Literacy and ELA

Metro RESA Curriculum Summit

Fall 2023

House
Bill 538

Senate
Bill 211

Local Goals
and
Initiatives

Richard Woods, Georgia's School Superintendent | **Georgia Department of Education** | *Educating Georgia's Future*
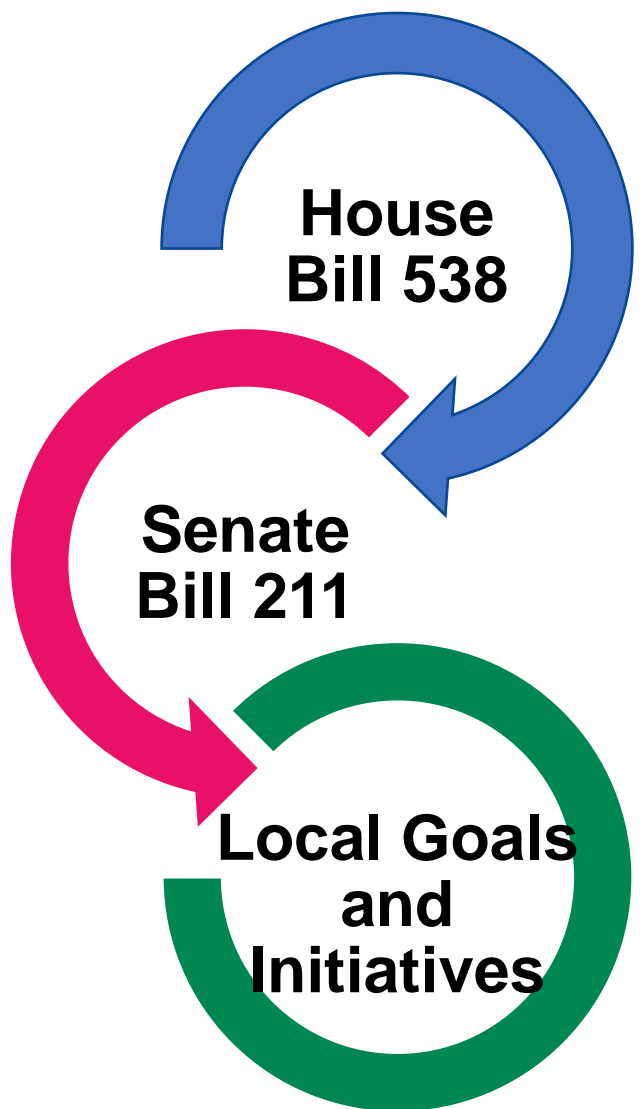
Georgia Early Literacy Act (HB 538)

Instructional Materials
- Aligned to science of reading and ELA standards
- Approved by SBOE by January 2024
- Districts certify use by December 2024

Screeners
- Administered three times per year
- Approved by SBOE by July 1, 2024*
- Districts implement in August 2024

Interventions
- Tiered intervention plans for K-3 students who exhibit significant reading deficiency
- Districts implement in August 2024

Professional Learning
- Training for all K-3 teachers on the science of reading, structured literacy, and foundational literacy skills.
- Districts ensure all teachers complete state approved training. July 1, 2025

Teacher Preparation
- GACE assessments must be aligned with developmentally appropriate evidence-based literacy instruction by July 2025.

SB 211- Georgia Council on Literacy

Composition of the Council:

• Appointments made by the Governor, Lt. Governor, and Speaker of the House

• Includes teachers, local school superintendents, local board of education members, early learning experts, literacy and dyslexia experts/advocates, and members of the Georgia General Assembly

