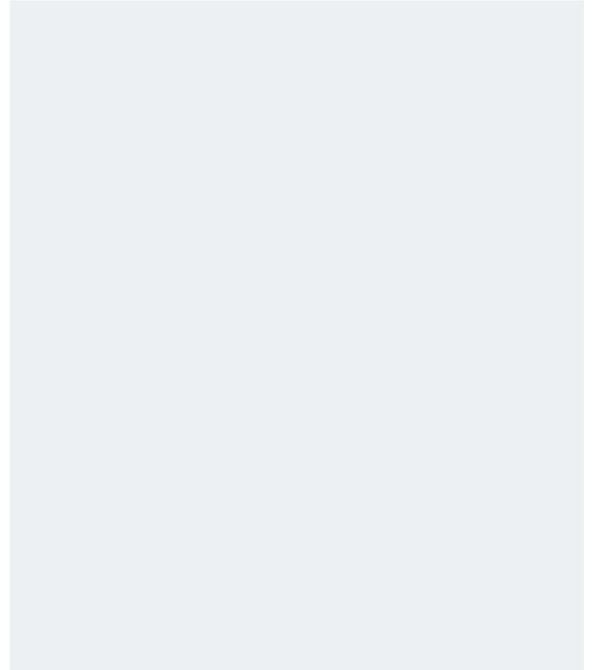
Text structure



Author's craft



Author's purpose



Day 1 Supplement

Access the Day 1 Supplement, Section A.

PART 1

Questions Worth Asking

To be able to create quality text-dependent prompts, we need to recognize what makes a quality prompt. With a partner, evaluate the quality of the six prompts listed below. Also identify the prompts as either typical reading comprehension or text-dependent analysis prompts.

Prompt	Quality	Not quality	Typical reading comprehension prompt	TDA prompt
Who is your favorite character in the story, and why? Use evidence from the text to support your response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How does the author use text features to support the information in the text? Use evidence from the text to support your response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How does the author's use of dialogue show how the characters change and develop throughout the story? Use evidence from the text to support your response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imagine seeing a manatee for the first time. Describe the experience. Use evidence from the text to support your response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What is the author's perspective about water conservation? Use evidence from the text to support your response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What were Abraham Lincoln's greatest challenges as a president, and how did he meet those challenges? Use evidence from the text to support your response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 2

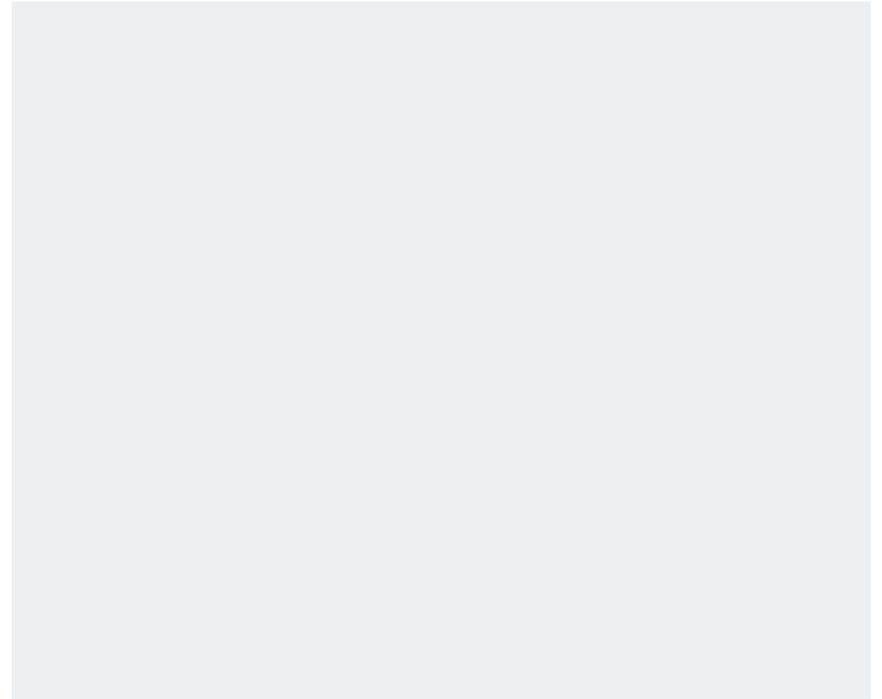
Questions Worth Asking, continued

With a partner, review three to four of the quality prompts listed below. Identify the characteristics that make them quality prompts and list them in the box on the right.

Prompts

- What is this story about? Use evidence from the text to support your response.
- The author states that Shakespeare was the “greatest writer who has ever lived, both in terms of telling stories and creating engaging characters.” Does the author successfully support this statement? Why, or why not? Use evidence from the text to support your response.
- Based on information in the text, which qualities are most important for a job candidate to demonstrate in a job interview, and why? Use evidence from the text to support your response.
- What theme do Text X and Text Y share? How do the authors of the texts develop this theme differently? Use evidence from both texts to support your answer.
- The author uses a sequential organizational pattern to present information in the text. How does this organizational pattern increase the reader’s understanding of the topic? Use evidence from the text to support your response.
- How does the author’s word choice build the mood and tone of the text? Use evidence from the text to support your response.

Characteristics



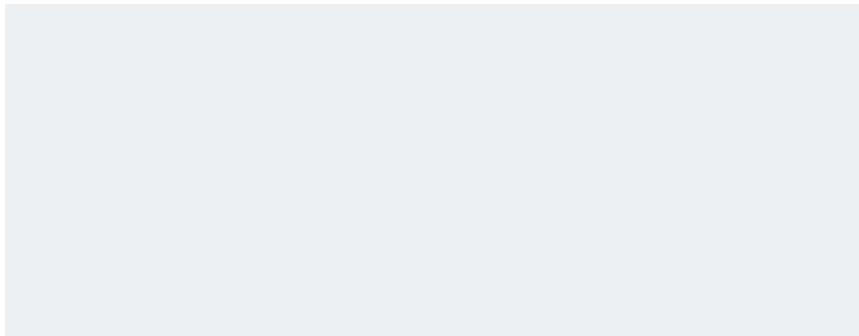
Practice with Prompts

Access the [Day 1 Supplement, Section B](#).

