

ELA REPORTER



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YOUR PROFESSIONAL RESOURCE FOR ENGLISH LANGUAGE ARTS AND LITERACY

2013-2014 Resource Development Continues

We know that as Georgia’s educators spend these few weeks of relative quiet to prepare for the 2013-2014 school year, the question of resources is often at the fore. In the last two months we have provided you with updates about ongoing precision reviews of the teacher-created Sample Unit Frameworks introduced last year. We have also been working on other initiatives, including the compilation of a resource toolbox and individual lesson progressions that can be paired with the sample unit frameworks or used independently.



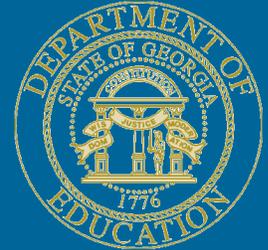
On June 25 state ELA coordinator Dr. Brenda Schulz conducted an informational webinar with Curriculum Directors and ELA Instructional Leaders to update them on our progress. The information shared about ELA resources for the coming year included the following:

- ◆ The material on the ELA landing page at GeorgiaStandards.Org is extensive. The Curriculum Maps, Teacher Guidance Documents (which contain over 40 standards-based integrated lessons for each grade level), and blank planning templates are an excellent resource packet from which to create original units of instruction.
- ◆ The Georgia DOE Wiki pages for Elementary, Middle, and High School teachers house the original Sample Unit Frameworks (recently

reposted) and will serve as a platform for the ongoing enhancement of these materials.

- ◆ Due to limited time, the teams of expert teachers on the Sample Unit Framework review committees provided a series of text-neutral (where possible) individual lessons that can be used to augment the existing units or to create new units instead of publishing entirely new versions of the existing frameworks. The teams also collected a bank of complementary resources (rubrics, graphic organizers, etc.). These materials will be available exclusively on the Wiki pages and will be published incrementally beginning July 15.
 - ◆ A comprehensive Administrator’s Tool Box is now available for teachers and administrators on the Wiki that includes the EQUIP rubric (a state-of-the-art Common Core instructional evaluation tool), draft writing rubrics from PARCC, links to professional learning modules, the Text Complexity Rubric, and much more.
 - ◆ Georgia’s Comprehensive Reading Solutions site, funded through the Striving Readers initiative, provides free access to materials for professional learning and contains excellent materials to support foundational reading instruction. Visit them at comprehensivereadingsolutions.com.
- Dr. Schulz strongly communicated that the existing resources do not represent mandates or requirements, but instead are intended to support local curriculum development. We have heard the voices from around the state expressing the desire to choose texts and strategies that are aligned and suited to the specific needs of their learners and community. We at the DOE celebrate the many visions and voices in our state and are excited to see the myriad ways in which we will all demonstrate the shifts and rigor of Georgia’s curriculum.

Georgia
Department
of Education



Dr. John D. Barge,
State School
Superintendent

*“Making Education
Work for All Georgians”*

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The Learning Tree: What's New In Professional Learning

Partners in Progress

The 2013 ELA Summer Institute series is set to begin in Statesboro on July 10, with additional workshops taking place around the state through July 17. The Institutes will be kicked off with a keynote presentation by Cynde Snider of the DOE Division for Special Education Services & Supports. Calling on personal challenges she faced as a classroom teacher and instructional coordinator, Cynde will move beyond theory to what real teachers can do in real classrooms to meet the needs of their diverse students. Cynde's experiences working with gifted students, struggling students, and the kids next door have given her a no-nonsense perspective that will both engage and inform Georgia educators.

Our working lunch session at each institute will feature a presentation on *Leveraging Digital Tools with GALILEO* with Karen Minton from the University System of Georgia.

The institutes will feature a day-long series of workshops presented by educator teams from across the state. The workshops will focus on creative and synergistic collaborations in the classroom that enhance and facilitate the shifts in text complexity, rigor, informational text, and writing from evidence that are inherent in the Common Core Georgia Performance Standards. To register visit:

July 16 Macon:

<https://www.maconstate.edu/wconnect/CourseStatus.asp?&course=13DOEELA> (FULL/REGISTRATION CLOSED)

July 17 Tifton:

https://tcccereg.caes.uga.edu/iebms/req/req_pl_form.aspx?oc=10&ct=REG&eventid=7800

July 10 Statesboro:

<http://ceps.georgiasouthern.edu/conted/elainstitute.html>

July 12 Kennesaw (FULL/REGISTRATION CLOSED)

