



ELA REPORTER



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YOUR PROFESSIONAL RESOURCE FOR ENGLISH LANGUAGE ARTS AND LITERACY

Partners in Progress: ELA CCGPS Summer Sessions Announced

We are pleased to announce that the Georgia DOE ELA team will host a series of networking and professional learning opportunities during the month of July. This year's summer institutes are entitled **"Partners in Progress: Creating a Culture of Literacy in Georgia Schools"** and will feature a series of presentations on collaborative instructional models pairing ELA teachers with partner Media Specialists, Administrators, inclusion teachers of special needs and language learners, and instructional coaches and content area teachers. Events are scheduled in a variety of locations that we hope will be convenient to teachers from all regions of the state:



Announcing the 2013 ELA Summer Training Institutes



"Partners in Progress: Creating a Culture of Literacy in Georgia Schools"

July 10, Georgia Southern University Campus, Statesboro

July 12, Kennesaw State University, Kennesaw

July 16, Middle Georgia State College, Macon

July 17, University of Georgia, Tifton Campus

The 2013 ELA Summer Institutes will be kicked off with a keynote presentation by Cynde Snider, PhD, of the DOE Division for Special 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, defiant students, and the kids next door have given her a no-nonsense perspective that will both engage and inform Georgia educators.

Daily Event Schedule:

8:30 to 10:30 am	Plenary Session and Keynote Speaker
10:45 to 12:00 noon	Workshop I
12:00 to 1:00 pm	Working Lunch: Leveraging Digital Tools with GALILEO
1:15 to 2:30 pm	Workshop II
2:45 to 4:00 pm	Workshop III

- ◆ THERE IS NO FEE TO ATTEND THE INSTITUTE.
- ◆ Luncheon will be provided free of charge.
- ◆ Participants whose attendance is verified may apply for travel reimbursement.
- ◆ There are 250-300 seats available per institute depending upon the venue.
- ◆ Registration is on a first-come, first-served basis.

To register, please visit the unique website for the institute you wish to attend.

July 16 Macon:

<https://www.maconstate.edu/wconnect/CourseStatus.asp?&course=13DOEELA>

July 17 Tifton:

www.ugatiftonconference.org for info, or direct: https://tcccrcg.caes.uga.edu/iebms/reg/reg_pl_form.aspx?oc=10&ct=REG&eventid=7800

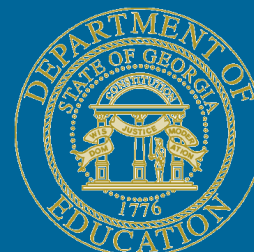
July 10 Statesboro:

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

July 12 Kennesaw:

www.ccpe.kennesaw.edu/ela

Georgia Department of Education



Dr. John D. Barge,
State School
Superintendent

*"Making Education
Work for All Georgians"*

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Getting it "Write": A New Focus for the Approaching Academic Year

As the 2012-2013 academic year winds to a close, it is a good time to reflect on our first year of CCGPS implementation. Even though the Georgia Performance Standards were already one of the most rigorous and successful sets of instructional standards in the country, some of the major shifts inherent in the Common Core presented unique challenges to educators.

The Common Core Georgia Performance Standards continued our state's tradition of high expectations and rigor, but raised the bar in three significant ways: an increase in overall **text complexity** levels, an increase in the use of primary source documents, literary non-fiction, and **informational texts**, and a shift in our summative assessments towards argumentative and expository writing based on **textual evidence**.

During the initial year of implementation, accurately determining the complexity level of a text and its appropriateness for a given grade level or task emerged as one of the primary areas of concern for teachers. What were the elements of complexity? How important was Lexile in determining text choices? We also had to build understanding about the integration of informational texts: where to find them, how to choose them, when to include them. The collaborative discussions on these topics have evolved throughout the year culminating in a new confidence and enthusiasm in the classroom. As we move forward to the next phase with CCGPS, we are ready to turn our

focus and attention to the writing component. While writing is always at the fore, the 2013-2014 academic year will be an opportunity for us to foster an ongoing dialogue on writing that will enable an effective state-wide implementation of this all important segment of the CCGPS.

