

# Appendix A

## Elementary Literacy Teacher Performance Assessment Learning Segment Central Focus Considerations

### Essential Literacy Strategies and Related Skills

The Literacy portion of edTPA focuses on students' literacy development for composing and comprehending text. The central focus aligns with an essential literacy strategy, an approach selected deliberately by a reader or writer to comprehend or compose text, and its related skills, literacy skills that students will develop and practice while learning an essential literacy strategy. For elementary literacy, the essential literacy strategy is the specific strategy for comprehending or composing text that you will teach across your learning segment lessons. It should be clearly tied to your segment's central focus and stem from that big, overarching idea for student learning in literacy.

It is vital to remember that your edTPA submission should focus on literacy standards and learning objectives. Although literacy instruction is sometimes integrated with content area instruction in the elementary classroom, the learning related to students' literacy development should be assessed in the student work samples and should be the focus of artifacts and commentary.

The chart below provides examples of essential literacy strategies that could be the focus of literacy instruction. The chart does not encompass all strategies and skills and you may find that other related skills are a better match for the essential literacy strategy that you are teaching.

| Candidates choose <b>either</b> comprehension or composition as the central focus.          |   |
|---|---|
| <b>Comprehension</b>  |   |
| The lists below provide examples and are not inclusive.                                     |   |
| Identify <b>ONE</b> essential literacy strategy for student learning across the 3–5 lessons | <p>Choose <b>one or more related skills</b> that directly support your students to develop or refine the strategy.</p> <p>The skills should be appropriate to grade level, student readiness, and scope of lessons in the learning segment.</p> |
| Preview text  | <ul style="list-style-type: none"> <li>■ Set a purpose for reading</li> <li>■ Identify the characteristics of the texts</li> <li>■ Get a sense of what the text is about</li> <li>■ Activate prior knowledge</li> </ul>                         |

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| <b>Comprehension</b>  |   |
| The lists below provide examples and are not inclusive.                     |   |
| Analyze text structures   | <ul style="list-style-type: none"> <li>■ Preview text</li> <li>■ Identify key cue words (because, similar to)</li> <li>■ Organize key ideas in the text</li> <li>■ Identify transition and topic sentences that signal text purpose or genre</li> </ul>   |
| Identify characteristics of informational texts                             | <ul style="list-style-type: none"> <li>■ Identify text features: table of contents; illustrations; headings and/or sub-headings; key vocabulary words; index</li> <li>■ Know how to use a specific text feature</li> </ul>  |
| Compare and contrast firsthand and secondhand accounts of the same event    | <ul style="list-style-type: none"> <li>■ Use multiple sources to find information on the same topic</li> <li>■ Identify key ideas from each text</li> <li>■ Organize key ideas using a graphic organizer</li> </ul>   |
| Comprehend the main idea  | <ul style="list-style-type: none"> <li>■ Identify the topic the text is about</li> <li>■ Understand the gist of the text</li> <li>■ Identify a main idea sentence in a paragraph</li> <li>■ Choose or write a sentence that captures the gist of the text.</li> <li>■ Infer implied main ideas when not stated in the text.</li> <li>■ Use author's purpose in writing to identify the main idea</li> </ul> |
| Summarize a reading selection (informational text)                          | <ul style="list-style-type: none"> <li>■ Identify the main idea</li> <li>■ Identify key details</li> <li>■ Determine the relative importance of the details to the main idea</li> <li>■ Use textual clues and text features to determine important ideas</li> <li>■ Paraphrase the text in own words</li> <li>■ Combine or condense details</li> </ul>  |
| Draw conclusions  | <ul style="list-style-type: none"> <li>■ Use prior knowledge and background experiences to connect to the text</li> <li>■ Use specific text references</li> <li>■ Combine prior knowledge and text</li> </ul>   |
| Describe a process or topic   | <ul style="list-style-type: none"> <li>■ Identify key details about the topic</li> <li>■ Use background knowledge to make connections to the topic or process</li> <li>■ Use visuals to show steps and organize ideas</li> <li>■ Use a graphic organizer to show a process or chain of events/actions</li> </ul>  |

