

edTPA



# Making Good Choices

## A Support Guide for edTPA Candidates

January 2013

**SCALE**

Stanford Center for Assessment, Learning, & Equity

edTPA

edTPA stems from a 25-year history of performance-based assessments of teaching quality and effectiveness. SCALE acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. edTPA handbooks, rubrics and implementation support materials (including Making Good Choices) have been developed with thoughtful input from hundreds of teachers and teacher educators representing various national design teams, national subject matter organizations, and content validation reviewers. AACTE and Pearson are recognized as essential partners in supporting implementation of edTPA as a nationally available assessment of readiness to teach. The contributions of all participants are greatly appreciated.

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**edTPA**

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## Introduction

This support guide can help you make good choices as you develop artifacts and commentaries for your edTPA portfolio. By reading and reflecting on the questions and suggestions in Making Good Choices, you will develop a deeper understanding of edTPA and have many of your questions addressed. This document will help you think about how to plan, instruct, assess, and reflect on student learning, not only for a strong edTPA but also for effective teaching well into the future.

You can and should discuss with your teacher preparation instructors how the various aspects of the edTPA connect with each other and to your preparation coursework and field experiences. However, the specific choices that go into the planning, instruction, and assessment within your portfolio should solely be coming from you, based upon your knowledge of pedagogy and your students' needs. Knowledge about your students and how you will support their learning should be your major focus.

Making Good Choices examines the three tasks of the edTPA within an interactive cycle of planning, instruction, and assessment. On the pages that follow, each section of this document addresses **key decision points** that you will encounter as you complete your edTPA. Use the live links from the questions in the overview chart to locate answers that inform your decisions. **Bold text in the answers provides specific directions to guide your choices.**

# Task 1: Planning for Instruction and Assessment

Key Decision Points	
<b>Planning Ahead</b>	<a href="#">How do I get started?</a> <a href="#">How do I represent my thinking and teaching in writing?</a>
<b>Knowledge of Students</b>	<a href="#">What information should I convey about my students when describing my class?</a>
<b>Planning For Learning</b>	<a href="#">How do I select the central focus, student content standards, and learning objectives?</a>
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	<a href="#">What should I include in my lesson plans?</a> <a href="#">What if I have particular lessons that I am required to teach in a prescribed way? What if my school or grade level has a standard curriculum?</a>
	<a href="#">How specific do my references to research and theory have to be?</a>
<b>Language Demands</b>	<a href="#">How do I identify the language demands of a learning task?</a>
<b>Planning Assessments</b>	<a href="#">What kinds of assessments should I choose for my edTPA learning segment?</a>

## Planning Ahead

### How do I get started with my edTPA preparation?

**Time management** is critical for successful completion of your edTPA. Begin planning for your edTPA as soon as possible. Do not procrastinate. Since it is important to understand the whole edTPA before you begin, read through all of the materials in the edTPA handbook for your subject area, including the rubrics and any other support materials you may have been given by your preparation program.

## How do I represent my teaching in writing?

While the rubrics do not address the quality of your writing (nor will you be penalized for writing errors in spelling, grammar, or syntax), you should be mindful that your written work reflects your thinking and your professionalism. Writing errors can also change or cloud the meaning of your commentaries, so proofreading is essential. **When writing your edTPA, consider the following guidelines:**

- Read each prompt carefully and be sure to respond to all parts of the questions. Incomplete, superficial, and unelaborated responses are not sufficient. One or two sentences for each prompt are usually not enough information for a reviewer to understand your intentions, what or how you have taught, or what your students have learned.
- Move beyond summarizing your classroom practice and show that you are able to understand how your students learn, as well as identify and analyze the evidence of their learning.
- **Provide specific, concrete examples to support your assertions.** Do not merely repeat prompt or rubric language as your responses to commentary prompts—you must always include examples and evidence of YOUR teaching. For example, if you suggest that most of the students were able to understand a concept, provide concrete examples from your students' written or oral work to support your claim.
- **Use simple, straightforward prose.**
- Let your own voice come through in your writing.