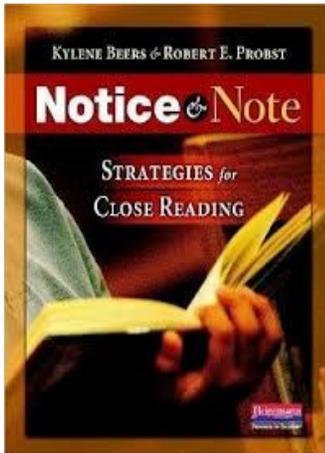
www.ccpe.kennesaw.edu/ela

SHARE YOUR LESSONS FOR CASH! In visiting schools around the state, we are consistently impressed with the creative, inspiring, and effective instruction that happens in your classrooms every day. We would like to share some of this great work, and have the opportunity to put a little summer cash in your pocket at the same time. Visit our Wiki to learn more...<http://ccgps-ela-tasksubmission.wikispaces.com/>

 ELA CCGPS LESSON TEMPLATE <small>THIS TEMPLATE OUTLINES INDIVIDUAL LESSONS AND ACTIVITIES THAT MAY BE INTEGRATED INTO EXISTING UNITS OF STUDY, OR USED INDEPENDENTLY TO TARGET SPECIFIC SKILLS.</small>
Title:
Grade Level:
Overview / Summary of the Lesson: <i>Describe the lesson and the reasoning behind the performance task. Outline the components of your lesson and explain why the students are doing the kind of work you are asking them to do. Why is the work they will be completing important?</i>
Suggested Materials (texts and supplies): <i>Include all resources at your disposal that might support the successful implementation of this lesson, including links, graphic organizers, models, etc. If you are recommending texts, text excerpts, videos, speeches, advertisements, etc., ensure that all materials are appropriate. Check with your site media specialist if you have questions about permissions to share anything you are posting</i>
Suggested Time: <i>Is this lesson best suited for the beginning of the year, mid-year, or later? Are there suggested pre-requisites? How long will this series of activities take to complete?</i>
Standards Addressed: <i>Which standards represent the PRIMARY focus of this lesson? Standards focus should reflect effective integration of standards, but not be so broad as to be ineffective. Be sure that all standards listed are SPECIFICALLY addressed and targeted in the lesson to follow. Please provide the full standard, not just the number.</i> > > >
Learning Targets: <i>What will students be able to know, understand, and do by the end of this lesson? Write in the form of an "I Can..." statement. Learning targets should be clear, achievable, and student-friendly. Though they will derive from the standards, they should not simply be the standard repeated with "I Can" written in front of it. Examples: I can compare two poems and explain how they have similar themes. I can support my explanation and analysis with evidence from the poem. I can make my analysis engaging and original.</i> > > >
Learning Task(s): <i>Describe the various tasks and activities the students will engage in throughout the lesson. Be sure that the activity directly scaffolds the standards and learning targets you have identified. Include the c pre-assessments and formative assessments at the appropriate time.</i>
Differentiation: <i>What supports can you suggest for students working below or above this level? One recommended resource for effective differentiation is the Universal Design for Learning at, http://www.udlcenter.org/implementation/examples.</i> > > >

Resources We Recommend

We are always on the look out for great new publications and resources. This month's recommendation comes to us from Robbin Dykes, ELA School Improvement Specialist with the Griffin RESA. Thank you Robbin!



Three Reasons to Read *Notice and Note*

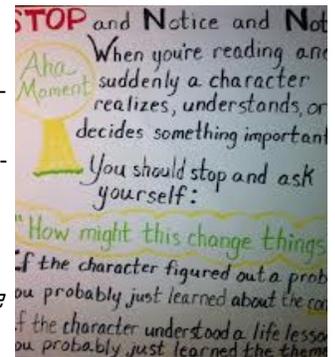
Book review and social media sites are abuzz as educators grasp for resources to teach Common Core close reading strategies. Recently *Notice and Note*, by Kylene Beers and Robert Probst, joined the ranks of available resources. However, this professional resource provides information beyond the instruction of close reading.

