



# Lexiles, Learning Village, and Literacy: ELA Initiatives

**Georgia Department of Education**  
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*"We will lead the nation in improving student achievement."*

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# Large Print GPS for Posting

Home

Georgia Performance Standards

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GSO Builder

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## Browse Standards

- **GPS by Grade Level, K-8**
- English Language Arts & Reading
- Mathematics
- Science
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- Fine Arts
- Health Education
- Physical Education
- Modern Languages & Latin
- Career, Technical, and Agricultural Education (CTAE)
- GPS for Students with Significant Cognitive Disabilities

Home » Georgia Performance Standards (GPS) » GPS by Grade Level, K-8

## GPS by Grade Level, K-8

The Georgia Performance Standards are displayed in PDF format. Adobe Reader must be installed on your computer to view and print PDF documents. Download the latest version of Adobe Reader [here](#).

To **view** PDF documents:

1. To view individual curriculum standards, select the title (i.e. *Science, Mathematics, etc.*).
2. To view standards for the grade, select "Grade \_ Performance Standards."

To **print** PDF documents:

1. Select the document.
2. Set up the page settings as recommended. (Please note: Large Print GPS for Posting are scaled for Landscape Orientation. They may be printed on Regular, Legal or 11x17 sized paper.)
3. Select the print button on the toolbar or select **File** from the menu bar followed by **Print** from the drop down list.
4. Select **OK** to print.

### Kindergarten

- English Language Arts & Reading
- Mathematics
- Science
- Social Studies
- Physical Education
- Kindergarten Performance Standards
- Large Print GPS for Posting

### Grade 1

- English Language Arts & Reading
- Mathematics
- Science
- Social Studies
- Physical Education
- Grade 1 Performance Standards
- Large Print GPS for Posting

### Grade 2

- English Language Arts & Reading
- Mathematics
- Science
- Social Studies
- Physical Education
- Grade 2 Performance Standards
- Large Print GPS for Posting

**Print each standard on a separate page.  
ELA, Math, Science, Social Studies K-8.**

## **EARTH SCIENCE**

### **S2E2**

**Students will investigate the position of sun and moon to show patterns throughout the year.**

# Lexiles

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# What is a Lexile Measurement?

- Lexiles range from between approximately 200 to 1700.
- A Lexile is a standard score that matches a student's reading ability with difficulty of text.
- What percentage is the target when it comes to comprehension and Lexiles?

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# What is a Lexile Measurement?

- It can be interpreted as the level of book that a student can read with 75% comprehension.

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# Why 75% Comprehension?

- Research suggests that at 75%
  - A reader can have a successful reading experience without frustration or boredom.
  - A reader can achieve “functional comprehension” of the text.
  - A reader will be sufficiently challenged (by vocabulary and syntax) to improve.

*75% is the “right amount of challenge.”*

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# Where can I find a student's Lexile measure?

- A student's Lexile measure can be found on the individual student report of the CRCT for grades 1-8 and the GHSGT in ELA for grade 11.
- More information on a student's Lexile measure based on the CRCT and the GHSGT scale score is available on the Georgia Department of Education web site at [www.public.k12.ga.us/lexile.aspx](http://www.public.k12.ga.us/lexile.aspx)

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# The Lexile Framework is NOT

- A reading program
- A test or method of assessment
- Educational software

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# The Lexile Framework for Reading is

- An educational tool that links text and readers under a common metric---the Lexile.
- A tool to allow educators to forecast the level of comprehension a reader may be expected to experience when reading a particular text.
- A commonly used reading measure:
  - Over 28 million students receive Lexile scores through commercial and state assessments.
  - Over 100,000 books and tens of millions of articles have Lexile measures.

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# Limitations of Lexile Measures

## Lexile Measures Do NOT address:

- Text Characteristics
  - ~Age-appropriateness of the content
  - ~Text support (e.g., pictures, pull-outs)
  - ~Text quality (i.e., Is it a good book?)
- Reader Characteristics
  - ~Interest and motivation
  - ~Background knowledge
  - ~Reading context and purpose

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# Readability/ Not age appropriateness!!!

- Lexile text measures only measure text readability.
- Input from readers, parents, teachers, and librarians is necessary.

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# Why the Lexile Framework?

- LINK reader to text under a common measure.
- FORECAST levels of comprehension.
- TRACK growth over time.

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# Current Practices

- How do you determine the reading levels of students in your classes?
- How is text selected to support instruction?
- How do you plan for remediation? Enrichment?

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# Managing Comprehension

- Readers may experience **frustration** when
  - Text readability is 100L + above their Lexile level.
- Readers may experience **ease** when
  - Text readability is 50 – 100L below their Lexile level.
- Readers may experience **growth** when
  - Text readability is within their Lexile range.

**Targeted text range of 100L below to 50L above is recommended.**

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# The Lexile Framework and Differentiation

- How can I increase learning/growth for all students?
  - Matched text
  - Scaffolding
  - Accessible instructions
  - Tiered reading assignments

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# Using Lexiles to create Grouping Opportunities:

- Ability Groups
- Interest Groups
- Experts
- Literature Circles, Book Clubs
- Research Clubs

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# Lexiles can empower...

## TEACHERS:

Differentiate instruction

Match text to student

## STUDENTS:

Connect to accessible text

Monitor and celebrate their own growth

## FAMILIES:

Participate in child's development

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# www.lexile.com

- Free tools at [www.lexile.com](http://www.lexile.com)
- Lexile and Find a Book
- Lexile Analyzer
- Lexile Calculator

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# Georgia Department of Education Links

<http://www.gadoe.org/lexile.aspx>

<https://www.georgiastandards.org/Resources/Pages/Tools/LexileFrameworkforReading.aspx>

<http://www.galileo.usg.edu/high-school/doe/search/>

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# Motivation to Learn

- Students cannot learn when they are unmotivated by things far too difficult or things far too easy.
- Students learn more enthusiastically when they are motivated by those things that connect to their interests.

--Tomlinson, *The Differentiated*

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**Build  
Vocabulary!**

**Periods when little rain falls and  
crops are damaged.**

**Droughts**



12. 11. 2002



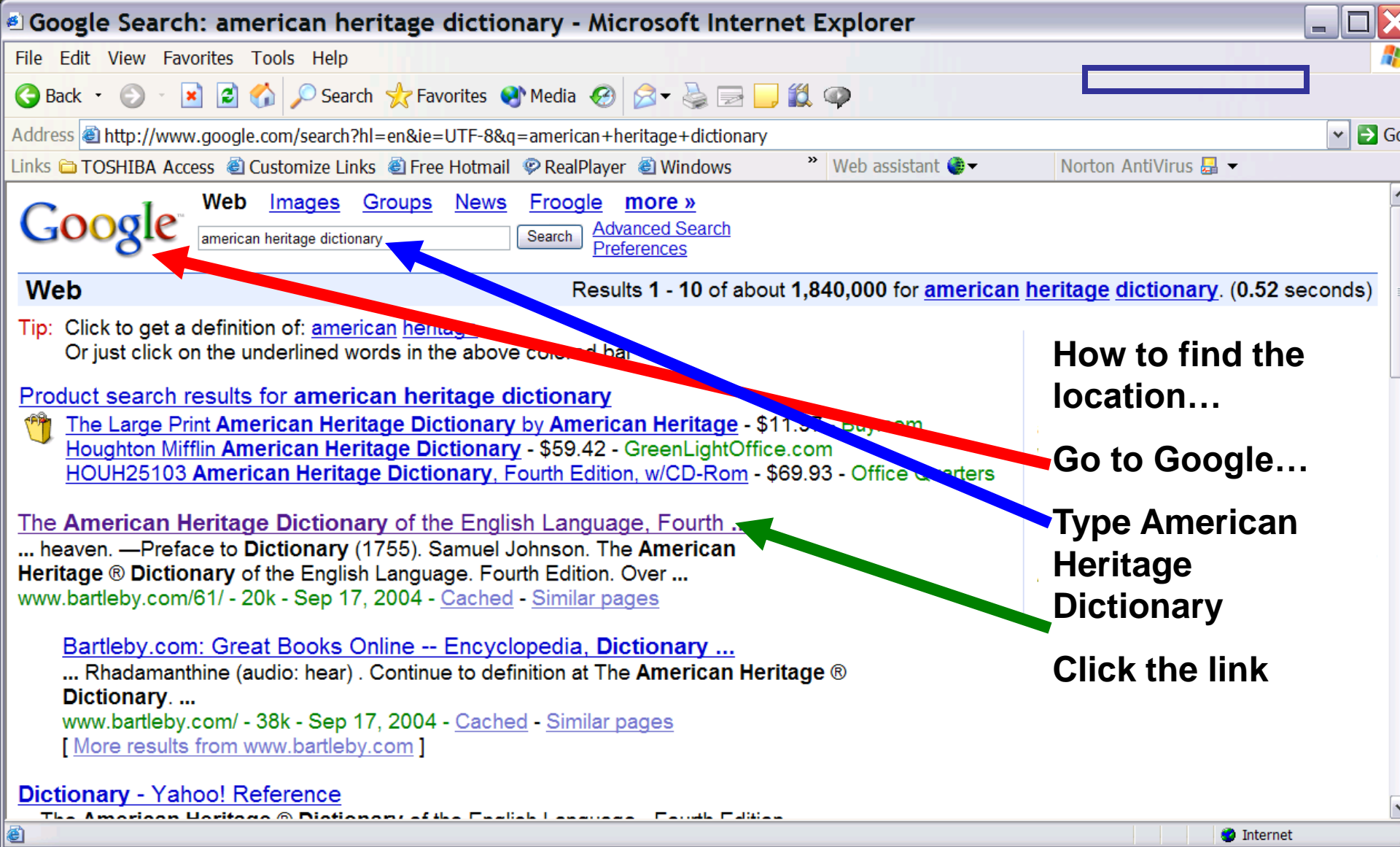
**People moved from many different countries to come to the U.S. These people were called...**



# Cool Stuff

**Toussaint L'Ouverture**  
**Mozambique**  
**Versailles**  
**Criollos**  
**Agustin de Iturbide**



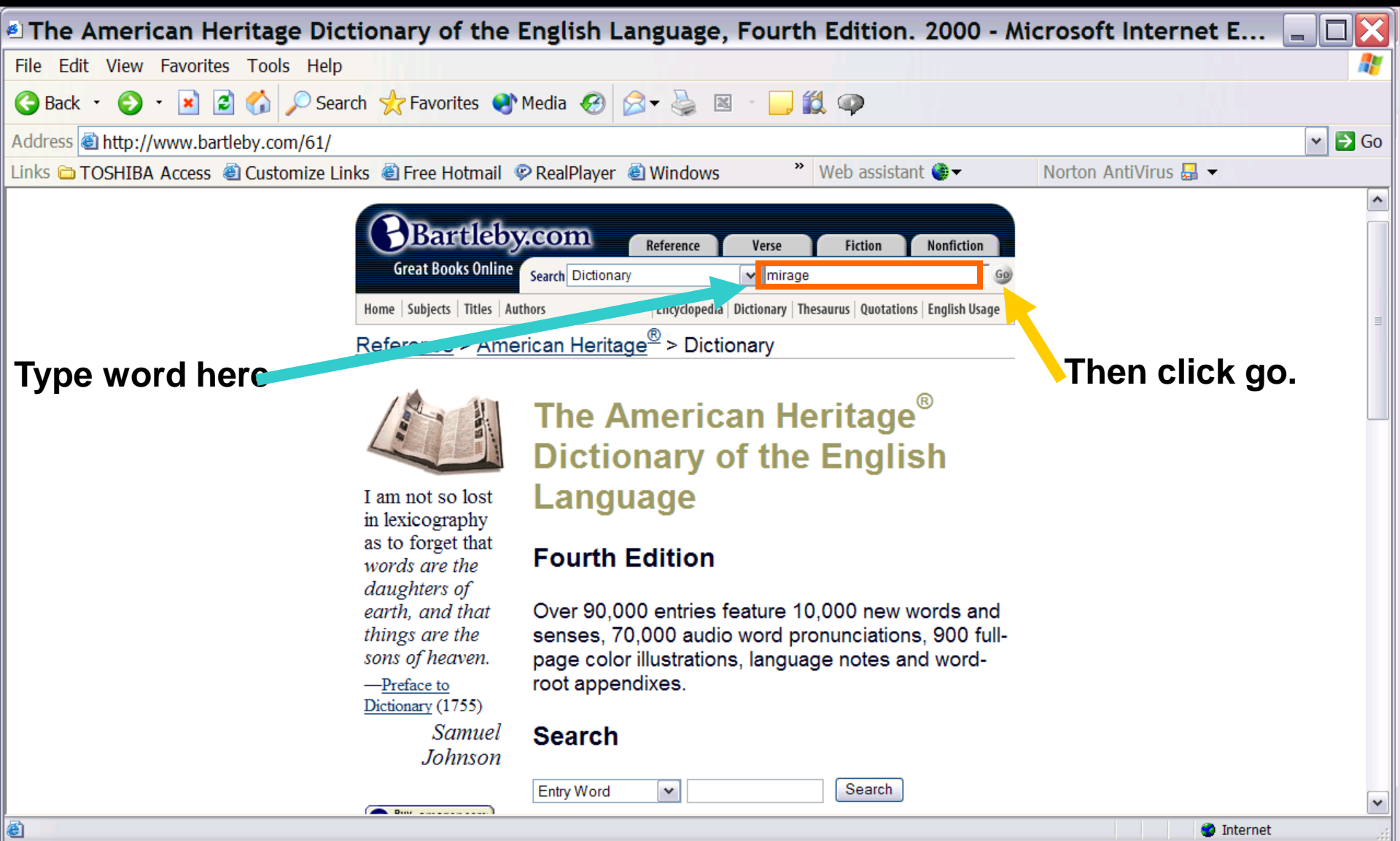


How to find the location...

