TEACHER GUIDANCE
FOR TRANSITION TO THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS

WORLD LITERATURE
Reading Literary and Reading Informational
For use with Grades 9-10* Writing,
Speaking and Listening, and Language Guidance

DRAFT

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

The purpose of this document is to provide concise and thorough guidance for teachers during the transition from the Georgia Performance Standards (GPS) to the new Common Core Georgia Performance Standards (CCGPS). The document is divided into two main sections: CCGPS Teacher Guidance by standard, and CCGPS/GPS Comparison and Transition. Contained within the CCGPS Teacher Guidance section are the skills, concepts, vocabulary, and strategies essential to each standard. The CCGPS Comparison and Transition section provides a side-by-side view of the original and the new standards to assist educators in identifying areas where instruction will remain unchanged and specific areas where skills or concepts have been added, moved, or where they may no longer exist within a particular grade. In grades 9 and 10, this document should be paired with the appropriate Writing, Listening and Speaking, and Language Guidance Document for the course. The information provided here will be vital to instructors and other stakeholders during the 2012-2013 implementation of the CCGPS and beyond.

About Grade 10*

Students in grade 10 are expected to continue to increase their analytical skills, reading increasingly complex texts across all genres and writing cogent, well-supported analysis and argument essays using evidence from those texts. Students at this level can trace the development of a theme or argument through a text and provide an objective summary of the text without editorial bias. Through reading and writing and the use of appropriate reference materials, the student acquires academic and other contextual vocabulary, showing independence in acquisition and usage. In the early high school years particular focus is brought to world culture and how points of view can vary with cultural experience, as well as how interpretations can vary between artistic mediums. In grade 10 students will create more complex arguments, addressing counter-arguments and using sophisticated structures and formal manuscript styles. Their expository essays will convey increasingly complex ideas, excluding extraneous details and using graphic and digital elements to convey information. Narratives will develop personal experiences employing dialogue, pacing, description, reflection, and multiple plot lines. Students are proficient by grade 10 in all steps of the writing process editing effectively and using digital publishing options. Research using appropriate formats for citation and evaluating sources is routine. Through repeated exposure students will become confident presenters and participants in discourse with both peers and experts.

*This course may also be taught in grades 11 or 12. If you are teaching this course in grade 11 or grade 12, please see the guidance documents for those grades.
Key to Contents

**GUIDANCE**

* A step by step guide to teaching CCGPS, including skills, concepts, vocabulary, and strategies

- Standards that did not previously appear in GPS, or are new concepts

- Additional material to assist in transitioning to the CCGPS

**COMPARISON**

* A comparison of GPS and CCGPS rigor, texts, terminology, expectations, and tasks

- Standards that have been added to CCGPS or are new concepts

- Standards that did not previously appear in GPS, or are new concepts

- Additional material to assist in transitioning to the CCGPS
CCGPS TEACHER GUIDANCE:

Skills, concepts, strategies, tasks, and recommended vocabulary
Grade 10 CCGPS
Reading Literary (RL)
ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:
- Practice attentive reading both in the classroom and independently
- Identify and analyze types of dramatic literature (i.e., classical tragedy and culturally specific forms such as commedia dell’arte)
- Think critically and analytically about text, making connections within a text and among texts including texts from other cultures
- Demonstrate comprehension by identifying evidence such as diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and cultural characteristics in texts including poetry, prose, short stories and drama
- Recognize and identify literary elements for analysis such as language, style, character development, point of view, irony, and structures (i.e. chronological, in medias res, flashback, epistolary narrative, frame narrative)
- Make inferences based on textual evidence, including predictions, biases, and patterns including motif
- Analyze the influence of mythic, traditional, or classical literature on works of world literature
- Support all claims with textual evidence, both in formal analysis and in discussion
- Take notes and annotate texts, both formally and informally

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide texts from works of world fiction from different time periods
- Discuss the influence of mythic, traditional, and classical literature on works of world literature
- Compare style and language across significant cross-cultural literary works
- Have students compare and contrast various translations of a work and evaluate the effect of translation on meaning
- Use multiple reading strategies, including using a variety of digital media to access texts
- Implement a note-taking using a system such as Cornell notes and assess or review notes periodically
- Teach and require annotation of text
- Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion

Sample Task for Integration:
In order to make inferences and predictions based on textual evidence, students choose a character to role-play in a mock interview. While one student acts as “journalist” from the era and setting of the text, the other student provides an interview in character providing somewhat detailed answers to 10 questions (answers are expected to be the length of a brief paragraph). The interview is transcribed into text by the students, who then provide annotations from text to support the appropriateness and rationale of each question and each answer. For example, an interviewer might ask Brutus whether he truly supported Caesar, based upon his misgivings expressed in conversations with Cassius. Brutus might reply that he loves Caesar but loves his country more. These questions and answers are drawn directly from textual evidence and can be supported by citations.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Annotation</th>
<th>Inference</th>
<th>Diction</th>
<th>Syntax</th>
<th>Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figurative language</td>
<td>Imagery</td>
<td>Text</td>
<td>Genre</td>
<td>Fact</td>
</tr>
<tr>
<td>Extraneous</td>
<td>Detail</td>
<td>Evidence</td>
<td>Support</td>
<td>Summary</td>
</tr>
<tr>
<td>Mythic</td>
<td>Traditional</td>
<td>Classical</td>
<td>Translation</td>
<td>Cross-cultural</td>
</tr>
</tbody>
</table>
Grade 10 CCGPS
Reading Literary (RL)

ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Skills/Concepts for Students:
- Practice attentive reading both in the classroom and independently
- Apply knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme
- Take notes and annotate texts, both formally and informally
- Distinguish main ideas from extraneous details
- Summarize without editorial bias
- Exhibit a clear knowledge of common literary devices and their applications
- Analyze development of a theme or idea through the use of literary devices and be able to articulate that development

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide examples of theme(s) in well-known texts
- Compare universal themes characteristic of literature from different cultures across time and genre (i.e., archetypes, cultural values, cultural tradition, and philosophical roots)
- Have students learn and practice précis writing as a method of objective summary
- Review the elements of plot structure and characterization, emphasizing the ways in which plot and character shape theme
- Discuss and practice identifying the difference between main idea and theme

Sample Task for Integration:
The “theme” of a text is usually a universal or archetypal idea or truism that is expressed through the microcosm of a story. Theme is expressed not only through the aggregate of words and actions in a narrative, but also through recurring images or events (motif). In Julius Caesar, for example, omens and prophecy frequently appear at crucial times moving the plot forward and giving the reader a clue that fate is a major theme in the play. Letters are also a major motif that seems to connote the theme of miscommunication and misunderstanding caused by hubris. Have students express their perception of the theme in a text by identifying a motif or recurring symbol and having them create an artistic representation of the motif (a picture, an object, a song, etc.) and write an analysis based on textual evidence of the function and message of that motif within the piece. These analyses may be presented orally.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Motif</th>
<th>Symbol</th>
<th>Character(ization)</th>
<th>Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Exposition</td>
<td>Rising action</td>
<td>Climax</td>
<td>Falling action</td>
</tr>
<tr>
<td>Resolution</td>
<td>Archetype</td>
<td>Précis</td>
<td>Protagonist</td>
<td>Cultural values</td>
</tr>
</tbody>
</table>
Skills/Concepts for Students:
- Identify and analyze the elements of characterization, including the character’s actions, words, thoughts, appearance, and the thoughts, feelings, and actions of other characters towards that character
- Identify and analyze the elements of plot
- Understand and identify differences between static and dynamic-flat and round characters
- Think critically and analytically about the author’s purpose in creating some characters that are fully developed while allowing others remain one-dimensional
- Analyze multiple motivations and characters who embody disparate characteristics (for example Gollum in Lord of the Rings)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above)
- Allow students to compare and discuss well-known characters from popular culture, fiction, and film to establish basic concepts of characterization
- Guide students in thinking critically about an author’s choices in character and plot development, asking not only how a character, plot, or setting is developed in a certain manner, but why
- Discuss personal traits and characteristics of real people, classmates, and themselves in understanding characterization
- Use note-taking and annotation to collect details contributing to characterization
- Use mock social-networking profiles to describe characters and establish whether they are static, dynamic, flat, or round

Sample Task for Integration:
Examining the motivations that predict how characters will proceed or how they will react in a given circumstance is one way to assess whether students have accurately synthesized the details provided by the author in constructing a character. Choosing a well-developed protagonist from a text, have students conduct a “psychoanalysis” that attempts to decipher the characters reasons and motivations for his or her actions and thoughts. This analysis essay will focus on specific textual evidence and warranted inferences about the development of the character and the underlying beliefs and motivations that shape his or her behaviors and choices in the text. For example, an analysis of Okonkwo from Things Fall Apart by Chinua Achebe might examine how the arrival of the missionaries impacted his later disillusionment.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Character(ization)</th>
<th>Static</th>
<th>Dynamic</th>
<th>Round</th>
<th>Flat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antagonist</td>
<td>Protagonist</td>
<td>Composite</td>
<td>Conflict</td>
<td></td>
</tr>
</tbody>
</table>

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Grade 10 CCGPS

Reading Literary (RL)

ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

Skills/Concepts for Students:
- Analyze and compare style and language across significant cross-cultural literary works
- Identify and analyze various types of figurative language (metaphor, simile, personification, hyperbole, synecdoche, metonymy)
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)
- Analyze the effects of diction, syntax, sound, form, figurative language, and structure as these elements relate to meaning and tone in poetry, such as: sound devices like alliteration, end rhyme, internal rhyme, terza rima, consonance, assonance; elements of form such as haiku, lyric, epic, narrative poem; and figurative language such as personification, imagery, metaphor, epic simile, synecdoche, hyperbole, symbolism
- Analyze the effects of diction and imagery (i.e., controlling images, figurative language, understatement, irony, paradox, and tone) as they relate to tone and underlying meaning in fiction
- Accurately identify the tone of a text using the elements of tone, above
- Be able to accurately identify rhyme scheme and acquire an understanding of basic metrical formulas (for example iambic pentameter)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Compare and contrast various translations of a work and evaluate the effect of translation on meaning
- Guide students in identifying various types of figurative language; provide contextual examples; introduce sophisticated forms such as synecdoche and metonymy
- Introduce meter, including iambs and feet
- Choose texts rich in figurative and connotative language
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Task for Integration:
Students will examine the impact of figurative language on the tone of a text by comparing and contrasting a selection from the current extended text under study as originally written and with figurative and connotative language removed. Access an approximately 1000 word selection from a text digitally (so that it can be edited by the students). Step one of the process will be for students to identify each instance of figurative language or particularly connotative diction (they may work individually or in teams). The second step of the process is for students to edit the piece so that it maintains grammatical integrity with the figurative and connotative language removed. Finally, students will write a brief analysis (1 page or less) citing specific ways in which the tone of the text is impacted by the changes.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Figurative</th>
<th>Literal</th>
<th>Connotation</th>
<th>Denotation</th>
<th>Metaphor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simile</td>
<td>Personification</td>
<td>Hyperbole</td>
<td>Idiom</td>
<td>Alliteration</td>
</tr>
<tr>
<td>Juxtaposition</td>
<td>Onomatopoeia</td>
<td>Tone</td>
<td>Mood</td>
<td>Imagery</td>
</tr>
<tr>
<td>Iamb</td>
<td>Foot</td>
<td>Trochee</td>
<td>Spondee</td>
<td>Iambic Pentameter</td>
</tr>
<tr>
<td>Synecdoche</td>
<td>Metonymy</td>
<td>Alliteration</td>
<td>Assonance</td>
<td>Consonance</td>
</tr>
<tr>
<td>Haiku</td>
<td>Epic poem/Epic simile</td>
<td>Terza rima</td>
<td>Internal rhyme</td>
<td>End rhyme</td>
</tr>
</tbody>
</table>
Skills/Concepts for Students:
- Recognize various structural formats of fictional texts (stanza, act, scene, chapter, etc.)
- Identify and analyze dramatic elements, (i.e., unity of time, place, and action; tragic hero; deity ex machina; recognition; reversal; chorus; aside; dramatic irony)
- Evaluate poetic forms that are specific to particular cultures (for example the Italian sonnet)
- Be able to accurately identify rhyme scheme and acquire an understanding of basic metrical formulas (for example iambic pentameter)
- Understand plot development and the elements of plot
- Identify and understand the function of flashback, foreshadowing, beginning a narrative in media res, and other manipulations of time
- Analyze the impact of an author’s choice in disclosing narrative elements at a given point in a text

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Discuss manipulations of time and how the experience of a story would change if, for example, a novel were told in linear time instead of through flashback
- Review rhyme scheme, introduce meter, including iambics and feet
- Make purposeful text choices to demonstrate concepts such as flashback, foreshadowing, and parallel plot
- Provide narrative writing opportunities that require the construction of specific plot structures
- Provide opportunities for comparison and contrast of texts that are suspenseful, comic, or otherwise create an emotional/tonal response; direct students in identifying a variety of structural approaches to achieve a similar result

Sample Task for Integration:
Structure is rarely more important in a text than it is in the construction of poetry. Engage students in a comparison and contrast of one poem written within the confines of a strict metrical style to another poem written in free verse, examining the diction, tone, theme, sound devices, rhymes, etc., in each. Have students write a brief response about their aesthetic reaction to the poem they liked the most, using text evidence and appropriate literary terms and language to explain which parts of the poem appealed to them and why. An enlightening extension to this activity would be to have students attempt to write an Italian or Spenserian sonnet with meter and rhyme scheme denoted. Students should perform the chosen poem and discuss their analyses in literature circles.

