

ELA Reporter

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YOUR PROFESSIONAL RESOURCE FOR ENGLISH LANGUAGE ARTS AND LITERACY

Locating and Developing Instructional Materials for 2013-2014

For several weeks we have been keeping our readers apprised of the development of additional resources to assist Georgia educators in their continued implementation of next-generation standards and assessments. Most recently we have posted on each grade level Wiki a new and/or revised and updated unit of instruction (Unit One) and an additional alternative unit from Achieve the Core. While we will continue to post additional resources, it is important to understand that these offerings are not presented as a set to be used together in any prescribed order.



For the first year of CCGPS implementation, we provided a full year of instructional units that were designed to be used as a set if desired. Going forward, we will be augmenting this series with alternative units that represent widely varying styles, text choices, and strategies, in order that you might construct a set of material that suits your unique needs. So while you can envision last year's offerings as a four course meal that proceeded from entrée to dessert, this year's offerings are a wide-open grocery store from which you can choose individual ingredients to make your own favorite meal. Up to 3 additional complete units will be added to each grade level on the Wiki pages in October and November. We hope you will find these materials useful and that you will be able to supplement your growing repertoire of next-generation strategies and lessons with the items we will be offering. To view the material visit our Wikis:

High School Wiki: <http://elaccgps9-12.wikispaces.com/>
 Middle School Wiki: <http://georgiaelaccgps6-8.wikispaces.com/>
 Elementary School Wiki: <http://georgiaelaccgpsk-5.wikispaces.com/>

In addition to the units we will be posting that have been created for you by Georgia educators, we also recommend that you review the newly posted lessons and resources at Achieve the Core. Here you will find a library of almost 300 free, teacher-developed Common Core-aligned lessons for grades 3-10. The site includes lessons for popular stories, non-fiction texts, basal readers, and anthologies:

<http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/788/ela-literacy-lesson-bank>

For teachers who wish to continue to-or begin to-develop their own original instructional materials, remember that we have resources available to assist in that process. On our ELA landing page at GeorgiaStandards.Org (<https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx>) you will find a Text Complexity Rubric to assist in making appropriate text choices, a Curriculum Map to aid in making pacing choices, a Teacher Guidance Document to provide sample lessons for each standard, and a blank Planning Template to walk you through the construction process step-by-step.

On page 2 of this month's *ELA Reporter* you will find information on the EQuIP Rubric, a great new tool for evaluating resources for rigor, relevance, and standards-alignment in the 21st-century classroom. As you create materials, this tool will help you gain confidence and stay on track with the latest best practices. Happy planning!

Georgia
Department of
Education



Dr. John D. Barge,
State School
Superintendent

*"Making Education
Work for All Georgians"*

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The EQuIP Rubric: Educators Evaluating Quality Instructional Products

A new and welcome addition to the creative process is the Educators Evaluating Quality Instructional Products (EQuIP) Rubric, designed to help designers and reviewers readily identify key components of quality Common Core materials. Formerly known as the Tri-State Rubric, this helpful tool can be found at the following URL:

<http://www.achieve.org/files/EQuIP-ELArubric-06-24-13-FINAL.pdf>

The purpose of the Rubric is to provide clear, descriptive criteria for CCSS lessons/units, to provide meaningful, constructive feedback to developers of lessons/units, to help identify lessons/units that can serve as models, and to guide collegial review and jurying processes.

With the EQuIP Rubric, educators can evaluate the following items:

- ◆ Lessons that include instructional activities and assessments aligned to the CCSS that may extend over a few class periods or days.
- ◆ Units that include integrated and focused lessons aligned to the CCSS that extend over a longer period of time.

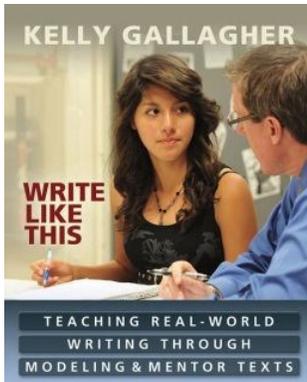
Note that the Rubric is not designed to evaluate a single task. When you visit the site, you will see two versions of the rubric: a single page version and a two-page version. The one page format contains the entire rubric including dimensions, criteria and ratings. The two page format is used during the review process and includes a column following each dimension for recording observations, comments and suggestions for improvement. Visit the site for more info!