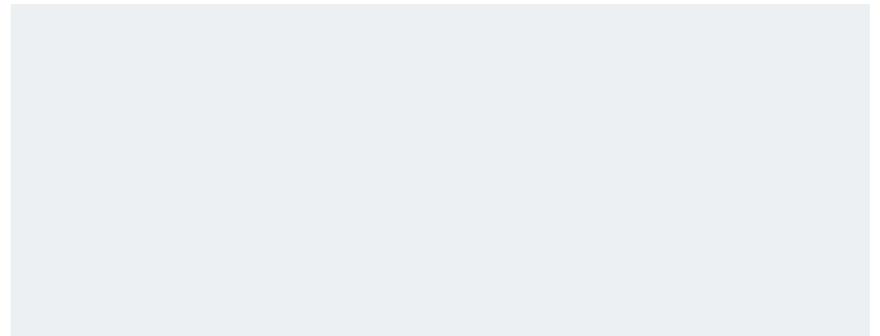
With a partner or small group, practice evaluating the quality of the text-dependent prompts for two to three texts listed in Section B. Where possible, choose texts that match or relate to the content area you teach to evaluate the quality of the prompts.

Characteristics

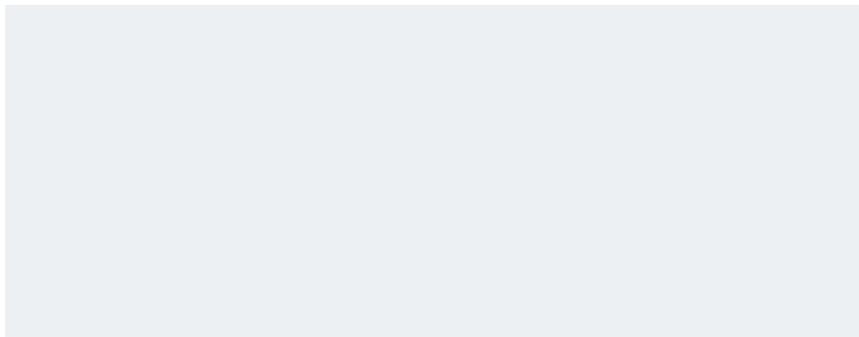
Prompt 1



Prompt 3



Prompt 2

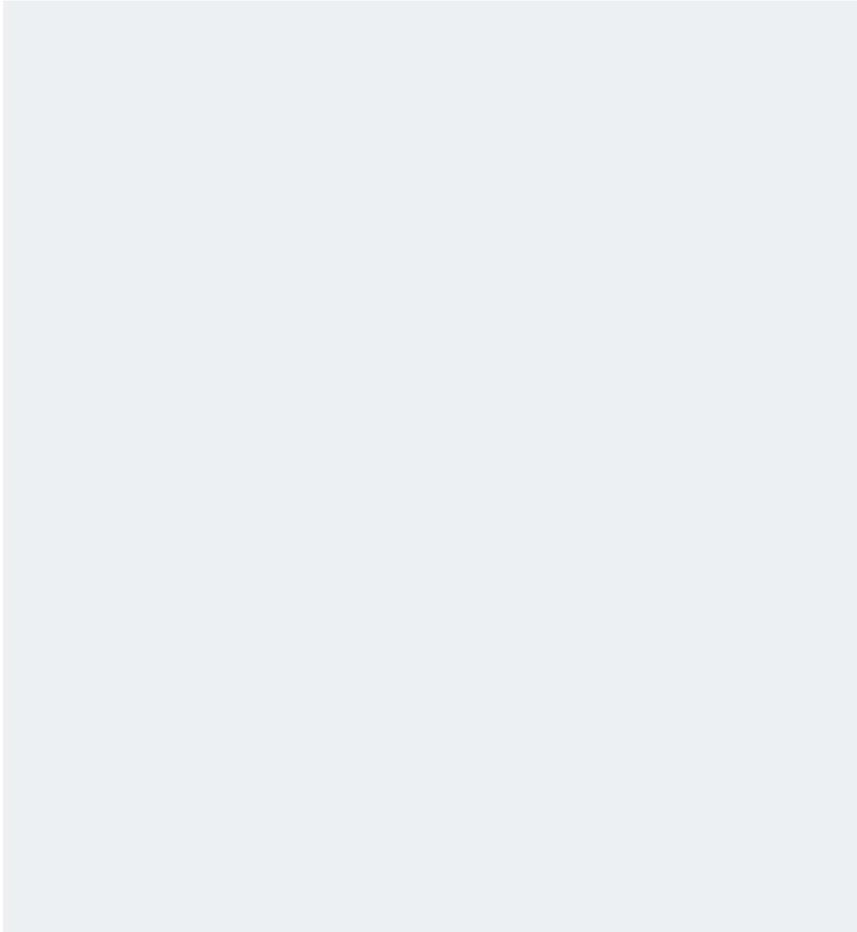


Practice Prompts

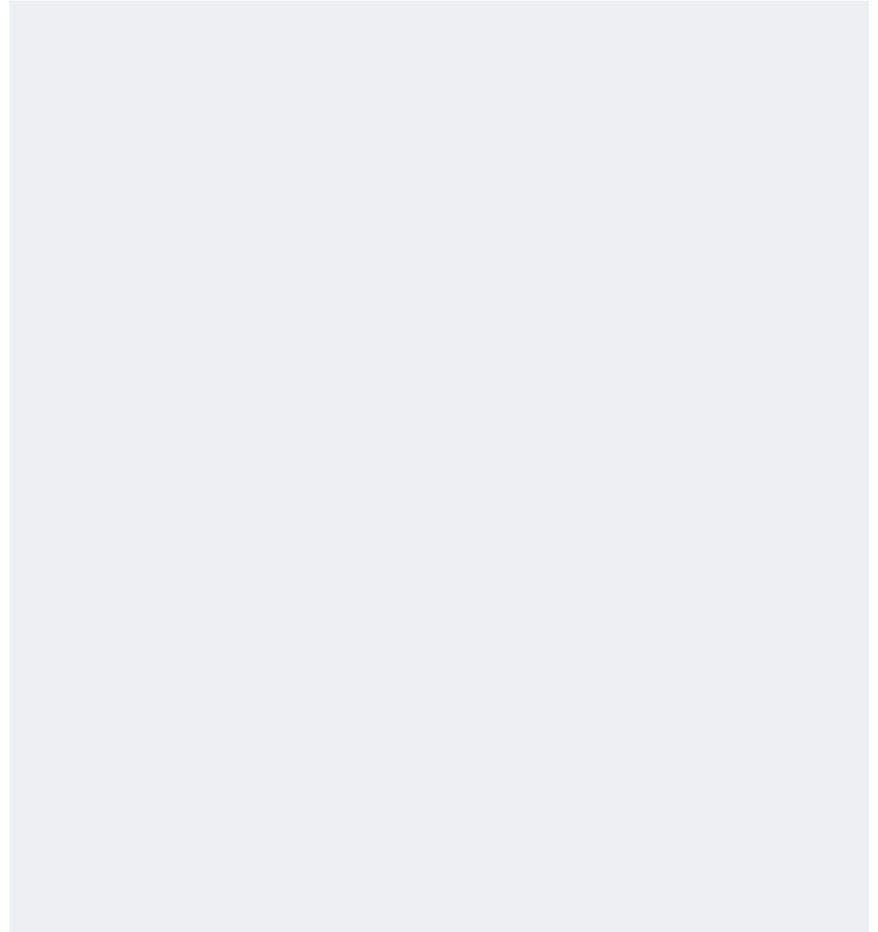
Directions

Use the spaces below to draft a TDA prompt and collect draft prompts from colleagues.