Recommended Vocabulary for Teaching and Learning:
<table>
<thead>
<tr>
<th>Plot</th>
<th>Exposition</th>
<th>Rising action</th>
<th>Climax</th>
<th>Falling action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolution</td>
<td>Parallel</td>
<td>Foreshadowing</td>
<td>Flashback</td>
<td>In media res</td>
</tr>
<tr>
<td>Chapter</td>
<td>Genre</td>
<td>Act</td>
<td>Scene</td>
<td>Meter</td>
</tr>
<tr>
<td>Rhyme scheme</td>
<td>Unity of (time/place/action)</td>
<td>Deity ex machina</td>
<td>Chorus</td>
<td>Aside</td>
</tr>
<tr>
<td>Dramatic irony</td>
<td>Reversal</td>
<td>Recognition (dramatic)</td>
<td>Tragic hero</td>
<td>Tragic flaw</td>
</tr>
</tbody>
</table>
Grade 10 CCGPS
Reading Literary (RL)

ELACC9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Skills/Concepts for Students:
- Practice attentive reading, with independently and within the classroom
- Relate a literary work to primary source documents of its literary period or historical setting
- Relate a literary work to the seminal ideas of the time and place in which it is set or the time and place of its composition (Greek, Roman, Classical Multicultural, Western European, Contemporary Multicultural)
- Compare and contrast specific characteristics of different genres as these genres develop and change over time and across cultures (i.e., classical multicultural with contemporary multicultural, Western with Eastern European)
- Analyze a variety of cross-cultural works representing different genres within the same specific time period in order to identify types of discourse (i.e., satire, parody, allegory, pastoral) that cross the lines of genre classifications
- Apply knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme
- Utilize annotation and note-taking, keeping well-organized records for reference
- Relate a literary work to primary source documents of its literary period or historical setting
- Relate a literary work to the seminal ideas of the time and place in which it is set or the time and place of its composition (Greek, Roman, Classical Multicultural, Western European, Contemporary Multicultural)
- Compare and contrast specific characteristics of different genres as these genres develop and change over time and across cultures (i.e., classical multicultural with contemporary multicultural, Western with Eastern European)
- Analyze a variety of cross-cultural works representing different genres within the same specific time period in order to identify types of discourse (i.e., satire, parody, allegory, pastoral) that cross the lines of genre classifications
- Apply knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme
- Utilize annotation and note-taking, keeping well-organized records for reference
- Review vocabulary foundations including Greek and Latin roots
- Apply basic understanding of world geography and history

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Place a world map and world timeline on the walls of the classroom for easy contextual reference
- Engage students in a discussion of their own cultural heritages
- Include foundational knowledge of Greek and Roman mythology in instruction
- Include popular fiction as well as informational text from outside the United States in your text choices
- Make connections to commonalities among cultures and their foundational mythologies

Sample Task for Integration:
Facilitate an interactive web-based communications experience between your students and a class of students from another culture (various avenues for creating these connections already exist, for example One World Classroom at http://www.ccph.com/ ). Have the two classrooms share a text study over a number of encounters in the style of a book club, choosing a text either from the guest class’s culture or from a culture that is foreign to both classes. Activities can include shared reader-response blogs, whole class discussions, co-written analysis papers, etc.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Myth</th>
<th>Archetype</th>
<th>Culture</th>
<th>Assimilation</th>
<th>Pluralism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Race</td>
<td>Class</td>
<td>Identity</td>
<td>Society</td>
</tr>
<tr>
<td>Pantheon</td>
<td>Native/Aboriginal</td>
<td>Ovid</td>
<td>Homer</td>
<td>Multicultural</td>
</tr>
<tr>
<td>Parody</td>
<td>Satire</td>
<td>Pastoral</td>
<td>Allegory</td>
<td>Classical</td>
</tr>
</tbody>
</table>
**Skills/Concepts for Students:**
- Define and understand “text” as it applies to visual or aural mediums
- Compare and contrast specific characteristics of different genres as these genres develop and change over time and across cultures (i.e., classical multicultural with contemporary multicultural, Western with Eastern European)
- Analyze a variety of cross-cultural works representing different genres within the same specific time period in order to identify types of discourse (i.e., satire, parody, allegory, pastoral) that cross the lines of genre classifications
- Gain a basic understanding of terms helpful to analysis of visual texts such as perspective, chiaroscuro, etc.
- Understand the concept of theme as an aggregate of many literary or visual elements (tone, mood, imagery, setting, characterization, etc.)
- Be able to identify theme in visual as well as written text using similar strategies and identifying similar elements
- Analysis of literary and aesthetic elements; text-based comparison and contrast

**Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)
- Provide multiple opportunities for discussion and analysis of visual and written texts
- Assist students in gaining a basic understanding of terms helpful to analysis of visual texts such as perspective, chiaroscuro, etc.
- Choose appropriate examples for comparison and contrast that have easily identifiable aesthetic elements in common or in opposition
- Choose examples from a variety of artistic mediums, including tapestry, sculpture, oil painting, photography, even performance art
- Use technology to enhance visual, tactile, and aural integration of aesthetic elements