Go to Google...

Type American Heritage Dictionary

Click the link



**Bartleby.com**  
 Great Books Online  
 Reference Verse Fiction Nonfiction  
 Search Dictionary  Go  
 Home Subjects Titles Authors Encyclopedia Dictionary Thesaurus Quotations English Usage

Type word here

Then click go.

Reference American Heritage® > Dictionary



# The American Heritage® Dictionary of the English Language

## Fourth Edition

I am not so lost in lexicography as to forget that *words are the daughters of earth, and that things are the sons of heaven.*  
 —Preface to Dictionary (1755)  
 Samuel Johnson

Over 90,000 entries feature 10,000 new words and senses, 70,000 audio word pronunciations, 900 full-page color illustrations, language notes and word-root appendixes.

### Search

Entry Word  Search



# Frameworks

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# Frameworks

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Kathy Cox, State Superintendent of Schools

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## Frameworks

Frameworks are "models of instruction" designed to support teachers in the implementation of the Georgia Performance Standards (GPS). The Georgia Department of Education, Office of Standards, Instruction, and Assessment has provided an example of the Curriculum Map for each grade level and examples of Frameworks aligned with the GPS to illustrate what can be implemented within the grade level. School systems and teachers are free to use these models as is; modify them to better serve classroom needs; or create their own curriculum maps, units and tasks.

The Frameworks are displayed in PDF format. Adobe Reader must be installed on your computer to view and print PDF documents. If you do not have Adobe Reader, select the link below:



[Download the latest version of Adobe Reader](#)

### Related Information

#### On this Website

[Georgia Performance Standards](#)

#### Related Links

[Georgia Department of Education](#)

# Frameworks

**Standards & Elements**




**Enduring Understandings & Essential Questions**



**Balanced Assessment Plan**

**Observation, Dialogue & Discussion, Constructed Response,  
Selected Response, Self Assessment**



**Sample Performance Tasks**

**Content & Product Rubrics**



**Resource Links**

# 5<sup>th</sup> Grade

## Curriculum Map

## PowerPoints

## EUs and EQs

## Balanced Assessments

## Sample Performance Tasks

[Click on the + to expand the list](#)

⊕ KINDERGARTEN

⊕ GRADE 1

⊕ GRADE 2

⊕ GRADE 3

⊕ GRADE 4

☑ GRADE 5

- Curriculum Map
- Unit 1 - Using Connecting Themes in Fifth Grade Social Studies
  - Units 1 & 2 Teacher Tips (ppt)
- Unit 2 - Effective Citizenship
- Unit 3 - The Civil War: A Nation Divided
  - Unit 3 Teacher Tips (ppt)
- Unit 4 - Reconstruction: The Nation Reunited
  - Amending the Constitution (ppt)
  - Unit 4 Teacher Tips (ppt)
- Unit 5 - Bigger, Better, Faster: The Changing Nation
  - Unit 5 Teacher Tips (ppt)
- Unit 6 - Ups and Downs: World War I, the Jazz Age & the Great Depression
  - Unit 6 Teacher Tips (ppt)
- Unit 7 - Hot & Cold: World War II & Its Aftermath
  - Unit 7 Teacher Tips (ppt)
- Unit 8 - Overcoming the Past: The Age of Civil Rights
  - SS Gr 5 Unit 8 Teacher Tips (ppt)
- Unit 9 - Understanding the News: What is America's Role in the 21st Century
- Unit 10 - Effective Citizenship: Conclusion
  - Units 9 & 10 Teacher Tips (ppt)

# American Government

• Science

for the units.

## Balanced Assessments

• Volume I, Issue 4

## Sample Performance Tasks

## Special Education Support

## Curriculum Map

## PowerPoints

[Click on the + to expand the list](#)

### AMERICAN GOVERNMENT / CIVICS

- Curriculum Map
- Unit 1 - Connecting Themes in American Government / Civics
- Unit 2 - Your Day in Court is Coming
  - Balanced Assessments
  - Sample Performance Task
- Unit 3 - Rules Were Made To Be Broken...or at least interpreted
  - Balanced Assessments
  - Sample Performance Task
  - Congressional Committees (ppt)
  - The Legislative Branch (ppt)
- Unit 4 - The Executive: Dream Job or Nightmare
  - Balanced Assessments
  - Sample Performance Task
  - The Executive Branch (ppt)
- Unit 5 - America's Federal System
  - Balanced Assessments
  - Sample Performance Task
  - Federalism (ppt)
- Unit 6 - Why this form of government - How did we get here
  - Balanced Assessments
  - Sample Performance Task
  - Articles of Confederation (ppt)
  - Constitutional Convention (ppt)
- Unit 7 - Individuals, Groups, and Choices
  - Balanced Assessments
  - Sample Performance Task
  - Campaign Techniques (ppt)
  - Parliamentary Procedure (ppt)
  - Political Parties (ppt)
  - Political Party Members (ppt)
  - The Bill Of Rights and Civil Liberties (ppt)
  - The Electoral College (ppt)

# Student Work & Teacher Commentary (K-12)



## English Language Arts and Reading 9-12

Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the Georgia Performance Standards. They may provide Enduring Understandings, Essential Questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

In additional support of the frameworks, the **SAT Online Course** is now available to all Georgia teachers and students in grades 9-12. **SAT Online Educator Accounts** allow **teachers** to make assignments, have the assignments computer scored, and sent to Class Rosters each teacher may build. Teachers may also print items for instructional and assessment purposes in the classroom. All SAT skills have been aligned to the GPS and may be used as resources for assessing rigor in GPS classes.


**Teachers may request an access code by sending an e-mail to: [satonlinecourseschool@collegeboard.com](mailto:satonlinecourseschool@collegeboard.com).** Upon receipt of the code, go to **The Official SAT Online Course** website and follow the instructions. Parents and students should request an access code from their guidance counselor.

### Browse GaDOE Frameworks

- English Language Arts & Reading
  - K-5
  - 6-8
  - 9-12
- Mathematics
- Science
- Social Studies
- Modern Languages & Latin
- Career, Technical, and Agricultural Education (CTAE)


**ELA**

### English Language Arts and Reading Frameworks


Click on the  to expand the list.

 **GRADE 9**

 **GRADE 10**

 **GRADE 11**

 **GRADE 12**

 **STUDENT WORK AND TEACHER COMMENTARY**

#### Grade 9

- Trifold Brochure
- Characterization Paper
- Short Story Rewrite

#### Grade 10

- American Literature and Composition - Novel Map
- Explanation Paper

#### Grade 11

- Creation Myth
- American Literature - Poetry

#### Grade 12

- World Literature - Drama
- World Literature - Dante Travel Book
- British Literature - Epic Writing
- British Literature - Expository and Technical Writing

# Student Work & Teacher Commentary

## Analysis of the Work

**Standards: ELAALRL1** The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

**The student identifies, analyzes, and applies knowledge of the structures and elements of American fiction and provides evidence from the text to support understanding; the student:**  
a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, frame narrative, epistolary narrative) in works of American fiction from different time periods.

- The novel map shows some evidence of understanding character development (on p. 9, you stated, “he had the power to complete any woman.” The student takes a description of Tea Cake and applies it to Janie’s notion of happiness.).
- The understanding of character development is supported with excellent selection of quotations.
- Concepts of *manhood* and *womanhood* are identified.
- Analysis of character lacks depth.
- Whereas some comments on the quotes are illustrative of characterization, many of the comments are simple paraphrases. For example page 7, “Joe is trying to explain how women should stay in their place which is at home.”
- The quote on page 5 (“... whatever went on in her life only made her stronger.”) does demonstrate some understanding of the character, however an example from the story would have enhanced it.

**b. Identifies and analyzes patterns of imagery or symbolism.**

- The novel map gave evidence of identification of important symbols.

**c. Relates identified elements in fiction to theme or underlying meaning.**

- The student identifies three universal themes explored in the novel: discovering purpose, becoming self-empowered, seeking freedom and deliverance.

**ELA11W4** The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student

Work Samples



Corresponding  
Analysis



Next Steps



Commentary

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# Videos

**Video Dictionary**

**Project ExPreSS**

**Using the Frameworks**

**Conceptual Teaching**

**Best Practice**

**Tips from the Trenches**

**Math I & Math II**

**Georgia Performance  
Standards**

**Reading in Content  
Areas**

**Writing Portfolios**

**Effective Math Instruction for Students with  
Diverse Needs**



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- Gifted Education
- GSO to GO Newsletters
- Lexile Framework for Reading
- Library Media Services
- Professional Learning Services
- **Project ExPreSS**
  - Science Videos
  - Social Studies Videos
- Response to Intervention (RTI)
- Special Education Services & Support
- Teacher Tools for Integrating Technology

Home » Resources & Videos » Browse Resources » Project ExPreSS

## Project ExPreSS

The Georgia Department of Education created *Project ExPreSS* to target Goal One of the State Board of Education Strategic Plan. This goal is to increase high school graduation rate, decrease high-school dropout rate, and increase post-secondary enrollment rate. The program is a brief, targeted, state-wide summer remediation program for high school students who have failed the Social Studies or Science portions of the Georgia High School Graduation Test (GHS GT) at least one time. The program will allow student participants with acceptable attendance to take the Social Studies or Science portions of the GHS GT on the last day of the remediation program.

Project ExPreSS Videos are accessible to **teachers only**. This requires a MyGaDOE Portal Account.

- [Project ExPreSS Science Videos](#)
- [Project ExPreSS Social Studies Videos](#)

## Project ExPreSS Instructional Plans

Click on the to expand the list.

SCIENCE

SOCIAL STUDIES

# Read•Write•Think

## Lesson Plans, Activities, Online Resources

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Welcome to  
**read•write•think**  
International Reading Association **NCTE**

Quick Site Guide

*Providing educators and students access to the highest quality practices and resources in reading and language arts instruction.*

Lessons

Standards

Web Resources

Student Materials

### Highlights

#### Calendar



[Find classroom activities and online resources associated with events in literacy and literature](#)

#### New Lessons

- ▶ [Two Thumbs Up! Get Students Writing and Publishing Book Reviews](#)
- ▶ [Creating Psychological Profiles of Characters in \*To Kill a Mockingbird\*](#)

#### New Student Materials

- ▶ [Diamante Poems](#)
- ▶ [Word Matrix](#)

Learning Beyond  
THE CLASSROOM

### Literacy Engagements ▶



LEARNING



LEARNING ABOUT

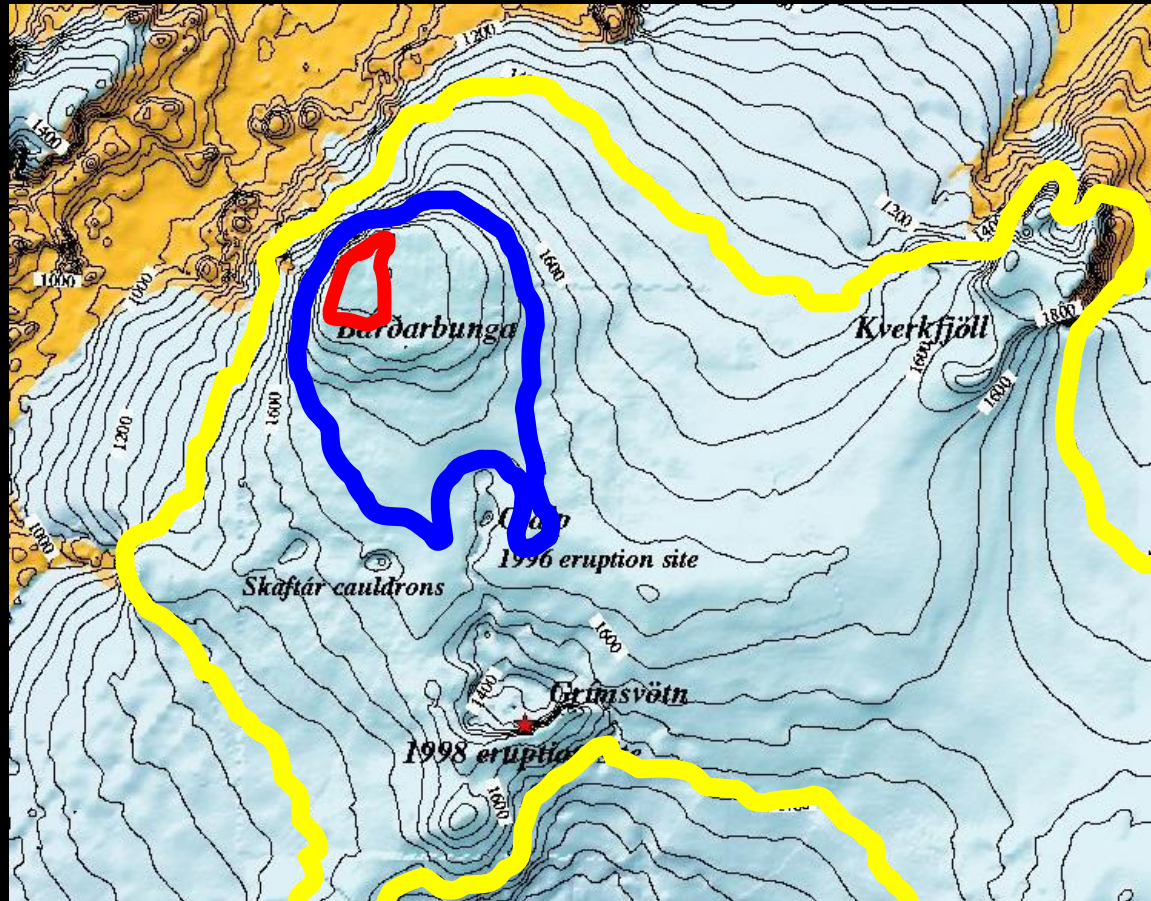


LEARNING THROUGH

**Accommodations**

**80. On a topographical map, what do the contour lines represent?**

- A. Areas with mountains      B. Areas with valleys**  
**C. Areas with rivers      D. Areas with oceans**  
**E. Areas with the same elevation**



