Opportunities to Reimagine Learning

GEORGIA'S REIMAGINING EDUCATION CONFERENCE

June 21-22, 2021

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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
  - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
  - ❖Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at http://www.gadoe.org/sdeevents
  - ❖On-demand views are not eligible to receive a certificate of attendance

About Your Presenters

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Session Goals

- To learn strategies for planning with students *first*.
- To explore tools, structures, and resources for designing instruction that meets students where they are and propels their learning.
- To reimagine what teaching and learning can become.

Social Studies Process for Learning

1. Look at last year's standards. What essential content/skills do your students need for YOUR course this year? What could be reinforced?
2. Use a diagnostic tool that focuses ONLY on that content/skill.
3. Analyze your results.
4. Determine how and when to incorporate those points into your curriculum and pacing.

Social Studies Example - 5th Grade

Process	Action
What essential content/skills from 4th grade do your students need for 5th grade? What could be reinforced?	NEED: Civil War & Reconstruction-Jim Crow, civil rights, desegregation
Use a diagnostic tool that focuses ONLY on that content/skill.	Brain dump on Civil War & Reconstruction
Analyze your results.	Determine how to best condense these 4th grade standards
Determine how and when to incorporate those points into your curriculum and pacing.	

Incorporate concepts into your current curriculum and pacing

- Begin the year with an abbreviated transition unit.
- Make explicit connections to key concepts later in the course.

Unit #/Title	Unit 1: Connecting Themes	Unit 2: Citizenship, Business, and the Government	Unit 3: Bigger, Better, Faster: The Changing Nation	Unit 4: War and Prosperity: World War I and the 1920's
GSE for Social Studies	NA	SS5CG1, SS5CG2, SS5E2, SS5E3	SS5H1, SS5E1b and d, SS5E2b, SS5G1, SS5G2	SS5H2, SS5CG3a, SS5E1c, SS5G1
Key Concepts	Beliefs & Ideals Conflict & Change Individuals, Groups & Institutions Location Movement/Migration	Citizen's Rights & Responsibilities The Amendment Process The Sectors of the Economy Consumers and Producers in the Economy	Cowboys & Cattle Trails The US Becomes a World Power Flight, Phones, Electricity, and Science Advances Immigration The Panama Canal	World War I The Jazz Age The Harlem Renaissance Baseball, Flight, and the Automobile

Unit #/Title	Unit 1: Connecting Themes	Transition Unit: Civil War and Reconstruction	Unit 2: Citizenship, Business, and the Government	Unit 3: Bigger, Better, Faster: The Changing Nation
GSE for Social Studies	NA	SS4H5, SS4H6.	SS5CG1, SS5CG2, SS5E2, SS5E3	SS5H1, SS5E1b and d, SS5E2b, SS5G1, SS5G2
Key Concepts	Beliefs & Ideals Conflict & Change Individuals, Groups & Institutions Location	Causes of the Civil War Major Events the Civil War Effects of the Civil War Social and Political Effects of Reconstruction	Citizen's Rights & Responsibilities The Amendment Process The Sectors of the Economy Consumers and Producers in the Economy	Cowboys & Cattle Trails The US Becomes a World Power Flight, Phones, Electricity, and Science Advances Immigration

Social Studies Example - 7th Grade

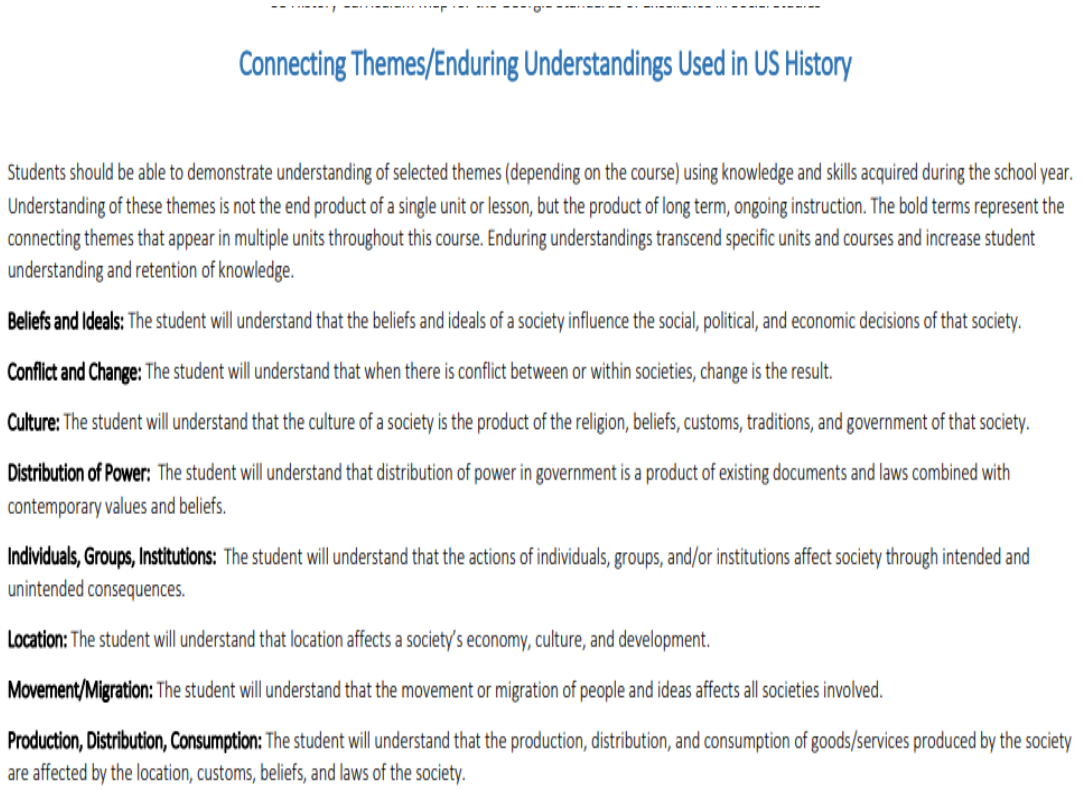
Process	Action
What essential content/skills from 6th grade do your students need for 7th grade? What could be reinforced?	NEED: None Reinforce: introduce grade 6 regions as paired sources when discussing: • environmental issues • location, climate, distribution of natural resources, and population distribution • forms of and citizen participation in government • economic systems • trade • economic growth
Use a diagnostic tool that focuses ONLY on that content/skill.	Focus on how a student thinks as much as what they think
Analyze your results.	Misconceptions, text v visual, overemphasis and avoidance
Determine how and when to incorporate those points into your curriculum and pacing.	