TDA prompt



Prompts from colleagues



PART 1

Texts Worthy of Text-Dependent Analysis

Before we can expose students to texts that are worthy of text-dependent analysis (TDA), we need to look at the quantitative and qualitative aspects of the texts to determine their TDA worthiness. Our planning process must shift to incorporate this step. As you read the text below, think about what makes it worthy of text-dependent analysis. Capture the characteristics you notice on p. 17.

Excerpt from *Treasure Island*, by Robert Louis Stevenson

Perhaps it was this—perhaps it was the look of the island, with its grey, melancholy woods, and wild stone spires, and the surf that we could both see and hear foaming and thundering on the steep beach—at least, although the sun shone bright and hot, and the shore birds were fishing and crying all around us, and you would have thought anyone would have been glad to get to land after being so long at sea, my heart sank, as the saying is, into my boots; and from the first look onward, I hated the very thought of Treasure Island.

We had a dreary morning's work before us, for there was no sign of any wind, and the boats had to be got out and manned, and the ship warped three or four miles round the corner of the island and up the narrow passage to the haven behind Skeleton Island. I volunteered for one of the boats, where I had, of course, no business. The heat was sweltering, and the men grumbled fiercely over their work. Anderson was in command of my boat, and instead of keeping the crew in order, he grumbled as loud as the worst.

"Well," he said with an oath, "it's not forever."

I thought this was a very bad sign, for up to that day the men had gone briskly and willingly about their business; but the very sight of the island had relaxed the cords of discipline.

All the way in, Long John stood by the steersman and conned the ship. He knew the passage like the palm of his hand, and though the man in the chains got everywhere more water than was down in the chart, John never hesitated once.

"There's a strong scour with the ebb," he said, "and this here passage has been dug out, in a manner of speaking, with a spade."

We brought up just where the anchor was in the chart, about a third of a mile from either shore, the mainland on one side and Skeleton Island on the other. The bottom was clean sand. The plunge of our anchor sent up clouds of birds wheeling and crying over the woods, but in less than a minute they were down again, and all was once more silent.

The place was entirely land-locked, buried in woods, the trees coming right down to high-water mark, the shores mostly flat, and the hilltops standing round at a distance in a sort of amphitheatre, one here, one there. Two little rivers, or rather two swamps, emptied out into this pond, as you might call it; and the foliage round that part of the shore had a kind of poisonous brightness. From the ship we could see nothing of the house or stockade, for they were quite buried among trees; and if it had not been for the chart on the companion, we might have been the first that had ever anchored there since the island arose out of the seas.

There was not a breath of air moving, nor a sound but that of the surf booming half a mile away along the beaches and against the rocks outside. A peculiar stagnant smell hung over the anchorage—a smell of sodden leaves and rotting tree trunks. I observed the doctor sniffing and sniffing, like someone tasting a bad egg.

» Continue reading on the next page.

PART 1

Texts Worthy of Text-Dependent Analysis, continued

Excerpt from *Treasure Island*, continued

"I don't know about treasure," he said, "but I'll stake my wig there's fever here."

If the conduct of the men had been alarming in the boat, it became truly threatening when they had come aboard. They lay about the deck growling together in talk. The slightest order was received with a black look and grudgingly and carelessly obeyed. Even the honest hands must have caught the infection, for there was not one man aboard to mend another. Mutiny, it was plain, hung over us like a thunder-cloud.

And it was not only we of the cabin party who perceived the danger. Long John was hard at work going from group to group, spending himself in good advice, and as for example no man could have shown a better. He fairly outstripped himself in willingness and civility; he was all smiles to everyone. If an order were given, John would be on his crutch in an instant, with the cheeriest "Ay, ay, sir!" in the world; and when there was nothing else to do, he kept up one song after another, as if to conceal the discontent of the rest.

Of all the gloomy features of that gloomy afternoon, this obvious anxiety on the part of Long John appeared the worst.

We held a council in the cabin.

"Sir," said the captain, "if I risk another order, the whole ship'll come about our ears by the run. You see, sir, here it is. I get a rough answer, do I not? Well, if I speak back, pikes will be going in two shakes; if I don't, Silver will see there's something under that, and the game's up. Now, we've only one man to rely on."

"And who is that?" asked the squire.

"Silver, sir," returned the captain; "he's as anxious as you and I to smother things up. This is a tiff; he'd soon talk 'em out of it if he had the chance, and what I propose to do is to give him the chance. Let's allow the men an afternoon ashore. If they all go, why, we'll fight the ship. If they none of them go, well, then, we hold the cabin, and God defend the right. If some go, you mark my words, sir, Silver'll bring 'em aboard again as mild as lambs."

It was so decided; loaded pistols were served out to all the sure men; Hunter, Joyce, and Redruth were taken into our confidence and received the news with less surprise and a better spirit than we had looked for, and then the captain went on deck and addressed the crew.

"My lads," said he, "we've had a hot day and are all tired and out of sorts. A turn ashore'll hurt nobody—the boats are still in the water; you can take the gigs, and as many as please may go ashore for the afternoon. I'll fire a gun half an hour before sundown."

Stevenson, Robert Louis. *Treasure Island*. London, Cassell and Co., 1883; Project Gutenberg, 1994.
<http://www.gutenberg.org/files/120/120-h/120-h.htm>

» After reading the passage, add your notes on the next page.