94. The Ganges River lead to many cultures attempting to invade India because these cultures wanted...

- A. To live near the mountains.    B. To live near Nepal.  
C. To live on the rich farmland created by river sediment.    D. To live near the ocean.



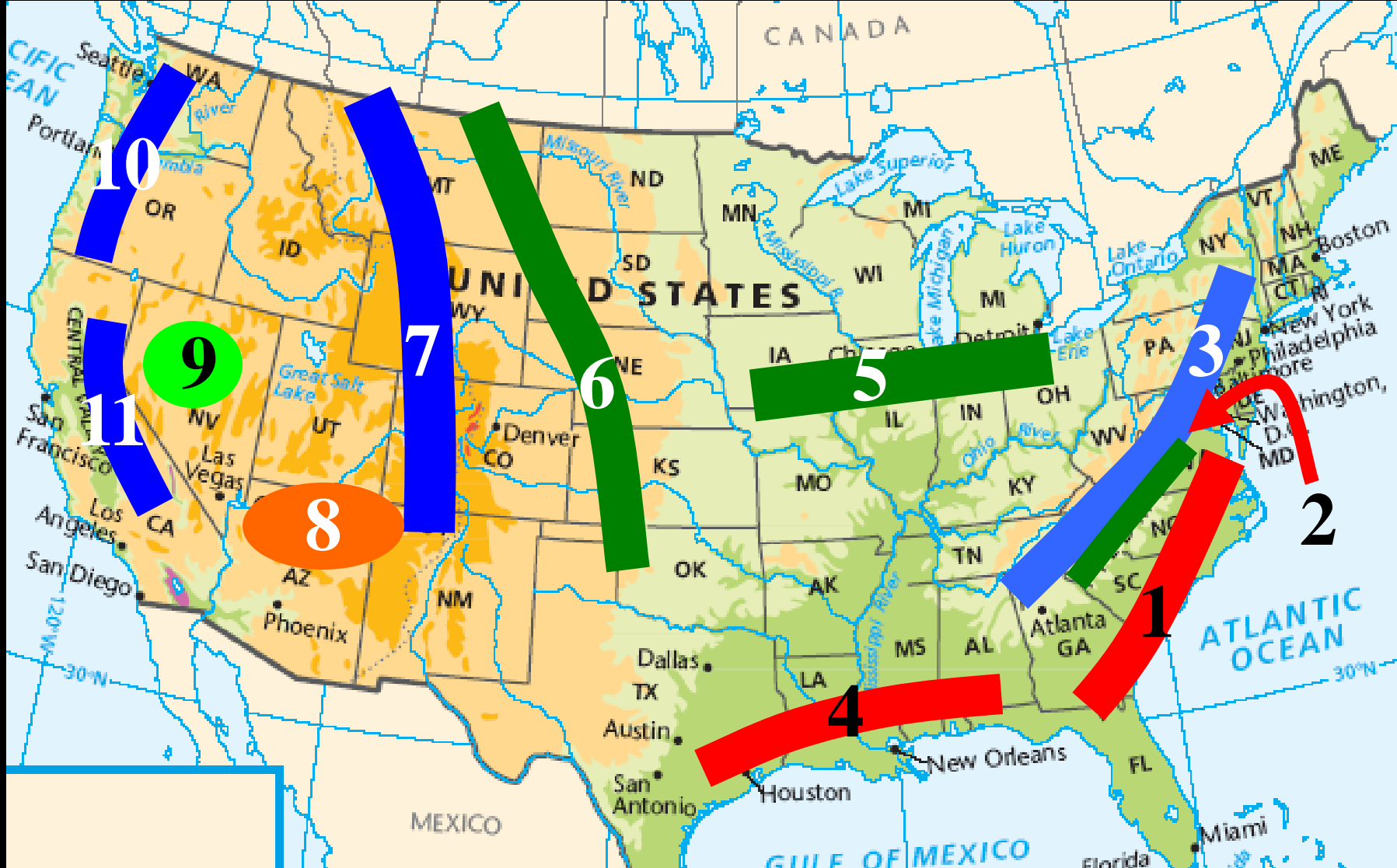
**class**  
**anywhere**



**Add  
Interest**

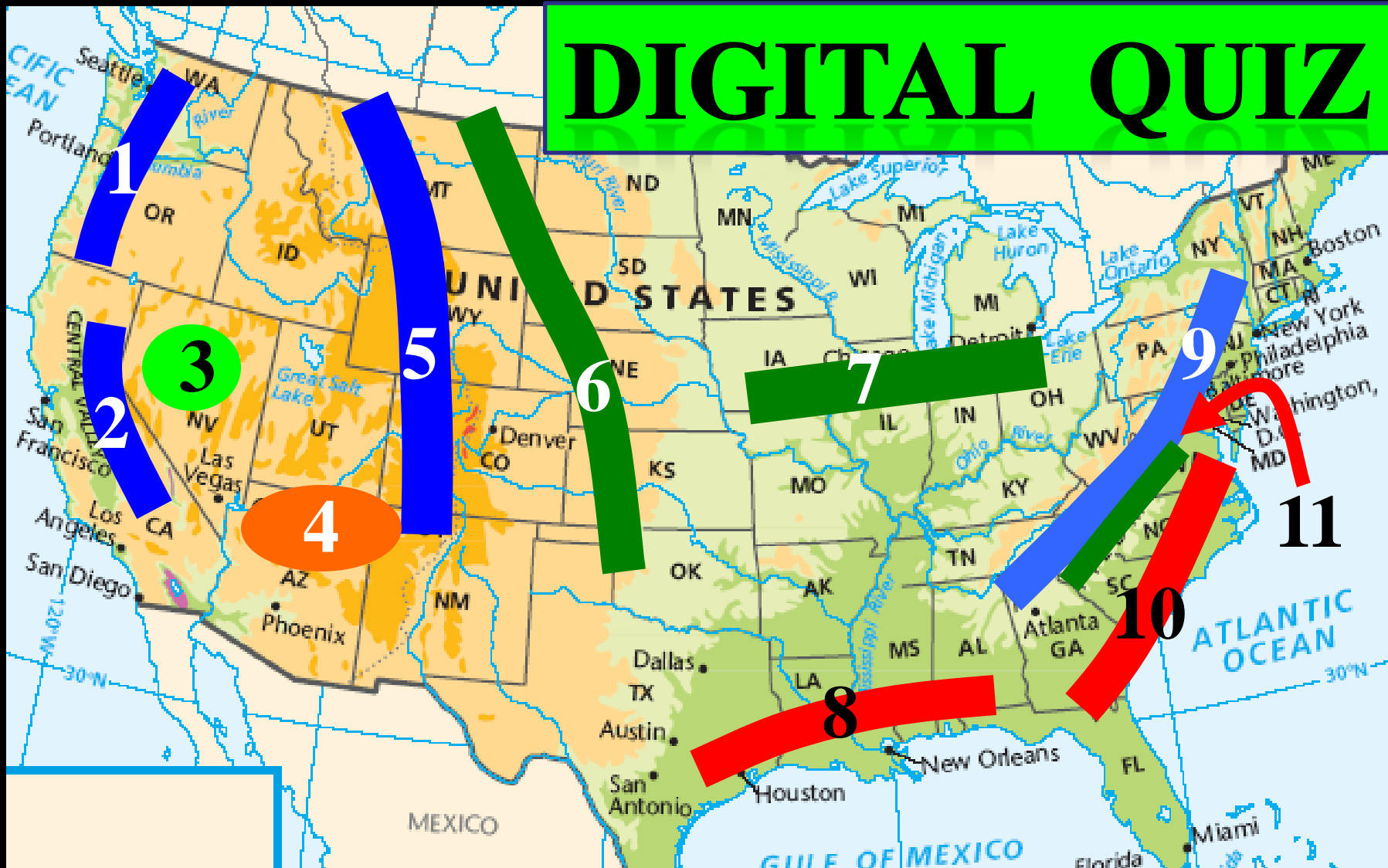


# Cascades, Great Plains, Atlantic Coastal Plains, Great Basin, Appalachians, Rocky Mtns, Colorado Plateau, Interior Plains, Piedmont, Gulf Coastal Plains, Sierra Nevada



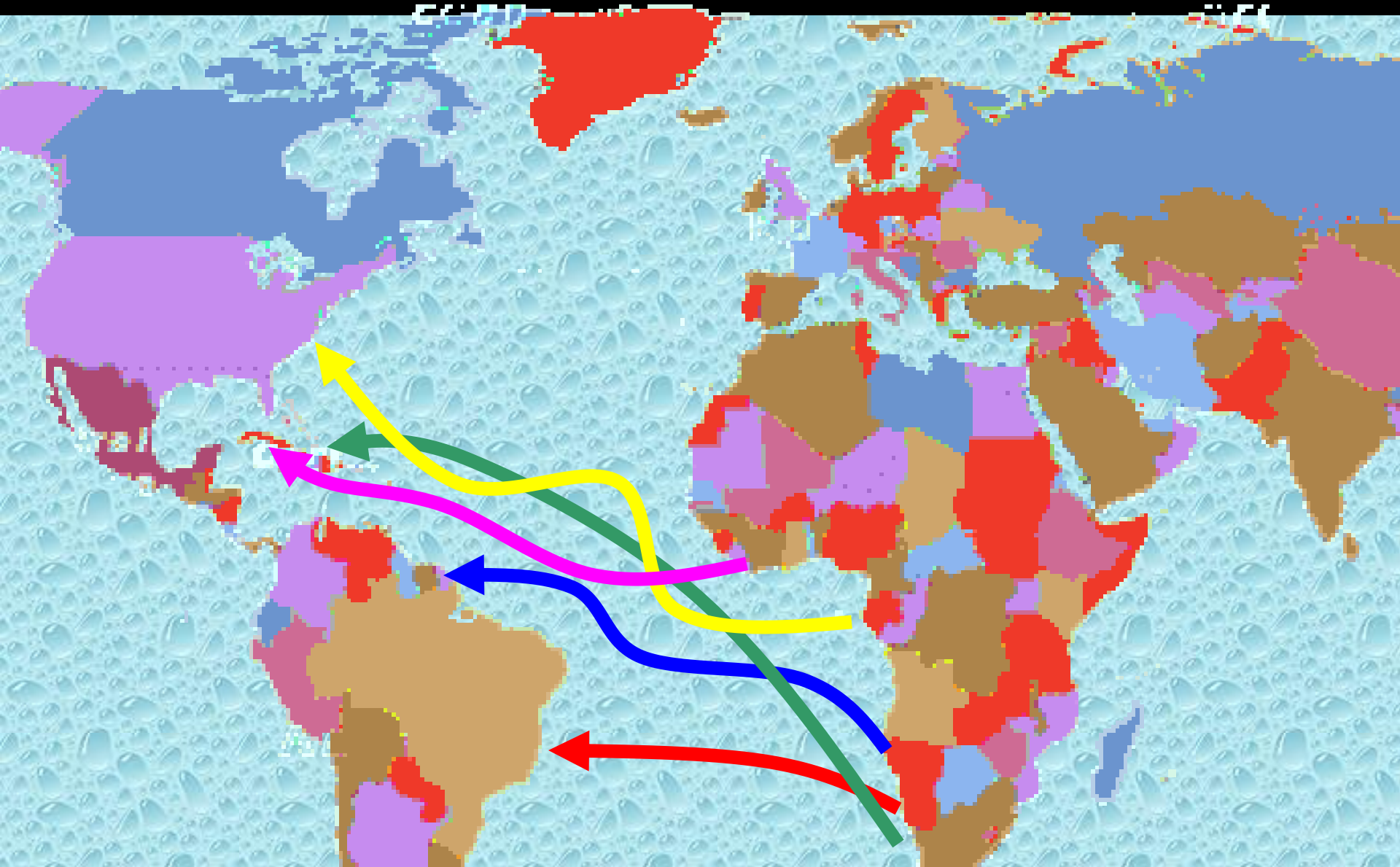
# Cascades, Great Plains, Atlantic Coastal Plains, Great Basin, Appalachians, Rocky Mtns, Colorado Plateau, Interior Plains, Piedmont, Gulf Coastal Plains, Sierra Nevada