**Sample Task for Integration:**
After studying specific text and visual (or tactile/aural) representations of the same text and having students write a formal analysis essay comparing and contrasting the two, choose a piece of art (visual text) for consideration. After attentive interpretation and whole-class discussion, allows students to create their own narrative or poem that shares aesthetic and tonal elements with the visual text. This text is not to be an analysis or summary of the art; it is to be a textual representation of what the student perceives to be the overarching theme of the visual piece and that shares aesthetic elements. Require students to trade written texts with a partner (without allowing explanation) and have each student write a brief analysis of the connection between the artwork and the text.

**Recommended Vocabulary for Teaching and Learning:**

<table>
<thead>
<tr>
<th>Media/medium</th>
<th>Aesthetic</th>
<th>Visual</th>
<th>Aural</th>
<th>Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective</td>
<td>Aesthetic</td>
<td>Visual</td>
<td>Aural</td>
<td>Tactile</td>
</tr>
<tr>
<td>Character</td>
<td>Imagery</td>
<td>Figurative</td>
<td>Literal/concrete</td>
<td>Composition</td>
</tr>
<tr>
<td>Perspective</td>
<td>Discourse</td>
<td>Chiaroscuro</td>
<td>Aggregate</td>
<td>Aesthetic</td>
</tr>
<tr>
<td>Perspective</td>
<td>Discourse</td>
<td>Chiaroscuro</td>
<td>Aggregate</td>
<td>Aesthetic</td>
</tr>
</tbody>
</table>
Grade 10 CCGPS
Reading Literary (RL)

ELACC9-10RL8: (Not applicable to literature)

ELACC9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Skills/Concepts for Students:
- Understand and apply the concepts of allusion and allegory
- Apply knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme
- Generalize concepts of setting, plot, characterization, and other narrative elements so that specific instances of these may be recognized as having thematic similarities or differences (for example tragic flaw)
- Acquire or review background knowledge of foundational works including Shakespeare, Homer, Ovid, Dante, Milton, etc.
- Acquire a firm knowledge of literary periods and major works

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Place a world map and world timeline on the walls of the classroom for easy contextual reference
- Provide examples of well-known literary treatments (West Side Story from Romeo and Juliet, or Oh Brother, Where Art Thou from The Odyssey) as a springboard for understanding earlier treatments (such as Shakespeare) from ancient texts (such as the Bible)
- Provide examples of allusion to foundational texts (such as “you’ve really opened a Pandora’s box) as a mini-example of a larger literary transformation

Sample Task for Integration:
In the context of a reading of Aldous Huxley’s Brave New World, have students keep a log of Shakespearean allusions spotted throughout the novel. Allusions abound, including several from The Tempest, King Lear, and Macbeth. It may be necessary to scaffold this activity by dividing the class into groups who will each be assigned to study, watch a film of, or skim the Sparknotes of one of the plays. In this way, at least one student or students will have an opportunity to find the allusions to a given play even if he or she is unfamiliar with the other two. By sharing and compiling the findings at the end of the reading, the totality of the references can be documented. (Another novel similarly rich in allusions may be substituted, such as The Picture of Dorian Gray, by Oscar Wilde). After extensive whole-class discussion, have students write an analysis discussing the impact of the extensive use of allusion within the novel, citing specific textual evidence for all claims.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Allusion</th>
<th>Treatment</th>
<th>Transform</th>
<th>Canon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical</td>
<td>Shakespeare</td>
<td>Homer</td>
<td>Plot</td>
</tr>
<tr>
<td>Character</td>
<td>Theme</td>
<td>Symbol</td>
<td>Setting</td>
</tr>
</tbody>
</table>
## Grade 10 CCGPS

### Reading Literary (RL)

**ELACC9-10RL10:** By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Skills/Concepts for Students:
- Practice attentive reading, both independently and within the classroom
- Use annotation and note-taking, maintaining coherent records that are useful for review
- Read assigned works but also read proactively and independently
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced

### Strategies for Teachers:
- Choose texts of appropriate complexity (see Common Core appendix B)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

### Sample Task for Integration:
Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list may include poems, films, and works of art as well). Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating “book cards” that give plot, setting, characters, author, publication details, personal review and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates. Ideally by the end of the year each student has a reference library of notes on a number of books, useful for building overall literary expertise and breadth of knowledge of authors and titles and from which to draw recommendations for continued independent reading.

### Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Literary</th>
<th>Fiction</th>
<th>Informational</th>
<th>Non-Fiction</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim</td>
<td>Plot</td>
<td>Setting</td>
<td>Character</td>
<td>Analysis</td>
</tr>
<tr>
<td>Annotation</td>
<td>Evidence</td>
<td>Inference</td>
<td>Summary</td>
<td>Paraphrase</td>
</tr>
</tbody>
</table>
Skills/Concepts for Students:
- Read attentively, both independently and within the classroom
- Identify and analyze the structures of nonfiction works of world literature such as philosophical essays and letters
- Analyze and evaluate the author's use of logic in an argument
- Evaluate and analyze the ways in which authors from different cultures use language, style, syntax, and rhetorical strategies in non-fiction works
- Distinguish important facts from extraneous details
- Think critically and analytically about text, making connections within a text and among texts
- Recognize how important facts accrue to establish a main idea or prove a point
- Make inferences and generalizations based on evidence from one or more reliable sources
- Support all claims with evidence
- Take notes and annotate texts, both formally and informally

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Use multiple reading strategies including using a variety of digital media to access texts
- Implement a note-taking using a system such as Cornell notes and periodically assess or review students' notes
- Teach and require annotation of text
- Teach and require formal citations in an accepted manuscript style when appropriate
- Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion
- Practice and scaffold reading informational texts (which may require more reader stamina than narrative text)

Sample Task for Integration:
Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges: http://stoaca.org/main/sites/default/files/StoaTPRules.pdf.) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a major scientific question of our day. Questions may include whether global warming is man-made, whether electric cars are feasible for widespread use, whether certain vaccinations should be required, or other areas of inquiry defined by the students or instructor. Allow students an allotted amount of time to prepare for the debate. Every piece of evidence introduced during the debate must be accompanied by a citation to a reliable source, and teams will submit annotated works cited lists in APA format. A group of students, teachers, administrators, or guests may be invited to act as judges for the event if desired. College debate teams are often eager to act as guest lecturers, mentors, and judges.

Recommended Vocabulary for Teaching and Learning:
- Article
- Peer-Review
- Expository
- Informational
- Journal
- Periodical
- Non-fiction
- Memoir
- Literary non-fiction
- Autobiography
- Claim
- Support
- Biography
- Evidence
- Citation
### Grade 10 CCGPS

#### Reading Informational (RI)

**ELACC9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

<table>
<thead>
<tr>
<th>Skills/Concepts for Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practice attentive reading, both independently and within the classroom</td>
</tr>
<tr>
<td>• Distinguish important facts from extraneous details</td>
</tr>
<tr>
<td>• Take notes and annotate texts, both formally and informally</td>
</tr>
<tr>
<td>• Summarize without editorial bias</td>
</tr>
<tr>
<td>• Analyze the way that facts accrue to support a thesis or hypothesis</td>
</tr>
<tr>
<td>• Understand the scientific connotations of proof, theory, hypothesis, and support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies for Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)</td>
</tr>
<tr>
<td>• Choose texts so that at least half of your classroom attentive reading involves informational (non-fiction) text</td>
</tr>
<tr>
<td>• Compare characteristics of informational texts from different cultures (i.e., cultural traditions, philosophical roots, cultural values)</td>
</tr>
<tr>
<td>• Provide informational texts with clear central ideas logically developed as exemplars</td>
</tr>
<tr>
<td>• Provide opportunities for students to write objective summaries of texts</td>
</tr>
<tr>
<td>• Require students to reverse-engineer outlines of provided texts as well as outlining texts they will write</td>
</tr>
<tr>
<td>• Practice differentiating fact from opinion and important, supporting facts from extraneous ones</td>
</tr>
</tbody>
</table>

**Sample Task for Integration:**

Provide students with a selection of scholarly journal articles in a variety of disciplines (for example psychology, biology, anthropology, literary criticism) and a template for assessing the elements and qualities of the texts. Students should be required to note the title, subtitle if any, whether the article has one or multiple authors, whether it is prefaced with an abstract, which manuscript style it uses, and the basic structure of the information presented (chronological, comparison, experiment and results, etc.). After noting the relevant facts about the texts, students will attempt to identify the main idea of each text and provide 3-5 specific items from the text that served to identify and develop that idea. On a chart or simply through discussion, allow students to identify the key differences between texts in each discipline and discuss how certain structural choices are particularly suited to various content areas. Students will compare and discuss their results.