Available now are transitional guidance documents intended to make explicit the connections between the Common Core Georgia Performance Standards for writing and the current Georgia High School Writing Test. The Georgia assessment will remain an extemporaneous (not text-based) prompt and will continue to feature persuasion as opposed to argument for the coming academic year, after which we will transition to more rigorous text-based argumentation.

CONNECTING THE COMMON
CORE GEORGIA PERFORMANCE
STANDARDS AND THE GEORGIA
HIGH SCHOOL WRITING TEST
(GHSWT)



GRADE 11



The links to these documents for grades 3, 5, 8 and 11 can be found at <http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/Writing-Assessments.aspx>.

In the coming months we will be soliciting your input on the kinds of resources and professional learning you would like to see on the topic of writing. Keying on the standards, best practices, current research, PARCC constructed response assessment samples, and your suggestions, we hope to tailor a dynamic program of collaboration and learning in the coming year. We look forward to collecting your comments and suggestions.

Resource Contributions Sought from Georgia Teachers



SHOW US
THE LESSONS!

As the ELA/Literacy team has travelled the state, we have encountered scores of teachers implementing CCGPS through dynamic and effective lessons. Some of these lessons are adaptations of what is in the DOE Frameworks and some are created from scratch. We would like to create a database of these great resources.

If you have a lesson that is original, aligned to CCGPS, and can be easily adapted for a variety of texts and students, we would like to share it with others. Follow the instructions on the wiki below to learn the requirements, criteria, and process for submitting lessons.

If your lesson is selected, we will contact you about contracting to revise and publish on GeorgiaStandards.org. Good luck. Contributors will be compensated \$200 for each final lesson accepted.

<http://ccgps-ela-tasksubmission.wikispaces.com/>

*The fireworks begin today.
Each diploma is a lighted
match. Each one of you is a
fuse. ~Edward Koch*

E-Magazines for Media Centers

Claudia Montague, Bainbridge HS

As part of our ongoing focus on Media Specialists and the Media Center as crucial components of effective CCGPS implementation, we invite Georgia's Media Specialists to contribute to the ELA Reporter. This month we are featuring a piece by Claudia Montague of Bainbridge High School in Bainbridge, Georgia.

School media specialists truly work in interesting times. When *Newsweek* announced it was going all digital last fall, I started scrambling to come up with a way to make magazines available electronically for my high school students. Fewer students read the magazines on my shelves now. They would rather get on a library computer or their smart phones to read. Our high school is starting to move toward a BYOT program that would allow our students to bring their own laptops, tablets, etc. to school to connect to our wireless Internet. Half of my budget last year went toward ebooks. The future looks pretty clear to me. I knew that I needed to find a way to make magazines available electronically to my patrons.

I started by contacting the most obvious sources – the vendor who has been supplying my print magazines for years and the vendor who supplies my ebooks. Neither could help me. Next I turned to the good folks at GALILEO. While many magazine articles and even whole magazines are available through GALILEO, I knew the media center needed more popular and visually appealing magazines in addition to the strictly academic sources.

Next I contacted our local public library and one close by college library. My friends there could not offer any suggestions. Finally, I contacted

Newsweek directly and was referred to Zinio, a company that provides online access to *Newsweek's* electronic version. Zinio bills itself as “the world’s largest newsstand,” and was originally created with the individual electronic consumer in mind. Recently, however, they have branched out to embrace the public library sector with Zinio for Libraries, a partnership with Zinio and Recorded Books.