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| <b>Comprehension</b>  |   |
| The lists below provide examples and are not inclusive.   |   |
| Sequence historical or biographical events  | <ul style="list-style-type: none"> <li>■ Identify key actions and/or details about the event</li> <li>■ Identify key transition words (first, second, next) or years to determine sequence</li> <li>■ Use a timeline to keep track of events</li> </ul> |
| Ask questions—generate questions before, during, and after reading that lead you deeper into the text | <ul style="list-style-type: none"> <li>■ Understand what a question is</li> <li>■ Use information in the text to build the question</li> </ul>  |
| Activate prior knowledge  | <ul style="list-style-type: none"> <li>■ Identify topic</li> <li>■ Ask questions about the topic</li> <li>■ Preview the text to make connections</li> <li>■ Connect known knowledge to topic</li> </ul>   |
| Make predictions  | <ul style="list-style-type: none"> <li>■ Preview text and/or illustrations</li> <li>■ Connect to schema and/or prior knowledge</li> <li>■ Use evidence in the text/illustrations to support predictions</li> </ul>                                      |
| Compare and contrast information in a text or across texts  | <ul style="list-style-type: none"> <li>■ Understand similarities and differences</li> <li>■ Collect evidence from text</li> <li>■ Organize information from text</li> </ul>   |
| Make inferences   | <ul style="list-style-type: none"> <li>■ Use prior knowledge and background experiences</li> <li>■ Use textual and/or picture clues</li> <li>■ Use details in the text</li> </ul>   |
| Use evidence from text to support an opinion  | <ul style="list-style-type: none"> <li>■ Identify details from a text</li> <li>■ Use knowledge and experience to form an opinion</li> <li>■ Use specific text examples to relate to the opinion</li> </ul>  |
| Organize details about the text   | <ul style="list-style-type: none"> <li>■ Identify details</li> <li>■ Determine the text structure</li> <li>■ Select a graphic organizer that matches the text structure (compare/contrast, sequential, descriptive)</li> </ul>                          |
| Identify story structure (setting, character, problem, solutions, plot, etc.)                         | <ul style="list-style-type: none"> <li>■ Define each of the story elements</li> <li>■ Use key details from the story to describe that element in the story</li> </ul>   |
| Use images to comprehend text   | <ul style="list-style-type: none"> <li>■ Create a visual image of the text</li> <li>■ Use senses to add to text</li> <li>■ Describe text images</li> </ul>  |

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| <b>Comprehension</b>  |   |
| The lists below provide examples and are not inclusive.                     |   |
| Analyze characters  | <ul style="list-style-type: none"> <li>■ Identify the characters in the story</li> <li>■ Identify character traits</li> <li>■ Describe how the character reacts in the events of the story</li> <li>■ Describe how the character interacts with other characters in the story</li> <li>■ Use evidence from the text to support the character's actions, thoughts, and dialogue</li> </ul> |
| Retell a story (sequence the events of the plot)                            | <ul style="list-style-type: none"> <li>■ Identify the major events and details</li> <li>■ Sequence the events in the proper order</li> </ul>  |
| Compare characters or versions of stories                                   | <ul style="list-style-type: none"> <li>■ Identify the characters/plots in the story</li> <li>■ Use a graphic organizer to compare character traits, actions, and thoughts</li> <li>■ Use a story map to compare the elements in different versions of a story</li> <li>■ Describe how the characters/stories are similar and how they are different</li> </ul>                            |
| Interpret a character's actions or feelings                                 | <ul style="list-style-type: none"> <li>■ Identify the characters in the story</li> <li>■ Identify a specific character's actions and feelings</li> <li>■ Describe how the character reacts in the events of the story</li> <li>■ Use prior knowledge/experiences to support why the character acts or feels the way he/she does</li> </ul>  |
| Compare and contrast the point of view from which a story is narrated       | <ul style="list-style-type: none"> <li>■ Identify the point of view in each of the texts</li> <li>■ Describe how the point of view influences the reader's understanding of each story</li> </ul>   |

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|---|--|
| <b>Composition</b>  |  |
| The lists below provide examples and are not inclusive.                     |  |
| Essential Strategies  | Related Skills   |
| Using graphic organizers for prewriting                                     | <ul style="list-style-type: none"> <li>■ Select a graphic organizer to align with the writing genre and/or prompt</li> <li>■ Identify key ideas as needed on the graphic organizer</li> <li>■ Add details for each key idea</li> </ul> |
| Organizing ideas before writing   | <ul style="list-style-type: none"> <li>■ Brainstorm to gather ideas</li> <li>■ Organize notes from source documents</li> <li>■ Categorize ideas</li> <li>■ Create main idea for each category</li> </ul>                               |

