

# Instructional Support For Students with Significant Cognitive Disabilities

**December 19, 2018**

# Introductions



Richard Woods  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaDOE.org](http://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



Richard Woods  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)



<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  
*"Educating Georgia's Future"*  
[ga DOE.org](http://ga DOE.org)

**2020**  
**VISION**

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

Georgia Department of Education

# Learning Objectives



Richard Woods  
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[ga.gov](http://ga.gov)  
[gaedoe.org](http://gaedoe.org)

The participants will increase their knowledge in the following areas:

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

Georgia Department of Education



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# Agenda

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

Georgia Department of Education

# "A Game Plan"

## Pacing Guides/Standards Checklists



# Instructional Pacing Guides



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## INSTRUCTIONAL PACING GUIDE – 5<sup>th</sup> 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.	SSL1a	
Target 2: Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers).	SSL1b	

SSL1	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

<i>Using a visual/tactile representation</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
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

## Standards Checklist – 5<sup>th</sup> Grade



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<input type="checkbox"/> ELAGSE5.RL.1	Comprehension - Details	<input type="checkbox"/> MGSE5.NBT.1	Place Value
<input type="checkbox"/> ELAGSE5.RI.1	Comprehension - Details	<input type="checkbox"/> MGSE5.NBT.3	Decimals
<input type="checkbox"/> ELAGSE5.RL.2	Summary; Theme	<input type="checkbox"/> MGSE5.NF.4	Fractions
<input type="checkbox"/> ELAGSE5.RI.2	Summary; Main Idea	<input type="checkbox"/> MGSE5.NF.6	Fractions (real-world problems)
<input type="checkbox"/> ELAGSE5.RL.3	Characters, Setting, Events	<input type="checkbox"/> MGSE5.G.1	Number Line; Coordinate Plane
<input type="checkbox"/> ELAGSE5.W.2	Informative/Explanatory a b c d e	<input type="checkbox"/> MGSE5.G.2	Coordinate Plane (real-world)
<input type="checkbox"/> ELAGSE5.W.3	Narratives a b c d e	<input type="checkbox"/> MGSE5.MD.2	Line Plots; Data
<input type="checkbox"/> ELAGSE5.L.3a	Combine/Reduce/Expand Sent.	<input type="checkbox"/> MGSE5.MD.4	Volume
<input type="checkbox"/> ELAGSE5.L.5a	Similes & Metaphors	<input type="checkbox"/> MGSE5.OA.2	Numerical Expressions
<input type="checkbox"/> ELAGSE5.L.5c	Antonym/Synonym/Homograph	<input type="checkbox"/> MGSE5.OA.3	Numerical Patterns
5 <sup>th</sup> SCIENCE	5 <sup>th</sup> SOCIAL STUDIES		
<input type="checkbox"/> SSE1a	Surface Features (describe)	<input type="checkbox"/> SS5H2a	World War I / post-World War I
<input type="checkbox"/> SSE1b	Surface Features (model)	<input type="checkbox"/> SS5H4b	World War II
<input type="checkbox"/> S5P1a	Physical Change	<input type="checkbox"/> SS5H4b	September 11, 2001
<input type="checkbox"/> S5P1c	Chemical Change	<input type="checkbox"/> SS5G2a	1865-1900 Ag/Industrial Locations
<input type="checkbox"/> S5P2b	Electric Circuit	<input type="checkbox"/> SS5G2b	20th-21st Century Ag/Industrial
<input type="checkbox"/> S5P2c	Electricity (Insulators & Conductors)	<input type="checkbox"/> SS5H6a	Jim Crow Laws
<input type="checkbox"/> S5L1a	Vertebrates/Invertebrates (model)	<input type="checkbox"/> SS5H6b	Civil Rights Movement
<input type="checkbox"/> S5L1b	Seed/Non-seed Producing Plants (model)	<input type="checkbox"/> SS5CG1a	Citizen Responsibilities
<input type="checkbox"/> S5L3b	Plant/Animal Cells (Label with model)	<input type="checkbox"/> SS5E2a	Household
<input type="checkbox"/> S5L3c	Plant/Animal Cells (Statements)	<input type="checkbox"/> SS5E2b	Businesses
		<input type="checkbox"/> SS5E4	Personal Budget

# Standards Checklists



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## Standards Checklist – 5<sup>th</sup> Grade

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<input type="checkbox"/> ELAGSE3.L.5a	Literal/Nonliteral Meaning																																																																											
<input type="checkbox"/> ELAGSE3.L.5b	Real-life Connections																																																																											
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<input checked="" type="checkbox"/> ELAGSE3.RL.3	Characters																																																																											
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# Standards Checklists



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5 <sup>th</sup> ELA		5 <sup>th</sup> MATH	
<input type="checkbox"/> ELAGSE5.RL.1	Comprehension - Details	<input type="checkbox"/> MGSE5.NBT.1	Place Value
<input type="checkbox"/> ELAGSE5.RI.1	Comprehension - Details	<input type="checkbox"/> MGSE5.NBT.3	Decimals
<input type="checkbox"/> ELAGSE5.RL.2	Summary; Theme	<input type="checkbox"/> MGSE5.NF.4	Fractions
<input type="checkbox"/> ELAGSE5.RI.2	Summary; Main Idea	<input type="checkbox"/> MGSE5.NF.6	Fractions (real-world problems)
<input type="checkbox"/> ELAGSE5.RL.3	Characters, Setting, Events	<input type="checkbox"/> MGSE5.G.1	Number Line; Coordinate Plane
<input type="checkbox"/> ELAGSE5.W.2	Informative/Explanatory <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	<input type="checkbox"/> MGSE5.G.2	Coordinate Plane (real-world)
<input type="checkbox"/> ELAGSE5.W.3	Narratives <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	<input type="checkbox"/> MGSE5.MD.2	Line Plots; Data
<input type="checkbox"/> ELAGSE5.L.3a	Combine/Reduce/Expand Sent.	<input type="checkbox"/> MGSE5.MD.4	Volume
<input type="checkbox"/> ELAGSE5.L.5a	Similes & Metaphors	<input type="checkbox"/> MGSE5.OA.2	Numerical Expressions
<input type="checkbox"/> ELAGSE5.L.5c	Antonyms/Synonyms/Homograph	<input type="checkbox"/> MGSE5.OA.3	Numerical Patterns
5 <sup>th</sup> SCIENCE		5 <sup>th</sup> SOCIAL STUDIES	
<input type="checkbox"/> SSE1a	Surface Features (describe)	<input type="checkbox"/> SS5H2a	World War I / post-World War I
<input type="checkbox"/> SSE1b	Surface Features (model)	<input type="checkbox"/> SS5H4b	World War II
<input type="checkbox"/> SSP1a	Physical Change	<input type="checkbox"/> SS5H4b	September 11, 2001
<input type="checkbox"/> SSP1c	Chemical Change	<input type="checkbox"/> SS5G2a	1865-1900 Ag/Industrial Locations
<input type="checkbox"/> SSP2b	Electric Circuit	<input type="checkbox"/> SS5G2b	20th-21st Century Ag/Industrial
<input type="checkbox"/> SSP2c	Electricity (Insulators & Conductors)	<input type="checkbox"/> SS5H6a	Jim Crow Laws
<input type="checkbox"/> SSL1a	Vegetables/Invertebrates (model)	<input type="checkbox"/> SS5H6b	Civil Rights Movement
<input type="checkbox"/> SSL1b	Seed/Non-seed Producing Plants (model)	<input type="checkbox"/> SS5CG1a	Citizen Responsibilities
<input type="checkbox"/> SSL3b	Plant/Animal Cells (Label with model)	<input type="checkbox"/> SS5E2a	Household
<input type="checkbox"/> SSL3c	Plant/Animal Cells (Statements)	<input type="checkbox"/> SS5E2b	Businesses
		<input type="checkbox"/> SS5E4	Personal Budget

