



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Common Core Georgia Performance Standards



Literacy in History/Social Studies Grades 6-8

Shaun Owen

State Coordinator, Social Studies



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Welcome



Lindsey Cafarella, Instructor, World History, Gwinnett County

Jeremy Farr, Instructor, 7th Grade Social Studies, Hall County

Mary Lynn Huie, Ph.D., Literacy Trainer, Georgia Department of Education

Susan Jacobs, ELA Program Specialist, Georgia Department of Education

Pam Knauer, Coordinator of Social Studies, Houston County

Tammy Ponder, Instructional Specialist TAH Grant, Paulding County

Aaron Randall, Ph.D., Instructional Coordinator, Henry County

Keena Ryals-Jenkins, Ph.D., Director of Social Studies, Fulton County

Matt Smith, Social Studies Coordinator, Clayton County

Kimberly Thorpe, Program Specialist, Metro West Georgia Learning Resource System



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Common Core Georgia Performance Standards for Literacy



- Skilled teachers in a specific discipline are best positioned to teach students how to read, understand, listen, speak and write about their fields: for instance, history teachers are best suited to teach students how to read and write about history (Achieve.org)



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"



CCGPS for Literacy...

- Explicit literacy expectations may be new to some instructors.
- What are the current expectations?
- How do these formal and informal expectations align with the corresponding literacy standards in the CCGPS?



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"



Three Sets of Standards

-  College and Career Readiness Standards
-  Common Core Georgia Performance Standards (CCGPS)
-  Literacy Standards for History/Social Studies, Science, and Technical Subjects



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

How the Standards Compare



CCRR2: Determine **central ideas** or themes of a text and analyze their development; summarize the key supporting details and ideas.



ELACC7RL2: Determine a theme or **central idea** of a text and analyze its development over the course of the text; provide an objective summary of the text.



L6-8RH2: Determine the **central ideas** or **information** of a **primary or secondary source**; provide an accurate summary of the **source distinct from prior knowledge or opinions**.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

How the Standards Compare



CCW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"



Problems with Content Area Reading

- Literacy is not as generalizable as once thought
- Some practices make no sense in content disciplines
- Generic strategies are less helpful to struggling readers
- Pre-service teachers may resist non-disciplinary courses



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"



Why Disciplinary Literacy?

- College and career ready students to be proficient in reading complex informational text independently in a variety of content areas
- Required reading in college and workforce training programs is informational in structure and challenging in content
- Postsecondary education programs provide students with both a higher volume of such reading and comparatively little scaffolding

The addition of specific Literacy Standards for content areas beyond the language arts classroom is designed to address and ensure this critical interdisciplinary approach



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

The Standards



<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/CCGPS.aspx>

The screenshot shows the Georgia Department of Education website. At the top, there is a search bar and a language selection dropdown. Below the header, a navigation menu includes Home, Students, Parents, Teachers, Business & Industry, and Contact Us. The main content area features a sidebar with various service categories, a central section for 'Common Core Georgia Performance Standards (CCGPS)' with a descriptive paragraph, and a 'Professional Learning Webinars' section. On the right, there is a 'CCGPS Resources' section with links to English Language Arts, Literacy Standards for various grade levels, and Mathematics. A blue circle highlights the 'Literacy Standards - Grades 6-8' and 'Literacy Standards - Grades 9-10' links.

Georgia Department of Education
Making Education Work For All Georgians!

Search this site...
Select Language | Follow Us: Facebook, Twitter, RSS

Dr. John D. Barge, State School Superintendent

Home | Students | Parents | Teachers | Business & Industry | Contact Us

Georgia Department of Education > Curriculum, Instruction and Assessment > Curriculum and Instruction > Common Core Georgia Performance Standards (CCGPS)

Common Core Georgia Performance Standards (CCGPS)

Georgia joined with 46 other states, The District of Columbia (D.C.), and territories to develop a set of core standards for kindergarten through high school in English language arts and mathematics and in grades 6-12 in literacy in science, history/social studies, and technical subjects. The Common Core Georgia Performance Standards (CCGPS) provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards (GPS).

Professional Learning Webinars

All fall English/Language Arts and Mathematics CCGPS Professional Learning WEBINARS and recordings of archived WEBINARS may be accessed through ElluminateLive! found at GeorgiaStandards.org. See [ELA/Literacy CCGPS](#) or [Mathematics CCGPS](#) sections for webinars.

