

Did You Know?

JANUARY RELEASE OF MATERIALS

TEXT DEPENDENT ANALYSIS LEARNING PROGRESSIONS

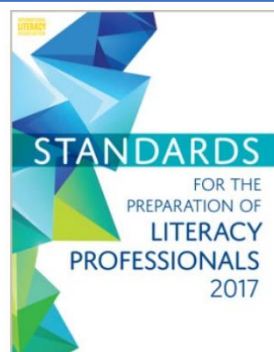
The Text Dependent Analysis (TDA) Learning Progressions (LPs) are designed to be used as an instructional tool. The TDA LPs are structured in grade spans (3-5 and 6-8) with four levels, *Beginning*, *Emerging*, *Developing*, and *Meeting*. The levels describe the typical path we see in student responses as the student moves toward demonstrating more sophisticated understanding of analysis. The LPs include descriptions of student work which characterize each level from a beginning TDA writer to one who is meeting the expectations of text dependent analysis essay writing. The TDA LPs can be used by teachers to identify student strengths and needs based on what a student can do at a specific point in time. This informs the teacher's instructional decision-making about moving student comprehension, analysis and writing to the next level.

TEXT DEPENDENT ANALYSIS INSTRUCTIONAL PROMPT GUIDE

The Text Dependent Analysis Instructional Prompt Guide contains 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.

Professional Learning

Standards for the Preparation of Literacy Professionals 2017 sets forth the criteria for developing and evaluating preparation programs for literacy professionals. Developed by literacy experts across the United States, the standards focus on the knowledge, skills, and dispositions necessary for effective educational practice in a specific role and highlight contemporary research and evidence-based practices in curriculum, instruction, assessment, and leadership. The updated standards address the need for a broader definition of literacy beyond reading to include writing, speaking, listening, viewing, and visually representing in both print and digital realms.



literacyworldwide.org

[Literacy Daily](#)

Weaving Art into Literacy Instruction BY RACHEL ZINDLER

Often overlooked, visual art has great potential to engage students in an English language arts (ELA) classroom. By integrating art into your ELA lessons, you can help students improve literacy, build world knowledge, and boost critical thinking, speaking, and listening skills. What's more, weaving the study of fine art into your ELA lessons is a great way to differentiate instruction and reach a wide range of learners. Students of various abilities can access the visual language of art, providing important opportunities to gain competence in analyzing and discussing complex ideas. Striving readers and those who are learning to speak English especially benefit from this approach.

 **Wit & Wisdom English**
@WitWisdomEng
By integrating art into your #ELA lessons, you can help students improve #literacy, build world knowledge, and boost critical thinking, speaking, and listening skills. Learn more on @ILAToday: hubs.ly/H0f1Wwp0



#ELA #visualart
#literacy #analysis

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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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pennsylvania
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[State Board of Education](http://StateBoardofEducation.org)

MEDIA

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