Instructional Support For Students with Significant Cognitive Disabilities

December 19, 2018

Introductions

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Georgia Department of Education (GaDOE)

Crystal Callaway, Education Program Specialist, Special Education Services and Supports

Georgia Educators

Kathleen Browne, Coordinator of Exceptional Student Services, Bryan County Schools

Lori Harvin, Georgia GAA Coordinator/Instructional Coach, Bibb County Public Schools

Larissa Beecher, Alternate Access Itinerant Support Teacher, Houston County Schools

Georgia Department of Education

Georgia's Systems of Continuous Improvement

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http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx

Vision of GaDOE Special Education Division

Richard Woods,
Georgia's School Superintendent
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Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future

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Learning Objectives

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The participants will increase their knowledge in the following areas:

- instructional pacing guides
- standards checklists
- instructional materials
- formative assessment tools

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Agenda

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1. Instructional Pacing Guides/Standards Checklists
2. Instructional Materials
3. Formative Assessment Tools
4. Sample Tasks
5. Practical Tips
6. Resources/Contacts

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"A Game Plan"
Pacing Guides/Standards Checklists

Instructional Pacing Guides

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INSTRUCTIONAL PACING GUIDE – 5th SCIENCE

Students group organisms using scientific classification procedures.		20%
Target 1: Develop a model that illustrates how animals are sorted into groups of vertebrates and invertebrates.	S5L1a	
Target 2: Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers).	S5L1b	

S5L1	Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.
a.	Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.

Least complex ⟷ Most complex

Using a visual/tactile representation	*Using a visual/tactile representation:*	*Using a visual/tactile representation:*	*Using a visual/tactile representation:*
Respond differentially to sort animals into given groups.	Identify one characteristic from which a model can be developed to sort given animals into groups.	Identify two characteristics from which a model can be developed to sort given animals into groups.	Identify two characteristics that can be used to sort animals into groups, and use a model to sort given animals based on those characteristics.

	A	B	C
EXAMPLE: DECEMBER	*ALL 12/7/18; 12/14/18*	*KB, JB 12/14/18*	*JB 12/18/18*
AUGUST – NOVEMBER, 2018			
DECEMBER			
JANUARY			
FEBRUARY			
MARCH			
APRIL			
MAY			

ULS- Science Lessons

BrainPop

Standards Checklists

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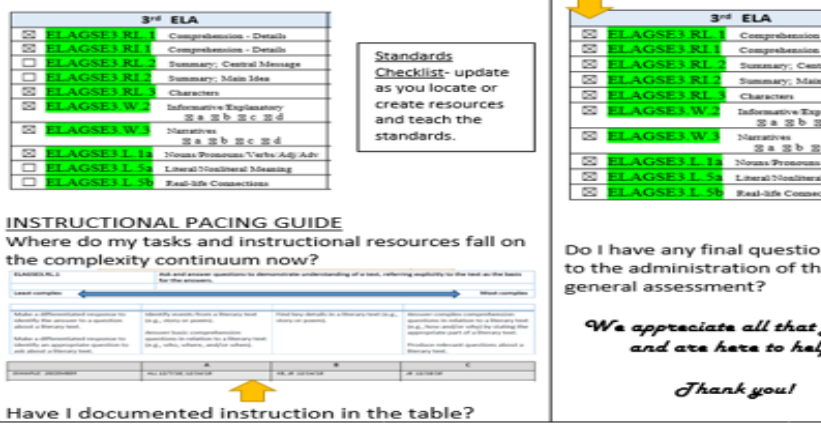
Standards Checklist – 5th Grade

VALIDATION	SUPPORT/INSPIRATION	FINAL PREPARATION
Standards Checklist Which standards have I previously taught and/or assessed?	What other resources are available to me? **TRL (Teacher Resource Link) and other resources noted on INSTRUCTIONAL PACING GUIDES.**	Have I taught all standards on the Test Blueprint?
INSTRUCTIONAL PACING GUIDE Where do my previous tasks and instructional resources fall on the complexity continuum? Do I need to adjust my current plan for instruction to increase complexity for some or all students?	INSTRUCTIONAL PACING GUIDE Where do my tasks and instructional resources fall on the complexity continuum now? Have I documented instruction in the table?	Do I have any final questions prior to the administration of the general assessment? *We appreciate all that you do and are here to help!* *Thank you!*

Standards Checklist- update as you locate or create resources and teach the standards.



5th ELA		5th MATH	
☐ ELAGSE5.RL.1	Comprehension - Details	☐ MGSE5.NBT.1	Place Value
☐ ELAGSE5.RI.1	Comprehension - Details	☐ MGSE5.NBT.3	Decimals
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☐ ELAGSE5.RL.3	Characters, Setting, Events	☐ MGSE5.G.1	Number Line; Coordinate Plane
☐ ELAGSE5.W.2	Informative/Explanatory ☐ a ☐ b ☐ c ☐ d ☐ e	☐ MGSE5.G.2	Coordinate Plane (real-world)
☐ ELAGSE5.W.3	Narratives ☐ a ☐ b ☐ c ☐ d ☐ e	☐ MGSE5.MD.2	Line Plots; Data
☐ ELAGSE5.L.3a	Combine/Reduce/Expand Sent.	☐ MGSE5.MD.4	Volume
☐ ELAGSE5.L.5a	Similes & Metaphors	☐ MGSE5.OA.2	Numerical Expressions
☐ ELAGSE5.L.5c	Antonym/Synonym/Homograph	☐ MGSE5.OA.3	Numerical Patterns
5th SCIENCE		**5th SOCIAL STUDIES**	
☐ S5E1a	Surface Features (describe)	☐ SS5H2a	World War I / post-World War I
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☐ S5P1c	Chemical Change	☐ SS5G2a	1865-1900 Ag/Industrial Locations
☐ S5P2b	Electric Circuit	☐ SS5G2b	20th-21st Century Ag/Industrial
☐ S5P2c	Electricity (Insulators & Conductors)	☐ SS5H6a	Jim Crow Laws
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☐ S5L3b	Plant/Animal Cells (Label with model)	☐ SS5E2a	Household
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☐ ELAGSE3.W.3	Narratives ☐a ☐b ☐c ☐d
☐ ELAGSE3.L.1a	Nouns/Pronouns/Verbs/Adj/Adv
☐ ELAGSE3.L.5a	Literal/Nonliteral Meaning
☐ ELAGSE3.L.5b	Real-life Connections

INSTRUCTIONAL PACING GUIDE
Where do my previous tasks and instructional resources fall on the complexity continuum?

Do I need to adjust my current plan for instruction to increase complexity for some or all students?

SUPPORT/INSPIRATION

What other resources are available to me?
TRL (Teacher Resource Link) and other resources noted on INSTRUCTIONAL PACING GUIDES.

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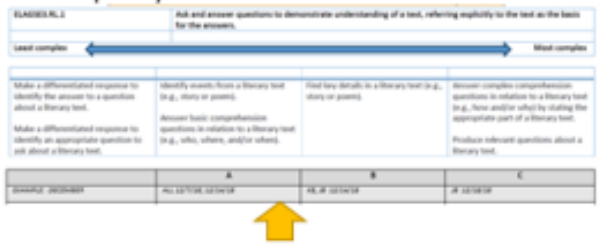
☐ ELAGSE3.L.5b	Real-life Connections

Standards Checklist- update as you locate or create resources and teach the standards.

INSTRUCTIONAL PACING GUIDE
Where do my tasks and instructional resources fall on the complexity continuum now?



Have I documented instruction in the table?

FINAL PREPARATION

Have I taught all standards on the Test Blueprint?

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☒ ELAGSE3.RL.1	Comprehension - Details
☒ ELAGSE3.RI.1	Comprehension - Details
☒ ELAGSE3.RL.2	Summary; Central Message
☒ ELAGSE3.RI.2	Summary; Main Idea
☒ ELAGSE3.RL.3	Characters
☒ ELAGSE3.W.2	Informative/Explanatory ☒a ☒b ☒c ☒d
☒ ELAGSE3.W.3	Narratives ☒a ☒b ☒c ☒d
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☒ ELAGSE3.L.5a	Literal/Nonliteral Meaning
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Do I have any final questions prior to the administration of the general assessment?

We appreciate all that you do and are here to help!

Thank you!

Standards Checklists

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☐ ELAGSE5.L.5a	Similes & Metaphors	☐ MGSE5.OA.2	Numerical Expressions
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		☐ SS5E4	Personal Budget

Extended Content Standards

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Fifth Grade: Science: Life Science

S5L1		**Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.**
	a.	Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.

Least complex ⟷ **Most complex**

Using a visual/tactile representation	*Using a visual/tactile representation:*	*Using a visual/tactile representation:*	*Using a visual/tactile representation:*
Respond differentially to sort animals into given groups.	Identify one characteristic from which a model can be developed to sort given animals into groups.	Identify two characteristics from which a model can be developed to sort given animals into groups.	Identify two characteristics that can be used to sort animals into groups, and use a model to sort given animals based on those characteristics.

A B C

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Instructional Pacing Guide Example

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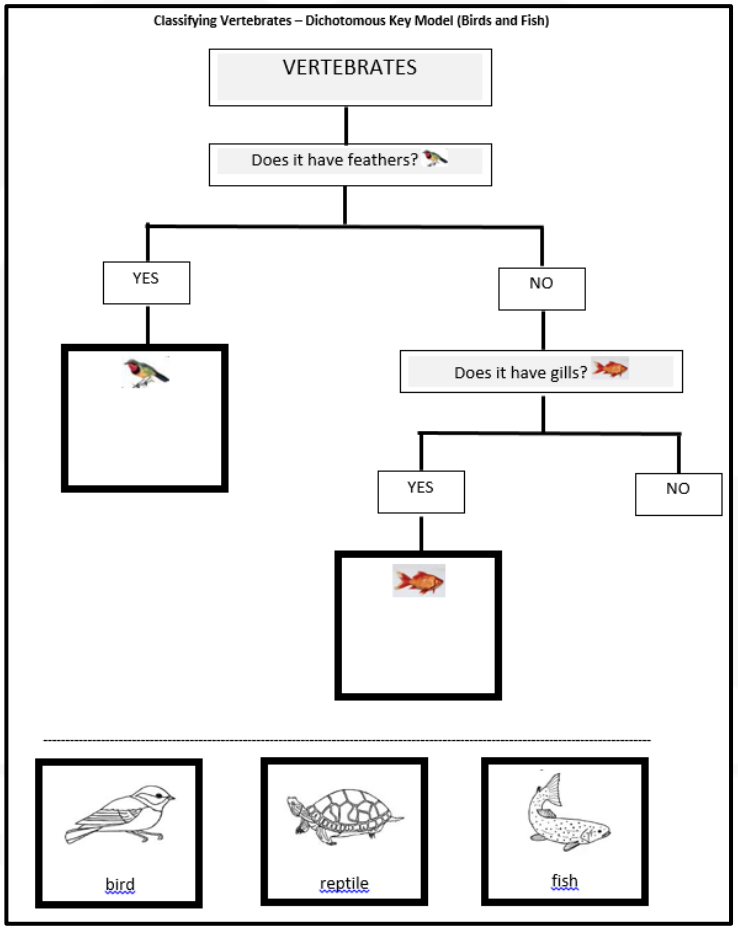