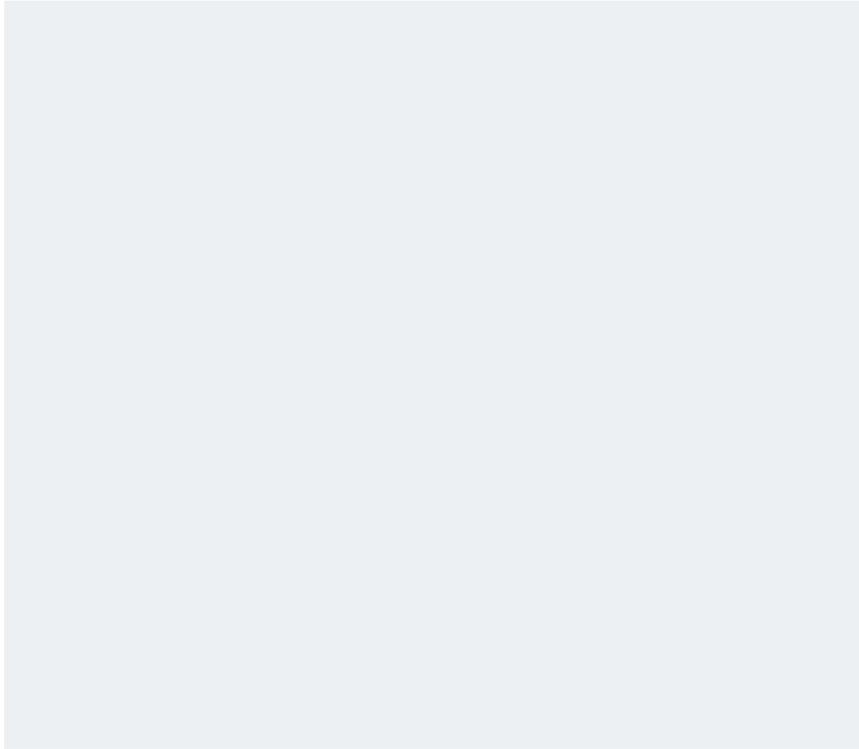
PART 1

Texts Worthy of Text-Dependent Analysis, continued

Directions

Capture the characteristics you noticed in the *Treasure Island* excerpt that make it worthy of text-dependent analysis.

Characteristics of quality text



PART 2

Texts Worthy of Text-Dependent Analysis, continued

Access the Day 1 Supplement, Section C.

Working with a partner, individually read one of the sample texts listed in Section C. As you read, note if your text exhibits the characteristics needed to make it worthy of text-dependent analysis. Then discuss what you noticed with a partner. Do the texts share common characteristics?

Text title	Characteristics you noticed

Where can you look for quality text in your setting?

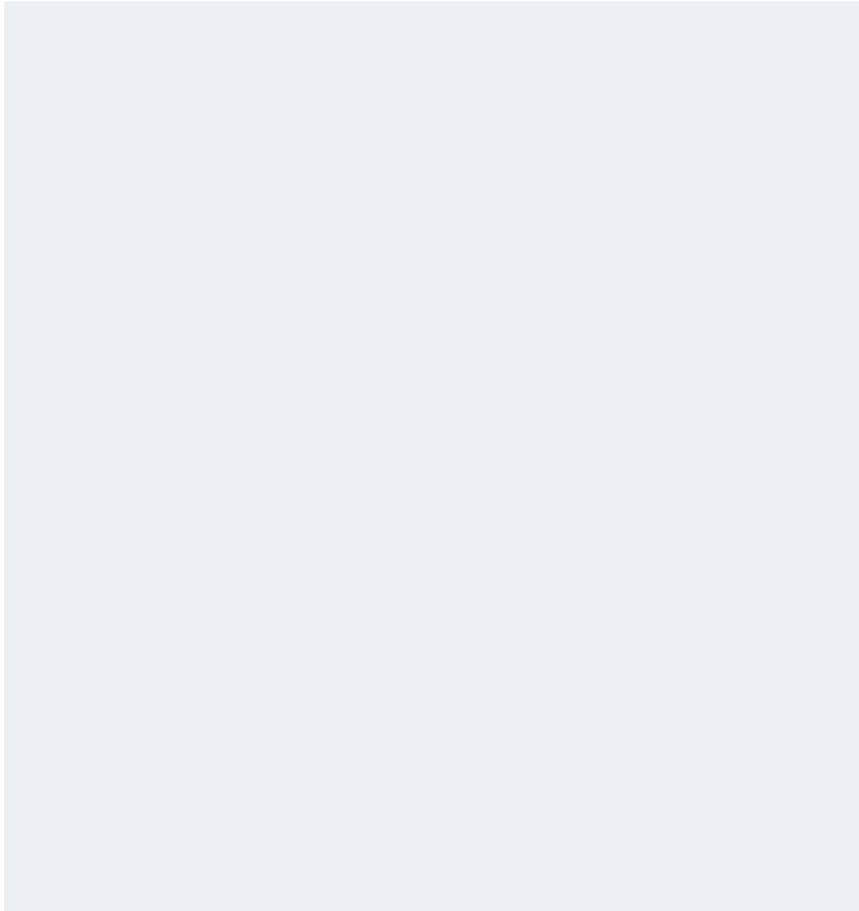
PART 1

Modified Tuning Protocol

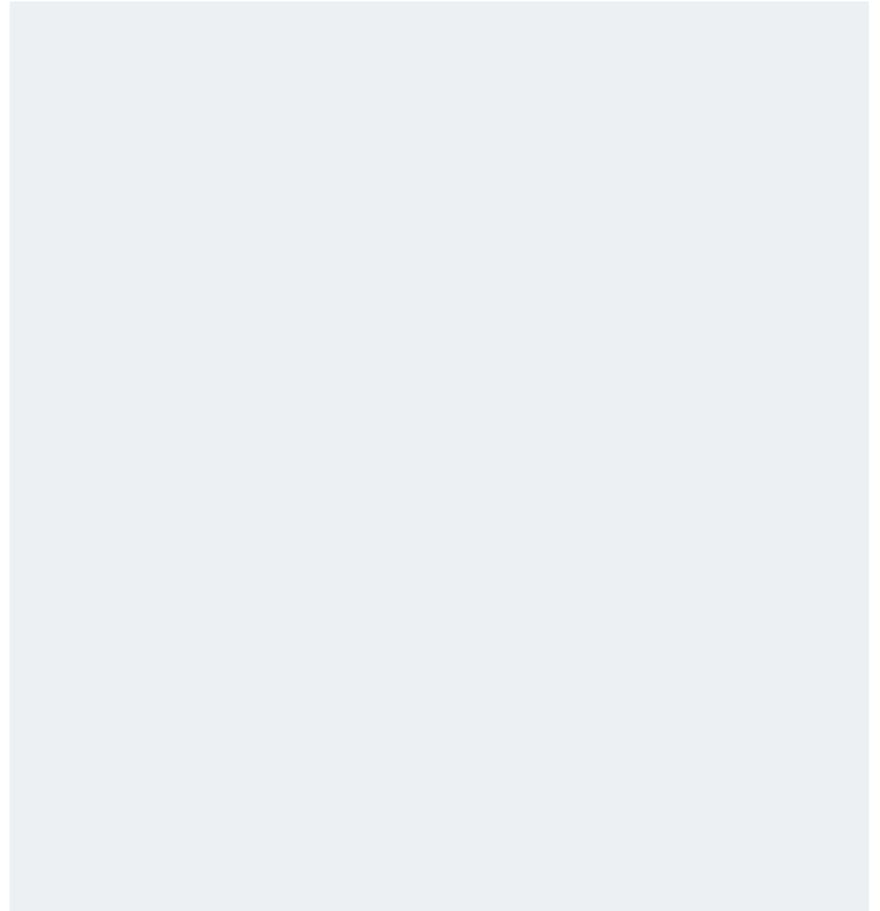
Access the Day 1 Supplement, Section D.