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## Knowledge of Students

### What information should I convey about my students when describing my class?

The Planning Task requires you to demonstrate your depth of knowledge of your students **in relation to the learning segment you plan to teach**. That is, **making casual references or surface level connections to students' backgrounds, interests, and learning needs is not enough**.

When describing your class and how your students' development affects your teaching for Task 1, **your response should provide detail on the class demographics**, significant subgroups of students with similar characteristics, and students' varied strengths (including personal, cultural, and community assets) and needs. **Your written commentary and lesson plans should reveal what you plan to do in the learning segment to capitalize on their strengths and to meet their varied needs.**

**Be sure that your descriptions are based on your observations of your students** and not based on assumptions or stereotypes associated with their age or ethnic, cultural, or socio-economic backgrounds. A good way to ensure you are avoiding stereotypes or assumptions is to ask yourself if you can back up your assertions with evidence.

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## Planning for Learning

### How do I select the central focus, student content standards, and learning objectives?

The learning segment you develop for edTPA is defined by a central instructional focus. **The standards, learning objectives, learning tasks, and assessments should be related to an identifiable theme, essential question, or topic within the curriculum.** The central focus should take into account prior assessment of your students and knowledge of your students' development, backgrounds, interests, and learning levels that might further influence students' thinking and learning.

You are asked to identify the state content standards (and/or Common Core Standards) that you are addressing in the learning segment. Though you may find many student content standards that relate tangentially to your planned learning segment, only a few standards can be the focus of instruction. In your lesson plans and commentary, **list only the standards that are central to the student learning which you expect to develop during the learning segment.**

Each edTPA handbook provides subject-specific guidance to your planning for student learning, so review these guidelines carefully. For each subject area, these guidelines address both basic types of knowledge (e.g., facts, skills, conventions) and conceptual understandings and higher order thinking (such as strategies for interpreting/reasoning from facts or evidence, synthesizing ideas, strategies for evaluating work, etc.). **When identifying the central focus of the learning segment, you should consider conceptual understandings as well as the skills/facts/procedures that students will learn and apply. If you focus only on teaching facts and/or skills, you will not provide evidence of effective teaching.**

**Elementary Literacy Candidates Only** - Refer to Appendix A as an additional support for identifying your edTPA central focus.

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### How do I select a learning segment?

When selecting a learning segment for your edTPA, work with your cooperating teacher and supervisor to identify a central focus for teaching and learning as well as the corresponding standard(s). **Decisions about what to teach, as with any learning segment, should be driven by what students are expected to learn at their particular grade level. You will want to think carefully about how much content to address in your edTPA learning segment.** This is a significant decision about manageability, not only for the scope of your edTPA portfolio but also for the capacity of the students to learn within the allotted time. **District guidelines, school goals, grade-level expectations, and student interests must be considered as well. While your cooperating teacher must not choose a learning segment for you, his/her input can be useful in guiding you to consider all of the relevant factors.**

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## What should I include in my lesson plans?

You will submit lesson plans for every lesson taught and documented in your edTPA. Using your preparation program's lesson plan model, the plans should provide enough detail so that educators reading your edTPA can determine the sequence of the learning objectives, the plan for assessment, and a description of what you and the students will be doing during each lesson. **Be sure to address all lesson plan components described in your edTPA handbook.**

- Standards
- Lesson objectives
- Assessments
- Instructional strategies and learning tasks
- Instructional resources and materials

**Note:** Your lesson plans should not duplicate what you are required to address in the commentary prompts. It is best to keep your plans simple and elaborate your thinking and justification in your commentary. It is important to put all pertinent information in your commentary. **Scorers will not** search your lesson plans for explanations and rationale. Use the commentary prompts to explain your thinking.

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## What if I have particular lessons that I am required to teach in a prescribed way? What if my school or grade level has a standard curriculum?