Criteria that define the rubric are organized to describe quality in **four dimensions**.

I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus In the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> • Targets a set of grade-level ELA/Literacy CCSS for teaching and learning. ** • Includes a clear and explicit purpose for instruction. • Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) ** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> • Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. • (Grades 3-5) Builds students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. [Disciplinary rubrics for grades 6-12 under development.] 	<p><i>The lesson/unit addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> • Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ** • Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, illustrations, charts, diagrams, audio/video, and media). ** • Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). ** • Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> • Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at theCCR level. • Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS (p. 9) and indicated by instructional time (may be more applicable across a year). • Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through a analysis of a coherent selection of strategically sequenced, discipline-specific texts. • Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts/revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> • Cultivates student interest and engagement in reading, writing, and speaking about texts. • Addresses instructional expectations and is easy to understand and use. • Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. • Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. • Integrates appropriate supports for reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. • Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> • Includes a progression of learning where concepts and skills advance and deepen over time. • Gradually removes supports, requiring students to demonstrate their independent capacities. • Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. • Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5. • Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. • Uses technology and media to deepen learning and draw attention to evidence and texts appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> • Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with a appropriately complex text(s). • Assesses student proficiency using methods that are unbiased and accessible to all students. • Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> • Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.

****The most critical criteria** are considered to be **“must have’s”** for a quality CCSS lesson/unit.

Resources We Recommend



In *Write Like This*, Kelly emphasizes real-world writing purposes, the kind of writing he wants his students to be doing twenty years from now. Each chapter focuses on a specific discourse: express and reflect, inform and explain, evaluate and judge, inquire and explore, analyze and interpret, and take a stand/propose a solution. In teaching these lessons, Kelly provides mentor texts (professional samples as well as models he has written in front of his students), student writing samples, and numerous assignments and strategies proven to elevate student writing.

By helping teachers bring effective modeling practices into their classrooms, *Write Like This* enables students to become better adolescent writers. More important, the practices found in this book will help our students develop the writing skills they will need to become adult writers in the real world. Check it out!

On Writing...

As we continue our year-long focus on writing, this month we would like to invite you to review and discuss some of the most popular writing rubrics being used in today's classrooms. In last month's issue of the *ELA Reporter*, we featured the CCGPS Resource Connections Guide for the Georgia standardized writing assessments. As illustrated in the sample below, the resource guide addresses the rubric dimensions historically used in Georgia's assessments, and connects modern CCGPS lessons and strategies to those dimensions. As with many of the fundamental skills in English Language Arts, the elements that make up an effective essay are universal and unchanging: the development of

strong controlling ideas, organization, style, sentence fluency, usage, and mechanics. These are elements characteristic of all effective writing rubrics. However, some of the more modern rubrics that take into account factors relevant to text-dependent questions and evidence-based argument may prove to be more nuanced and useful as you move forward with the implementation of the more rigorous CCGPS writing standards. Look for more discussion about these rubrics in future months in the Reporter as we continue our exploration of the teaching of writing in the 21st century. Until then, we invite you to review some of the following offerings. This week we are featuring rubrics developed by the Partnership for Assessment of College and Career Readiness.

Grade 8 Writing Assessment Interpretive Guide	CCGPS
The paper contained a fully developed controlling idea that consistently focused on the assigned topic and purpose and addressed all aspects of the assigned task. (Source: Grade 8 Writing Interpretive Guide 2012, p. 16)	ELACC8W1: a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Supporting ideas were relevant to the topic, genre, and audience and were fully elaborated with logical examples and details. (Source: Grade 8 Writing Interpretive Guide 2012, p. 16)	ELACC8W1: b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
The response fully addressed reader concerns and perspectives. Genre appropriate strategies were used to develop the ideas. (Source: Grade 8 Writing Interpretive Guide 2012, p. 16)	ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELACC8W1: c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