Working with a partner, choose one text from Section D to review. Each partner creates one draft quality prompt for the chosen text.

Partner A prompt



Partner B prompt



PART 2

Modified Tuning Protocol, continued

Sharing work offers benefits to everyone involved. The Modified Tuning Protocol provides a structured process for eliciting and responding to feedback. Use the protocol below to share the prompt you drafted.

Step	Activity	Time
1	Partner A shares a brief overview of the prompt and where in the learning the prompt occurs	2 min.
2	Partner B shares (repeat step one)	2 min.
3	Review the other person's draft prompt	8–10 min.
4	Partner A responds to Partner B's questions, identifies strengths, and responds to additional questions	3–5 min.
5	Partner B responds to Partner A's questions, identifies strengths, and responds to additional questions	3–5 min.

Variations: (1) partners can exchange learning guides and provide written feedback, or (2) partners can provide verbal feedback using a voice recording.

- Jot down the feedback you received
- As you reflect on it, use different symbols or highlighters to code comments that were positive, challenging, and interesting
- Use this information to support future planning

Learning Centers Overview

Choose the topics you'd like to investigate further (one learning center for each round).

ROUND ONE

LEARNING CENTER 1

Writing Quality Prompts

Individually or with a partner, deepen your expertise by writing and reviewing quality prompts for texts worthy of text-dependent analysis. Learn more about the consistent framework that you can use to write quality prompts across various content areas. Choose from English language arts, science, social studies, and math example texts to evaluate.

»» Go to p. 22.

LEARNING CENTER 2

TDA Implications for Teachers

Individually or with a partner, work through the implications text-dependent analysis has on teacher planning. Explore how you can engage students with the text—both by selecting passages worthy of text-dependent analysis and by drafting interesting, text-dependent questions. Additionally, think through the implications that text-dependent analysis has for teacher planning time in schools. This learning center focuses on the TDA process that applies to all content area teachers. (**Note:** This learning center includes a video, so earbuds will be useful.)

»» Go to p. 24.

ROUND TWO

LEARNING CENTER 3

Choosing Quality Texts

Individually or with a partner, deepen your expertise by analyzing and sorting texts worthy of text-dependent analysis. Learn more about the consistent framework that you can use to select texts worthy of text-dependent analysis across various content areas. Choose from English language arts, science, social studies, and math example texts to analyze and sort.

»» Go to p. 26.

LEARNING CENTER 4

Teaching Reading Through Content and Media

Individually or with a partner, explore how reading instruction can occur with text-dependent analysis of both written-word and media content. Choose from science or English language arts example texts to develop text-dependent questions and media options to pair with written text.

»» Go to p. 27.

Writing Quality Prompts

Access the Day 1 Supplement, Section E.

Individually or with a partner, deepen your expertise by writing and reviewing quality prompts for passages worthy of text-dependent analysis, listed in Section E. Learn more about the consistent framework that you can use to write quality prompts across various content areas.

Directions

1. With a partner, choose one of the four sample texts to read. Individually, write a prompt for the agreed-on text.
2. Once you've agreed on your text, individually read it closely. Because you already know this is a quality text, you can devote your effort toward crafting great prompts.
3. Begin with the end in mind. What are the central ideas and core understandings of the text?

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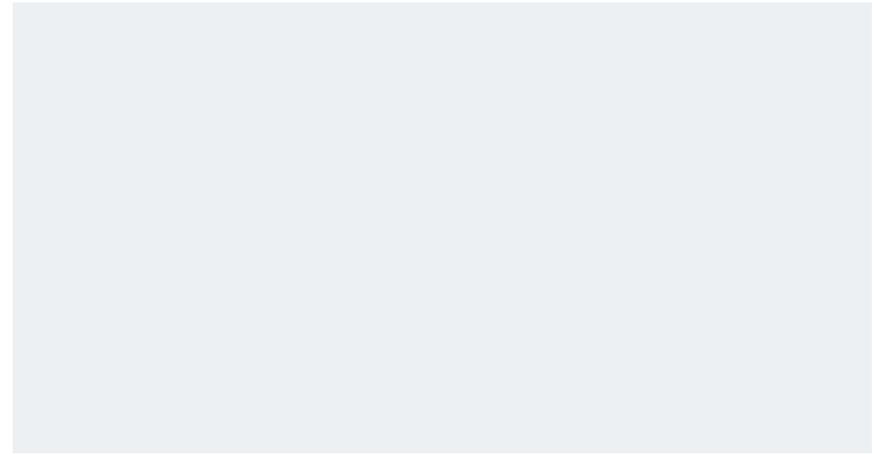
Writing Quality Prompts, continued

Considerations

Follow the process below to craft quality prompts that challenge and guide your students' thinking. (You may want to refer back to your notes on pp. 11–14 for support.)

1. Decide how you and your partner will benefit most from this activity. Will you work independently and compare notes along the way? Will you work through each step together?
2. Begin with some literal and analytical questions to start your students on the right track and to build confidence. Focus on:
 - key ideas
 - important academic vocabulary
 - text structure
3. Pose questions that will help students tackle challenging parts of the text. Look for places with:
 - difficult or unfamiliar syntax
 - dense information
 - puzzling transitions
 - a need for inferential thinking

4. Our questions are:



5. You've focused primarily on the worthiness of your questions. Now step back and ask:
 - Are they accessible, and do they draw your students in? (Feel free to refer back to your notes for specific criteria on pp. 11–14.)
 - Does the sequence support your students' journey from literal to conceptual thinking?
 - How do your questions tie in with your content standards? (You may want to refer to the standards listed in the Day 1 Supplement, Section A.)

TDA Implications for Teachers

Working in pairs or triads, watch video segments from EngageNY to examine themes related to close reading strategies and text-dependent analysis that have implications for teachers. After the video, reflect (first individually, then with your partner/group) on how the themes discussed could have an impact on your planning, use of these strategies, and teaching practice.

Note: While this video is situated in the instructional shifts that the Common Core State Standards (CCSS) require, the focus of this learning center is on the implications of using close reading strategies and TDA, not on the CCSS. Close reading predates the CCSS, and this video focuses on close reading and the implications for teachers.