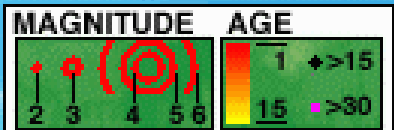
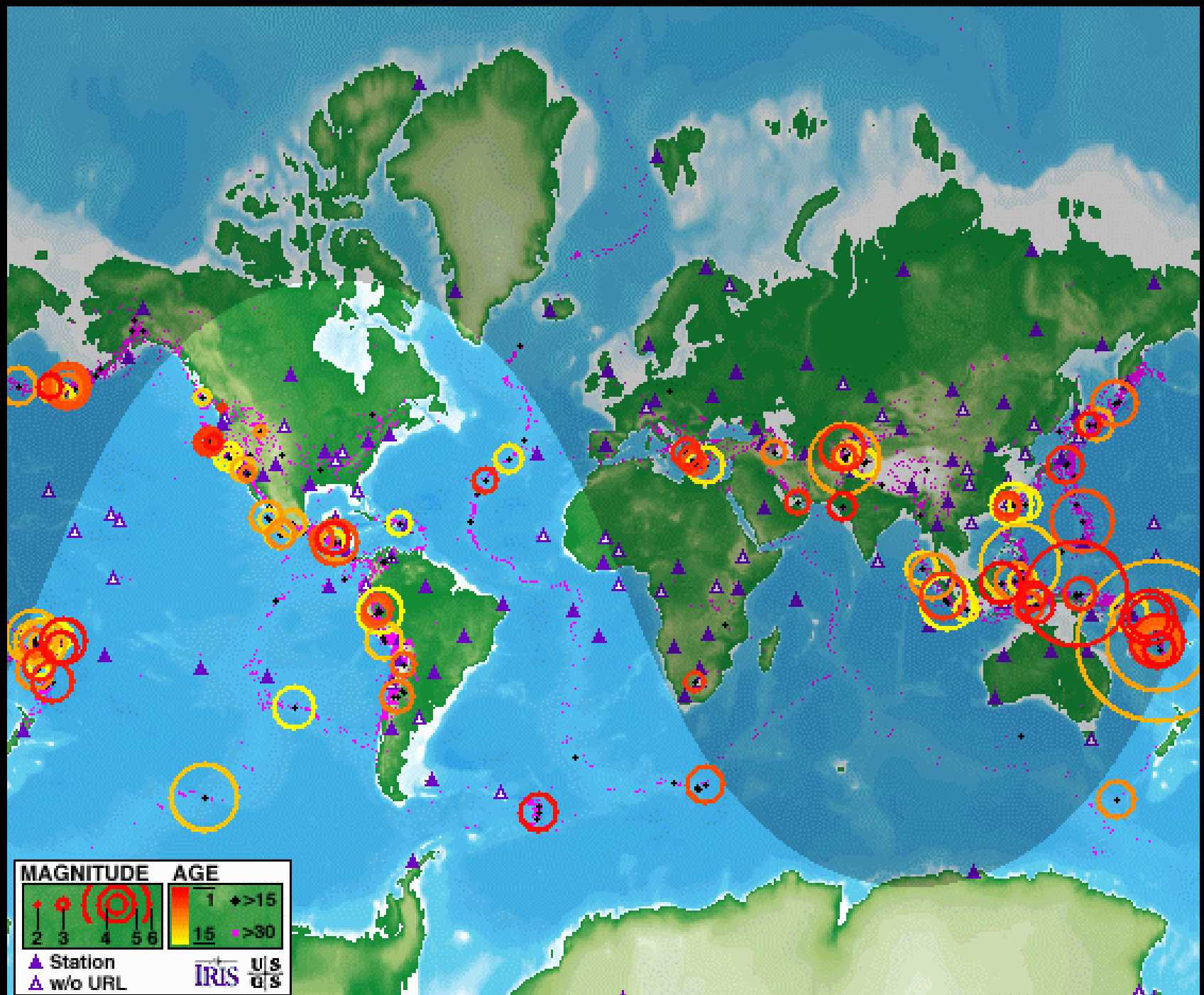
## DIGITAL QUIZ



**Unlimited charts,  
graphs, and Maps!**

# What tragic event began in 1619?





▲ Station  
△ w/o URL

IRIS U.S.  
G/S

**In 1840, people started moving westward.**



# Assessment

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# Testing

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*Helping students excel.*  
Georgia Department of Education

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- Curriculum & Instructional Services
- Georgia Performance Standards
- Special Education
- Innovative Academic Programs
- Testing

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- [Graduation Tests \(GHSGT\)](#)
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## << FEATURE >>

# ExPreSS

**FREE Online Course**  
**Georgia High School Graduation Test Remediation**  
**In Science and Social Studies**  
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Georgia Department of Education



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## Standards, Instruction and Assessment Assessment

Producing well-designed assessments aligned to the state curriculum with timely dissemination of results.

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### MISSION

The purposes of the Georgia Student Assessment Program are to measure student achievement of the state mandated curriculum, to identify students failing to achieve mastery of content, to provide teachers with diagnostic information, and to assist school systems in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

#### Primary Assessments



CRCT



EOCT



GHSGT



GAA



WRITING ASSESSMENTS

#### Testing Newsletter



[2008 Testing Newsletter](#)

### ASSESSMENT RESOURCES

- ◆ [Test Score Ranges 2008-2009](#)

### FOR EDUCATORS

- ◆ [Memoranda & Announcements](#)
- ◆ [2009-2011 Testing Calendar](#)
- ◆ [Student Assessment Handbook 2009-2010](#)
- ◆ [Accommodations Manual](#)
- ◆ [Assessment Online Forms QuickStart Guide](#)

» More

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# Assessment Opportunities

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☎ (404) 656-5976

✉ [medavis@doe.k12.ga.us](mailto:medavis@doe.k12.ga.us)

**John Wight**  
Director, Assessment

## Memoranda & Announcements

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level.

### 2010 MEMORANDA AND ANNOUNCEMENTS

1/25/2010	System Test Coordinators	John Wight
-----------	--------------------------	------------

Nominations of Educators for the 2010 Georgia High School Graduation Tests (GHSGT) Standard Setting  
[Memo](#)

### 2009 MEMORANDA AND ANNOUNCEMENTS

11/9/2009	System Test Coordinators	John Wight
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Criterion-Referenced Competency Tests (CRCT) Enrollment System and Online Retest Training  
[Memo](#)

10/19/2009	System Test Coordinators	John Wight
------------	--------------------------	------------

Nominations of Teachers for the 2010 Georgia Criterion-Referenced Competency Tests (CRCT) Standard Setting  
[Memo](#)

10/19/2009	System Test Coordinators	John Wight
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Nominations of Teachers for the End-of-Course Tests (EOCT) Mathematics Standards Setting  
[Memo](#)

9/28/2009	System Test Coordinators	John Wight
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Nominations of Teachers for the Georgia Alternate Assessment (GAA) Development Committee Meetings  
[Memo](#) | [Nomination Form](#)

8/24/2009	System Test Coordinators	John Wight
-----------	--------------------------	------------

End-of-Course Tests (EOCT) Local Scanning and Scoring Option  
[Memo](#)

8/25/2009	System Test Coordinators	John Wight
-----------	--------------------------	------------

Guidance for the Assessment of Students with Disabilities Placed in Private Schools or Facilities  
[Memo](#)

# Online Assessment System

## 5 million tests taken annually



Kathy Cox, State Superintendent of Schools

## Online Assessment System



Improving student achievement  
Georgia Department of Education

### OAS Logon

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Password:

Disable your [popup blocker](#) or hold your **CTRL** key down while clicking the **Login** button

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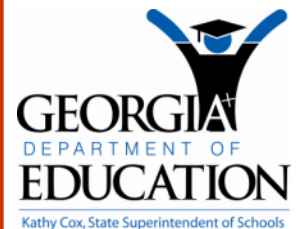


### Learn more about:

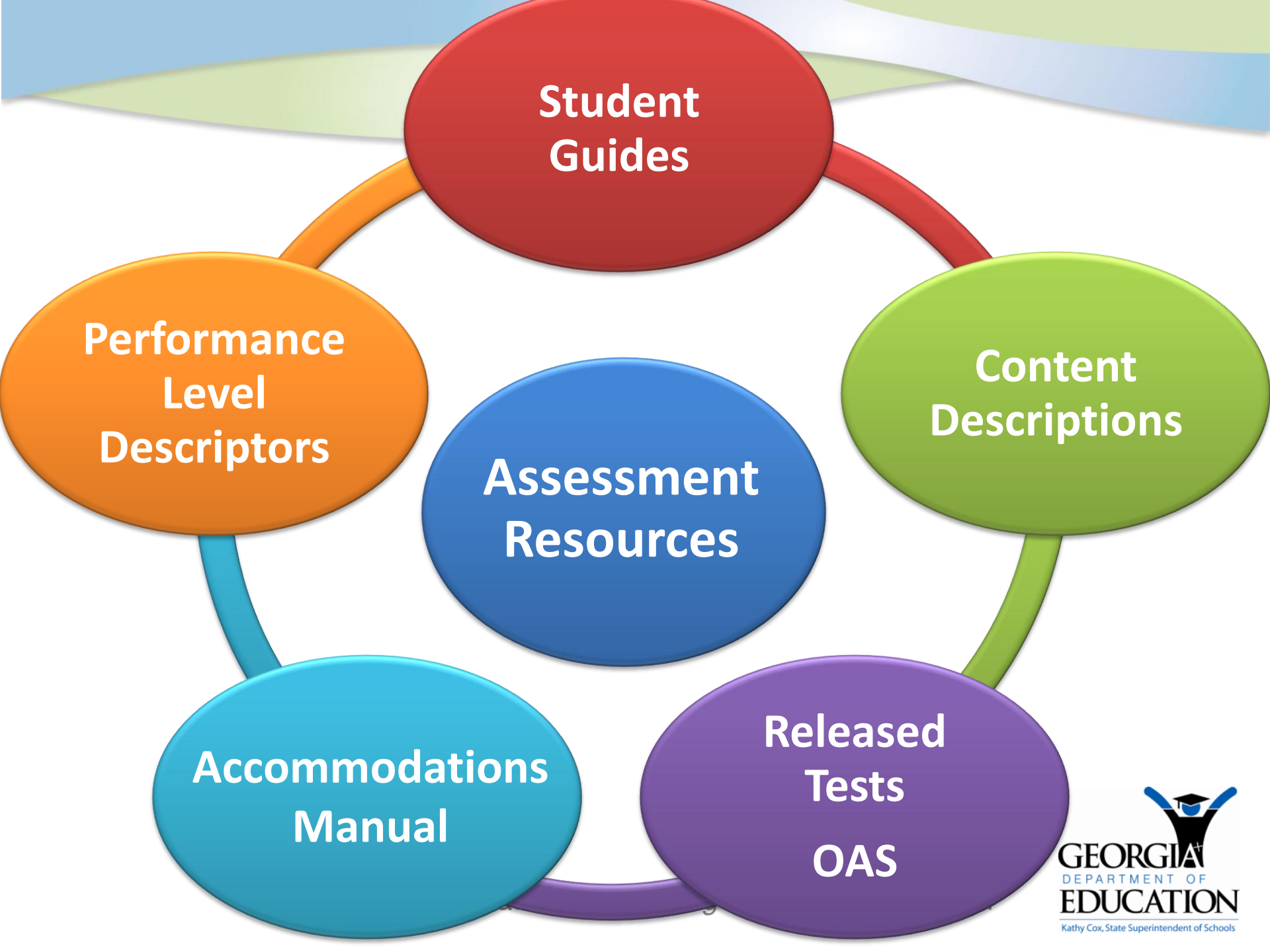
- [Georgia State Assessments](#)
- [Georgia Standards](#)

The Georgia Department of Education (GaDOE) is pleased to present the 2009-2010 edition of the Online Assessment System (OAS). Our mission for the OAS is to provide school districts, classroom teachers, students, and parents support for classroom instruction and student learning. Through this site, educators have access to test items aligned to the state mandated curriculum in order to develop assessments that can inform teaching and improve student learning.