Many teachers plan lessons that are from published or prescriptive curriculum guides that are required in a particular district, school, or department. If this is the case for you, **your plans and commentary should also address how you selected or modified curriculum materials with your students' backgrounds and needs in mind, how you adapted a lesson to meet your students' learning needs, and/or how you made accommodations for particular students' needs (e.g., alternative examples, additional questions you ask, or supplementary activities).**

## How specific do my references to research and theory have to be?

When justifying your instructional choices in your plans, reference the theories and research you have learned in courses in your preparation program. Draw upon educational philosophy and specific theories of development, learning, group work, and motivation, as well as conceptions of the discipline you are teaching. **You do not need to use formal citations, but you should explain the theoretical concepts and lines of research that support/inform your instructional decisions. Don't merely name drop (e.g., Vygotsky or Bloom said...), cite a textbook author, or describe a concept without making explicit and well-developed connections to your own lesson plans, learning tasks, and knowledge of YOUR students.**

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## Language Demands

### How do I identify the language demands of a learning task?

Academic language is the language needed by students to understand and communicate in the academic disciplines. **Your discussion of academic language development in edTPA should address your whole class, including English Learners, speakers of varieties of English, and native English speakers.**

Language demands of a learning task include any of the receptive language skills (i.e., listening, reading) or the productive language skills (i.e., speaking, writing) needed by the student in order to engage in and complete the task successfully. Language demands are so embedded in instructional activities that you may take many for granted, especially when you are a subject matter expert.

edTPA requires you to identify academic language demands within your learning segment. These include a language function and essential academic vocabulary, as well as syntax and/or discourse. **The academic language function is basically the PURPOSE or reason for using language in a learning task. What will students do with language to understand content? Often, the standards and/or objectives for the learning segment will include language functions embedded in the content to be learned—look to the verbs used (i.e., explain, infer, compare, argue, justify) and consider the language functions that all students need to develop in order to deepen learning in your subject area. You will identify one major language function associated with deep content learning in your edTPA learning segment.**

You are also asked to identify additional language demands involving **vocabulary, syntax, and/or discourse**. **You will need to identify vocabulary central to the outcomes of the learning segment that may pose a challenge for students. Examine all your instructional materials (texts, assessments, and other resources) to document which content-specific words/concepts you will need to teach to ensure that your students are engaged and develop understanding during your learning segment.**

**Syntax and discourse within your lessons pose additional language demands for your students. Syntax is** the set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, formulas, staves in music). For example, syntax refers to the structure of a sentence—its length, word order, grammar, arrangement of phrases, active or passive voice, etc. If the syntax of a sentence is challenging its reader, then it is clouding the sentence's meaning. After carefully examining the texts of your lessons, the ways you explain key ideas, and your expectations for what you want the students to write, determine which symbolic conventions, grammatical structures or sentence patterns might be unfamiliar or difficult for your students.

Discourse refers to how people who are members of a discipline talk and write. It is how they create and share knowledge. Each discipline or subject area has particular ways of communicating what they know and how they know it. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.

For example, scientists and historians both write texts to justify a position based on evidence or data. In both fields, they perform the same language function—justify—but the way they organize that text and present supporting evidence follows a different structure or discourse pattern. Which discourse structures do you expect your students to understand or produce in your learning segment?

**The language demands you identify should be essential to understanding the central focus of the lesson and should be embedded in the learning tasks in which students will be engaged. All students, not only English Learners, have language development needs (reading, writing, speaking, and listening) and need to be taught how to demonstrate these skills in your subject area.**

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## **Planning Assessment**

**What kinds of assessments should I choose for my edTPA learning segment?**

The assessments and evaluation criteria for your selected learning segment should be aligned with both your central focus and with student standards/objectives. They should provide opportunities for students to show their understanding of the full range of learning objectives you will teach. **Avoid assessments that only require students to parrot back information or select answers given to them.**