Directions

1. Choose a timekeeper.
2. Read through the identified themes in the note catcher on the next page.
3. Watch the video called **Common Core Video Series: Common Core in ELA/Literacy, Shift 4 Text-based Answers**.
<https://www.engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers>
4. Move the slider at the bottom of the video frame to the **2:23 min.** mark and watch until the **7:06 min.** mark, then skip to the **10:01 min.** mark and watch until the end (**11:22 min.**). The video addresses both text-dependent discussions and writing prompts. Teachers prepare students for both, and both require significant planning that differs from other instructional activities.
Note: There is not enough time in this learning center to view the entire video; however, you may want to watch the rest of the video outside of this session because it adds to the discussion you will have.
5. After stopping the video, spend 2–3 min. individually capturing ideas in the note catcher. Individually choose two themes to discuss.
6. Individually share your observations and questions. If time allows, the group may consider additional questions or themes.
7. In the last section of the note catcher, jot down next steps you'd like to take or ideas you'd like to implement.

» Continue on the next page.

TDA Implications for Teachers, continued

Note catcher

Theme	General thoughts or questions	Implications for teachers
Keeping students focused on the text rather than on experiences, perceptions, or opinions that are outside of the text		
Meeting the challenge of developing engaging prompts that require students to use evidence from the text to completely and accurately answer		
Planning for instruction by reading the text closely and anticipating questions about the author's phrasing, references, and inferences		
Developing questions and prompts that are unique to this text rather than a rehash of common questions that are applicable to a variety of texts		
Steps to take or ideas to implement:		

Choosing Quality Texts

Access the Day 1 Supplement, Section F.

Individually or with a partner, deepen your expertise by analyzing and sorting texts worthy of text-dependent analysis, listed in Section F. As you analyze and sort the texts, consider the characteristics discussed earlier today and how you can apply them to determine if the texts are worthy of text-dependent analysis. Does a consistent framework of criteria emerge that you can use to select worthy text across content areas? As your students might do, feel free to annotate the texts as you read. Your notes may assist you in your decision-making.

Refer back to the characteristics discussed during the Texts Worthy of Text-Dependent Analysis section on pp. 15–18.

Examine your notes for things you might consider when choosing quality texts, such as:

- Grade-level appropriateness
- Student engagement
- Opportunity to learn
- Representative of what might be found in textbooks, periodicals, etc., and reflective of student identities
- Range of complexity within a grade
- Locally accessible

Teaching Reading Through Content and Media

Reading is traditionally taught through written text and giving students critical thinking frameworks to apply to that text. Knowing that students increasingly consume content through some form of media, how can we enable students to apply that same critical thinking framework to media? Pairing written text and media content is one way to promote this application.

Critical thinking framework

Within the text/content	
Literal understanding <ul style="list-style-type: none">• What does the content say?	Analytical understanding <ul style="list-style-type: none">• How does the author convey his or her meaning?• What does the author imply?

How will you plan your instruction so that students use the critical thinking framework to think about text and media content?

To see a completed framework, access the Day 1 Supplement, Section G.

Choose one of the content-specific options to try the planning process on your own. **Note:** This represents the full planning process teachers undergo for content (text and media), to be rolled out over the course of a few lessons, not one.

Option 1: Social Studies

» Go to p. 28.

Option 2: Science

» Go to p. 30.

» Continue on the next page.

Teaching Reading Through Content and Media, continued

Option 1: Social studies

Using the critical thinking framework below, review the text—Introduction to *Common Sense*—and capture TDA prompts in the table. Then consider which media content you could pair with the text that would let students apply the same critical thinking framework.

Critical thinking framework, part 1

Text	Content area	Nebraska Content Area Standards
Introduction to <i>Common Sense</i> , by Thomas Paine http://www.ushistory.org/paine/commonsense/sense1.htm	Social studies	
Essential question		

» Continue on the next page.

Teaching Reading Through Content and Media, continued

Critical thinking framework, part 2

Within the text/content	
<p>Literal understanding</p> <ul style="list-style-type: none"> • What does the content say? 	<p>Analytical understanding</p> <ul style="list-style-type: none"> • How does the author convey his or her meaning? • What does the author imply?
<p>Text-dependent analysis prompts</p>	<p>Text-dependent analysis prompts</p>
<p>Anticipated student responses</p>	<p>Anticipated student responses</p>
<p>What potential media content could you pair with this text?</p>	

Teaching Reading Through Content and Media, continued

Option 2: Science

Using the critical thinking framework below, review the text—Here’s What It’s Like to Spend a Year in Space—and capture TDA prompts in the table. Then consider which media content you could pair with the text that would let students apply the same critical thinking framework.

Critical thinking framework, part 1

<p>Text Primary Sources: Here’s What It’s Like to Spend a Year in Space, by National Geographic®, adapted by Newsela® staff, 2017</p> <p>https://newsela.com/read/lib-space-travel-scott-kelly</p>	<p>Content area Science</p>	<p>Nebraska Content Area Standards</p>
<p>Essential question</p>		

» Continue on the next page.

Teaching Reading Through Content and Media, continued

Critical thinking framework, part 2

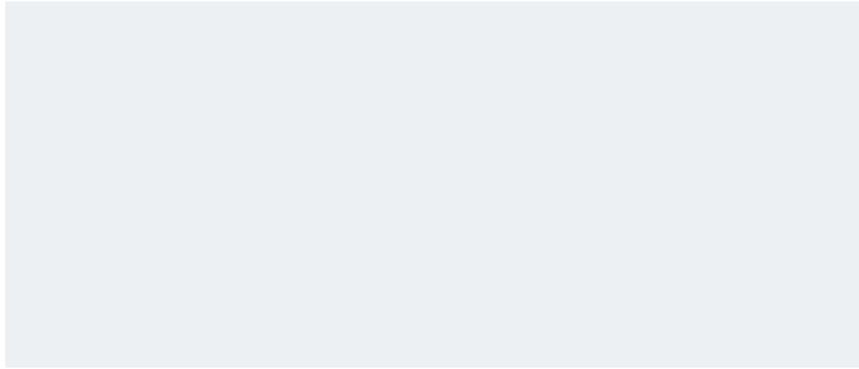
Within the text/content	
<p>Literal understanding</p> <ul style="list-style-type: none"> • What does the content say? 	<p>Analytical understanding</p> <ul style="list-style-type: none"> • How does the author convey his or her meaning? • What does the author imply?
<p>Text-dependent analysis prompts</p>	<p>Text-dependent analysis prompts</p>
<p>Anticipated student responses</p>	<p>Anticipated student responses</p>
<p>What potential media content could you pair with this text?</p>	