The initial chapters explain the research conducted by the authors. While pondering questions about the nature of reading, Beers and Probst surveyed 2,300 teachers, beginning in 2008. Their continued research resulted in six *Notice and Note Signposts* that support students' engagement in narrative text. The six signposts, each supported by one anchor question, provide signals for readers to stop and analyze the implications of the text passage. An example is the

Contrasts and Contradictions signpost. When a reader notices a contrast contradiction in a character's actions or thoughts, the reader stops and asks, "Why is the character doing that?" The signpost encourages active reading, accountable conversation, and foundational knowledge that supports text-based writing.

Six of the chapters present classroom vignettes, spanning grades four through twelve. The classroom instruction allows us to see the authors conduct signpost lessons with a variety of ages and abilities. Not only is this book a "how-to" for the instruction of the six signposts, but the vignettes serve as exemplary models for applying the gradual release model. Students become adept at using the signposts because of the modeling and guided practice that is carefully constructed in each signpost lesson.

Notice and Note justly answers the quest for the instruction of close reading. Readers of this professional resource will receive additional information relevant to today's Common Core reading issues. Concepts such as rigor, text complexity, and dialogic conversation are bonuses for those who choose to read *Notice and Note*.



More Great Training from Comprehensive Reading Solutions

COMPREHENSIVE READING SOLUTIONS
Home About Birth-Pre K Grades K-5 Grades 6-12 Contact

Birth to Pre K
We have teamed with Terri Purcell, Ph.D., to provide support for preschool educators. Find resources in assessment, language development and instruction here. [Start Lessons](#)

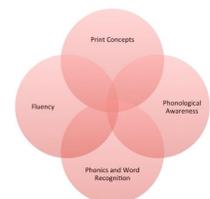
Grades K-5
Engaged shared reading, interactive read alouds, and truly differentiated small-group instruction are the hallmarks of a great elementary classroom. Find resources here. [Start Lessons](#)

Grades 6-12
Middle School and High School educators in all content areas can use reading and writing to build content knowledge. We will help plan instruction that engages students. [Start Lessons](#)

About
The Georgia Department of Education wants as many teachers as possible to use this content. Choose your focus, and then read, listen, and watch. [Start Lessons](#)

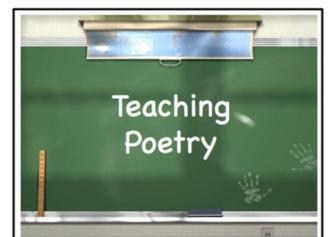
NEW MODULE: Planning to Build Foundational Skills

In this module, meant for leaders, we provide our take on the role of foundational skills in CCSS implementation.



NEW MODULE: Teaching Poetry

In this module, you will learn how poetry instruction relates to the Common Core, how best to teach poetry, and how to choose the best poems to teach. The module provides a



Young Georgia Authors Winners Announced

The Georgia Council of Teachers of English and the Georgia Department of Education is pleased to announce and congratulate the 2013 Young Georgia Author Winners! We are proud of all the students who participated.

Kindergarten - Bornini Chandra, Medlock Bridge Elementary, Fulton County

1st - Chase Mahoney, Lake Windward Elementary, Fulton County

2nd - Isabella Szabo, Sweet Apple Elementary, Fulton County

3rd - Katherine Brulte, Pearson Elementary, Atkinson County

4th - Abigail Schulze, Big Creek Elementary, Forsyth County

5th - Caroline Wanona Gilbert, Bleckley Elementary, Bleckley County

6th - Mallory Singletary, Thomas County Middle, Thomas County

7th - Elim Lee, Harris County Carver Middle, Harris County

8th - Ruthie Harrison, Davis Middle, Rockdale County

9th - Elizabeth Richmond, Winder Barrow High, Barrow County

10th - Courtney Keeler, Cass High, Bartow County

11th - Annabel McSpadden, North Oconee High, Oconee County

12th - Shelby House, Pierce County High, Pierce County

Visit Our Wikis

Elementary: <http://georgiaelaccgpsk-5.wikispaces.com/>

Middle: <http://georgiaelaccgps6-8.wikispaces.com/>

High: <http://elaccgps9-12.wikispaces.com/>



“And so with the sunshine and the great bursts of leaves growing on the trees, just as things grow in fast movies, I had that familiar conviction that life was beginning over again with the summer.”

– [F. Scott Fitzgerald](#), [The Great Gatsby](#)

“Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language.”

– [Henry James](#)

“What good is the warmth of summer, without the cold of winter to give it sweetness.”

– [John Steinbeck](#), [Travels with Charley: In Search of America](#)



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GeorgiaStandards.Org ELA Page:
<https://www.georgiastandards.org/>

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