Incorporate concepts into your current curriculum and pacing

- Unit 2/3 - Water pollution Latin America
- Unit 7- impact of war on the rise of communism and Nazism in Europe

Unit 2: Southwest Asia (Middle East) Today	Unit 3: Impact of the Environment and Economy on Southwest Asia (Middle East)	Unit 7: Historical Background of Southern and Eastern Asia
SS7G5, SS7G6, SS7G7, SS7CG3	SS7G6, SS7G7, SS7E4, SS7E5, SS7E6	SS7H3
Location of select countries and features in Southwest Asia Environmental issues *water pollution *unequal water resources Location, physical features, and natural resources impact population distribution and trade Various forms of government and citizen participation - Israel, Saudi Arabia, Turkey Forms of democracy – parliamentary and presidential	Environmental issues *water pollution *unequal water resources Location, physical features, and natural resources impact on population distribution and trade Analyze different economic systems and their location on a continuum Economic systems in Israel, Saudi Arabia, Turkey Voluntary trade benefits buyers and sellers How specialization encourages trade Types of trade barriers	Nationalism led to independence in India Mohandas Gandhi's belief in non-violent protest Role of the United States in the rebuilding of Japan after WWII Impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square Reasons for foreign involvement in Korea and Vietnam in terms of the containment of communism

Social Studies Example - U.S. History



Connecting Themes/Enduring Understandings Used in US History

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society's economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Process	Action
What essential content/skills from last year do your students need for US History? What could be reinforced?	NEED: None Reinforce: spend additional time with shared concepts: • American Government: U.S. Constitution, & Amendments • World History: Colonization, World Wars and Cold War • Economics: International Trade, Decision Making, Scarcity, Supply and Demand, Business Cycle, Entrepreneurship
Use a diagnostic tool that focuses ONLY on that content/skill.	Focus on how a student thinks as much as what they think Use connecting themes/enduring understandings
Analyze your results.	Misconceptions, text v visual, overemphasis and avoidance
Determine how and when to incorporate those points into your curriculum and pacing.	

Science Resource

- Guide for Effective Science Instruction for All Students

Science Formative Assessment
Example

What Next?

- Use this activity to determine where students are.
  - Do students have prior knowledge associated with how living organisms are organized?
- Now meet students where they are to extend their learning

Science Topic Inventory

- Consider providing students with a way to rate their own understanding of the topic.
- Consider also providing a way for students to incorporate their interest into the lesson. This could include:
  - Something local that affects the student, school or community.
  - Something that affects plants of animals in the community.

Science Topic Inventory Example

Topic	Have you seen this topic before?	What do you know about the topic already?	What questions do you have about this topic?
Diversity of living organisms			
Organization of living things			

Science Student Interest Surveys

4th Grade Student Interest Survey

Standard:
S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.

a. Ask questions to compare and contrast technological advances that have changed the amount and type of information on distant objects in the sky.
b. Construct an argument on why some stars (including the Earth's sun) appear to be larger or brighter than others. (Clarification statement: Differences are limited to distance and size, not age or stage of evolution.)
c. Construct an explanation of the differences between stars and planets.
d. Evaluate strengths and limitations of models of our solar system in describing relative size, order, appearance and composition of planets and the sun. (Clarification statement: Composition of planets is limited to rocky vs. gaseous.)

Stars and Planets

What do you know about this topic?	Answer the questions below about your interest in science class.
	1. What do you enjoy doing in science class? (Circle all that apply) a. Watching science videos b. Drawing c. Doing group assignments d. Building things e. Conducting experiments f. Participating in discussions g. Playing games h. Other: _____ 2. Fill in the column on the left with what you know about stars and planets. 3. Have you every observed the night sky? _____ If so, did you see anything that interested you? _____ _____
	4. Do you have a favorite planet, star, or constellation? _____ If so, what is the name of it? _____ Why is it your favorite? _____ _____ 5. Does technology interest you? _____ What is your favorite piece of technology? _____ Why? _____ _____ 6. Do you know of any technology that would allow scientists to observe the night sky? _____ 7. Planets can be either gaseous or rocky. Which is more interesting to you? _____ Why? _____ _____ 8. Do you have any questions about stars and planets that you would like to explore/answer? _____ _____ _____

Science Progressions

How do standards build from one grade to the next?

Core Idea Progressions for Grades K-8

Purpose: These charts can be used to follow the progression of Disciplinary Core ideas through grade levels K-8 and includes a description for how to connect the standards in a way that helps a student continue progressing when learning about the disciplinary core ideas of science.

Instructions for Using This Document: Find the grade that you teach in the hyperlinked chart below and click the link to take you to the chart associated with that grade level. In addition to the standards for your grade level, you will find where the students encountered the disciplinary core idea in the standards prior to your grade level and where the disciplinary core idea will be built upon in later years. The first column is the standard for the grade level, the second column is where the students have encountered the disciplinary core idea most recently, the next column provides a description of the connection between the recent core idea and the current standard, and then the final column provides the next standard that will help build on the core idea through eighth grade. This document is designed to assist in understanding how the disciplinary core ideas develop over time and may also be helpful in building on the disciplinary core ideas.

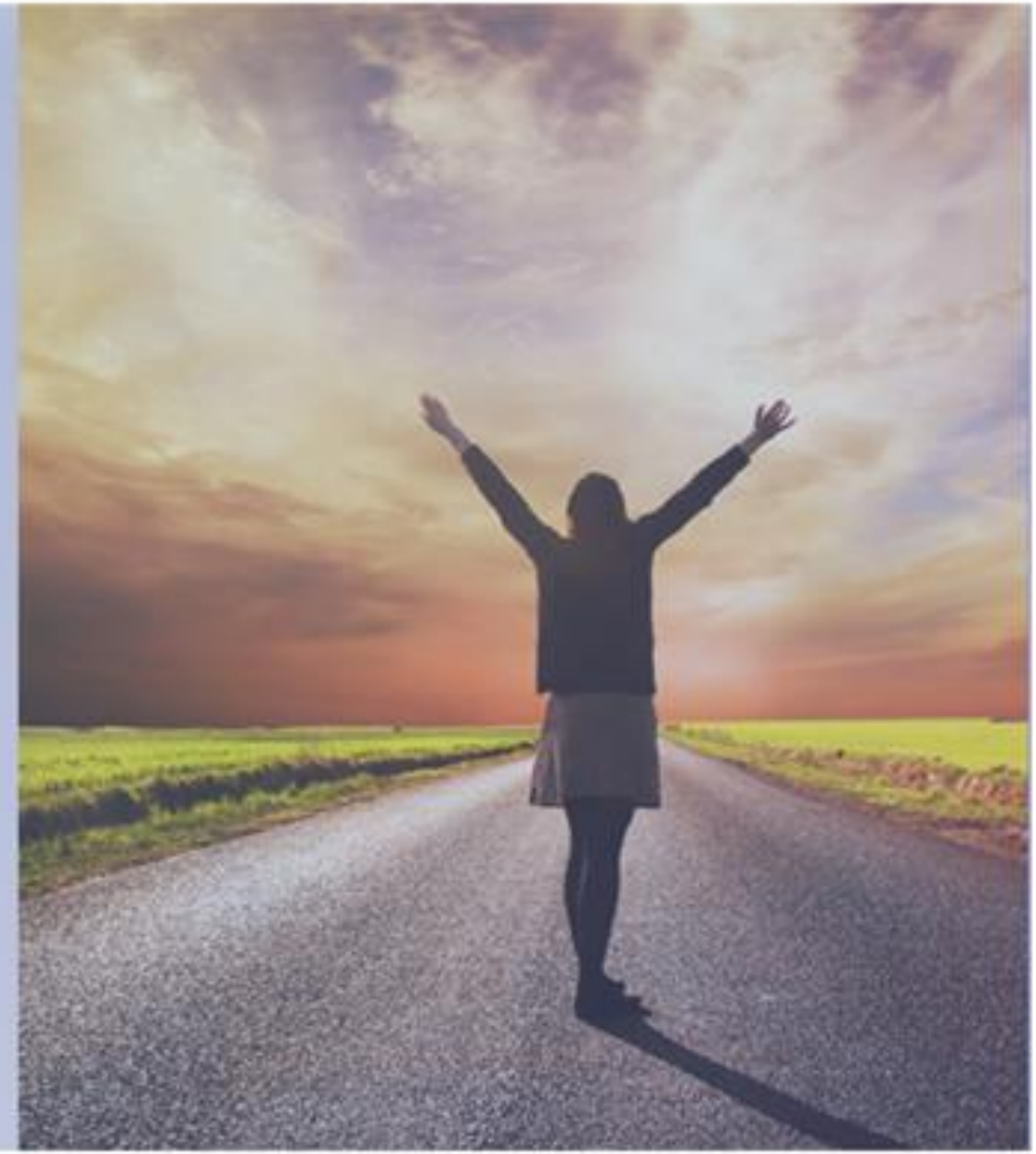
Kindergarten	1st grade	2nd grade
3rd grade	4th grade	5th grade
6th grade	7th grade	8th grade