Professional Learning Georgia Public Broadcasts

Each of the two-hour professional learning sessions will be accessed through Georgia Public Broadcasting (GPB) from January 25, 2012, through May 9, 2012. These GPB professional learning sessions will be available for archived viewing at the original broadcast link: <http://www.gpb.org/education/common-core> within 8 calendar days of the

CCGPS Resources

English Language Arts

Professional Learning Schedule (Revised 11-15-11)

CCSS in ELA

GACIS Breakout Session 9-22-10 Presentations

History/Social Studies, Science and Technical Subjects

Literacy Standards - Grades 6-8

Literacy Standards - Grades 9-10

Literacy Standards - Grades 11-12

Mathematics



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

History Reading



ELA Reading

Context sometimes important

Focus on plot structure leads students to expect sequence

Single text studies not problematic

History Reading

Context imperative

Multiple events and perspectives converging, often non-linear

Singular sources problematic



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Information Processing Skills



1. Compare similarities and differences
2. Organize items chronologically
3. Identify issues and/or problems and alternative solutions
4. Distinguish between fact and opinion
5. Identify main idea, detail, sequence of events, and cause and effect
6. Identify and use primary and secondary sources
7. Interpret timelines
8. Identify social studies reference resources to use for a specific purpose



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Information Processing Skills



9. Construct charts and tables

10. Analyze artifacts

11. Draw conclusions and make generalizations

12. Analyze graphs and diagrams

13. Translate dates into centuries, eras, or ages

14. Formulate appropriate research questions

15. Determine adequacy and/or relevancy of information

16. Check for consistency of information

17. Interpret political cartoons



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Reading Across the Curriculum



Read both informational and fictional texts in a variety of genres and modes of discourse.

Discuss messages and themes from books in all subject areas.

Respond to a variety of texts in multiple modes of discourse.

Evaluate the merit of texts in every subject discipline.

Examine the author's purpose in writing.

Recognize the features of disciplinary texts.

Demonstrate an understanding of contextual vocabulary in various subjects.

Use content vocabulary in writing and speaking.

Explore understanding of new words found in subject area texts.

Discuss in both writing and speaking how certain words are subject area related.

Determine strategies for finding content and contextual meaning for unknown words.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

New Lexile Expectations



Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

What the Research Says...



- In 2006, ACT, Inc. report: *Reading Between the Lines*
 - showed which skills differentiated those students who equaled or exceeded the benchmark score (21 out of 36) in the reading section of the ACT college admissions test from those who did not.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"



- Literacy demands college/career lexiles steadily increasing
 - (Stenner, Koons, & Swartz, in press; Milewski, Johnson, Glazer, & Kubota, 2005)
- College professors hold students accountable for independent reading not discussed in class; high schools usually do not
 - (Erickson & Strommer, 1991; Pritchard, Wilson, & Yamnitz, 2007)
- K–12 textbook lexiles steadily decreasing over last century
 - (Chall, Conard, & Harris, 1977)



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Literacy in the Existing Frameworks



8th grade Unit 5, page 1

Task

Students will research events that led to the Civil War. Select an event such as slavery, states' rights, or the Dred Scott Case and determine opposing viewpoints. Students will closely examine the viewpoints, select a viewpoint, and write an argument from that perspective. The argument should include statements that support a position and include relevant evidence. The students will craft an argument that will:

1. Introduce the selected position as well as a description of the opposing viewpoint(s). The argument should be supported with relevant evidence from credible sources and reflect an understanding of the topic or text. Also, the argument should include words, phrases, or clauses that may help to explain the reasons behind the selected viewpoint.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Literacy in the Existing Frameworks

8th grade Unit 5, page 1



Content Standard

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

How the literacy standards can add rigor



Students will research events that led to the Civil War. Select an event such as slavery, states' rights, or the Dred Scott Case and determine opposing viewpoints. **L6-8RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Students will closely examine the viewpoints, **L6-8RH6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **L6-8RH8:** Distinguish among fact, opinion, and reasoned judgment in a text. select a viewpoint, and write an argument from that perspective.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

How the literacy standards can add rigor



Introduce the selected position as well as a description of the opposing viewpoint(s).

