

Pennsylvania ELA

Cultivating Text Dependent Analysis Skills

Why Now?

With students having to make up for missed learning, empowering teachers with instructional resources to support Text Dependent Analysis (TDA) is important now more than ever. And it's important to have texts that are highly engaging with relevant content to keep students excited.

Why Newsela?

Newsela can help take the complexity out of teaching TDA by providing resources to select complex texts, ask the right questions, and examine text structures so that teachers are equipped with resources to prepare Pennsylvania students for the Pennsylvania System of School Assessment (PSSA). With up-to-date real world content, rest assured that students will be motivated to learn more.



Text Dependent Analysis (TDA) Skills



HIGHLIGHTS:

Choosing Complex Texts

Using qualitative data in conjunction with quantitative data is important when selecting appropriate texts. With five reading levels available, it is possible to select the appropriate grade level text at a lower lexile level.

Understanding Summary vs. Inference vs. Analysis

Get your students to read between the lines and practice reading to comprehend with instructional supports like quizzes and writing activities that drive inquiry and complex text analysis.

Text Dependent Questioning

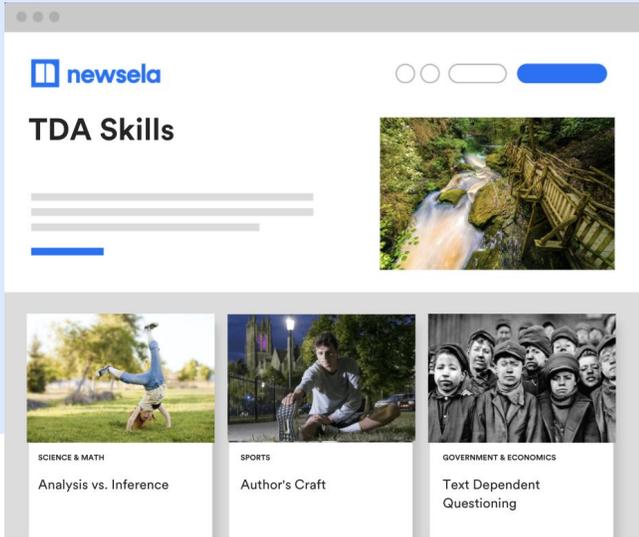
Empower teachers to annotate text, and embed text dependent analysis prompts within the text. By scaffolding questions you can move students beyond literal comprehension to interpretive comprehension, and call out explicit and implicit evidence in the text.

Author's Craft

Use writing prompts to analyze an author's use of literary devices (elements), text structure, or other choices made by the author. Enable students' to practice drawing evidence from text(s) to write essays in response to a prompts.

Instructional supports for each article

Help teachers expand students' learning experience and engagement



Curations, Lessons, and Customizations

Teachers can use Newsela to teach to the standards and priorities of their school and district. Create custom activities, search for content by standard, curate Text Sets, and control the reading levels students see.

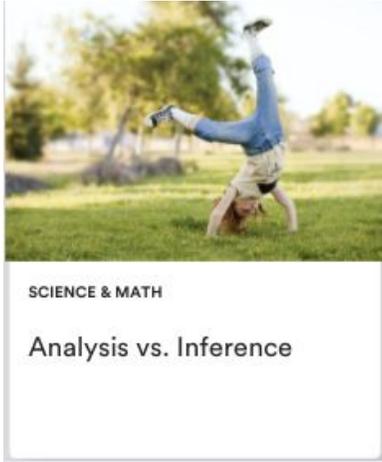
Quizzes, Writing Prompts, and Assignments

Teachers can create and share customizable assignments and give students access to reading comprehension quizzes, customizable writing prompts, and annotations.