**Choose/design assessments that measure how well students understand—not just remember—what they are learning. You are encouraged to utilize both formal and informal assessments throughout the learning segment, not merely a pre and post test.**

## Task 2: Instructing and Engaging Students in Learning

### Key Decision Points

<b>Video Tips</b>	<p><a href="#"><u>What are my professional responsibilities for maintaining confidentiality?</u></a></p> <p><a href="#"><u>What are the features of a quality edTPA video?</u></a></p> <p><a href="#"><u>How do I prepare my edTPA video clip(s)?</u></a></p> <p><a href="#"><u>What resources do I need to consider (software, equipment, and tutorials)?</u></a></p>
<b>Learning Environment</b>	<p><a href="#"><u>What do I look for when selecting clips that demonstrate respect and rapport?</u></a></p>
<b>Engaging Students</b>	<p><a href="#"><u>How do I select my video clip(s) to show active engagement of students in their own understanding of the concepts, skills, and/or processes related to the learning objectives?</u></a></p>
<b>Deepening Student Learning</b>	<p><a href="#"><u>How do I show that I am deepening student understanding?</u></a></p>
<b>Analyzing Teaching Effectiveness</b>	<p><a href="#"><u>What is important to remember as I identify changes I would make to the learning segment?</u></a></p>

### Video Tips

#### What are my professional responsibilities for maintaining confidentiality?

You are required to collect consent forms from students who appear in your video clips for edTPA. This is a professional responsibility that should not be ignored. Respecting students' privacy, as well as protecting yourself and your cooperating teacher, are important concerns. Your program will provide you with a consent form to use. It is also vitally important that you only use the video for the purpose of completing your edTPA and not share it with others for any reason. **Clips of your teaching should NEVER be posted in public venues like YouTube, Facebook, etc. or shared with people not involved with the edTPA assessment, as this violates the confidentiality of the children you teach and their families.**

#### What are the features of a quality edTPA video?

There is no requirement or expectation for you to create a professional-quality production. The use of titles, opening and closing credits, a musical soundtrack, or special effects is best left to Hollywood as

scorers will be examining only what the video shows you and your students doing within the learning segment. However, while it is not necessary to be technically perfect, it is important that **the quality of the video (clarity of picture and sound) be sufficient for scorers to understand what happened in your classroom. Read your edTPA handbook carefully to be sure your clips are the appropriate length and feature the teaching and learning emphasis for your subject area.**

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### **How do I prepare my edTPA video recordings for my learning segment?**

- \* **Collect the necessary consent forms from students.** Respecting students' privacy as well as protecting yourself and your cooperating teacher are professional responsibilities that should not be ignored.
- \* **Advise your cooperating/master teacher and the principal at your school of your need to video record** lessons for your learning segment. Although it is often unnecessary, discuss with them any arrangements for a camera operator. If you use a camera operator, look to people who already have approval to be in classrooms: e.g., your cooperating teacher, your university supervisor, or designated student helpers.
- \* **Make arrangements** for the necessary video/audio equipment well in advance. If you do not have ready access to video equipment, reach out to peers, family members, your cooperating/master teacher, university supervisor, or technology staff.
- \* **Location. Location. Location.** Think about where you and your students will be located in the classroom during the activities to be portrayed in the video. What evidence do the rubrics call for that the camera will need to capture? Where will the camera/mics need to be placed in order to optimize sound quality? Try to plan ahead and minimize the need for a camera operator by scouting locations in advance. If you do need a camera operator, meet in advance to share the lesson plan and video needs.
- \* **Practice the video recording process BEFORE the learning segment.** This will provide a chance to test the equipment for sound and video quality as well as give your students an opportunity to grow accustomed to the camera in the room.
- \* **Try to record the ENTIRE set of lessons.** This will provide you with plenty of footage from which to choose the segment that best provides the evidence called for in the commentaries and rubrics.
- \* **Be natural.** While recording, try to forget the camera is there (this is good to explain to your students as well) and teach like you normally do. If using a camera operator, advise him or her not to interject into the lesson in any way.
- \* **Be sure to select and submit clips with quality audio** so that those viewing your clips can hear individual voices of students as they are working on a task or with each other.