Zinio for Libraries is a new service which provides the library reader with easy access to a beautiful digital pdf of every page of his/her favorite magazines. Access to a library’s e-magazine collection is made through a user name and password. An e-magazine may be viewed online or downloaded. The most exciting part of all is the unlimited access. Now I will have the ability to place a copy of *Newsweek* or *Discover* in every student’s hand (as long as he/she has a device). With districts nationwide choosing to give up textbooks in order to provide more technology for their students, this service will allow librarians to help teachers put up-to-date articles into their curriculum.

The world is changing rapidly. If your school system has or is planning to go with a 1:1 or BYOT program, you may want to contact your local public library to see if they are using Zinio for Libraries and would be willing to partner with you. If you know of another company offering e-magazines, please share! Media specialists are extremely supportive of one another, and in this rapidly changing digital world, I am sure there are other companies who will soon be moving into this market.

E-Books and School Libraries

Excerpted from American Library Association’s *American Libraries #ala2013*



In their efforts to implement ebooks, school libraries face a set of challenges that differ from those confronting their public and academic counterparts. In addition to the struggle they share with other types of libraries to offer current bestselling fiction ebooks, school libraries are also working to secure backlist fiction, curriculum-focused nonfiction, and multiple copies of books for group use. A great deal of nonfiction at the K-12 level is already available in a variety of formats and under various licensing terms. Facilitating their use as part of a class project, many of the books can be secured with unlimited, simultaneous-access rights. Publishers are also working to enrich their ebooks to better meet the new Common Core State Standards. Larger publishers of reference works are also working with school libraries to meet their specialized needs for district access to a common set of resources.



One of the areas of greatest potential for ebooks in school libraries is in accommodating students with special needs. The US Department of Education-funded BookShare.org program supplies free DAISY-formatted ebooks, offering text-to-speech enhancements with read-along highlighting to students with a qualifying print or visual disability. E-readers that use E Ink screens, such as the Kindle and Nook, have also proven highly successful for struggling readers thanks to the single-page display that lets students focus on the present without worrying about the pages to come.

In the end, school libraries around the country are continuing to look forward to a future rich with ebooks. Individual libraries are trying different programs to see what works, and the publishers and vendors in the K-12 market are working with school libraries in a strong partnership. Their efforts have been most successful in nonfiction and reference resources, but school libraries are hoping to work with public libraries to meet bestseller fiction needs.

SCES Makes Book Come to Life through Career Day

Lezley B. Anderson,, Sumter County Elementary

Dr. Samuel Harper introduced 4th graders to Mittens the cat.



From top to bottom: Nyja Carson, Antwan Dismuke and Jawaski Whitehead learned about the career of fire-fighting.



Students from left to right: Aaron Pinckard, Chancellor Ware and Walter Tondee learned about motorsports and truck driving.



The ELA Reporter takes great pride in sharing success stories from around the state. This month we feature Sumter County Elementary School, as Assistant Principal Lezley Anderson showcases the great things going on with her kids. Let us hear from your school!

Doors decorated to look like Leigh Botts' diary and a nearly life-sized replica of Mr. Botts' semi-truck with writing experiences to create a large acoustic "BIG RIG" are among many ways teachers, students, and administrators at Sumter County Elementary School explored the extended text, *Dear Mr. Henshaw*, from their ELA unit to make learning fun and engaging. SCES's commitment to engaging and motivating its students was certainly confirmed during the school's recent 4th Grade Career Day.

Speakers from a variety of careers spoke to students, giving them motivation to follow their dreams. Students were excited to meet an author, veterinarian, a welder, a truck driver, a race car driver, a botanist, an aviation specialist, a chef, a cosmetologist, an electrician, a gas station owner, and a firefighter. Students were encouraged to dress for success in the career attire of their choice instead of their school uniforms.