GRADES 2/3: http://www.parcconline.org/sites/parcc/files/Grade%203%20ELA%20Expanded%20%20Rubric%20FOR%20ANALYTIC%20AND%20NARRATIVE%20WRITING_0.pdf
 GRADES 4/5: http://www.parcconline.org/sites/parcc/files/Grade%204-5%20ELA%20Expanded%20Rubric%20FOR%20ANALYTIC%20AND%20NARRATIVE%20WRITING_0.pdf
 GRADES 6/11: http://www.parcconline.org/sites/parcc/files/Grade%206-11%20ELA%20Expanded%20%20Rubric%20FOR%20ANALYTIC%20AND%20NARRATIVE%20WRITING_0.pdf

Professional Learning Opportunities

[101 Tips, Tools & Techniques for Using Technology in the ELA Classroom \(PL14051\)](#)

Credits: 0 / Tuition: \$0

Status: OPEN / Maximum Size: 75

Instructor: Deborah Clarke

Date: 10/28/2013 Time: 9:00 AM - 3:00 PM

Location: [PLC - SW GA RESA Training Center Camilla, Ga \(Click for Driving Directions\)](#)

Registration Deadline: 10/26/2013

Course Description

Many of you attended this break-out session at the Summer Institute and wanted to know more than the hour-long session could provide. Coni Grebel and Kim Goodson from Lee County High School have agreed to present this informative session here at SWRESA and to make it a day-long session. In this hands-on presentation, you will be encouraged to get out your cell phones, laptops, or iPads as you experience some of the technology-based secrets to be shared. Guidelines, strategies, and student work samples for each featured tip will be provided as Coni and Kim model some of the collaborative tools they will introduce, including Pearltree, Prezi, GoogleDocs, TurnItIn, Padlet, and more.

Class Notes

Start an Application for the Class

If you wish to submit an application for this class, please enter your email address in the space below and click the submit button. If your email address is found in the database, you will be asked to enter your password. If you have forgotten your password, you can have it emailed to the email address you entered. If your email address is not found, you will need to create a profile.

Georgia Gears Up for 2014 State Spelling Bee



2013 - 2014
STATE SPELLING BEE

sponsored by The Georgia Association of Educators

**REMINDER:
Bee Registration Deadline is October 15**

The Spelling Bee Committee of the Georgia Association of Educators (GAE) is busy planning a fantastic spelling bee program for the 2013-2014 school-year. To help you make your Bee as successful as possible, the committee strongly suggests you take the time to thoroughly read the online Procedures, Rules, and Regulations manual.

GAE is proud to offer Georgia students an opportunity to exhibit their proficiency in the art of spelling. If a participant is successful at the school system level, then he/she will have the opportunity to advance to the district competition. The district winners and runners-up compete in the state spelling bee with the state winner advancing to the national spelling bee. Also, because of Scripps new emphasis on vocabulary, it is recommended that our students also concentrate on vocabulary in their studies should they win and go on to the nationals.

This school year, 2013-2014, Scripps National Spelling Bee enrollment period is August 15-October 15, 2013. Students competing in the 2014 Scripps National Spelling Bee must be enrolled in schools/associations that have paid the Scripps \$120 enrollment fee. Please remember to enroll online with Scripps at www.spellingbee.com by the October 15th deadline. No schools will be added afterwards.

To ensure a successful spelling bee, it is recommended that you utilize the products and resources described in the aforementioned online manual on pages 32 & 34 and to follow the GAE Official Rules and Regulations for spelling bees that are on pages 9-12. According to Scripps, their spelling bee rules apply only to the competition at the national level; therefore, it is important to read and understand Georgia's rules, which will apply up and through the state championship.

The GAE Spelling Bee Committee and I hope you have a great year planning and implementing your bee!

HAPPY S-P-E-L-L-I-N-G!!!!

Calvine Rollins
Georgia Association of Educators

For more information and to register, visit
<http://www.mynewsletterbuilder.com/>
[email/newsletter/1411784211](mailto:newsletter/1411784211).



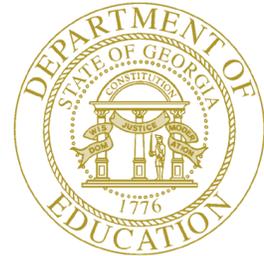
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ci_services.aspx?
PageReq=CIServEnglish](http://public.doe.k12.ga.us/ci_services.aspx?PageReq=CIServEnglish)