Training for the New Georgia Performance Standards
Day 1: Standards-Based Education and the New GPS

Participant’s Guide
ELA K-3
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Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards. The following people contributed to its development.

For more information on this or other GPS training modules, please contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Leader's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.
This is a one-day course, with approximately seven hours of instructional time.

Introduction .......................................................................................................... 30 minutes
Overview of Standards .............................................................................. 2 hours, 30 minutes
Standards-Based Teaching and Learning ........................................ 1 hour, 50 minutes
Putting It All Together.................................................................................1 hour, 40 minutes
Summary and Follow Up Assignments.................................................. 30 minutes
Module Goal

Demonstrate a deep understanding of the new Georgia Performance Standards and the standards-based education approach through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices. This shall be measured by student performance on progress monitoring and standardized criterion-referenced tests.

Key words from the goal:

- Deep understanding
- Georgia Performance Standards (GPS)
- Standards-based education
- Research-based best practices

The goal will not be reached by one day of training alone. It will take preparation, follow up, and eight days of classroom instruction to master this goal. Various days of training will deal with different components of the goal, such as curriculum planning, assessment, and instruction.

Module Objectives

By the end of day one of training, participants will be able to:

1. Describe the benefits of the GPS.
2. Describe the various phases of the GPS rollout plan.
3. Define terms related to the GPS.
4. Identify the four parts of each standard.
5. Describe the backward design process used in standards-based teaching and learning.
6. Identify key components of the applicable standards (for example, K-3 ELA).
**Fact or Myth?**

**Directions:** Read each statement below and in the spaces to the left of it, write “F” for fact or “M” for myth, based on your understanding of the GPS.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom teachers will be trained in ELA K-3 standards during the 04-05 school year.</td>
<td>F</td>
</tr>
<tr>
<td>2. The elements are the means by which we assess each standard.</td>
<td>F</td>
</tr>
<tr>
<td>3. We’ve got to buy new textbooks.</td>
<td>M</td>
</tr>
<tr>
<td>4. The standards just aren’t relevant to daily teaching.</td>
<td>M</td>
</tr>
</tbody>
</table>
It was mid-summer in the year 2001. I'm not sure what day exactly but it was going to be one of two big days of the year for me. Buzzz. My alarm went off as six in the morning. I got out of bed and looked out my window. It was still dark out. I managed to see two dear roaming around my backyard looking for something to eat. “Well, I better go get ready,” I told myself. It was about six-thirty by the time my mom and I got everything packed in the car.

“Time to go. We need to be there at seven,” my mom yelled.

“Coming,” I responded. “I had to get my show pad.” We were off to my first big horse show.

On the way there I saw so many things I had never noticed before. There were cows, horses, pigs, and chickens on a farm I thought was abandoned. There were flocks of birds.

“Time to go. We need to be there at seven,” my mom yelled.

“Coming,” I responded. “I had to get my show pad.” We were off to my first big horse show.

On the way there I saw so many things I had never noticed before. There were cows, pigs, and chickens on a farm I thought was abandoned. There were flocks of birds.

Using narrative strategies, the student writes about a particular event that is meaningful or significant in the student’s life.

♦ “It Was Midsummer” meets the standard for 7th grade narrative writing by describing the author’s experience at her first big horse show. The organizing structure for the piece is the chronological timeline of the horse show weekend. The story progresses logically from beginning to end, and the writer uses transitional devices to guide the reader through the story. She uses phrases such as, “I woke up the next morning” and “After the seven jump course” to show time transitions.

♦ The writer develops character by explaining her excitement and her frustration throughout the weekend. She includes sensory details to give the writer a sense of the atmosphere at the horse show (“Everything seemed so fresh. I could smell the pine trees, and the newly cut grass” and “It was ninety degrees out but it felt like twenty”).
### GPS/QCC Comparison