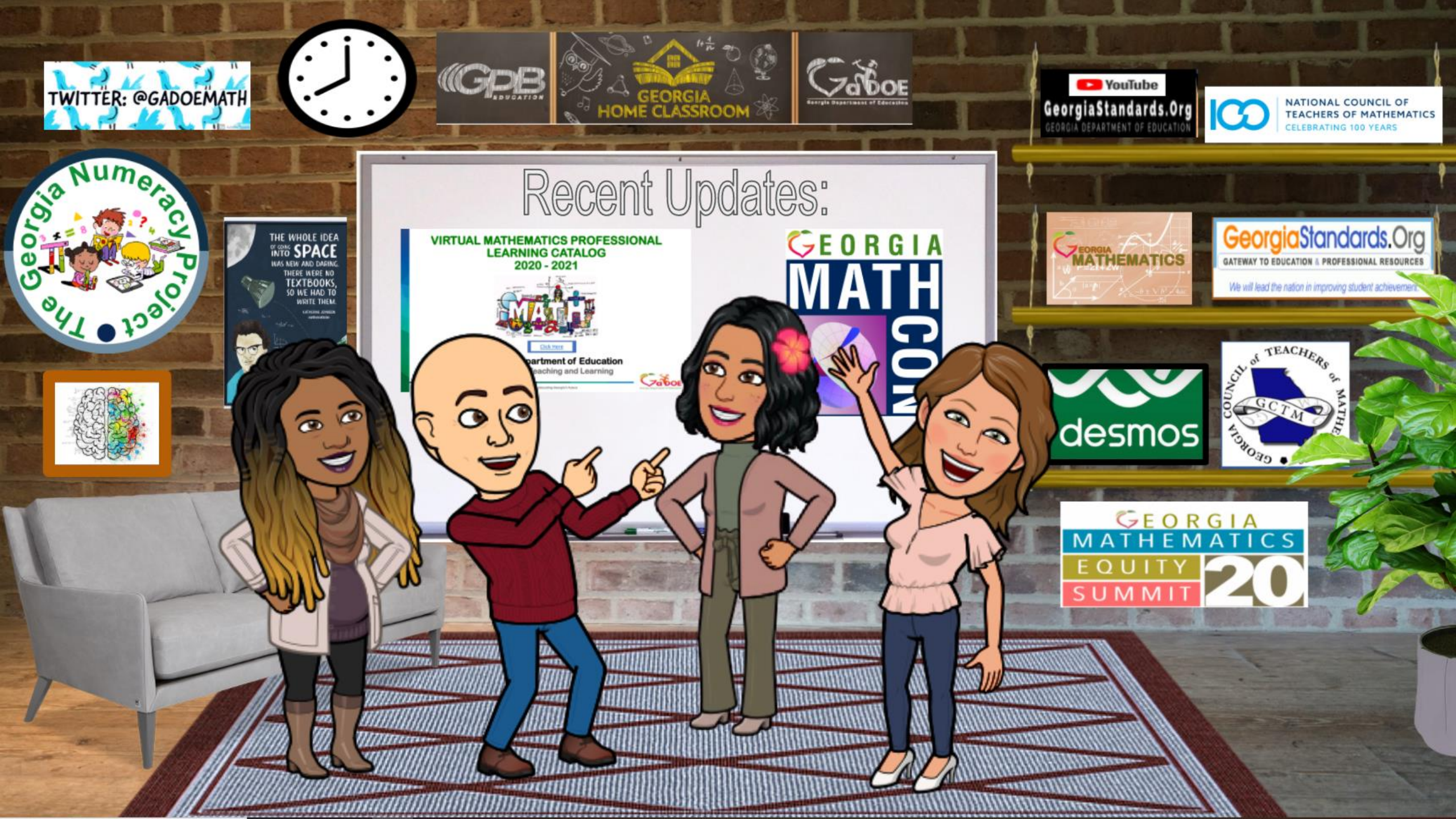
2nd Grade

Standard	Where have students seen this core idea before?	Description of Connection	Where will students see this core idea again?
S2E1	S1E1	❖ The teacher can have students make observations about different types of weather, weather patterns in their areas and identify different types of precipitation. Have students discuss how the weather varies by season. Then teachers can have students construct explanations about the causes and effects of weather on the school grounds.	S4E1
S2E2	SKE1	❖ The teacher should have students make observations about the sky during the day and at night. The teacher can then have students develop a model to communicate how the sky is changing during the day and at night. The students can then link to the patterns that they noticed in the sun and moon. The students should make observations about how the sun moves and changes shadows, how the day length changes and how the moon changes over time.	S4E2
S2E3	S1E1	❖ The teacher can have students make observations about different types of weather, weather patterns in their areas and identify different types of precipitation. Have students discuss how the weather varies by season. Then teachers can have students construct explanations about the causes and effects of weather on the school grounds.	S3L2
S2P1	SKP1 (a, b)	❖ Students should explore the physical characteristics of different objects that are made of different materials. Students should use their senses and basic science tools to classify common objects. Students can then describe how structures can be built from smaller building blocks that can be taken apart and rearranged to build new structures. Students can then observe and describe how some changes in matter are permanent and others are reversible.	S3P1/S5P1
S2P2	SKP2	❖ The teacher can have students plan and carry out investigations about motion of objects and how physical attributes of an object affect the motion. The student can then add pushing and pulling the object to the investigation. The student can then design a device to change the speed or the direction of an object and collect data to decide if the solution works as intended on the motion of the object.	S4P3
S2L1	S1L1	❖ Students can develop models to identify the different parts of a plant. Then students can plan and carry out an investigation about the life cycle of a plant from a seed and then record observations as the plant grows. The students can then compare their models to the observations that they made during the investigation. Finally, students can construct an explanation about an animal's role in dispersing seeds or pollination of plants.	S5L1