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## **What resources do I need to consider (software, equipment, and tutorials)?**

edTPA has not required any particular software, cameras, or editing equipment although there are formatting requirements outlined in the evidence chart in the handbooks. An expensive camera is not necessary for the demands of this assessment. Many low-end cameras are capable of producing a picture and sound quality that is suitable for your video needs. However, certain situations (groupings where the students are not facing the camera microphone, lots of ambient noise, etc.) may necessitate the use of some kind of external microphone. **The only way to know for sure is to test the equipment while teaching.**

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### **Video Equipment and Editing Tutorials**

If you are new to video recording or to the camera you are using, be sure to read the instruction manual that comes with the camera. Even if the manual has been lost, most are available online at the manufacturer's website. Manufacturers sometimes have online tutorials to help you learn how to use the camera. **YouTube also has a plethora of videos that demonstrate how to set up and operate a camera.**

**As soon as the recording is finished, copy a backup of the video onto a hard drive, a USB drive, or a CD/DVD.**

**The free video editing software that comes with most computers is perfectly adequate for preparing and saving the clip(s) in the format required in your edTPA handbook.** PC's have the program Windows Movie Maker (found in the START menu under PROGRAMS) while Macs provide you with iMovie. There are many online tutorials that will support you in learning how to use these programs.

**Remember, however, that each submitted clip must consist of a continuous scene without any edits,** all the more reason why Hollywood filmmaking skills are not only unnecessary but also potentially counterproductive.

[Tutorials for using Windows Movie Maker to edit your video \(click here\)](#)

[Tutorials for using iMovie to edit your video \(click here\)](#)

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## **Learning Environment**

### **What do I look for when selecting clips that demonstrate respect and rapport?**

Establishing respect and rapport among and with students is critical for developing a mutually supportive and safe learning environment. Respect is the positive feeling of esteem or deference toward a person and the specific actions and conduct representative of that esteem. Rapport is a close and harmonious relationship in which members of a group understand each others' feelings or ideas and communicate well. Both respect and rapport are demonstrated by how you treat students and how they treat each

other, and you should work to make them evident in your videos. **In your commentaries, cite specific scenes from the video clips that illustrate the respect and rapport you have established with your students.**

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## Engaging Students

**How do I select my video clip(s) to show active engagement of students in their own understanding of the concepts, skills, and/or processes related to the learning objectives?**

The evidence you need to collect for edTPA Task 2 should demonstrate how you engage students while teaching. **The video should feature instruction where there is student-teacher or student-student interaction and you have an opportunity to respond to student questions, concerns, or needs. Moreover, you need to choose clips that reveal student thinking, analysis, and judgment. Both goals can be achieved by lessons in which you probe their thinking and/or facilitate students in probing each other's thinking so that they can display their depth of understanding of the content you are teaching. Lessons that require students to only focus on recall of facts or to practice a set of narrow skills are not appropriate choices for an edTPA video.**

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## Deepening Student Learning

**How do I show that I am deepening student understanding?**

The video clip(s) should show how you respond to student questions and comments. You can draw upon any of the interactions in the video to **highlight how you listen to students and respond in such a way that you are supporting them and building on their thinking and ideas.**

Your ability to show that you are deepening student understanding in the video selection will depend upon the strategies you have chosen. **Strategies that do not allow you to engage in discussion or conversation with students may limit your ability to demonstrate that you are deepening student understanding.** For example, if you deliver a mini-lecture followed by a discussion during which you check for student understanding, you should focus the video clip on the discussion rather than on the mini-lecture (which can be described in writing). How you conduct that discussion is also important. **A clip filled with students answering yes/no questions, reciting information, reading aloud without conversation, writing silently, etc. will not reveal how you deepened their understanding of the content presented. Rather, the videoed discussion should represent an opportunity for students to display or further their depth of understanding.**