New for 2009-2010



Kathy Cox, State Superintendent of Schools



**Student  
Guides**

**Content  
Descriptions**

**Assessment  
Resources**

**Released  
Tests  
OAS**

**Accommodations  
Manual**

**Performance  
Level  
Descriptors**

# Study Guides

Grade 6



CRCT



Study



Guide



Reading  
English/Language Arts  
Mathematics  
Science  
Social Studies



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# Content Weights

## Content Weights for the CRCT GPS-Based CRCT

The Chart below shows the approximate weights for domains on the CRCT subject assessments. Due to rounding the percents may be not always sum to exactly 100%. The CRCT Content Descriptions provide more details as to the specific skills and knowledge that a student is required to demonstrate on the test; these documents may be found at [www.gadoe.org/crct\\_testing.aspx](http://www.gadoe.org/crct_testing.aspx).

Grade	Approximate Weights for Reporting Domains							
	1	2	3	4	5	6	7	8
<b>Reading</b>								
Vocabulary	20%	20%						
Comprehension	80%	80%						
Literary Comprehension			60%	45%	40%	40%	40%	40%
Reading for Information			20%					
Information & Media Literacy				35%	40%	45%	45%	45%
Reading Skills & Vocabulary Acquisition			20%	20%	20%	15%	15%	15%
<b>ELA</b>								
Grammar/Phonological Awareness/Phonics	72%							
Grammar/Phonics		60%						
Sentence Construction	16%	25%						
Research	12%	15%						
Grammar and Sentence Construction			60%	60%	60%	60%	56%	70%
Research & Writing Process			40%	40%	40%	40%	44%	30%
<b>Mathematics</b>								
Number and Operations	55%	55%	50%	43%	38%	15%	20%	22%
Measurement	15%	15%	18%	17%	32%	20%		
Geometry	20%	20%	12%	20%	10%	20%	25%	12%
Algebra			10%	10%	10%	30%	40%	50%
Data Analysis & Probability	10%	10%	10%	10%	10%	15%	15%	17%
<b>Science</b>								
Earth Science			34%	40%	30%			
Life Science			33%	30%	40%			
Physical Science			33%	30%	30%			
Geology						40%		
Hydrology & Meteorology						40%		
Astronomy						20%		
Cells and Genetics							35%	
Interdependence of Life							50%	
Evolution							15%	
Structure of Matter								30%
Force and Motion								30%
Energy & Its Transformation								40%
<b>Social Studies</b>								
History			30%	50%	50%	29%	20%	47%
Geography			20%	15%	15%	31%	35%	12%
Civics/Government			30%	20%	20%	15%	20%	25%
Economics			20%	15%	15%	25%	25%	16%

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## Criterion-Referenced Competency Tests

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
GPS Based Reading 1-8, ELA 1-8, Math 1-8, Science 2-8, and Social Studies 2-8, 2*	Below 800	800 to 849	850 Above

\* Social Studies CRCT in grades 6 and 7 are field tests in spring 2009; no results at any level will be reported.

## End-of-Course Tests

	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	
	Scale Score	Grade Conversion	Scale Score	Grade Conversion	Scale Score	Grade Conversion
Algebra (EOC)	Below 600	Below 70	600 to 629	70 to 80	630 or Above	90 or Above
Geometry (EOC)	Below 600	Below 70	600 to 629	70 to 80	630 or Above	90 or Above
Grade 9 Lit. (GPS)	Below 400	Below 70	400 to 449	70 to 80	450 or Above	90 or Above
American Lit. (GPS)	Below 400	Below 70	400 to 449	70 to 80	450 or Above	90 or Above
Biology (GPS)	Below 400	Below 70	400 to 449	70 to 80	450 or Above	90 or Above
Physical Science (GPS)	Below 400	Below 70	400 to 449	70 to 80	450 or Above	90 or Above
US History (GPS)	Below 400	Below 70	400 to 449	70 to 80	450 or Above	90 or Above
Economics (GPS)	Below 400	Below 70	400 to 449	70 to 80	450 or Above	90 or Above

## Georgia High School Graduation Tests

	Does Not Meet or Fail	Pass (Student Accountability)	Pass Plus (Student Accountability)	Proficient (School Accountability)	Advanced (School Accountability)
ELA (GCC or Transitional)	Below 500	500 to 537	538 or Above	511 to 537	538 or Above
Math (GCC)	Below 500	500 to 534	535 or Above	516 to 534	535 or Above
Science (GCC or Transitional)	Below 500	500 to 530	531 or Above	---	---
Social Studies (GCC or Transitional)	Below 500	500 to 525	526 or Above	---	---

	Below Proficiency	Basic Proficiency	Advanced Proficiency	Honors
ELA (GPS)	Below 200	200 to 234	235 to 274	275 or above
Science (GPS)	Below 200	200 to 234	235 to 274	275 or above

## Georgia Writing Assessments – Grades 5, 8, and 11

Does Not Meet	Meets	Exceeds
Below 200	200 to 249	250 or Above

# Test Score Ranges

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# Lexiles & GALLILEO

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# **GALILEO**

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Britannica**

**New Georgia  
Encyclopedia**

**Georgia Gov.  
Publications**

**NetLibrary**

# Lexiles and MetaMetrix

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The Lexile Framework<sup>®</sup> for Reading  
Matching readers with texts

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Tools

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Find a Book Now!

Lexile and Grade Levels

Lexile and Barnes & Noble

DIBELS-to-Lexile Conversion

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Now you can check the Lexile measure of many of the books on Barnes & Noble.com to see if they are the 'right' fit for your reading ability.



[Read customer reviews](#) [Write a Review](#)

• Publisher: Scholastic, Inc.  
• Pub. Date: July 2007  
• ISBN-13: 9780545010221  
• Sales Rank: 592  
• Age: 7-11

Lexile: 980L [What's This?](#)

• Series: Harry Potter Series, #7

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[www.bn.com](http://www.bn.com)

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[How do I get a Lexile measure?](#)

[How do I use a Lexile measure?](#)

[Search for books at  
your Lexile level](#)



[Watch a six-minute  
overview on Lexile  
measures](#)



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### TOEFL

Learn about building English-

### TABE

Learn about using Lexile measures

### Partners

Learn about linking your reading

# Lexiles in Action on GSO

The screenshot shows the Georgia Standards of Excellence (GSO) website. At the top right, there are links for 'Make This My Homepage' and 'Sign In'. The main header features the GaDOE logo and 'GeorgiaStandards.Org' with the text 'Kathy Cox, State Superintendent of Schools'. An 'Advanced Search' bar is located on the right. Below the header is a navigation menu with buttons for 'Home', 'Georgia Performance Standards', 'Frameworks', 'Resources & Videos', 'Training', and 'GSO Builder'. A secondary navigation bar includes 'Browse Resources' and 'Browse Videos'. The main content area has a breadcrumb trail: 'Home » Resources & Videos » Browse Resources » Teacher Tools for Integrating Technology'. The title 'Teacher Tools for Integrating Technology' is displayed in orange. A paragraph describes the tools provided, mentioning quiz generators, authoring tools, flashcards, etc. Below this is a 'twitter' logo with the text 'Follow GSO on Twitter'. A list of 18 resources is provided in three columns. On the left side of the page, there is a 'Browse Resources' sidebar with a list of categories, including 'Teacher Tools for Integrating Technology' which is highlighted.

Make This My Homepage Sign In

**GaDOE** | GeorgiaStandards.Org  
Kathy Cox, State Superintendent of Schools

Advanced Search  
Search

Home Georgia Performance Standards Frameworks Resources & Videos Training GSO Builder

Browse Resources | Browse Videos

Home » Resources & Videos » Browse Resources » Teacher Tools for Integrating Technology

## Teacher Tools for Integrating Technology

Teacher Tools for Integrating Technology provides technology-rich tools from sites that are frequently used by educators in creating teaching and learning activities. Links to these sites include access to quiz generators, course & lesson authoring tools, flashcards, testing, surveying, web authoring, podcasting & presentation tools and more. Parents will find resources to strengthen problem-solving, creativity, critical thinking skills, and homework help.

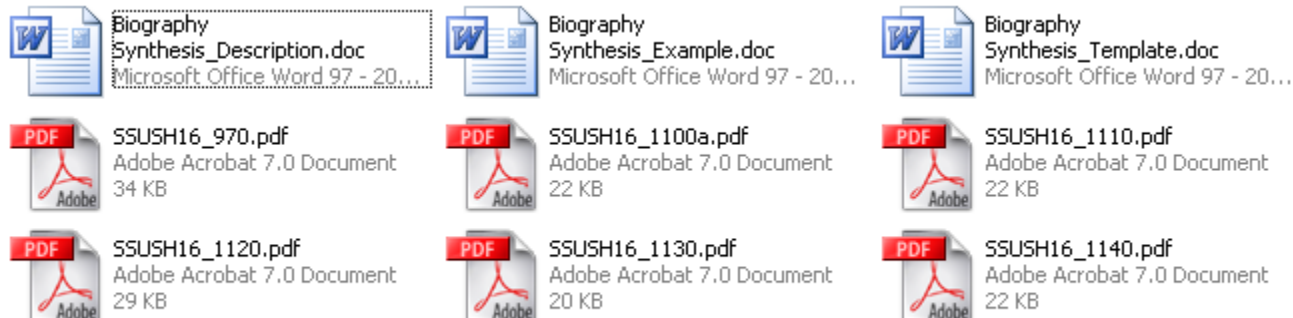
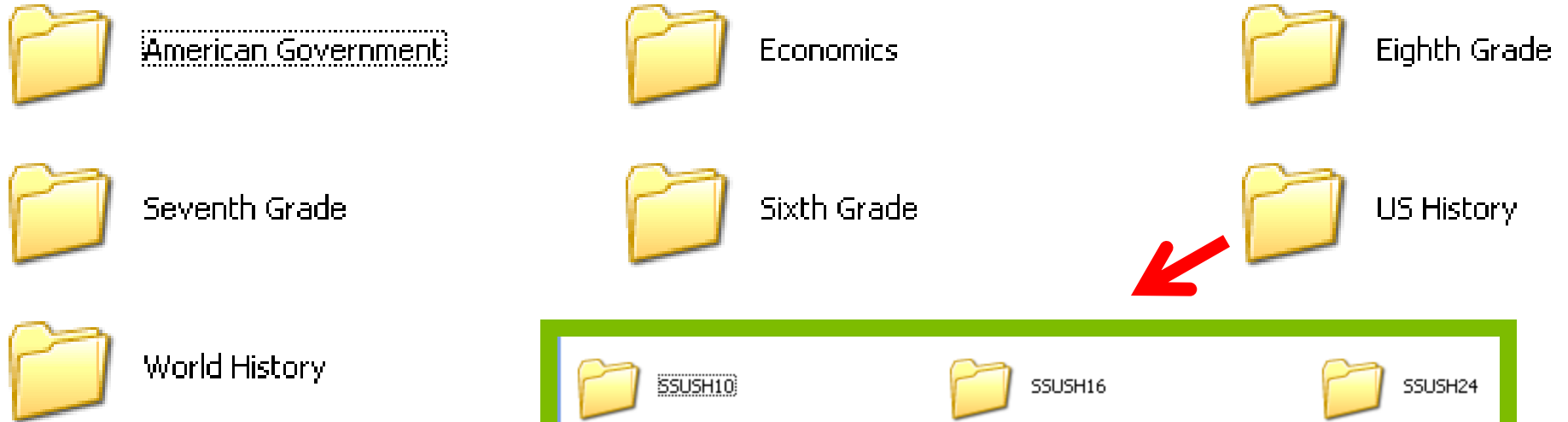
**twitter**  
Follow GSO on Twitter

- 21st Century Skills
- 4Teachers.org
- AASL Standards for 21st Century Learning
- Annenberg
- Answers.com
- Bilingual Education and ELL
- The Bridge
- Copyright and Fair Use Guidelines
- Educational Technology Centers (ETC's)
- e-Learning Tools
- Elluminate Live!
- GALILEO
- Georgia Read More
- GeorgiaMath.Org
- GPB Streaming
- ISTE National Technology Standards
- Jimmy Carter NHS Education Program
- LearningSpace for Georgia K-12 Teachers
- LRE Training Manuals
- Learning Village
- National Library of Virtual Manipulatives
- The New Georgia Encyclopedia
- Read Write Think
- RubiStar
- SdTrain
- Tools for Teachers
- Verizon Thinkfinity
- Webquests
- WIDA (ESOL) Standards

**Browse Resources**

- AP, SAT, ACT and PSAT
- Educational Resources
- English to Speakers of Other Languages (ESOL)
- Gifted Education
- GSO to GO Newsletters
- Lexile Framework for Reading
- Library Media Services
- Professional Learning Services
- ExPreSS Programs
- Response to Intervention (RTI)
- Special Education Services & Support
- **Teacher Tools for Integrating Technology**
- Teachers-As-Advisors
- Testing Resources
- Verizon Thinkfinity

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**Record: 1**

**Title:** Family Ties in Central and South America.  
**Authors:** Johnson, Troy  
**Source:** Native American Family Life; 2003, p52-56, 5p, 2 color  
**Document Type:** Article  
**Subject Terms:** INCAS  
SOCIAL classes  
ARTISANS  
FARMERS  
AGRICULTURISTS  
SKILLED labor

**Abstract:** Before the arrival of Europeans during the 16th century in the region called Latin America, two of the major native groups were the Maya of Mexico and Central America and the Inca of South America. The Inca of South America had a hierarchical, patriarchal class structure. Men were the heads of their families and of the Incan society. Families were divided into classes. The ruling class was composed of the ruler and family members. Temple priests, architects, and regional army commanders were lower in class only to the elite members of the ruling class family. The two lowest classes were made of artisans, soldier and peasant farmers. These farmers grew all of the crops necessary to feed their own families, as well as the families of the upper classes.  
INSETS: Untitled;Untitled.