# Extended Content Standards

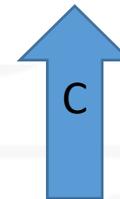
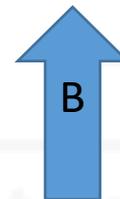


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## Fifth Grade: Science: Life Science

<b>SSL1</b>	<b>Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.</b>
	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.
<b>Least complex</b>	<b>Most complex</b>

<i>Using a visual/tactile representation</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
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.

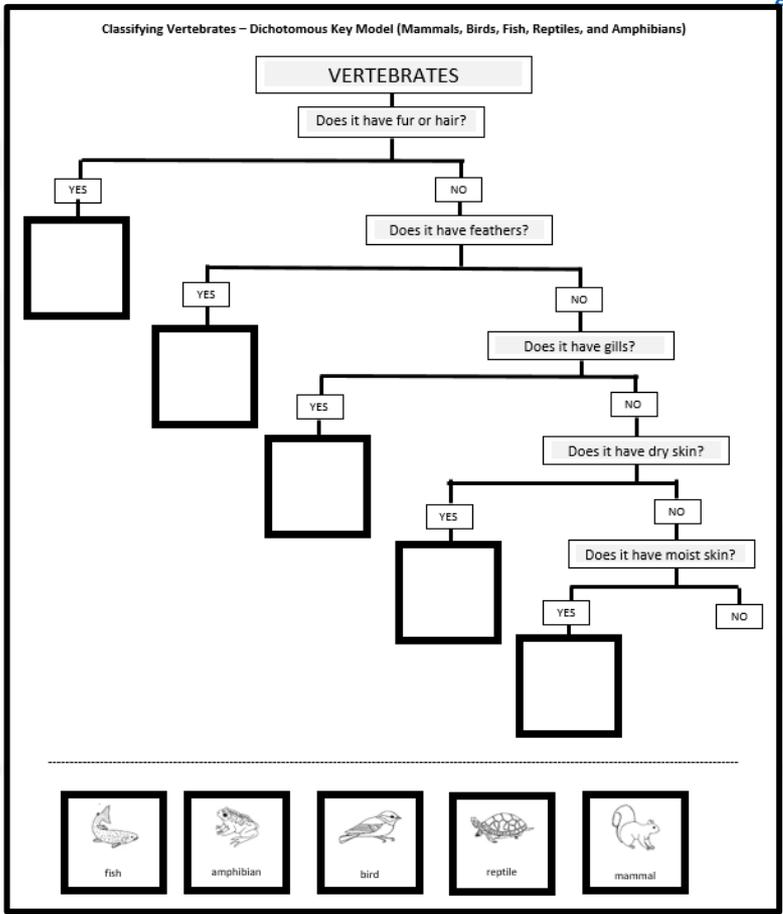
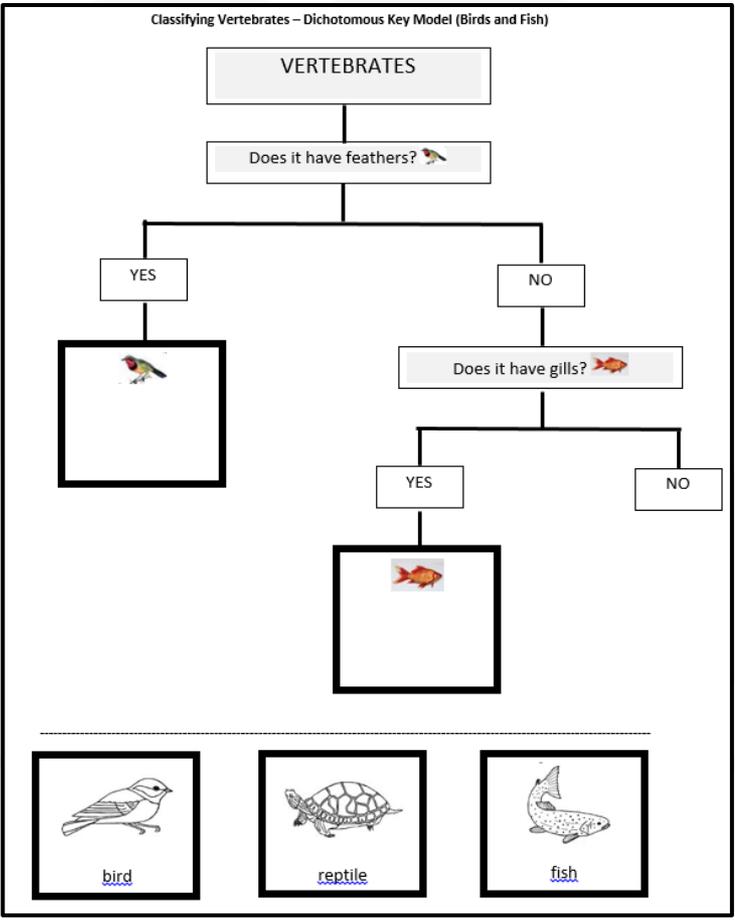


Georgia Department of Education

# 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

- 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





Fish have \_\_\_\_\_.

gills

feathers

hair or fur



Crystal Manatees - Florida Manatee Wildlife - YouTube  
 YouTube - William Drumm

Created By: Kathleen Browne, Bryan County, 2018

# Instructional Pacing Guides



GAA 2.0 Standards Checklist (Grades 3 -5)