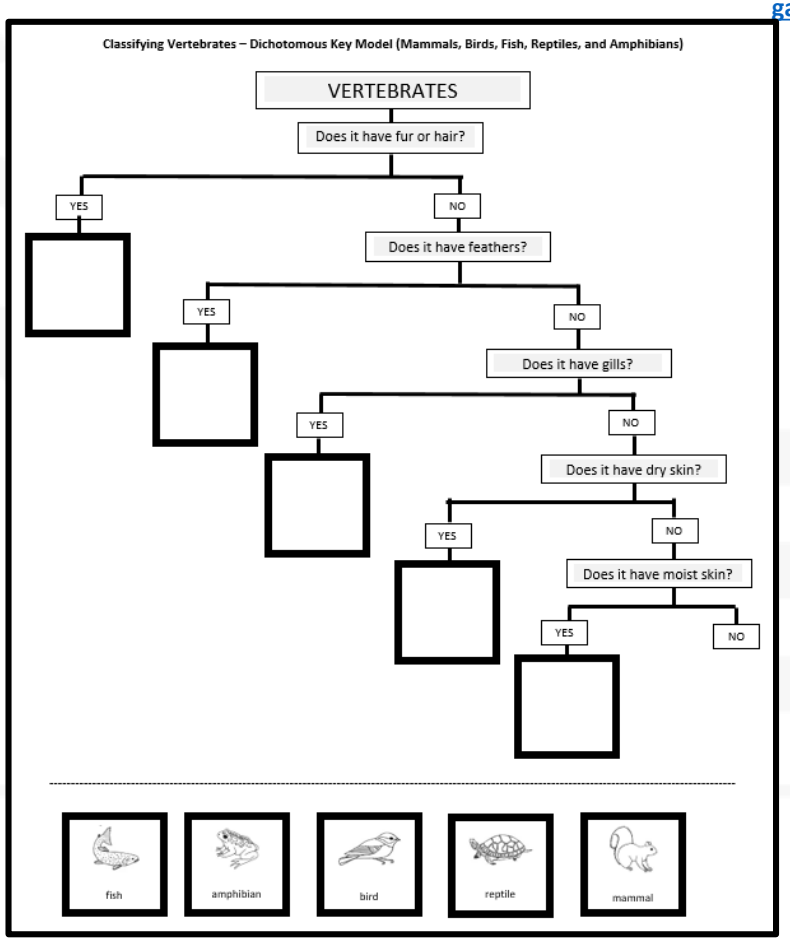

Created By: Kathleen Browne, Bryan County, 2018

Instructional Pacing Guide Example

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Classifying Vertebrates – Characteristics (Mammals, Birds, Fish, Reptiles, and Amphibians)

Birds have _____.

feathers | gills

Fish have _____.

gills | feathers | hair or fur

- Hair on their mouths; smooth skin
- Warm-blooded
- Breathes air through lungs
- Babies drink milk from the mother's body

Manatees are _____.

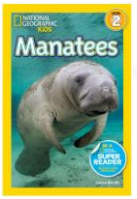
amphibians

fish

mammals

reptiles

birds



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GAA 2.0 Standards Checklist (Grades 3 -5)

3rd ELA	4th ELA	5th ELA
☐ ELAGSE3.RL.1 Comprehension - Details	☐ ELAGSE4.RL.1 Comprehension - Details	☐ ELAGSE5.RL.1 Comprehension - Details
☒ ELAGSE3.RI.1 Comprehension - Details	☒ ELAGSE4.RI.1 Comprehension - Details	☒ ELAGSE5.RI.1 Comprehension - Details
☐ ELAGSE3.RL.2 Summary; Central Message	☐ ELAGSE4.RL.2 Summary; Theme	☐ ELAGSE5.RL.2 Summary; Theme
☐ ELAGSE3.RI.2 Summary; Main Idea	☐ ELAGSE4.RI.2 Summary; Main Idea	☐ ELAGSE5.RI.2 Summary; Main Idea
☐ ELAGSE3.RL.3 Characters	☐ ELAGSE4.RL.3 Characters, Setting, Events	☐ ELAGSE5.RL.3 Characters, Setting, Events
☐ ELAGSE3.W.2 Informative/Explanatory ☐ a ☒ b ☐ c ☐ d	☐ ELAGSE4.W.2 Informative/Explanatory ☐ a ☒ b ☐ c ☐ d ☐ e	☐ ELAGSE5.W.2 Informative/Explanatory ☐ a ☒ b ☐ c ☐ d ☐ e
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☐ ELAGSE3.L.5b Real-life Connections	☐ ELAGSE4.L.5c Antonyms & Synonyms	☐ ELAGSE5.L.5c Antonym/Synonym/Homograph

3rd MATH	4th MATH	5th MATH
☐ MGSE3.NBT.1 Place Value; Rounding	☐ MGSE4.NBT.2 Place Value; Expanded Form	☐ MGSE5.NBT.1 Place Value
☐ MGSE3.NBT.2 Addition; Subtraction	☐ MGSE4.NBT.4 Addition; Subtraction	☐ MGSE5.NBT.3 Decimals
☐ MGSE3.NBT.3 Multiplication	☐ MGSE4.NF.1 Fractions	☐ MGSE5.NF.4 Fractions
☐ MGSE3.NF.1 Fractions	☐ MGSE4.NF.7 Decimals	☐ MGSE5.NF.6 Fractions (real-world problems)
☐ MGSE3.MD.7 Area	☐ MGSE4.G.1 Lines; Angles	☐ MGSE5.G.1 Number Line; Coordinate Plane
☐ MGSE3.G.1 Shapes & Attributes	☐ MGSE4.MD.1 Liquid Measurement	☐ MGSE5.G.2 Coordinate Plane (real-world)
☐ MGSE3.MD.2 Mass & Volume	☐ MGSE4.MD.3 Perimeter; Area	☐ MGSE5.MD.2 Line Plots; Data
☐ MGSE3.OA.1 Repeated Addition/Multiplication	☐ MGSE4.OA.2 Multiplication Word Problems	☐ MGSE5.MD.4 Volume
☐ MGSE3.OA.2 Repeated Subtraction/Division	☐ MGSE4.OA.5 Number/Shape/Rule Pattern	☐ MGSE5.OA.2 Numerical Expressions
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3rd	4th	5th SOCIAL STUDIES
		☐ SS5H2a World War I / post-World War I
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		☐ SS5H4b September 11, 2001
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	A	B	C
AUGUST – NOVEMBER, 2018			
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FEBRUARY			
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ULS- Science Lessons

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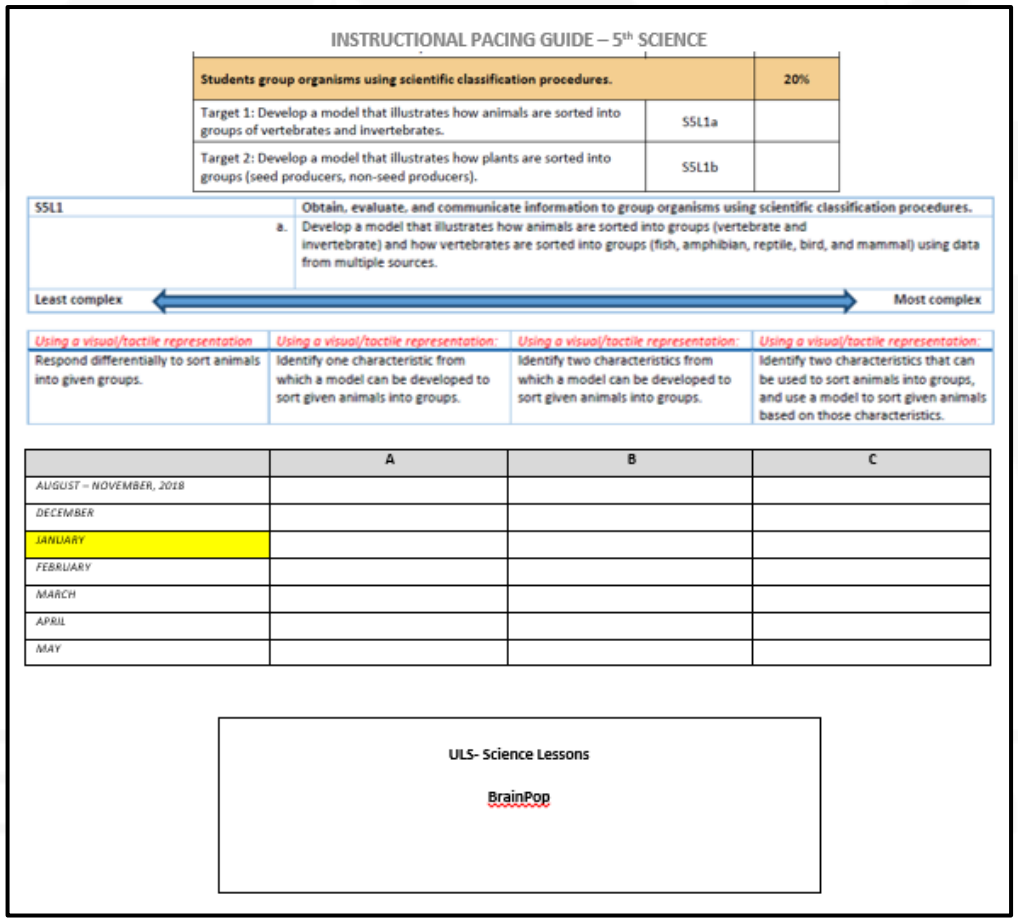
Instructional Pacing Guide



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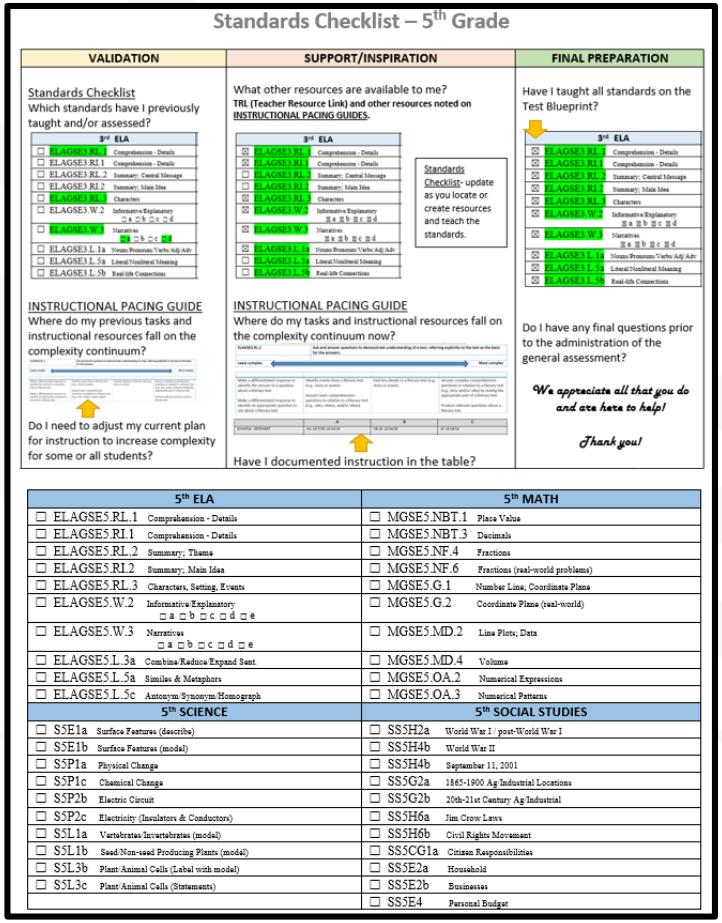
Standards Checklist



