

Did You Know?

PDE is in the process of creating **learning paths** to provide common language and literacy knowledge as a baseline of understanding for all Pennsylvania educators. Each learning path consists of a Power Point show which guides the participant through a series of activities including significant text selections, videos, and personal reflection opportunities. The accompanying journal allows the participant to record their findings either in digital or print form. All resources are embedded in the Power Point show and are also provided in the resource folder.

Options for Use:

Teachers may participate in the learning paths for personal professional development. To receive Act 48 credit for a learning path, it is recommended to contact your administration prior to beginning a learning path. It is incumbent upon the LEA to assign the appropriate hours. PDE will not award Act 48 hours.

LEA Administrators may use the learning paths to provide professional learning experiences for staff based on goals and established needs of students. Specific learning paths will enable educators to develop the skills and competencies to address identified needs. Administrators may assign a learning path for professional development, set expectations for accountability, and award Act 48 hours.

> Pennsylvania State Literacy Plan (PaSLP)

> Professional Learning Opportunities

> 2019 PA LEA Literacy Plan (PaLLP) Template

> Complete PA State Literacy Needs Assessment (PaSLNA)

> Partial PA State Literacy Needs Assessment

> Resources

#1 PA State Literacy Plan Learning Path

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New and Updated Features are Now in Place in the SAS Portal!

Enhancements include:

- a more robust search function
- updated materials and resources
- more personalized assessment options
- flexibility with curriculum map templates
- and more!

Text Dependent Analysis Series

We continue to add to our repertoire of resources.

TDA Collaborative Discussions

The purpose of this resource is to provide educators with strategies and structures for using collaborative discussions during close reading lessons leading to text dependent analysis.

Text Dependent Analysis Series (Dr. Jeri Thompson & PDE)

- [Anatomy of a TDA](#)
- [Selecting Complex Texts for Text Dependent Analysis](#)
- [Understanding TDA](#)
- [Recognizing the Difference Between Inference and Analysis](#)
- [TDA Purposeful Annotations](#)
- [TDA Close Reading Questions](#)
- [TDA Reading Elements & Structures](#)
- [TDA Student Work Analysis](#)
- [TDA Collaborative Discussions](#)



Text Dependent Analysis: Collaborative Discussions for Close Reading

Collaborative discussions during close reading are supported by the English Language Arts PA Core Standards in which students are expected to *engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.*

During and after close reading, text discussions require students to "observe and analyze as much as they can about the text to understand how all text elements work together" (Boyles, 2014, p. 77), and to synthesize and integrate information from both the text and their peers to create an oral or written response. Student engagement in collaborative discussions is at the heart of close reading and is a critical shift in its instruction. Students need a systematic opportunity to engage in oral conversations about the texts they are reading. Frequent discussions build students' strength in demonstrating the cognitively demanding skills of texts and the standards.

Collaborative discussions through meaningful text dependent discussions are grounded in the text and provide students with the opportunity to apply, communicate and build on their ideas by listening to others.



Professional Development

UF Literacy Institute

[Teaching Reading Online](#)

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

[The Power of Text Sets](#)



REBL & DAS

General Education Resources

[PDE ELA](#)

[SAS ELA](#)



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