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3 <sup>rd</sup> ELA	4 <sup>th</sup> ELA	5 <sup>th</sup> ELA
<input type="checkbox"/> ELAGSE3.RL.1 Comprehension - Details	<input type="checkbox"/> ELAGSE4.RL.1 Comprehension - Details	<input type="checkbox"/> ELAGSE5.RL.1 Comprehension - Details
<input checked="" type="checkbox"/> ELAGSE3.RL.1 Comprehension - Details	<input checked="" type="checkbox"/> ELAGSE4.RL.1 Comprehension - Details	<input checked="" type="checkbox"/> ELAGSE5.RL.1 Comprehension - Details
<input type="checkbox"/> ELAGSE3.RL.2 Summary; Central Message	<input type="checkbox"/> ELAGSE4.RL.2 Summary; Theme	<input type="checkbox"/> ELAGSE5.RL.2 Summary; Theme
<input type="checkbox"/> ELAGSE3.RL.2 Summary; Main Idea	<input type="checkbox"/> ELAGSE4.RL.2 Summary; Main Idea	<input type="checkbox"/> ELAGSE5.RL.2 Summary; Main Idea
<input type="checkbox"/> ELAGSE3.RL.3 Characters	<input type="checkbox"/> ELAGSE4.RL.3 Characters, Setting, Events	<input type="checkbox"/> ELAGSE5.RL.3 Characters, Setting, Events
<input type="checkbox"/> ELAGSE3.W.2 Informative/Explanatory <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> ELAGSE4.W.2 Informative/Explanatory <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	<input type="checkbox"/> ELAGSE5.W.2 Informative/Explanatory <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
<input type="checkbox"/> ELAGSE3.W.3 Narratives <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d	<input type="checkbox"/> ELAGSE4.W.3 Narratives <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	<input type="checkbox"/> ELAGSE5.W.3 Narratives <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
<input type="checkbox"/> ELAGSE3.L.1a Nouns/Pronouns/Verbs/Adj/Adv	<input type="checkbox"/> ELAGSE4.L.1e Prepositional Phrases	<input type="checkbox"/> ELAGSE5.L.3a Combine/Reduce/Expand Sent.
<input type="checkbox"/> ELAGSE3.L.5a Literal/Nonliteral Meaning	<input type="checkbox"/> ELAGSE4.L.5a Similes & Metaphors	<input type="checkbox"/> ELAGSE5.L.5a Similes & Metaphors
<input type="checkbox"/> ELAGSE3.L.5b Real-life Connections	<input type="checkbox"/> ELAGSE4.L.5c Antonyms & Synonyms	<input type="checkbox"/> ELAGSE5.L.5c Antonym/Synonym/Memograph



3 <sup>rd</sup> MATH	4 <sup>th</sup> MATH	5 <sup>th</sup> MATH
<input type="checkbox"/> MGSE3.NBT.1 Place Value; Rounding	<input type="checkbox"/> MGSE4.NBT.2 Place Value; Expanded Form	<input type="checkbox"/> MGSE5.NBT.1 Place Value
<input type="checkbox"/> MGSE3.NBT.2 Addition; Subtraction	<input type="checkbox"/> MGSE4.NBT.4 Addition; Subtraction	<input type="checkbox"/> MGSE5.NBT.3 Decimals
<input type="checkbox"/> MGSE3.NBT.3 Multiplication	<input type="checkbox"/> MGSE4.NF.1 Fractions	<input type="checkbox"/> MGSE5.NF.4 Fractions
<input type="checkbox"/> MGSE3.NF.1 Fractions	<input type="checkbox"/> MGSE4.NF.7 Decimals	<input type="checkbox"/> MGSE5.NF.6 Fractions (real-world problems)
<input type="checkbox"/> MGSE3.MD.7 Area	<input type="checkbox"/> MGSE4.G.1 Lines, Angles	<input type="checkbox"/> MGSE5.G.1 Number Line; Coordinate Plane
<input type="checkbox"/> MGSE3.G.1 Shapes & Attributes	<input type="checkbox"/> MGSE4.MD.1 Liquid Measurement	<input type="checkbox"/> MGSE5.G.2 Coordinate Plane (real-world)
<input type="checkbox"/> MGSE3.MD.2 Mass & Volume	<input type="checkbox"/> MGSE4.MD.3 Perimeter, Area	<input type="checkbox"/> MGSE5.MD.2 Line Plots, Data
<input type="checkbox"/> MGSE3.OA.1 Repeated Addition/Multiplication	<input type="checkbox"/> MGSE4.OA.2 Multiplication Word Problems	<input type="checkbox"/> MGSE5.MD.4 Volume
<input type="checkbox"/> MGSE3.OA.2 Repeated Subtraction/Division	<input type="checkbox"/> MGSE4.OA.5 Number Shape/Rule Pattern	<input type="checkbox"/> MGSE5.OA.2 Numerical Expressions
		<input type="checkbox"/> MGSE5.OA.3 Numerical Patterns

3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup> SCIENCE
		<input type="checkbox"/> SSE1a Surface Features (describe)
		<input type="checkbox"/> SSE1b Surface Features (model)
		<input type="checkbox"/> SSP1a Physical Change
		<input type="checkbox"/> SSP1c Chemical Change
		<input type="checkbox"/> SSP2b Electric Circuit
		<input type="checkbox"/> SSP2c Electricity (Insulators & Conductors)
		<input checked="" type="checkbox"/> SSL1a Vertebrates/Invertebrates (model)
		<input type="checkbox"/> SSL1b Seed/Non-seed Producing Plants (model)
		<input type="checkbox"/> SSL3b Plant/Animal Cells (Label with model)
		<input type="checkbox"/> SSL3c Plant/Animal Cells (Statements)

3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup> SOCIAL STUDIES
		<input type="checkbox"/> SSH2a World War I / post-World War I
		<input type="checkbox"/> SSH4b World War II
		<input type="checkbox"/> SSH4b September 11, 2001
		<input type="checkbox"/> SSSG2a 1865-1900 Ag/Industrial Locations
		<input type="checkbox"/> SSSG2b 20th-21st Century Ag/Industrial
		<input type="checkbox"/> SSH6a Jim Crow Laws
		<input type="checkbox"/> SSH6b Civil Rights Movement
		<input type="checkbox"/> SSSCG1a Citizen Responsibilities
		<input type="checkbox"/> SSE2a Household
		<input type="checkbox"/> SSE2b Businesses
		<input type="checkbox"/> SSE4 Personal Budget

5 <sup>th</sup> ELA	
<input type="checkbox"/> ELAGSE5.RL.1	Comprehension - Details
<input checked="" type="checkbox"/> ELAGSE5.RL.1	Comprehension - Details
<input type="checkbox"/> ELAGSE5.RL.2	Summary; Theme
<input type="checkbox"/> ELAGSE5.RL.2	Summary; Main Idea
<input type="checkbox"/> ELAGSE5.RL.3	Characters, Setting, Events
<input type="checkbox"/> ELAGSE5.W.2	Informative/Explanatory <input type="checkbox"/> a <input checked="" type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
<input type="checkbox"/> ELAGSE5.W.3	Narratives <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
<input type="checkbox"/> ELAGSE5.L.3a	Combine/Reduce/Expand Sent.
<input type="checkbox"/> ELAGSE5.L.5a	Similes & Metaphors
<input type="checkbox"/> ELAGSE5.L.5c	Antonym/Synonym/Memograph

# Instructional Pacing Guides



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## INSTRUCTIONAL PACING GUIDE – 5<sup>th</sup> 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.	SSL1a	
Target 2: Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers).	SSL1b	

SSL1	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

<i>Using a visual/tactile representation</i> Respond differentially to sort animals into given groups.	<i>Using a visual/tactile representation:</i> Identify one characteristic from which a model can be developed to sort given animals into groups.	<i>Using a visual/tactile representation:</i> Identify two characteristics from which a model can be developed to sort given animals into groups.	<i>Using a visual/tactile representation:</i> Identify two characteristics that can be used to sort animals into groups, and use a model to sort given animals based on those characteristics.
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	A	B	C
AUGUST – NOVEMBER, 2018			
DECEMBER			
JANUARY	1/14/19 KB	1/14/19 ALL but KB	1/16/19 MD
FEBRUARY			
MARCH			
APRIL			
MAY			

U.S. Science Lessons  
[BrainPop](http://www.brainpop.com)



