

ELA REPORTER



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YOUR PROFESSIONAL RESOURCE FOR ENGLISH LANGUAGE ARTS AND LITERACY

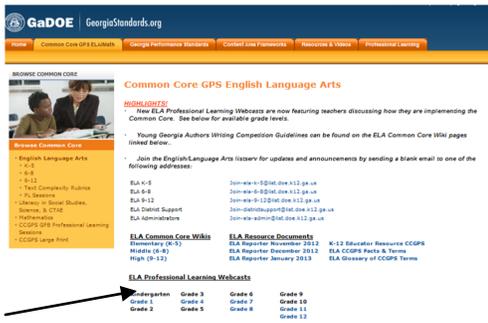
Inside the New ELA Webcast Series

Over the past two months, the ELA team at the DOE has been busy producing engaging new webcasts that feature classroom teachers sharing their experiences with the CCGPS implementation, management techniques, and proven instructional strategies. This month we would like to take you inside the webcasts to show you some of the key modules.



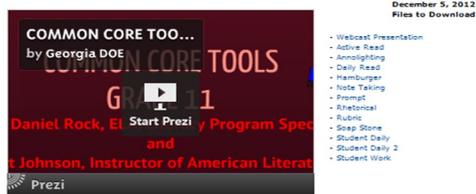
through 5-8 videos of the featured instructor walking viewers through an instructional sequence (a unit, lesson, or performance task) while answering questions about implementation, resources, differentiation, Common Core shifts, assessment, and more. Each video discussion is followed by a summary of ideas and illustrative documents.

Interactive technologies allow us to pull a variety of instructional platforms into the webcast, including PowerPoints, real-time whiteboard les-

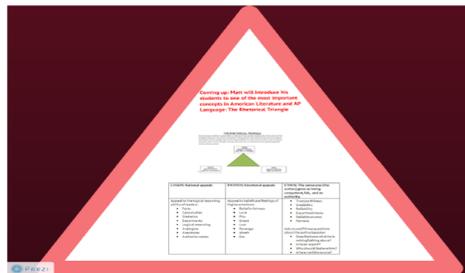


Accessing the Webcasts

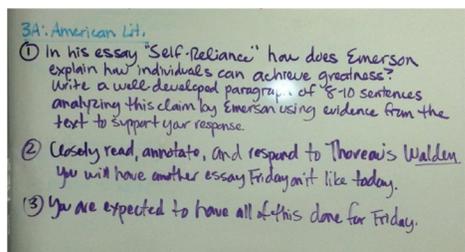
<https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx> "Professional Learning Webcasts" is the third heading on the page. From here you can click on the grade level that you are interested in watching. After clicking the grade you will see an embedded video screen that will allow you to activate the presentation and begin viewing. To the right of that screen you will see a list of downloadable documents. These documents will include all student work samples, activity guides, and graphic organizers that are discussed in the webcast.



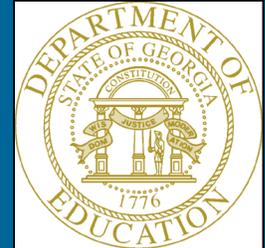
The webcasts are compiled using "Prezi" presentation software and embedded videos streamed through YouTube. You will advance the presentation by pressing the arrow, allowing you to spend as much or as little time on each document or video as you need. The webcast will begin with an introduction and will proceed



sons, and streaming video from the classroom. Finally, the inclusion of authentic student work samples lends an additional level of utility to the material by allowing the viewer to move through the entire instructional process, including outcomes.



Georgia
Department of
Education



Dr. John D. Barge,
State School
Superintendent

*"Making Education
Work for All Georgians"*

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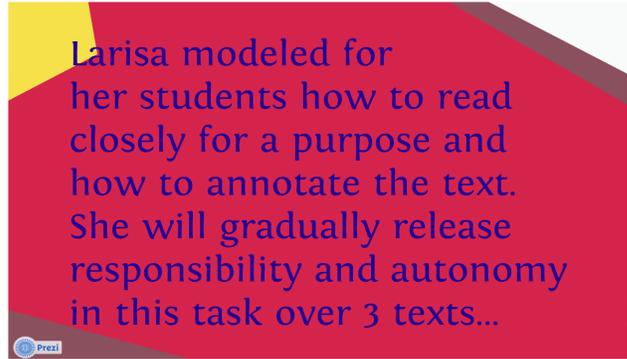
Inside the New ELA Webcast Series, continued...