**Lexile:** 850  
**Full Text Word Count:** 913  
**ISBN:** 1-59084-126-3  
**Accession Number:** 10895211  
**Database:** MAS Ultra - School Edition

**Family Ties in Central and South America**

6  
Before the arrival of Europeans during the 16th century in the region today called Latin America, two of the major native groups were the Maya of Mexico and Central America and the Inca of South America.

The Inca of South America had a hierarchical, patriarchal class structure. Men were the heads of their families and of the Incan society. Families were divided into classes. The ruling class was composed of the ruler and his family members. Temple priests, architects and regional army commanders were lower in class only to the elite members of the ruling class family. The two lowest classes were made of artisans, soldiers, and peasant farmers. These farmers grew all of the crops necessary to feed their own families, as well as the families of the upper classes.

Ruling-class women sometimes had power, but it was more usual for rulers to be men. The *sapa* (high priest or ruler) and the army commander were the two most important men in any Incan village.

780

1100

850

Inca women used llama and cotton to weave cloth. Dyes from other plants. The finest dyed and woven cloths were given to the ruler. Particularly fine weaving might be given to the gods during an important ceremony. Cloth was also used as a material for bartering. Fine cloth might be used to buy cacao, turkey, or even gold.

Inca children did not always live long lives. Sometimes, they were chosen to serve as sacrifices to the Sun God. These children were taken high into the mountains and buried alive with food, corn beer, and coca leaves during annual ceremonies that were held to ensure a good harvest and a happy Sun God. To be chosen to serve as a sacrifice was considered to be a great honor.

Inca men were expected to marry by the age of 20. Brides and grooms would exchange sandals at their wedding ceremonies. Inca leaders married their sisters to keep the blood of their families pure. Their sisters became their first, or principal, wives. The Inca tradition was for the son of the ruler and his principal wife, or sister, to be the heir to the throne.

Like the Inca, the Maya of Central America also had a family-based caste system. Caste membership was hereditary. The elite noble class was made up of the ruler, his family, nobles, and priests. Upon the death of a ruler, his son or brother took his place. Mayans who were not born into the elite noble class were divided into a class of warriors, a middle class of tradesmen and craftsmen, or a lower-class peasantry.

Mayan working-class men were skilled tradesmen. The peasant men were farmers. They spent most of their days in the fields. They grew maize (corn), cotton, beans, squash, and cacao. Mayan peasant women were often skilled weavers as well. They used cotton to weave cloth. The dyes used by Mayan women included indigo, brazil wood, logwood, annatto, and iron oxide. They also made baskets.

Soon after birth, a Mayan infant's head was pressed between two boards. It was secured and left this way for several days. The pressure reshaped the child's skull. It is believed that this was done to make the shape of the head resemble that of an ear of corn.

Upper-class Mayan children were taught to read and write using pictograms and hieroglyphics. They studied religion, math, and astronomy. They also studied the Mayan calendar and learned to count and write out the Mayan numeral system.

When Mayan boys and girls became teenagers, they participated in a celebration called the "Descent of the Gods." After this, a matchmaker could negotiate their marriages. The bride's father expected to receive a dowry for his young daughter's hand in marriage. The bridegroom's father would try to get a fair amount of time for his son to work for his father-in-law. After the wedding, the bride would have to work for his wife's parents for five to six years.

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PHOTO (COLOR): Inca of Central America. Around 1,600 years ago, the Inca lived in a highly organized society in Mexico and Central America. Today, many of the same practices of the ancient Maya.

men loosen the soil with a *taccla* (foot-plow), while women behind drawing from an Inca codex. The book, which dates to 1565, is the that shows drawings of 16th-century Peruvian life.

Untitled

Maya enjoyed a special ball game. Most cities had ball courts close to all games were a big event. To play, two teams faced off on the ball could not touch the ball with their hands — they could only use their feet. The players scored by touching special markers or passing the ball through a hole in the ring.

Untitled

to school, the child was taught to make and read the Inca quipu. A quipu was made of many colored knots tied together. The way that the knots were tied and the length of the cotton rope used to make them all had special meanings. Mathematics were also studied.

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1030

620

960

1240

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# Lexile Activities

Task  
Suggestion

Description

How It Can  
Be Used

How It  
Works

Examples

*"We will ... movement."*

## The Lexile Framework for Reading in Action

### Sociograms

- Pre-Reading
- During Reading
- Post Reading

**Task Suggestion:** For Georgia Performance Standard SS6H1, utilize the resource titled, 'When the horse came' (1070L) and ask students to complete a Sociogram activity.

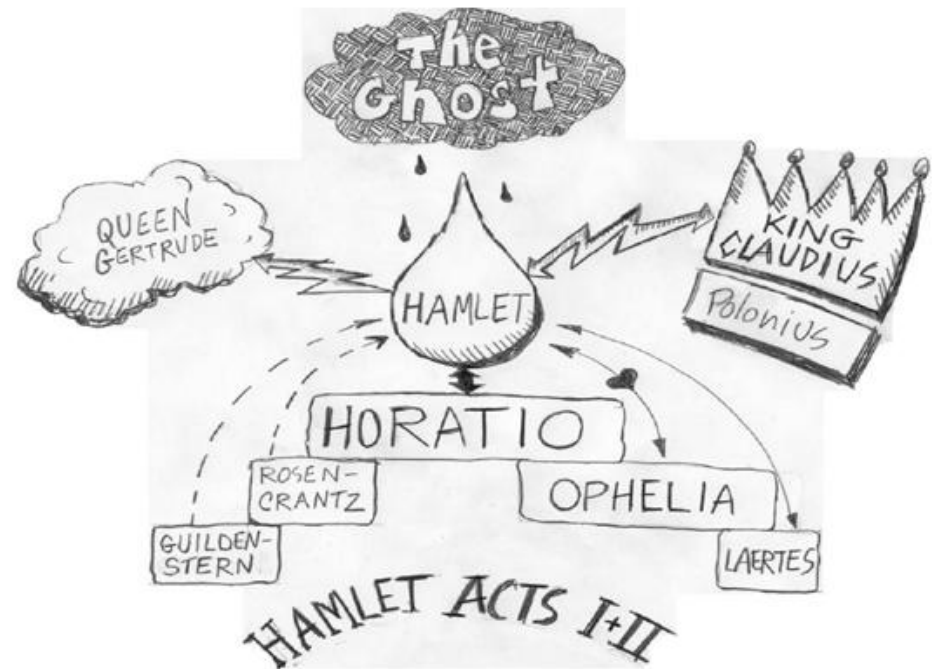
**Description:** Sociograms are graphic representations of structures or relationships. Students can describe interpersonal relationships of characters in works of fiction, relationships among historical figures, or even relationships among scientific concepts or processes.

**How It Works:** Sociograms allow students to think creatively and express their understanding of the reading material in novel ways. While students can ultimately determine the look and structure of their own sociograms, some general conventions will help students get started. Students can place the primary character(s) or theme(s) at the center of the diagram and let the physical distance between persons and/or facts reflect the historical or actual distance between the people, places, or facts. The size/shape/symbol of a character or concept can be a symbolic representation of each personality or concept. Students can show the direction of a relationship by an arrow or line, which can be creatively applied to represent different conditions by being a jagged line, a wavy line, or a thick line. Substantiated relationships can be portrayed with a solid line and inferred relationships with a broken line. Living people can be circled with a solid line, historical people can be circled with a broken line. Students can illustrate the tone and or theme of a piece by using colors or visual symbols.

**How It Can Be Used:** Sociograms can be useful in all content areas, but are best when applied to concepts, processes, or interpersonal relationships that have various connections.

- ◆ Explore creative ways to explain historical events or scientific processes with shapes, arrows, lines, and other meaningful symbols.

### Sociograms



## The Lexile Framework for Reading in Action

### Cornell Notes

- Pre-Reading
- During Reading
- Post Reading

**Task Suggestion:** For Georgia Performance Standard SS7G2, utilize the resource titled, 'When water is life' (1050L) and ask students to complete a Cornell Notes activity.

**Description:** Cornell Notes, sometimes referred to as 'two-column notes,' is a method of note taking that encourages the reader to read for specific, essential information.

**How It Works:** Cornell Notes offer students a page divided into two columns. In the left column, students are encouraged to record specific information as they read. The types of specific information include: categories, questions, vocabulary words, connections, reminders, and review/test alerts. In the right column of the page, students record the information prompted by the headings in the left hand column. The included template of Cornell Notes contains reminders to students on how to locate important information in a text.

**How to Differentiate:** Cornell Notes can be useful across the content areas, and with some modification, may also be appropriate in mathematics instruction.

- Cornell Notes are particularly useful when facing conceptually dense text or text that is written at or slightly above a student's Lexile measure.
- Students may work in groups or individually to answer questions.
- Students may use Cornell Notes as a graphic organizer for notes as they progress through a long text or a series of related texts.

3

Class Chemistry		Ariel John Alexander	
Subject M: M of Chemistry (Measurement)		Date 9/31/2000	

Units of Measurements  International Systems and Common systems	measurement = a number and a unit science, measurements = International System or SI = metric			
		SI	Common	
	mass	kilogram (kg)	grams (g)	
	length	meter (m)	millimeters (mm) centimeters (cm) kilometers (km)	
	time	seconds (s)		
	quantity	mole (mol)		
	temperature	Kelvin (K)	Celsius (°C)	
	volume		liters (L) milliliters (mL) CC = cubic cm <sup>3</sup> = centimeter	
	Prefixes can make the unit larger or smaller.	ex. smaller	larger	
		milligram ←	gram	→ kilogram
	1.0mg = 0.001g		1kg = 1000g	
Reliability in measurements	Precision = measure over and over again and gets about the same result.			
Significant Digits (Sig Digs)	Accuracy = close to the accepted value, the certain digits and the estimated digit of a measurement.			
	ex. 31.7 mL 31 = certain .7 estimate			
Summary	This section refers to International and Common Systems used in science to determine a unit of measure. Prefixes and significant digits are used to precisely determine a certain measurement.			



# Lexile Activities

**KWLC**

**Timeline**

**Academic  
Notes**

**Key Concept  
Synthesis**

**Biography  
Synthesis**

**Frame of  
Reference**

**Sociograms**

**Evaluating the  
Framework**

**Fact or Opinion**

**Cornell Notes**

**Extended  
Response**

**Collaborative  
Annotation**

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# Lexiles in Action on GSO



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Advanced Search

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Browse Resources | Browse Videos

Home » Resources & Videos » Browse Resources » Teacher Tools for Integrating Technology

## Teacher Tools for Integrating Technology

Teacher Tools for Integrating Technology provides technology-rich tools from sites that are frequently used by educators in creating teaching and learning activities. Links to these sites include access to quiz generators, course & lesson authoring tools, flashcards, testing, surveying, web authoring, podcasting & presentation tools and more. Parents will find resources to strengthen problem-solving, creativity, critical thinking skills, and homework help.