# Instructional Materials



# Instructional Materials



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## Teacher Reference Materials

unique learning system

- Home
- n2y GPS
- My Students
- Reports
- n2y Library
- Monthly Lessons
- Core Materials
- Transition Passport
- Science and Social Studies Courses
- Teacher Reference Materials**
- Year Topics

## Georgia Alignment Document

Instructional Tools | Instructional Guides | **Alignment Tools**

Alignment Documents for Georgia

Alignment Documents

- Content Standards Science
- Content Standards Social Studies
- Content Standards Transition
- Content Standards Preschool

Georgia Alignment Documents

- Content Standards ELA
- Content Standards Math

# Instructional Materials



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## Instructional Pacing Guide

## Georgia Alignment Document

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	
Target 2: (Physical Science) Plan and conduct experiments to determine pH of household products.	SPS6b SPS6e	

←

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

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
<p><b>Represent and solve problems involving multiplication and division.</b></p> <ul style="list-style-type: none"> <li>Model products of whole numbers (e.g., <math>3 \times 2</math> as 3 groups with 2 objects in each group).</li> <li>Model whole number quotients (e.g., <math>16 \div 8</math> as 16 objects placed in 8 groups with 2 in each group).</li> <li>Use multiplication and division of whole numbers to solve real-world story problems.</li> </ul> <p><b>Use the four operations with whole numbers to solve problems.</b></p> <ul style="list-style-type: none"> <li>Solve problems (<math>=</math>, <math>&gt;</math>, <math>&lt;</math>, <math>x</math> or <math>\div</math>) in which a symbol or letter represents an unknown (e.g., <math>4 + \square = 10</math>).</li> <li>Solve multi-step word problems containing whole numbers.</li> </ul> <p><b>Gain familiarity with factors and multiples.</b></p> <ul style="list-style-type: none"> <li>Model multiplication and division by making groups of equal sizes.</li> </ul> <p><b>Write and interpret numerical expressions.</b></p> <ul style="list-style-type: none"> <li>Write and solve a number problem based on a real-world situation.</li> <li>Identify which operation comes first when a calculation requires more than one operation.</li> </ul> <p><b>Generate and analyze patterns.</b></p> <ul style="list-style-type: none"> <li>Extend the sequence of a non-numeric pattern.</li> <li>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).</li> </ul>	<p><b>Unique</b></p> <p>Lesson 16: Number Sense Lesson 24: Algebra Patterns</p>	<p><b>Unique</b></p> <p>UL5 Instructional Guides: Mathematics UL5 Instructional Tools: Math Pack/Numbers UL5 Instructional Tools: Math Pack/Arrays Manipulative pictures Standards Connection</p> <p><b>News-2-You</b></p> <p>Current Events Newspaper: Sudoku Activities: Which Comes Next? Activities: Word Problems Joey's Locker: Tac-Tac-Toe</p>
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will calculate addition and subtraction problems in the context of a real-world scenario.</li> <li>Students will read, write and solve a math sentence.</li> <li>Students will solve multi-step problems, using a combination of operations in the context of a real-world scenario.</li> <li>Students will model multiplication and division with objects and numbers, showing equal groups in the context of a real-world scenario.</li> <li>Students will extend a sequence of numbers to show a pattern (2s, 5s, 10s, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Students will model addition and subtraction of two sets of objects in the context of a real-world scenario.</li> <li>Students will select pictures and numbers to model a math sentence.</li> <li>Students will solve a two-step problem, using operations and models in the context of a real-world scenario.</li> <li>Students will count equal numbers of objects in selected groups or an array.</li> <li>Students will extend a sequence of objects to show a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Students will count a set of objects through an active participation response (e.g., voice output device, eye gaze choice board).</li> <li>Students will select a number (errorless choice) to make a choice of numbers within a math problem.</li> <li>Students will select numbers and count within a two-step problem in the context of a real-world scenario.</li> <li>Students will count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).</li> <li>Students will select an object to show what appears next in a pattern.</li> </ul>

# Instructional Materials



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## Science/Social Studies Courses

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- Monthly Lessons
- Core Materials
- Transition Passport
- Science and Social Studies Courses**
- Teacher Reference Materials
- Year Topics

My Account  
News-2-You  
SymbolStix PRIME  
Professional Development  
Store

## Browsing for Science/Social Studies

Browse ▾ physical

Browse By Tag  
chemical changes ▾ Go

Browse By Subject  
Science ▾

Refine by Category (Optional)  
Select Category to Browse ▾ Go

**Physical and Chemical Changes: Making Fudge**

Physical Science

Book: Exploring Solids and Liquids Category: Physical Science  
Level: H/I Grade Band: High School

Description: This lesson is about the different types of changes that can occur to matter. Students will make fudge to observe physical and chemical changes during the process.

Tags: matter states of matter physical changes chemical changes

# Instructional Materials



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## Lesson Overview

Physical Science  
**Physical Changes: Cut, Tear, Melt, Freeze** Lesson Overview

*n2y Library Book: Snow Day Changes*  
*Science Experiment: Physical Change: Crayon Melt*  
*Topic Description:* In this Physical Science lesson, students will explore how items can change physically. Students will investigate what causes matter to change, like heat melting a solid to a liquid.

**Instructional Target**

**Standards for Physical Science**

- Observe simple physical changes (melting, freezing, etc.).

**Differentiated Tasks**

Level 3	Level 2	Level 1
Students will...	Students will...	Students will...
<ul style="list-style-type: none"> <li>Describe physical changes in matter within real-world situations (size, shape, or appearance).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the cause of a physical change (melting, heat, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Actively participate in creating a physical change to matter.</li> </ul>

**Topic Words**

liquid	physical
matter	shape
melts	

**Science Words**

change	explain	hypothesize
freeze	investigate	observe
gas	measure	experiment
state	guess	data
		conclusion

**Power Words**

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## Activities at a Glance

Physical Science  
**Physical Changes: Cut, Tear, Melt, Freeze** At a Glance

**Lesson at a Glance**

	Activity 1	Activity 2	Activity 3
<b>Instructional Activities</b>	Read Aloud	Read & Answer	Physical Change: Crayon Melt
<b>See how these activities fit into the Suggested Monthly Plan.</b>			
<b>UILS Materials and Resources</b>	n2y Library: <i>Snow Day Changes</i> (Level E) Discussion Questions	n2y Library: <i>Snow Day Changes</i> (Level E) Comprehension Questions	Teacher's Experiment Directions
<a href="#">SymbolStix PRIME</a>			
<b>Additional Materials</b>			<b>Experiment Materials</b> mini muffin tin old crayons and pieces of crayons oven mitt refrigerator

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# Instructional Materials



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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