Integration Examples

- Remote Learning Plans @ GA Home Classroom also have connections to standards in other content areas
- Integrated Instructional Supports for All Students – includes on-demand PL for content integration (ELA, mathematics, science & social studies)




TWITTER: @GADOEMATH
GPB EDUCATION
GEORGIA HOME CLASSROOM
GaDOE
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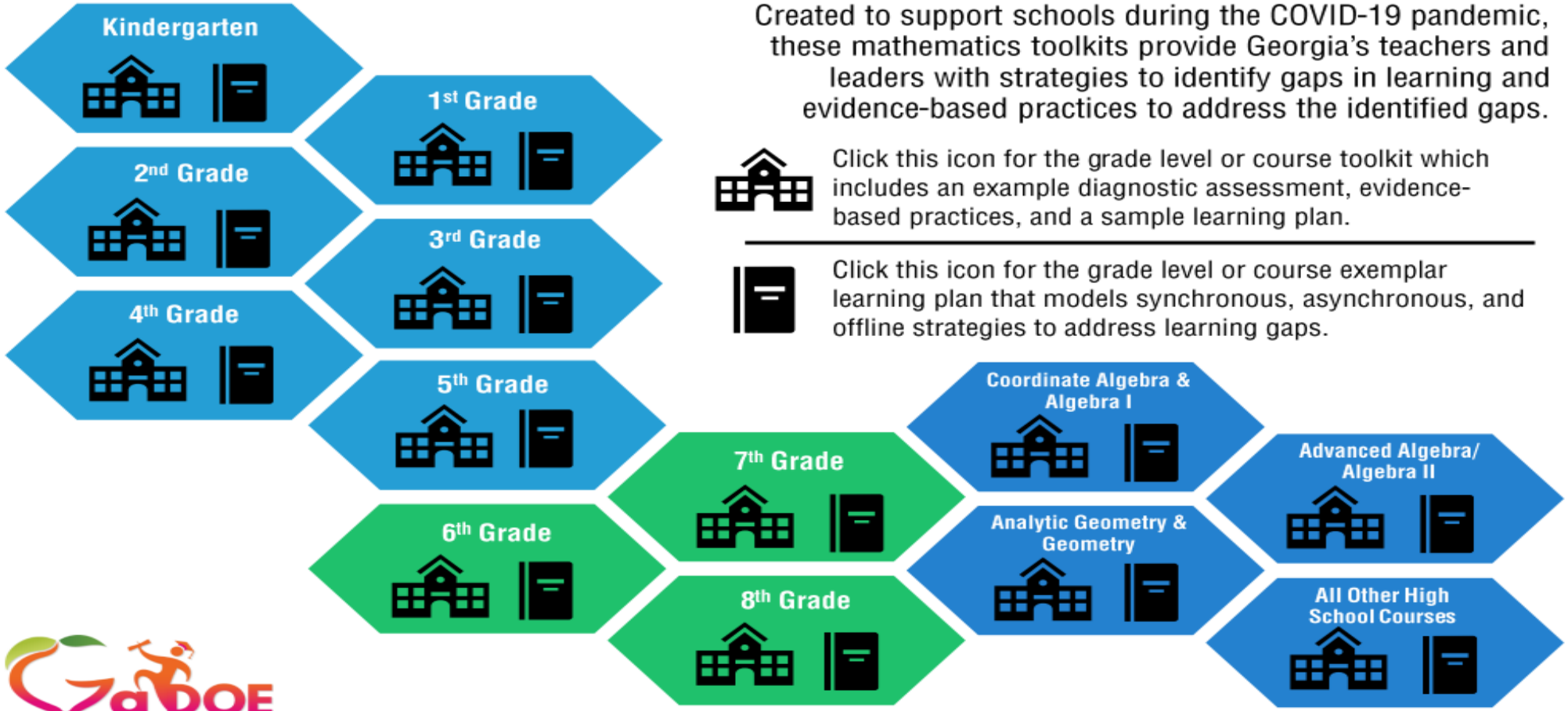
GeorgiaStandards.Org
GEORGIA DEPARTMENT OF EDUCATION
NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS
CELEBRATING 100 YEARS
The Georgia Numeracy Project
Recent Updates:
VIRTUAL MATHEMATICS PROFESSIONAL LEARNING CATALOG
2020 - 2021
Click Here
GEORGIA MATH COMP
GEORGIA MATHEMATICS
GeorgiaStandards.Org
GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES
We will lead the nation in improving student achievement
desmos
GEORGIA COUNCIL of TEACHERS of MATHEMATICS
GCTM
GEORGIA MATHEMATICS EQUITY SUMMIT 20

Guides for Effective Mathematics



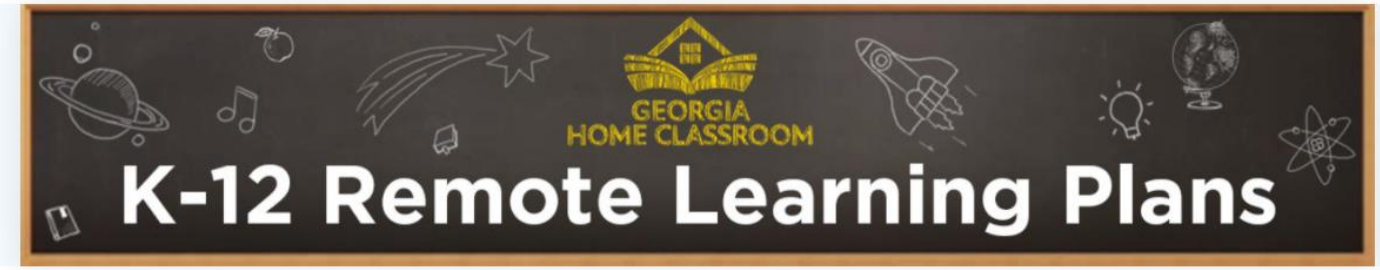
Created to support schools during the COVID-19 pandemic, these mathematics toolkits provide Georgia's teachers and leaders with strategies to identify gaps in learning and evidence-based practices to address the identified gaps.

Click this icon for the grade level or course toolkit which includes an example diagnostic assessment, evidence-based practices, and a sample learning plan.

Click this icon for the grade level or course exemplar learning plan that models synchronous, asynchronous, and offline strategies to address learning gaps.

GaDOE Georgia Department of Education

GEORGIA HOME CLASSROOM



K-12 Remote Learning Plans

Content experts at the Georgia Department of Education have developed **Remote Learning Plans** for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

The plans are easy-to-use and include both "plugged and unplugged" activities. Check back for more **Remote Learning Plans** in each content area as they are updated weekly. For **Remote Learning Plans** to enhance student learning, please see **these examples**.