#### Comprehension

<table>
<thead>
<tr>
<th>Georgia QCC</th>
<th>GPS</th>
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<tbody>
<tr>
<td>Reads for a variety of purposes in different kinds of text</td>
<td><strong>ELA K R 6a.</strong> Listens to and reads a variety of literary (e.g. short stories, poems,) and informational texts and materials to gain knowledge and for pleasure.</td>
</tr>
<tr>
<td>Reads a variety of materials for information and pleasure</td>
<td><strong>ELA 1 R 6a.</strong> Reads and listens to a variety of texts for information and pleasure.</td>
</tr>
<tr>
<td></td>
<td><strong>ELA2R4a.</strong> <strong>ELA3R4a.</strong> Reads a variety of texts for information and pleasure.</td>
</tr>
</tbody>
</table>
### Sample Unit Design

<table>
<thead>
<tr>
<th>Title</th>
<th>Fluency ELA2R2</th>
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**Stage 1: Desired Results**

**Established Goals:** The student will demonstrate the ability to read orally with speed, accuracy and expression.

**Understandings:**
Students will understand that........
- Repeated oral reading of familiar text will lead to improved comprehension.

**Essential Questions:**
- Why should I practice reading out loud easy material that I’ve read before?

**Knowledge:** Students will know:
- Fluency (speed, accuracy, and expression) improves comprehension.

**Skills:** Students will be able to:
- Read grade level text at a rate of 90 words correct per minute.

**Stage 2- Assessment Evidence**

**Performance Tasks:**
Summary in GRASPS (goal, role, audience, situation, product, performance, purpose, standards and criteria) form: The student's goal is to read a favorite book to a kindergarten student at a target rate of 90 wcpm while maintaining appropriate phrasing and expression. The student will demonstrate mastery by self-correcting any errors within one or two words of the original error.

**Key Criteria:**
The student will have achieved a rate of 90 words correct per minute (wcpm) before reading to another student.

**Other Evidence:**
The student will tape him/herself reading the same book at least three times prior to reading to another student.
Stage 3-Learning Plan

Learning Activities

Students will

• Student will select a favorite book to read to kindergarten student.
• Student will read the text orally to teacher (or someone who can assist with unknown words).
• Student will reread text to teacher at least one more time.
• Student will tape him/herself reading at least three times or until s/he achieves 90 wcpm.
• Student will read text to teacher again with focus on phrasing and expression.
• Teacher will provide slash marks in text to assist in phrasing where necessary.
• Student will practice again with the teacher to ensure appropriate phrasing.
• Student reads to kindergarten student.
GPS and the Backward Design Process

Stage 1
Identify Desired Results

(Big Ideas) →
Enduring Understandings →
Essential Questions →
Skills and Knowledge

Stage 2
Determine Acceptable Evidence
(Design Balanced Assessments)
(To assess student progress toward desired results)

Stage 3
Plan Learning Experiences and Instruction
(to support student success on assessments, leading to desired results)
Benefits of SBE

Directions: Imagine that you are back at your school, explaining to your colleagues how you are going to approach the new standards. You have decided to embrace a standards-based (backward design) process, but you are encountering objections.

1. Read the provocations below.
2. If needed, add additional ones that you would expect to hear from your colleagues.
3. Think of good replies to these provocations.
4. With other members of your group, take turns role playing the SBE advocate and the resister. Practice using your knowledge of standards-based education/backward design to convince the resister of its value.

Provocations:

“That means always using performance-based assessments. I still want to use traditional quizzes and tests.”

“Teaching for understanding takes too much time. I can barely get through the textbook now.”

“I’m overwhelmed. How can I possibly teach to all the state content standards and our district curriculum objectives?”

“Every year, parents and students are thrilled with the unit we do on jungle animals. I’m not giving it up just because there’s no standard related to it. I know what keeps my kids interested in learning.”

“If you develop your assessments first, then all you’re doing is teaching to the test, and valuable learning gets lost.”

“That might work for (name another grade level or subject matter), but not for us.”
**Backward Design**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples:</th>
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<tr>
<td><strong>What It Is</strong></td>
<td><strong>What It Isn’t</strong></td>
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Backward Design
Follow Up Assignment

**Directions:** Please complete this assignment before your next class. Bring all your products to class; you will be building on this work in the next workshop.