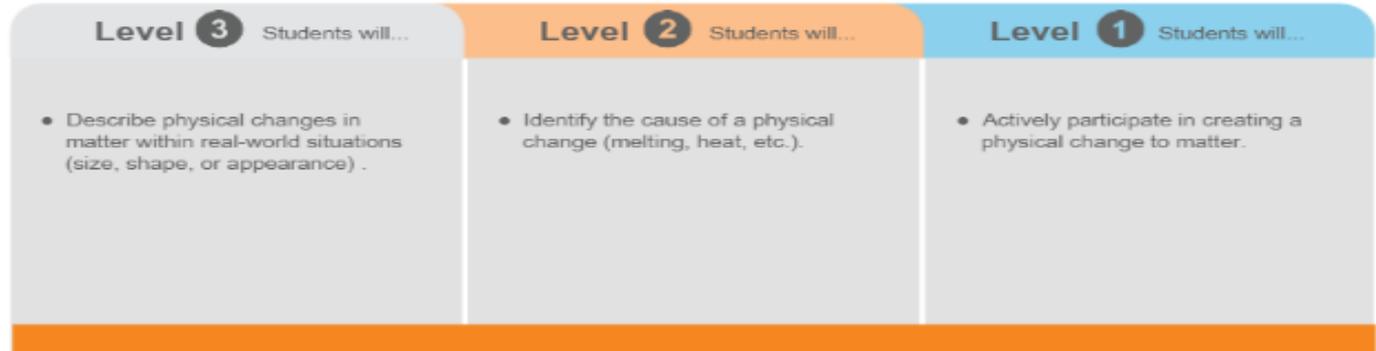
<i>Within a scientific investigation in which the student is engaged</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond 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

Georgia

### Differentiated Tasks



# Teacher Resource Link (TRL) Handout



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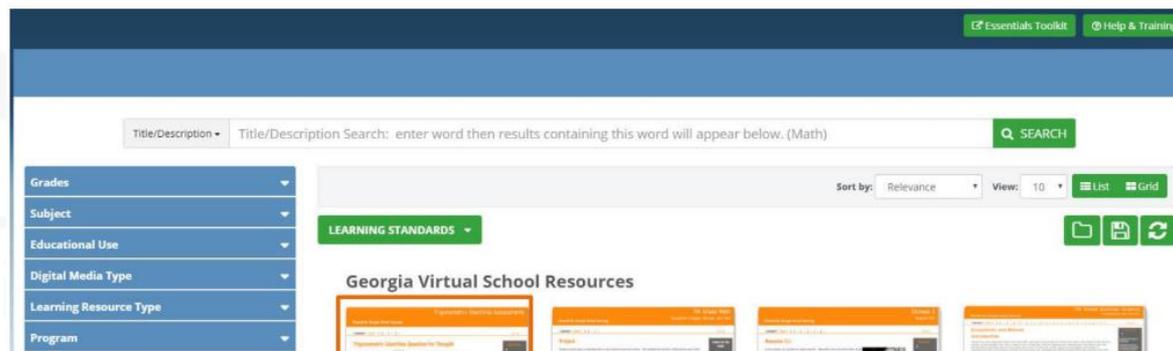
## TRL Quick Start Guide

### 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.



# Instructional Materials



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## TRL Board

SLDS	TRL	IEP	Usage Reports	L A Status	PD
[Empty Row]					
Title/Description ▾ Title/Descript					
Grade ▾					
Subject ▾					
Educational Use ▾					
Digital Media Type ▾					
Program ▾					
<input type="checkbox"/> AP=Advanced Placement (CollegeBoard) (9-12)					
<input type="checkbox"/> ESOL (WIDA)= English as a Second Language					
<input type="checkbox"/> Gifted (K-8)					
<input type="checkbox"/> IB =International Baccalaureate (9-12)					
<input checked="" type="checkbox"/> SCD = Students with Cognitive Disabilities on GAA					
<input type="checkbox"/> STEM/STEAM					



### 3-5 Science for SCD/GAA teachers

Grades 3-5 Science (Life, Earth and Physical) activities for teachers of students with significant cognitive disabilities and/or on the GAA.

Subjects: Science  
Grades: 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>

Educational Use: Instruction  
Program Name: SCD = Students with Cognitive Disabilities on GAA  
Course Number: 41.x140, 41.x150, 41.x160  
Media Type: Instructional Module  
Publisher: Georgia Department of Education

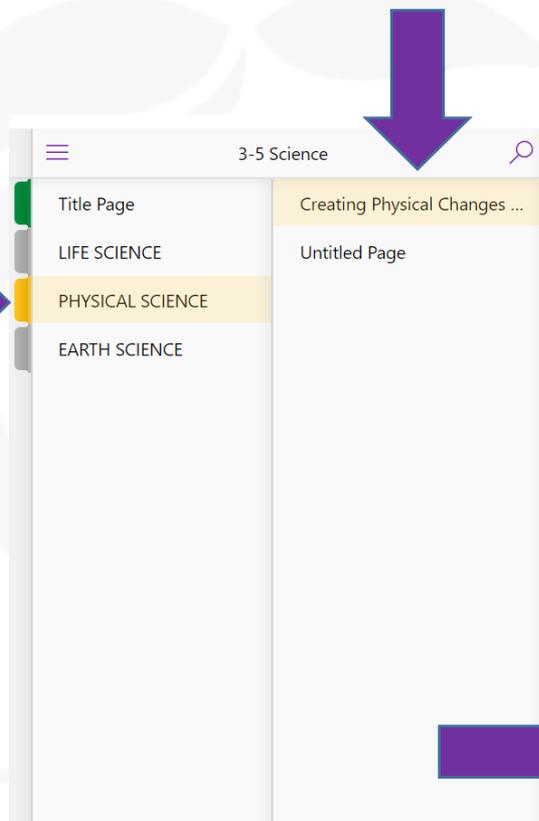
0 ratings  
1.1K views

More ▾

# TRL Board



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3-5 Science   
Jessie Moreau, Gwinnett County Public Schools

Tuesday, June 20, 2017 4:30 PM

*Georgia Standard of Excellence*

- SSP1.** Obtain, evaluate and communicate information to explain the differences between a physical change and a chemical change.
- Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.

**Reminder:** Students need to carry out the investigations by actually mixing the materials depicted in this PowerPoint.

**\*\* This standard has changed significantly - manipulating paper is no longer a part of this standard.**  
Be sure to read and follow this indicator carefully.

Jessie has created new materials for this standard/indicator which focus upon the physical changes that occur when mixing dry and liquid materials. The enlarged materials allow for tactile items to be included for additional comprehension. There are also color-supported materials - liquids (blue) + dry mixes (yellow) = a physical change (green). A Boardmaker file for an AAC overlay is also included to work with a TechTalk 8 or as a low tech comprehension sheet.



5th Grade  
Physical



Mixes

# TRL Board

## Creating Physical Changes by Mixing Dry & Liquid Materials

Name \_\_\_\_\_ Date \_\_\_\_\_

Physical Changes  
Investigate physical changes by mixing dry and liquid ingredients.

Liquid  water	+	Dry  Drink mix	=	Physical Change  Kool-Aid
Liquid  water	+	Dry  Chocolate mix	=	Physical Change  hot chocolate
Liquid  water	+	Dry  Lemon Drink Mix	=	Physical Change  lemonade



Name \_\_\_\_\_ Date \_\_\_\_\_

Physical Changes by Mixing  
Answer questions about the properties of physical changes.