• Administratively attached to and staffed by the Governor's Office of Student Achievement (GOSA)
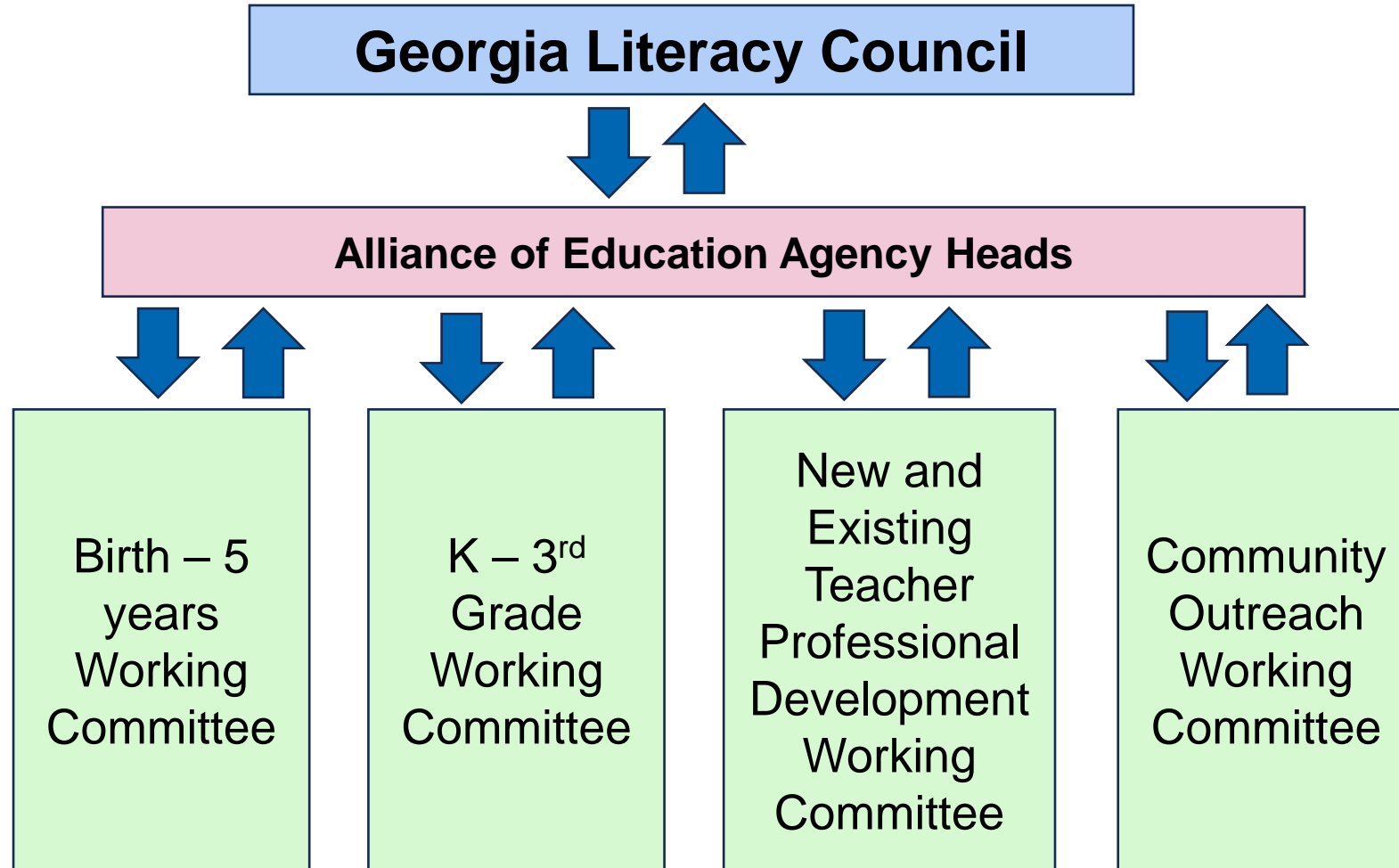
Georgia Council on Literacy – Roles and Responsibilities

- Work with GaDOE and State Board of Education to implement the requirements of HB 538

- Review other states' best practices

- Make recommendations for literacy improvements among minority, ESOL, low income and students with dyslexia

