**Text Dependent Analysis Activities Utilizing DPI Sampler**

|  |  |
| --- | --- |
| Whole Group | Small Groups/Paired Groups/Independent |
| Complete a TDA activity from Sampler Together. Read passage closely, read question, view scoring rubric, interactive writing response that aligns with a “4” score. | Complete a TDA activity from Sampler Together. Read passage closely, read question, view scoring rubric, writing response together as a group that aligns with a “4” score. Swap with another group to score and revise as needed. *(Google Docs or Google Classroom for Typing)* |
| Compare & Contrast as a group different levels of responses, looking for patterns and discussing what makes each level unique along with reading closely writing rubric. | Change a “1” or “2” response into a new rewritten response that would obtain a score of “3” or “4”. After writing response, reflect either orally or in writing why the new response should receive a higher score. Utilize and cite evidence from the writer’s checklist and rubric in reflection. Share & discuss student examples. *(Google Docs or Google Classroom for Typing)* |
| Utilize the Writer’s Checklist and Rubric during other writing or content writing activities. | Give groups or independent students the passages to read along with the question and one generated response. Students use the writer’s checklist and rubric as a guide. After reading and analyzing the given response, students score the response using the rubric. Students write a brief reflection citing evidence from the rubric to prove the “score”. Actual scores are revealed and time is given to further reflect/discuss/write regarding “actual” score comparing to “student” given score. |
| Incorporate the Close Reading strategy when reading, analyzing, and responding to texts. Practice citing evidence when responding to questions and incorporating text-dependent questions into regular instruction. | Hold a class or small group debate or discussion on slight differences between a “3” response and a “4” response. Cite specific evidence from the writing checklist, rubric, and sample responses. |
| Work on finding the main idea of an entire passage or each paragraph. Closely read and highlight/circle/underling the most important words or phrases in each paragraph. Then use those words to create one Main Idea sentence. | Utilize the QUAD graphic organizer with students during reading activities. Citing Textual evidence to back up answers to questions. |
| Model different types of Text Dependent Questions and create a TDQ for a text.  Then have students create their own Text Dependent Questions with complete answers (typing/writing/padlet/etc). After they create their own questions, student could group up to answer other student TDQs. | |
| Utilize other text sources to work on Text Dependent Questioning/Analysis (ReadWorks, NewsELA, NewsDOGO, Tween Tribune, Newspaper or Magazine Articles, Picture Books) OR build it into current texts that students are reading. | |