	When making lemonade, what dry mix is used?	<input type="text"/>
	What liquid is found in Kool-Aid?	<input type="text"/>
	What happens when dry and liquid items mix?	<input type="text"/>
	What liquid is used for these physical changes?	<input type="text"/>

Created By: Jessie Moreau, Gwinnett County Schools, 2017

# Formative Assessment Tools

## "Checking for Understanding"



# High School Example

## MGSE9-12.A.REI.6

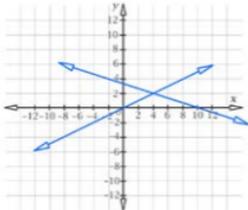
### Extended Content Standards

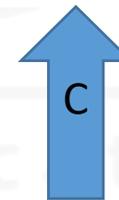
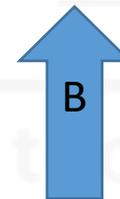


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#### High School: Mathematics: Reasoning with Equations and Inequalities

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.).
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Georgia Department of Education

# MGSE9-12.A.REI.6

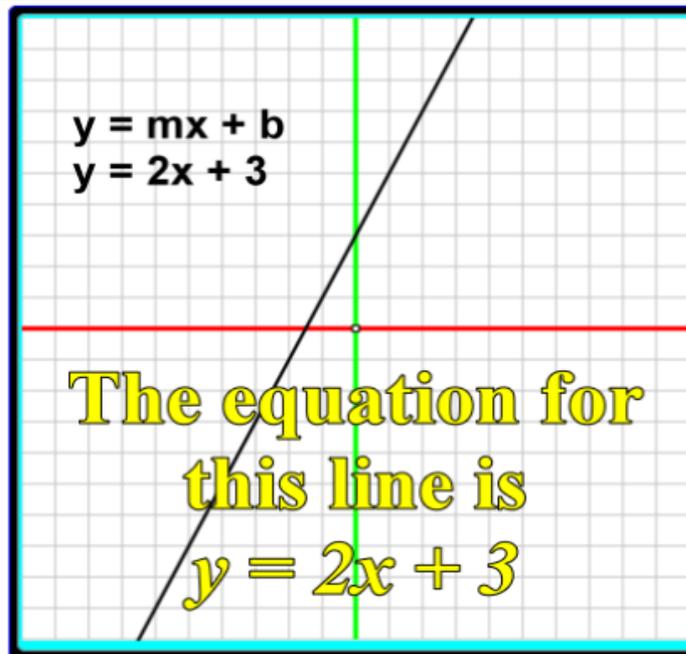


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[gaedoe.org](http://gaedoe.org)

## 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.



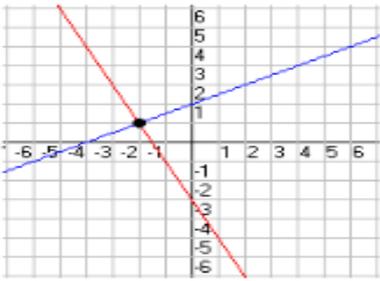
Created By: Michelle Leary, Houston County Schools, 2018

# MGSE9-12.A.REI.6

**Plotting Points**

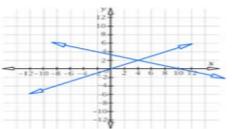
Target 2: (Algebra 1) Interpret graphs of functions.  
MGSE9-12.A.REI.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

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 with 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.	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.).
Manipulate materials that represent the intersection of two linear equations.			





# MGSE9-12.A.REI.6

## Plotting Points

Target 2: (Algebra 1) Interpret graphs of functions.

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.

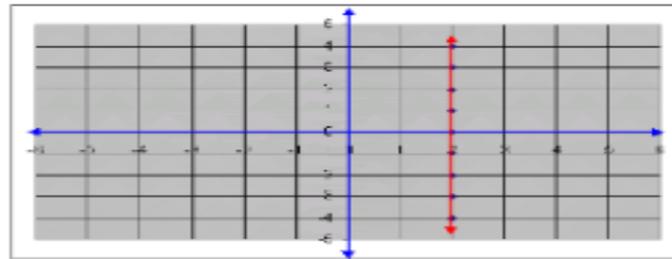
Say: Look at the graph of a simple system of linear equations.

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.

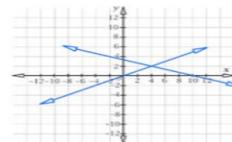


A.  $x = 2$

B.  $y = 2$

C.  $x = 0$

High School: Mathematics: Reasoning with 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.	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.).
Manipulate materials that represent the intersection of two linear equations.			

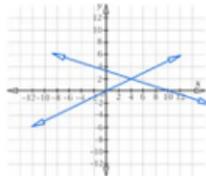


# MGSE9-12.A.REI.6



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

<p>Respond differentially to identify the intersection of two linear equations when represented graphically.</p> <p>Manipulate materials that represent the intersection of two linear equations.</p>	<p>Given the graph of a system of linear equations, identify the point of intersection as a coordinate.</p>	<p>Identify the graph that shows a point is or is not a solution to a system.</p> 	<p>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.).</p>
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	<b>A</b>	<b>B</b>	<b>C</b>
<i>AUGUST – NOVEMBER, 2018</i>			
<i>DECEMBER</i>			
<i>JANUARY</i>			
<i>FEBRUARY</i>	ALL 2/5/19; 2/11/19 KB	2/11/19 JH & MN	2/11/19 TR
<i>MARCH</i>			
<i>APRIL</i>			
<i>MAY</i>			



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# Putting It All Together



# Extended Content Standard ELA 6<sup>th</sup>

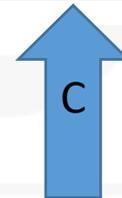
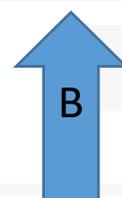
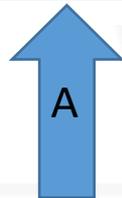


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## Grade 6: ELA: Reading Literary (RL)

<b>ELAGSE6.RL.2</b>	<b>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.</b>
<b>Least complex</b>	<b>Most complex</b>

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

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

# Formative Assessment Tool

## ELA 6<sup>th</sup> : Step One

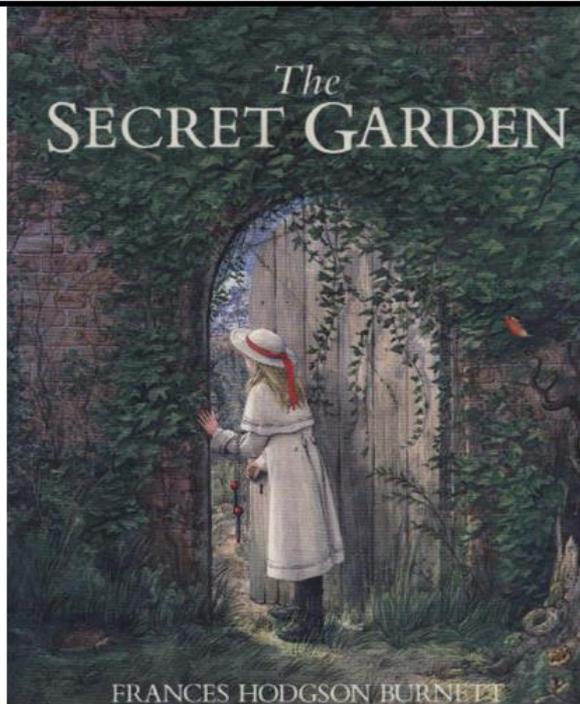


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### The Secret Garden

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.