Implications

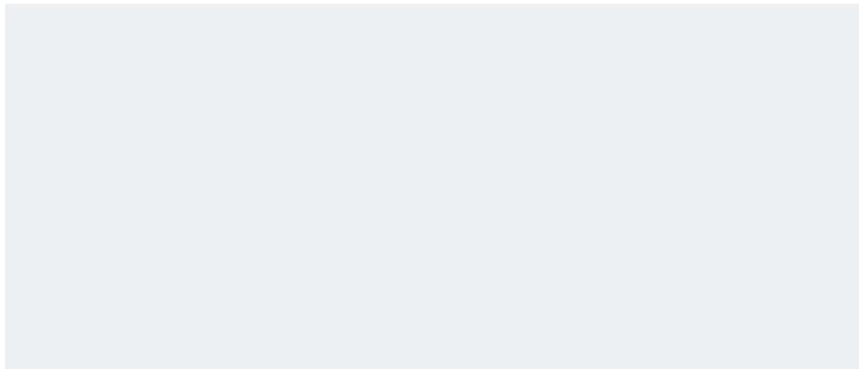


Questions About Implications

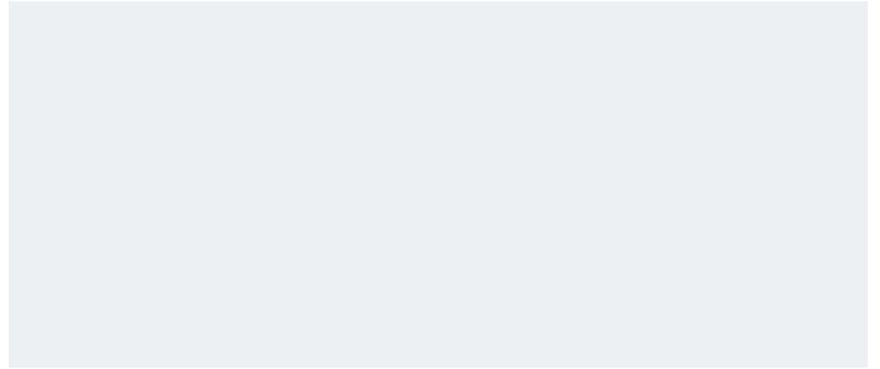
1. How does the ability to read complex texts relate to a student's potential for college and career success?



2. How can effective close-reading instruction help all students access and use complex texts at every grade level?

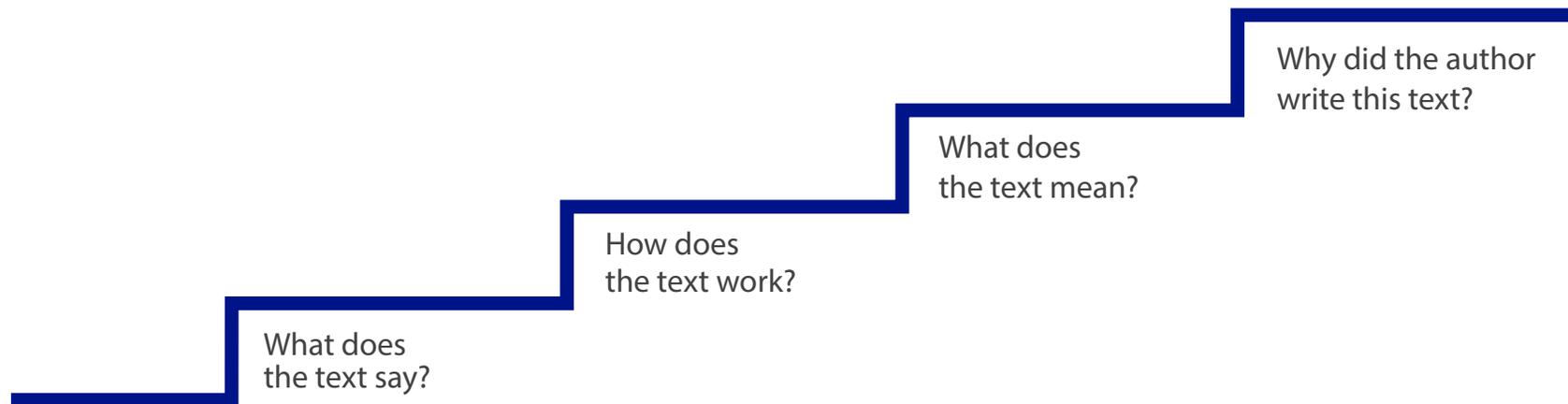


3. What are the implications of close reading for literacy instruction in social studies, science, math, and other content areas?



Preparing Students for Text-Dependent Analysis

Purposeful reading



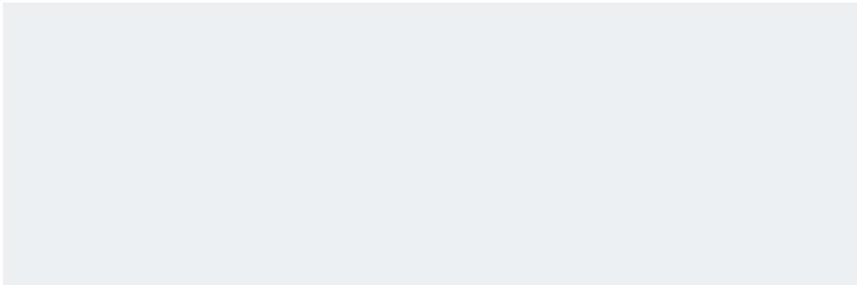
The Standards and Text-Dependent Analysis: Draft a Prompt

Access the [Day 1 Supplement, Section B](#).

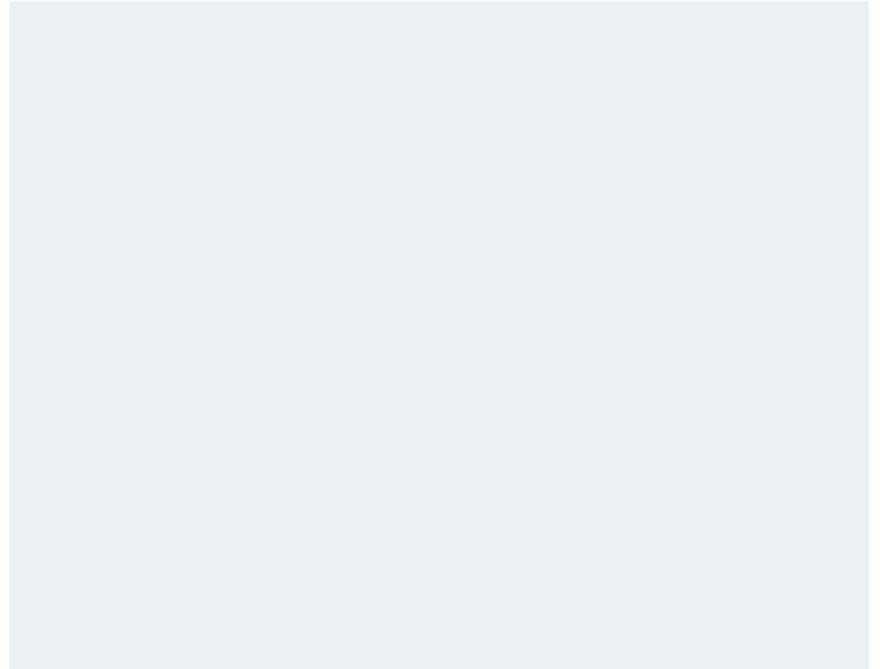
In a small group with content area colleagues, revisit standards you have previously highlighted. As a group, refer to the texts you evaluated for quality, listed in Section B.