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## Analyzing Teaching Effectiveness

**What is important to remember as I identify changes I would make to the learning segment?**

You should describe what you have learned about teaching the content of the learning segment based on your observations of how your students responded to the instructional strategies and materials you provided in the video clip(s) submitted. **Be specific about any changes you would make if you were able to teach the lesson(s) again.** The changes may address some logistical issues (time management, giving directions, etc.) but **should focus mostly upon how you would improve the actual instruction to address and support students' individual and collective learning needs in relation to the central focus.** You will also need to cite evidence that explains why you think these changes will work. **Cite specific examples of student confusion or misunderstanding that informed your change AND how the changes appeal to the students' prior academic learning, lived experiences, or needs.**

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## Task 3. Assessing Student Learning

### Key Decision Points

#### Analysis of Student Learning

[What kind of student work should I analyze for edTPA?](#)

#### Feedback

[What types of student feedback should I include in my portfolio?](#)

#### Analyzing Students' Language Use

[How do I identify evidence of students' understanding/using academic language?](#)

#### Assessments Informing Instruction

[What do I need to think about when determining “next steps” for my teaching?](#)

### Analyzing Student Learning

#### What kind of student work should I analyze for edTPA?

You are expected to analyze your students' thinking and learning in edTPA Task 3—not just whether they know a set of important facts or essential vocabulary terms. **In order to analyze thinking and learning, the assessment you design should allow the students to demonstrate their thinking in some way.** You learn less about what your students are thinking and learning from multiple-choice questions or single-word response questions than from open-ended questions, writing samples, performance tasks, or other more complex assessments. **For the purposes of the assessment analysis in edTPA, an assessment that allows students to demonstrate their thinking is a more appropriate choice.** The assessment you choose to analyze for edTPA should be aligned with the central focus, content standards, and stated learning objectives and should provide students with an opportunity to demonstrate an understanding of those standards/objectives. **The assessment you choose may be formal or informal, formative or summative, but it needs to result in evidence of student learning according to evaluation criteria.**

Evaluation criteria make clear to the teacher (and ideally to the students) what features or qualities of the work will be assessed: for example, the accuracy of students' responses; quality of the communication; depth, originality, or creativity of the students' ideas; where the students are in their conceptual development for a particular idea; or the mechanics of doing a task. **Evaluative criteria should align**

with and measure the outcomes of your learning segment (central focus) AND address the elements of the subject-specific emphasis as defined in your edTPA handbook.

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#### **What types of student feedback should I include in my portfolio?**

Feedback should offer students clear and specific information on their performance around the lesson objectives/standards and align with the evaluation criteria. At the very least, your students should be made aware of their errors and their strengths. **Effective feedback will denote areas where they did well and where they need to improve related to the specific learning objectives. Unspecific comments such as “Good job” are not sufficient, as students will have little idea what exactly they did well. In contrast, comments such as “Effective word choice” or “Well-supported conclusion” direct attention to the details of their performance, deepening their understanding of what makes for quality.**

The same goes for feedback on where students can improve. Just citing the number of problems a student got wrong is not sufficient. In order to identify an area for improvement, students need to know what it is that needs attention. For example, cues such as “Your topic sentence needs more focus” or “Let’s review the relationship between slope and the y-intercept, I see you are making the same error in several problems (items 2, 7, and 12)” give students information necessary for targeting their improvement.

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#### **Analyzing Students' Academic Language Use**

##### **How do I identify evidence of students' understanding/using academic language?**

In your Assessment commentary, you will respond to a prompt asking for evidence that your students were able to use academic language (selected function, vocabulary, and additional identified demands) to develop content understandings. **You may cite evidence from video clip(s) and/or student work samples.** When referencing specific evidence in your video clip(s), describe how students meet your identified key academic language demands in ways that further their understanding. That is, students need to go beyond parroting back definitions of unfamiliar words and reveal **understandings** of vocabulary and **demonstrate the key language function** identified in your Planning commentary.