- Monitor state-wide literacy goals and measures set by the State Board of Education in consultation with the Department of Education and the Office of Student Achievement and provide a report to the State Board of Education by October 31 each year of the conclusions reached through such monitoring regarding the status and effectiveness of policy initiatives

# Georgia Council on Literacy – Roles and Responsibilities

- Make recommendations on new and existing teacher training relating to evidence-based literacy instruction;

- Review community-based literacy programs and make recommendations for improvements;

- Review changes/updates to QBE formula to enhance literacy instruction;

- Review statewide birth-age 5 initiatives and suggest policy and budget changes;

- Provide a report to Governor, OPB, Speaker and Lt. Governor on the conditions, needs, issues and problems relating to state literacy outcomes; include recommendations for legislation and appropriations to support literacy outcomes (Nov. 30th).

Literacy Council and Structure

Georgia Literacy Council

↓ ↑

Alliance of Education Agency Heads

↓ ↑   ↓ ↑   ↓ ↑   ↓ ↑

| Birth – 5 years Working Committee | K – 3rd Grade Working Committee | New and Existing Teacher Professional Development Working Committee | Community Outreach Working Committee |

GaDOE
Georgia Department of Education

Aligning State Literacy Policies and Practices

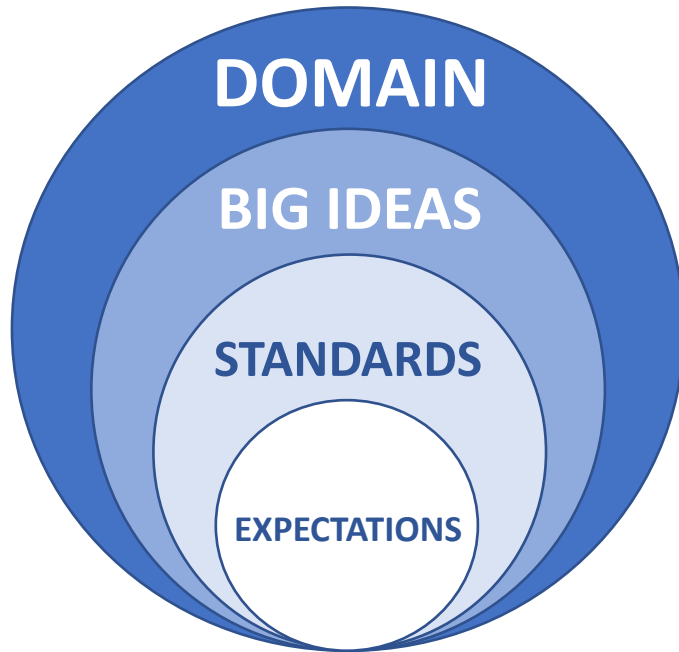[Aligning State Literacy Policies and Practices 07.26.23.pdf (gadoe.org)](#)
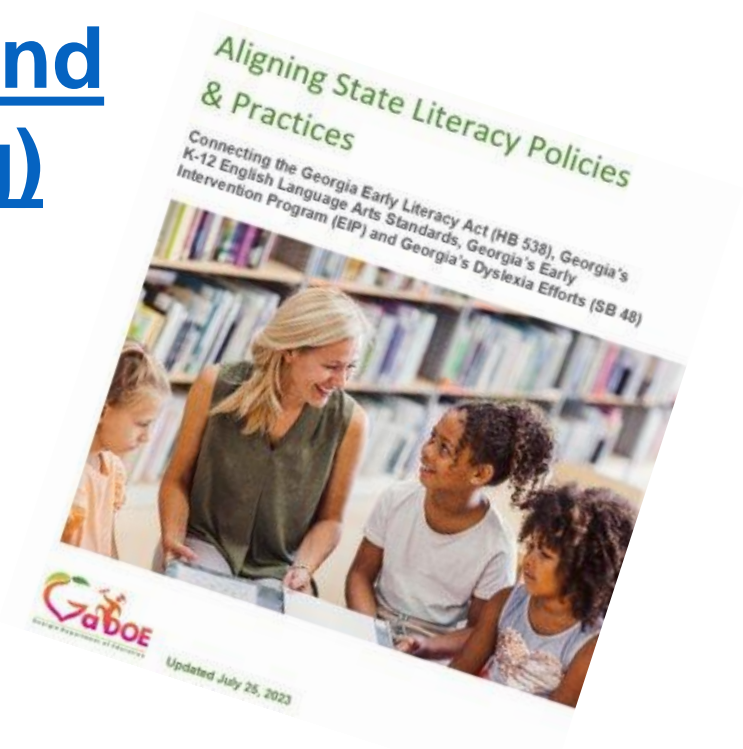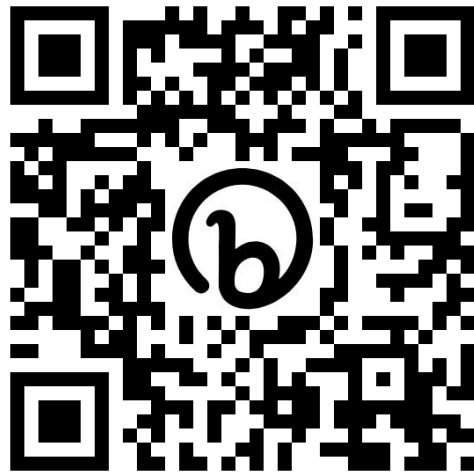
Georgia's K-12 Standards for English Language Arts