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☐ ELAGSE5.RL.3	Characters, Setting, Events	☐ MGSE5.G.1	Number Line; Coordinate Plane
☐ ELAGSE5.W.2	Informative/Explanatory ☐a ☐b ☐c ☐d ☐e	☐ MGSE5.G.2	Coordinate Plane (real-world)
☐ ELAGSE5.W.3	Narratives ☐a ☐b ☐c ☐d ☐e	☐ MGSE5.MD.2	Line Plots; Data
☐ ELAGSE5.L.3a	Combine/Reduce/Expand Sent.	☐ MGSE5.MD.4	Volume
☐ ELAGSE5.L.5a	Similes & Metaphors	☐ MGSE5.OA.2	Numerical Expressions
☐ ELAGSE5.L.5c	Antonym/Synonym/Homograph	☐ MGSE5.OA.3	Numerical Patterns
5th SCIENCE		**5th SOCIAL STUDIES**	
☐ S5E1a	Surface Features (describe)	☐ SS5H2a	World War I / post-World War I
☐ S5E1b	Surface Features (model)	☐ SS5H4b	World War II
☐ S5P1a	Physical Change	☐ SS5H4b	September 11, 2001
☐ S5P1c	Chemical Change	☐ SS5G2a	1865-1900 Ag/Industrial Locations
☐ S5P2b	Electric Circuit	☐ SS5G2b	20th-21st Century Ag/Industrial
☐ S5P2c	Electricity (Insulators & Conductors)	☐ SS5H6a	Jim Crow Laws
☐ S5L1a	Vertebrates/Invertebrates (model)	☐ SS5H6b	Civil Rights Movement
☐ S5L1b	Seed/Non-seed Producing Plants (model)	☐ SS5CG1a	Citizen Responsibilities
☐ S5L3b	Plant/Animal Cells (Label with model)	☐ SS5E2a	Household
☐ S5L3c	Plant/Animal Cells (Statements)	☐ SS5E2b	Businesses
		☐ SS5E4	Personal Budget

Instructional Materials

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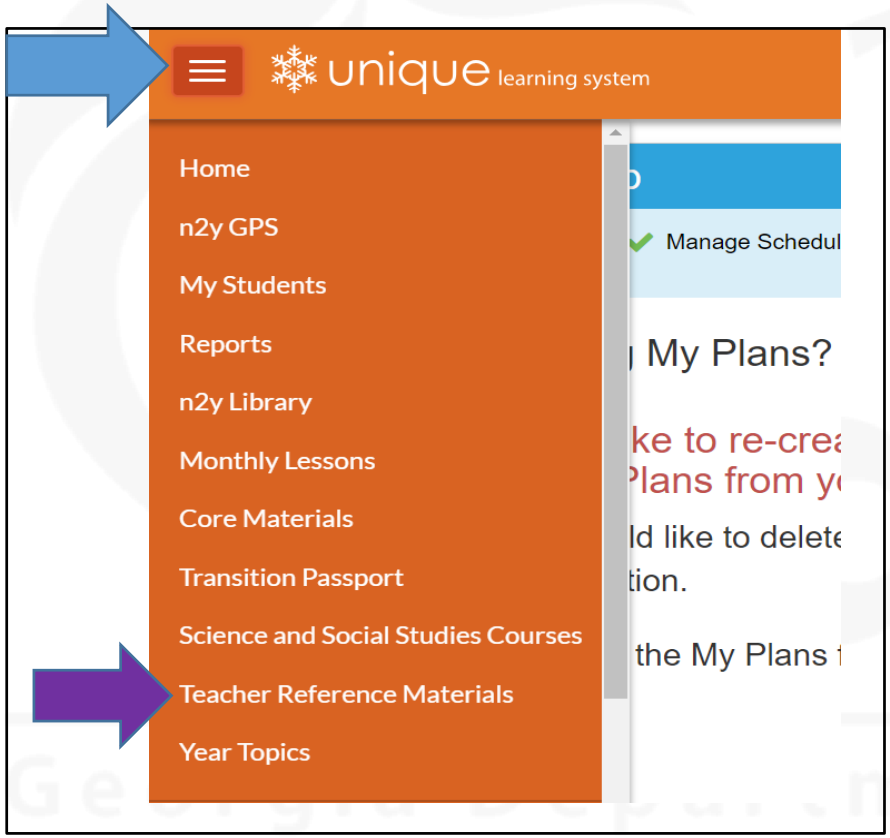
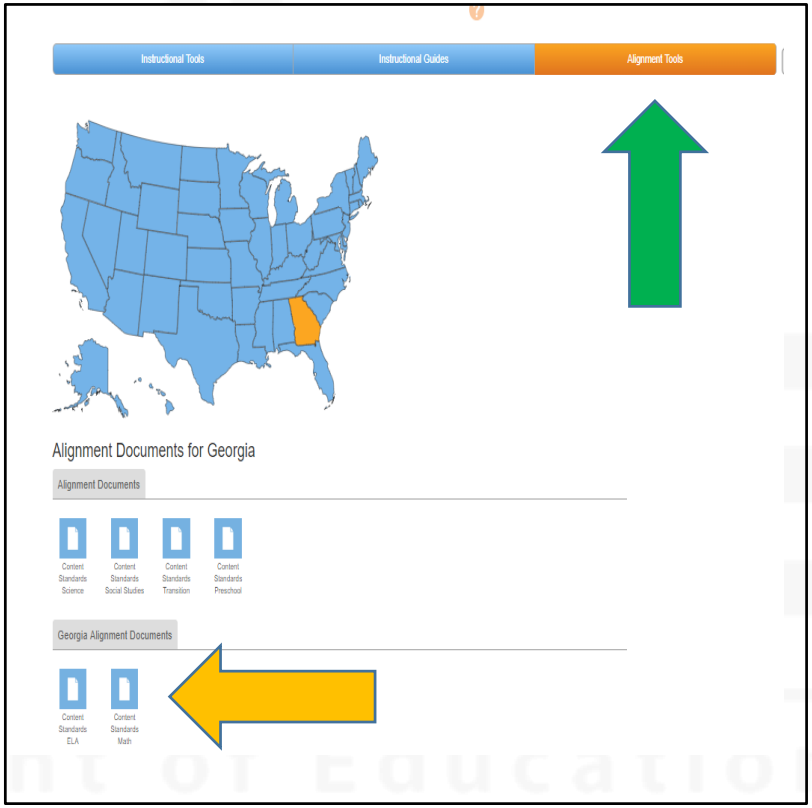
Teacher Reference Materials



Georgia Alignment Document



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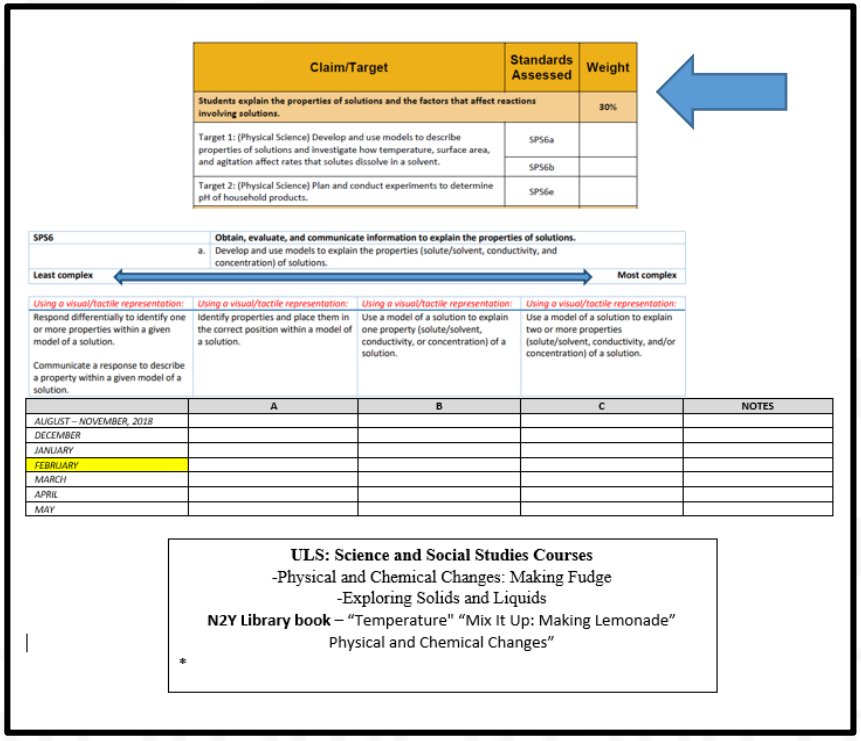
Instructional Pacing Guide



Claim/Target	Standards Assessed	Weight
Students explain the properties of solutions and the factors that affect reactions involving solutions.		30%
Target 1: (Physical Science) Develop and use models to describe properties of solutions and investigate how temperature, surface area, and agitation affect rates that solutes dissolve in a solvent.	SPS6a	
	SPS6b	
Target 2: (Physical Science) Plan and conduct experiments to determine pH of household products.	SPS6e	

SPS6		Obtain, evaluate, and communicate information to explain the properties of solutions.
	a.	Develop and use models to explain the properties (solute/solvent, conductivity, and concentration) of solutions.

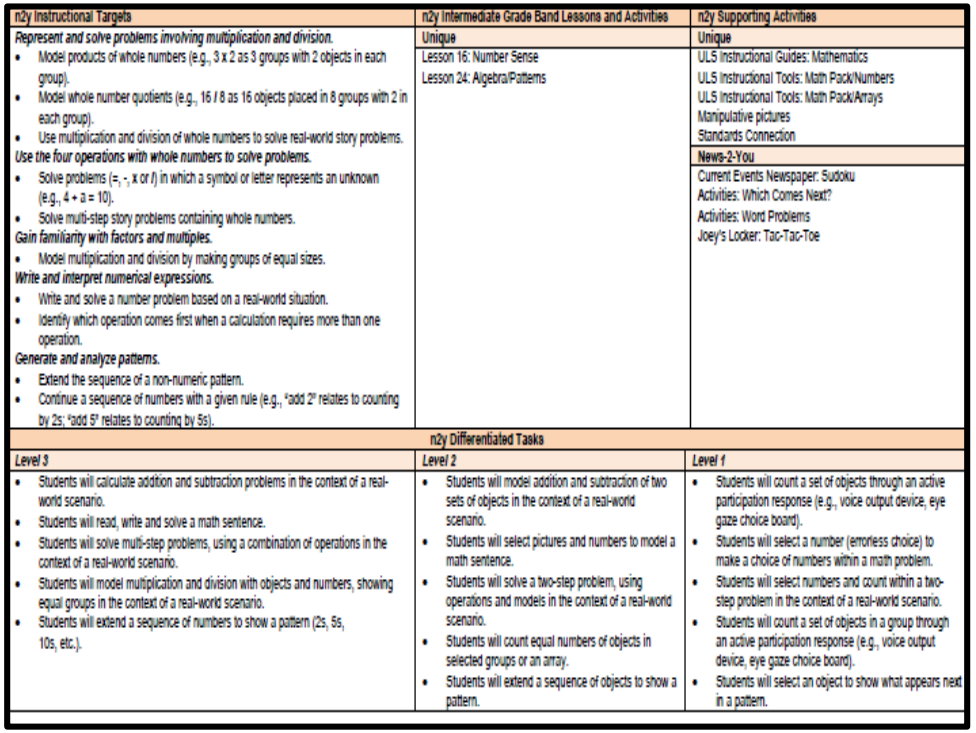
Least complex ⟷ Most complex

Using a visual/tactile representation:	*Using a visual/tactile representation:*	*Using a visual/tactile representation:*	*Using a visual/tactile representation:*
Respond differentially to identify one or more properties within a given model of a solution. Communicate a response to describe a property within a given model of a solution.	Identify properties and place them in the correct position within a model of a solution.	Use a model of a solution to explain one property (solute/solvent, conductivity, or concentration) of a solution.	Use a model of a solution to explain two or more properties (solute/solvent, conductivity, and/or concentration) of a solution.