**Recommended Vocabulary for Teaching and Learning:**

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
<th>Citation</th>
<th>Claim</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence</td>
<td>Informational</td>
<td>Expository</td>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Journal</td>
<td>Abstract</td>
<td>Manuscript style</td>
<td>Peer review</td>
<td>Periodical</td>
</tr>
</tbody>
</table>
ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Skills/Concepts for Students:
- Understand and be able to identify common informational text structures such as abstract, lab notebook, diary, editorial, etc.
- Analyze and compare style and language across significant cross-cultural informational works
- Understand and apply the concept of generic text structures such as chronological order, comparison and contrast, and order of importance
- Understand the concepts of author's purpose and bias
- Distinguish between important facts or supporting details and extraneous information
- Note the differences in the types and amounts of evidence and support required for claims in various formats and disciplines (for example the evidence required in a letter to the editor may be scant and based on emotion, while the evidence required to advance an hypothesis in a scientific journal may be extensive)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)
- Employ process essays and actual processes in the classroom to illustrate the importance of logical order (for example, allow students to assemble a piece of Ikea furniture from the instructions, or cook a dish from a complex recipe)
- Expose students to a variety of arguments, both valid and logically false, to allow them to distinguish the differences in how arguments are introduced and developed (well known speeches are useful for this inquiry)
- View television commercials and/or research popular advertising campaigns to determine how brand identities are introduced, developed, and connected to audience biases and concerns
- Use graphic organizers to support students in identifying and illustrating interconnected points within an argument or analysis
- Expose students to complex informational genres such as peer reviewed scholarly journals, legal documents, or position statements

Sample Task for Integration:
Using a text that contains multiple plot lines such as Kurt Vonnegut's *Slaughterhouse Five*, create a visual representation of plot using colored markers and chart paper that students can study and update as the reading of the novel progresses (Vonnegut himself used wallpaper and crayons to plot the multiple story lines in the book as he was writing it). Students will need to be creative in deciding how to visually represent the various people and events in the story, and may change approaches over time. As the lines are created and extended, index cards with specific text annotations should be taped to the graphic to explain each. Encourage students to recognize and discuss the ways in which the plot lines, time periods, and characters appear, recede, and interact. After this whole-class activity, students may wish to make other visual representations of plot independently (this can be especially useful with a modernist nonlinear texts from writers such as James Joyce or William Faulkner or magical realists such as Salman Rushdie or Gabriel Garcia Marquez).

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Author's purpose</th>
<th>Bias</th>
<th>Structure</th>
<th>Connection</th>
<th>Rhetoric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological</td>
<td>Logical</td>
<td>Comparison</td>
<td>Contrast</td>
<td>Manuscript style</td>
</tr>
<tr>
<td>Extraneous</td>
<td>Logical fallacy</td>
<td>Process</td>
<td>Outline</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 10 CCGPS

#### Reading Informational (RI)

**ELACC9-10RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### Skills/Concepts for Students:
- Acquire or review foundational knowledge of roots (especially Greek and Latin roots), pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Use knowledge of world mythologies to understand the meanings of new words
- Identify and understand foreign terms that appear in works originally written in a language other than English
- Understand and apply knowledge of the concepts of literal and figurative meaning
- Differentiate between situations that require formal diction and those that do not
- Examine author’s purpose in word choice
- Analyze the cumulative effect of diction on a text

### Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Trace the development of tone and mood through diction in exemplary texts (for example a sense of outrage or anger in an editorial, or urgency in a report from the frontlines of war)
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

### Sample Task for Integration:
Place students in pairs and provide them with samples of text whose language may be difficult to interpret (for example legal contracts, historical documents, scientific procedures). Use 2 or 3 texts for the whole class so that several pairs have identical texts. Allow students to attempt to make meaning of the text through repeated attentive readings, both quietly and aloud, through dictionaries or other resource documents, through group discussion, and through context (do not allow students to use the internet for this activity). Together students will produce a second document that is a reader-friendly paraphrase of the original. Place pairs together with other students who had the same original document so that they can compare their paraphrased interpretations and discuss areas of convergence/divergence in their translations. Allow the final “teams” to produce one document per group that represents their very best modified whole-group interpretation of the original document. These may be compared between classes.

### Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Figurative</th>
<th>Connotative</th>
<th>Literal</th>
<th>Concrete</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Diction</td>
<td>Cumulative</td>
<td>Author’s purpose</td>
<td>Jargon</td>
</tr>
<tr>
<td>Tone</td>
<td>Impact</td>
<td>Suffix</td>
<td>Root</td>
<td></td>
</tr>
</tbody>
</table>
Grade 10 CCGPS

Reading Informational (RI)