It is possible that academic language use may not be apparent in the video clip or may be a minor part of the clip; therefore, you have a choice to provide evidence using student work samples in addition to or instead of video clips. **When choosing your work samples, select those in which students are demonstrating their ability to perform the language function (e.g., explain, infer, analyze, etc.), produce the discourse, and/or display their understanding of key vocabulary.**

## **Assessment Informing Instruction**

**What do I need to think about when determining “next steps” for my teaching?**

**Informed by your analysis of the students' performance in the learning segment, "next steps" should detail the instructional moves you plan to make going forward, not only for the class in general but also for the three focus students in particular. Be sure to reference a variety of student learning needs and strengths in your commentary.** For example, if you discover that some students struggle with one of the skills taught or make consistent errors, what will you do in order to help those students meet the learning objectives they were unable to meet? **These next steps may include additional feedback to students, a specific instructional activity, or other forms of re-engagement to support or extend learning of the targeted objectives/standards.**

# Appendix A<sup>1</sup>

## ELEMENTARY LITERACY edTPA LEARNING SEGMENT CENTRAL FOCUS CONSIDERATIONS

It is vital to remember your edTPA should focus on literacy elements. While literacy instruction is sometimes integrated with content area instruction in the elementary classroom, only the teaching and learning related to students' literacy development will be documented for your edTPA materials.

Choose <b>either</b> comprehension or composition as the central focus.	<b>Comprehension</b>	<b>Composition</b>
<p>Identify ONE <b>strategy</b> for student learning across the 3-5 lessons</p> <p><b>Keep it simple!</b> The lists at right provide examples and are not inclusive.</p> <p>See Common Core Standards for additional ideas.</p>	<p><b>For Example:</b> Analyze characters or arguments Analyze text structures Summarize plot or main ideas Compare characters or versions of stories Compare points of view Argue/persuade using evidence Infer meaning from evidence Describe a process or topic Sequence events or processes Support predictions based on evidence Interpret a character's actions or feelings Draw conclusions Retell a story Identify story elements, character traits, or themes Identify characteristics of informational texts</p>	<p><b>For Example:</b> Brainstorming or other ways to gather and organize information for writing  Notetaking from informational text to support writing topic  Using graphic organizers for prewriting  Revising a draft  Using a rubric to revise</p>
<p>Choose one or more requisite skills 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</p>	<p><b>For Example:</b> Print concepts Decoding/Phonics Phonological awareness Word recognition Fluency Miscue self correction Language conventions Word analysis Syllabic, structural, or morphological analysis (affixes and roots) Vocabulary meaning in context Text structure features</p>	<p><b>For Example:</b> Language conventions (spelling, grammar, punctuation) Applying text structure features Editing/Revising Sentence fluency Organization (topic sentences, transitions, paragraph structure, etc.) Attributes of genre Using descriptive language</p>

<sup>1</sup> Appendix A is intended as support for choosing a learning segment for Elementary Literacy, Elementary Education, and Literacy Specialist edTPA handbooks only. All other fields should refer to edTPA subject-specific handbooks.

of lessons in learning segment.		Word choice Using active voice
<p><b>Make Reading/Writing Connections</b></p> <p>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.</p> <p>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.”</p> <p><b>Examples of activities that promote Reading-Writing Connections</b></p> <ul style="list-style-type: none"> <li>Reading and researching informational text to inform an essay</li> <li>Writing interpretations or analysis of informational text</li> <li>Journal writing: making predictions, making personal or text-text connections</li> <li>Notetaking</li> <li>Writing book reviews</li> <li>Writing from the perspective of a character</li> <li>Writing alternative endings for a story</li> <li>Writing in a style that emulates a model</li> <li>Writing responses to persuasive essays</li> </ul>		