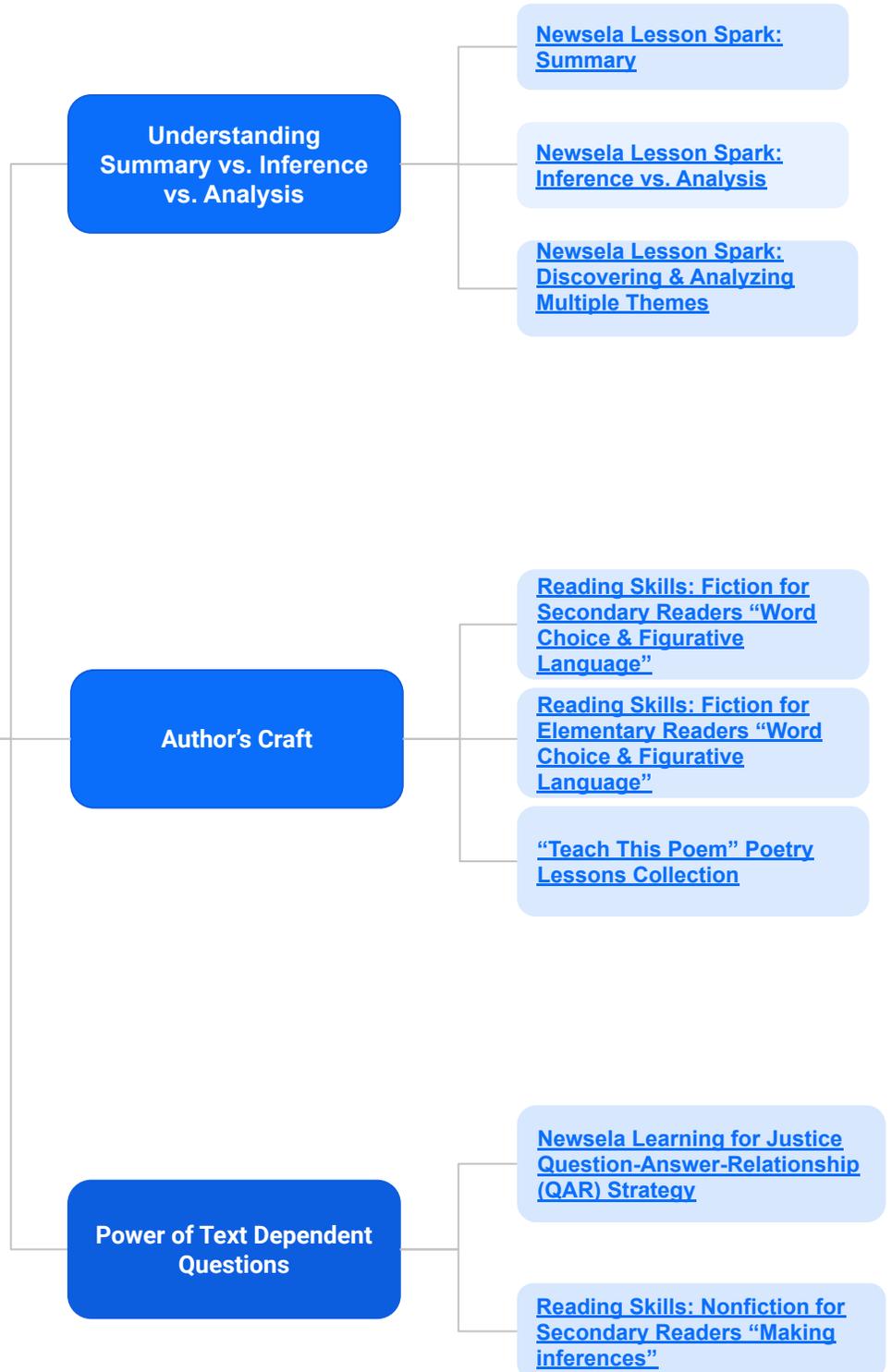


Pennsylvania Text Dependent Analysis (TDA)

The purpose of this lesson is to guide students towards understanding how specific actions lead students to demonstrate the expectations of text-dependent analysis (reading comprehension, analysis, essay writing).



Pennsylvania Text Dependent Analysis (TDA)



What is Text Dependent Analysis (TDA)?

PDE Language: Text Dependent Analysis (TDA) confirms Pennsylvania's commitment to the importance of writing in preparation for College and Career Readiness.

Compelling Question:

How can inferencing lead students to demonstrate the expectations of text-dependent analysis (reading comprehension, analysis, essay writing)?

Essential Question:

How can engagement with high-quality, high interest texts across content areas assist students in becoming analytical thinkers and producers?

Standards Alignment:

PDE SAS Literacy Alignment

CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

Lesson Sparks

Instructional Activities (Sample)

Before Reading

Class Brainstorm: Ask students to consider childhood stories and fairy tales that they know. Create a running list of these popular children's stories on the board. After making the list, ask students to discuss the following questions with a partner.

During Reading

As you read the text with students, model how you would highlight words or phrases that might contain multiple meanings in the text. Ask yourself: Does the author mean these words literally or is there another meaning? Explain how it might mean something else. If it's a simile or metaphor, walk through what is being compared and how this comparison brings more meaning to the description and text as a whole. Describe to students what it makes you think of or envision...

After Reading

Students can draw a picture of the figurative language and explain what they envision in this illustration organizer. Students can record and analyze examples of figurative language in a three-column chart ("Quote | Type of Figurative Language | Meaning/Analysis").

Teacher Resources

The activities above develop close readers by utilizing the following evidence-based best practices:

Examination of short complex texts

The stories/articles provided in this text set provide strong exemplars of characterization. A shorter excerpt passage is generally more manageable for students to dissect; it allows students to hone in on an author's craft and notice details they might not have in a longer text.

MAX
1210L
1060L
850L
6120L

Fiction

The Dark Tree

By Brian Gibbons, Cricket Media

Present Save Read Aloud Share Hide Print Add To Text Set



The Anatomy of a Newsela Complex Text

Is there enough complexity to formulate a strong text-dependent write prompt?

- Repetition of vocabulary
- Figurative language
- Use of dialogue
- Metaphor (perhaps extended)
- Symbolism

Is the dark tree a friend or foe? Photo by: Unsplash

"How come everyone calls it Dark Tree?"

He thought a moment before answering. "Years ago, it got struck by lightning and was set on fire. The rain put it out, but I guess the trunk never fully healed. **It's stayed charred** and singed ever since."

Teacher Annotation
It's damaged but something to be feared?

Sam had nodded then, but she knew there was more to that tree than fire and age.

A year later, Billy had double-dared her to go stand beneath it, and she felt as if the

tree had swallowed all the light around her.

She hadn't been able to breathe. After that day Sam knew Dark Tree had a soul, and it was as twisted as its

roots and branches. She hadn't gone near it since. Not until now. Now she didn't have a choice.

"Dairy! Dairy, I know you're up there!"

She had to shout above the wind. It had been blowing all morning. Even now it arched the tall grass and tugged at her shirt and overalls as if urging her to turn back. She couldn't, though. It was her fault her brother had gone running off in the first place. She knew she had hurt his feelings pretty bad for him to come here. **His mind didn't work as fast as others' did.**

Write Prompt
Write a response that analyzes how the author uses literary techniques to reveal a theme about humanity. Use evidence from the text to support your answer.

Student Response Annotation
Potential similarities between the "tree" and "Dairy"? Is there something to be learned by the creation of this metaphor?