

Text analysis



15-18

1h40
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LEARNING OBJECTIVES

- Teach students how to analyse a text
- Support written communication and articulation

MATERIALS NEEDED

- Large pieces of paper
- Coloured pencils
- Articles

LEARNING SCENARIO AND ACTIVITIES PROPOSED

1) Introduction (10 minutes)

The teacher may start with this video: [“Text Analysis” from Andie Worsley YouTube Channel](#). Following the discussions, students will conclude that text analysis constitutes referring back to a text to find evidence to support a conclusion. Evidence can be direct or implied, with implied evidence being the more challenging.

2) Presentation (30 minutes)

Group students heterogeneously. The preferred group size is 3-5 students, and ask them to use **Social Media** to find a chart/diagram/video, that will summarise the most important rules of text analysing and which are going to help them in the PRACTICE step. Each team will decide on only one presentation. For example, they can come up with a list like this one : [this list from Open Oregon Educational Resources “Analyzing a text”](#), [this one from Nonfiction Anchor Chart on Pinterest](#) or [this one from Teaching Ela on Pinterest](#).

3) Practice (60 minutes)

Following the discussions, they will have a collaborative annotation activity.

- a) Explain what a collaborative annotation is. It is a process in which a group of students write their thoughts about a text on a copy. Students are encouraged to interact with each other via writing during this process. The text itself should be something interesting to your particular class. The copy should be attached to a larger sheet of paper, such as a poster-sized piece. Each student gets a different colour of pen and must record his or her name on the document in the chosen colour (this colour-codes the responses so you know who wrote what).
- b) Show students what a successful annotation looks like; you should use a different document from what you give to the class. Read sample comments to the class.
- c) Give each group the materials (article + pens/markers). Each group receives only one copy of the article, so a volunteer must read it aloud. Afterwards, assert that students are to remain silent throughout the activity. If they have something to say, they must write it. (This is a decent activity to support written communication and thought articulation.)
- d) During this activity, you should rotate with your own-coloured pen and make comments for groups that seem stuck. Ask students question (on paper) about their thoughts related to an issue in the article.
- e) Ask students to share their group responses. Require students to write some type of response to the article.

EXPECTED DIFFICULTIES AND PROPOSED SOLUTIONS

- Students new to this concept, especially younger or “less advanced” students, will struggle with this skill unless the teacher successfully scaffolds it.

ASSESSMENT

- The assessment will be given by the other teams and the teacher will conclude.

ADDITIONAL INFORMATION

- You could also give each student an exit ticket to ask them how they felt about the activity.

BIBLIOGRAPHY

- Andie Worsley (2017 February 1). "Text Analysis" YouTube.
<https://youtu.be/23tzKPBxpO8>
- Nonfiction Anchor Chart picture on Pinterest <https://pin.it/415HDLB>
- Teaching Ela picture on Pinterest <https://pin.it/SfwnYvC>
- Open Oregon Educational Resources. (n.d.). "Analyzing a text".
<https://openoregon.pressbooks.pub/aboutwriting/chapter/analyzing-a-text/>