L6-8WHST1: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

The argument should be supported with relevant evidence from credible sources and reflect an understanding of the topic or text. Also, the argument should include words, phrases, or clauses that may help to explain the reasons behind the selected viewpoint. clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- a. Establish and maintain a formal style.
- b. Provide a concluding statement or section that follows from and supports the argument presented.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

MATCHING LITERACY STANDARDS TO FRAMEWORK BALANCED ASSASSMENT TASKS	
Below are two sample tasks from the GPB Frameworks for each grade level (for purposes of this exercise the Grade 9 lessons are from American Government/Civics, Grade 10 from World History, Grade 11 from U.S. History, and Grade 12 from Psychology and Sociology). Read the task and take a moment to consider the activities and skills necessary for students to produce the desired result. The relevant Social Studies standard defined for the task/assessment is listed in the box below. Referring to the attached CCGPS Literacy Standards for Reading, identify the standard covered by the task. This exercise serves to identify the literacy tasks already embedded in the existing frameworks, and illustrates the ease with which the literacy standards may be matched and integrated.	
GRADE NINE BALANCED ASSASSMENT TASK ONE: Brainstorm a list of rights found in the criminal justice system. Students read the 4th, 5th, 6th, 7th, 8th, and 14th Amendments. Discuss with the class the protections found in each amendment and analyze why those amendments are in existence (direct tie-in to beliefs and ideals). Create matching/multiple choice quizzes matching rights to their correct amendment. Court cases may also be introduced here as a differentiation tactic.	
GRADE NINE GPB SOCIAL STUDIES STANDARD 8 6b 22b	GRADE NINE CCGP LITERACY STANDARD 8 LS-10RH2
GRADE NINE BALANCED ASSASSMENT TASK TWO: After reading excerpts from the Declaration of Independence and after some class discussion on social contract theory, have students complete a graphic organizer comparing the two. Once complete, have students assume the role of someone living in the colonies in 1776 who has read the Declaration. They will evaluate in their journal how well the document persuaded them to support the cause for independence.	
GRADE NINE GPB SOCIAL STUDIES STANDARD 8 2	GRADE NINE CCGP LITERACY STANDARD 8 LS-10RH8 (RH8)
GRADE TEN BALANCED ASSASSMENT TASK ONE: Students will examine primary sources including pictures of mosaics, illustrations of icons, eye descriptions of Theodora and photographs of Hagia Sophia to identify characteristics of Byzantine culture. They will state comparisons with previous learning of Roman cultural traits.	
GRADE TEN GPB SOCIAL STUDIES STANDARD 8 4a 4b	GRADE TEN CCGP LITERACY STANDARD 8 LS-10RH7 (RH8)
GRADE TEN BALANCED ASSASSMENT TASK TWO: Students will research information on China and Japan focusing on the following questions: Why did westerners travel to China and Japan? Did those travelers settle in these countries? Why? or Why not? How did the Opium War, the Taiwan Rebellion and Commodore Perry affect how the Chinese and Japanese governments interacted with westerners? Students will divide into groups with each group addressing one question. Groups will then jigsaw explaining their findings to other students.	
GRADE TEN GPB SOCIAL STUDIES STANDARD 8 14d	GRADE TEN CCGP LITERACY STANDARD 8 LS-10RH3
GRADE ELEVEN BALANCED ASSASSMENT TASK ONE: Students will examine primary source documents from the Reconstruction era. www.enotes.com/reconstruction-era-primary-sources www.thepbs.org/infoWeb/show/USA/ReconstructionEra.html . These may include photographs, letters, and other visuals. Students, in small groups, will break down the historical background and events addressed in the document.	
GRADE ELEVEN GPB SOCIAL STUDIES STANDARD 8 10a, b, c, d, e	GRADE ELEVEN CCGP LITERACY STANDARD 8 L-11-12RH2
GRADE ELEVEN BALANCED ASSASSMENT TASK TWO: Using the free lesson plan and historical political cartoons available at http://history.eduplace.org/ahp/ahp12 (the Oppo Project), have students apply the Progressive Movement through the images and commentary from the period. They will complete the Political Analysis Worksheet for the cartoons and research a Progressive policy. The students can complete the activity by writing a description of how they believe the Progressive Movement changed the beliefs and ideals of the United States and evaluate whether this movement has had a lasting impact on American Society.	
GRADE ELEVEN GPB SOCIAL STUDIES STANDARD 8 13e	GRADE ELEVEN CCGP LITERACY STANDARD 8 L11-12RH7
GRADE TWELVE BALANCED ASSASSMENT TASK ONE: "Split My Brain." This activity encourages students to review the form and function of neurons along with different anatomical areas of the brain by studying the fictional case study of a young epileptic child. The case study also addresses the topic of the split brain procedure and the diagnostic tools, EEGs and MRIs. Students can either complete this five-step activity online at http://www.sciencecases.org/split_brain/split_brain.asp or teachers can access the PDF version instead.	
GRADE TWELVE GPB SOCIAL STUDIES STANDARD 8 PBP1b,c, d & e	GRADE ELEVEN CCGP LITERACY STANDARD 8 L11-12RH3
GRADE TWELVE BALANCED ASSASSMENT TASK TWO: The link below provides an excellent introduction to theories of social behavior. The virtual exploration includes Harry Harlow's study of social interaction in monkeys, Jean Piaget's work with cognitive development, and Ruth Benedict's study of culture on social development. The virtual exploration is an individual activity, so access to the school media center or computer lab will be needed. It can be given as a project outside of class if desired, as there is a link at the end that allows the student to email results to his/her teacher. http://www.weds.wash.com/sociology/divirtual_explorations/C.html	