Complete your action plan. You should have at least one standard analyzed (Stage 1 in *Understanding by Design*). This means identifying:

- Big ideas
- Understandings
- Essential questions
- Skills and knowledge

You may use one of the templates in *Understanding by Design: Professional Development Workbook*, such as the one on page 122 or 125, or you may create your own format, as long as it includes the categories above.

Choose one standard from the list below that is most applicable to you.

- ELAKR6
- ELA1R6
- ELA2R4
- ELA3R4
## Action Plan

**Directions:** Complete the following chart to help shape your team’s work before day two of training. You should analyze at least one standard in each strand, including big ideas, understandings, essential questions, skills and knowledge, and evidence. Here are some questions to consider:

- What do we need?
- What do we have?
- How can we obtain needed information or resources?
- What can we develop as a team?
- What is our plan for completing the work and learning together?

<table>
<thead>
<tr>
<th>GPS Standards we will tackle:</th>
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<tbody>
<tr>
<td><strong>Step/Activity</strong></td>
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Recommended Readings

Books


The authors use Adlai Stevenson High School as the case study of how principals can create learning communities where student learning and achievement are center stage. The book lays out the school improvement process. No failing schools would exist if every school became a learning community modeled after DuFour’s school. The book contains an extensive bibliography.


In this step-by-step description of the process for creating and working with curriculum maps from data collection to ongoing curriculum review, Jacobs discusses the importance of “essential questions,” as well as assessment design that reflects what teachers know about the students they teach. The benefits of this kind of mapping are obvious for integrating curriculum. Through the development of curriculum maps, educators can see not only where subjects already come together but also any gaps that may be present.

Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Southern Regional Education Board, 2004. Publication Orders Department, 592 10th St. N.W., Atlanta, GA 30318-5790, Fax: (404) 872-1477 (03V63, $10 each/$6.50 each for 10 or more.) http://www.sreb.org/main/Publications/catalog/howtoorder.asp.

This volume is essential for state, district, and school leaders who plan to implement schoolwide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. The guide focuses on five literacy goals: reading 25 books across the curriculum; writing weekly in all classes; using reading and writing strategies; writing research papers; and taking rigorous language-arts classes.

Using a meta-analysis of thousands of research studies, Marzano clearly answer the question, “Which instructional techniques are proven to work?” They provide 13 proven strategies that all teachers can use and they explain the research in a clear, practical manner.


A perfect resource for self-help or school study groups, this handbook makes it much easier to apply the teaching practices outlined in *Classroom Instruction That Works*. The authors guide the reader through the nine categories of instructional strategies that are most likely to maximize student achievement and provide everything needed to use the strategies quickly in classrooms. The book includes the following: exercises to check understanding; brief questionnaires to reflect on current beliefs and practices; tips and recommendations to implement the strategies; samples, worksheets, and other tools to help plan classroom activities; and rubrics to assess the effectiveness of the strategy with students.


The authors analyze research from more than 100 studies on classroom management to answer the questions, “How does classroom management affect student achievement?” and “What techniques do teachers find most effective?” The authors provide action steps, along with real stories of teachers and students, to guide teachers in implementing the research findings.


Grading has the potential for being a valuable learning tool that helps both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research and practical at the same time.

This practical book about the responsibility educators have to teach what matters most includes many examples of educators throughout the nation who have been successful in increasing student performance on state and national assessments. The authors also explore three changes that must take place to achieve this goal: responsible standards, responsible strategies, and responsible assessment practices.


Tomlinson explains the elements of differentiated instruction and the importance of differentiated instruction within the classroom. The book also serves as an instructional guide for educational leaders and instructors as differentiated strategies are implemented.


This excellent resource includes concrete examples of instructional strategies matched to the readiness, interests, and talents of all students. Strategies include learning-centered, hands-on activities; contracts; and investigative projects. The author also offers lesson-planning strategies to provide scaffolding of the content, procedures used in learning, and products of learning.


This book explains the “backward design” process that is the backbone of standards-based education. The book explains both the underlying principles and the process teachers can use to put them into practice.


This companion book to *Understanding by Design* provides discussion questions, graphic organizers, and summaries to support faculty study groups that are exploring *Understanding by Design*. 

This companion book to *Understanding by Design* is chock-full of templates and examples to help teachers put the process into place.

