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
Text-Dependent Analysis Skills

COHORT 3: WAKEFIELD (11.9.2018)

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.

- 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


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