English Language Arts (ELA) Remote Learning Plans

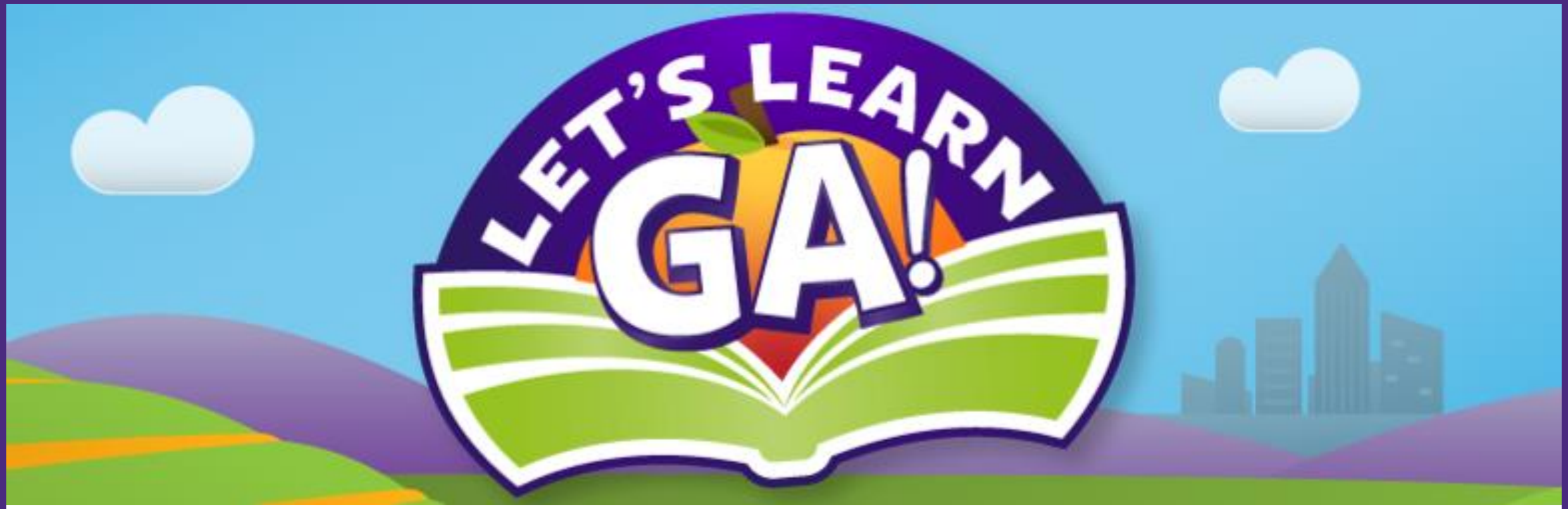
Fine Arts Remote Learning Plans

Mathematics Remote Learning Plans

Physical Health and Wellness Remote Learning Plans

Science Remote Learning Plans

https://www.gpb.org/education/learn/k-12-learning-plans/math



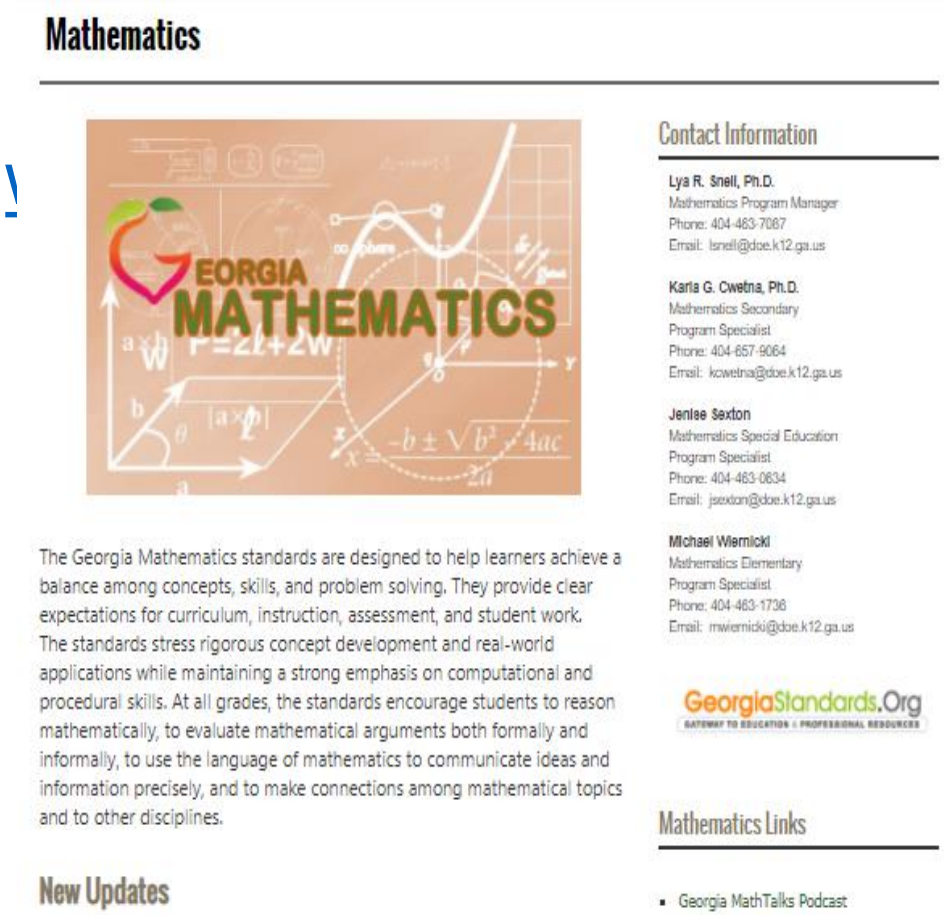
LET'S LEARN GEORGIA!

https://www.gpb.org/education/learn

Make Mathematics Count GA!

- **The Georgia Department of Education is excited to launch a parent support project called *Make Mathematics Count, GA!***
- This outreach campaign is an exciting special project to support parents with understanding the expectations of teaching and learning in mathematics. The project will include ten brief videos to help parents see the mathematics in the world around them as opportunities to problem solve instead of solving countless problems on a page.
- These videos will be exciting and encouraging for parents to spread the love of mathematics teaching and learning throughout the state.
- The project will include recognizable faces from Georgia to create and explain how they use mathematics in their everyday lives and careers.
- These videos will be used for educational purposes to engage stakeholders of education in learning more about mathematics teaching and learning and to share the importance of learning mathematics and problem-solving.

Where can I find these resources?



Mathematics

GEORGIA MATHEMATICS

The Georgia Mathematics standards are designed to help learners achieve a balance among concepts, skills, and problem solving. They provide clear expectations for curriculum, instruction, assessment, and student work. The standards stress rigorous concept development and real-world applications while maintaining a strong emphasis on computational and procedural skills. At all grades, the standards encourage students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines.

New Updates

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GeorgiaStandards.Org
GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES

Mathematics Links

- Georgia MathTalks Podcast

Professional Learning for Leaders and Teachers

- Spring 2021 Pre-Conferences and PL Sessions with Leaders
- RESA Board of Control Meetings
- District Technical Support – RESA Mathematics Mentors
- Summer 2021 MathCON Professional Learning Conferences
  - June 8-9, 2021 – Leaders
  - July 19-22, 2021 - Teachers
- Virtual Mathematics Specialist Monthly Virtual Sessions – August 2021 – May 2022
- Multiple conferences and professional learning sessions hosted throughout the 2021-2022 School Year

MATHCON 2021

SAVE THE DATES!

