



pennsylvania
DEPARTMENT OF EDUCATION

PENNSYLVANIA STATE LITERACY PLAN

Learning Path Journal

As you progress along this Learning Path, you will be presented with several opportunities to reflect on videos and readings. The richness of your experience in this learning path and the effectiveness of this learning environment will be greatly enhanced by your engagement and critical thinking. We have included this journal for your convenience.

For more information on the PaSLP
please visit PDE's website at
www.education.pa.gov

You may email questions or
comments to RA-EDPASLP@pa.gov.

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PA State Literacy Plan (PaSLP) Pre-Assessment

1. The purpose of the PA State Literacy Plan is:
 - To provide a curriculum for districts
 - To provide guidance to districts to develop literacy instruction
 - To tell teachers what to teach
 - All of the above
2. Which of these are not a part of the PA State Literacy Plan (PaSLP)?
 - essential elements
 - guiding principles
 - focus for instruction
 - lesson plans
3. Which of the following is NOT an essential element?
 - guided reading
 - differentiated instruction
 - disciplinary literacy
 - oral language
4. Stakeholders in literacy development include:
 - parents
 - community members
 - educators
 - all of the above
5. Guiding Principle 2, Diversity, includes:
 - linguistic
 - cultural
 - socioeconomic status
 - all of the above

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6. Which of these components is NOT a section within the local literacy needs assessment?
- transitions
 - partnerships
 - differentiation
 - assessments
7. All of the essential elements contain each of the following categories except:
- rationale
 - focus of instruction
 - implications
 - resources and/or references
8. Decision making about literacy programs, practices, and policies must be grounded in:
- empirical evidence
 - experiential evidence
 - local context
 - all of the above
9. Factors that affect language transfer include all, EXCEPT:
- poverty
 - alphabet recognition
 - figurative language
 - sounds that don't exist within both languages
10. An effective assessment system must be based on and congruent with:
- standards
 - curriculum
 - instruction
 - all of the above

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Slide 19 Journal Entry – PaSLP Excerpt

“Students graduating from Pennsylvania schools in the 21st century need to be “future ready” at the completion of grade 12. Educators need to rethink the ways by which they approach literacy instruction at all levels, including early learning for students ages birth through five years of age. Students must be able to read more challenging and complex text; moreover, they will need experiences that enable them to use literacy as a tool for learning the content in each of the academic disciplines (i.e., science, social studies, math, and English language arts)” (PaSLP, p. 10)

Take a moment to reflect. Write several words or phrases that are important to you in this passage.

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Slide 20 Journal Entry -- Goals

•**To improve literacy learning outcomes** and dramatically increase reading achievement for all students, including students in danger of academic failure birth through grade 12 in Pennsylvania;

•**To create a culture of data-informed decision making** in which multiple measures of assessment are used at the state, regional, and local levels to inform instruction and for accountability purposes; and

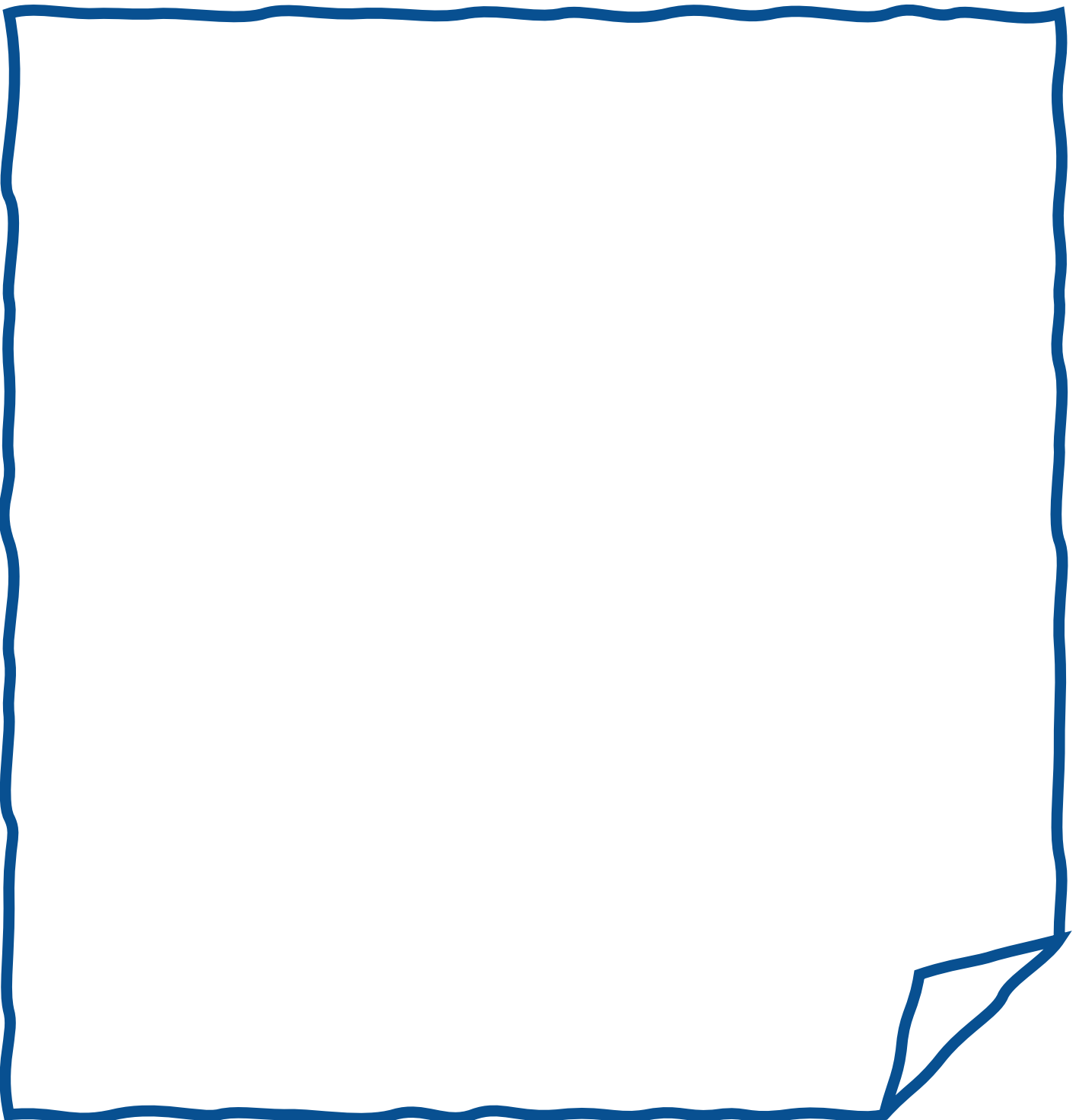
•**To create 21st century classrooms and schools** in which digital technology, including Universal Design for Learning (UDL), is an integral aspect of instruction and in which teachers are provided with the professional learning they need to assist students in using multiple pathways to express and represent information.