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- e-Learning Tools
- Elluminate Live!
- GALILEO
- Georgia Read More
- GeorgiaMath.Org
- GPB Streaming
- ISTE National Technology Standards
- Jimmy Carter NHS Education Program
- LearningSpace for Georgia K-12 Teachers
- LRE Training Manuals
- Learning Village
- National Library of Virtual Manipulatives
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- RubiStar
- SciTrain
- Tools for Teachers
- Verizon Thinkfinity
- Webquests
- WIDA (ESOL) Standards

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# Learning Village

## A One Stop ELA Shopping Experience

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# Accessing Learning Village for ELA Content



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**teachers** | **administrators** | **parents**

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- How to Access Standards
- How to Access Frameworks

**Quick Links**

OAS Georgia's Online Assessment System | Thinkfinity | verizon foundation | eLearning@live! | Georgia's Virtual Library GALILEO An Initiative of the University System of Georgia

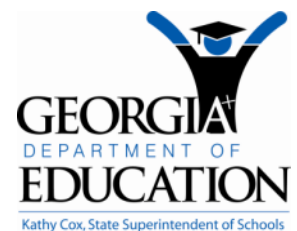
LEXILE | LEARNING VILLAGE Instructional Resources | ExPreSS | GEORGIA DEPARTMENT OF EDUCATION Kathy Cox, State Superintendent of Schools

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Georgiastandards.org**

**2. Click on the Learning  
Village logo**


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# Enter your MyGaDOE log in information

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## MyGaDOE



**GEORGIA**  
DEPARTMENT OF  
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Kathy Cox, State Superintendent of Schools

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Password:

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- ◆ [GaDOE Public Website](#)
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# ELA Content Available on Learning Village

## *Present and Future*

The screenshot displays the Learning Village website interface. At the top left is the Learning Village logo. The top right shows a user greeting: "Welcome GaDOE ELA Dept" and "Site Actions" with a help icon. A search bar is located below the navigation menu. The navigation menu includes: Dashboard, Content, Calendar, Discussions, Reports, and News and Notifications. The main content area is split into two columns. The left column is for Mathematics, with the heading "K-12 MATHEMATICS" and a sub-heading "Georgia Performance Standards for Mathematics". It lists resources for K-2 MATH, 3-5 MATH, 6-8 MATH, MATH I-IV, and ACC MATH I-III. Below this is "Georgia Frameworks for Mathematics" with folders for K-2 MATH, 3-5 MATH, 6-8 MATH, and 9-12 MATH. A dropdown menu shows "DESTINATION Math Resources Aligned to GPS". The right column is for English Language Arts, with the heading "ENGLISH LANGUAGE ARTS K-12" and a sub-heading "Georgia Performance Standards for English Language Arts". It lists resources for K-5 ELA, 6-8 ELA, and 9-12 ELA. Below this is "Georgia Frameworks for English Language Arts" with folders for K-2 ELA, 3-5 ELA, 6-8 ELA, and 9-12 ELA. A dropdown menu shows "DESTINATION Reading Resources Aligned to GPS". At the bottom, there are logos for "DESTINATION Math" and "DESTINATION Reading", both with the instruction "CLICK for Resources Aligned to GPS for K-12 MATHEMATICS" and "CLICK for Resources Aligned to GPS for K-8 ENGLISH LANGUAGE ARTS" respectively.

LEARNING VILLAGE

Welcome GaDOE ELA Dept Site Actions

Dashboard Content Calendar Discussions Reports News and Notifications

LearningVillage 2.0.9.16

### K-12 MATHEMATICS

Georgia Performance Standards for Mathematics

K-2 MATH 3-5 MATH 6-8 MATH MATH I-IV ACC MATH I-III

Georgia Frameworks for Mathematics

K-2 MATH 3-5 MATH 6-8 MATH 9-12 MATH

DESTINATION Math Resources Aligned to GPS

### ENGLISH LANGUAGE ARTS K-12

Georgia Performance Standards for English Language Arts

K-5 ELA 6-8 ELA 9-12 ELA

Georgia Frameworks for English Language Arts

K-2 ELA 3-5 ELA 6-8 ELA 9-12 ELA

DESTINATION Reading Resources Aligned to GPS

**DESTINATION Math**  
CLICK for Resources Aligned to GPS for K-12 MATHEMATICS

**DESTINATION Reading**  
CLICK for Resources Aligned to GPS for K-8 ENGLISH LANGUAGE ARTS

# K-12 ELA Standards and Frameworks

## ENGLISH LANGUAGE ARTS **K-12**

Georgia Performance Standards for English Language Arts



*Links to ELA standards by grade level*

Georgia Frameworks for English Language Arts



*Links to ELA frameworks, units, learning tasks by grade level*

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# One Stop, Easy Access to ELA Instructional Resources

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## ***GPS for ELA, Grades K-12***

***These links will provide printable versions of the GPS by grade level, course***

Georgia Performance Standards for English Language Arts



Georgia Frameworks for English Language Arts



## ***Frameworks for ELA, Grades K-12***

***These links will provide access to the frameworks, units, learning tasks for K-12 ELA***

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# Each grade level has access to the curriculum map with links to suggested framework units associated with the grade level and/or course

## List of Instructional Units and Associated Unit Resources



[Curriculum Map \(printable version\)](#)

Georgia Performance Standards – Curriculum Map 6th Grade English Language Arts / Reading							
1st 9 weeks		2nd 9 weeks		3rd 9 weeks		4th 9 weeks	
Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Unit 07	Unit 08
4 weeks	3 weeks	7 weeks	6 weeks	2 weeks	4 weeks	6 weeks	4 weeks
<u>Narrative Texts</u>	<u>Reading: (Fluency and Comprehension) / Technical Writing</u>	<u>Expository Texts</u>	<u>Persuasive Texts</u>	<u>Standards Review</u> (review of genres previously studied)	<u>Analyzing and Creating Nonfiction Texts</u>	<u>Response to Literature</u>	<u>Mythology</u>
Each unit integrates reading, writing, and listening / speaking / viewing standards							GPS Testing

*NOTE: The vocabulary, reading across the curriculum, and conventions standards should also be integrated within each unit of study. Conventions should be taught within the context of writing and speaking. Keeping in mind that the standards are recursive in nature, it should be noted that many of the standards are revisited in different units throughout the year.*

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# Suggested Learning Tasks, Topics that support each Framework Unit are linked for access

## Performace Tasks by Topic

- Y TOPIC / LEARNING TASK: [Persuasion / Debate](#)
- Y TOPIC / LEARNING TASK: [Persuasion / Movie Letter](#)
- Y TOPIC / LEARNING TASK: [Persuasion / Parent Letter](#)
- Y TOPIC / LEARNING TASK: [School Improv](#)
- Y TOPIC / LEARNING TASK: [Advertsiing Pi](#)

## Performace Tasks by Topic

- Y INSTRUCTIONAL TOPIC / LEARNING TASK: [An Original "How To" Performance Task](#)
- Y INSTRUCTIONAL TOPIC / LEARNING TASK: [Determining Main Idea of a Nonfiction Text](#)
- Y INSTRUCTIONAL TOPIC / LEARNING TASK: [How Do Authors Organize Nonfiction Books?](#)
- Y INSTRUCTIONAL TOPIC / LEARNING TASK: [Informational Report Performance Task](#)
- Y INSTRUCTIONAL TOPIC / LEARNING TASK: [Sequencing Strategies](#)
- Y INSTRUCTIONAL TOPIC / LEARNING TASK: [Understanding Commands](#)

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# Balanced Assessments that support each Framework Unit are linked for access

## Balanced Assessments




[Balanced Assessments \(printable version\)](#)

Method/types	Informal Observations	Dialogue and Discussion	Selected Responses	Constructed Responses	Self-Assessments
Description	<ul style="list-style-type: none"> <li>*Observe students working individually, partnered, or in small groups to analyze author's purpose and development of argument</li> <li>*Observe students during argument support-gathering activities</li> <li>*Observe students during the writing process</li> <li>*Observe students' participation in class discussions</li> </ul>	<ul style="list-style-type: none"> <li>*Student-teacher discussions during conferencing and informal observations</li> <li>*Student to student dialogue or discussion of persuasive texts (both student and non-student texts)</li> <li>*Whole group discussions during brainstorming, share time, and model analysis</li> </ul>	<ul style="list-style-type: none"> <li>*Content vocabulary quizzes</li> <li>*<b>CRCT practice test:</b></li> <li><b>persuasive passage with questions</b></li> <li>*<b>Analyze model essay and identify arguments and support</b></li> </ul>	<ul style="list-style-type: none"> <li>*<b>Graphic organizers (pro/con; essay map plan)</b></li> <li>*Brainstorming topic ideas</li> <li>*Journal entries relating to model texts and student work</li> <li>*Construct an advertisement</li> <li>*<b>Write a persuasive letter</b></li> </ul>	<ul style="list-style-type: none"> <li>*Identify arguments and supportive evidence ( self and peer reviews)</li> <li>*Revise and edit projects</li> <li>*<b>Completed check sheets</b></li> </ul>

# From the Learning Village Dashboard . . .

## Access to DESTINATION Reading (DR) resources

DESTINATION Reading Resources Aligned to GPS

**DESTINATION Reading**® 

*CLICK for Resources Aligned to GPS for K-8 ENGLISH LANGUAGE ARTS*

**DR Alignment to K-8  
GPS for ELA**



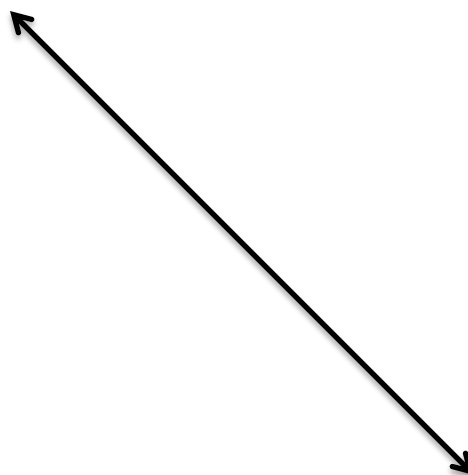
DESTINATION Reading Course Access K-8

 <b>COURSE I</b> Grades K-1	 <b>COURSE II</b> Grades 2-3	 <b>COURSE III</b> Grades 4-6	 <b>COURSE IV</b> Grades 6-8
<a href="#">SPANISH VERSION</a>	<a href="#">PRINT MATERIALS</a>	<a href="#">PRINT MATERIALS</a>	<a href="#">PRINT MATERIALS</a>
<a href="#">PRINT MATERIALS</a>	<a href="#">COURSE RESOURCES</a>	<a href="#">COURSE RESOURCES</a>	<a href="#">COURSE RESOURCES</a>
<a href="#">COURSE RESOURCES</a>			

**Access to DR Courses,  
K-8**



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-  [Kindergarten](#)
-  [First Grade](#)
-  [Second Grade](#)
-  [Third Grade](#)
-  [Fourth Grade](#)
-  [Fifth Grade](#)
-  [Sixth Grade](#)
-  [Seventh Grade](#)
-  [Eighth Grade](#)

# DESTINATION Reading aligned to ELA GPS for grades K through 8

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# CLICK to access the DR resources aligned to GPS for ELA, Grades K-8

Grade: First Grade		
 <b>DESTINATION Reading Alignment to GPS For ELA</b> 		
GPS Standard / Element	DESTINATION Reading Module	Related DESTINATION Reading Print Activity (ies)
<b>ELA1R1 CONCEPTS OF PRINT</b> The student demonstrates knowledge of concepts of print. The student		
c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.	Course I: <a href="#">Unit: Print in Our World Activity: The Pig and the Pancake</a>	<a href="#">Classroom Print Activity</a> <a href="#">Take-Home Print Activity</a>
<b>ELA1R2 PHONOLOGICAL AWARENESS</b> The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student		
	Course I: <a href="#">Unit: Jump Rope Rhymes Activity: Find S Words</a>	<a href="#">Classroom Print Activity</a> <a href="#">Take-Home Print Activity</a>
	Course I: <a href="#">Unit: Jump Rope Rhymes Activity: Find T Words</a>	<a href="#">Classroom Print Activity</a> <a href="#">Take-Home Print Activity</a>

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MENT OF

**EDUCATION**

Kathy Cox, State Superintendent of Schools





# Relevant Information, Quick Access for Georgia Educators

**Access to Lexile Resources**



Georgia Lexile Framework Resources

The screenshot shows a navigation bar with four items: 'GEORGIA Lexile Framework for Reading' with an orange icon, 'Framework for Reading' with a Lexile logo, 'Lexile Book Database' with a stack of books icon, and 'LEXILE Resources for EDUCATORS' with a red and green arrow icon.

**Access to Elluminate, Online Learning**



Elluminate Live - GA Online Professional Development

The screenshot shows a header for 'GaDOE Online Professional Learning' with a lightbulb icon and the text 'elluminate live!'. Below this is a large blue button labeled 'ONLINE MEETING EVENT CALENDAR' with a mouse cursor icon. Underneath are four links, each with a lightbulb icon: 'Elluminate Live Pre-Configuration Guide', 'Elluminate Live Quick Start Guide', 'Elluminate Live Participant Guide', and 'Elluminate Live Recording Sessions Guide'.

**Access to Georgia Virtual School Resources**



Georgia Virtual School

The screenshot shows the 'Georgia Department of Education' logo and the text 'ONLINE INSTRUCTIONAL RESOURCES'. Below are three links, each with an orange icon: '2009 - 2010 Information', 'Course Catalog', and 'Online Math Resources'.