A Sampling of Webcasts Ready for Viewing

GRADE ONE: Informational Writing/Close Reading/Note-Taking/Pre-Planning/Teamwork



GRADE EIGHT: Integrating Reading and Writing Block in Middle School/Learning Targets/Pre-Writing/Annotating/Close Reading for Multiple Purposes/Graphic Organizers



GRADE FOUR: Close Reading/Vocabulary Study/Analysis Writing/Rubric Study

The Tasks

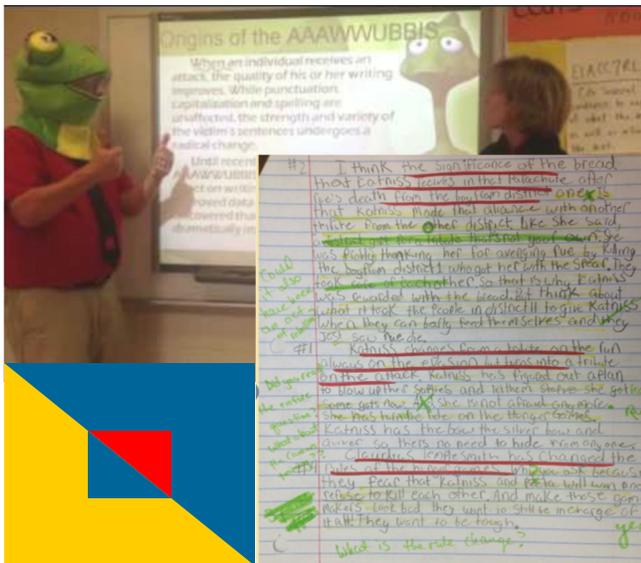
Discussion Task:

Students will discuss the passage in depth with their teacher and their classmates, performing activities that result in a close reading of the text. The goal is to foster student confidence when encountering complex text and to reinforce the skills they have acquired regarding how to build and extend their understanding of a text.

GRADE TWELVE: Incorporating Quotes into Analysis Essays/Vocabulary Study/Effective Transitions/Organization



GRADE SEVEN: Structuring the Fundamentals/Constructed Response Assessments/Writing Process/Rubric Construction



Our ELA Team Has a New Addition!

We welcome a new addition to the ELA team – Gail Humble. Gail is coming to us from the DeKalb County School System with many years of experience and with a wide range of knowledge about ELA. Most recently, Gail was the principal of Kittredge Magnet School, a National Blue Ribbon School and Platinum School of Excellence. Gail also has experience at the system level working with federal and state programs. We look forward to having a new member of our team.



ELA Resource Management Survey: We Need Your Input!

2013-2014 Resource Update

In our ongoing efforts to tailor the production of resources, we are once again asking for your help. The sample Unit Frameworks that were developed in the spring of 2012 to assist educators in developing curriculum for the initial year of CCGPS implementation have been archived to the ELA Wiki sites. As the implementation prepares to enter its second year, additional resources to further and expand upon that introductory material are now in production. The original units will continue to be vetted and upgraded as we receive user suggestions, and resources purchased to align with those units may continue to be used if desired. To access the 2012-2013 instructional materials that have been archived, simply visit the ELA Wiki for your grade band:

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

As we enter the planning stages for the next phase of implementation, we would like to get your feedback on a number of important elements in resource design. By visiting the link provided at the end of this article, you can participate in shaping the next generation of resources.

Webinars and Webcasts

We recently introduced a new format for the traditional webinar that includes video segments, interviews with Georgia teachers, instructional materials, and authentic student work samples. As we continue to build the library of these webcasts, we are proactively searching for ways to supplement these offerings with other materials that utilize digital media and allow educators to access only the information they need and to access it on their own schedule. Among the ideas in development are a library of instructional YouTube videos excerpted from the webcasts by topic, and “screencasts” which walk users through the navigation of a web resource in real time. We would like to know if you find these resources valuable, whether these resources can be altered or updated to be more effective, and what other digital offerings would be most useful to you.

Unit Planning, Tasks, and Templates

While the webcasts, webinars, and screencasts provide important instructional support, it is also important to provide nuts-and-bolts planning resources. In 2012 we produced fully articulated units of instruction that included suggested tasks and assessments. Some instructors—especially in the first year of a new curriculum—found this resource to be extremely valuable, while others preferred to plan independently. Now that these sample units have been archived, we are interested to learn exactly what

kinds of unit planning materials would be most useful to educators going forward (blank templates, individual tasks, pre-written units or a unit building “kit”, for example). Additionally, we would like to know which existing resources — for example the Teacher Guidance Documents, Text Complexity Rubrics, GPB Broadcasts, Wikis, etc. — have been most useful to you and in what ways, if any, you would like to see them augmented or improved.

