Text-Dependent Analysis Skills

COHORT 1: LA VISTA (11.6.2018)

During the TDA Day 1 session called The What and Why of Text-Dependent Analysis, participants responded to the following prompt:

On chart paper, brainstorm skills that students need to respond to a TDA prompt.

Your cohort's brainstorm is compiled below.

- Basic reading skills

- Choose to read the text

- Analyzes explicit and implicit ideas from the text

- Deep evaluation of the text, ask critical questions

- Annotating for different types of text

- Break down a prompt

- Ensure they are answering the question being asked

- Understand structure of a TDA

- Understand the verbs: infer, analyze, explain, evaluate

- Understand components needed for structured response

- Outline topics, plan and organize thoughts

- Choose relevant evidence

- Use evidence correctly (paraphrase, quotes, citations)

- Stamina in the reading and writing process

- Know organizational patterns and be able to structure their writing, apply writing traits

- Know audience

- Focus on specifics

- Strong paraphrasing

- Analyze vs. copy

- Elaboration of ideas

- Author's purpose, perspective and bias

Text-Dependent Analysis Skills

COHORT 2: LINCOLN (11.7.2018)

During the TDA Day 1 session called The What and Why of Text-Dependent Analysis, participants responded to the following prompt:

On chart paper, brainstorm skills that students need to respond to a TDA prompt.

Your cohort's brainstorm is compiled below.

- Stamina
- Critical thinking
- Close reading, willingness to reread—skimming and scanning
- Understand author's purpose
- Implicit vs. explicit meaning
- Schema
- Annotation skills, outline/highlighting
- Text structure
- Summarizing
- Text features
- Find main ideas
- Predictions
- Inferences
- Context clues
- Understand academic vocabulary
- Connect the prompt to the text
- What does the verb mean in the prompt: analyze, describe, explain, compare, contrast
- Identify the question or task
- Organization and structure in writing, writing conventions
- Writing fluent sentences
- Balance of analysis and evidence
- How to appropriately cite the evidence as well as introduce the evidence in their writing
- Appropriate word choice
- Formulate an answer
- Access possible connections
- Clear communication through writing
- Understand how responses will be evaluated

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On chart paper, brainstorm skills that students need to respond to a TDA prompt.

Your cohort's brainstorm is compiled below.

- Perseverance
- Analytical skills
- Critical thinking
- Reading comprehension, deeper interaction with text
- Read with purpose
- Slowing down reading
- Form questions
- Infer and interpret
- Organization, organize thoughts
- Basic writing skills (sentence structure, grammar)
- Written expression
- Connecting and transition skills
- Commit to attack the prompt
- Identify/provide evidence to support
- Paraphrasing and summarizing
- Identification of literary elements
- Synthesize
- Filter importance

Text-Dependent Analysis Skills

COHORT 4: SCOTTSBLUFF (11.13.2018)

During the TDA Day 1 session called The What and Why of Text-Dependent Analysis, participants responded to the following prompt:

On chart paper, brainstorm skills that students need to respond to a TDA prompt.

Your cohort's brainstorm is compiled below.

- Critical thinking skills
- Stamina
- Independent reading
- Close reading
- Read for a purpose
- Identify bias and purpose
- Cause and effect
- Background knowledge
- Context clues
- Comprehension
- Make inferences
- Draw conclusions
- Evaluate
- Understand difference between details and main ideas
- Read and decode prompt
- Analyze, collect, and cite evidence
- Scaffold thought/organize writing
- Relationship of organizational patterns
- Construct valid sentences that pertain to the topic
- Isolate information
- Writing strategies

Text-Dependent Analysis Skills

COHORT 5: KEARNEY (11.14.2018)

During the TDA Day 1 session called The What and Why of Text-Dependent Analysis, participants responded to the following prompt:

On chart paper, brainstorm skills that students need to respond to a TDA prompt.

Your cohort's brainstorm is compiled below.

- Confidence, don't panic, use a strategy

- Focus

- Motivation

- Comprehension

- Decode words/comprehend

- Content level and academic vocabulary

- Annotate

- Main idea/supporting details, evidence vs. details

- Analyze (break apart) prompt

- Organization

- 6 traits and the writing process

- Complete sentences, structured paragraph

- Transitions and introductions

- Quotes (understand what a quote is, direct quotes vs. paraphrasing, plagiarism)

- Find relevant information to incorporate into writing

- Fact vs. opinion

- Make inferences

- How to format citations