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# Formative Assessment Tool

## ELA 6<sup>th</sup> : 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.	Identify key details that support the given theme and/or central idea in a literary text.	Identify the theme and/or central idea of a literary text.	Describe a central idea or theme of a literary text with key supporting details.
Respond differentially to identify a key detail within a literary text.	Identify key details to include in a summary of a literary text.	Match supporting key details (characters, setting, events) to a central idea or theme found within a literary text.	Complete or develop sentences to summarize a literary text.
		Identify and sequence 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.

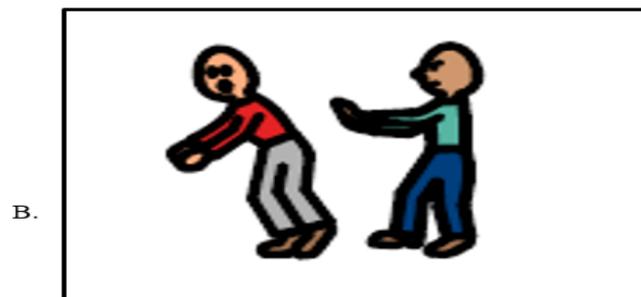
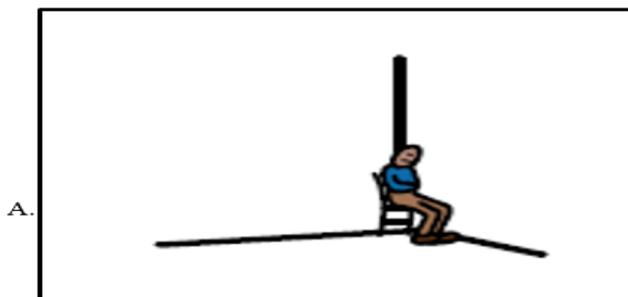
**Say:** We are going to read a book. The title of the book is: "The Secret Garden"

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



\*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 6<sup>th</sup> : 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.	Identify key details that support the given theme and/or central idea in a literary text.	Identify the theme and/or central idea of a literary text.	Describe a central idea or theme of a literary text with key supporting details.
Respond differentially to identify a key detail within a literary text.	Identify key details to include in a summary of a literary text.	Match supporting key details (characters, setting, events) to a central idea or theme found within a literary text.	Complete or develop sentences to summarize a literary text.
		Identify and sequence sentences to summarize a literary 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.

**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.

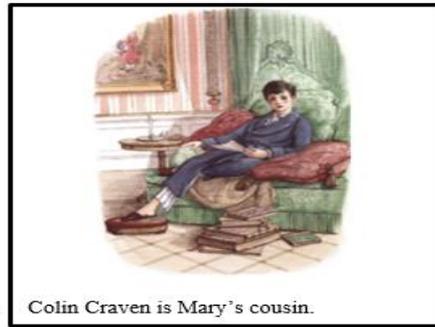
**Say:** Mary is mean to Maid Martha.

Colin Craven is Mary's cousin.

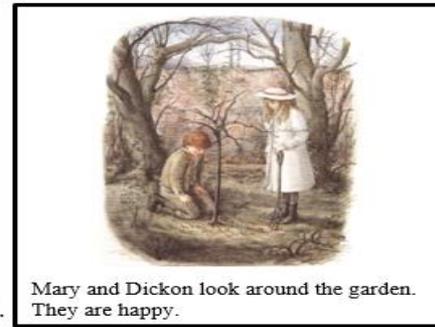
Mary and Dickon look around the garden. They are happy.



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

**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 \_\_\_\_\_?



Created By: Michelle Leary, 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.
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	A	B	C	NOTES
<b>AUGUST – NOVEMBER, 2018</b>	ALL 8/21/18			
<b>DECEMBER</b>	KC 9/6/18	JB 9/6/18 MM 9/6/18		
<b>JANUARY</b>				
<b>FEBRUARY</b>	KC 2/18/19	JB 2/18/19	MM 2/18/19	
<b>MARCH</b>	<b>KC 3/5/19</b>		<b>JB 3/5/19 MM 3/5/19</b>	
<b>APRIL</b>				
<b>MAY</b>				

Georgia Department of Education

# Practical Tips



# Tip #1: Vertical Alignment



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## ELA Vertical Alignment 3<sup>rd</sup> – 12<sup>th</sup>

## Standards Checklist 6<sup>th</sup> – 8<sup>th</sup>

ELA Vertical Alignment 3<sup>rd</sup>-12<sup>th</sup>

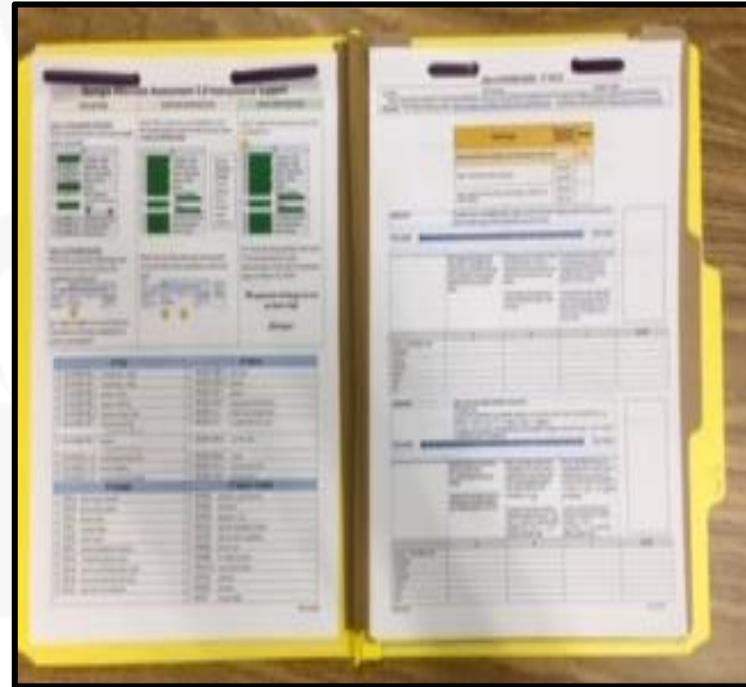
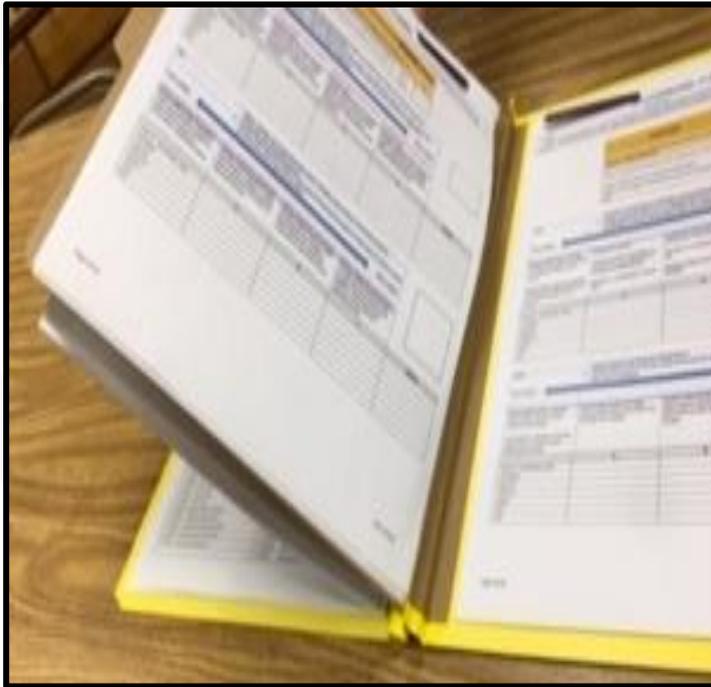
ELAGSE3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELAGSE4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE5.RL.1 Quote 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.RL.1 Ask and answer questions to demonstrate understanding of 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.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 or topic of a story, drama, or poem from details in the text; summarize the text.	ELAGSE5.RL.2 Determine a theme or topic 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 from personal opinions or judgments.	ELAGSE7.RL.2 Determine a theme and/or central idea 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 a 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.