	A	B	C	NOTES
AUGUST – NOVEMBER, 2018				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				

ULS: Science and Social Studies Courses
-Physical and Chemical Changes: Making Fudge
-Exploring Solids and Liquids
N2Y Library book – "Temperature" "Mix It Up: Making Lemonade"
Physical and Chemical Changes"
*

Georgia Alignment Document



n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
Represent and solve problems involving multiplication and division. • Model products of whole numbers (e.g., 3 x 2 as 3 groups with 2 objects in each group). • Model whole number quotients (e.g., 16 / 8 as 16 objects placed in 8 groups with 2 in each group). • Use multiplication and division of whole numbers to solve real-world story problems. ***Use the four operations with whole numbers to solve problems.*** • Solve problems (=, -, x or /) in which a symbol or letter represents an unknown (e.g., 4 + a = 10). • Solve multi-step story problems containing whole numbers. ***Gain familiarity with factors and multiples.*** • Model multiplication and division by making groups of equal sizes. ***Write and interpret numerical expressions.*** • Write and solve a number problem based on a real-world situation. • Identify which operation comes first when a calculation requires more than one operation. ***Generate and analyze patterns.*** • Extend the sequence of a non-numeric pattern. • Continue a sequence of numbers with a given rule (e.g., "add 2" relates to counting by 2s; "add 5" relates to counting by 5s).	**Unique** Lesson 16: Number Sense Lesson 24: Algebra/Patterns	**Unique** ULS Instructional Guides: Mathematics ULS Instructional Tools: Math Pack/Numbers ULS Instructional Tools: Math Pack/Arrays Manipulative pictures Standards Connection **News-2-You** Current Events Newspaper: Sudoku Activities: Which Comes Next? Activities: Word Problems Joey's Locker: Tac-Tac-Toe
n2y Differentiated Tasks		
Level 3	***Level 2***	***Level 1***
• Students will calculate addition and subtraction problems in the context of a real-world scenario. • Students will read, write and solve a math sentence. • Students will solve multi-step problems, using a combination of operations in the context of a real-world scenario. • Students will model multiplication and division with objects and numbers, showing equal groups in the context of a real-world scenario. • Students will extend a sequence of numbers to show a pattern (2s, 5s, 10s, etc.).	• Students will model addition and subtraction of two sets of objects in the context of a real-world scenario. • Students will select pictures and numbers to model a math sentence. • Students will solve a two-step problem, using operations and models in the context of a real-world scenario. • Students will count equal numbers of objects in selected groups or an array. • Students will extend a sequence of objects to show a pattern.	• Students will count a set of objects through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a number (errorless choice) to make a choice of numbers within a math problem. • Students will select numbers and count within a two-step problem in the context of a real-world scenario. • Students will count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select an object to show what appears next in a pattern.

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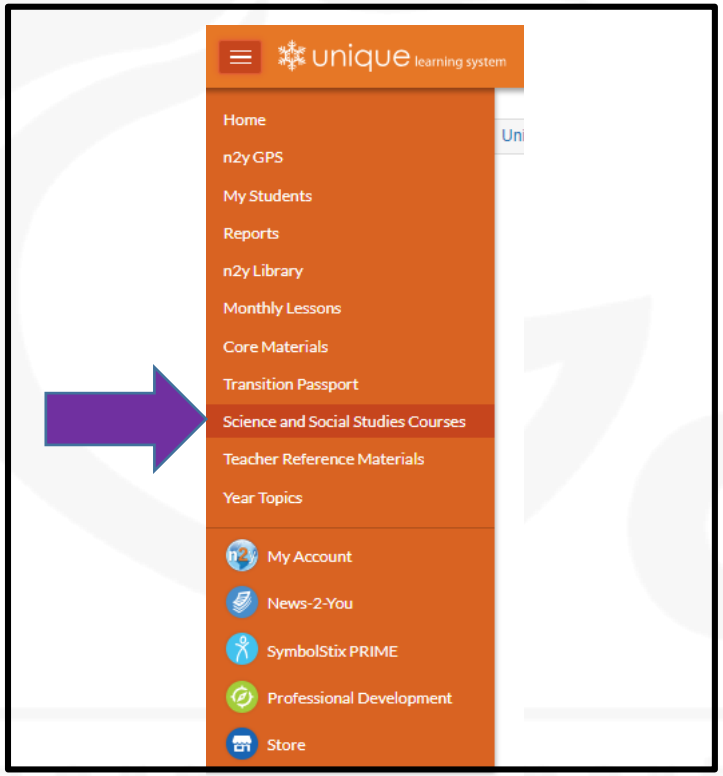
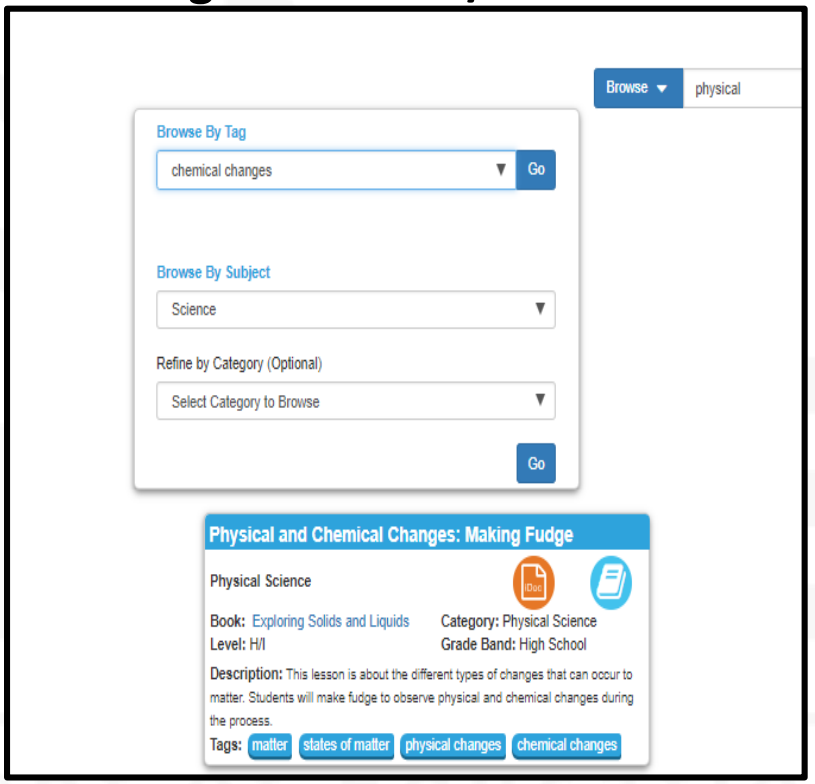
Science/Social Studies Courses



Browsing for Science/Social Studies



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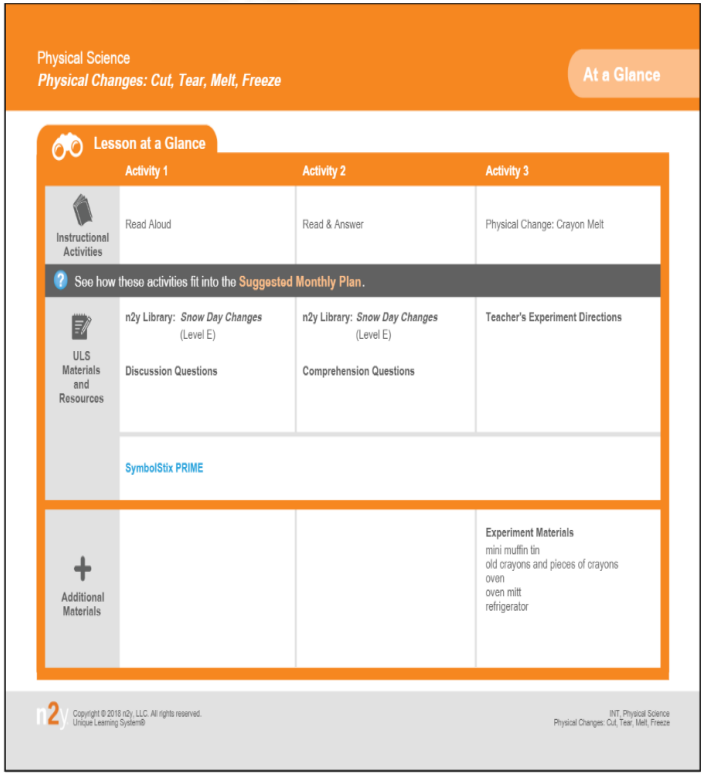
Lesson Overview

Activities at a Glance



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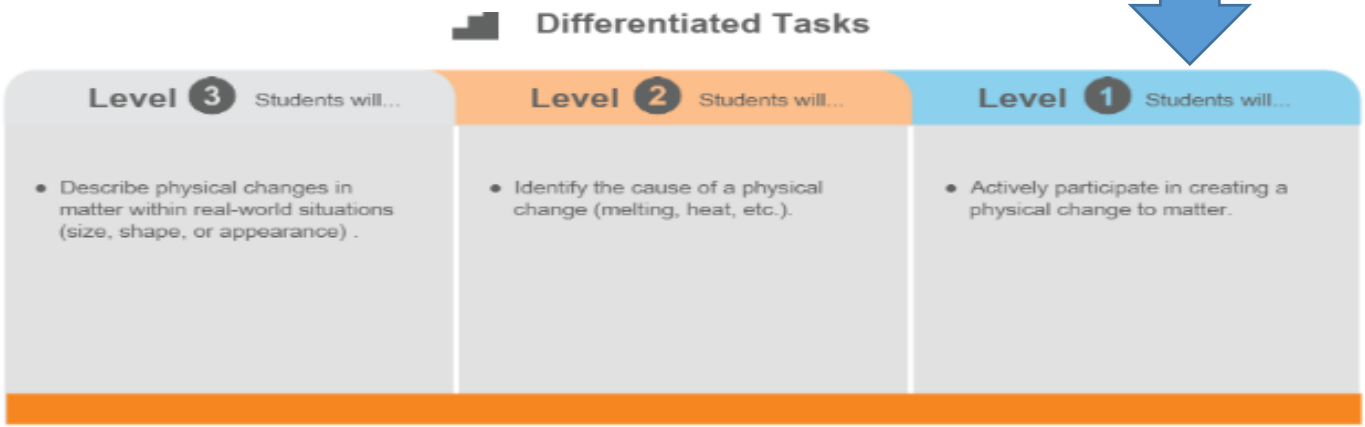
Extended Content Standards

S5P1	**Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.**
a.	Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.

