

Did You Know?

The underlying components of a TDA (Reading Comprehension, Essay Writing, and Analysis) are used to establish the TDA Learning Progressions and are further delineated into more specific components to provide the most information possible for the teacher. These criteria include:

Underlying Component	Criteria
Reading Comprehension	Focus on the Prompt Understanding of Text
Analysis	Textual Evidence Inferences Explanation and Elaboration
Essay Writing	Organization Word and Sentence Choice Conventions of Spelling, Punctuation, and Grammar

Possible Instructional Next Steps:

The focus for instruction should help students move along the Learning Progression continuum. This student demonstrates that s/he is meeting the underlying expectations for reading comprehension and essay writing. Therefore, the instructional focus for this student should be to strengthen the ability to analyze text, and more specifically, to provide a clear explanation and elaboration². The following suggestions will help the student move along the continuum.

1. **Instruction for explanation and elaboration** requires moving students beyond the "this shows that" statement. Often students provide a statement that helps connect the evidence and the reading elements being analyzed but lack one or two additional statements that explain the meaning of what they stated. The use of an organizer that specifically asks, *So what?*, will help students to extend the connection into a generalization. For example:

Explicit Evidence	Inference	What does it mean?	SO WHAT?
No clubs. No sports. No nothing. You	This shows that Reyna is trying to persuade	Reyna's character trait of being caring and kind	When people work together they can learn

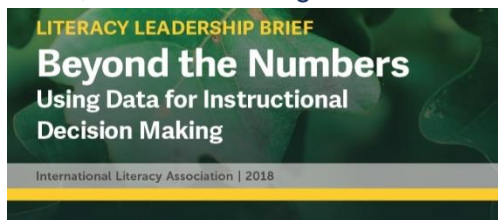
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"Two powerful instructional practices—teacher-led read alouds and in-school independent reading—have the power and promise to set students on a path of lifelong reading. When instructional time is devoted to these practices, we rouse students into embracing literacy as a perennial skill and practice" (Literacy Leadership Brief, p. 2).

"Data can play multiple roles but only if intentionally used as such. Using data for instructional decision making requires thoughtful consideration of both the types of decisions that are being made and the types of data being used. Narrow definitions of data can lead to narrow uses of data, where student learning skills and abilities are merely categorized or labeled, and simple solutions are designed for complex problems. To use data to enhance student learning and to inform instructional decision making, educators need to consider how data can provide fuller portraits of student learning needs, how the learning needs highlight instructional gaps, and whether additional investigation and data collection are necessary to make sound decisions. Data need to move beyond being driven by numbers to centering on student learning needs" (Literacy Leadership Brief, p. 5-6).



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Our monthly ELA Assessment eBLAST will focus on providing the following: insight around standardized assessment, professional learning for ELA classroom instruction and assessment, professional opportunities, and a question/answer section.

Email questions to:

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In the December issue we highlighted our soon to be released **Text Dependent Analysis Learning Progressions and Text Dependent Analysis Instructional Prompt Guides**. We are in the final editing stage and are so excited to share the resources with you! Stay tuned!!

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Multiple and precise textual evidence to support how friendship can happen between two people requires that students include details about the stories Miss Franny and Dixie. Details about how both characters felt, such as how Miss Franny smiled at Miss Franny. This evidence supports the idea that different people can become lifelong friends.