Introduce the reading:

- Compare background knowledge of Dr. King’s non-violent philosophy to the introduction of Ghandi’s non-violent social change in India
- **L6-8RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **L6-8RH9:** Analyze the relationship between a primary and secondary source on the same topic.
- (after 2 quotes)



Reading of Primary Source Documents:



- Read “The World Will Hear More of Gandhi”
- Read “I Still Believe in Non-Violence”
- Complete Reading Guide

- **L6-8RH8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **L6-8RH9:** Analyze the relationship between a primary and secondary source on the same topic.
- **L6-8RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- (after excerpt)



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

RAFT Activity



Students use primary source documents to gather information from which to present the viewpoint of an individual living in Gandhi's time (a farmer, a British soldier, etc.)

- L11-12RH1: Cite specific textual evidence to support analysis of primary and secondary sources.
- **L6-8RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **L6-8RH8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **L6-8RH9:** Analyze the relationship between a primary and secondary source on the same topic.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

RAFT...continued



- **L6-8WHST1:** Write arguments focused on *discipline-specific content*.
- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Literacy Activities



- Discussion with panel



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Literacy Activities



- Discussion with panel



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Resources and Closing



- Mary Lynn Huie, Shaun Owen, Susan Jacobs



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Record: 1

Title: Family Ties in Central and South America.
Authors: Johnson, Troy
Source: Native American Family Life; 2003, p52-56, 5p, 2 color

Document Type: Article
Subject Terms: INCAS
 SOCIAL classes
 ARTISANS
 FARMERS
 AGRICULTURISTS
 SKILLED labor

Abstract: Before the arrival of Europeans during the 16th century in the region called Latin America, two of the major native groups were the Maya of Mexico and Central America and the Inca of South America. The Inca of South America had a hierarchical, patriarchal class structure. The heads of their families and of the Incan society. Families were divided into classes. The ruling class was composed of the ruler and his family members. Temple priests, architects, and regional army commanders were lower in class only to the elite members of class family. The two lowest classes were made of artisans, soldiers, and peasant farmers. These farmers grew all of the crops necessary to feed their own families, as well as the families of the upper classes. INSETS: Untitled;Untitled.

Lexile: 850
Full Text Word Count: 913
ISBN: 1-59084-126-3
Accession Number: 10885211
Database: MAS Ultra - School Edition

Family Ties in Central and South America

6 Before the arrival of Europeans during the 16th century in the region today called Latin America, two of the major native groups were the Maya of Mexico and Central America and the Inca of South America.

The Inca of South America had a hierarchical, patriarchal class structure. Men were heads of their families and of the Incan society. Families were divided into classes. The ruling class was composed of the ruler and his family members. Temple priests, architects, and regional army commanders were lower in class only to the elite members of the ruling-class family. The two lowest classes were made of artisans, soldiers, and peasant farmers. These farmers grew all of the crops necessary to feed their own families, as well as the families of the upper classes.