Least complex ⟷ **Most complex**

Within a scientific investigation in which the student is engaged	*Within a scientific investigation in which the student is engaged:*	*Within a scientific investigation in which the student is engaged:*	*Within a scientific investigation in which the student is engaged:*
Respond differentially to identify one or more steps needed to investigate physical changes. Communicate a response to describe one or more steps needed to investigate physical changes.	Identify steps needed to investigate physical changes by manipulating, separating, or mixing dry and liquid materials.	Identify and sequence steps needed to investigate physical changes by manipulating, separating, or mixing dry and liquid materials.	Develop one or more steps needed to investigate physical changes by manipulating, separating, or mixing dry and liquid materials.

ULS Access Points



Teacher Resource Link (TRL) Handout

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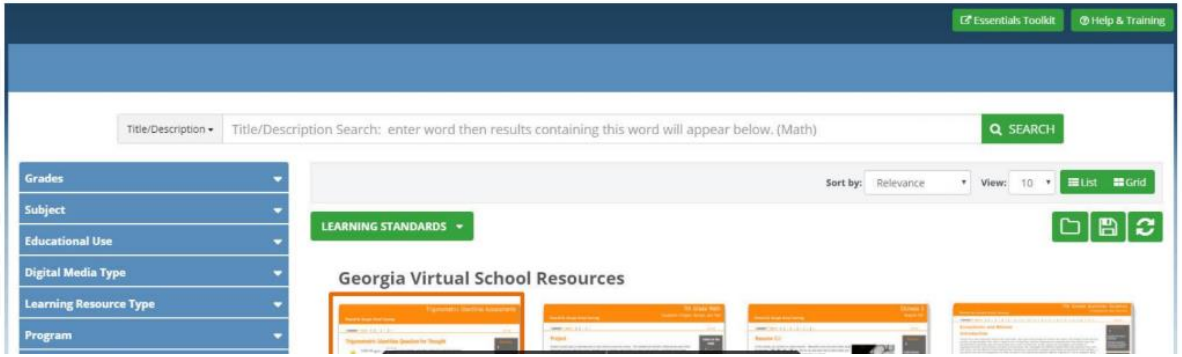
TRL Quick Start Guide

Accessing TRL

1. Log on to the Student Information System **(SIS).**
2. Select the Statewide Longitudinal Data System **(SLDS)** link.
3. Select **TRL** from the menu.

This is the TRL landing page. Georgia Virtual School resources and State resources are immediately accessible from the landing page by clicking on a resource.



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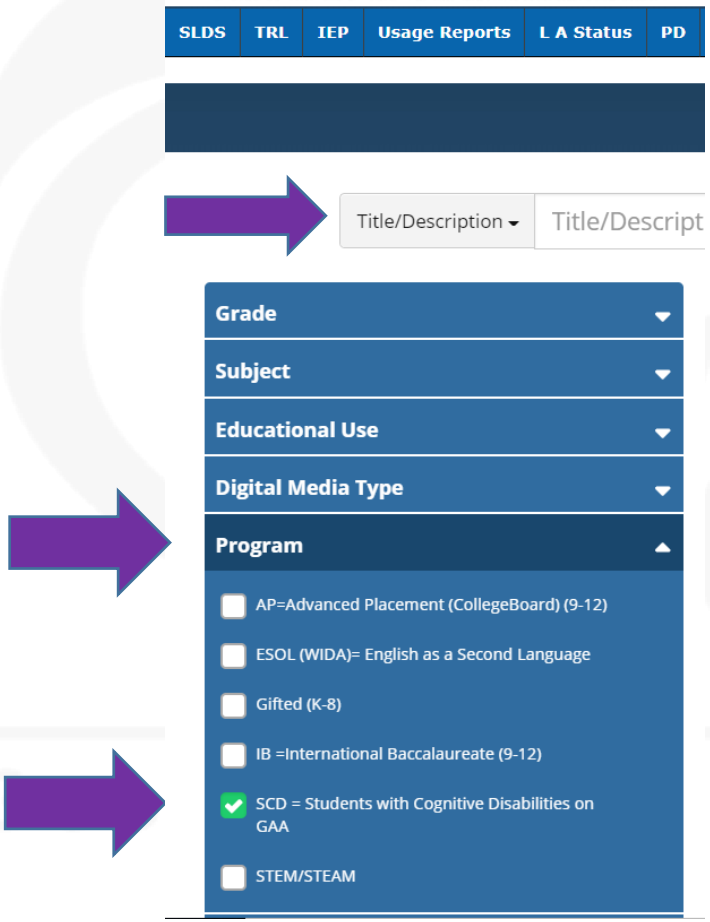
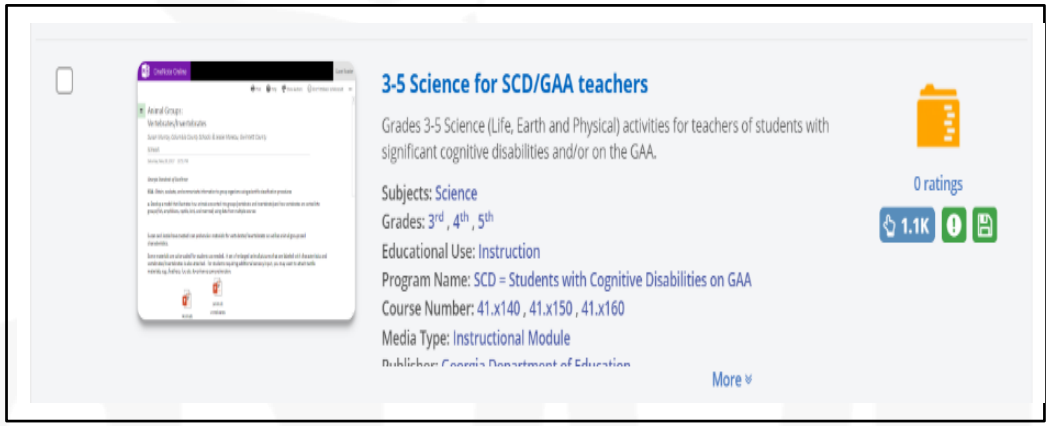
TRL Board





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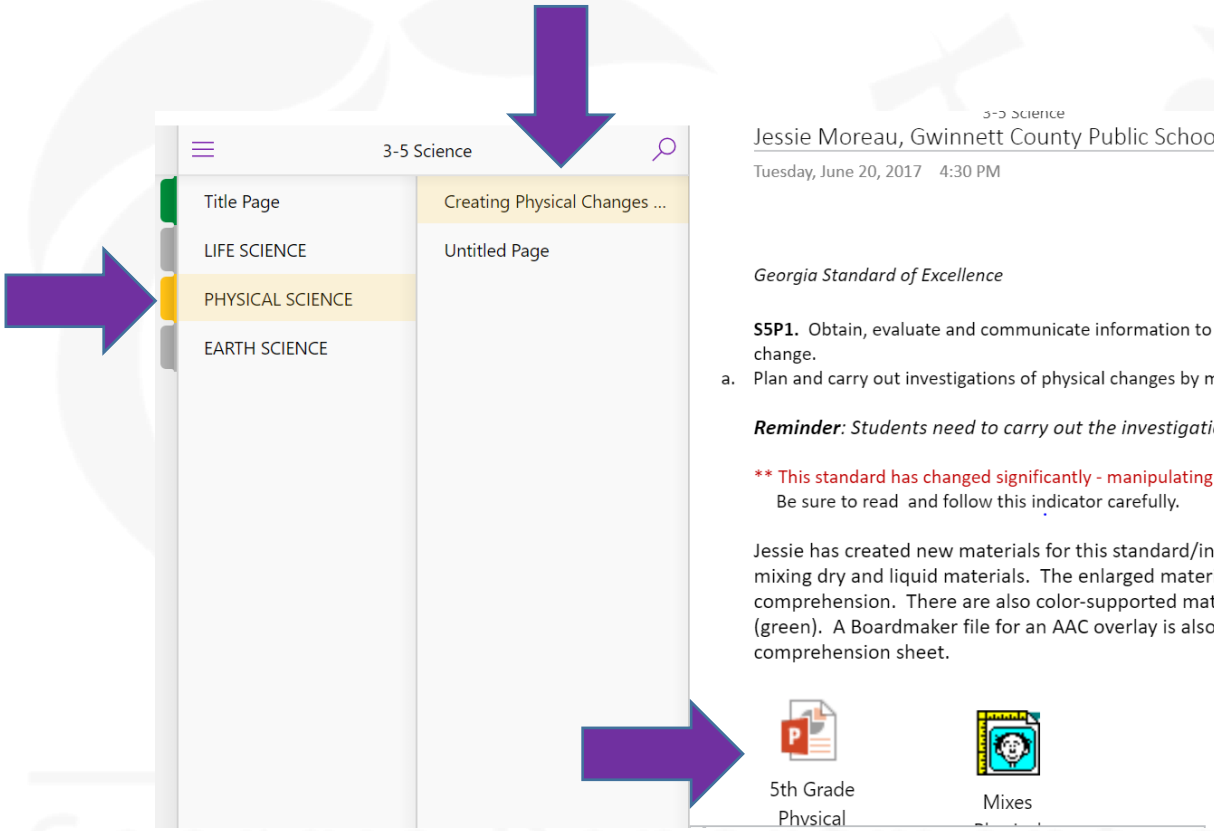

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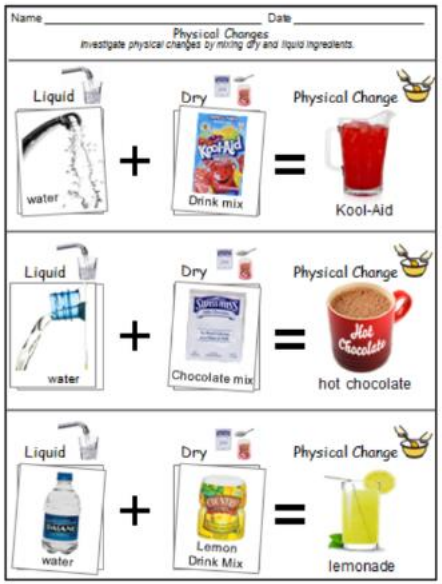
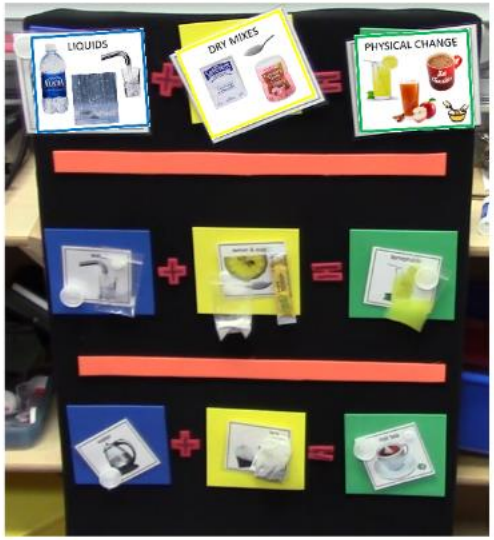
Creating Physical Changes by Mixing Dry & Liquid Materials





Created By: Jessie Moreau, Gwinnett County Schools, 2017

Formative Assessment Tools

"Checking for Understanding"

High School Example MGSE9-12.A.REI.6 Extended Content Standards

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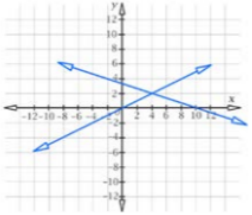
High School: Mathematics: Reasoning wih Equations and Inequalities

MGSE9-12.A.REI.6	**Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.**

Least complex ⟷ **Most complex**

Respond differentially to identify the intersection of two linear equations when represented graphically. Manipulate materials that represent the intersection of two linear equations.	Given the graph of a system of linear equations, identify the point of intersection as a coordinate.	Identify the graph that shows a point is or is not a solution to a system. 	Given a simple system of linear equations, identify the solution (the solution could be given as "x =___ and y = ___" or written as a coordinate pair.).