Careers featured were selected in several ways. The text, *Dear Mr. Henshaw* by Beverly Cleary, inspired several career choices, including a gas station worker, chef, scientist, animal shelter worker, and truck driver. In keeping with the Georgia DOE's recent work with career clusters, the counselors and administrators worked with the teachers to address each 4th grade cluster through the Career Day experience. The career clusters represent a grouping of occupations according to common knowledge and skills. The clusters for 4th grade include agriculture, construction, business, management, administration, manufacturing, science, technology, engineering, and mathematics. The guest speakers covered each of these clusters through demonstrations, presentations, and interactive experiences. Career Day is helping SCES exceed the CCRPI bar regarding career awareness, as well as helping to achieve a Science Technology Engineering and Mathematics Project Certification.

SCES teachers work hard to make learning fun. Using the extended text from their ELA unit to introduce careers from the clusters and carefully choosing careers to address requirements for STEM certification, the teachers gave the students an opportunity they will surely not forget.

Revision Process Underway

If you are a regular reader of the ELA Reporter, you are aware that a precision review is currently being conducted on the ELA Sample Unit Frameworks. Created by Georgia teachers and offered for use at the beginning of the current academic year, the unit frameworks have provided an effective starting place for educators to implement the CCGPS. As we have accrued knowledge and expertise throughout the year, various professionals around the state have taken bits and pieces of the frameworks and constructed their own personalized unit plans, created completely unique and original plans, or have implemented the samples as they are.

As we have moved through the instructional year many wonderful resources have become available, opportunities for improvement to the existing units have been identified, and our feel for alignment, time lines, learning targets, standards focus, and other critical elements of unit planning have crystalized. Using all that we have learned, we are now working with cohorts of teacher experts from around the state to upgrade the Sample Unit Frameworks. Unit One from each grade level will be upgraded based on all the feedback we have received from users and the parameters of the Tri-State Rubric for Common Core unit planning. Resources connected to the units will not change.

The Learning Tree: What's New In Professional Learning

Spring is the time for freshening our toolboxes and beginning to think about the coming academic year. We have been busy scouring all our favorite sites to find the best in professional learning to share with Georgia's educators, and we are happy to report that there is no shortage of great new material out there for you to explore.

The Teaching Channel

The Teaching Channel is a video showcase of inspiring and effective teaching practices in America's schools. The videos are produced by a unique team of professionals—a collaborative effort between video production experts, education advisors, and the classroom teachers themselves. The video library offers educators a wide range of subjects for grades K-12. The videos also include information on alignment with Common Core State Standards and ancillary material for teachers to use in their own classrooms. Several new ELA offerings have recently been posted. Check it out:

https://www.teachingchannel.org/videos?page=1&categories=subjects_english-language-arts,subjects_math&load=1

Comprehensive Reading Solutions

The Georgia Department of Education has funded this site through the Striving Readers initiative. It provides free access to materials for professional learning and has recently added a couple of modules that will be particularly useful to ELA professionals in the field. We highly recommend these modules, but also suggest that you take some time

to peruse the whole site.

Professional Development for Principals: In this module, you will have a chance to take stock of some of the key forces at work in your school. You will consider ways to foster teacher growth, and you will learn about a system of clarifying your goals and charting your progress toward meeting them.

<http://www.comprehensivereadingsolutions.com/professional-development-for-principals/>

Alphabet and Print Knowledge: Children often demonstrate a conscious awareness of letters and print by pointing to letters, singing the alphabet song, scribbling and writing, and reading environmental print. Despite the ease with which children interact with print, research shows that they do not come to this awareness naturally. Instead, children need teachers and other adults to bring their attention to print and to create many opportunities for structured and incidental experiences with letters and words.

<http://www.comprehensivereadingsolutions.com/alphabet-and-print-knowledge/>

Your Local RESA

Georgia has 16 Regional Educational Services Agencies whose mission is to provide professional learning and other support services to teachers. Most RESAs have PL opportunities available every month. Click here to find and visit the site of your local RESA:

<https://www.georgiastandards.org/Learning/Pages/ETC-RESA/RESA.aspx>



Watch with a Colleague...