Ruling-class women sometimes had power, but it was more usual for rulers to be men. The *sapa* (high priest or ruler) and the army commander were the most important men in any Incan village.

Inca women used llama wool and cotton to weave cloth. Dyes were made from indigo and other plants. The finest dyed and woven cloths were given to the ruling class. A particularly fine weaving might be given to the gods during an important religious ceremony. Cloth was also used as a material for bartering. Fine cloth might be traded for cocoa, turkey, or even gold.

Inca children did not always live long lives. Sometimes, they were chosen to serve as sacrifices to the Sun God. These children were taken high into the mountains and buried alive with food, corn beer, and coca leaves during annual ceremonies that were held to ensure a good harvest and a happy Sun God. To be chosen to serve as a sacrifice was considered to be a great honor.

Inca men were expected to marry by the age of 20. Brides and grooms would exchange sandals at their wedding ceremonies. Inca leaders married their sisters to keep the blood of their families pure. Their sisters became their first, or principal, wives. The Inca tradition was for the son of the ruler and his principal wife, or sister, to be the heir to the throne.

Like the Inca, the Maya of Central America also had a family-based caste system. Caste membership was hereditary. The elite noble class was made up of the ruler, his family, nobles, and priests. Upon the death of a ruler, his son or brother took his place. Mayans who were not born into the elite noble class were divided into a class of warriors, a middle class of tradesmen and craftsmen, or a lower-class peasantry.

Mayan working-class men were skilled tradesmen. The peasant men were farmers. They spent most of their days in the fields. They grew maize (corn), cotton, beans, squash, and cacao. Mayan peasant women were often skilled weavers as well. They used cotton to weave cloth. The dyes used by Mayan women included indigo, brazil wood, logwood, annatto, and iron oxide. They also made baskets.

Soon after birth, a Mayan infant's head was pressed between two boards. It was secured and left this way for several days. The pressure reshaped the child's skull. It is believed that this was done to make the shape of the head resemble that of an ear of corn.

Upper-class Mayan children were taught to read and write using pictograms and hieroglyphics. They studied religion, astronomy, and mathematics. They also studied the Mayan calendar and learned to count and use the Mayan numerical system.

When Mayan boys and girls were married, they celebrated in a celebration called the "Descent of the Gods." The bride and groom performed their marriages. The bride's father expected to receive a large dowry from the groom's hand in marriage. The bridegroom's father expected to receive a large dowry from his son to work for his father-in-law. After the wedding, the bridegroom worked for his wife's parents for five to six years.

© 2003 by Mason Crest Publishers

PHOTO (COLOR): The members of this group were the Maya Indians of Central America. Around 1,600 years ago, their ancestors established a highly evolved society in Mexico and Central America. Today Mayan families still follow some of the same practices of the ancient Maya.

780

1100

850

1030

620

960

1240

Inca men loosen the soil with a *tacca* (foot-plow), while women behind them pull the plow. This drawing from an Inca codex. The book, which dates to 1565, is the earliest drawing that shows drawings of 16th-century Peruvian life.

Untitled

and Maya enjoyed a ball game. Most cities had ball courts close to the center. To play, two teams faced off on the ball court. The players could not use their hands — they could only use their hips. The game was played by touching special markers or passing the ball.

They used cotton to make and read the Inca quipu. A quipu was a string of many colored knots. The way that the knots were tied and the colors of the string made them all had special meanings. The way that the knots were tied and the colors of the string made them all had special meanings.

Native American Family Life is the property of Mason Crest Publishers and its content may be copied or emailed to multiple sites or posted to a listserv without the express written permission. However, users may print, download, or otherwise use individual use.

The Lexile Framework for Reading in Action

Sociograms

- Pre-Reading
- During Reading
- Post Reading

Task Suggestion: For Georgia Performance Standard SS6H1, utilize the resource titled, 'When the horse came' (1070L) and ask students to complete a Sociogram activity.