**Professional Organizations**

NCTE - http://www.ncte.org/
GCTE - http://www.gcte.org/
IRA - http://www.reading.org/
GRA - http://www.georgiareading.org/

**Web Sites**

Read-Write-Think. NCTE/IRA. http://www.readwritethink.org/.

This site contains lessons, web resources, standards, and student materials. It provides quality practices and resources in reading and language arts instruction.

Illinois School Improvement Division.
http://206.166.105.86/knowledge/standards_resources.asp.

This site provides Illinois Learning Standards Resources, including benchmark indicators, sample learning activities, and sample student work.

Units (incorporating Learning Focused components). Connected Learning.
http://www.title3.org/.

BOCES is a cooperative service organization that helps school districts save money by pooling resources and sharing costs.

**Special Education Resources**

Aligning Special Education with NCLB. www.ldonline.org.


**Resources for Differentiation**


**Resources for K-3 Language Arts**


This handbook offers a practical and comprehensive means of teaching and monitoring children’s development of phonological awareness in the classroom. The authors provide answers to frequently asked questions about phonological awareness, offer a possible teaching sequence, and suggest a variety of activities to enhance children’s phonological awareness.

*Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* provides a practical way to study words with students. Based on the research on invented and developmental spelling, the framework of this text is keyed to the five stages of spelling or orthographic development. Ordered in this developmental format, Words Their Way complements the use of any existing phonics, spelling, and vocabulary curricula.


Exciting and engaging vocabulary instruction can set students on the path to a lifelong fascination with words. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words.


This book presents the Small-Group Differentiated Reading Model, an explicit classroom-tested and research-based model that provides effective reading instruction by combining guided reading and word study in small groups, allowing teachers to address the needs of beginning and struggling readers in a regular classroom setting. The chapters present easy-to-implement lesson plans and activities to support the five stages of reading - emergent, beginning, fledgling, transitional, and independent.


This book presents a highly practical approach to assessing children's spelling and word knowledge abilities and offering effective, appropriate instruction. Included is the Developmental Spelling Analysis (DSA), a dictated word inventory that enables teachers to quickly and easily evaluate students' stages of spelling development and their knowledge of important orthographic features. Detailed guidelines are set forth for engaging students in hands-on word study that is tailored to their specific strengths and weaknesses. Validated and field-tested, the instructional techniques described here
reflect the author's many years of classroom experience. Particularly useful features of the book include narrative "snapshots" of children at different stages of spelling development; numerous examples of student work; suggested word sort activities for each orthographic feature; lists of recommended books and poems; and a focus on fostering a love of words through word play and language appreciation. Provided in the appendices are reproducible forms for administering the DSA, plus a list of over 12,000 words arranged by sound, pattern, and meaning-related features.


This book offers teachers fresh, interactive ways to teach reading. It opens with a clear, research-based rationale for teaching oral reading, stressing the connections among word recognition, fluency, and comprehension. Rasinski provides the strategies themselves-read aloud, repeated reading, performance reading, and many more.


Updated with new strategies, ideas, and websites, this research-based book features a wealth of ideas for developing vocabulary in all content areas. Many of the techniques explored in this book have the broader goal of enhancing the acquisition of content knowledge. The authors do an exceptional job of combining a strong research base with field-tested strategies for developing vocabulary in any K-12 classroom. Chapter topics include learning vocabulary from context, integrating vocabulary and reading strategy instruction, learning vocabulary in literature-based reading instruction, learning vocabulary in the content areas, using dictionaries and other references, assessing vocabulary knowledge, vocabulary instruction for learners with special needs, vocabulary and spelling instruction using structural analysis, and wordplay in the classroom.


Exemplary teacher research has established that explicit teaching plays a vital role in the K-8 classroom, with particular benefits for struggling readers. This book is a practical resource for explaining reading to students who do not learn to read easily. Identified are 22 major skills and strategies associated with vocabulary development, comprehension, word recognition, and fluency. Ways to explain each skill or strategy are illustrated with abundant concrete examples, which teachers can use as starting points for developing lessons tailored to the needs, strengths, and interests of their own students. The book also shows how to move from the teacher's explanation to the student's independent use of new concepts, and how to embed explicit teaching within a context of rich, engaging literacy experiences.