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

# Tip #2: Organization



Richard Woods  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaode.org](http://gaode.org)

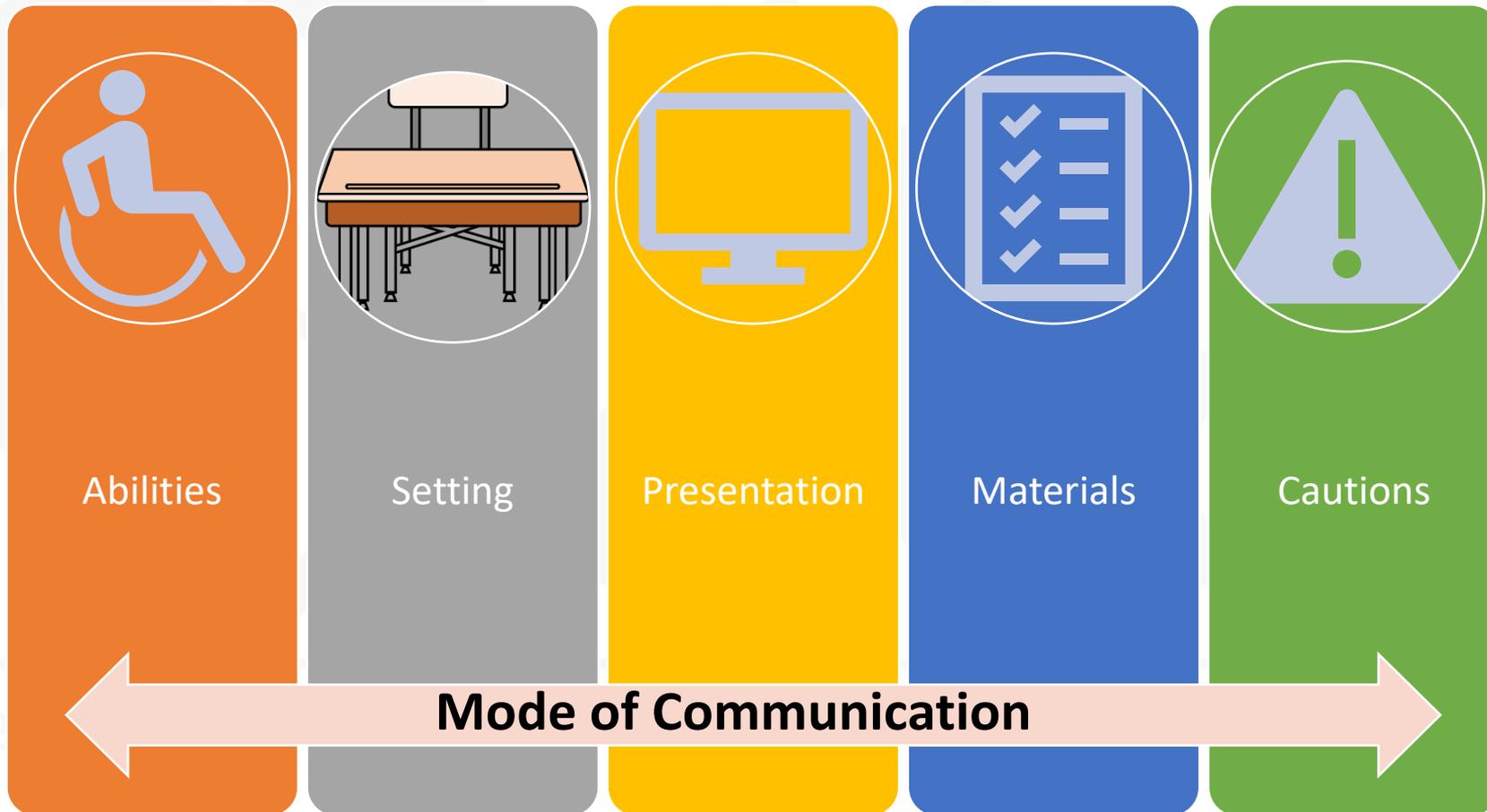


Created by: Kathleen Browne, Bryan County Schools, 2018

# Tip #3: A Final Reminder



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[gaDOE.org](http://gaDOE.org)



# Resources and Contacts



# Instructional Resources



Richard Woods  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://ga.gov/gadoe.org)

## Science Websites

- <https://www.symphonyofscience.com>
- <http://www.ric.edu/sherlockcenter/lessons.html>
- <http://www.stemscopes.com/state/ga/>
- <https://www.youtube.com/channel/UCTev4RNBU6lqtX8z1e87fQ>
- <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](http://www.gatfl.gatech.edu/tflwiki/images/4/48/TFL_CREATE_Standards_Math_Webinar_Jan_2013_FINAL_2.pdf)

# Teacher Resources



Richard Woods  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

## 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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Georgia's School Superintendent  
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[gadoe.org](http://gadoe.org)

## 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](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx)



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Kathleen Browne – Coordinator of Exceptional Student Services

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(912) 851-4014

Georgia Department of Education



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# Bibb County Contact Information

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Director

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(478) 779-8711

Lori Harvin – GAA Coordinator/PEC  
Instructional Coach

[lori.harvin@bcsdk12.net](mailto:lori.harvin@bcsdk12.net)

(478) 779-8711 Ext. 3719

## Special Thanks to the following teachers:

Julia Gilbert

Annel Hagerman

Korry Allen

Terry Carmoney, Jr

Synetra Wimberly

Anne Murphy

Shirley Eskew

Pamela White

Tina Wall

Bridget Braley

Sylvia Simms

Noel Cannon



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Bonnie Brown– Student Services Coordinator  
[Bonnie.Brown@hcbe.net](mailto:Bonnie.Brown@hcbe.net)

478-218-4618 Ext. 27915

Larissa Beecher- Alternate Access Itinerant Support Teacher  
[Larissa.Beecher@hcbe.net](mailto:Larissa.Beecher@hcbe.net)

478-273-9358

## Special Thanks to the following teachers:

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Molly Childers

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Abbra Francis

Jessica Gilbert

Lynn Hawkins

Kristen Honaker

Christy Howard

Michelle Leary

Christy Nobles

Carol Thomas



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[ccallaway@doe.k12.ga.us](mailto:ccallaway@doe.k12.ga.us)  
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Georgia Department of Education

# Thank You!

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# Questions?

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