Updates

Georgia K-12 English Language Arts Standards: Implementation Timeline

SY: 2022-2023	SY: 2023-2024 SY: 2024-2025	SY: 2025-2026
	Instructional Support: Professional learning & resource development	Ongoing professional learning, resource development, and supports
	Assessment: Test development & field testing	Assessment: Updated tests administered
		Full implementation in Georgia classrooms

Georgia K-12 English Language Arts Standards: Overview & Organization

DOMAIN

BIG IDEAS

STANDARDS

EXPECTATIONS

Domains cover broad areas of ELA skills and concepts.

Big ideas serve to unify sets of related standards.

Standards describe key competencies for each grade-band (K-2, 3-5, 6-8, 9-12).

Expectations communicate the essential knowledge, skills, and enduring concepts that all students should know, understand, and practice at each grade level.

Georgia K-12 English Language Arts Standards: Domains

K-5

	6th-12th		

Foundations	**Language**	**Practices**	**Texts**
Students build a foundation for achieving dynamic literacy practices, including reading comprehension.	*Students apply conventions of usage, mechanics, vocabulary, and word analysis to comprehend, analyze, and construct texts.*	*Students engage in regular practices to increase literacy.*	*Students grow in their learning as they purposefully engage with texts.*

Overview & Organization *(cont.)*

Big Ideas

Standards

Learning Progressions

Expectations

6th Grade Expectations	7th Grade Expectations	8th Grade Expectations
BIG IDEA: Title *One-sentence statement of K-12 big idea*		
STANDARD: Code *One-sentence statement of grade-band standard*		
Expectations for Interpreting Texts Reading | Listening | Viewing	*Expectations for Interpreting Texts* Reading | Listening | Viewing	*Expectations for Interpreting Texts* Reading | Listening | Viewing
6.BI.S.1.a	7.BI.S.1.a	8.BI.S.1.a
Expectations for Constructing Texts Writing | Speaking | Creating	*Expectations for Constructing Texts* Writing | Speaking | Creating	*Expectations for Constructing Texts* Writing | Speaking | Creating
6.BI.S.1.b	7.BI.S.1.b	8.BI.S.1.b
6.BI.S.1.c	7.BI.S.1.c	8.BI.S.1.c

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

STANDARD 3-5.T.T.1: Narrative Techniques
Explain, analyze, and use narrative techniques to shape understandings.