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# Literacy Update From the DOE

## Projects Initiatives

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# Projects/Initiatives

Literacy Plan

ELA Precision Review

College-and career-  
ready standards for  
reading, writing,  
speaking, listening, and  
language

New more rigorous ELA  
frameworks K-8

Workshops

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# Literacy Plan

- A Guide to Literacy Expectations in Georgia
- A Conceptual Framework
- Literacy Indicators
- Strategies and Ideas for Implementation
- Research Based

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# Conceptual Map

- Georgia Performance Standards in ALL content areas and for ALL students
- Professional Learning
- Assessment
- Intervention

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# ELA PRECISION REVIEW

- Vertical Alignment of the ELA GPS
- Opportunity to check content
- A Cross Section with College-and Career-Ready Standards for Reading, Writing, Listening and Speaking, and Language

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# College-and Career-Ready Standards for Reading, Writing, Speaking, Listening, and Language

- The National Standards (CCSSO and NGA)
- Exemplars for Reading
- Exemplars for Writing
- Text Complexity
- Feedback Process

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# New, Rigorous ELA K-8 Frameworks

- Inclusive of all the Georgia Performance Standards
- Inclusive of the College-and Career-Ready Standards for Reading, Writing, Speaking, Listening, and Language
- Accommodations and Differentiation

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# New, Rigorous ELA K-8 Frameworks

- New units/tasks or revised units/tasks
- Reflection of 21<sup>st</sup> century literacy skills
- Implanting the 3 Rs (Rigor, Relevance, and Relationship)

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# ELA Workshops

- Rigor and Relevance
- Writing (All Aspects)
- Reading in the Content Areas
- Reading Strategies



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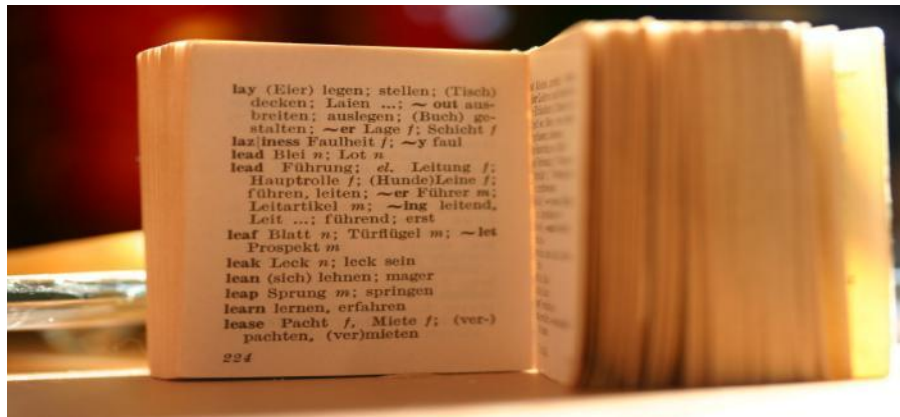
# ELA Workshops

- Integrating Grammar
- Depth of Knowledge (DOK)
- Content Literacy
- Development of workshops based on need

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# ELA Staff

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# What Does The Research Say?

## For beginning readers:

- **Consistently implemented, high-quality initial instruction with follow-up instruction that is differentiated to meet student needs**
- **Use of formative assessment to guide instruction and allocate instructional resources.**
- **Resources to provide interventions for struggling readers.** (Torgesen, J., Houston D., Rissman, L., & Kosanovich, K. (2007).

- Teaching all students to read in elementary school: A guide for principals. Portsmouth, NH: RMC Research Corporation, Center on Instruction.)

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# Beginning Readers

- Those who struggle the most may need **4 to 5 times** the amount of instruction as typical peers
- Although there are many discrete skills involved, it is critical that the teacher provide explicit links between those skills for student to become efficient reader
- Catch 22- Those struggle tend to do less independent reading, miss important vocabulary exposure that makes learners better readers!

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# Reading Instruction in Upper Elementary

- Instruction in a variety of strategies for improving and monitoring comprehension.
- Extended discussions of a text's meaning.
- Systematic and explicit instruction in essential vocabulary.
- Creating a learning environment in which students are motivated to understand and learn from the text.

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# Selecting Interventions

- Just because two students both have the same score on the CRCT does not mean they will respond positively to a particular intervention
- Thorough knowledge of the student's strengths and weaknesses AND the program's strengths and weaknesses is required to get a good match

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# Tell your neighbor:

When does an intervention become  
“specially designed instruction”?

(Hint: Program XYZ may be a Tier Two  
intervention for Student 1 but be a Tier Four  
intervention for Student 2)

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# How do I know what to choose?

- [www.bestevidence.org](http://www.bestevidence.org)
- [www.centeroninstruction.org](http://www.centeroninstruction.org)
- [www.fcrr.org](http://www.fcrr.org)
- [www.ies.ed.gov](http://www.ies.ed.gov)

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# What Does Research Tell Us?

- Provide direct and explicit comprehension strategy instruction
- Provide explicit vocabulary instruction
- Provide opportunities for extended discussion of text meaning and interpretation
- Increase student motivation and engagement in literacy learning
- Make available intensive and individualized interventions for struggling students that can be provided by trained specialist

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# But They Can't Read!

- Most can decode at some level
- Many texts are intimidating at the secondary level
- Find more accessible texts that cover the same essential information
- Utilize assistive technology to “read” for them to get them started

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# Interactive Activities

- Some need to be taught to interact with text
- Many students are used to media overtly offering situations
- Have to be provided with the structure by which to experience literature

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# Vocabulary is Key

- Teach words in context
- Use precise vocabulary consistently (be sure to use language of the GPS)
- Tie to knowledge they already know - similarities and differences
- Give them a visual (or visualization)
- Have them use it in a personally meaningful way

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# Vocabulary (continued)

- Insist that students use same precise language when answering questions
- Give them opportunities to practice using new vocabulary (takes up to 17 opportunities)
- Offer variety of contexts
- Teach word roots - this provides them with additional tools to boost comprehension
- Careful computer use may help

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# Some Ideas for Direct Vocabulary Instruction

- Do fill in the blanks activity after shared reading which uses new/important vocabulary
- Have students keep personal word walls
- Provide word pairs as sentence starters
- Partner to make sentences using 2-3 vocabulary words in each
- Try concept circles to help students see the relationship between words

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# The Big Four in Vocabulary:

- Teaching individual words
- Teaching strategies for learning words independently
- Promoting word consciousness
- Providing frequent and varied opportunities for independent reading

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# The Mind's Eye

- Visualization (“Picture in your mind”)
- Have students add detail that makes more vivid—infuse vocabulary in this task)
- Draw a picture
- Use visual organizers, but...
  - Don’t make organizer more important than the information !
  - Use a few types consistently

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# Direct and Explicit Comprehension Strategy Instruction

- Careful text selection
- Teach students more than one strategy
- Teach how to match strategy to text type
- Ensure that level is appropriate for students
- Teach students how to use comprehension strategies(model thought process, give guided practice, make them talk through independent practice)
- Carefully support independent use (Research shows that even if they know how to use strategies, there is a breakdown when used independently)
- Don't let them lose sight of the reason for using strategy in first place: **Comprehension!**

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# It's All in the Presentation!

- Think more white space
- Use bold type to help students focus on key points
- Give hints in questions that use critical vocabulary (Remember, the protagonist is...)
- Provide appropriate organizer tools embedded within the work

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# Pre-Reading

Activate background knowledge

- Word webs
- Visuals
- Classroom discussions
- Guiding questions

Make that personal link with the story or information they are about to read

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# During Reading

- Maximize interaction with text
- Teach students to:
- Summarize at end of each paragraph
- Paraphrase what has been read
- Highlight important details
- Identify difficult (or previously taught) vocabulary

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# During Reading (continued)

- Make notes in margins regarding main idea (sticky notes, “evidence” bookmarks, vocabulary check-offs)
- Have students formulate questions for each other
- Help them learn to recognize and note confusing parts to address later

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# The Little Voice Inside My Head

- Explore with students how they remember what is important (lyrics, driving, TV shows)
- Model “thinking” aloud
- Raise consciousness of thinking about thinking
- Make them tell you (or a peer) what they were thinking
- Try to help them develop their own personal schema for mental organization

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# Get Lots of Responses

- 50% of the voice in the class should be that of the **student**.
- Group response
- Make a note
- Tell your neighbor
- Don't wait until the end of class to summarize the entire lesson
- Lock it in along the way
- Helps them to focus and pay attention!

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# Extended Discussion of Text Meaning and Interpretation

- Discussion aids in internalization of thought processes (Talking can promote reading and writing skills!)
- Text must be selected to promote discussion
- Questions must be open to interpretation and different points of view
- Students should be asked to defend by reasoning or referring to text

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# Facilitating Discussion of Texts

- Careful teacher preparation
- Have follow-up questions that provide continuity and extend the discussion
- Promote small group discussion by providing a format for such activities
- Develop and use a specific “discussion protocol”

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# Increase Student Motivation and Engagement in Literacy Learning

- Studies show that motivation declines from elementary to middle, with sharpest decline among struggling students
- Set learning goals, provide specific feedback
- Provide positive environment that promotes student autonomy
- Make literacy experiences relevant
- Build in as much “connectedness” as possible

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# It's Not All Fun and Games

- More about student finding self-actualization as a learner
- Reflecting on learning, what they do well, what needs to improve
- Offer complimentary materials to bolster text comprehension
- All content area teachers need to foster strategy development in students within discipline
- Help students develop confidence in own ability

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# Do It Their Way

- Post assignments on your webpage
- Email important dates, information, etc.
- Can I download that to my iPod?
- Use video formats
- Expand your concept of “text”
- Don’t forget that you can “text” them
- Allow electronic submission

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# The New Literacy

- Allow multi-modal presentation
- Blogs are the new journals
- Use a blog to provide student review
- On-line resources
- Scribe of the day for group discussion and posting
- Podcast class discussions
- Create your own study guide

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# Provide Intensive, Individualized Interventions using Trained Specialists

- May need to be at the word level
- Decoding paired with metacognitive training
- Must be helped to become more active and engaged
- Graphic organizers were useful
- But for the most severe students:
- Individual diagnostic testing and then targeted explicit instruction designed to meet identified needs

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# Note-taking

- Do it up front and post on webpage or hand out
- Use as a teaching tool - let students underline key points as you address them or fill in the blanks
- Remember those who do not process rapidly and those with attention issues
- Preview critical vocabulary and go back and question
- Friday principle

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# What Was It We Did Two Days Ago?

- Have framework for review - involve students with targeted questioning
- Preview at the end of the lesson to help prepare for next steps
- Review key concepts, etc. so they will remember after they go out the door
- Take attendance with a response to question

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# It Never Hurts to Ask

- “So, how do you remember how to ...”
- Phone a friend
- Start a class study group
- “What were you thinking here?”
- What do you do when you study?
- Talk to me about the way you will organize this so you’ll be able to remember the key points

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# But They Can't Write!

- Motor issue: assistive technology is essential
- Disconnect between thinking and making thoughts permanent – different story
- Speaking, Listening, Viewing

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# It Starts With a Thought

- Help students develop process for responding to prompts
- Use writing prompts to start discussions
- Writing down key ideas working groups
- Use leading questions to guide struggling students to form ideas, then put in oral form first
- Help develop consciousness of own thinking

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# You Gotta Write...

- Accommodations do not mean student will not attempt
- Oral response should lead to written one
- Start small - don't expect a novel the first day
- Provide lots of structure
- Provide examples and non-examples
- Talk, Tape, Transcribe
- Word processing
- Spelling

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# Getting Started

- Keyboard is the new paper and pencil
- Students found to write more and higher quality when they believed it had an authentic audience
- A fun starter for persuasive writing:
  - [http://www.readwritethink.org/files/resources/interactives/persuasion\\_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)
  - [http://www.readwritethink.org/files/resources/lesson\\_images/lesson56/homework2.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson56/homework2.pdf)

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# You Can't Always Get What You Want

- Learning styles shouldn't mean that is how information is always presented or responded to
- Students must have opportunity to experience across styles
- Sometimes written, sometimes oral, sometimes drawn or acted out

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# Be Willing to Take Feedback

- “She’s a wonderful student... I can always depend on her to tell me that what I just said made absolutely no sense!”
- Be honest with students
- Require specifics
- Friday principle
- Formative assessment can be a two way street

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# Web resource for teachers

<http://www.readwritethink.org/>

- Offers a research basis for suggestions
- Aligns specifically to state standards
- Lesson plan
- Student work pages
- Web resources

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# Visit [readwritethink.org](http://www.readwritethink.org)

## Elementary

- <http://www.readwritethink.org/classroom-resources/lesson-plans/frog-beyond-fairy-tale-7.html?tab=3#tabs>

## Middle/High

- <http://www.readwritethink.org/classroom-resources/lesson-plans/collaboration-sites-sounds-using-979.html>

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# Better than a word wall

Use Google Images to make a visual glossary

- <http://images.google.com/imghp?hl=en&tab=wi>

An example:

- [www.lclark.edu/~krauss/hatchetweb/index.htm](http://www.lclark.edu/~krauss/hatchetweb/index.htm)

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# Other Resources

- [www.webenglishteacher.com](http://www.webenglishteacher.com)
- [www.tewt.org](http://www.tewt.org)
- <http://nfs.sparknotes.com/>
- <http://www.internet4classrooms.com>

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# Still More!

- [www.schmoop.com](http://www.schmoop.com)
- <http://www.mce.k12tn.net/links/teacherresources.htm>
- <http://www.pinkmonkey.com/index2.asp>

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# And More!

- <http://www.4teachers.org/>
- <http://tarheelreader.org/2010/02/25/life-cycles-2/>

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