Choose one text your group would like to use in your classrooms that incorporates the standards. Using this text, draft a quality prompt for it. NWEA® will review all drafted prompts and provide feedback at the next learning session.

Text title



Prompt 1

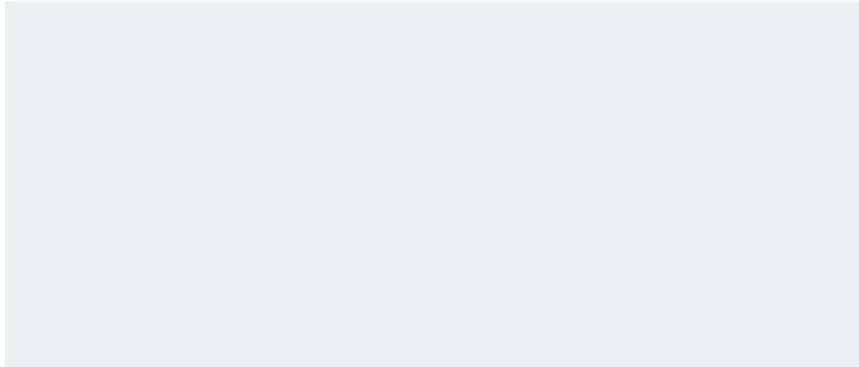


Reflection and Planning

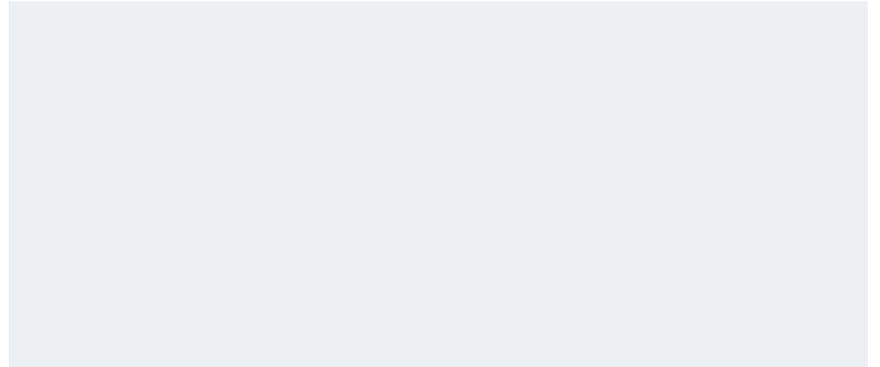
A young boy in a white polo shirt is smiling and looking down at a tablet computer on a desk. He is in a classroom setting with other students in the background.

Reflection Questions

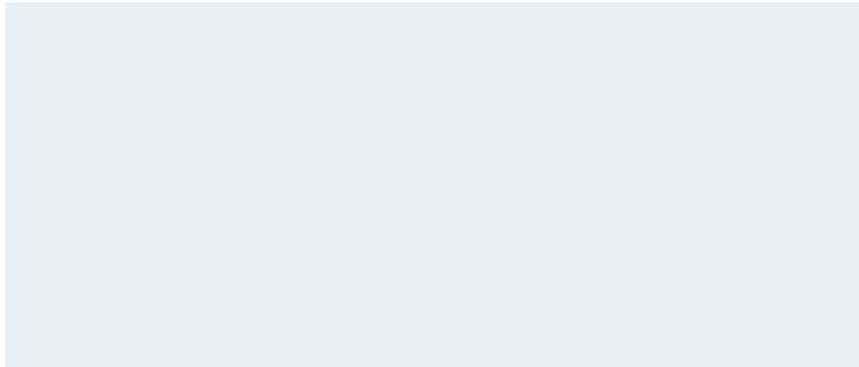
1. How might your writing prompts lead students away from text?



3. How will you incorporate more text-based writing into your classroom?



2. How does the process of creating a text-dependent question for an informational text compare/contrast with the challenge of creating one for a narrative text?



Responsive Lesson Planning

Text-dependent analysis has many implications and requires planning before we can place text in front of students and begin discussing it. We'll explore these implications in-depth over our three learning sessions. Today, we will focus on step one: identifying appropriate texts and developing good prompts.

Day 1 Planning Tool

Learning target	
Related standard (refer to the Day 1 Supplement, Section A)	
Possible texts or sources of texts	Anticipated student responses
<p>Places to look Your complex, grade-level text from your instructional materials and other scholarly sources</p> <p>People to consult Library media and reading specialists, content area and ELA colleagues</p> <p>To decide on the text you'll use, consider:</p> <ul style="list-style-type: none">• value and relevance• opportunities for thinking and learning• readability and accessibility• time required	<p>Remember that</p> <ul style="list-style-type: none">• each question should be worth asking and be worded in a way that guides student thinking• the questions should focus specifically on the nuances and challenges that this text presents• the questions, together, should establish a path that leads to more complex thinking <p>Tip Start with <i>what</i> you want to ask, then spend time on <i>how</i> you will ask it.</p> <p>Additional resource Text Complexity: Using a Qualitative Rubric video https://vimeo.com/107655441</p>

Planning for Day 2: Preparing Students for TDA

To do

- Hand in prompts drafted today so that the NWEA content team can review them
- NWEA will return one text and prompt per content area; pick one of these four to use in one class before Day 2
- Administer prompts
- Sort or categorize student work into the High-Average-Low categories using the criteria discussed today
- Bring your student work sorted into High-Average-Low stacks to Day 2
- If you have a rubric for TDA, please bring it
- NWEA will bring feedback to Day 2

Day 2 session description

This is a one-day offering for participants to engage in learning opportunities focused on identifying characteristics of quality TDA responses and using a protocol to review and discuss student samples. Throughout the day, participants will collaborate to identify strengths and misconceptions found in student work and to identify students' instructional needs. Participants will leave with a second-draft TDA prompt and a draft shared scoring rubric.

Learning targets

- Identify student strengths and misconceptions
- Develop a rubric to score TDA responses
- Identify responsive teaching strategies



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