3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
3.T.T.1.a	Explain how narrative techniques are used to present ideas, design texts, and convey information about characters, setting, and plot.	4.T.T.1.a	Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.	5.T.T.1.a	*Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.*
3.T.T.1.b	Explain how characters, setting, problem, and solution function in the plot.	4.T.T.1.b	Describe how the text's protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters.	5.T.T.1.b	Analyze how setting, events, conflict, and characterization contribute to the plot.
3.T.T.1.c	Describe characters' traits, motivations, actions, thoughts, and feelings and explain their connection to the central message, lesson, or moral of the story.	4.T.T.1.c	Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters.	5.T.T.1.c	Explain how a theme is demonstrated through a character's growth or conflict resolution.
3.T.T.1.d	Compare and contrast two or more characters, settings, central messages, or events within texts across diverse cultures.	4.T.T.1.d	Compare and contrast the approach to similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from diverse cultures.	5.T.T.1.d	Compare and contrast stories in the same genre (e.g., mysteries, adventures) from diverse cultures on their approaches to similar themes and topics.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
3.T.T.1.e	Apply narrative techniques (e.g., character, setting, problem, resolution, dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a sense of closure.	4.T.T.1.e	Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.	5.T.T.1.e	Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

New ELA Standards

Access PDFs of all the standards on the [ELA website](#).

## http://bit.ly/gadoeela

Newly Adopted English Language Arts Standards

Georgia's K-12 English Language Arts Standards were approved at the May 2023 State Board of Education meeting. Throughout the 2023-2024 and 2024-2025 school years, teachers will receive training and professional learning, new resources will be developed, assessments will be aligned to the updated standards, and communication will be provided to parents to ensure a smooth transition. **These standards will be implemented during the 2025-2026 school year.** The recently adopted standards documents can be found at the links below:

- K-12 Practices
- K-2 Foundations
- K-2 Language
- K-2 Texts
- 3-5 Foundations
- 3-5 Language
- 3-5 Texts
- 6-8 Language
- 6-8 Texts
- 9-12 Language
- 9-12 Texts
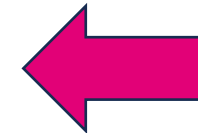
Check this page for more standards updates as adopted standards are added to SuitCASE.

Digital Standards Resources

GaDOE **GaConnects**

SuitCASE & **Inspire**

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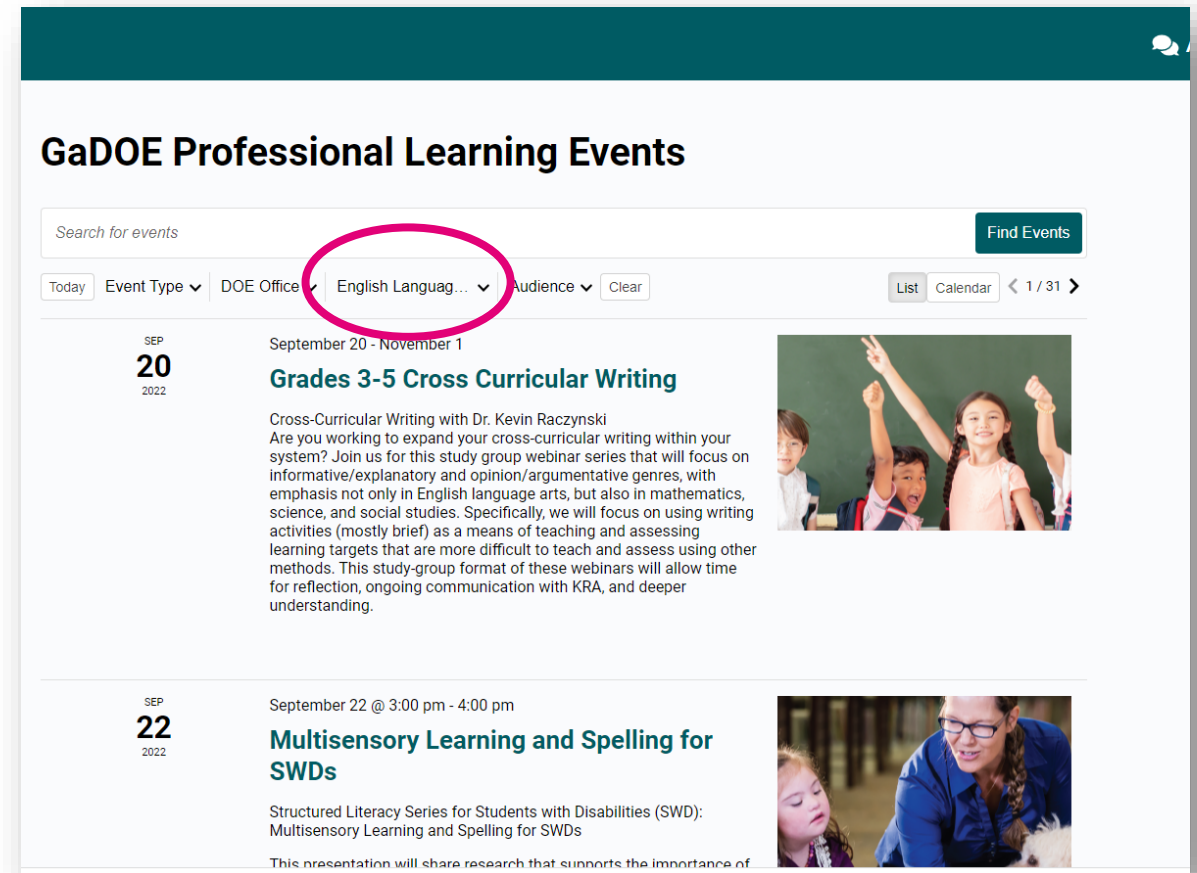
GaDOE Professional Learning

- **[Professional Learning Hub](#)**
- **[Professional Learning Catalog](#)**

> GaDOE Community houses the agency's professional learning catalog.
>
> For ELA events, click the dropdown arrow by **Topic** and select **English Language Arts.**

[How to join GaDOE Community](#)

English Language Arts Updates

- ## Georgia's K-12 Standards for English Language Arts (ELA)
  - ✓ **May 2023:** Approved by State Board of Education
  - ❑ **2025-2026:** Full classroom implementation and updated assessments
    - ❖ The current Georgia Standards of Excellence (GSE) for ELA will guide instruction and assessment in the 2023-2024 and 2024-2025 school years.

- ## Resource Rollout
  - ✓ **Available Now:** PDFs posted to the GaDOE ELA page
  - ❑ **Coming Week of August 14:** Revised standards in SuitCASE
  - ❑ **Coming August 2023:** Glossary and Structure & Alignment document
  - ❑ **Coming Fall 2023:** Support documents and evidence of student success

- ## Training and Professional Learning Opportunities
  - ❑ **Coming Spring 2024:** Two-tier plan for leaders and teachers

Join the **GaDOE ELA & Literacy Group** in GaDOE Community today!
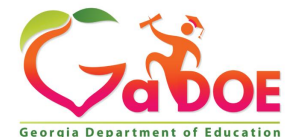
Correlation of HB 538 with New Georgia ELA Standards

Language of HB 538 – Georgia Early Literacy Act

- **High-Quality Instructional Materials- page 3 Lines 65-68**
  - "High-quality instructional materials" means instructional materials aligned to the <mark>science of reading</mark> that instruct students in <mark>foundational literacy skills</mark> and grade-appropriate <mark>English language arts and reading standards</mark> approved by the State Board of Education.

- **Science of Reading- page 4 lines 73-76**
  - "Science of reading" means the body of research that identifies <mark>evidence-based approaches</mark> of explicitly and systematically teaching students to read, including <mark>foundational literacy skills</mark> that enable students to develop reading skills required to meet state standards in literacy.

Language of HB 538 – Georgia Early Literacy Act cont'd

- **Structured Literacy- page 4 Lines 81-85**
  - "Structured literacy" means an ==evidence-based approach== to teaching oral and written language aligned to the science of reading founded on the science of how children learn to read and characterized by explicit, systematic, cumulative, and diagnostic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.

- **Foundational Literacy Skills- page 3 lines 62-64**
  - "Foundational literacy skills" means phonological awareness, phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, oral language, and the intersection of reading and writing.

	Domains			
	Foundations	**Practices**	**Language**	**Texts**
Foundational Skills (as defined in HB 538)				
Phonological Awareness	K.F.PA.1-5 Rhyme Words & sentences Compound words Syllables Onsets & rimes 1.F.PA.4-5 Syllables Onsets & rimes			
Phonemic Awareness	K-1.F.PA.6 Phonemic awareness			
Phonics	K.F.CP.4b Alphabet knowledge K-2.F.P.1-3 Phoneme-grapheme corr. Decoding Encoding 3-5.F.P.4 Decoding & encoding			

	Domains			
	Foundations	**Practices**	**Language**	**Texts**
Fluency	**K-2.F.F.1** **3-5.F.F.1** • Oral & silent read. fluency			
Vocabulary			**K-2.L.V.1-3** **3-5.L.V.1-3** • General, academic, & specialized vocabulary • Word analysis • Meaning & purpose	
Reading Comprehension		**K-12.P.EICC.3** • Comprehension strategies		**K-2.T.C.1-2** **3-5.T.C.1-2** • Purpose & audience • Authors & speakers **K-2.T.SS.1-2** **3-5.T.SS.1-2** • Organization • Craft

	Domains			
	Foundations	**Practices**	**Language**	**Texts**
Spelling	**K-2.F.P.3** • Encoding **3-5.F.P.4** • Decoding & encoding			
Oral Language		**K-12.EICC.2** • Engagement & Intention **K-12.P.CP.1-2** • Collaboration • Presentation		
Intersection of Reading & Writing		**K-12.P.EICC.1-4** • Organization • Craft **K-12.P.AC.1-3** • Reading like a writer • Writing like a reader • Text design	**K-12.L.GC.1** (GUM) • Grammar • Usage • Mechanics	**K-2.T.SS.1-2** • Organization • Craft **K-2.T.T.1-4** **3-5.T.T.1-4** • Narrative • Expository • Opinion • Poetic

Domains			
Foundations	**Practices**	**Language**	**Texts**

	Foundations	Practices	Language	Texts
Structured Literacy (as defined in HB 538)				
Phonology	**K.F.PA.1-6** • Rhyme • Words & sentences • Compound words • Syllables • Onsets & rimes • Phonics **1.F.PA.4-6** • Syllables • Onsets & rimes • Phonics			
Sound-Symbol Association	**K.F.CP.4b** • Alphabet knowledge **K-2.F.P.1-3** • Phoneme-grapheme corr. • Decoding • Encoding **3-5.F.P.4** • Decoding & encoding			

	Domains			
	Foundations	**Practices**	**Language**	**Texts**
Syllable Instruction	**K-2.F.P.2-3** • Decoding • Encoding			
Morphology		**K-12.P.EICC.3.g** • Determine meaning using word parts	**1-2.L.V.2** **3-5.L.V.2** • Word analysis	
Syntax		**K-12.P.AC.2.c** • Making decisions about syntax	**K-2.L.GC.1-2** **3-5.L.GC.1-2** • GUM • Syntax	
Semantics		**K-12.P.EICC.3.g** • Determine meaning **K-12.P.AC.2.b** • Craft words & phrases	**K-2.L.V.1-3** **3-5.L.V.1-3** • General, academic, & specialized vocabulary • Word analysis • Meaning & purpose	

Any questions?

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