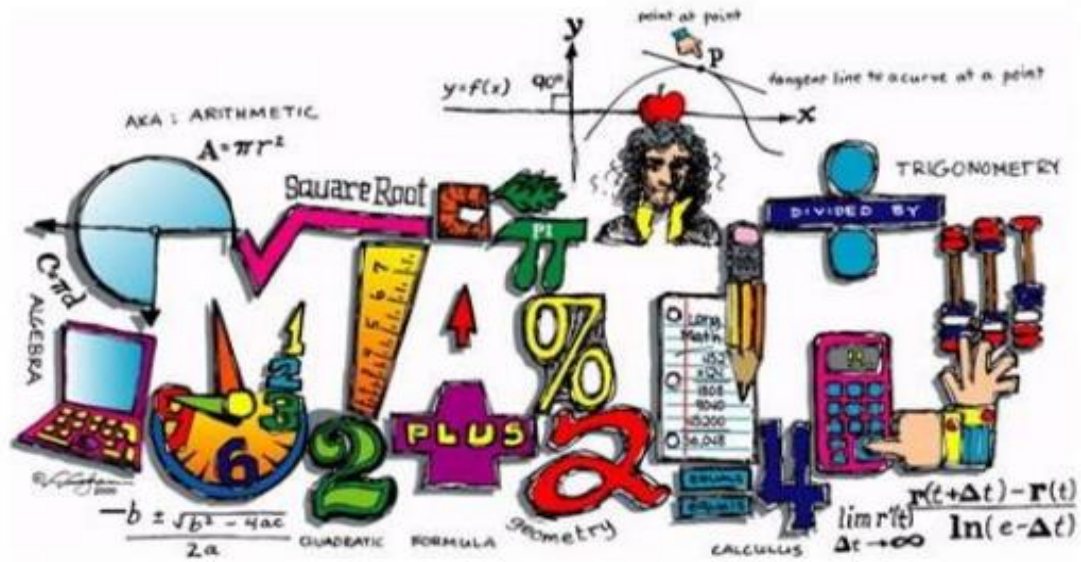
Pre-Conferences

- **District Leaders** – April 28, 2021
- **School Leaders** – May 7, 2021
- **District Mathematics Supervisors/Coordinators** – May 12, 2021

Conference Dates:

- **Leaders** – June 8 – 9, 2021 (2-day Conference)
- **Teachers** – July 19 – 22, 2021 (4-day Conference)

VIRTUAL MATHEMATICS PROFESSIONAL LEARNING CATALOG



Click Here

Georgia Department of Education

Mathematics Teaching and Learning

1st Grade








Session 1:	Session 2:	Session 3:	Session 4:	Session 5:	Session 6:	Session 7:	Session 8:
Counting Collections and Choral Counting	*Building Conceptual Understanding of Addition and Subtraction/ Fluency within 20*	*Cognitively Guided Instruction/ Word Problem Types*	*Understanding Measurement – Length and Time*	*Developing Place Value Understanding*	*Addition and Subtraction within 100*	*Understanding Shapes and Fractions*	*Looking Ahead*
Release Date: December 7, 2020	Date: December 10, 2020 3:00-4:00 pm	Date: January 11, 2021 3:00-4:00 pm	Release Date: February 11, 2021	Date: February 25, 2021 3:00-4:00 pm	Date: March 18, 2021 3:00-4:00 pm	Release Date: April 19, 2021	Date: May 6, 2021 3:00-4:00 pm
Link to Pre-Recorded PL Session	Link to PL Session Recording	Link to PL Session Recording	Link to Pre-Recorded PL Session	Link to Register for Live Session	Link to Register for Live Session	Link to Pre-Recorded PL Session	Link to Register for Live Session
Watch Now	Watch Now	Watch Now	Pre REC Session	LIVE	LIVE	Pre REC Session	LIVE

8th Grade








Session 1:	Session 2:	Session 3:	Session 4:	Session 5:	Session 6:	Session 7:	Session 8:
Strategies and Supports through Effective Mathematics Teaching Practices; Unit 4: Functions	*Strategies and Supports through Effective Mathematics Teaching Practices; Unit 5: Linear Functions*	*Strategies and Supports through Effective Mathematics Teaching Practices; Unit 6: Linear Models and Tables*	*Strategies and Supports through Effective Mathematics Teaching Practices; Unit 7: Solving Systems of Equations*	*Strategies and Supports through Effective Mathematics Teaching Practices; Unit 1: Transformations, Congruence and Similarity*	*Strategies and Supports through Effective Mathematics Teaching Practices; Unit 2: Exponents and Equations*	*Strategies and Supports through Effective Mathematics Teaching Practices; Unit 3: Geometric Applications of Exponents*	*Applying Backwards Design to PLC's - Effective Teams - Planning for student success through healthy PLCs*
Release Date: December 7, 2020	Release Date: December 11, 2020	Date: January 7, 2021 5:00 – 6:00 pm	Release Date: January 15, 2021	Date: February 18, 2021 5:00 – 6:00 pm	Release Date: March 19, 2021	Date: April 1, 2021 5:00 – 6:00 pm	Release Date: April 16, 2021
Link to Pre-Recorded PL Session	Link to Pre-Recorded PL Session	Link to PL Session Recording	Link to Pre-Recorded PL Session	Link to Register for Live Session	Link to Pre-Recorded PL Session	Link to Register for Live Session	Link to Pre-Recorded PL Session
Watch Now	Watch Now	Watch Now	Pre REC Session	LIVE	Pre REC Session	LIVE	Pre REC Session

Back

HS: Analytic Geometry








Session 1:	Session 2:	Session 3:	Session 4:	Session 5:	Session 6:	Session 7:	Session 8:
Understanding the 8 Standards for Mathematical Practice	*Unit 5: Which Comes First, the Graph or the Equation?*	*Ambiguous Vocabulary*	*Risk Taking that Fosters Growth for Teachers and Students*	*Diving into Desmos – More than a Calculator*	*Unit 3: Using Metacognitive Notes*	*Right Triangle Trigonometry*	*Data Driven Instruction and Recalibration*
Release Date: December 2020	Date: December 17, 2020 5:00 - 6:00 pm	Release Date: December 28, 2020	Date: January 14, 2021 4:30 – 5:30 pm	Date: February 9, 2021 5:00 -6:00 pm	Date: March 11, 2020 5:00 -6:00 pm	Release Date: April 1, 2021	Release Date: May 13, 2021
Link to Pre-Recorded Session	Link to PL Session Recording	Link to Pre-Recorded Session	Link to PL Session Recording	Link to Register for Live Session	Link to Register for Live Session	Link to Pre-Recorded PL Session	Link to Pre-Recorded PL Session
Watch Now	Watch Now	Watch Now	Watch Now	LIVE	LIVE	Pre REC Session	Pre REC Session

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YOUR GADOE MATHEMATICS TEAM IS THERE TO SERVE YOU!

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Important Websites to Obtain Additional Information

www.gadoe.org/mathematics Georgia Mathematics Program Updates
www.edweb.net Professional Learning Communities
www.georgiastandards.org Curriculum Resources

Imagination, Possibility, & Becoming

English Language Arts

Georgia Department of Education

GaDOE ELA Team

Follow us! @GaDOEELA

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Despair is not a project; affirmation is.