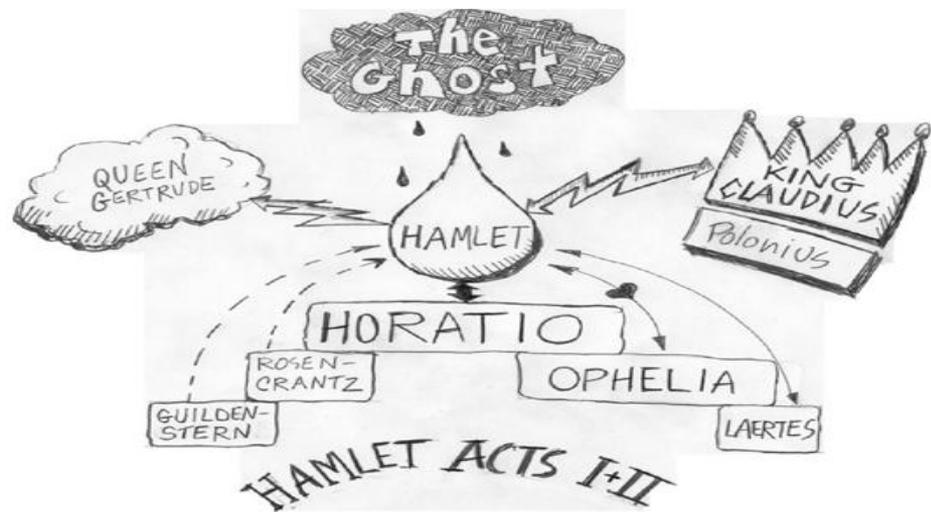
Description: Sociograms are graphic representations of structures or relationships. Students can describe interpersonal relationships of characters in works of fiction, relationships among historical figures, or even relationships among scientific concepts or processes.

How It Works: Sociograms allow students to think creatively and express their understanding of the reading material in novel ways. While students can ultimately determine the look and structure of their own sociograms, some general conventions will help students get started. Students can place the primary character(s) or theme(s) at the center of the diagram and let the physical distance between persons and/or facts reflect the historical or actual distance between the people, places, or facts. The size/shape/symbol of a character or concept can be a symbolic representation of each personality or concept. Students can show the direction of a relationship by an arrow or line, which can be creatively applied to represent different conditions by being a jagged line, a wavy line, or a thick line. Substantiated relationships can be portrayed with a solid line and inferred relationships with a broken line. Living people can be circled with a solid line, historical people can be circled with a broken line. Students can illustrate the tone and or theme of a piece by using colors or visual symbols.

How It Can Be Used: Sociograms can be useful in all content areas, but are best when applied to concepts, processes, or interpersonal relationships that have various connections.

- Explore creative ways to explain historical events or scientific processes with shapes, arrows, lines, and other meaningful symbols.

Sociograms



Lexile Activities



KWLC

Timeline

**Academic
Notes**

**Key Concept
Synthesis**

**Biography
Synthesis**

**Frame of
Reference**

Sociograms

**Evaluating the
Framework**

**Fact or
Opinion**

Cornell Notes

**Extended
Response**

**Collaborative
Annotation**

lead

intender
rgians"
it ac

What is LDC?



LDC tools embed Common Core Literacy Standards into content-area lessons so that students meet the Literacy Standards while also meeting content demands at high levels of performance.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

How does LDC work?



- LDC templates help teachers write content-specific Teaching Tasks that require reading and writing to complete.
- LDC tools then help teachers identify the literacy skills students will need to complete the assigned Teaching Tasks.
- The templates then suggest instruction to help students acquire those skills.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

A Good Teaching Task Should--



- Challenge students to engage in a substantial issue within the academic discipline,
- Model high levels of thinking, reading, and writing,
- Require work that will challenge students' thinking and literacy practices beyond what they can already do without teaching support.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Templates for the Teaching Tasks



Teachers fill in the template to create a teaching task—a major student assignment to be completed over two to four weeks.

The content can be science, history, language arts, or another subject.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

We look forward to hearing from you!



Shaun Owen, sowen@doe.k12.ga.us



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Survey



Thank you for participating in this CCGPS Professional Learning Session. We value your feedback! Please go to the following website, take the anonymous feedback survey, and complete the participation log to receive a certificate of participation:

<http://survey.sedl.org/efm/wsb.dll/s/1g10a>



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"



THANK YOU



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"