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|--|--|
| <b>Composition</b>   |  |
| The lists below provide examples and are not inclusive.                            |  |
| <b>Writing a narrative</b>   | <ul style="list-style-type: none"> <li>■ Write an introduction to hook the reader and establish the situation for the narrative</li> <li>■ Use dialogue</li> <li>■ Develop events</li> <li>■ Include strong word choice (description)</li> <li>■ Use transitional words to sequence events</li> <li>■ Use sensory details and figurative language to convey experiences and events</li> <li>■ Provide a conclusion that follows from the narrated event</li> </ul> |
| <b>Writing descriptive text</b>  | <ul style="list-style-type: none"> <li>■ Choose precise words that clarify and expand ideas</li> <li>■ Use active verbs</li> <li>■ Write with a variety of sentence structures</li> </ul>  |
| <b>Revising a draft</b>  | <ul style="list-style-type: none"> <li>■ Add clarity where needed to respond to readers' comments</li> <li>■ Understand the audience</li> <li>■ Incorporate features of genre/text type</li> <li>■ Use language conventions (spelling, grammar, punctuation)</li> </ul>  |
| <b>Argue/persuade using evidence</b>   | <ul style="list-style-type: none"> <li>■ Introduce the topic and clearly state an opinion</li> <li>■ Use text or experiential evidence to support the opinion</li> <li>■ Sequence reasons that are logically supported by evidence</li> <li>■ Link opinions and reasons using words, phrases, and clauses (because of, consequently, specifically, rather than)</li> <li>■ Organize the writing to include opinion, support, rebuttal, and conclusion</li> </ul>   |
| <b>Brainstorming or other ways to gather and organize information for writing</b>  | <ul style="list-style-type: none"> <li>■ Use visuals, text, or other resources to generate ideas</li> <li>■ Record ideas</li> <li>■ Categorize ideas</li> </ul>  |
| <b>Note taking from informational text to support drafting a topic</b>             | <ul style="list-style-type: none"> <li>■ Identify the topic</li> <li>■ Ask questions to focus on information needed</li> <li>■ Collect details/evidence that respond to the questions and align with the topic</li> <li>■ Note the source for the details/evidence</li> <li>■ Know how to cite sources</li> </ul>  |

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|--|--|
| <b>Composition</b>   |  |
| The lists below provide examples and are not inclusive.                            |  |
| Organization (topic sentences, transitions, paragraph structure, etc.)             | <ul style="list-style-type: none"> <li>■ Know the elements of a genre</li> <li>■ Know what elements are needed to write in that genre</li> <li>■ Organize the elements in a logical manner</li> <li>■ Write a topic sentence</li> <li>■ Support a topic sentence with key details</li> <li>■ Write with a clear paragraph structure</li> <li>■ Write an introduction and a conclusion</li> </ul>   |
| Support an argument  | <ul style="list-style-type: none"> <li>■ Clearly introduce the topic and the argument</li> <li>■ Provide clear reasons in support of the argument</li> <li>■ Use textual evidence to support the argument</li> <li>■ Cite the evidence from text using quotes</li> <li>■ Cite evidence from the text using paraphrase</li> </ul>   |
| Write an informative/expository text   | <ul style="list-style-type: none"> <li>■ Introduce a topic</li> <li>■ Convey ideas and information clearly</li> <li>■ Use an organizational structure that aligns with the purpose of writing (text structure)</li> <li>■ Use concrete details, facts, definitions, and/or quotes to develop the topic</li> <li>■ Link ideas and information using words, phrases, or clauses (in contrast, specifically, because of, as a result of)</li> <li>■ Use topic-specific vocabulary to explain the topic</li> <li>■ Provide a concluding statement</li> </ul> |
| Using a rubric to revise   | <ul style="list-style-type: none"> <li>■ Understand the evaluation criteria on the rubric</li> <li>■ Evaluate the use of each criterion in the paper</li> <li>■ Make revisions in writing to more closely align to the rubric</li> </ul>   |

## **Make Reading/Writing Connections**

Literacy naturally explores the relationship of reading and writing. Supporting students in making reading and writing connections is critical for developing strong literacy skills. For example, many of the skills that are taught in reading instruction also are beneficial to young writers. Students should understand through explicit connections that the processes of reading and writing are interdependent and mutually beneficial. In working under this umbrella of a reading-writing interdependence, students are better able to construct meaning from what they read or in what they write.

Through writing about their reading, students have opportunities to develop and demonstrate academic language. They practice the vocabulary associated with literacy skills and strategies and express their understandings about reading through writing. Students demonstrate understandings of syntax and grammar, text structure and genre, as well as other features of "author's craft."

### **Examples of activities that promote Reading-Writing Connections**

- Reading and researching informational text to inform an essay
- Writing interpretations or analysis of informational text
- Journal writing: making predictions, making personal or text-text connections
- Notetaking
- Writing book reviews
- Writing from the perspective of a character
- Writing alternative endings for a story
- Writing in a style that emulates a model
- Writing responses to persuasive essays