--Rosi Braidotti

Imagination & Possibility

The gleam of an heroic Act
1687

The gleam of an heroic Act
Such strange illumination
The Possible's slow fuse is lit
By the Imagination.

--Emily Dickinson

"A disciple...can never imitate his guide's steps. You have your own way of living your life, of dealing with problems, and of winning. Teaching is only demonstrating that it is possible. Learning is making it possible for yourself."

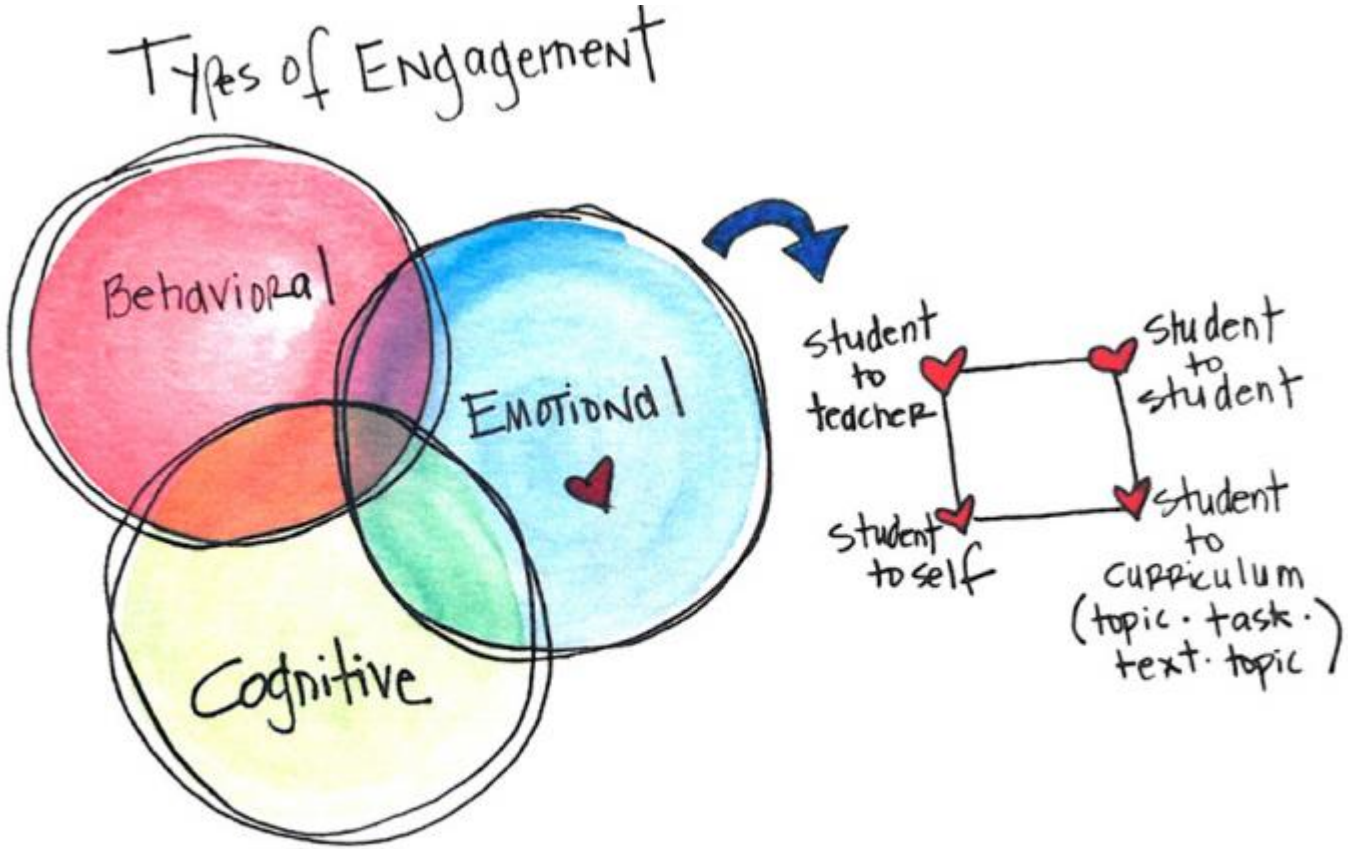
–Paulo Coelho, *The Pilgrimage*

Always-Already Becoming

- Always-already in motion
- Always-already open to possibilities
- Always-already creative
- Always-already learning
- Always-already *between*

". . . a stream without beginning or end that undermines it banks and picks up speed in the middle." (Deleuze & Guattari)

Engagement is Key



Credit: Samantha Bennett

Figure 1.1
Circles of Engagement

Why Do I Have to Read This? Literacy Strategies to Engage Our Most Reluctant Students by Cris Tovani (2020)

Pickup with FORMATIVE ASSESSMENT

- With a standard or set of standards in mind, look at the data you have.
  - Old essays
  - Reading or writing notebooks from previous years
  - Test scores
- Be curious and ask questions.
  - What skills do students succeed at?
  - What skills do they try but struggle with?
  - What skills don't they try?
- From this research, make a short list of skills that might need some work.
- Design a general assessment.
  - Takes no more than one class period

A Novel Approach: Whole-Class Novels, Student-Centered Teaching, & Choice by Kate Roberts (2018)

Reading Assessment Examples

Elementary

Phonological Awareness	Phonemic Awareness	Phonics
Definition: the ability to hear & manipulate units of sounds in spoken language.	Definition: the ability to hear & manipulate the smallest units of sounds in spoken language.	Definition: the study of the relationship between letters & sounds
• Rhyming • Sentence segmentation • Syllables- /ap/ /pl/ • Onset- /b/ Rime- /at/ • Phonemic Awareness	**Phonemes** (smallest units of sound) • Blending • Adding/Deleting • Segmenting • Isolating	• Alphabet • Digraphs • Diphthongs • Blends • R-Controlled • Multisyllabic

Credit: Andina Oglesby, Hart County Charter System

A Novel Approach: Whole-Class Novels, Student-Centered Teaching, & Choice by Kate Roberts (2018)

1. What are the three most important moments in this story, and why?	Assesses *determining importance.*
2. Analyze the main character.	Assesses *inferring*
3. What themes does the author develop in this story?	Assesses interpretation
4. What craft moves do you notice the author using and what is their purpose?	Assesses *analyzing craft*

Secondary

Design a Plan: Long-Term Planning that Guides Day-to-Day Work

- What standards do I want students to hit?
- How will students show me they've hit the standards? What might they make and/or do at the end of the unit (e.g., big makes or summative assessments)?
- How will I provide daily opportunities for students to show me their thinking as they work towards more complex tasks/makes (e.g., little makes or formative assessments)?

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Design a Plan: Long-Term Planning that Guides Day-to-Day Work

- Why is the topic worthy of students' time?
- What questions might provoke students to read, write, and talk?
- What kinds of resources should I start collecting so students can build their background knowledge and practice reading with a variety of text structures?
- What learning targets do need to identify that will support daily learning?