A B C

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MGSE9-12.A.REI.6

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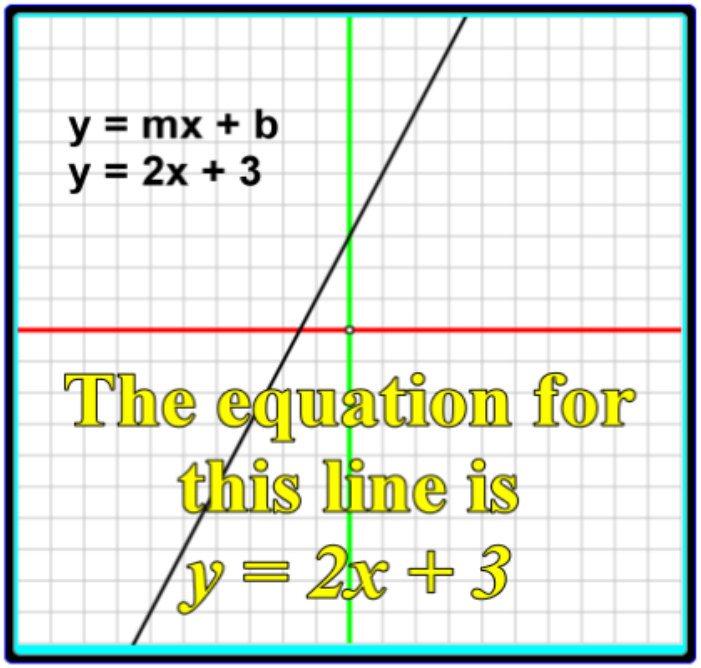
Plotting Points

Target 2: (Algebra 1) Interpret graphs of functions.
MSGSE9-12.A.REI.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.



Created By: Michelle Leary, Houston County Schools, 2018

MGSE9-12.A.REI.6

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Target 2: (Algebra 1) Interpret graphs of functions.
MSGSE9-12.A.REI.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Say: Look at the graph of a system of linear equations.

Do: *Point to the graph.*

Say: Identify the point of intersection as a coordinate.

Do: *Point to each answer option as you read it.*

Say: Negative two, one. Two, negative four.

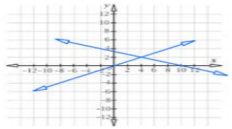
A. -2, 1

B. 2, -4

High School: Mathematics: Reasoning wih Equations and Inequalities

MGSE9-12.A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Least complex ⟷ **Most complex**

Respond differentially to identify the intersection of two linear equations when represented graphically. Manipulate materials that represent the intersection of two linear equations.	Given the graph of a system of linear equations, identify the point of intersection as a coordinate.	Identify the graph that shows a point is or is not a solution to a system. 	Given a simple system of linear equations, identify the solution (the solution could be given as "x =____ and y = ____" or written as a coordinate pair.).

A

MGSE9-12.A.REI.6

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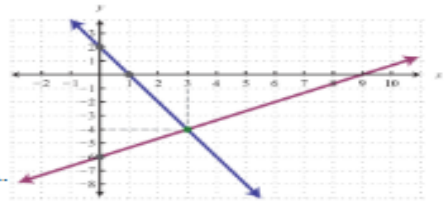
Plotting Points

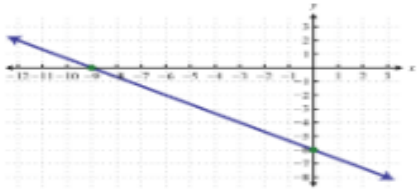
Target 2: (Algebra 1) Interpret graphs of functions.
MSGSE9-12.A.REI.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

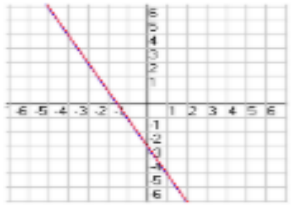
Say: Identify the graph that shows the point (-2, 1) is a solution to the system: y=−2x−4

Do: *Point to each answer option.*

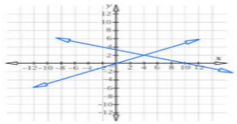
$$y=-2x-4$$

A. 

B. 

C. 

High School: Mathematics: Reasoning wih Equations and Inequalities

MGSE9-12.A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.		
Least complex ⟵			⟶ **Most complex**
Respond differentially to identify the intersection of two linear equations when represented graphically. Manipulate materials that represent the intersection of two linear equations.	Given the graph of a system of linear equations, identify the point of intersection as a coordinate.	Identify the graph that shows a point is or is not a solution to a system. 	Given a simple system of linear equations, identify the solution (the solution could be given as "x =____ and y = ____" or written as a coordinate pair.).

B

MGSE9-12.A.REI.6

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Target 2: (Algebra 1) Interpret graphs of functions.
MSGSE9-12.A.REI.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

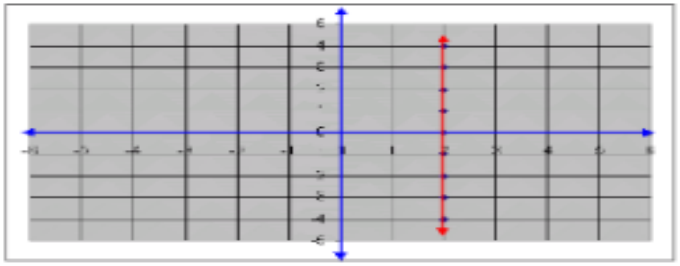
Say: Look at the graph of a simple system of linear equations.

Do: *Point to the graph.*

Say: Identify the solution for the red line on the graph below.

Do: *Point to each answer option as you read it.*

Say: X equals two. Y equals 2. X equals zero.

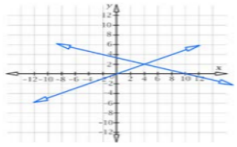


A. $x = 2$ B. $y = 2$ C. $x = 0$

High School: Mathematics: Reasoning wih Equations and Inequalities

MGSE9-12.A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Least complex ⟷ **Most complex**

Respond differentially to identify the intersection of two linear equations when represented graphically. Manipulate materials that represent the intersection of two linear equations.	Given the graph of a system of linear equations, identify the point of intersection as a coordinate.	Identify the graph that shows a point is or is not a solution to a system. 	Given a simple system of linear equations, identify the solution (the solution could be given as "x =____ and y = ____" or written as a coordinate pair.).

C

MGSE9-12.A.REI.6

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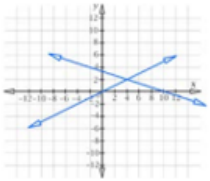
MGSE9-12.A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
Least complex ⟷ Most complex	

Respond differentially to identify the intersection of two linear equations when represented graphically. Manipulate materials that represent the intersection of two linear equations.	Given the graph of a system of linear equations, identify the point of intersection as a coordinate.	Identify the graph that shows a point is or is not a solution to a system. 	Given a simple system of linear equations, identify the solution (the solution could be given as "x =___ and y = ___" or written as a coordinate pair.).

	A	B	C
AUGUST – NOVEMBER, 2018			
DECEMBER			
JANUARY			
FEBRUARY	ALL 2/5/19; 2/11/19 KB	2/11/19 JH & MN	2/11/19 TR
MARCH			
APRIL			
MAY			

Georgia Department of Education

Putting It All Together

Extended Content Standard ELA 6th

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.2	**Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
Least complex			**Most complex**
Respond differentially to identify the theme of a literary text. Respond differentially to identify a key detail within a literary text.	Identify key details that support the given theme and/or central idea in a literary text. Identify key details to include in a summary of a literary text.	Identify the theme and/or central idea of a literary text. Match supporting key details (characters, setting, events) to a central idea or theme found within a literary text. Identify and sequence sentences to summarize a literary text.	Describe a central idea or theme of a literary text with key supporting details. Complete or develop sentences to summarize a literary text.

A B C

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Instructional Task
ELA 6th

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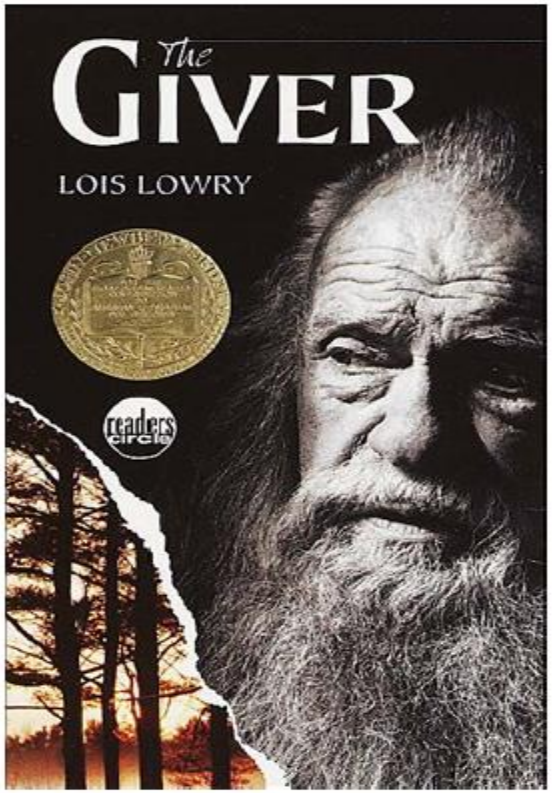
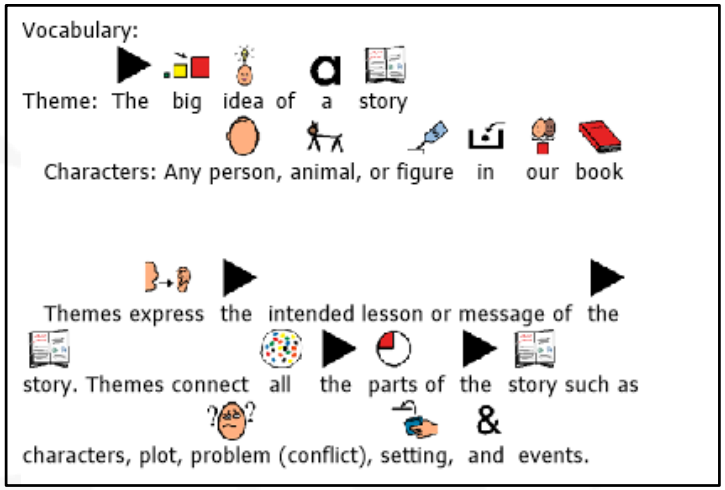
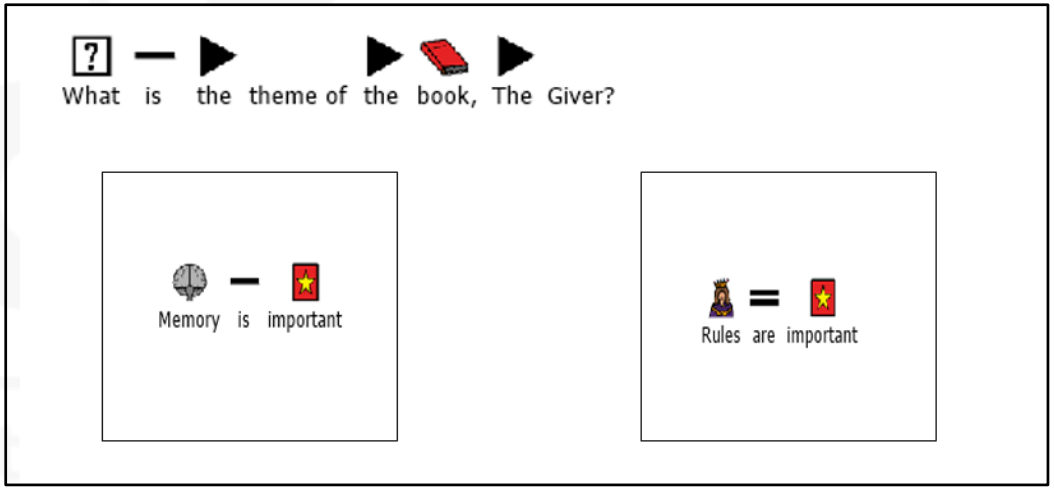


Adapted Text: **The Giver** from
Paul V Sherlock Site





Created By: Larissa Beecher, Houston County Schools, 2018

Instructional Pacing Guide Documentation ELA 6th

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Georgia's School Superintendent
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ELAGSE6.RL.2	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Least complex ⟷	Most complex

Respond differentially to identify the theme of a literary text. Respond differentially to identify a key detail within a literary text.	Identify key details that support the given theme and/or central idea in a literary text. Identify key details to include in a summary of a literary text.	Identify the theme and/or central idea of a literary text. Match supporting key details (characters, setting, events) to a central idea or theme found within a literary text. Identify and sequence sentences to summarize a literary text.	Describe a central idea or theme of a literary text with key supporting details. Complete or develop sentences to summarize a literary text.

	A	B	C
AUGUST – NOVEMBER, 2018	ALL 8/21/18		
DECEMBER	KC 9/6/18	JB 9/6/18 MM 9/6/18	
JANUARY			
FEBRUARY	KC 2/18/19	JB 2/18/19	MM 2/18/19
MARCH			
APRIL			
MAY			

Formative Assessment Tool
ELA 6th : Step One

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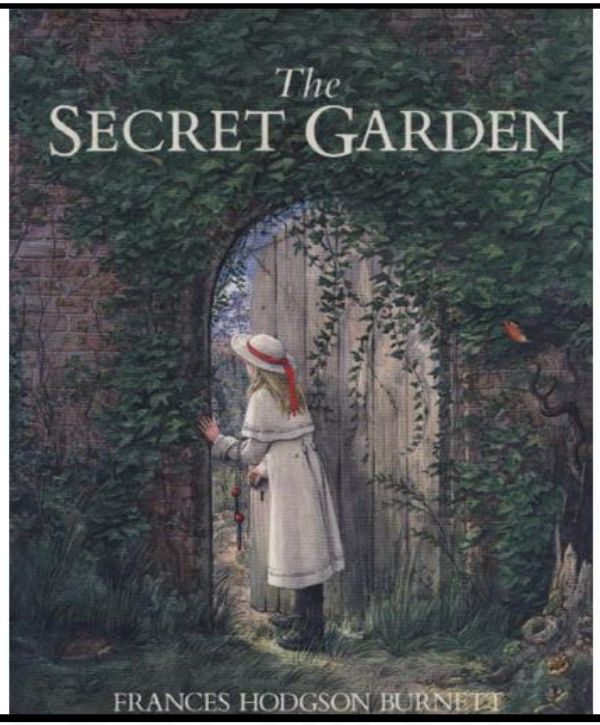
The Secret Garden

Target 2: Determine a theme and/or central idea of a text, explain how it is conveyed using details, and summarize the text.
ELAGSE6.RL.2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.



Created By: Michelle Leary, Houston County Schools, 2018

Formative Assessment Tool
ELA 6th : Step Two

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.2	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Least complex ⟷ **Most complex**

Respond differentially to identify the theme of a literary text. Respond differentially to identify a key detail within a literary text.	Identify key details that support the given theme and/or central idea in a literary text. Identify key details to include in a summary of a literary text.	Identify the theme and/or central idea of a literary text. Match supporting key details (characters, setting, events) to a central idea or theme found within a literary text. Identify and sequence sentences to summarize a literary text.	Describe a central idea or theme of a literary text with key supporting details. Complete or develop sentences to summarize a literary text.

A

ELAGSE6.RL.2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Say: We are going to read a book. The title of the book is: "The Secret Garden"

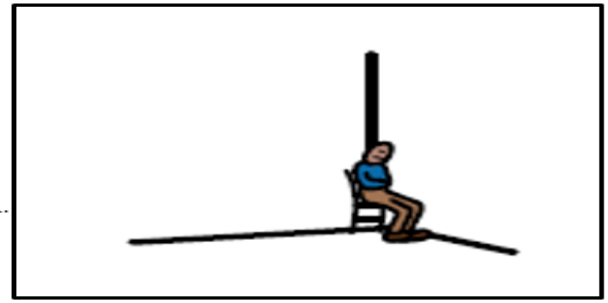
Do: *Read the adapted text from the Sherlock Center website.* http://www.ric.edu/sherlockcenter/wwslist.html

Say: Mary is lonely and sad. At night, Mary hears Colin cry. These are key details from the text that support the following theme:

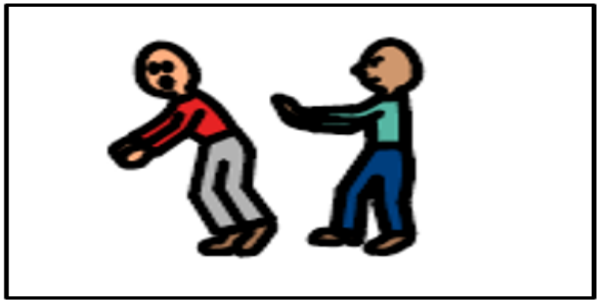
Do: *Point to the answer options as you read them.*

Say: Loneliness. Meanness.

A.



B.



*Note to teachers: The Secret Garden is also a musical available on YouTube

Created By: Michelle Leary, Houston County Schools, 2018

Formative Assessment Tool
ELA 6th : Step Three

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.2	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Least complex ⟷ Most complex

Respond differentially to identify the theme of a literary text. Respond differentially to identify a key detail within a literary text.	Identify key details that support the given theme and/or central idea in a literary text. Identify key details to include in a summary of a literary text.	Identify the theme and/or central idea of a literary text. Match supporting key details (characters, setting, events) to a central idea or theme found within a literary text. Identify and sequence sentences to summarize a literary text.	Describe a central idea or theme of a literary text with key supporting details. Complete or develop sentences to summarize a literary text.

B

ELAGSE6.RL.2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Say: Another central theme of the text is Man and the Natural World. Match a supporting key detail that supports this central idea?

Do: *Point to the answer options as you read them.*

Say: Mary is mean to Maid Martha.
Colin Craven is Mary's cousin.
Mary and Dickon look around the garden. They are happy.

A.
Mary is mean to Maid Martha.

B.
Colin Craven is Mary's cousin.

C.
Mary and Dickon look around the garden. They are happy.

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Formative Assessment Tool
ELA 6th : Step Four

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.2	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
Least complex ⟷			Most complex
Respond differentially to identify the theme of a literary text. Respond differentially to identify a key detail within a literary text.	Identify key details that support the given theme and/or central idea in a literary text. Identify key details to include in a summary of a literary text.	Identify the theme and/or central idea of a literary text. Match supporting key details (characters, setting, events) to a central idea or theme found within a literary text. Identify and sequence sentences to summarize a literary text.	Describe a central idea or theme of a literary text with key supporting details. Complete or develop sentences to summarize a literary text.

C

ELAGSE6.RL.2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Say: Complete the sentence below to summarize The Secret Garden.
Do: *Point to the sentence as you read it.*
Say: Mary loses her family and old life, but finds new life in the _____?
Do: *Point to the answer options as you read them.*
Say: Garden. Kitchen. Library.

Mary loses her family and old life, but finds new life in the _____?

A.
Garden.

B.
Kitchen

C.
Library

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Instructional Pacing Guide Documentation
ELA 6th

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ELAGSE6.RL.2	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Least complex ⟷	Most complex

Respond differentially to identify the theme of a literary text. Respond differentially to identify a key detail within a literary text.	Identify key details that support the given theme and/or central idea in a literary text. Identify key details to include in a summary of a literary text.	Identify the theme and/or central idea of a literary text. Match supporting key details (characters, setting, events) to a central idea or theme found within a literary text. Identify and sequence sentences to summarize a literary text.	Describe a central idea or theme of a literary text with key supporting details. Complete or develop sentences to summarize a literary text.

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APRIL				
MAY				

Georgia Department of Education

Practical Tips

Tip #1: Vertical Alignment

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ELA Vertical Alignment 3rd – 12th

ELA Vertical Alignment 3rd-12th

ELAGSE3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELAGSE4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	ELAGSE5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELAGSE7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELAGSE8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	ELAGSE11-12.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE3.RI.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers	ELAGSE4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	ELAGSE5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELAGSE7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELAGSE8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	ELAGSE11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	ELAGSE4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	ELAGSE5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	ELAGSE6.RL.2 Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	ELAGSE7.RL.2 Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.	ELAGSE8.RL.2 Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text	ELAGSE11-12.RL.2: Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Standards Checklist 6th – 8th

6th ELA	7th ELA	8th ELA
☐ ELAGSE6.RL.1 Comprehension (Detail/Infer)	☐ ELAGSE7.RL.1 Comprehension (Detail/Infer)	☐ ELAGSE8.RL.1 Comprehension (Detail/Infer)
☐ ELAGSE6.RI.1 Comprehension (Detail/Infer)	☐ ELAGSE7.RI.1 Comprehension (Detail/Infer)	☐ ELAGSE8.RI.1 Comprehension (Detail/Infer)
☐ ELAGSE6.RL.2 Theme; Summary	☐ ELAGSE7.RL.2 Theme; Summary	☐ ELAGSE8.RL.2 Theme; Summary
☐ ELAGSE6.RI.2 Main Idea; Summary	☐ ELAGSE7.RI.2 Central Ideas; Summary	☐ ELAGSE8.RI.2 Central Ideas; Summary
☐ ELAGSE6.RL.3 Characters, Setting, Events	☐ ELAGSE7.RL.3 Characters, Setting, Events	☐ ELAGSE8.RL.3 Characters, Setting, Events
☐ ELAGSE6.W.2 Informative/Explanatory ☐a ☐b ☐c ☐d ☐e ☐f	☐ ELAGSE7.W.2 Informative/Explanatory ☐a ☐b ☐c ☐d ☐e ☐f	☐ ELAGSE8.W.2 Informative/Explanatory ☐a ☐b ☐c ☐d ☐e ☐f
☐ ELAGSE6.W.3 Narratives ☐a ☐b ☐c ☐d ☐e	☐ ELAGSE7.W.3 Narratives ☐a ☐b ☐c ☐d ☐e	☐ ELAGSE8.W.3 Narratives ☐a ☐b ☐c ☐d ☐e
☐ ELAGSE6.L.4a Context Clues	☐ ELAGSE7.L.4a Context Clues	☐ ELAGSE8.L.4a Context Clues
☐ ELAGSE6.L.4c Reference Materials	☐ ELAGSE7.L.4c Reference Materials	☐ ELAGSE8.L.4c Reference Materials
☐ ELAGSE6.L.5b Word Relationships	☐ ELAGSE7.L.5b Word Relationships	☐ ELAGSE8.L.5b Word Relationships

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Tip #2: Organization

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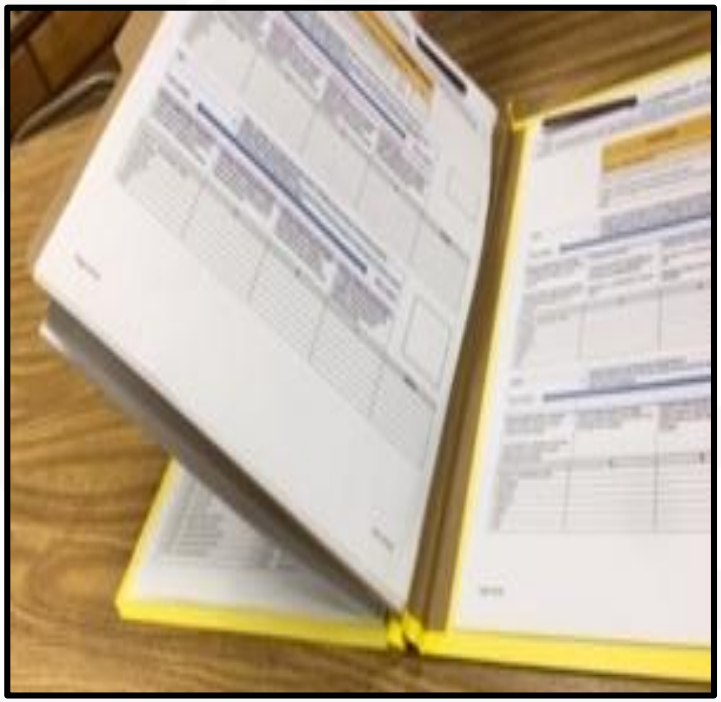

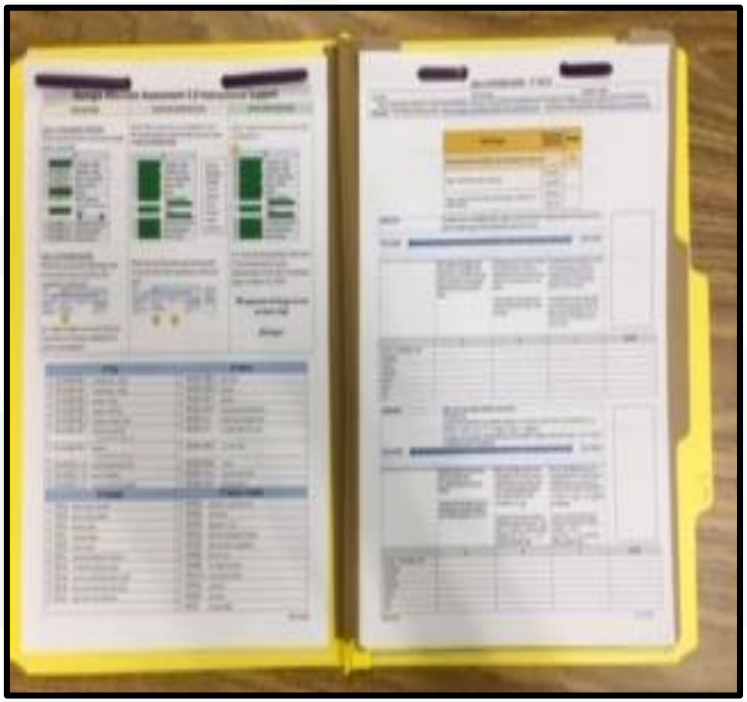

Created by: Kathleen Browne, Bryan County Schools, 2018

Tip #3: A Final Reminder

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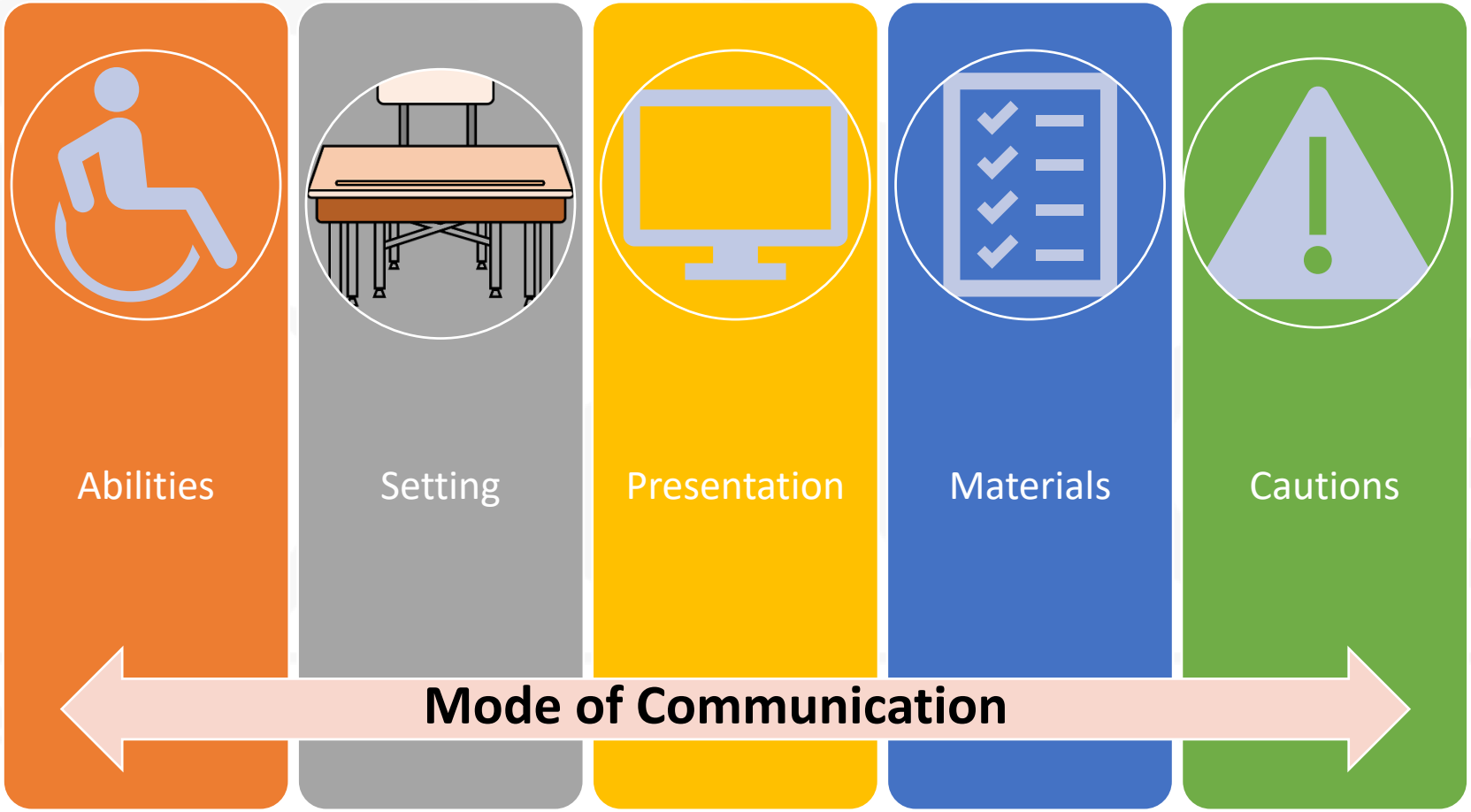

Resources and Contacts

Instructional Resources

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Science Websites

- https://www.symphonyofscience.com
- http://www.ric.edu/sherlockcenter/lessons.html
- http://www.stemscopes.com/state/ga/
- https://www.youtube.com/channel/UCTev4RNBiu6lqtx8z1e87fQ
- https://www.brainpop.com/science/
- https://www.mobymax.com/curriculum/science
- https://support.gonoodle.com/article/335-recommendation-science-social-studies
- https://www.n2y.com/
- https://www.edhelper.com/

Social Studies

- https://www.studiesweekly.com/
- http://www.ric.edu/sherlockcenter/lessons.html
- https://support.gonoodle.com/article/335-recommendation-science-social-studies
- https://www.edhelper.com/
- https://www.n2y.com/
- https://www.mobymax.com/curriculum/social-studies
- https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-K-5.aspx
- https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-6-8.aspx
- https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-9-12.aspx
- https://www.moneyinstructor.com/

ELA

- https://www.mobymax.com/curriculum/reading-skills-literature
- http://www.ric.edu/sherlockcenter/wwslist.html
- https://www.n2y.com/
- http://www.ric.edu/sherlockcenter/lessonsreading.html
- http://www.commoncoresheets.com/
- https://www.englishforeveryone.org/

Math

- https://gregtangmath.com/
- https://www.n2y.com/
- https://www.khanacademy.org/math
- https://www.edhelper.com/
- http://www.ric.edu/sherlockcenter/lessonsmath.html
- https://www.brainpop.com/math/
- http://www.commoncoresheets.com/
- http://www.gatfl.gatech.edu/tflwiki/images/4/48/TFL_CREATE_Standards_Math_Webinar_Jan_2013_FINAL_2.pdf

Teacher Resources

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Additional Resources	
Teacher Resource Link (TRL)	http://bit.ly/AccessOneNote
PowerPoint to the TRL	http://www.gadoe.org/Technology-Services/SLDS/Pages/GAA-Resources-In-TRL.aspx
Resource Board	Requires a password

Resources

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Available on the GA Dept. of Ed - GAA 2.0 website

- Eligibility Criteria for Participation on GAA 2.0 (posted)
- Blueprints (posted)
- Extended Standards (posted)
- Sample Tasks **(HAVE ARRIVED)**
- Accommodations Manual and Information

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

Bryan County Contact Information

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Anne Murphy

Shirley Eskew

Pamela White

Tina Wall

Bridget Braley

Sylvia Simms

Noel Cannon

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Abbra Francis

Jessica Gilbert

Lynn Hawkins

Kristen Honaker

Christy Howard

Michelle Leary

Christy Nobles

Carol Thomas

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Thank You!

~

Questions?

*Note that changes have been made to slide 34, 38, and 49. They will vary slightly from the webinar slides.