As a tool for school reform, Huffman and HIPP (2003) asserted that a Professional Learning Community is "the most powerful professional development and change strategy available"

Lesson Idea Common Core

ACT II
SCENE I. The searoom.
Enter ANTONIO and SEBASTIAN

ANTONIO
Will you stay no longer? we will you not that I go with you?
SEBASTIAN
By your patience, no. My stars shine darkly over me; the malignancy of my fate might perhaps discover you; therefore I shall retire of you your leave that I may know my evils alone. It were a bad recompense for your love, to lay any of them on you.
ANTONIO
Let me yet know of you whether you are bound.
SEBASTIAN
No, worth, sir; my determinate voyage is many enterprises; but I promise to you to scratch a touch of redness, that you will not ask from me.

Soliloquy to Love

Grades 9-12 / ELA / Shakespeare

9 min ► | NEW!

Lesson Idea Common Core

Personify
as a character

Soliloquy to Love: Day One (Uncut)

Grades 9-12 / ELA / Shakespeare

31 min ► | NEW!

Lesson Idea Common Core

Soliloquy to Love: Day Two (Uncut)

Grades 9-12 / ELA / Shakespeare

24 min ► | NEW!

Lesson Idea Common Core

Theme, Symbolism & Allusion

Grades 6-8 / ELA / Analysis

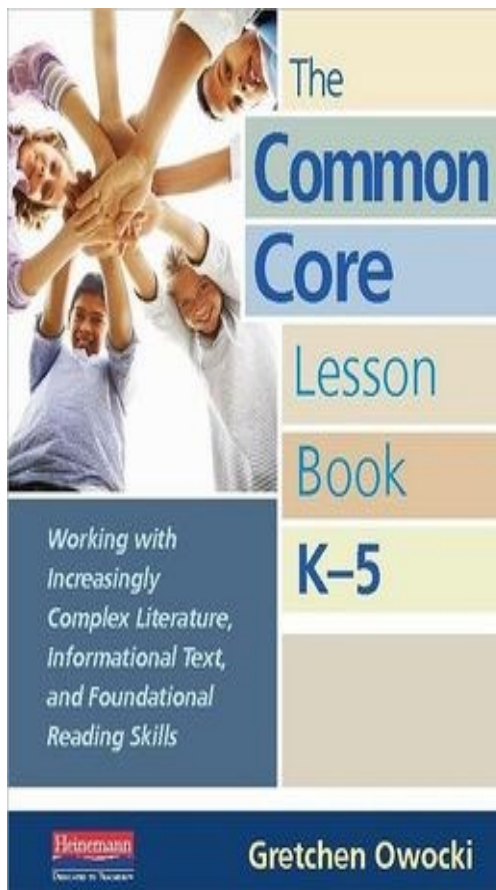
6 min ► | NEW!

Resources We Recommend

The Common Core Lesson Book, K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills -Gretchen Owocki.

Gretchen Owocki powerfully demonstrates the importance of bringing meaningful instruction to not only traditional reading-instruction topics like comprehension, but also to contemporary issues such as Common Core and RTI. In the bestselling titles *The Common Core Lesson Book*; *The Common Core Writing Book*; and *The RTI Daily Planning Book*, she masterfully breaks down instructional issues and strategies into manageable chunks that help teachers differentiate instruction, meet curricular goals, and improve as practitioners. For more than 15 years, she has helped teachers find researched-based practices that improve learning by letting students experience curriculum as part of their own development. In other Heinemann titles such as *Comprehension*; *Make Way for Literacy*; and *Time for Literacy Centers*, she shares teaching that engages students through authentic, meaningful tasks and challenges them to grow as readers and writers. A professor at Saginaw Valley State University, Gretchen is a Heinemann Professional Development Services provider. » Read Gretchen's article "Setting a Course to Maximize the Potential of CCSS" in the Heinemann PD Journal.

-Heinemann Editorial Review



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GeorgiaStandards.Org ELA Page:
[https://www.georgiastandards.org/
Common-Core/Pages/ELA.aspx](https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx)

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

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

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