

## Did You Know?

### Getting Ready for 2022

- [Getting Ready for Pennsylvania State Assessments, 2021-22 Presentation](#) (PowerPoint)
- [Getting Ready for Pennsylvania State Assessments, 2021-22 Webinar](#) (YouTube)

### 2021 Item and Scoring Samplers

Due to the cancellation of standardized testing in 2019–2020, the 2021 Item and Scoring Samplers are revised and enhanced versions of the previously released 2017 Item and Scoring Samplers.

- [2021 English Language Arts Item and Scoring Sampler Grade 3](#) (PDF)
- [2021 English Language Arts Item and Scoring Sampler Grade 4](#) (PDF)
- [2021 English Language Arts Item and Scoring Sampler Grade 5](#) (PDF)
- [2021 English Language Arts Item and Scoring Sampler Grade 6](#) (PDF)
- [2021 English Language Arts Item and Scoring Sampler Grade 7](#) (PDF)
- [2021 English Language Arts Item and Scoring Sampler Grade 8](#) (PDF)

### Text Dependent Analysis – Close Reading Lessons

The [Text Dependent Analysis \(TDA\) close reading lessons](#) are designed to be an example pathway for teaching comprehension and analysis of the reading elements **author's word choice/techniques** and **theme**. The Instructional Plan guides teachers through the planning and teaching of each lesson, as well as modeling the response to a TDA prompt. The following instructional pathway focuses on *Lemonade: The Musical* and the corresponding prompt found in the **Grade 5 Annotated Student Responses Based on the Text Dependent Analysis Learning Progressions**. The lessons are only one possible instructional pathway and teachers should feel free to modify it to meet the sequence of their curriculum, accommodate content previously taught, or to meet their current students' needs.

Jeri Thompson, Ed.D. – Text Dependent Analysis – Close Reading Lesson (Grade 8) | February 2021  
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The Thompson TDA Model

**Text Dependent Analysis – Close Reading Lessons for**  
*Lemonade: The Musical* by Paul Acampora

**Grade 5 Comprehension and Analysis of Characterization and Theme**  
Based on the Text Dependent Analysis  
Annotated Student Responses

For students to successfully respond to text dependent analysis prompts, they should engage in close reading lessons. Close reading involves the use of a collection of evidence-based comprehension strategies embedded in a teacher-guided discussion, planned around repeated readings of a text to increase student comprehension. Close reading will often lead students to discover something important that may have been overlooked the first time they read the text. Throughout a close reading, teachers can use text dependent questions to promote discussion and help students to better understand the nuances of what they are reading. Text dependent questions can be used to start student discussions and give students opportunities to discuss the text with each other and voice their ideas. Successful analysis requires a study of the text in which students are able to analyze over and over again. The *Pennsylvania Academic Standards for English Language Arts* require moving instruction away from generic questions to questions that require students to analyze what they are reading. This will help to ensure that students are college and career ready.

**Considerations for the Grade 5 Close Reading Lessons**  
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### What is Student-Centered Learning?

Student-centered learning approaches empower young people with the opportunities to proactively shape and own their learning experiences. Educators and adults across the community then help create learning opportunities uniquely tailored to students' individual strengths, needs, and interests, ensuring that they can reach their full potential. – CCSSO, 2019

[Pennsylvania State Literacy Plan \(PaSLP\) – Personalized Learning: Beyond Differentiation Supporting Equitable Student-Centered Learning](#)



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Email questions to:  
[dsimaska@pa.gov](mailto:dsimaska@pa.gov)  
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