

## Did You Know?

We are happy to announce the release of the  
**TDA Instructional Prompt Guides grades 6, 7, and 8!**



TDA Instructional Prompt Guides:

The Text Dependent Analysis Instructional Prompt Guides contain the following sections: text complexity, instructional text-dependent analysis prompt, example proficient student response as written by the teacher, grade-level text, annotated student work, and possible instructional next steps. The guides should be used in conjunction with the Learning Progressions.

[Grade 3 Annotated Student Responses](#) (PDF) [Grade 6 Annotated Student Responses](#) (PDF)  
[Grade 4 Annotated Student Responses](#) (PDF) [Grade 7 Annotated Student Responses](#) (PDF)  
[Grade 5 Annotated Student Responses](#) (PDF) [Grade 8 Annotated Student Responses](#) (PDF)

## FAQ

**Q: What does the passing of Act 158 mean for graduation pathways?**

**A:** Act 158 of 2018 expands the options for students to demonstrate postsecondary readiness through student pathways that illustrate college, career, and community readiness.

As part of the implementation of these graduation pathways, the Pennsylvania Department of Education (PDE) will transition the Project Based Assessments (PBA) from web-based assessments to local resource documents through the following process:

- PBAs submitted to the <http://pba.pdesas.org/> website prior to March 31, 2019 will be evaluated by PDE.
- Projects completed after the March 31 deadline will not be reviewed or scored by PDE. Projects should be evaluated at the local level, at the LEA's discretion.
- The PBA website will be taken off-line on June 30, 2019. PDE will populate the projects in the Standards Aligned System (SAS) portal as downloadable resources but will no longer manage PBA services.

More information about the new statewide graduation requirement is available on the [PDE website](#).

## Professional Learning

### Nonfiction Text Structure

Hebert, et al. (2016) and Pyle, et al. (2017) reported that teaching text structure improved expository reading comprehension. Teaching students to recognize how authors have organized a text and to use this information to guide one's thinking about the text has proven to be a powerful tool. "Recognizing whether an author is describing, comparing, linking causes and effects or problems and solutions, or sequencing steps or events is worthwhile. It reveals the author's purpose and allows one to focus attention better on the key information—the content." Devoting instructional time to teaching students text organization in their reading and writing is beneficial. This work would include reading science and social studies content while holding the students accountable for understanding these major text organizations and for the content they are reading, analyzing, and writing responses. (<https://shanahanonliteracy.com/blog/should-we-teach-nonfiction-text-structure>)

Bureau of Curriculum, Assessment, and Instruction  
Division of Instructional Quality  
Pennsylvania Department of Education

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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:

[dsimaska@pa.gov](mailto:dsimaska@pa.gov)  
[baumleama@pa.gov](mailto:baumleama@pa.gov)

The official graphic for PDE approved TDA resources. Make sure you see all three together!



## COMING SOON!!!

### Pennsylvania State Literacy Plan

A framework for developing a comprehensive system that ensures literacy growth from the early years through high school graduation.

Released 2019



### Vision

All students in Pennsylvania, from birth through grade 12, will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21<sup>st</sup> century and enables them to achieve their personal and professional goals.

REBL & DAS