Communication

Finally, we are seeking ways to improve our communication with our colleagues and are seeking to identify comparative usage statistics between the ELA ListServ, ELA Reporter, CIA Newsletter, Twitter, GSD, and Wikis.



The Survey

Your input is essential! To view the survey and provide us with your responses, please visit the following link: <http://www.surveymonkey.com/s/QDZFQFT>

Watch for results and the shape of things to come in the March ELA Reporter!

Media Specialist Workshop Update

Our January 17th workshop at the Coastal Plains RESA in Lenox, Georgia and the January 25th session with the Oconee RESA in Tennille, Georgia were both extremely fruitful collaborations. The Media Specialist Workshop series continues to foster important communication and bring together educators who work toward the common goal of literacy and communicative arts. These workshops highlight the absolutely essential nature of the role of the Media Specialist in the effective implementation of the Common Core Georgia Performance Standards and help us to discover new ways for classroom teachers, coaches, and media specialists to work together as we move through this new and exciting time in education. Upcoming workshops are listed below. To inquire about offerings in your area, contact your local RESA..

6-Feb	Northeast Georgia Media Specialist Consortium	Athens, Georgia
7-Mar	Okefenokee RESA Media Specialist Consortium	Waycross, Georgia
12-Mar	Griffin RESA Media Specialist Consortium	Griffin, Georgia
27-Mar	Pioneer RESA Media Specialist Consortium	Cleveland, Georgia

Media Matters: Copyright and Fair Use Guidelines

The textual requirements of the Common Core Georgia Performance Standards—more complex and rigorous texts, more non-fiction texts, more primary source documents and other contextual resources, etc.—have required educators to become very creative with finding ways to access adequate and appropriate texts. One of the great things about the Common Core is that teachers all over the country can share instructional resources and work collaboratively, exponentially increasing the materials available to all of us. As instructional materials are being shared, posted, and recommended at an unprecedented rate, we thought it might be a good time to review the protocols for copyright and fair use of materials. The chart provided here is concise and easy to understand and may be found at the Hall-Davidson site: http://www.halldavidson.net/copyright_chart.pdf.

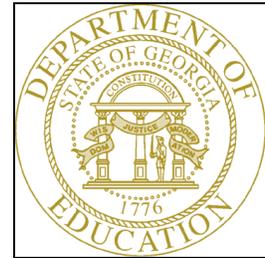
Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> Poem less than 250 words; 250-word excerpt of poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) One chart, picture, diagram, or cartoon per book or per periodical issue Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book 	<ul style="list-style-type: none"> Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in nine instances per class per term. Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. Don't create anthologies. "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	<ul style="list-style-type: none"> An entire work Portions of a work A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer 	<ul style="list-style-type: none"> A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen." 	<ul style="list-style-type: none"> Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none"> Photograph Illustration Collections of photographs Collections of illustrations 	<ul style="list-style-type: none"> Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none"> Videotapes (purchased) Videotapes (rented) DVDs Laserdiscs 	<ul style="list-style-type: none"> Teachers may use these materials in the classroom. Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." Use should be instructional, not for entertainment or reward. Copying OK only if replacements are unavailable at a fair price or in a viable format.
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Videotapes DVDs Laserdiscs Multimedia encyclopedias QuickTime Movies Video clips from the Internet 	<ul style="list-style-type: none"> Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<ul style="list-style-type: none"> The material must be legitimately acquired (a legal copy, not bootleg or home recording). Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Records Cassette tapes CDs Audio clips on the Web 	<ul style="list-style-type: none"> Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students. 	<ul style="list-style-type: none"> A maximum of 30 seconds per musical composition may be used. Multimedia program must have an educational purpose.
Computer Software	<ul style="list-style-type: none"> Software (purchased) Software (licensed) 	<ul style="list-style-type: none"> Library may lend software to patrons. Software may be installed on multiple machines, and distributed to users via a network. Software may be installed at home and at school. Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> Only one machine at a time may use the program. The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	<ul style="list-style-type: none"> Internet connections World Wide Web 	<ul style="list-style-type: none"> Images may be downloaded for student projects and teacher lessons. Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. Any resources you download must have been legitimately acquired by the Web site.
Television	<ul style="list-style-type: none"> Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) Cable (e.g., CNN, MTV, HBO) Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> Broadcasts or tapes made from broadcast may be used for instruction. Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's <i>Reading Rainbow</i>, allow for much more.) Cable programs are technically not covered by the same guidelines as broadcast television.

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DOE ELA Home Page:
http://public.doe.k12.ga.us/ci_services.aspx?PageReq=CIServEnglish

GeorgiaStandards.Org ELA Page:
<https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx>