Georgia's K-12 English Language Arts (ELA) Standards Launch Tour for District Leaders: Part I

August 12, 2024

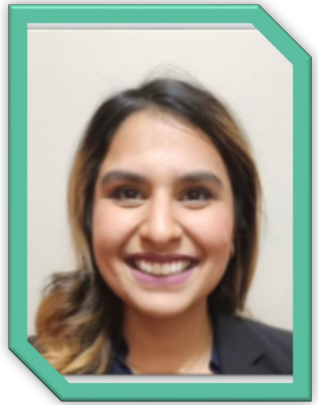
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Objectives

District leaders will increase knowledge of the following topics:

1. Key structural components of Georgia's K-12 English Language Arts (ELA) Standards
2. Deep dive into the *Foundations* Domain
3. Deep dive into the *Language* Domain
4. Deep dive into the *Texts* Domain
5. Deep dive into the *Practices* Domain

Agenda

1. Welcome and Introduction
2. Framework Overview
3. Framework Shifts
4. Foundations Domain

5. Language Domain
6. Texts Domain
7. Practices Domain

Parking Lot



Scan me

bit.ly/elastandards-august2024

OR



Hub for all Questions & Comments

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Please download and install the Slido app on all computers you use



Who's in the room? Please identify your role in supporting the implementation of Georgia's K-12 ELA Standards.

ⓘ Start presenting to display the poll results on this slide.

Change Activity



Find a partner and introduce yourself



Stand back-to-back



Change three things about your appearance (no peeking)



Identify three changes your partner has made

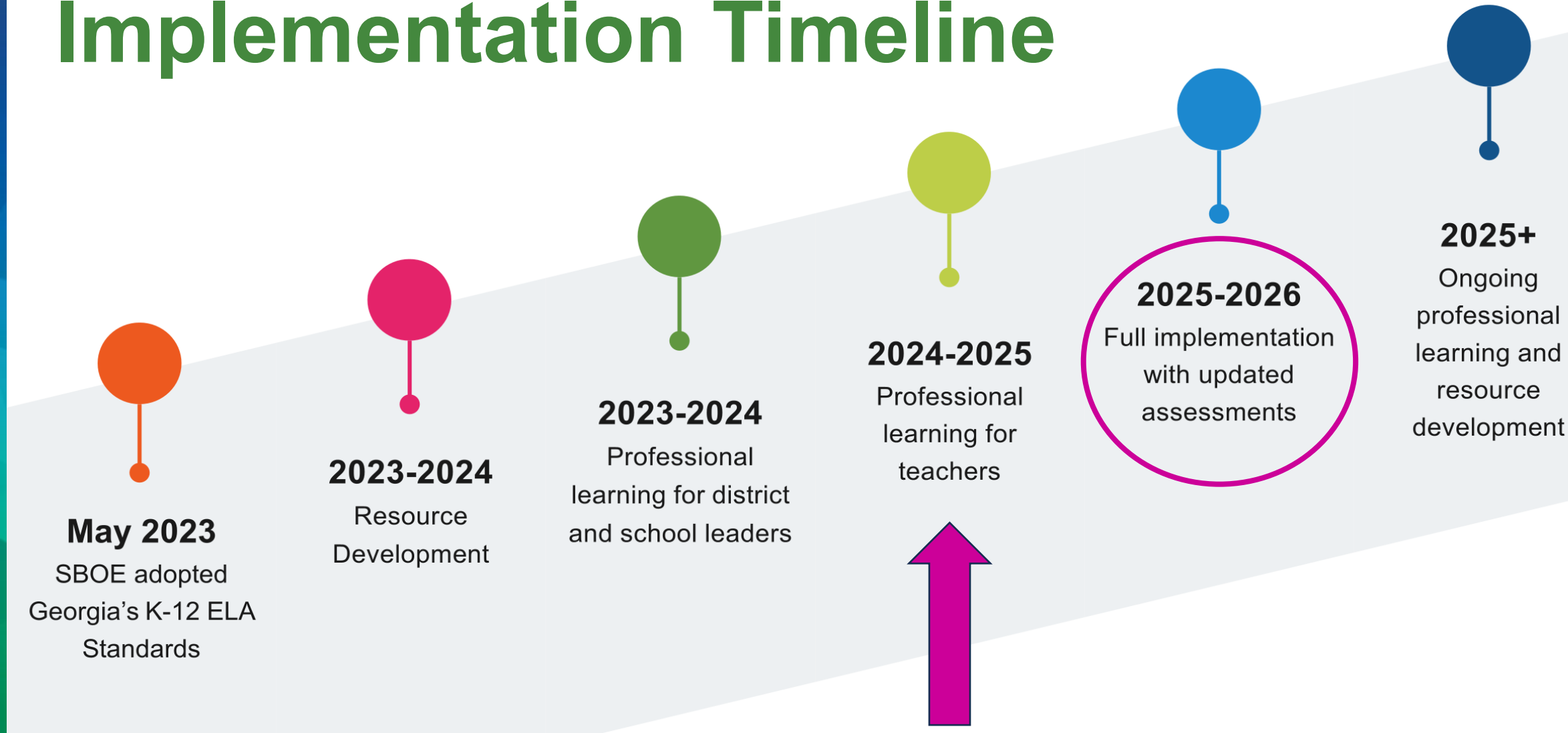
Change Activity Debrief

- How was that experience like for you?
- What did you notice?
- How many of you have already changed things back to how they were?
- What does this suggest about change?
- What changes do you anticipate will occur within teaching practices with the implementation of new ELA standards?



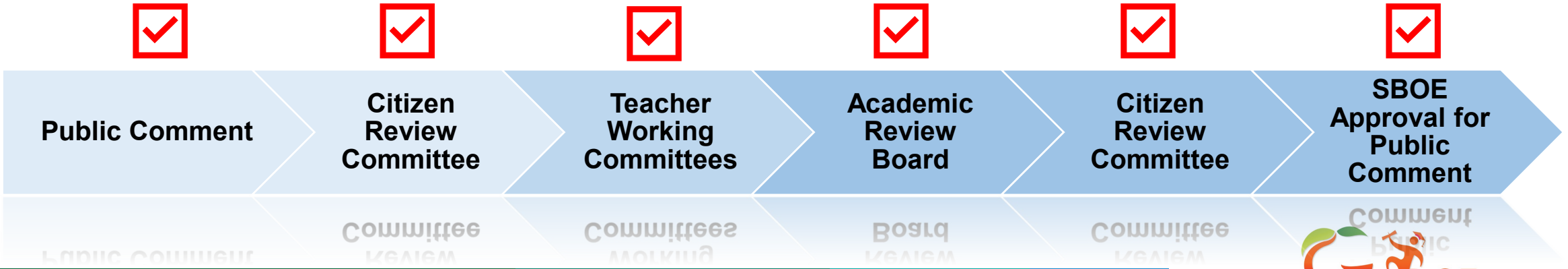
Introduction

Implementation Timeline



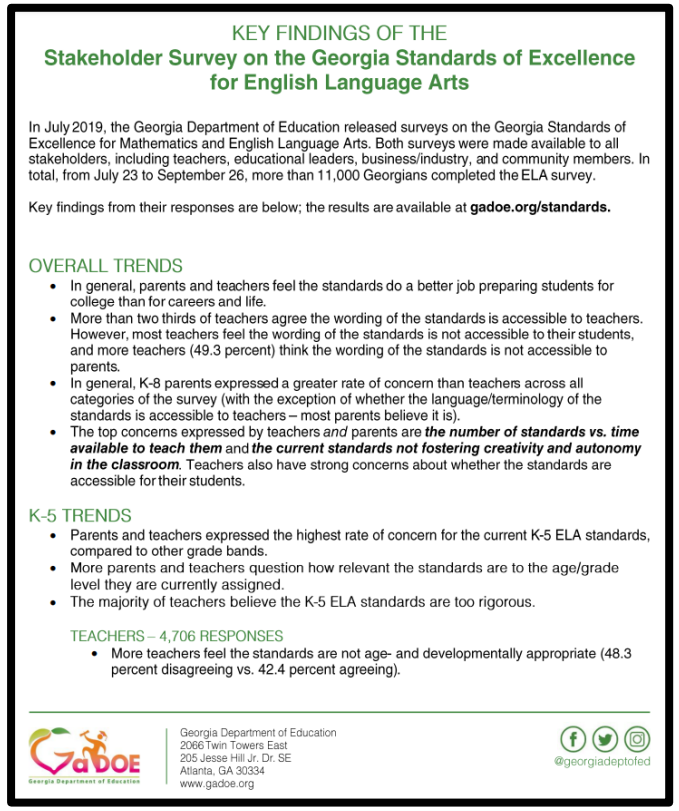
ELA Standards Adoption Process & Timeline

- **Period of public comment:** July—September 2019
- **Citizen review committee:** November 8, 2021
- **Teacher working committees:** May—July 2022
- **Academic review board:** October 24, 2022
- **Citizen review committee:** October 24, 2022
- **SBOE approval for public comment:** November 3, 2022



Stakeholder Feedback & Research

Public Comment



KEY FINDINGS OF THE

Stakeholder Survey on the Georgia Standards of Excellence for English Language Arts

In July 2019, the Georgia Department of Education released surveys on the Georgia Standards of Excellence for Mathematics and English Language Arts. Both surveys were made available to all stakeholders, including teachers, educational leaders, business/industry, and community members. In total, from July 23 to September 26, more than 11,000 Georgians completed the ELA survey.

Key findings from their responses are below; the results are available at **gadoe.org/standards.**

OVERALL TRENDS

- In general, parents and teachers feel the standards do a better job preparing students for college than for careers and life.
- More than two thirds of teachers agree the wording of the standards is accessible to teachers. However, most teachers feel the wording of the standards is not accessible to their students, and more teachers (49.3 percent) think the wording of the standards is not accessible to parents.
- In general, K-8 parents expressed a greater rate of concern than teachers across all categories of the survey (with the exception of whether the language/terminology of the standards is accessible to teachers – most parents believe it is).
- The top concerns expressed by teachers *and* parents are ***the number of standards vs. time available to teach them*** and ***the current standards not fostering creativity and autonomy in the classroom***. Teachers also have strong concerns about whether the standards are accessible for their students.

K-5 TRENDS

- Parents and teachers expressed the highest rate of concern for the current K-5 ELA standards, compared to other grade bands.
- More parents and teachers question how relevant the standards are to the age/grade level they are currently assigned.
- The majority of teachers believe the K-5 ELA standards are too rigorous.

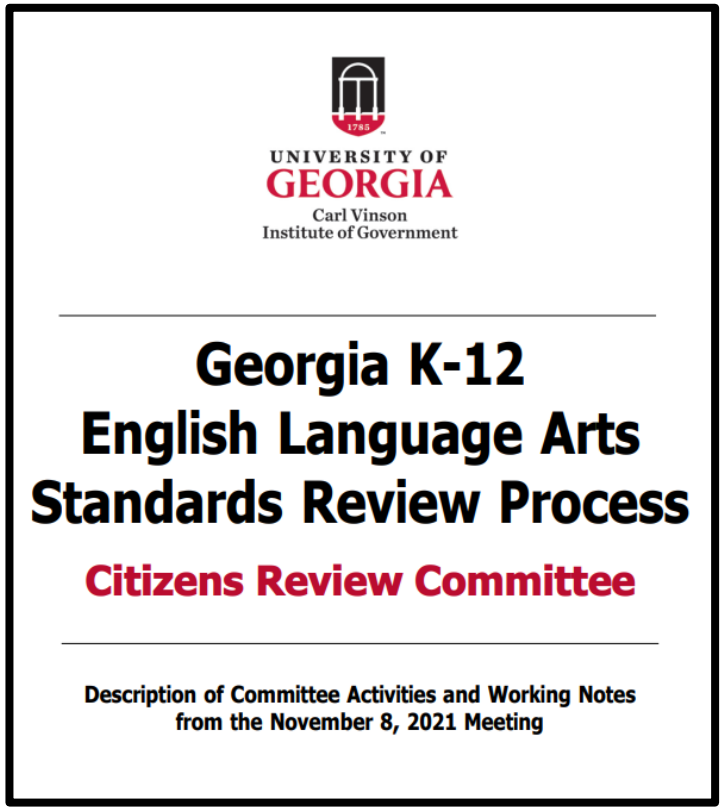
TEACHERS – 4,706 RESPONSES

- More teachers feel the standards are not age- and developmentally appropriate (48.3 percent disagreeing vs. 42.4 percent agreeing).

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205 Jesse Hill Jr. Dr. SE
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Citizens Review Committee



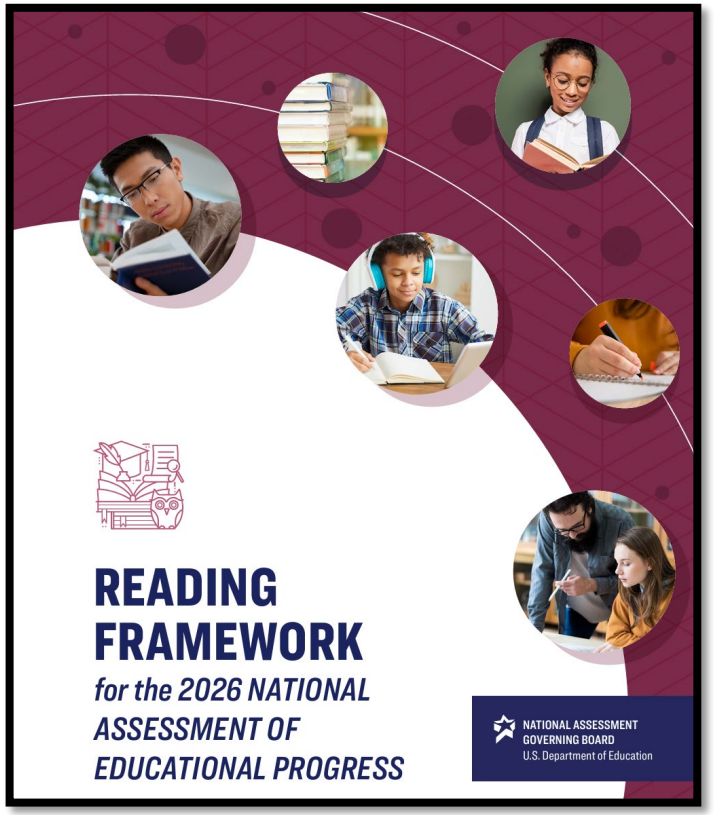
UNIVERSITY OF GEORGIA
Carl Vinson Institute of Government

Georgia K-12 English Language Arts Standards Review Process

Citizens Review Committee

Description of Committee Activities and Working Notes from the November 8, 2021 Meeting

NAEP 2026 Reading Framework



READING FRAMEWORK

for the 2026 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

NATIONAL ASSESSMENT GOVERNING BOARD
U.S. Department of Education

Educator Working Committees

- **275+ ELA educators from across Georgia**

- Range of experiences
  - Number of years teaching
  - Geographic representation
  - DECAL, PreK-12 Educators, TCSG, & USG

- 4 avenues for nomination
  - Governor's Office
  - State Board of Education
  - Superintendent's Office
  - GaDOE ELA Content Team

Responsible for **writing the standards**

Committee Considerations: Design Elements

- Accessible language
- Consistent and coherent structure
- Clear and realistic expectations
- Age-appropriate
- Continuum of learning and progression of skills
- Connections between reading, writing, speaking, and listening
- Digital literacies
- Reduction in the number of standards
- Increased focus on essential knowledge, skills, and enduring concepts
- Creativity and autonomy

ELA Standards Adoption Process & Timeline

- **Public comment:** November 3—December 5, 2022
- **Teacher working committees:** December 2022—Winter/Spring 2023
- **SBOE approval for public comment:** May 2023
- **Resource development and Professional Learning:** May 2023-Summer 2025
- **Implementation year with revised assessments:** 2025-2026



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How familiar are you with the NEW Georgia K-12 English Language Arts Standards (implementation in 2025-2026)?

1 - Not at all familiar

5 - Very familiar

ⓘ Start presenting to display the poll results on this slide.



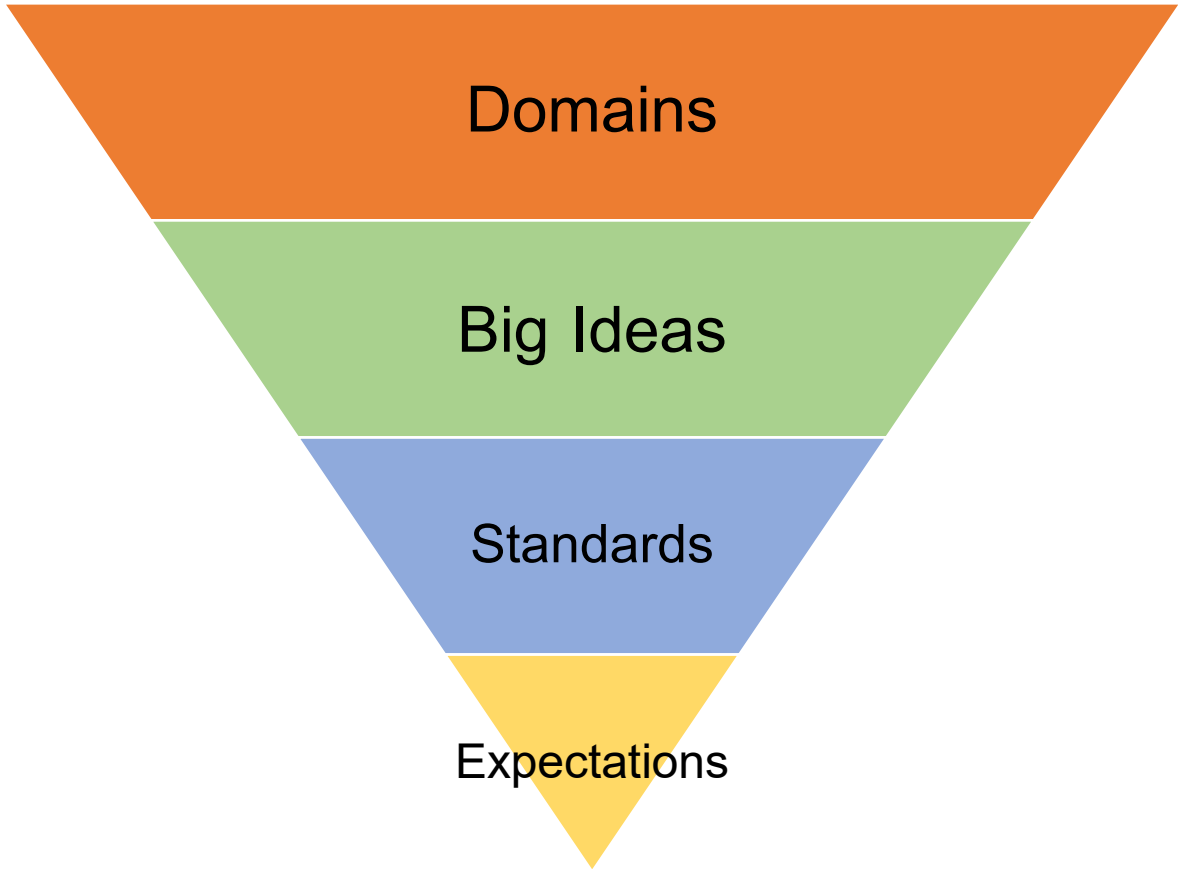
Framework Overview

Structural and Conceptual Shifts

Major Structural Shifts

1. Hierarchy and layout
2. Grade-banded standards + learning progression
3. Centering the grade-level expectations on interpreting and constructing texts to emphasize connections between reading and writing

Framework Hierarchy



Domains cover broad areas of skills and concepts.

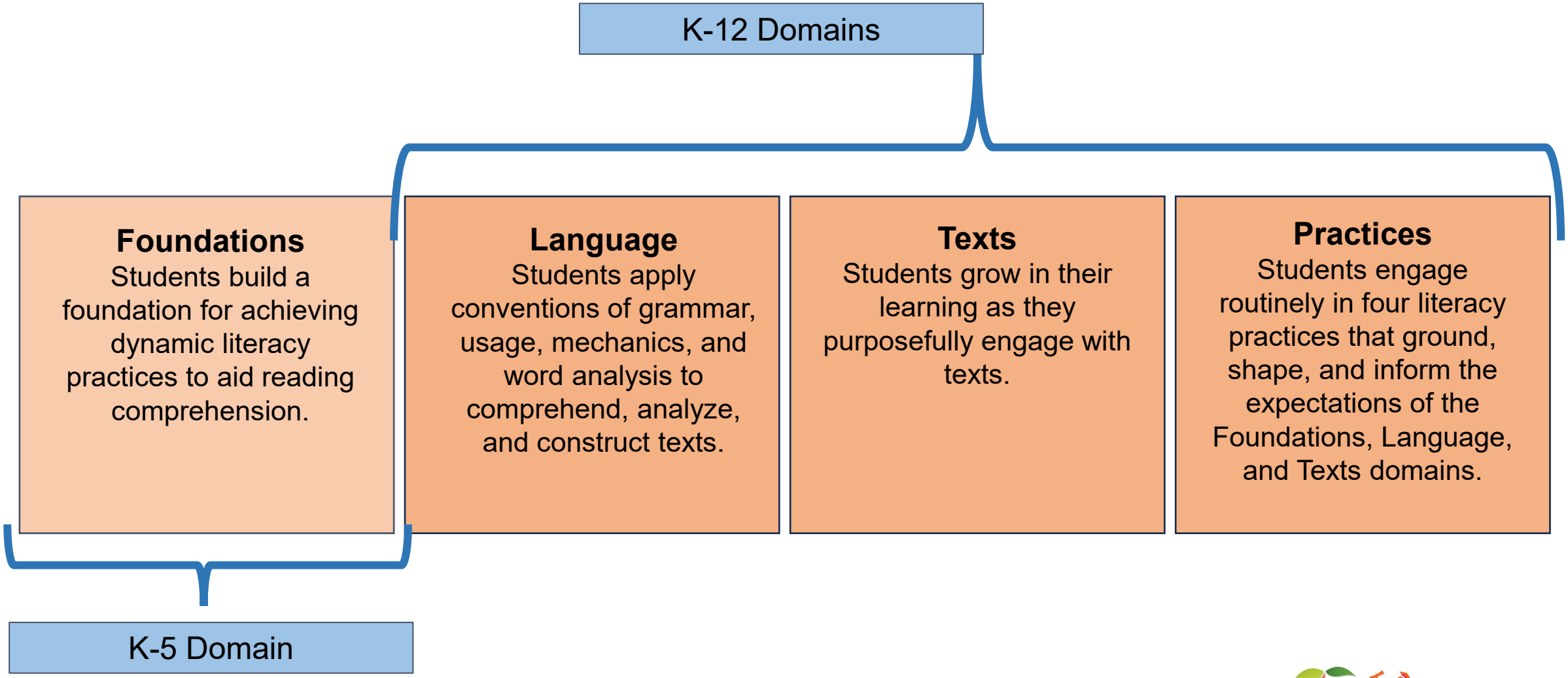
Big ideas unify sets of related standards.

Standards describe key competencies.

Expectations outline skills and concepts.

Structure & Alignment

Framework Domains



Framework Layout

K-12

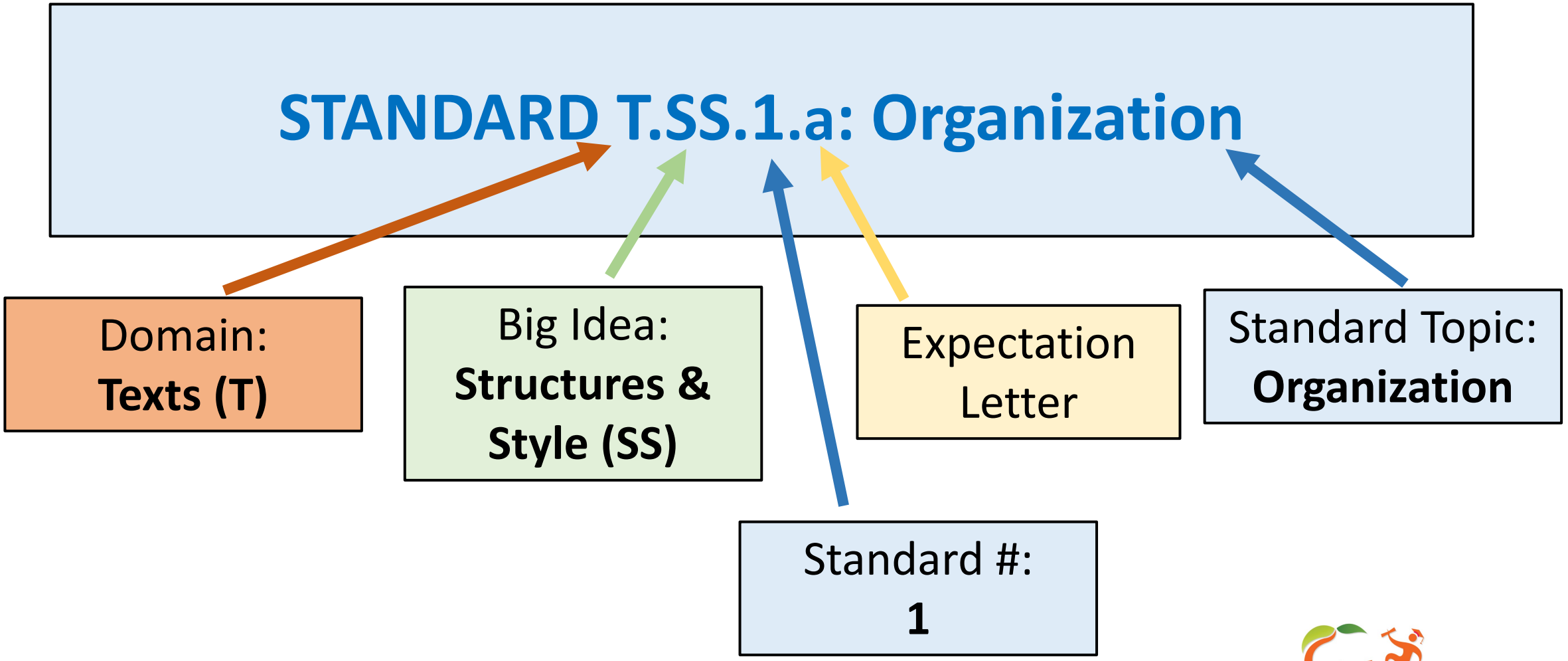
Grade Band:
K-2, 3-5, 6-8, 9-12

Grade Level

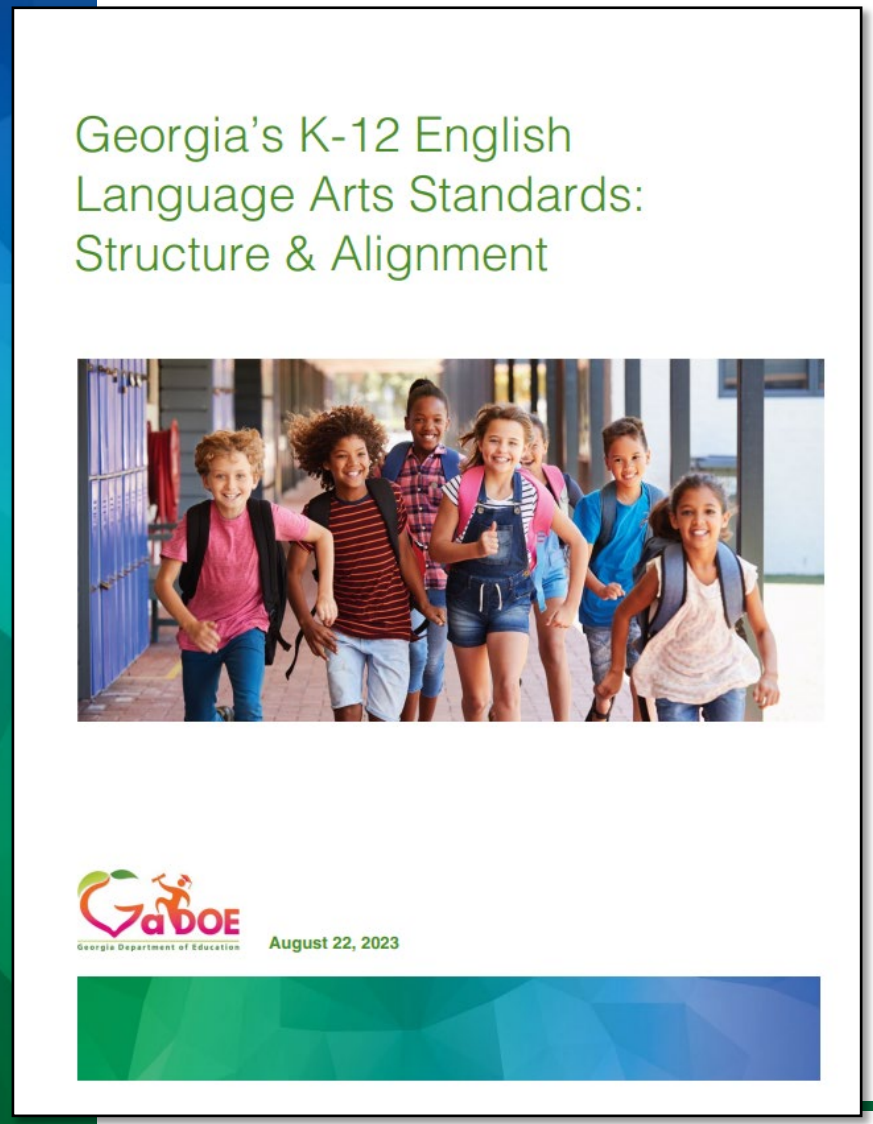
I. BIG IDEA: Title One-sentence statement of big idea					
STANDARD CODE: Target Concept One-sentence statement of grade-band standard					
6th Grade Expectations		**7th Grade Expectations**		**8th Grade Expectations**	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
6.BI.S.1.a	6th grade expectation 1.a	**7.BI.S.1.a**	7th grade expectation 1.a	**8.BI.S.1.a**	8th grade expectation 1.a
6.BI.S.1.b	6th grade expectation 1.b	**7.BI.S.1.b**	7th grade expectation 1.b	**8.BI.S.1.b**	8th grade expectation 1.b
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
6.BI.S.1.c	6th grade expectation 1.c	**7.BI.S.1.c**	7th grade expectation 1.c	**8.BI.S.1.c**	8th grade expectation 1.c

Learning Progression

How to Read a Standard



Notice and Wonder Protocol



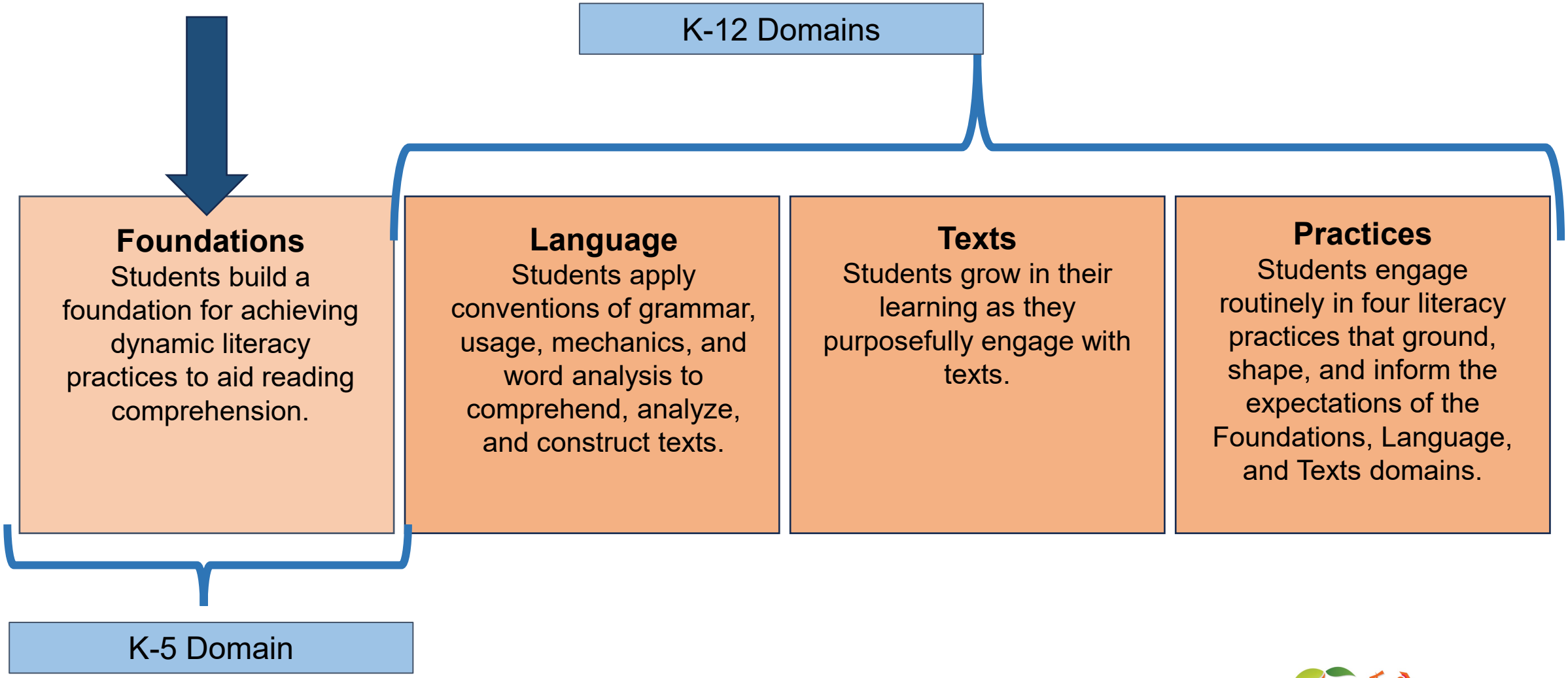
- Review the Structure and Alignment document
- Review the similarities and highlight the differences, but note what is the same
- Identify **three things you "notice"** within the document?
- Construct **one "wonder"** after reading the document

Foundations Domain

Grades K-12



Framework Domains



Foundations

DOMAIN: Foundations
Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

I. Phonological Awareness ☆

Rhyme | Compound Words | Syllables | Onsets & Rimes | Phonemic Awareness

II. Concepts of Print

Conceptualizing Text | Book Orientation | Mechanics of Print Texts | ☆Alphabet Knowledge

III. Phonics ☆

Phoneme-Grapheme Correspondence | Decoding | Encoding Decoding & Encoding

IV. Fluency ☆

Oral & Silent Reading Fluency

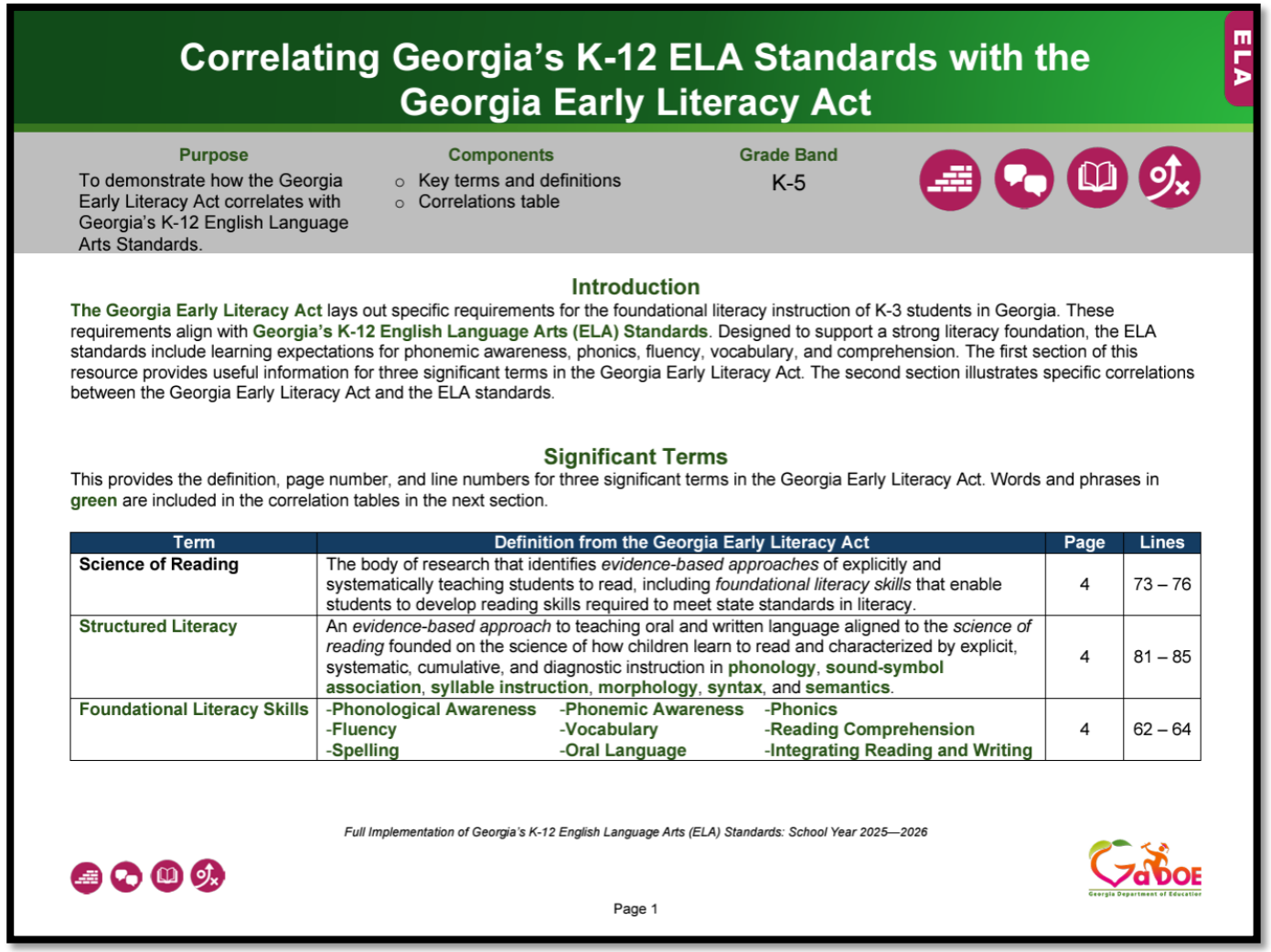
V. Handwriting

Motor Skills & Letter/Word Formation | Transcription & Handwriting Fluency
Read Cursive | Write Cursive

Correlating to the Georgia Early Literacy Act

- **Key Terms and Definitions**
- **Correlations Tables**
  - Foundational Skills
  - Structured Literacy

https://url.gadoe.org/s3abg



Correlating Georgia's K-12 ELA Standards with the Georgia Early Literacy Act

ELA

Purpose
To demonstrate how the Georgia Early Literacy Act correlates with Georgia's K-12 English Language Arts Standards.

Components
- Key terms and definitions
- Correlations table

Grade Band
K-5

Introduction

The Georgia Early Literacy Act lays out specific requirements for the foundational literacy instruction of K-3 students in Georgia. These requirements align with **Georgia's K-12 English Language Arts (ELA) Standards**. Designed to support a strong literacy foundation, the ELA standards include learning expectations for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The first section of this resource provides useful information for three significant terms in the Georgia Early Literacy Act. The second section illustrates specific correlations between the Georgia Early Literacy Act and the ELA standards.

Significant Terms

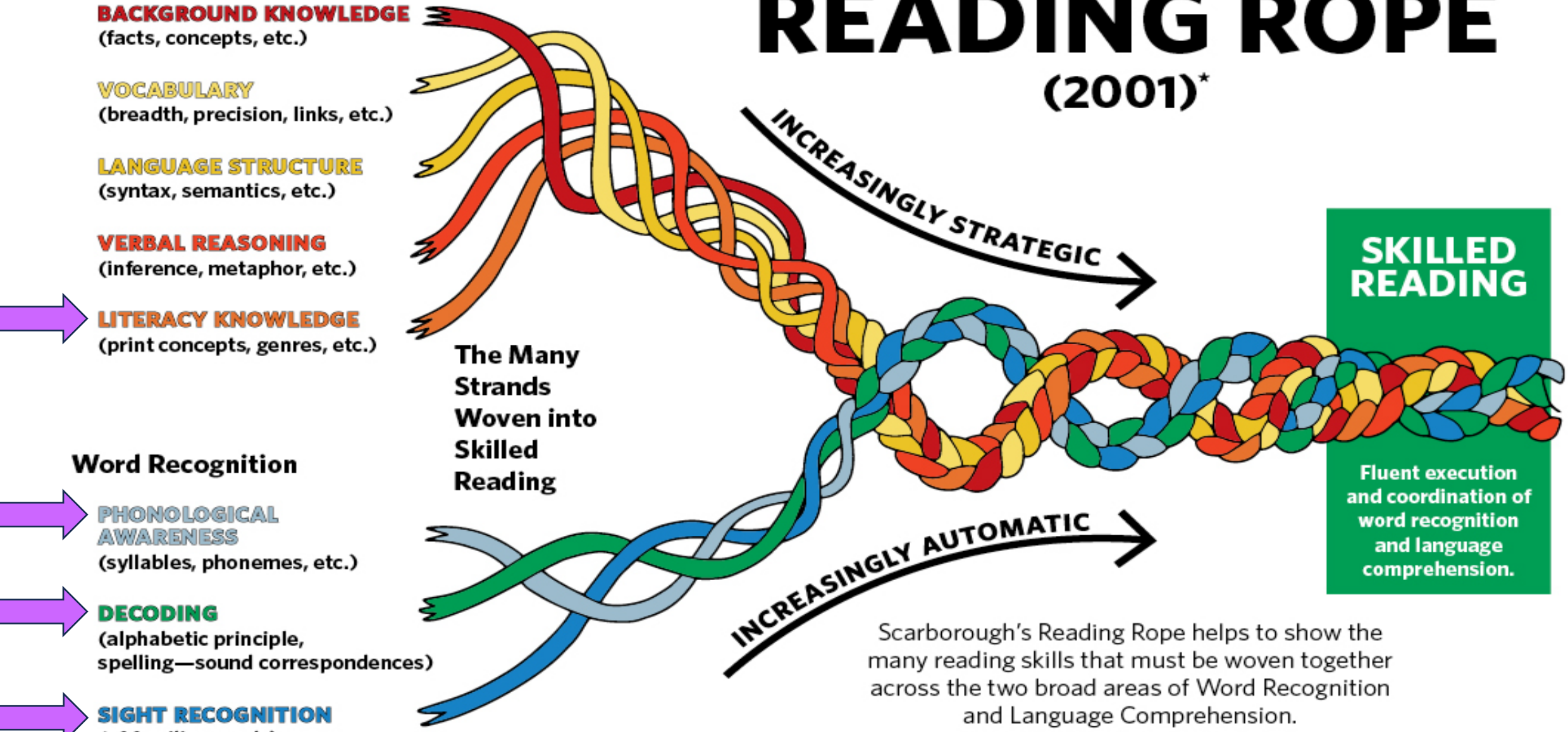
This provides the definition, page number, and line numbers for three significant terms in the Georgia Early Literacy Act. Words and phrases in **green** are included in the correlation tables in the next section.

Term	Definition from the Georgia Early Literacy Act	Page	Lines
Science of Reading	The body of research that identifies *evidence-based approaches* of explicitly and systematically teaching students to read, including *foundational literacy skills* that enable students to develop reading skills required to meet state standards in literacy.	4	73 – 76
Structured Literacy	An *evidence-based approach* to teaching oral and written language aligned to the *science of reading* founded on the science of how children learn to read and characterized by explicit, systematic, cumulative, and diagnostic instruction in **phonology**, **sound-symbol association**, **syllable instruction**, **morphology**, **syntax**, and **semantics**.	4	81 – 85
Foundational Literacy Skills	**-Phonological Awareness** **-Phonemic Awareness** **-Phonics** **-Fluency** **-Vocabulary** **-Reading Comprehension** **-Spelling** **-Oral Language** **-Integrating Reading and Writing**	4	62 – 64

Full Implementation of Georgia's K-12 English Language Arts (ELA) Standards: School Year 2025—2026

Page 1

SCARBOROUGH'S READING ROPE (2001)*



Scarborough's Reading Rope helps to show the many reading skills that must be woven together across the two broad areas of Word Recognition and Language Comprehension.

*What Is the Reading Rope? (n.d.). *Braintrust Tutors*. March 16, 2023 https://braintrusttutors.com/what-is-the-reading-rope/

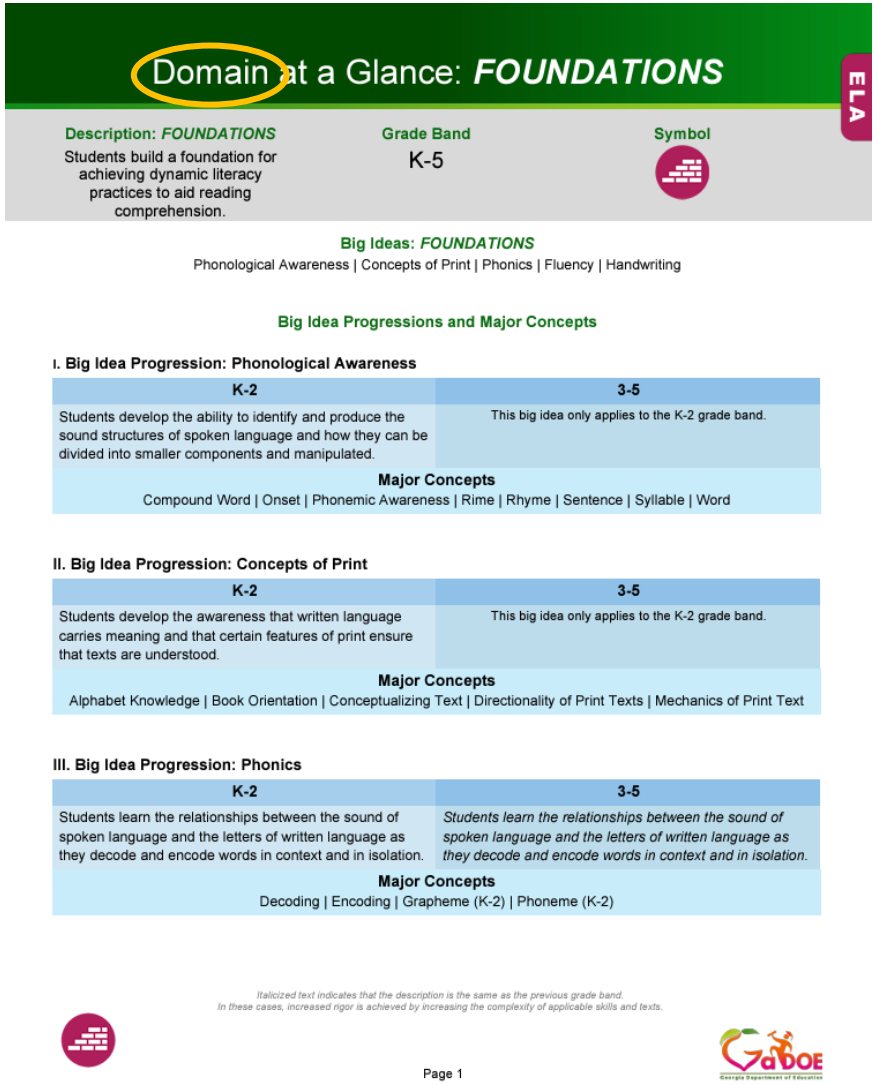
K-5 Foundations: Progression of Skills & Concepts

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
BIG IDEA: Phonological Awareness						
K.F.PA.1: Rhyme						
K.F.PA.2: Words & Sentences						
K.F.PA.3: Compound Words						
K.F.PA.4: Syllables						
K-1.F.PA.5: Onsets & Rimes						
K-1.F.PA.6: Phonemic Awareness						
BIG IDEA: Concepts of Print						
K.F.CP.1: Conceptualizing Text						
K.F.CP.2: Book Orientation & Directionality of Print Texts						
K.F.CP.3: Mechanics of Print Texts						
K.F.CP.4: Alphabet Knowledge						
BIG IDEA: Phonics						
K-2.F.P.1: Phoneme-Grapheme Correspondences						
K-2.F.P.2: Decoding with Phonics						
K-2.F.P.3: Encoding with Phonics						
3-5.F.P.4: Decoding & Encoding with Phonics						
BIG IDEA: Fluency						
K-5.F.F.1: Oral & Silent Reading Fluency						
BIG IDEA: Handwriting						
K-2.F.H.1: Motor Skills & Letter/Word Formation						
K-2.F.H.2: Transcription & Handwriting Fluency						
3-5.F.H.3: Read Cursive						
3-5.F.H.4: Write Cursive						

Panel Videos + At-a-Glance



gpb.org/ela-domains



Domain at a Glance: ***FOUNDATIONS***

ELA

Description: *FOUNDATIONS*
Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

Grade Band
K-5

Symbol

Big Ideas: *FOUNDATIONS*
Phonological Awareness | Concepts of Print | Phonics | Fluency | Handwriting

Big Idea Progressions and Major Concepts

I. Big Idea Progression: Phonological Awareness

K-2	3-5
Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.	This big idea only applies to the K-2 grade band.

Major Concepts
Compound Word | Onset | Phonemic Awareness | Rime | Rhyme | Sentence | Syllable | Word

II. Big Idea Progression: Concepts of Print

K-2	3-5
Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.	This big idea only applies to the K-2 grade band.

Major Concepts
Alphabet Knowledge | Book Orientation | Conceptualizing Text | Directionality of Print Texts | Mechanics of Print Text

III. Big Idea Progression: Phonics

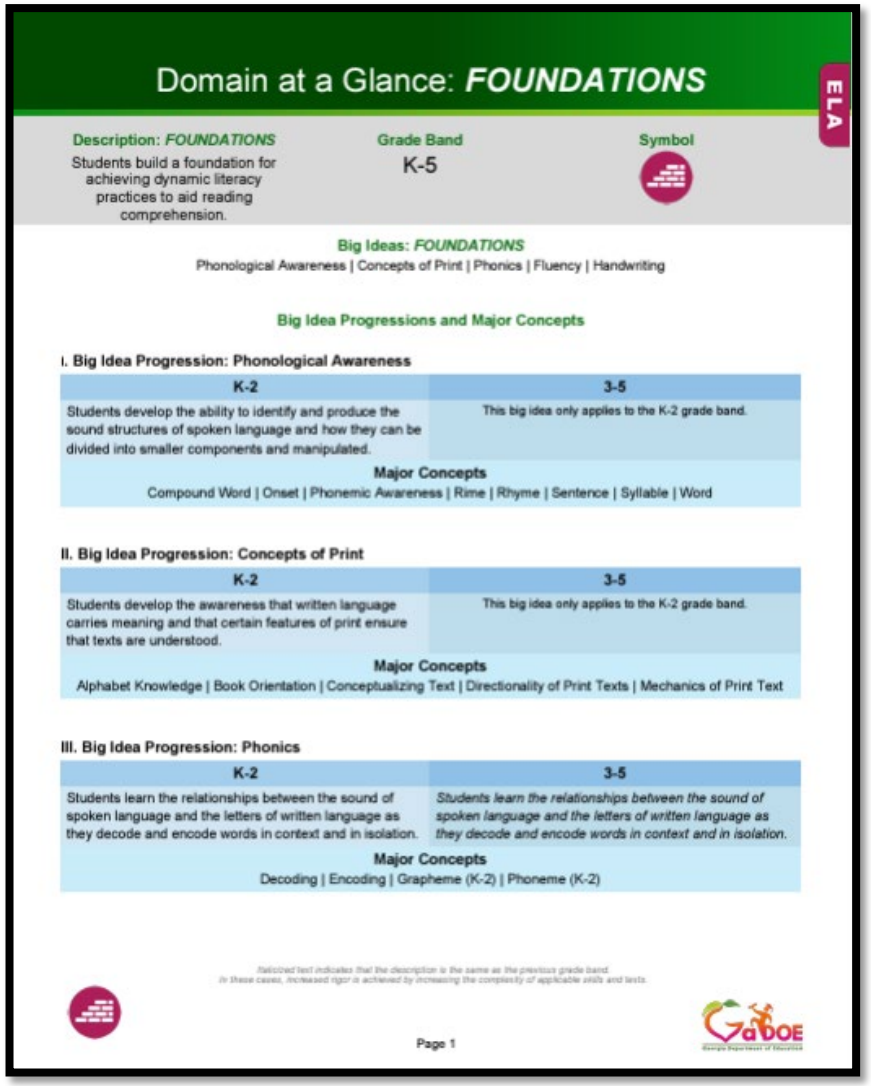
K-2	3-5
Students learn the relationships between the sound of spoken language and the letters of written language as they decode and encode words in context and in isolation.	*Students learn the relationships between the sound of spoken language and the letters of written language as they decode and encode words in context and in isolation.*

Major Concepts
Decoding | Encoding | Grapheme (K-2) | Phoneme (K-2)

Italicized text indicates that the description is the same as the previous grade band. In these cases, increased rigor is achieved by increasing the complexity of applicable skills and texts.

Page 1

Foundations at a Glance



Domain at a Glance: *FOUNDATIONS*

ELA

Description: *FOUNDATIONS*
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Grade Band
K-5

Symbol

Big Ideas: *FOUNDATIONS*
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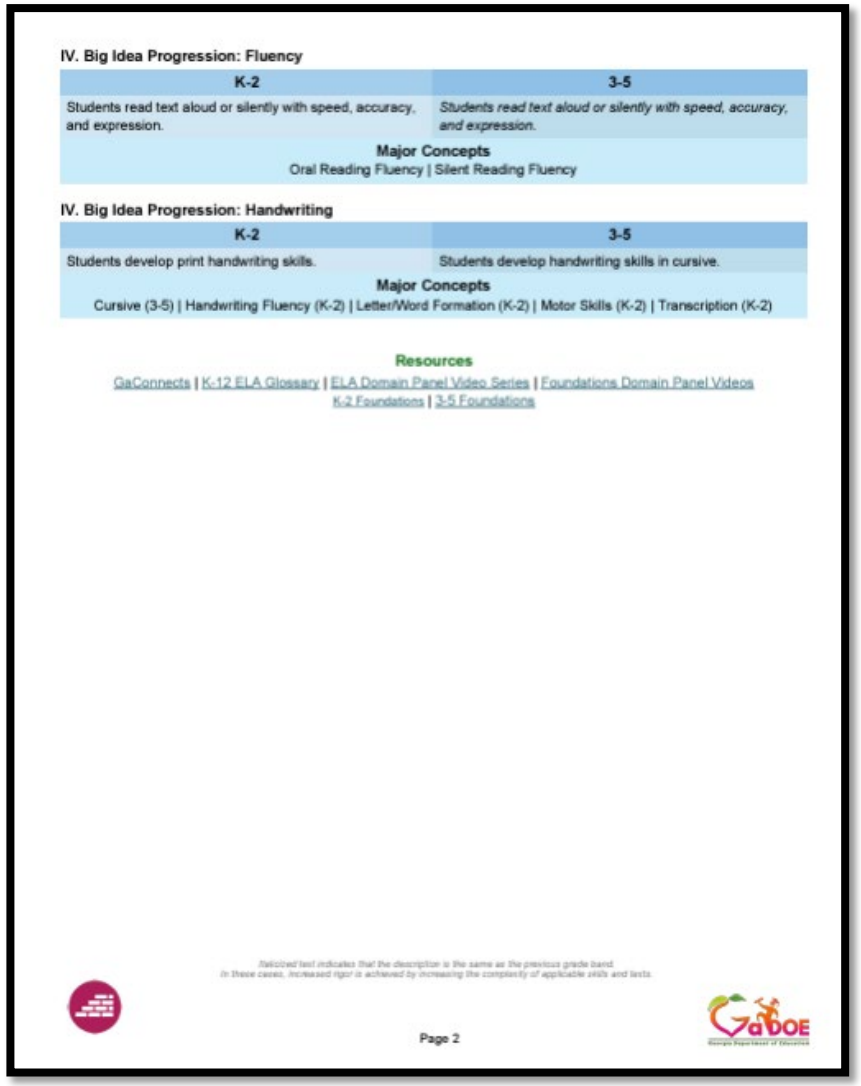
III. Big Idea Progression: Phonics

K-2	3-5
Students learn the relationships between the sound of spoken language and the letters of written language as they decode and encode words in context and in isolation.	*Students learn the relationships between the sound of spoken language and the letters of written language as they decode and encode words in context and in isolation.*

Major Concepts
Decoding | Encoding | Grapheme (K-2) | Phoneme (K-2)

Italicized text indicates that the description is the same as the previous grade band. In these cases, increased rigor is achieved by increasing the complexity of applicable skills and texts.

Page 1



IV. Big Idea Progression: Fluency

K-2	3-5
Students read text aloud or silently with speed, accuracy, and expression.	*Students read text aloud or silently with speed, accuracy, and expression.*

Major Concepts
Oral Reading Fluency | Silent Reading Fluency

IV. Big Idea Progression: Handwriting

K-2	3-5
Students develop print handwriting skills.	Students develop handwriting skills in cursive.

Major Concepts
Cursive (3-5) | Handwriting Fluency (K-2) | Letter/Word Formation (K-2) | Motor Skills (K-2) | Transcription (K-2)

Resources
GaConnects | K-12 ELA Glossary | ELA Domain Panel Video Series | Foundations Domain Panel Videos
K-2 Foundations | 3-5 Foundations

Italicized text indicates that the description is the same as the previous grade band. In these cases, increased rigor is achieved by increasing the complexity of applicable skills and texts.

Page 2

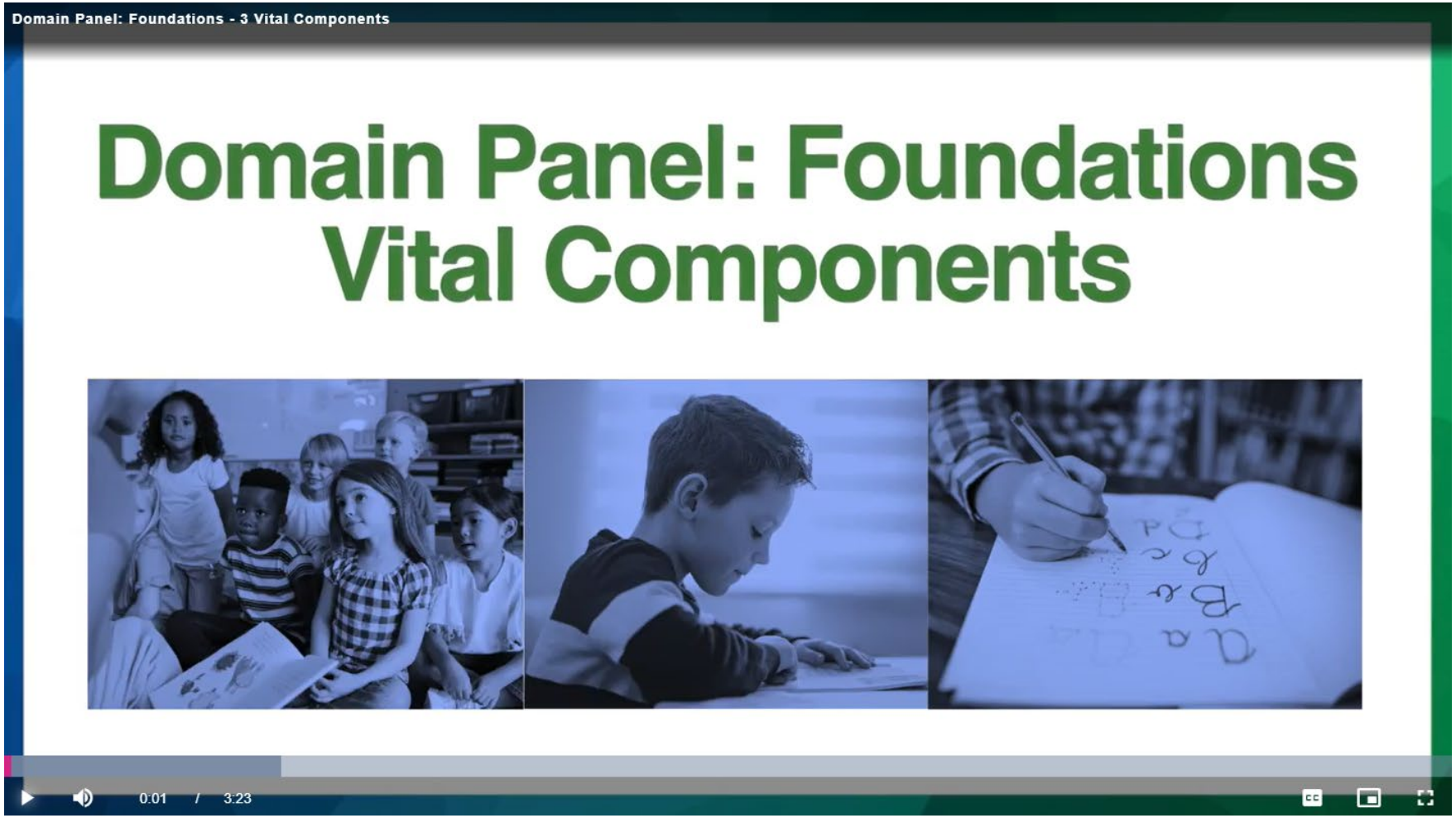
https://url.gadoe.org/hjcfc

Domain Panel Video Note Catcher

- Think about the definition and purpose of each domain.
- What perceptions do you have based on the information shared?
- List the changes within instructional practices you anticipate will occur with the implementation of the new standards

Domain	Perception(s)	Change in Practice
Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension		
Language: Students apply conventions of grammar, usage, mechanics, and word analysis to comprehend, analyze, and construct texts.		
Texts: Students grow in their learning as they purposefully engage with texts.		
Practices: Students engage routinely in four literacy practices that ground shape, and inform the expectations of the Foundations, Language, and Texts domains.		

Committee Panel



Shifts in the Foundational Standards

Order

- Shifts to first domain
- Phonological awareness standards moved to first

Organization

- Grouping of standards & expectations

Verbiage

- Letters/sounds --
  > phoneme/grapheme

Number of Big Ideas

- 4 to 5

Addition of Standards & Expectations

Big Idea: Phonological Awareness (PA)

Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

Standards 1-3: (K only)	Standards 4-6: (K & 1st only)
• **Rhyme** • **Words & Sentences** • **Compound words**	• **Syllables** • **Onsets & Rimes** • **Phonemic Awareness**

Big Idea: Concepts of Print (CP)

Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.

Standards 1-4: (Kindergarten only)

- **Conceptualizing Text**
- **Book Orientation & Directionality of Print Texts**
- **Mechanics of Print Texts**
- **Alphabet Knowledge**

Big Idea: Phonics (P)

Students learn the relationship between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

Standards 1-3, 4: (K-5)

- **Phoneme-Grapheme Correspondences**
- **Decoding**
- **Encoding**
- **Decoding & Encoding (3-5)**

Big Idea: Fluency (F)

Students read text aloud or silently with speed, accuracy, and expression.

Standard 1: (K-5)

Oral & Silent Reading Fluency

- (a): sight word vocabulary
- (b): accuracy & automaticity
- (c): prosody
- (d): self-correcting

Big Idea: Handwriting (H)

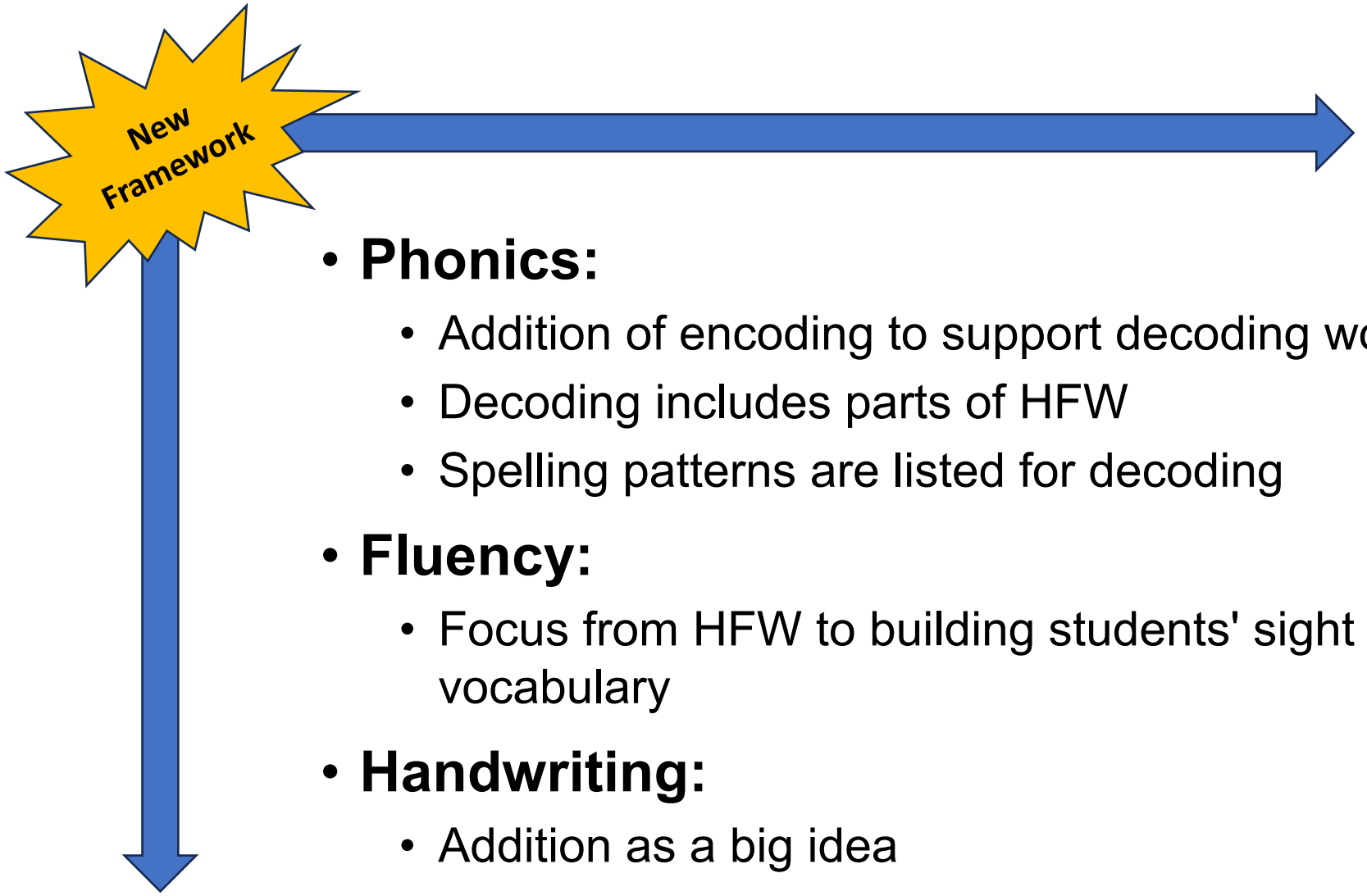
Students develop handwriting skills.

Standards 1-2: (K-2/Print)

- **Motor Skills & Letter/Word Formation**
- **Transcription & Handwriting Fluency**

Standards 3-4: (3-5/Cursive)

- **Read Cursive**
- **Write Cursive**



- **Phonics:**
  - Addition of encoding to support decoding work
  - Decoding includes parts of HFW
  - Spelling patterns are listed for decoding
- **Fluency:**
  - Focus from HFW to building students' sight word vocabulary
- **Handwriting:**
  - Addition as a big idea

K-12 Glossary

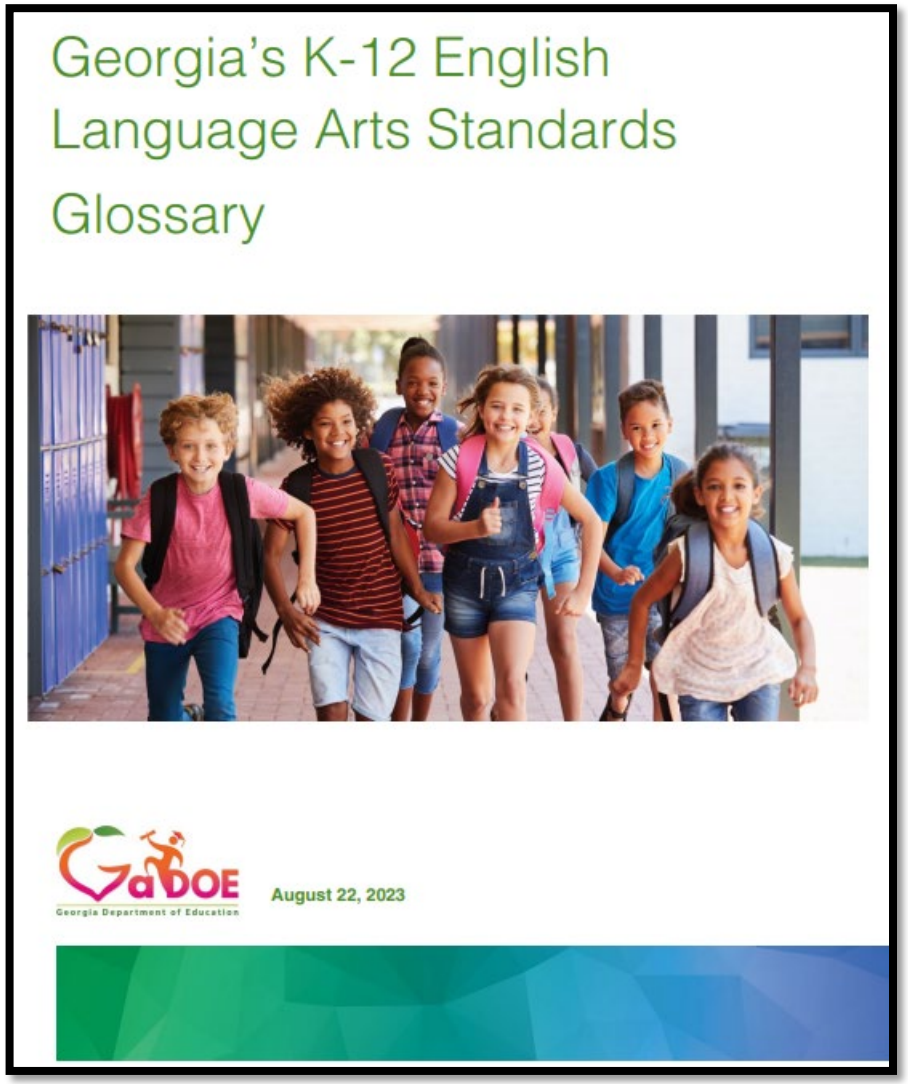


Table of Contents

Foundations | Language | Practices & Texts

Index

The Georgia Department of Education (GaDOE) does not endorse the books, external, resources, websites, programs, products, and other materials identified in the English Language Arts Glossary. Any use of books, resources, websites, programs, products, and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.

Foundations Glossary

Affix: An affix is a meaningful part of a word (morpheme) added to either the beginning or the end of a base word to form a new word with a different meaning (e.g., prefix, suffix).

Alphabet knowledge: Alphabet knowledge is the knowledge of individual letter names, sounds, and shapes.

Alphabetic principle: The alphabetic principle is understanding that words are made up of letters that represent the sounds of speech.

Automaticity: Automaticity means fast, accurate, and effortless word recognition.

Base word: Base words can stand alone and have meaning on their own.

Background knowledge: Background knowledge is previously acquired personal knowledge, experiences, understandings, and skills readers use to create meaning. For example, if students visit an apple orchard on a field trip, that experience might help them to better understand a story about Johnny Appleseed (or even provide insight into Georgia's agricultural industries). Background knowledge is an essential part of readers' foundations to fully achieve comprehension, and the explicit development of background knowledge may be necessary in instructional practices to support the standards.

Blend: Blending is putting sounds together to make a word.

Chorally: Students all read the same text aloud at a set pace.

Compound word: Two or more root words are combined to make a new and different word.

Concepts of print: Concepts of print is the understanding that print carries meaning and has different functions depending on the context in which it appears.

Consonant-Vowel-Consonant (CVC): This is a word formation that follows the consonant-vowel-consonant pattern (e.g., cow, bat, red). See also **syllable patterns.**

Consonant blend: A consonant blend refers to two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block or /str/ in string).

Parking Lot



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OR



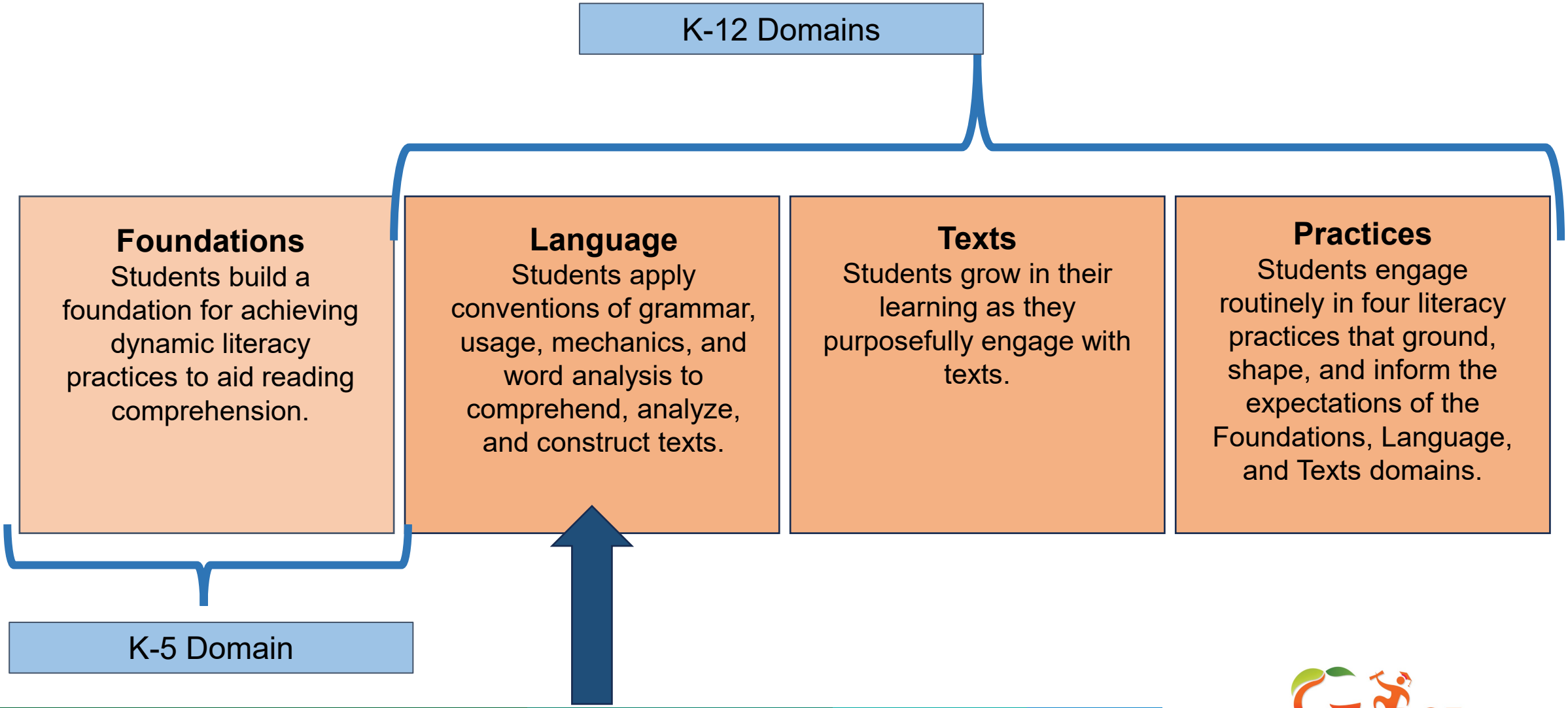
Hub for all Questions & Comments

Language Domain

Grades K-12



Framework Domains



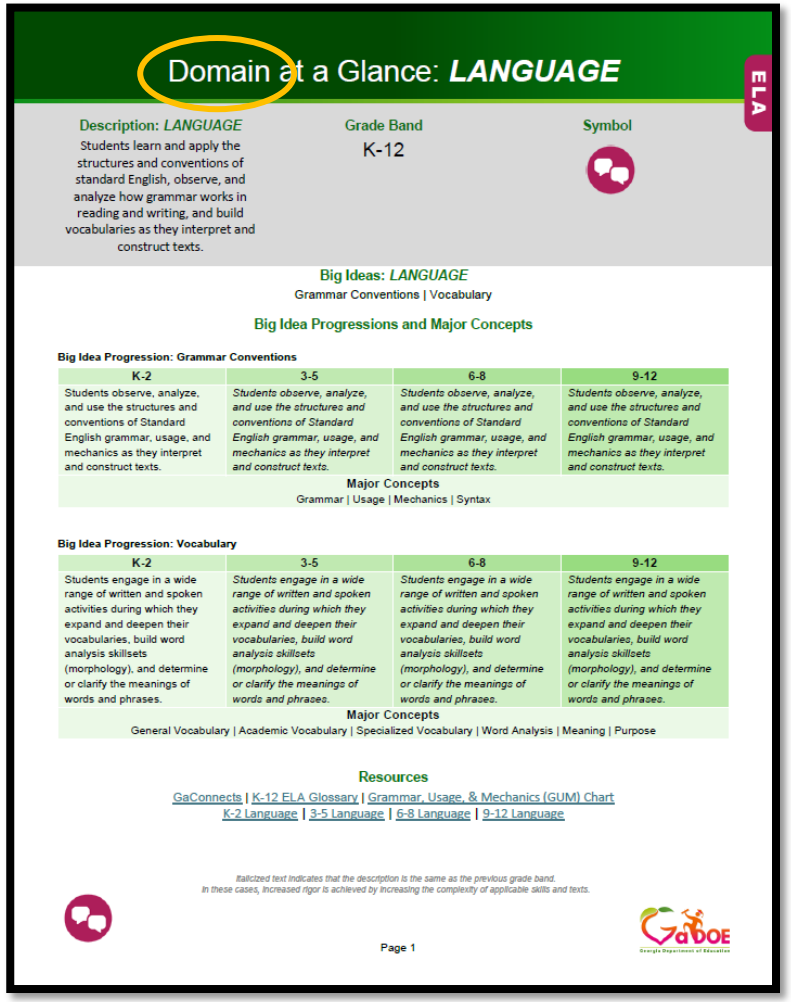
Language

DOMAIN: Language Students observe, analyze, and use the structures and conventions of Standard English grammar, usage and mechanics as they interpret and construct texts.
I. Grammar Conventions
Grammar, Usage, & Mechanics | Syntax
II. Vocabulary
General, Academic, & Specialized Vocabulary | Word Analysis | Meaning & Purpose

Panel Videos + At-a-Glance



gpb.org/ela-domains



Domain at a Glance: ***LANGUAGE***

ELA

Description: *LANGUAGE*
Students learn and apply the structures and conventions of standard English, observe, and analyze how grammar works in reading and writing, and build vocabularies as they interpret and construct texts.

Grade Band
K-12

Symbol

Big Ideas: *LANGUAGE*
Grammar Conventions | Vocabulary

Big Idea Progressions and Major Concepts

Big Idea Progression: Grammar Conventions

K-2	3-5	6-8	9-12
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	*Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.*	*Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.*	*Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.*

Major Concepts
Grammar | Usage | Mechanics | Syntax

Big Idea Progression: Vocabulary

K-2	3-5	6-8	9-12
Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	*Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.*	*Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.*	*Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.*

Major Concepts
General Vocabulary | Academic Vocabulary | Specialized Vocabulary | Word Analysis | Meaning | Purpose

Resources
GaConnects | K-12 ELA Glossary | Grammar, Usage, & Mechanics (GUM) Chart
K-2 Language | 3-5 Language | 6-8 Language | 9-12 Language

Italicized text indicates that the description is the same as the previous grade band. In these cases, increased rigor is achieved by increasing the complexity of applicable skills and texts.

Page 1

Interpreting and Constructing Texts

Interpreting Texts

- Reading
- Listening
- Viewing

Constructing Texts

- Writing
- Speaking
- Creating

I. BIG IDEA: Title One-sentence statement of big idea					
STANDARD CODE: Target Concept One-sentence statement of grade-band standard					
6th Grade Expectations		**7th Grade Expectations**		**8th Grade Expectations**	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
6.BI.S.1.a	6th grade expectation 1.a	**7.BI.S.1.a**	7th grade expectation 1.a	**8.BI.S.1.a**	8th grade expectation 1.a
6.BI.S.1.b	6th grade expectation 1.b	**7.BI.S.1.b**	7th grade expectation 1.b	**8.BI.S.1.b**	8th grade expectation 1.b
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
6.BI.S.1.c	6th grade expectation 1.c	**7.BI.S.1.c**	7th grade expectation 1.c	**8.BI.S.1.c**	8th grade expectation 1.c

Domain Panel Video Note Catcher

- Think about the definition and purpose of each domain.
- What perceptions do you have based on the information shared?
- List the changes within instructional practices you anticipate will occur with the implementation of the new standards.

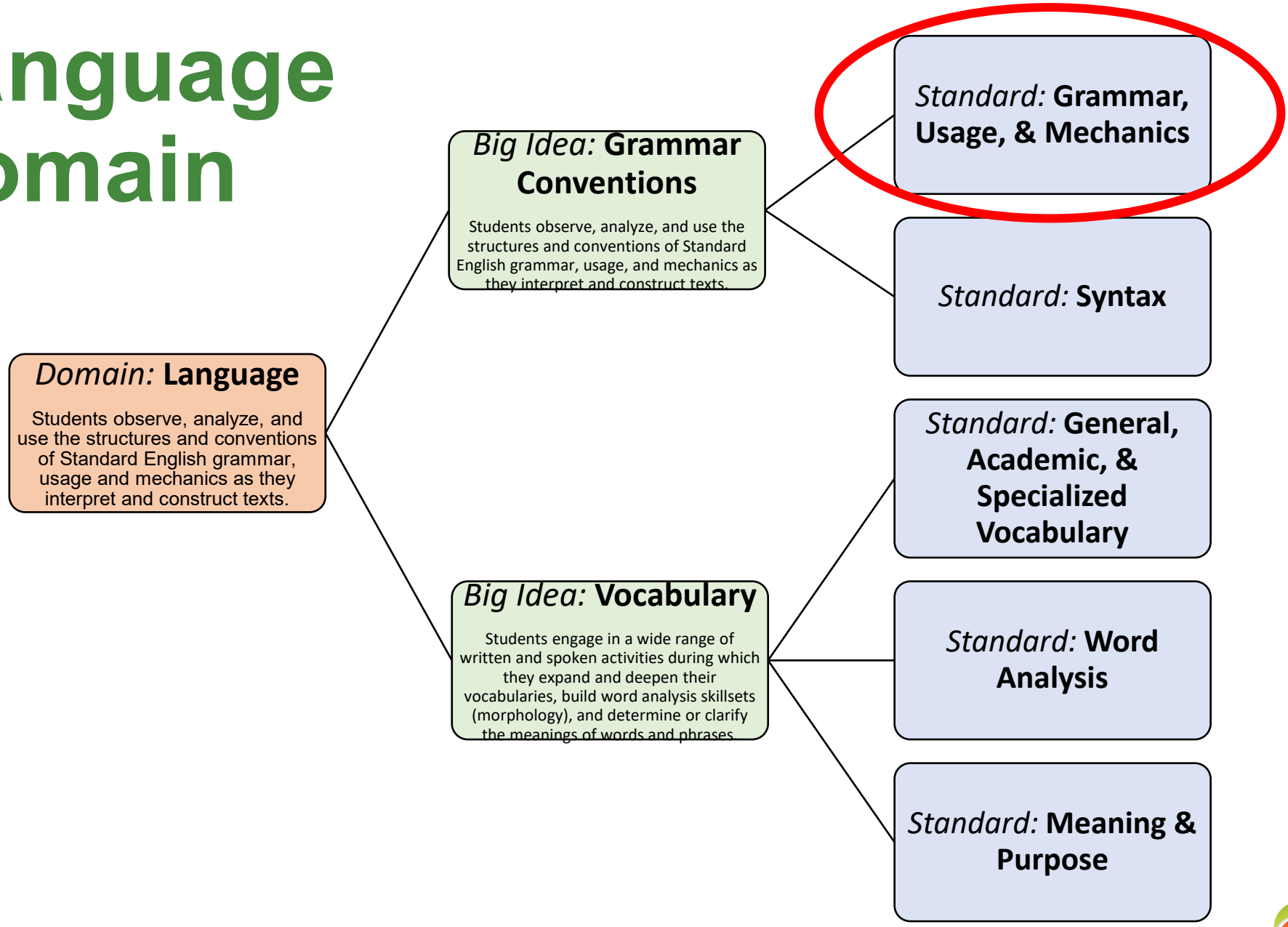
Domain	Perception(s)	Change in Practice
Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension		
Language: Students apply conventions of grammar, usage, mechanics, and word analysis to comprehend, analyze, and construct texts.		
Texts: Students grow in their learning as they purposefully engage with texts.		
Practices: Students engage routinely in four literacy practices that ground shape, and inform the expectations of the Foundations, Language, and Texts domains.		

Committee Panel

Domain Panel: Language Introduction



Language Domain



K-12 GUM Chart

Skill

Grade Level

K-12 Grammar, Usage, & Mechanics (GUM) Chart

STANDARD K-2.L.GC.1: Grammar, Usage, & Mechanics | Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
U	Use nouns and verbs to share complete thoughts when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Form and use singular and plural nouns when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Use interrogatives to ask questions when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
M	Capitalize the first word of a sentence and the pronoun *I*.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
G	Form regular plural nouns by adding -s or -es.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Form and use verbs by adding -ing, -ed, or -s.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use action verbs.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use adjectives and adverbs.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Use common and proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form and use the simple verb tenses.	I	C	M	R	R	R	R	R	R	R	R	R	R
U	Use determiners (articles, possessive determiners, demonstrative adjectives).	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Capitalize proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Use periods, exclamation marks, and question marks at the end of sentences.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form plural nouns by changing -y to -ies.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use personal pronouns (subject, object, and possessive).	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use frequently occurring prepositions.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
M	Use commas to separate items in a series and to format dates, addresses, salutations, and closings.	NYI	I	M	R	R	R	R	R	R	R	R	R	R

K-12.L.GC.1

- ✓ DOMAIN: Language
- ✓ BIG IDEA: Grammar Conventions
- ✓ Grammar
- ✓ Usage
- ✓ Mechanics

Proficiency Level

NYI: Not Yet Introduced
I: Introduce
C: Continue
M: Master
R: Reinforce

GUM Chart

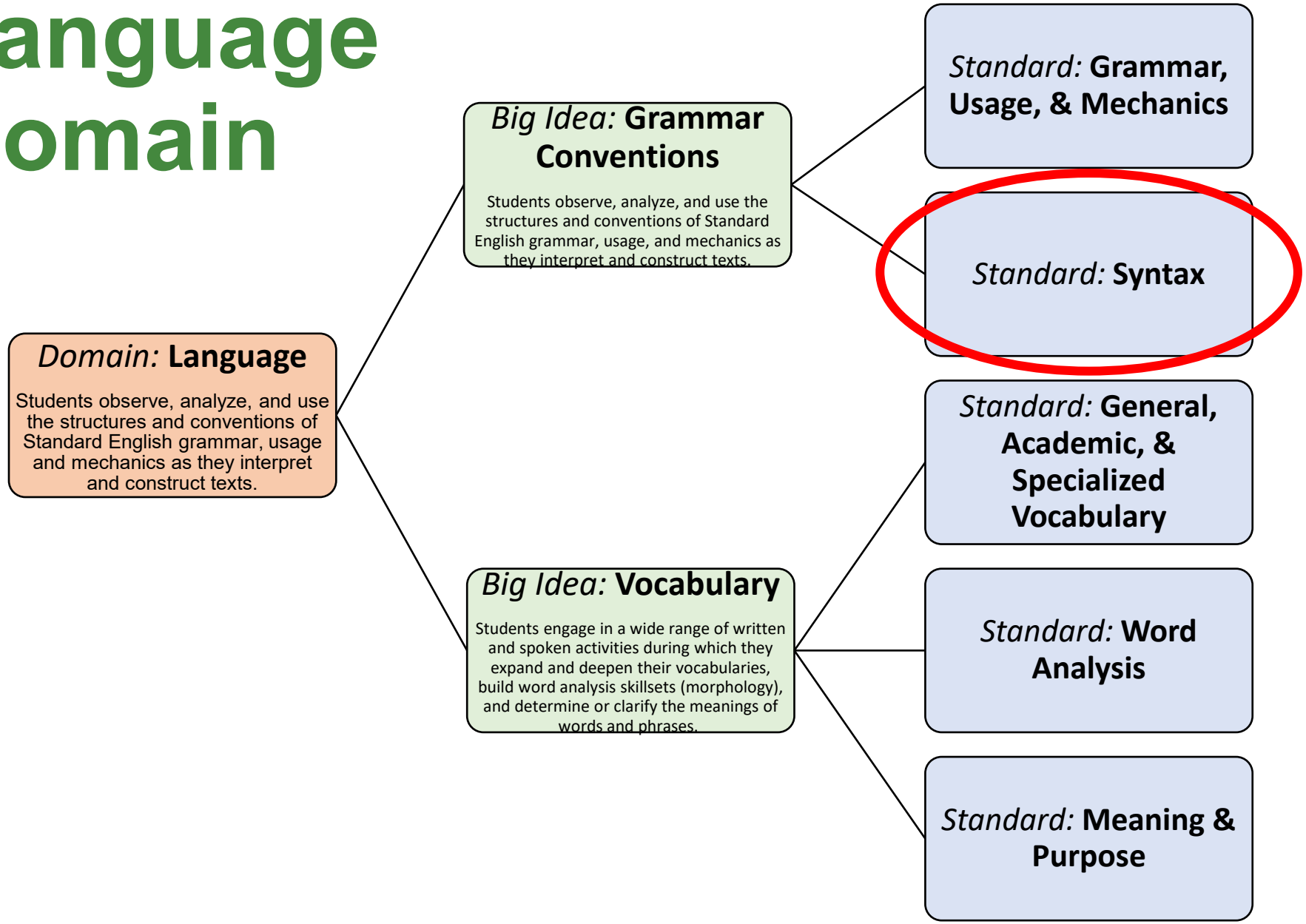


GUM Chart Scavenger Hunt

Directions: Use the GUM Chart to locate the answers to the questions below. Good luck!

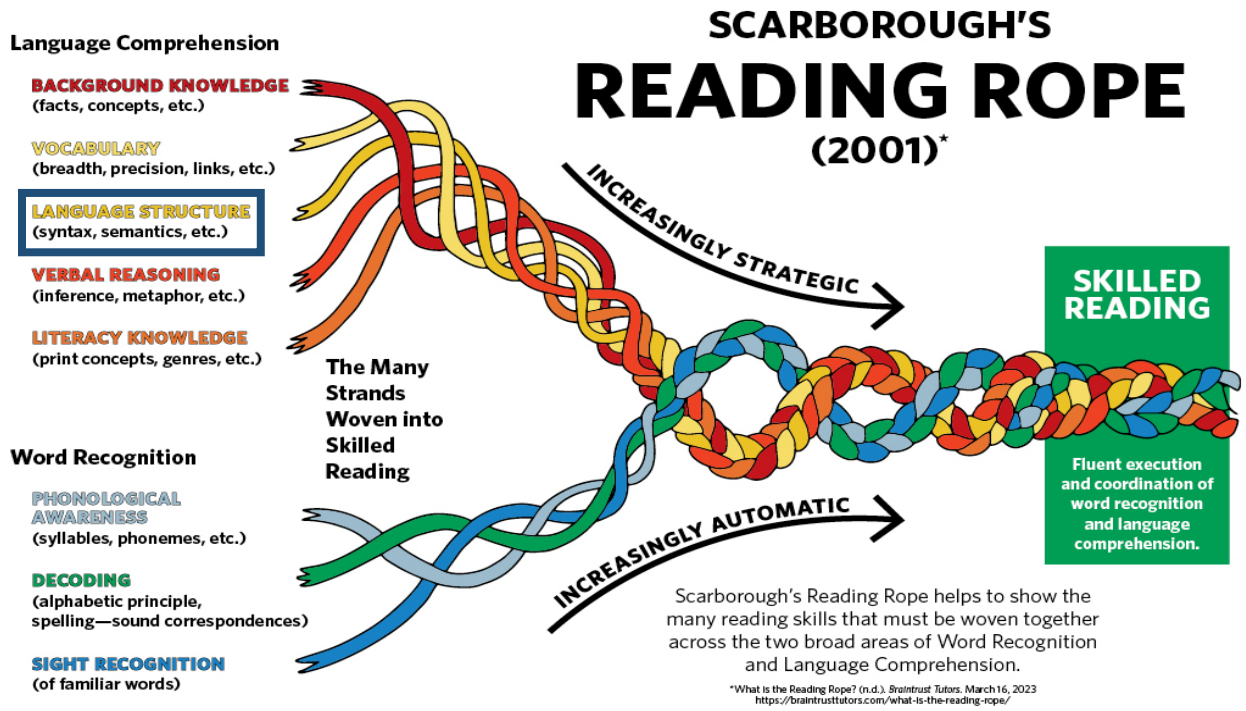
At which grade level are students introduced to using hyphens to divide words at line breaks?	
Find a skill that is both introduced AND mastered in 7th grade.	
Which type of skill (grammar, usage, or mechanics) is Use ellipses appropriately?	
Which skills are introduced in high school?	
Which skill is both a grammar skill AND a usage skill?	

Language Domain

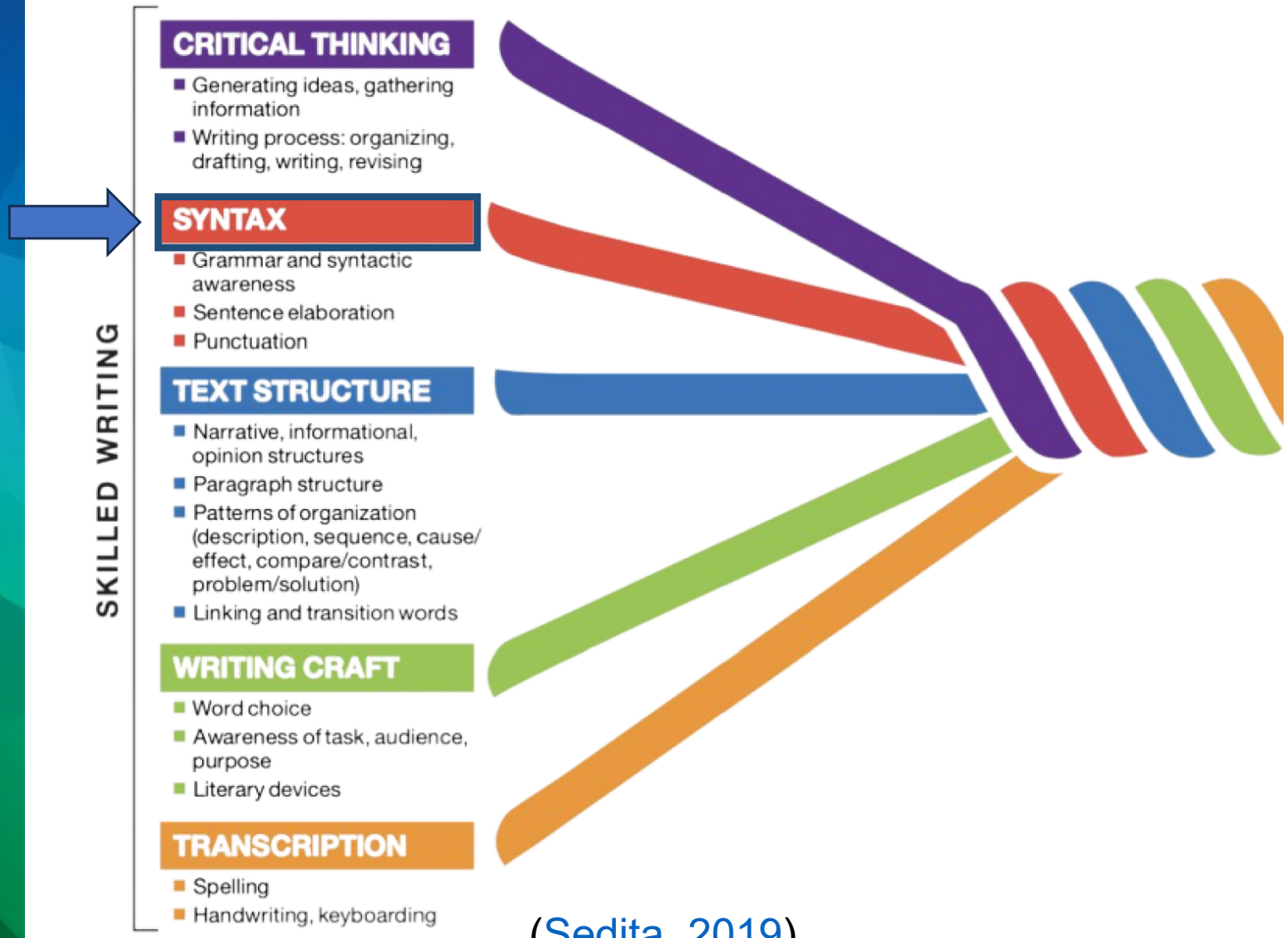


Syntax: The Reading Rope Connection

Scarborough's *Reading Rope* graphic illustrates the components necessary for students to become fluent in reading comprehension. Within the Language Comprehension strand are Language Structure skills, such as syntax and semantics. Students develop language structures as they become more strategic readers, and then they can apply their knowledge of language structures to their writing (Sedita, 2023).



Syntax: The Writing Rope Connection

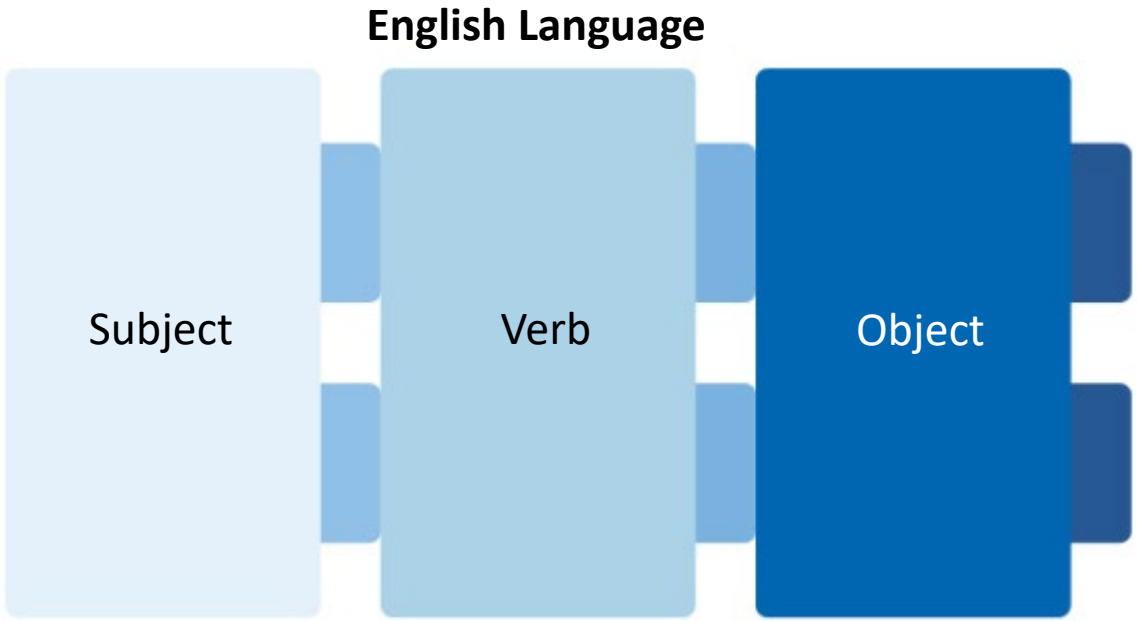


(Sedita, 2019)

Syntax is "the study and understanding of grammar—the system and arrangements of words, phrases, and clauses that make up a sentence" (Sedita, 2023, p. 5).

Syntax: The Building Blocks of Expression

- Syntax is comprised of the patterns of how words, phrases, and clauses are arranged to produce meaning.



Word order matters.

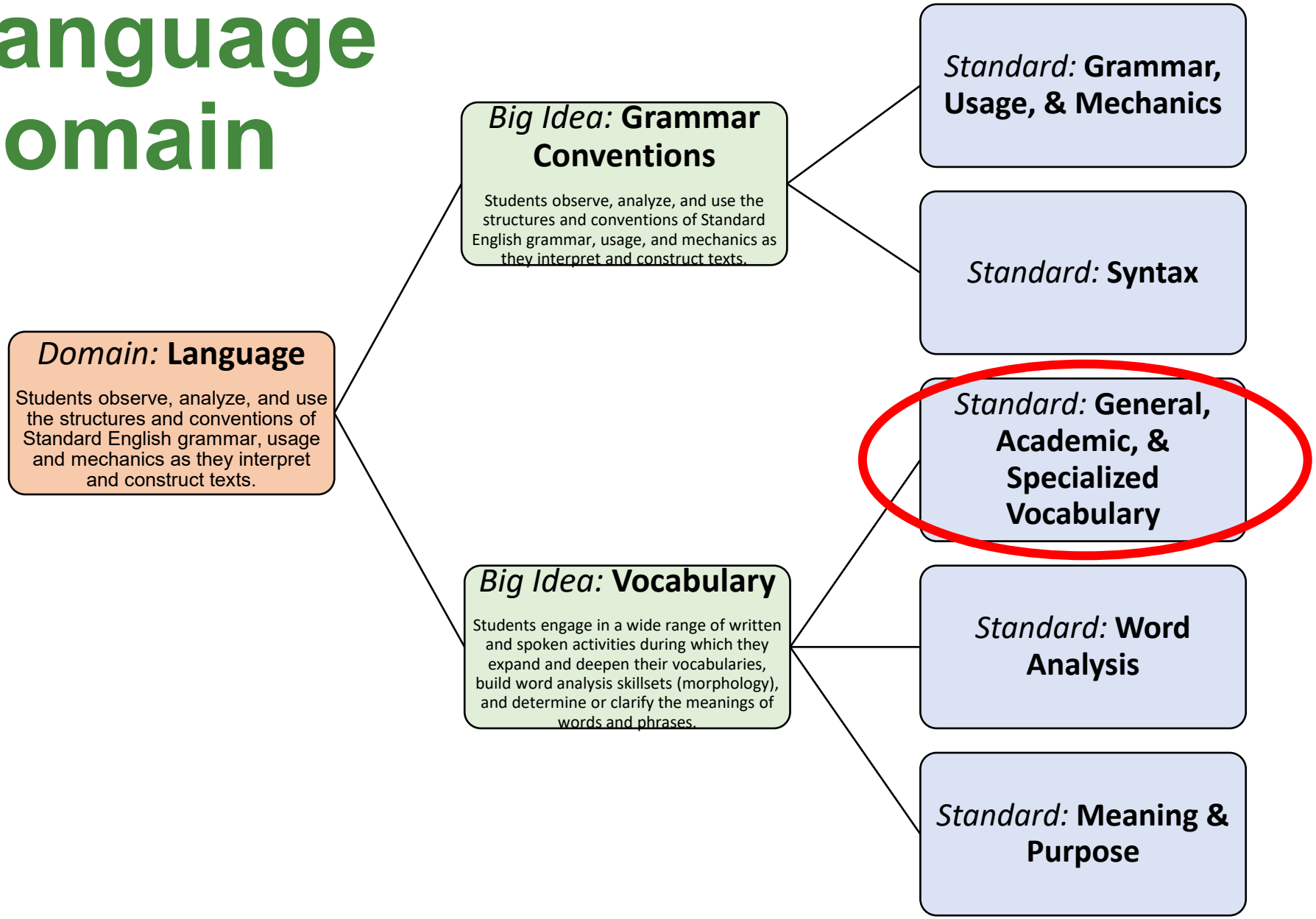


Robin	ate	the banana pudding.
The banana pudding	ate	Robin.
We	will go	on a picnic.
Go	on a picnic,	we will.

Standard: Syntax

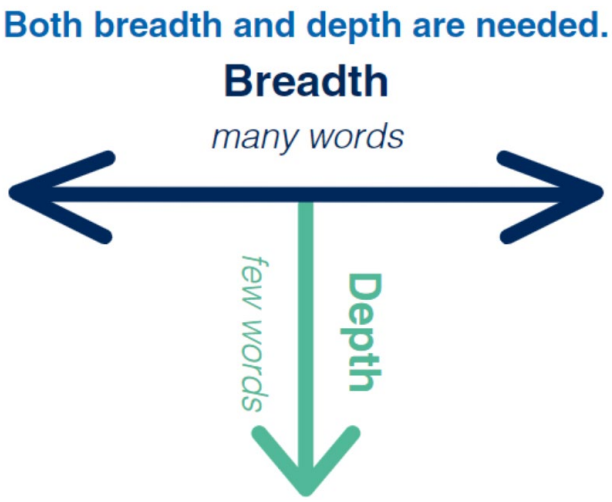
- **K-2** →Recognize and compose coherent sentences that express complete thoughts.
- **3-5** → Apply understandings of sentence structure to comprehend and compose varied sentences.
- **6-8** → Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
- **9-12** → Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.

Language Domain

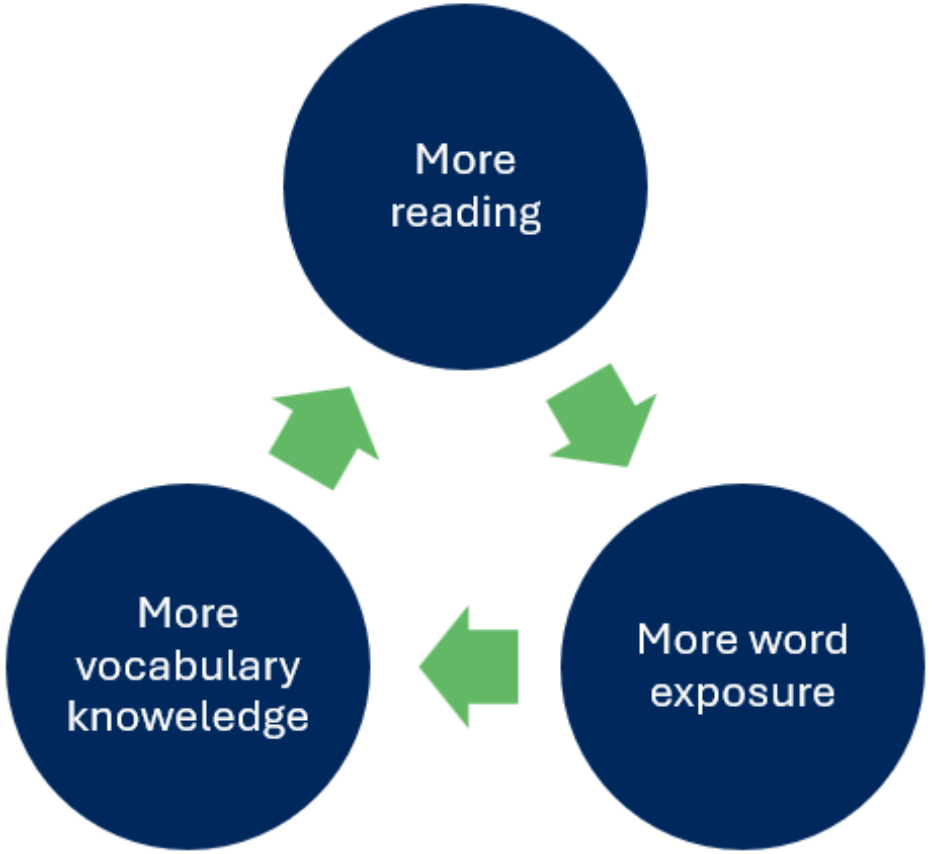


Vocabulary

Research has shown that "Vocabulary knowledge has a high correlation with reading and is the strongest predictor of successful reading comprehension" (Bauer & Tang, 2022, p.126).



(Sedita, 2024)



(Sedita, 2024)

Tiered Vocabulary

Tyson (2017) defined ***tiered vocabulary*** as "an organizational structure for categorizing words into three levels and has implications for identifying the academic vocabulary that might be most useful for students" (p. 29).

Tier 1
General Vocabulary

These are the words of everyday speech.
Examples: computer, sleep, door, friend, store, idea

Tier 2
Academic Vocabulary

These are more frequently encountered terms in academic contexts; they can apply to various subjects.
Examples: analyze, consolidate, redundant, verify

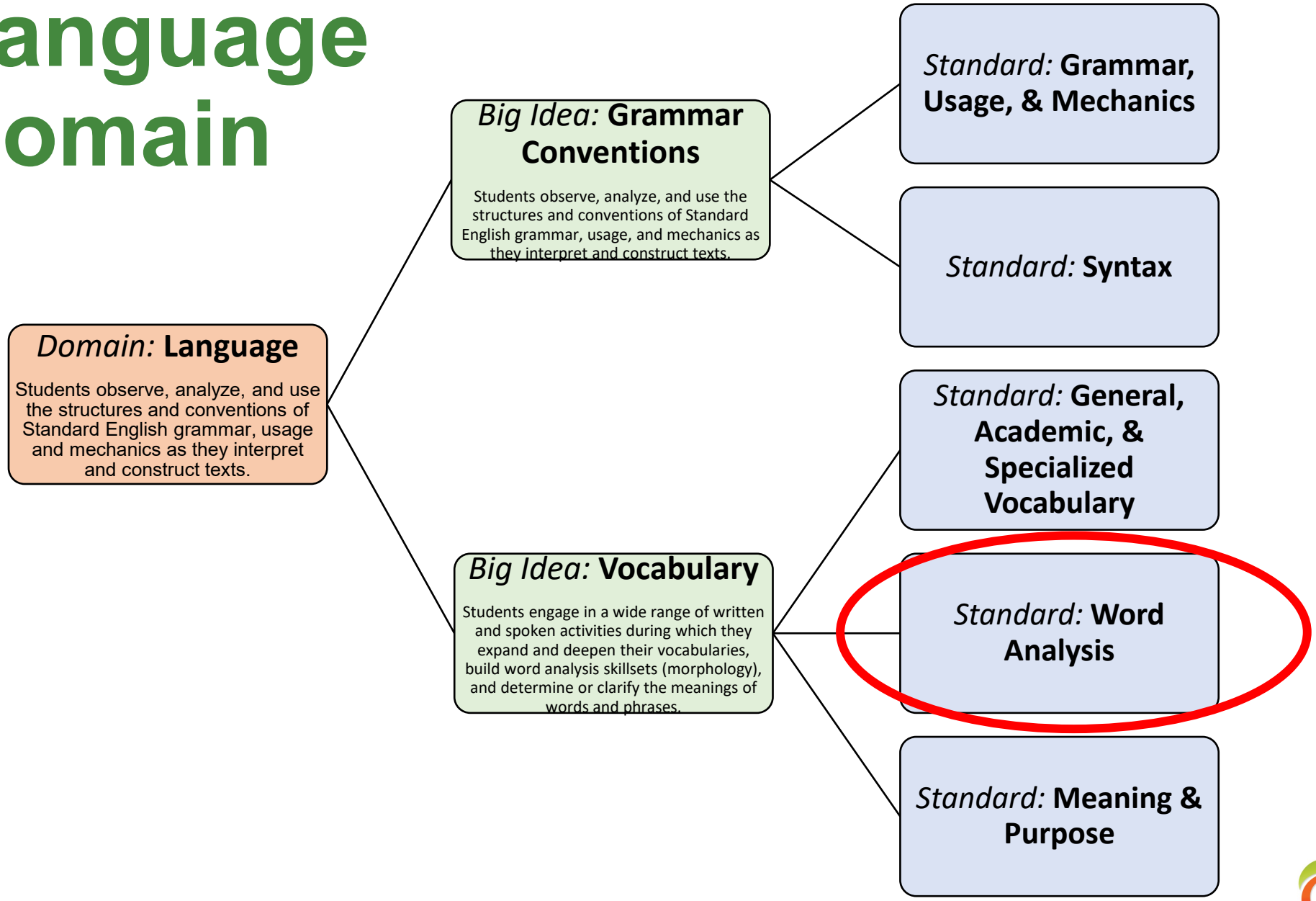
Tier 3
Specialized Vocabularies: Disciplinary, Professional, & Technical {subject-area academic vocabulary}

These are highly specialized terms that may be necessary to understand certain concepts (in a specific disciplinary and/or a workforce context).
Examples: aorta, carburetor, integer, bibliography, infusion

words that require explicit instruction

(Sedita, 2024; Beck, McKeown, & Kucan, 2013; Georgia Department of Education, 2023)

Language Domain



Word Analysis: Grade-level Resources

Standard L.V.2: Word Analysis

LANGUAGE Domain: Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

VOCABULARY Big Idea: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

STANDARD 3-5.L.V.2: Word Analysis
Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.

3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
3.L.V.2.a	Deconstruct words using common roots, root words, and affixes to determine meaning.	4.L.V.2.a	Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.	5.L.V.2.a	*Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.*
3.L.V.2.b	Identify affixes associated with specific parts of speech (e.g., -ly is commonly used with adverbs) to aid comprehension.	4.L.V.2.b	Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., *beautiful* as an adjective vs. *beautifully* as an adverb.	5.L.V.2.b	Explain the connection between roots, root words, affixes, and parts of speech to determine the meaning of words (e.g., *discuss* as a verb vs. *discussion* as a noun).
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
3.L.V.2.c	Construct words using common roots, root words, and affixes.	4.L.V.2.c	Construct words using knowledge of Greek and Latin roots, root words, and affixes.	5.L.V.2.c	*Construct words using knowledge of Greek and Latin roots, root words, and affixes.*
3.L.V.2.d	This progression begins in 6th grade.	4.L.V.2.d	This progression begins in 6th grade.	5.L.V.2.d	This progression begins in 6th grade.

STANDARD 6-12.L.V.2: Word Analysis
Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.

6th Grade—8th Grade Expectations		9th Grade—12th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
6-8.L.V.2.a	Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.	9-12.L.V.2.a	Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts.
6-8.L.V.2.b	Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.	9-12.L.V.2.b	Determine the meanings of words and phrases in context by analyzing the impact of parts of speech.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
6-8.L.V.2.c	Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.	9-12.L.V.2.c	Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.
6-8.L.V.2.d	Use knowledge of parts of speech to determine precise words and phrases when constructing texts.	9-12.L.V.2.d	Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.

3rd Grade Prefixes, Roots, & Suffixes

Prefixes		
Prefix	**Meaning**	**Example**
de-	*of from*	defrost
in- dis- un-	*not opposite*	incorrect dislike undone
geo-	*earth ground*	geography
meta-	*after beyond*	metamorphic
mis-	*bad*	misspell
multi-	*many much*	multiply
over-	*more than*	overload
poly-	*many*	polygon
pre-	*before*	preheat
re-	*again back*	reuse rewind

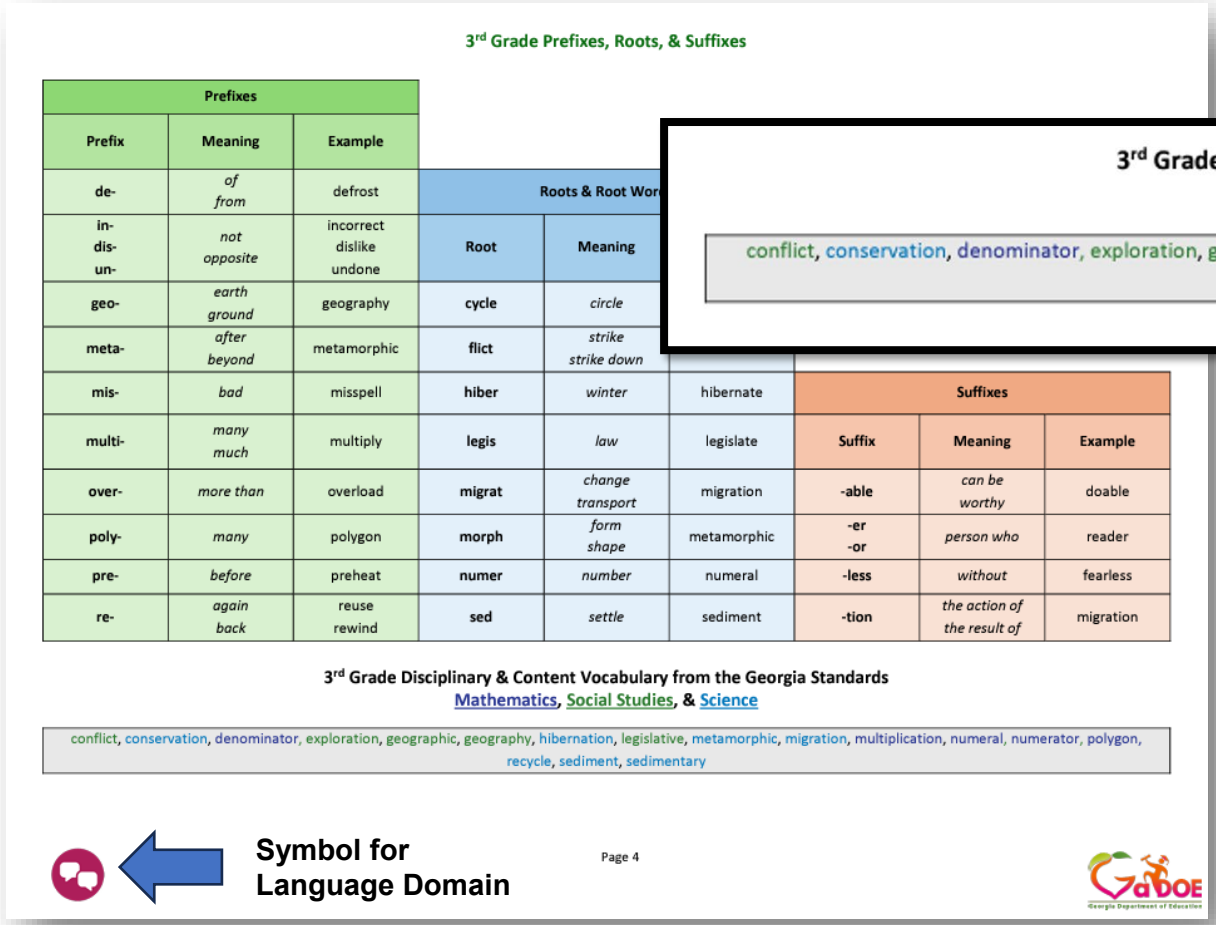
Roots & Root Words		
Root	**Meaning**	**Example**
cycle	*circle*	bicycle
flict	*strike strike down*	conflict
hiber	*winter*	hibernate
legis	*law*	legislate
migrat	*change transport*	migration
morph	*form shape*	metamorphic
numer	*number*	numeral
sed	*settle*	sediment

Suffixes		
Suffix	**Meaning**	**Example**
-able	*can be worthy*	doable
-er -or	*person who*	reader
-less	*without*	fearless
-tion	*the action of the result of*	migration

3rd Grade Disciplinary & Content Vocabulary from the Georgia Standards
Mathematics, Social Studies, & Science

conflict, conservation, denominator, exploration, geographic, geography, hibernation, legislative, metamorphic, migration, multiplication, numeral, numerator, polygon, recycle, sediment, sedimentary

Content Connections



3rd Grade Prefixes, Roots, & Suffixes

Prefixes		
Prefix	Meaning	Example
de-	*of from*	defrost
in- dis- un-	*not opposite*	incorrect dislike undone
geo-	*earth ground*	geography
meta-	*after beyond*	metamorphic
mis-	*bad*	misspell
multi-	*many much*	multiply
over-	*more than*	overload
poly-	*many*	polygon
pre-	*before*	preheat
re-	*again back*	reuse rewind

Roots & Root Words		
Root	Meaning	
cycle	*circle*	
flict	*strike strike down*	
hiber	*winter*	hibernate
legis	*law*	legislate
migrat	*change transport*	migration
morph	*form shape*	metamorphic
numer	*number*	numeral
sed	*settle*	sediment

Suffixes		
Suffix	Meaning	Example
-able	*can be worthy*	doable
-er -or	*person who*	reader
-less	*without*	fearless
-tion	*the action of the result of*	migration

3rd Grade Disciplinary & Content Vocabulary from the Georgia Standards
Mathematics, Social Studies, & Science

conflict, conservation, denominator, exploration, geographic, geography, hibernation, legislative, metamorphic, migration, multiplication, numeral, numerator, polygon, recycle, sediment, sedimentary

Symbol for Language Domain

Page 4

3rd Grade Disciplinary & Content Vocabulary from the Georgia Standards
Mathematics, Social Studies, & Science

conflict, conservation, denominator, exploration, geographic, geography, hibernation, legislative, metamorphic, migration, multiplication, numeral, numerator, polygon, recycle, sediment, sedimentary

Terms from grade-level standards to apply word analysis skills while reinforcing deep learning across content areas.

6th Grade Prefixes, Roots, & Suffixes

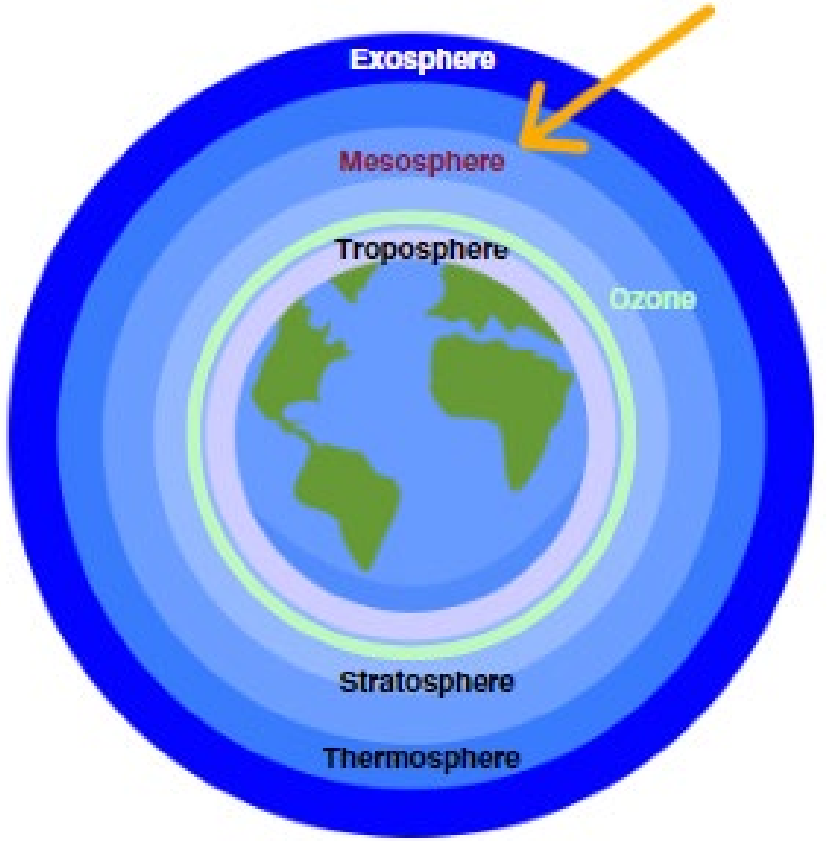
Prefixes		
Prefix	Meaning	Example
atmo-	*air*	atmosphere
lithos-	*stone*	lithosphere
meso-	*middle*	mesosphere
peri-	*about around*	perimeter
strato-	*layer layering*	stratosphere
sub-	*under below*	subway
topo-	*place*	topography
tropos-	*turn*	tropical

Roots & Root Words		
Root	Meaning	Example
celes	*heavenly*	celestial
crat	*rule ruler*	aristocrat
dense	*thick cloudy*	condensation
form	*shape*	transformation
grav	*heavy*	gravity
helio	*sun*	heliocentric
hydro	*water*	hydrology
luna	*moon*	lunar
sol	*sun*	solar
spher	*ball*	spherical
tract	*drag*	retract
vapor	*steam exhalation*	evaporate
verge	*turn bend*	converge

Suffixes		
Suffix	Meaning	Example
-ic -ical	*referring to*	atmospheric

6th Grade Disciplinary & Content Vocabulary from the Georgia Standards
Mathematics, Social Studies, & Science

abstract, atmospheric, autocrat, convergent, celestial, condensation, democratic, divergent, formula, geocentric, gravity, gravitational pull, heliocentric, hydroelectric, lithosphere, lunar, mesosphere, solar, stratosphere, tectonics, thermosphere, topography, transform, troposphere

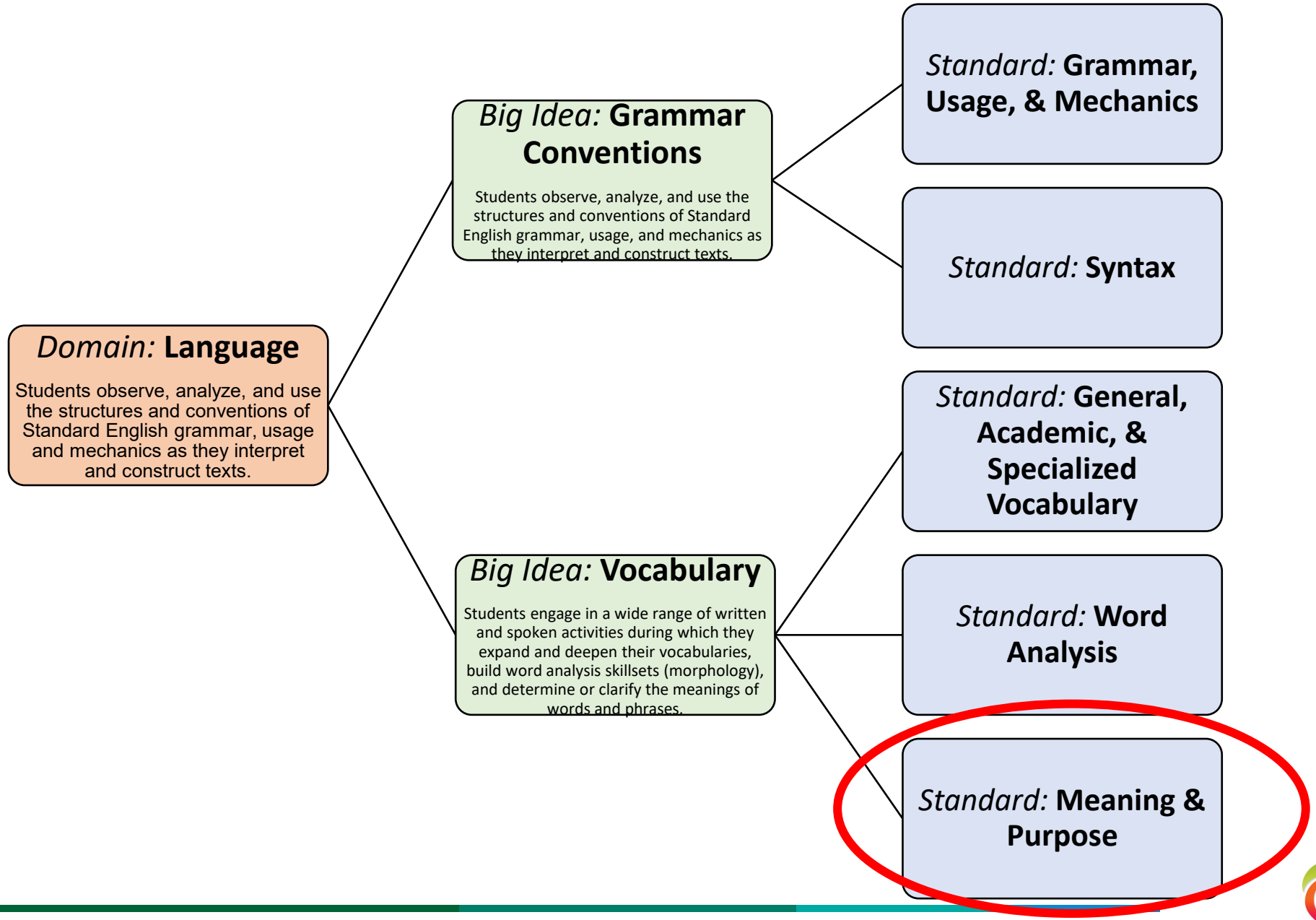


Mesosphere

- middle + spherical
  = middle sphere

S6E4. Obtain, evaluate, and communicate information about how the sun, land, and water affect climate and weather.

a. Analyze and interpret data to compare and contrast the composition of Earth's atmospheric layers (including the ozone layer) and greenhouse gases.
(*Clarification statement:* Earth's atmospheric layers include the troposphere, stratosphere, mesosphere, and thermosphere.)

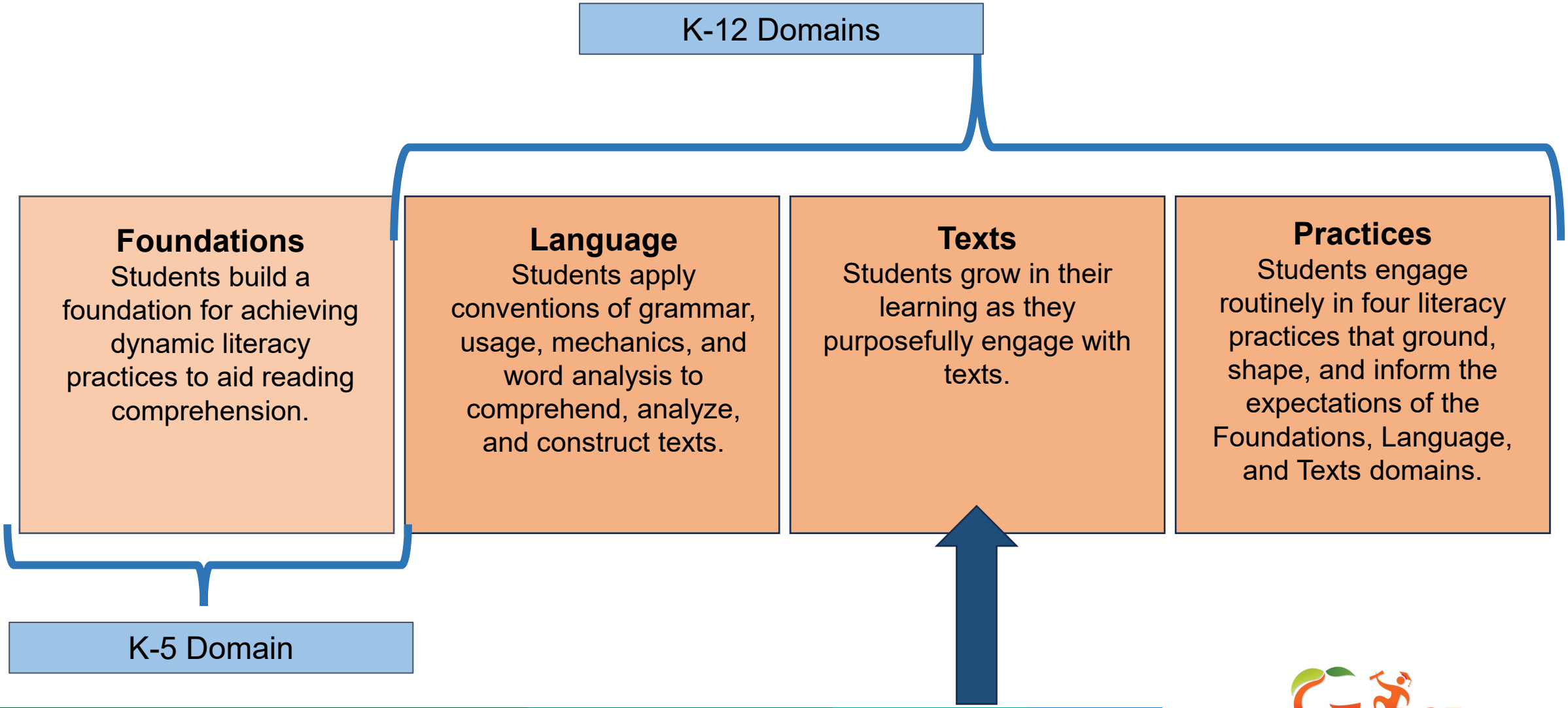

Domain: **Language**
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage and mechanics as they interpret and construct texts.
Big Idea: **Grammar Conventions**
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
Standard: **Grammar, Usage, & Mechanics**
Standard: **Syntax**
Big Idea: **Vocabulary**
Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
Standard: **General, Academic, & Specialized Vocabulary**
Standard: **Word Analysis**
Standard: **Meaning & Purpose**

Texts Domain

Grades K-12



Framework Domains



Texts: Big Ideas

DOMAIN: TEXTS
Students grow in their learning as they purposefully engage with texts.

I. Context

Purpose & Audience | Authors & Speakers

II. Structures & Style

Organization | Craft

III. Techniques

Narrative Techniques | Expository Techniques | Opinion Techniques | Poetic Techniques

IV. Research & Analysis

Research & Inquiry | Curating Sources & Evidence

V. Periods & Movements (6-12)

Periods and Movements

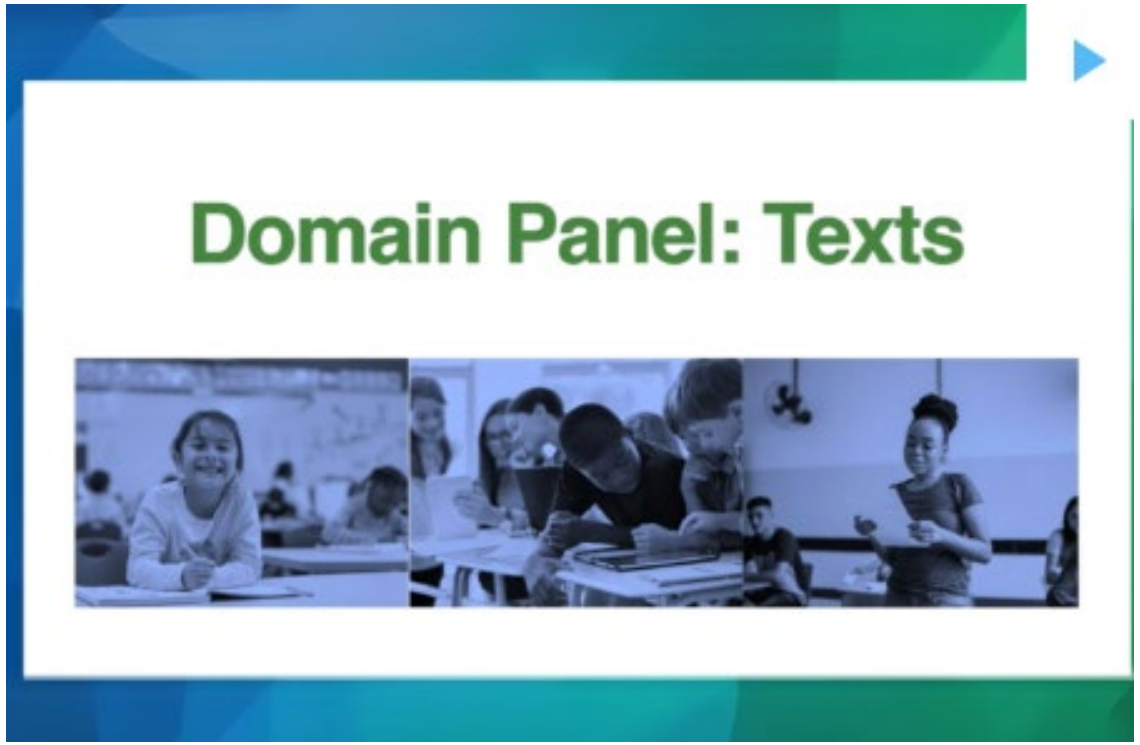
DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

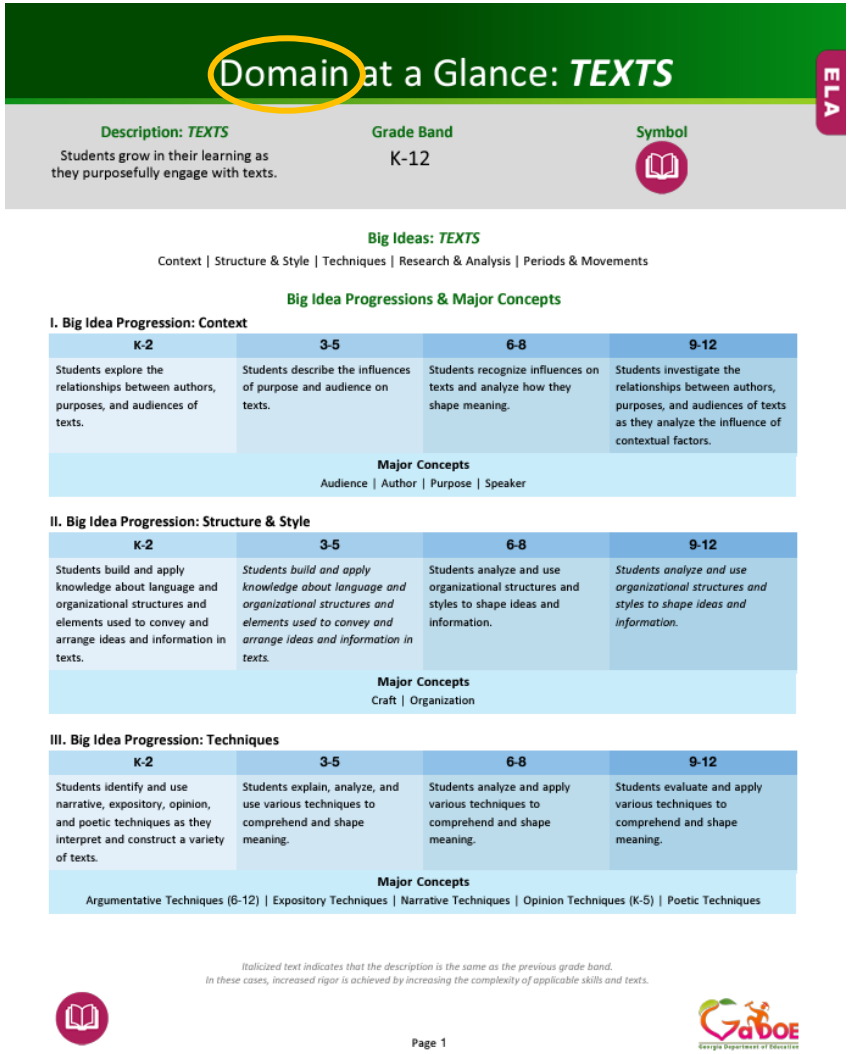
3-5 Texts: Table of Contents & Navigation

I. BIG IDEA: Context Students describe the influences of purpose and audience on texts.
STANDARD 3-5.T.C.1: Purpose & Audience Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.
STANDARD 3-5.T.C.2: Authors & Speakers Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.
II. BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.
STANDARD 3-5.T.SS.1: Organization Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.
STANDARD 3-5.T.SS.2: Craft Use language to interpret meaning and craft engaging texts.
III. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
STANDARD 3-5.T.T.1: Narrative Techniques Explain, analyze, and use narrative techniques to shape understandings.
STANDARD 3-5.T.T.2: Expository Techniques Explain, analyze, and use expository techniques to shape understandings.
STANDARD 3-5.T.T.3: Opinion Techniques Explain, analyze, and use opinion techniques to shape understandings.
STANDARD 3-5.T.T.4: Poetic Techniques Explain, analyze, and use poetic techniques to shape understandings.
IV. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
STANDARD 3-5.T.RA.1: Research & Inquiry Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
STANDARD 3-5.T.RA.2: Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.

Panel Videos + At-a-Glance



gpb.org/ela-domains



Domain at a Glance: *TEXTS*

ELA

Description: *TEXTS*
Students grow in their learning as they purposefully engage with texts.

Grade Band
K-12

Symbol

Big Ideas: *TEXTS*
Context | Structure & Style | Techniques | Research & Analysis | Periods & Movements

Big Idea Progressions & Major Concepts

I. Big Idea Progression: Context

K-2	3-5	6-8	9-12
Students explore the relationships between authors, purposes, and audiences of texts.	Students describe the influences of purpose and audience on texts.	Students recognize influences on texts and analyze how they shape meaning.	Students investigate the relationships between authors, purposes, and audiences of texts as they analyze the influence of contextual factors.

Major Concepts
Audience | Author | Purpose | Speaker

II. Big Idea Progression: Structure & Style

K-2	3-5	6-8	9-12
Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.	*Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.*	Students analyze and use organizational structures and styles to shape ideas and information.	*Students analyze and use organizational structures and styles to shape ideas and information.*

Major Concepts
Craft | Organization

III. Big Idea Progression: Techniques

K-2	3-5	6-8	9-12
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.	Students explain, analyze, and use various techniques to comprehend and shape meaning.	Students analyze and apply various techniques to comprehend and shape meaning.	Students evaluate and apply various techniques to comprehend and shape meaning.

Major Concepts
Argumentative Techniques (6-12) | Expository Techniques | Narrative Techniques | Opinion Techniques (K-5) | Poetic Techniques

Italicized text indicates that the description is the same as the previous grade band.
In these cases, increased rigor is achieved by increasing the complexity of applicable skills and texts.

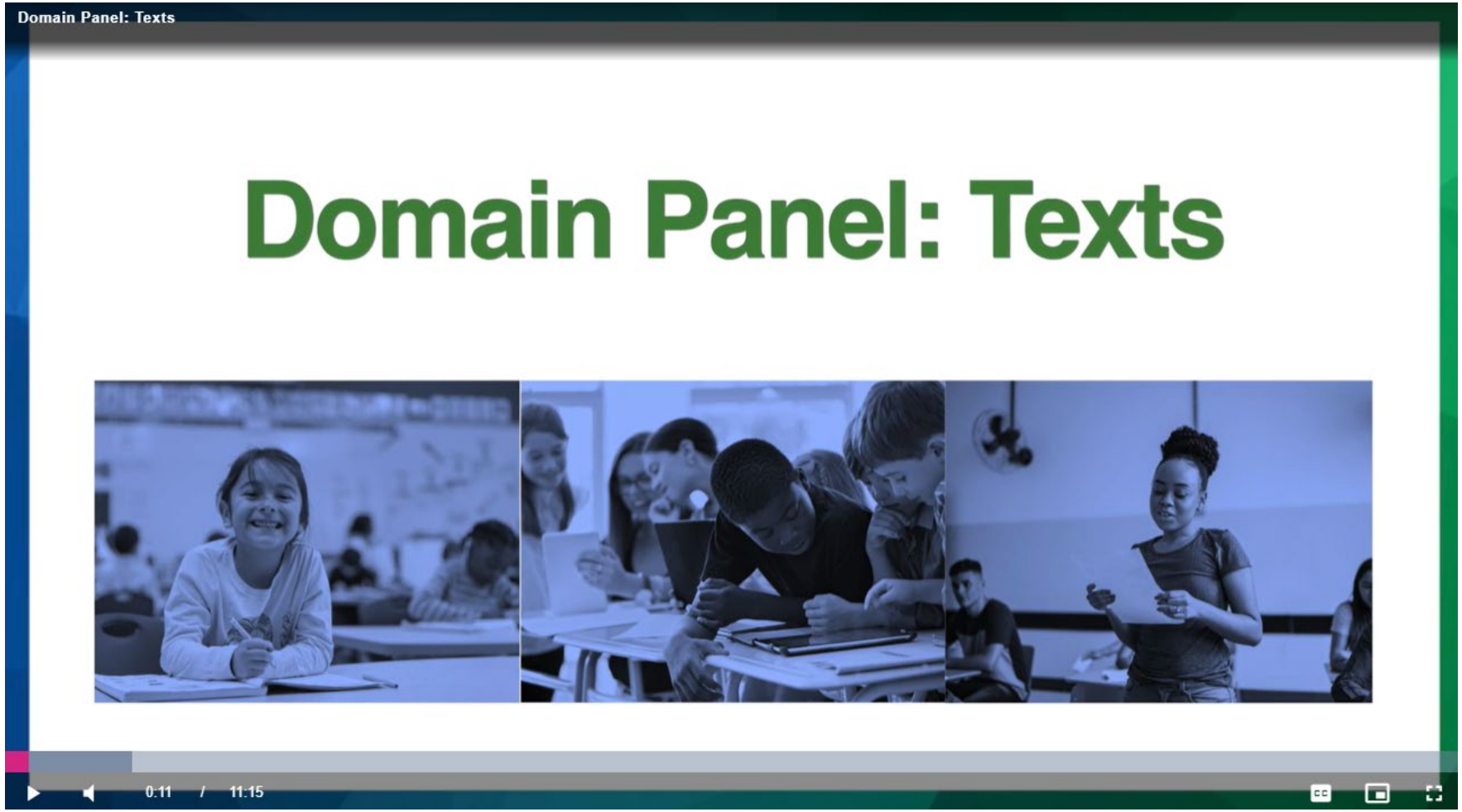
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Domain Panel Video Note Catcher

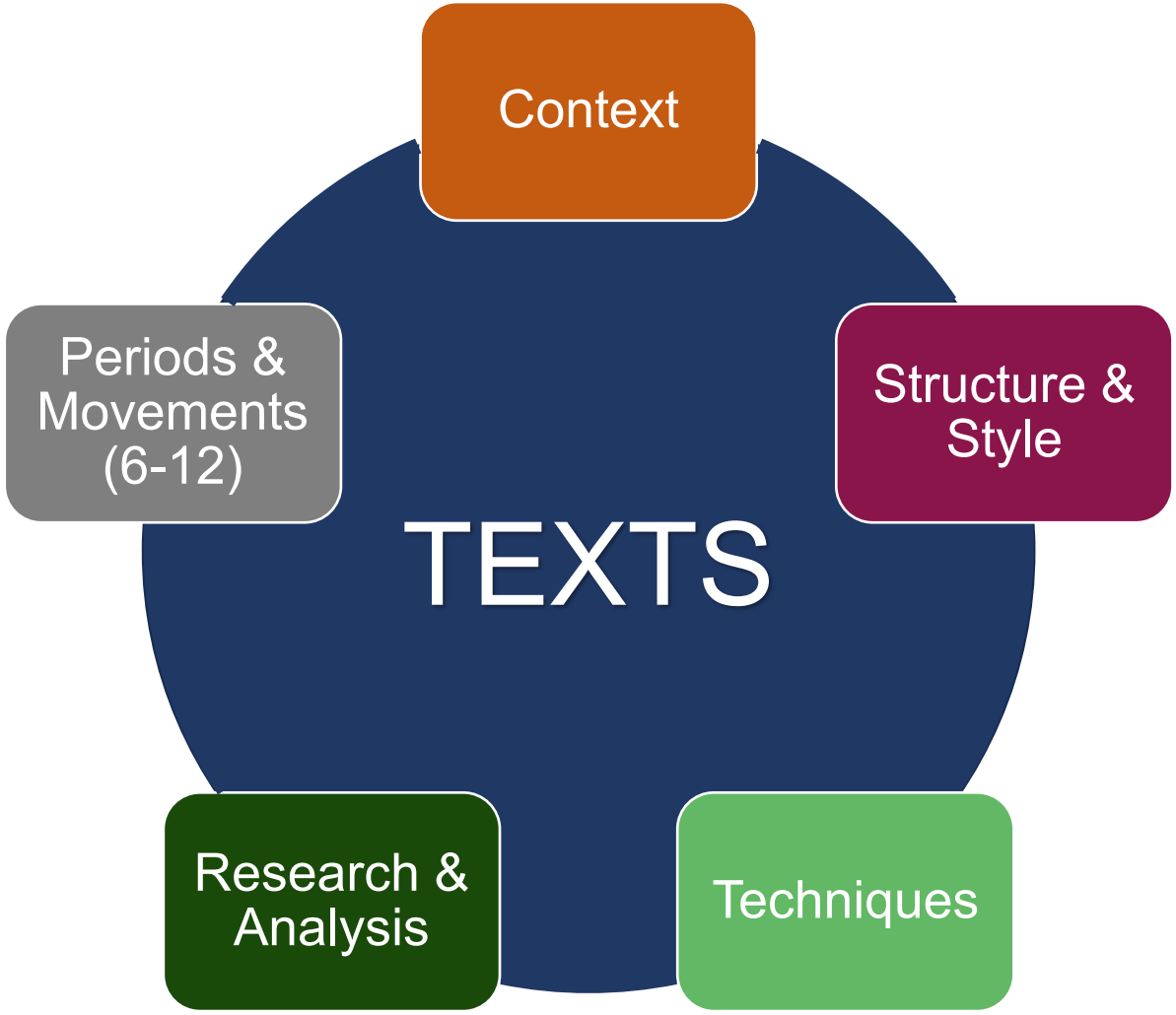
- Think about the definition and purpose of each domain
- What perceptions do you have based on the information shared?
- List the changes within instructional practices you anticipate will occur with the implementation of the new standards

Domain	Perception(s)	Change in Practice
Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension		
Language: Students apply conventions of grammar, usage, mechanics, and word analysis to comprehend, analyze, and construct texts.		
Texts: Students grow in their learning as they purposefully engage with texts.		
Practices: Students engage routinely in four literacy practices that ground shape, and inform the expectations of the Foundations, Language, and Texts domains.		

Committee Panel



Texts: Big Ideas



Big Ideas At-a-Glance



Big Idea at a Glance: *CONTEXT*

ELA

Code: T.C.
The big idea **Context (C)** is located in the **Texts (T)** domain.

Big Idea Progression: *CONTEXT*

K-2	3-5	6-8	9-12
re the	Students describe the influences	Students recognize influences on	Students investigate the
between authors, audiences of texts.	of purpose and audience o texts.		

Stan

se & Audience

K-2	3-5
uthors of texts for a specific target audience.	Use knowledge of purpose audiences, as well as the language that develops th relationships, to make me of texts in multiple mode

rs & Speakers

K-2	3-5
e relationships ors and speakers	Make connections betwee authors of texts, speakers texts, varying perspectives the circumstances in whic texts are produced.

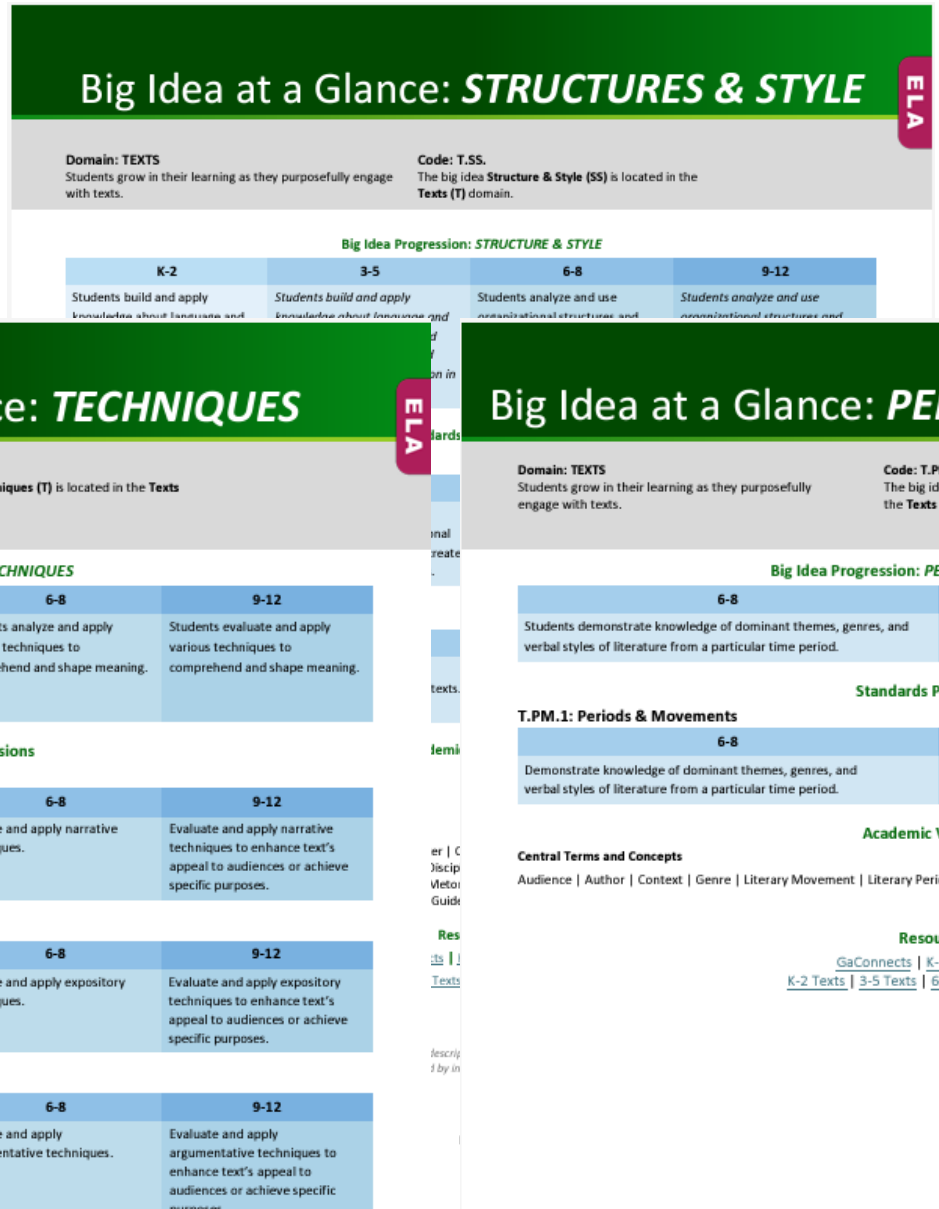
Aca

and Concepts
arget Audience | Author | Context | Purpose | S

s and Concepts
ormation | Bias | Diction | Genre | Historical Cor
ce | Tone

GaConn
K-2 Texts | 3-

Italicized text indicates that the
In these cases, increased rigor is achiev



Big Idea at a Glance: *STRUCTURES & STYLE*

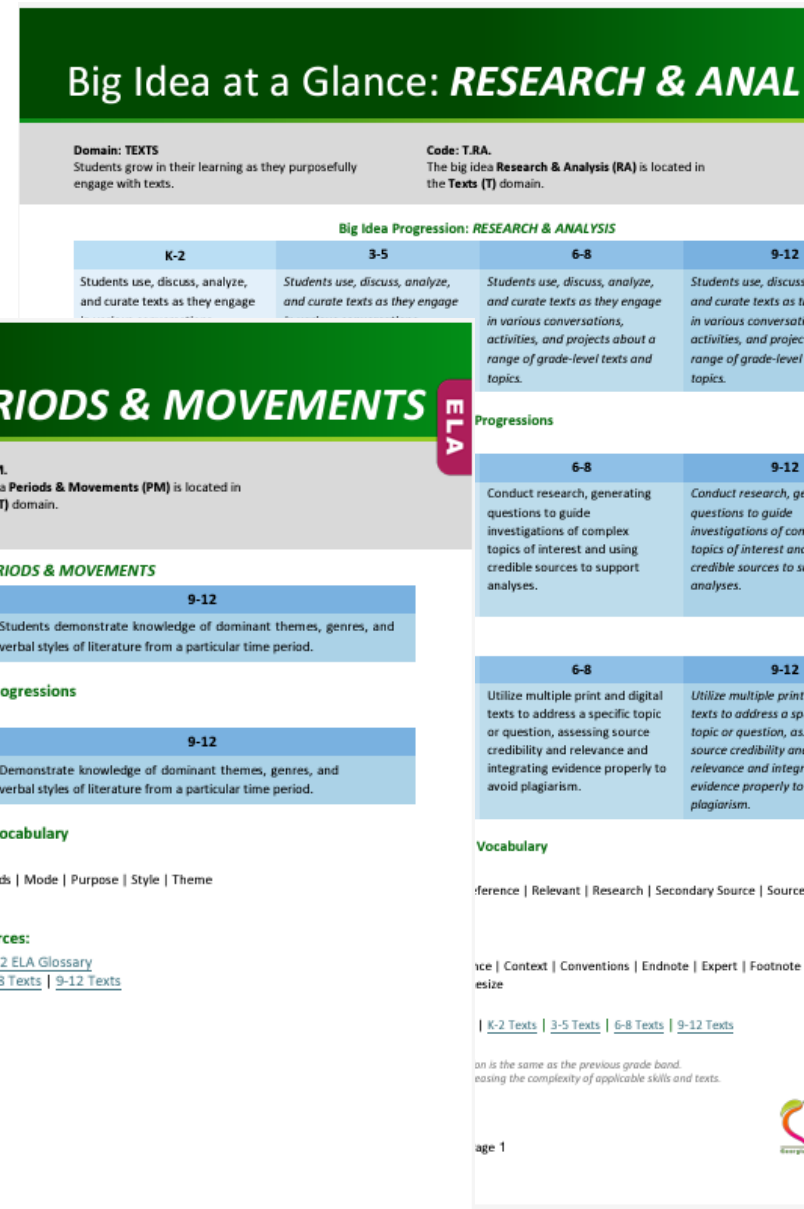
ELA

Domain: TEXTS
Students grow in their learning as they purposefully engage with texts.

Code: T.SS.
The big idea **Structure & Style (SS)** is located in the **Texts (T)** domain.

Big Idea Progression: *STRUCTURE & STYLE*

K-2	3-5	6-8	9-12
Students build and apply	*Students build and apply*	Students analyze and use	*Students analyze and use*



Big Idea at a Glance: *RESEARCH & ANAL*

Domain: TEXTS
Students grow in their learning as they purposefully engage with texts.

Code: T.RA.
The big idea **Research & Analysis (RA)** is located in the **Texts (T)** domain.

Big Idea Progression: *RESEARCH & ANALYSIS*

K-2	3-5	6-8	9-12
Students use, discuss, analyze, and curate texts as they engage	*Students use, discuss, analyze, and curate texts as they engage*	*Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.*	*Students use, discuss, and curate texts as t in various conversati activities, and projec range of grade-level topics.*

Progressions

6-8	9-12
Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.	*Conduct research, g questions to guide investigations of con topics of interest an credible sources to s analyses.*

6-8	9-12
Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.	*Utilize multiple print texts to address a sp topic or question, as source credibility an relevance and integr evidence properly to plagiarism.*

Vocabulary

eference | Relevant | Research | Secondary Source | Source

nce | Context | Conventions | Endnote | Expert | Footnote
esize

K-2 Texts | 3-5 Texts | 6-8 Texts | 9-12 Texts

on is the same as the previous grade band.
easing the complexity of applicable skills and texts.

age 1

Big Idea at a Glance: *TECHNIQUES*

ELA

Domain: TEXTS
Students grow in their learning as they purposefully engage with texts.

Code: T.T.
The big idea **Techniques (T)** is located in the **Texts (T)** domain.

Big Idea Progression: *TECHNIQUES*

K-2	3-5	6-8	9-12
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.	Students explain, analyze, and use various techniques to comprehend and shape meaning.	Students analyze and apply various techniques to comprehend and shape meaning.	Students evaluate and apply various techniques to comprehend and shape meaning.

Standards Progressions

T.T.1: Narrative Techniques

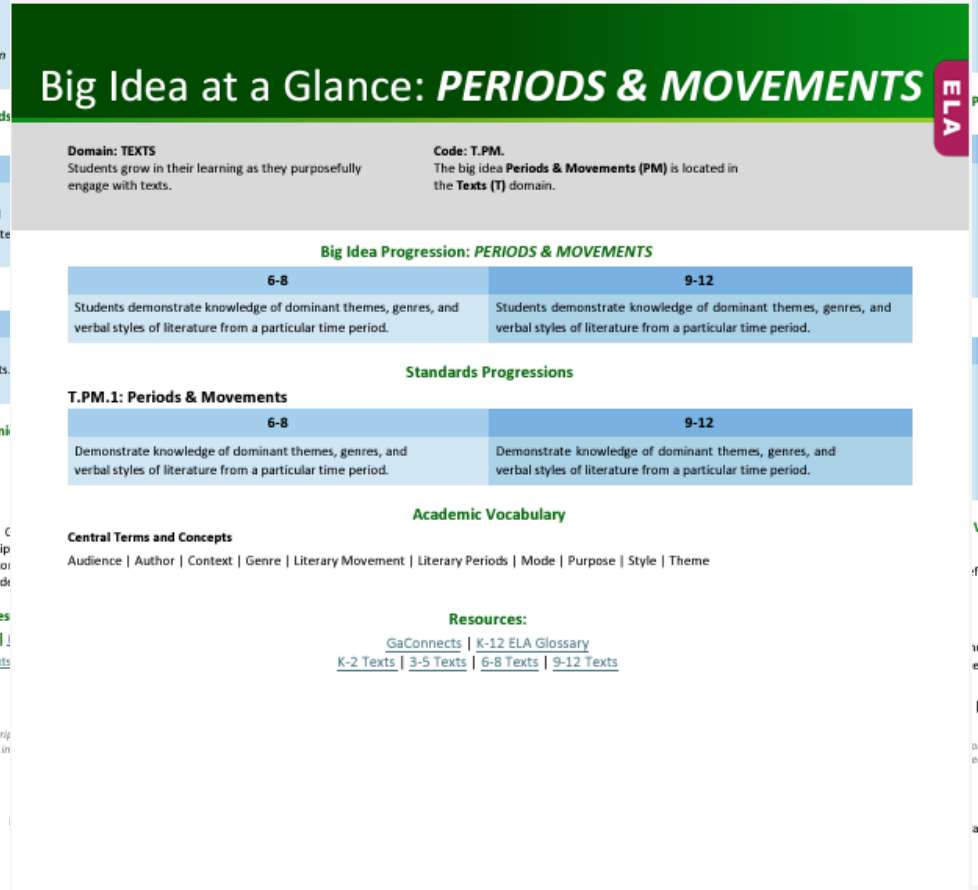
K-2	3-5	6-8	9-12
Identify and use narrative techniques to shape understanding.	Explain, analyze, and use narrative techniques to shape understandings.	Analyze and apply narrative techniques.	Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes.

T.T.2: Expository Techniques

K-2	3-5	6-8	9-12
Identify and use expository techniques to shape understanding.	Explain, analyze, and use expository techniques to shape understandings.	Analyze and apply expository techniques.	Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.

T.T.3: Opinion (K-5) and Argumentative (6-12) Techniques

K-2	3-5	6-8	9-12
Identify and use opinion techniques to shape understanding.	Explain, analyze, and use opinion techniques to shape understandings.	Analyze and apply argumentative techniques.	Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific



Big Idea at a Glance: *PERIODS & MOVEMENTS*

ELA

Domain: TEXTS
Students grow in their learning as they purposefully engage with texts.

Code: T.PM.
The big idea **Periods & Movements (PM)** is located in the **Texts (T)** domain.

Big Idea Progression: *PERIODS & MOVEMENTS*

6-8	9-12
Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

Standards Progressions

T.PM.1: Periods & Movements

6-8	9-12
Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

Academic Vocabulary

Central Terms and Concepts
Audience | Author | Context | Genre | Literary Movement | Literary Periods | Mode | Purpose | Style | Theme

Resources:
GaConnects | K-12 ELA Glossary
K-2 Texts | 3-5 Texts | 6-8 Texts | 9-12 Texts

Major Conceptual Shifts in Texts Domain

1. Multimodality
2. Interpreting and Constructing Text
3. Text Techniques

Multimodality

Conceptual Shift #1

slido

Please download and install the Slido app on all computers you use



In your own words, define "text".

ⓘ Start presenting to display the poll results on this slide.

Redefining Texts

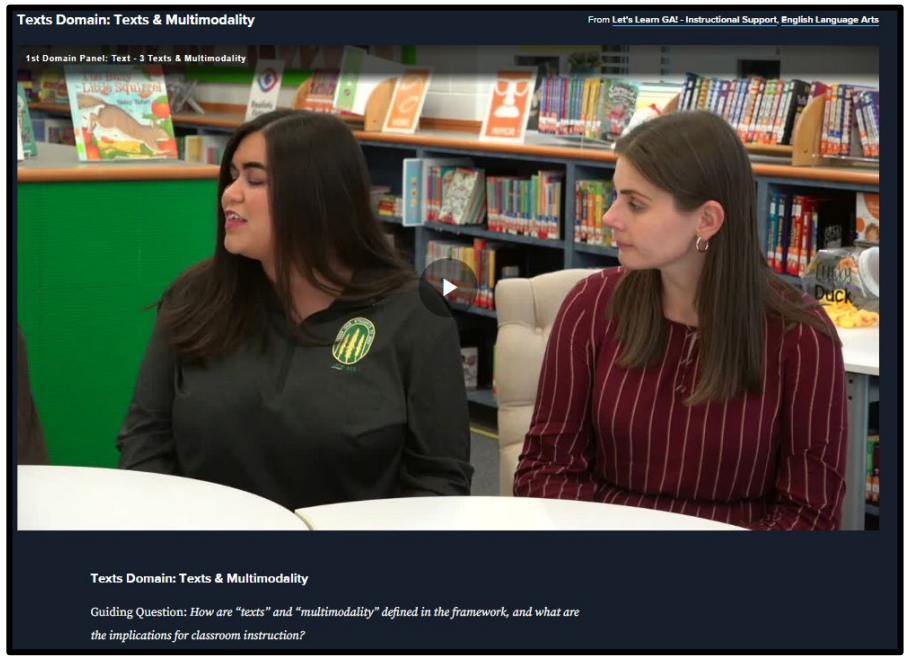
Text	*Anything that communicates a message to an audience.*

- **Texts** are produced and understood through unique **contexts**.
- **Texts** are constructed by **authors**, interpreted by **audiences**, and created and consumed for specific **purposes**.
- **Texts** are designed using a variety of **techniques** and accessed through a range of **genres** and **modes**.
- **Texts** may be print, digital, visual, auditory, spoken, kinesthetic, or multimodal.

Multimodality

Digital Texts

Digital texts are accessed through a form of technology, such as a computer screen.



Multimodal Texts

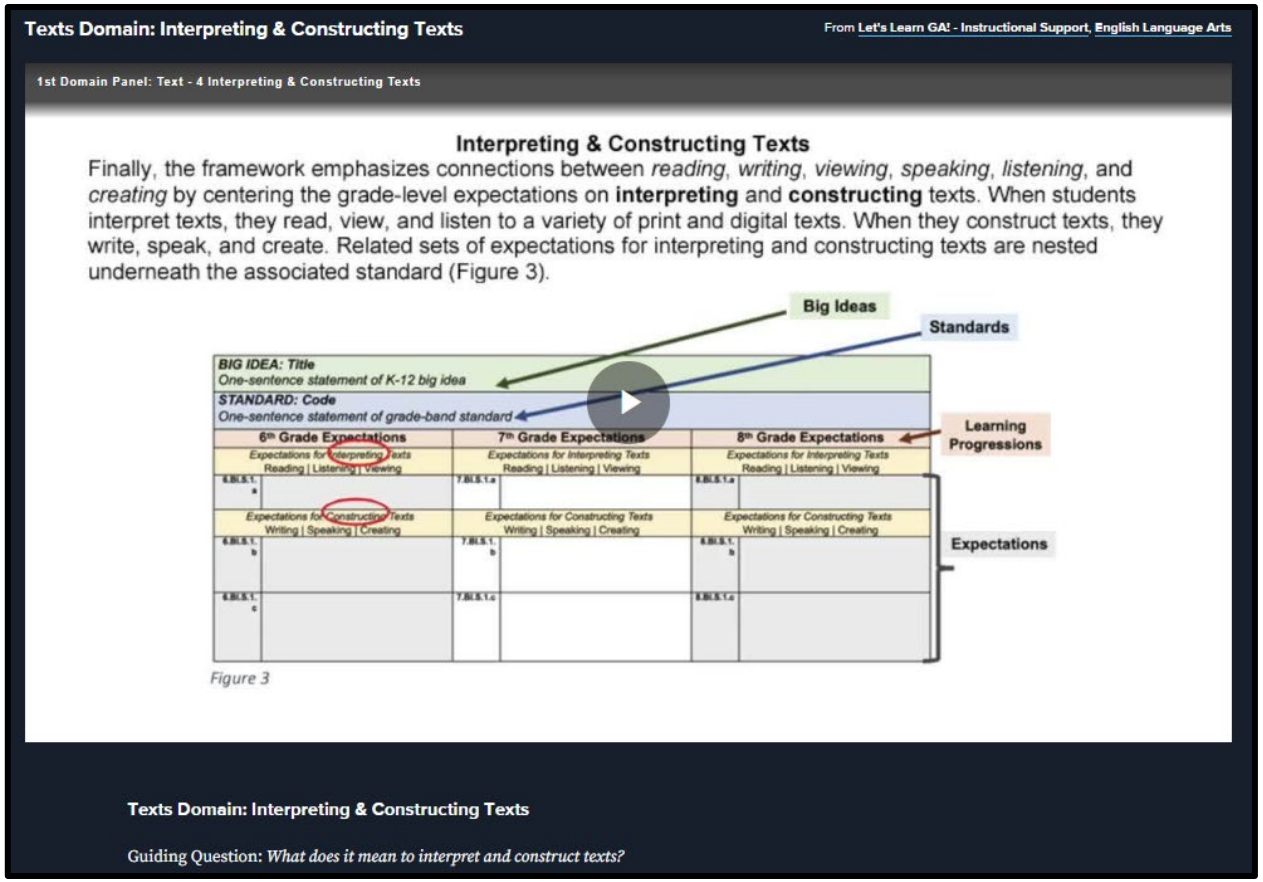
Text modes are avenues of communication that fall into categories such as print, digital, auditory, and visual.

Multimodal texts incorporate at least two different modes, such as an online news article with an embedded video or a photograph coupled with a caption.

Interpreting and Constructing Text

Conceptual Shift #2

Interpreting and Constructing Texts



I. BIG IDEA: Title One-sentence statement of big idea	
STANDARD CODE: Target Concept One-sentence statement of grade-band standard	
6th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
6.BI.S.1.a	6th grade expectation 1.a
6.BI.S.1.b	6th grade expectation 1.b
Expectations for Constructing Texts Writing | Speaking | Creating	
6.BI.S.1.c	6th grade expectation 1.c

Text Techniques

Conceptual Shift #3

Text Techniques

DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.			
III. BIG IDEA: Techniques (T)			
K-2	**3-5**	**6-8**	**9-12**
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.	Students explain, analyze, and use various techniques to comprehend and shape meaning.	Students analyze and apply various techniques to comprehend and shape meaning.	Students evaluate and apply various techniques to comprehend and shape meaning.
STANDARD K-12.T.T.1: Narrative Techniques			
STANDARD K-12.T.T.2: Expository Techniques			
STANDARD K-5.T.T.3: Opinion Techniques		**STANDARD 6-12.T.T.3: Argumentative Techniques**	
STANDARD K-12.T.T.4: Poetic Techniques			

Selecting Techniques

III. BIG IDEA: Techniques (T)
Students analyze and apply various techniques to comprehend and shape meaning.

STANDARD 6-8.T.T.1: Narrative Techniques
Analyze and apply narrative techniques.

6th Grade Expectations		7th Grade Expectations		8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
6.T.T.1.a	Describe how narrative techniques are used across the text to develop plot, characters, and setting.	**7.T.T.1.a**	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.	**8.T.T.1.a**	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.
6.T.T.1.b	Analyze how setting, events, conflict, and characterization influence plot pacing.	**7.T.T.1.b**	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.	**8.T.T.1.b**	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
6.T.T.1.c	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.	**7.T.T.1.c**	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.	**8.T.T.1.c**	Analyze how authors convey and reveal themes through characters, events, and other story elements.
6.T.T.1.d	Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.	**7.T.T.1.d**	Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period.	**8.T.T.1.d**	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
6.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.	**7.T.T.1.e**	*Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.*	**8.T.T.1.e**	*Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.*

Text Techniques by Grade Band

3-5 Techniques

	Narrative Techniques T.T.1	Expository Techniques T.T.2	Techniques T.T.3	Poetic Techniques T.T.4
3rd Grade	Characters Setting Problem Plot Dialogue Character traits Descriptive details Event sequences Resolution	Main idea Key supporting details Facts Procedures Definitions tails tions ling statemer ction	tatement reasons nect the opinion with ment or section	yme me scheme as
4th Grade	Cha ot Protagonist Antagonist Character develop onflict solution mes	idea details Det Concre Quotation Precise language Concluding statement or section	statement orting reasons Evidence Linking words to connect the opinion with reasons Concluding statement or section	Forms Free verse Rhyme verse Haiku Limerick Rhyme Rhyme scheme
5th Grade	icters Ev Protagonist Antagonist	Multiple main ideas Key details Facts Definitions Concrete details Quotations	Opinion statement Supporting reasons Evidence Linking words to connect the opinion with reasons Concluding statement or section	Structure Rhyme Rhyme scheme Forms Free verse Rhymed verse

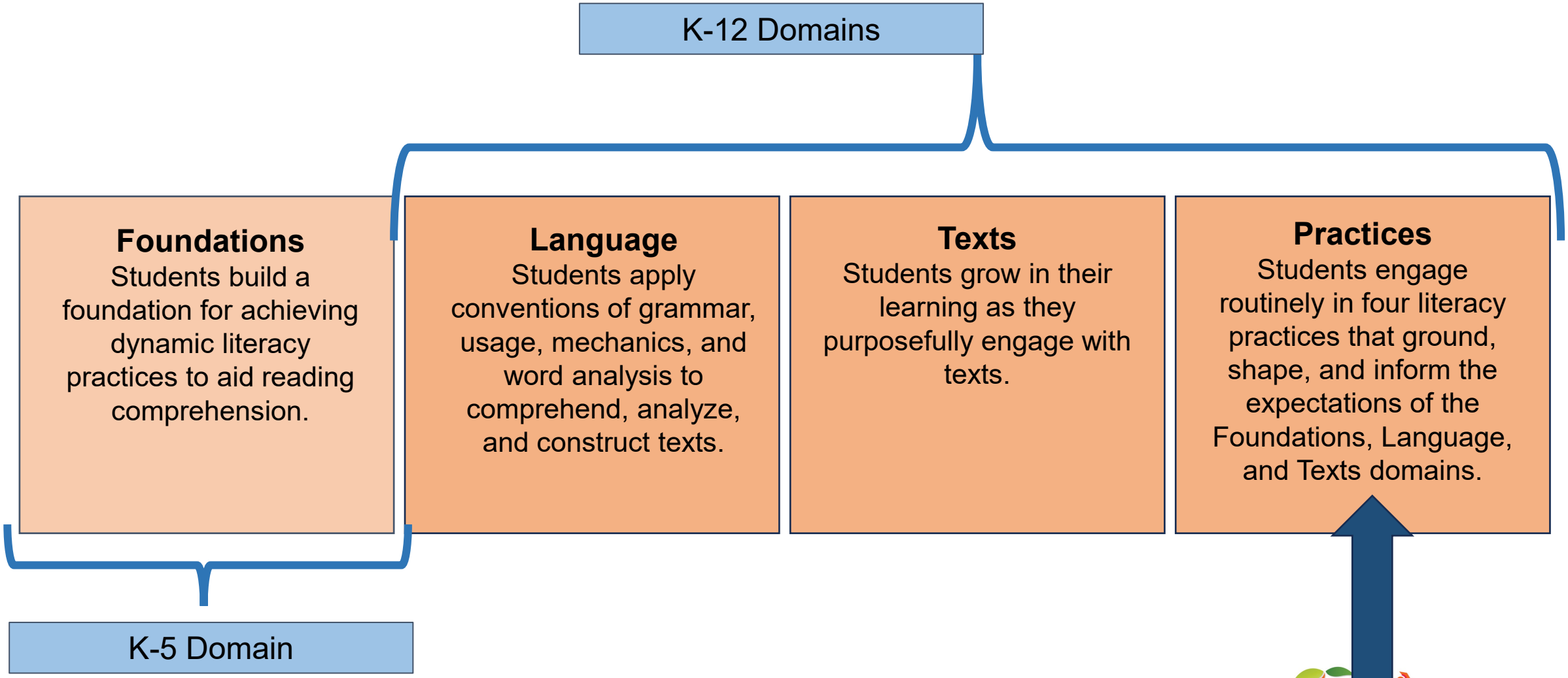
DRAFT

Practices Domain

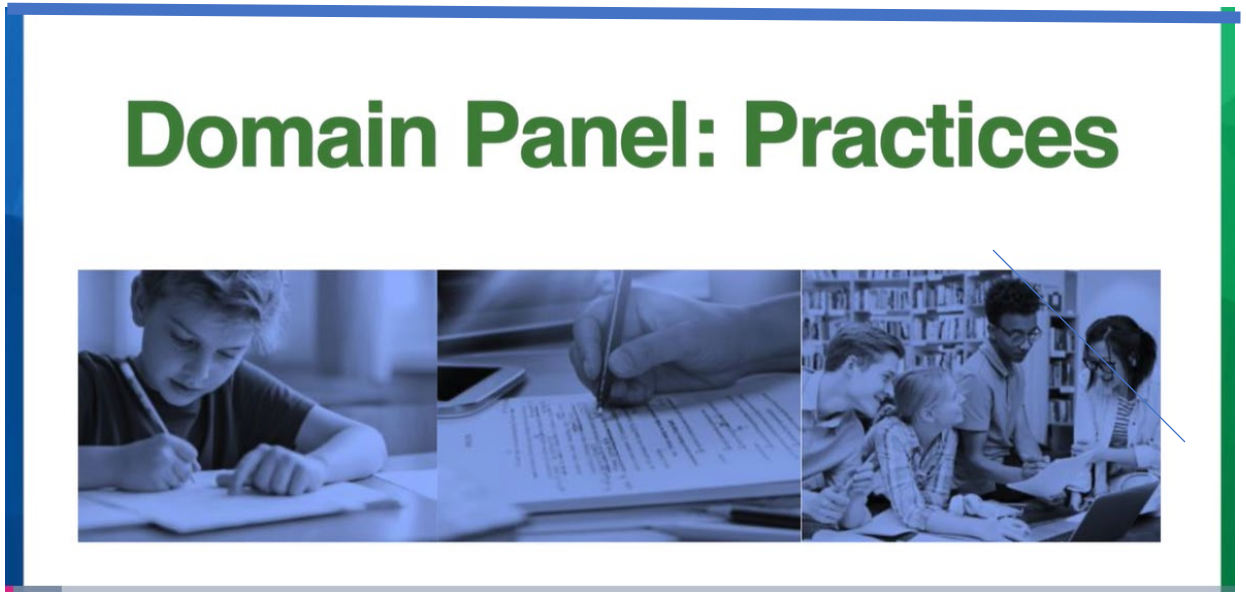
Grades K-12

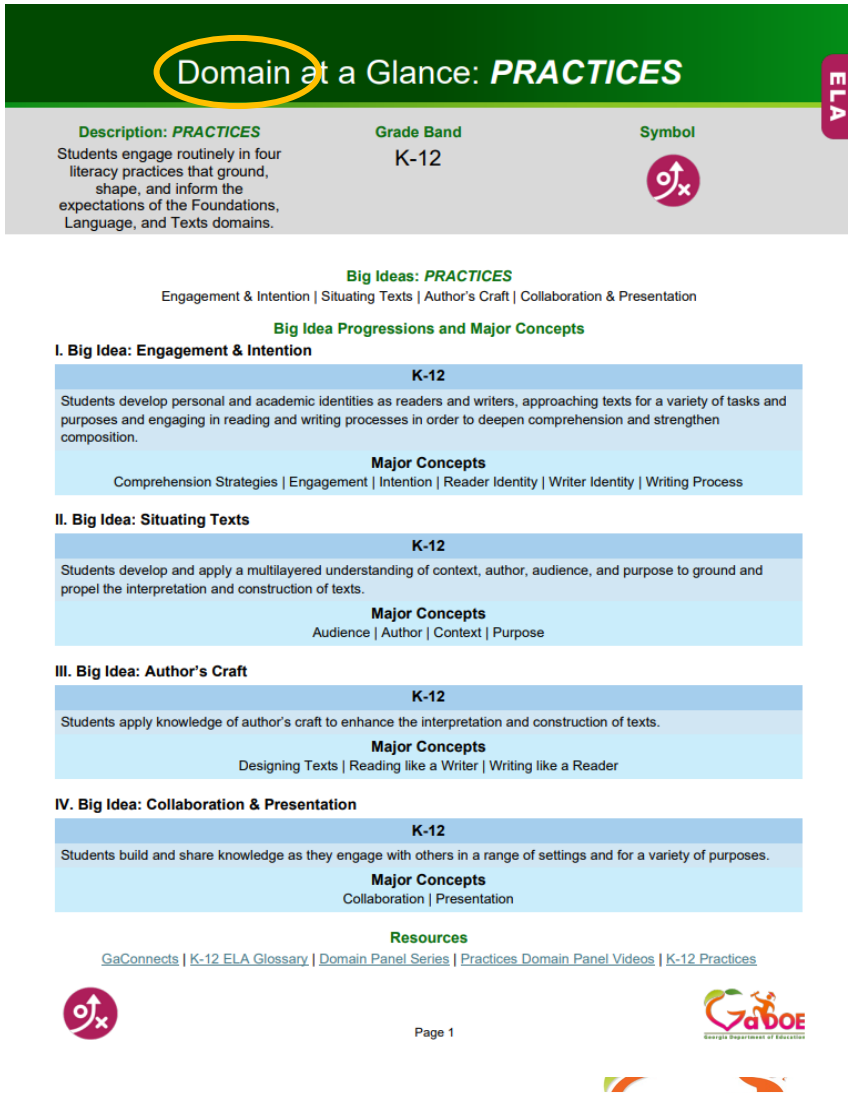


Framework Domains



Panel Videos + At-a-Glance





Domain at a Glance: ***PRACTICES***

ELA

Description: *PRACTICES*
Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Grade Band
K-12

Symbol

Big Ideas: *PRACTICES*
Engagement & Intention | Situating Texts | Author's Craft | Collaboration & Presentation

Big Idea Progressions and Major Concepts

I. Big Idea: Engagement & Intention

K-12
Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
Major Concepts Comprehension Strategies | Engagement | Intention | Reader Identity | Writer Identity | Writing Process

II. Big Idea: Situating Texts

K-12
Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
Major Concepts Audience | Author | Context | Purpose

III. Big Idea: Author's Craft

K-12
Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
Major Concepts Designing Texts | Reading like a Writer | Writing like a Reader

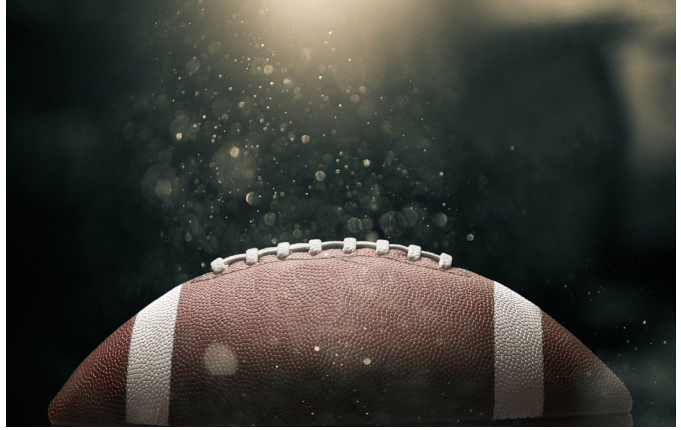
IV. Big Idea: Collaboration & Presentation

K-12
Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
Major Concepts Collaboration | Presentation

Resources
GaConnects | K-12 ELA Glossary | Domain Panel Series | Practices Domain Panel Videos | K-12 Practices

Page 1

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The practices should be so hard and consistent that the games are easy.





Overview of the Practices Domain

- ✓ Outlines four common literacy practices
- ✓ Grounds, shapes, and propels the standards
- ✓ Threads together expectations across domains
- ✓ Describes what teaching and learning will look like in practice
- ✓ Contains big ideas, standards, and expectations
- ✓ Written for grades K-12

DOMAIN: Practices
Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

I. Engagement & Intention for Comprehension & Composition

Reader & Writer Identity | Engagement & Intention | Comprehension Strategies | Writing Processes

II. Situating Texts: Author, Audience, Context, & Purpose

Context | Author, Audience, & Purpose

III. Author's Craft

Reading Like a Writer | Writing Like a Reader | Text Design

IV. Collaboration & Presentation

Collaboration | Presentation

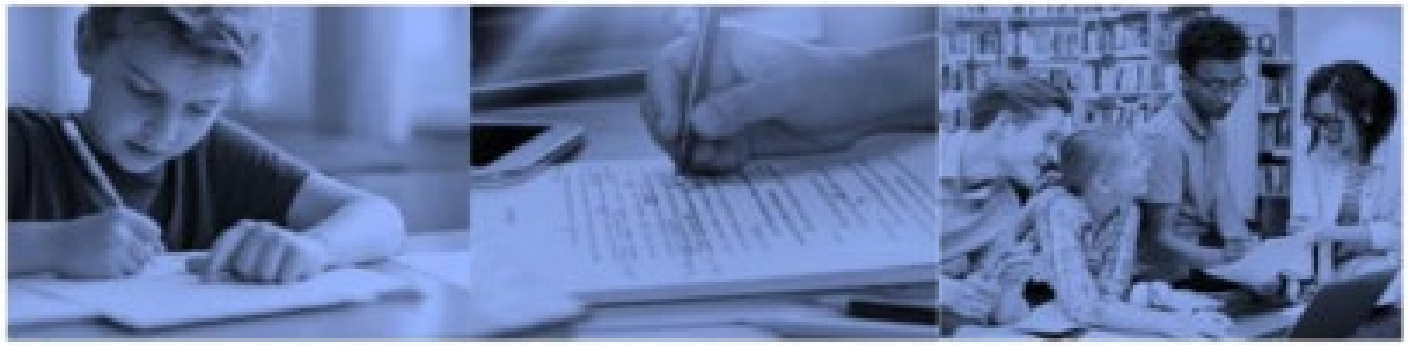
Domain Panel Video Note Catcher

- Think about the definition and purpose of each domain
- What perceptions do you have based on the information shared?
- List the changes within instructional practices you anticipate will occur with the implementation of the new standards

Domain	Perception(s)	Change in Practice
Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension		
Language: Students apply conventions of grammar, usage, mechanics, and word analysis to comprehend, analyze, and construct texts.		
Texts: Students grow in their learning as they purposefully engage with texts.		
Practices: Students engage routinely in four literacy practices that ground shape, and inform the expectations of the Foundations, Language, and Texts domains.		

Committee Panel

Domain Panel: Practices



Engagement & Intention for Comprehension and Composition

DOMAIN: Practices Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
STANDARD K-12.P.EICC.1: Reader & Writer Identity
STANDARD K-12.P.EICC.2: Engagement & Intention
STANDARD K-12.P.EICC.3: Comprehension Strategies
STANDARD K-12.P.EICC.4: Writing Processes

Situating Texts: Author, Audience, Context and Purpose

DOMAIN: Practices Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
II. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
STANDARD K-12.P.ST.1: Context
STANDARD K-12.P.ST.2: Author, Audience, & Purpose

Author's Craft

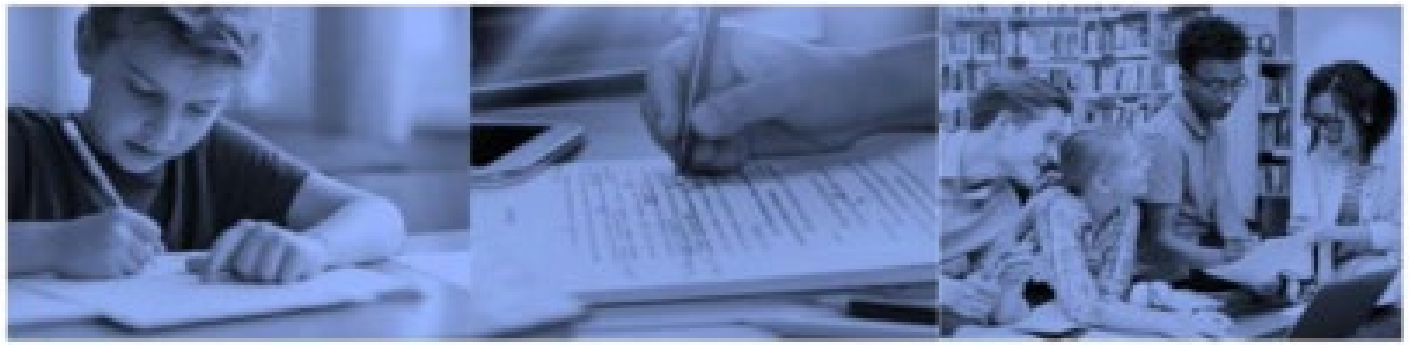
DOMAIN: Practices Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
III. BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
STANDARD K-12.P.AC.1: Reading Like a Writer
STANDARD K-12.P.AC.2: Writing Like a Reader
STANDARD K-12.P.AC.3: Text Design

Collaboration and Presentation

DOMAIN: Practices Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
IV. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
STANDARD K-12.CP.1: Collaboration
STANDARD K-12.P.CP.2: Presentation

Committee Panel

Domain Panel: Practices



Turn and Talk: Conclusion

1. What **questions** do you need answered?
2. What **curiosities** do you hope to explore?
3. What **next steps** will you take?

Join us for the next Let's Talk ELA, GA!

Audience: State, RESA, District, and School Leaders

When: September 12, 2024 12:00 - 1:00 p.m.

Topic: Learning Progressions



https://url.gadoe.org/zscc2

RESA Teacher Tour: 2024—2025

Fall Workshops

K-5

Analyzing Georgia's K-12 ELA Standards: Foundations and Language for Grades K-5

6-12

Adolescent Literacy, the Science of Reading, and Language for Grades 6-12

Spring Workshops

K-5

Analyzing Georgia's K-12 ELA Standards: Texts and Practices for Grades K-5

6-12

Analyzing Georgia's K-12 ELA Standards: Texts and Practices for Grades 6-12

Parking Lot



Scan me

bit.ly/elastandards-august2024

OR



Hub for all Questions & Comments

Session Feedback

We appreciate your feedback to help us better cater to our future audience's needs.



Thank you!

https://url.gadoe.org/xypqv

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