This resource presents an innovative teaching model that will help students construct meaning from text by integrating four established reading comprehension strategies - predicting, questioning, clarifying, and summarizing - into three classroom settings: whole-class sessions, guided reading groups, and literature circles. You'll find an array of tools for using reciprocal teaching in these settings, including detailed explanations of the strategies, issues related to teaching them, and practical lessons that let you easily integrate the model into your curriculum. Interspersed throughout the book are reproducible forms, suggested resources, student assessment options, and intervention ideas for struggling readers.


Combining essential background knowledge with hands-on-tools, this practical resource and text provides a detailed roadmap for conducting multidimensional reading assessment. The authors' research expertise and extensive classroom experience are reflected on every page. Presented are effective ways to evaluate K-6 students' spelling, word recognition, fluency, comprehension, strategic knowledge, and more. Aided by lively case examples, preservice and inservice teachers and reading specialists learn to tailor assessment to the needs of each child and use results strategically to inform instruction. The concluding chapter offers useful information on preparing a reading clinic report. Special features of this accessible 8 1/2" x 11" volume include numerous figures, tables, and sample assessment instruments, many with permission to photocopy. Topics covered include assessment, curriculum, methods, and comprehension difficulties, from the preschool level through high school.


This book offers essential guidance to preservice and inservice teachers seeking to create, revise, or add new strategies to the teaching of the language arts block. The focus is on how to implement effective strategies in the context of a well-planned classroom and a smoothly choreographed daily schedule. In a series of vivid case studies, Lesley Mandel Morrow brings to life the methods used by exemplary teachers to create rich, student-friendly learning environments for children in grades K-4. No component of organizing the language arts block is omitted, including setting up and running classroom learning centers, assessing different instructional needs, conducting whole-class and small group meetings, and linking language arts to content area instruction. Enhancing the practical utility of the book are sample daily schedules and classroom management tips for each grade level, along with dozens of reproducible learning activities, lesson plans, and assessment and record-keeping tools.
**Glossary**

**CONTENT STANDARDS:** Content standards state the purpose and direction the content is to take, and are generally followed by elements. Content standards define what students are expected to know, understand, and be able to do.

**CURRICULUM DOCUMENT:** The Georgia Performance Standards document is the curriculum document that contains all standards that should be learned by all students.

**ELEMENTS:** Elements are part of the content standards that identify specific learning goals associated with the standard.

**PERFORMANCE STANDARDS:** Performance standards define specific expectations of what students should know and be able to do and how well students must perform to achieve or exceed the standard. Georgia’s performance standards are composed of four components: content standards, tasks, student work, and teacher commentary.

**PROCESS STANDARDS:** Process standards define the means used to develop patterns of thought and behavior that lead to conceptual understanding.

**STANDARD:** Something set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality.

**STANDARDS-BASED EDUCATION:** In standards-based classrooms, standards are the starting point for classroom instruction that ensures high expectations for all students.

**STRAND:** A strand is an organizing tool used to group standards by content. For example, the English language arts curriculum contains strands of reading, writing, listening, speaking, and viewing. K-5 science curriculum contains a life science strand, physical science strand, and an earth science strand.

**STUDENT WORK:** Examples of successful student work are included to specify what it takes to meet the standard and to enable both teachers and students to see what meeting the standard “looks like.”
TASKS: Keyed to the relevant standards, tasks provide a sample performance that demonstrates to teachers what students should know and be able to do during or by the end of the course. Some tasks can serve as activities that will help students achieve the learning goals of the standard, while others can be used to assess student learning; many serve both purposes. Although the Georgia Performance Standards include tasks, teachers may develop their own tasks.

TEACHER COMMENTARY: Teacher commentary is meant to open the pathways of communication between students and the classroom teacher as well as within faculty in order to ensure consistency within assessment and expectations. Commentary shows students why they did or did not meet a standard and enables them to take ownership of their own learning.
Learning Journal

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?
Learning Journal

What squares with my thinking?

What’s still rolling around in my mind?

What do I need to change?