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Harnessing the Power of the Six Ts

- Reason or case study to dig into the **topic**?
- **Task** to show thinking and understanding?
- **Target** to scaffold learning?
- **Text** to access contend and information?
- Way for me to **tend** to the student's needs?
- **Time** frame to complete and learn the task?

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General Structures to Try for Long- and Short-Term Planning

Topic	Task	Target	Text	Time	Tend
Know & be able to articulate why a topic is compelling.	Label what students *do* & patterns you notice versus what they *can't* or *don't* do.	Post learning targets in student-friendly language & make time for them to reflect on their progress.	Start with short texts to create curiosity.	Build in 2/3 of the time in each lesson for students to read, write, and talk.	Provide clean copies of text with wide, blank borders so students have room to annotate.
Construct questions that provoke students to read, write, and talk.	Model how to think about a chunk of complex text instead of telling students what it means.	Provide minilessons that connect to the targets and are responsive to students' needs.	Pair nonfiction with fiction so students have context. Pair fiction with nonfiction so students care.	Confer with 3-5 students per class.	Get smarter about one kid in every class every day. Figure out who they are beyond their student identity.
Kick off the unit with a short text to create curiosity.	Model how to get started writing a text, how to think about it, how to get unstuck, or how to revise along the way.	Formulate small groups and base instruction on needs.	Provide unconventional text, such as Tweets, social media, cartoons, and photos to generate curiosity.	Provide time for students to build background knowledge, own the learning targets, and revise.	Model a variety of ways to show thinking.

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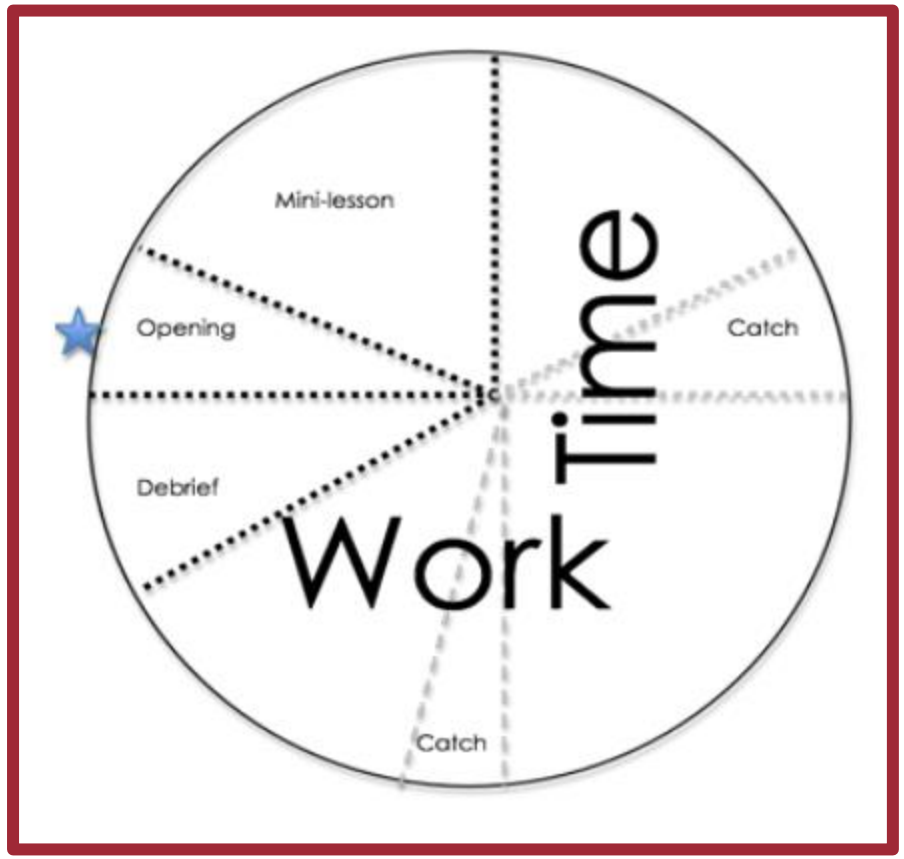
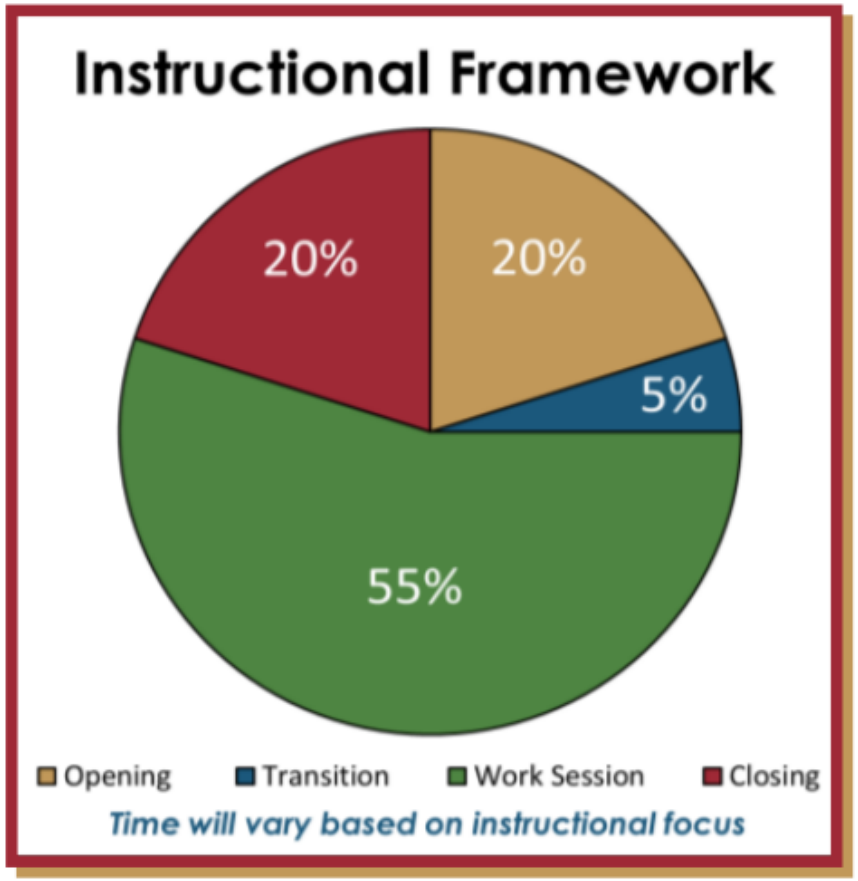
Student Engagement Model



Go here for more information.



Go here for more information.

Resources & Upcoming Events

2021 Virtual Summer Conference: Literacy & the Whole Child
(July 27-29, 2021)

Why Do I Have to Read This? Summer Book Club with Cris Tovani
(email Breanne: bhuston@doe.k12.ga.us) (June-July, 2021)

ELA Professional Learning Resources

ELA Page

Next Steps

- Begin with your students in mind. Think about engagement.
- Determine standards and targets.
- Formatively assess.
- Design short- and long-term plans with formative and summative assessments.
- Reach out to the GaDOE team for support. We are here for you!

Q&A

Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
- A link to the survey will also be included in your follow-up email, along with a certificate of attendance and the session recording.

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