Take a moment to reflect on your classroom: how do you support student learning based on the purpose and goals of the PaSLP.

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Slide 22 Journal Entry – Defining Literacy

Take a moment to reflect on your classroom: What parts are most critical to you as a teacher? What aspects of literacy do you as a teacher need to increase in your classroom instruction?



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Slide 23 Journal Entry – Vision & Mission

Vision: All students in Pennsylvania from birth through grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.

Mission. The Pennsylvania State Literacy Plan (PaSLP) provides guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students. The plan identifies and describes (1) essential evidence-based concepts about the content of literacy (birth-grade 12) and (2) processes by which all stakeholders (e.g., parents, care-takers, educators, community members, etc.) involved in students' literacy learning can facilitate that learning in a coherent and consistent manner.

In your own words, describe the intent of the stakeholders in the creation of the mission and vision.

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Slide 24 Journal Entry – Visual Representation

Take a moment to reflect on the following questions:

How does the graphic convey the overall structure and intent of the state literacy plan?

How do the components of the literacy plan interconnect?

How does the structure of the PaSLP connect to your current role?



A large, empty rectangular area with a blue, hand-drawn border, intended for a journal entry or visual representation.

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Slide 26 Journal Entry – Guiding Principle 1

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
my confusions*

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Slide 28 Journal Entry – Guiding Principle 2

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
my confusions*

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Slide 29 Journal Entry – Guiding Principle 3

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
my confusions*

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Slide 31 Journal Entry – Guiding Principle 4

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
my confusions*

Blank space for journal entry.

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Slide 32 Journal Entry – Guiding Principle 5

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
my confusions*

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Slide 33 Journal Entry – Culminating Reflection

- How are these guiding principles consistent with what you believe are most important for you and your district?
- How is your district working to implement instructional and assessment practices that address these guiding principles? What ideas can you share with others?
- Which of these will present the most challenges to you in your district and what ideas do you have for addressing those challenges?

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Slide 36 Journal Entry – Essential Element 1

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
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Slide 37 Journal Entry – Essential Element 2

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
my confusions*

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Slide 38 Journal Entry – Essential Element 3

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
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Slide 39 Journal Entry – Essential Element 4

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
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Slide 40 Journal Entry – Essential Element 5

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
my confusions*

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Slide 41 Journal Entry – Essential Element 6

Evidence

What I read, saw, heard...

Interpretation

*What I think it means, my questions,
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Slide 42 Journal Entry – Culminating Reflection

- What do you think about the PaSLP’s choice of Essential Elements?
- Which of these would be a challenge for your district/school/agency?
- What others would you add to the list?

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Slide 44 Journal Entry – Section A

Record your thoughts about the action areas listed in Section A.

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Slide 45 Journal Entry – Section B

Record your thoughts about the recommendations for action areas listed in Section B.

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Slide 46-49 Journal Entry – Section C

Record your thoughts and reactions to the components of Section C.

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Slide 46-49 Journal Entry – Section C

Record your thoughts and reactions to the components of Section C.

A large, hand-drawn blue rectangular box with a wavy border, intended for journaling. The box is empty and occupies most of the page below the instructions.

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Slide 46-49 Journal Entry – Section C

Record your thoughts and reactions to the components of Section C.

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Slide 50 Journal Entry – Culminating Reflection

For your final reflection, record your thoughts about the PaSLP and what next steps you will take in your LEA to implement the plan.