ELACC9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Skills/Concepts for Students:
- Acquire or review foundational knowledge of sentence structure, including phrases/clauses/compound/complex/compound-complex sentences
- Understand the connotations of syntax and the impact of syntax on the reader (for example that overly long and needlessly complex sentences adversely impact clarity, or that overuse of short, choppy sentences detracts from the maturity and academic tone of a text)
- Analyze differences in structure and in the development of arguments and ideas within texts from different cultures
- Understand the terms syntax and fluency
- Understand that, like diction, syntax may vary depending on audience and purpose
- Acquire or review knowledge of basic informational text structures and headings (for example understand the purpose and placement of an abstract in a scientific article, or the placement of letters or diary entries in an epistolary memoir)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Compare and contrast newspapers, arguments, and other informational texts from a variety of cultures in order to better understand how cultural expectations shape the way we communicate (for example some cultures frown on direct confrontation or assume cultural norms and references)
- Provide clear examples of appropriate syntax, fluency, and structure within informational documents (for example student exemplars or sample texts)
- Practice appropriate use of structures within classroom documents, instructions, websites, etc.
- Allow opportunities for students to disassemble and reassemble texts based on structural and contextual clues
- Require infrastructure to be delineated in outlines that are reverse-engineered from existing texts or produced for texts to be written
- Identify and discuss texts that may contain sections that do not necessarily contribute to the development of main ideas, illustrating how documents can wander off topic without proper planning and how digressions can detract from meaning and clarity

Sample Task for Integration:
Using a selection of effective speeches from world history (for example Theodore Roosevelt’s “Duties of American Citizenship,” 1883, Winston Churchill, “We Shall Fight on the Beaches,” 1940, or Chief Joseph’s, “Surrender Speech,” 1877) Have students carefully read the speech at least twice, determining its main idea, message, or argument. Students will then deconstruct these speeches first by counting words, then sentences, then paragraphs. Have them note any other headings, titles, or graphics. (They may also use Microsoft Word and other internet tools to get the Lexile score of the speech and any other quantitative measures available). Have students then define the number of simple, compound, complex, and compound/complex sentences in the document. Using this quantitative information, students will write an analysis of about one page examining how structure alone impacted the rhetorical value of the speech (for example Chef Joseph’s syntax that highlights his non-English, native heritage when he says “I will fight no more forever” instead of something more pedestrian such as “from now on we will not fight anymore.”) Note: it may take more than one draft for students to be able to narrow the focus to structure alone.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Author’s purpose</th>
<th>Bias</th>
<th>Audience</th>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Argument</td>
<td>Rhetoric</td>
<td>Rhetorical strategy</td>
<td>Structure</td>
</tr>
<tr>
<td>Syntax</td>
<td>Fluency</td>
<td>Extraneous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade 10 CCGPS
Reading Informational (RI)

ELACC9-10RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Skills/Concepts for Students:
- Understand the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration)
- Compare and contrast newspapers, arguments, and other informational texts from a variety of cultures in order to better understand how cultural expectations shape the way we communicate (for example some cultures frown on direct confrontation or assume cultural norms and references)
- Distinguish the two academic meanings of Point of View (narrative voice as opposed to bias or opinion on an issue)
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counter-claim and audience as well as author bias

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)
- Require students to identify audience, purpose, and main idea of a variety of essays on a regular basis so that this becomes an automatic summarizing technique
- Require students to write précis of articles and essays to encourage the quick identification of these elements when beginning an analysis
- Provide students with examples of propaganda, advertising, political speeches, etc., that employ extreme and effective rhetorical strategies
- Provide students with examples of text where the author attempts (or pretends to attempt) to maintain objectivity and assess whether an opinion or point of view can be ascertained in some of these cases
- Allow students to attempt to write an article on a topic about which they have an extremely strong opinion without expressing any editorial bias whatsoever to illustrate how difficult this can be

Sample Task for Integration:
Using a selection of satirical essays such as Joseph Hall’s “Virgidemiarum,” Jonathan Swift’s “A Modest Proposal,” or Samuel Johnson’s “London,” have students critically analyze how the authors use satire to develop their claims. Have students carefully read the assigned essay or essays at least twice, determining main idea, message, or argument. Students will then deconstruct the essays to locate and analyze the use and effectiveness of instances of identifiable satirical rhetoric. This analysis may be especially rigorous, as satire can be a difficult concept to understand. One of its hallmarks is the author’s avoidance of directly stating his or her position!

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Author’s purpose</th>
<th>Point of View</th>
<th>Bias</th>
<th>Claim</th>
<th>Counter-claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric</td>
<td>Rhetorical strategy</td>
<td>Pathos</td>
<td>Logos</td>
<td>Ethos</td>
</tr>
<tr>
<td>Audience</td>
<td>Logic</td>
<td>Fallacy</td>
<td>Induction</td>
<td>Deduction</td>
</tr>
</tbody>
</table>
Skills/Concepts for Students:
- Compare and contrast including literary elements, rhetorical strategies, and aesthetics of visual mediums such as lighting and color
- Practice constructing an objective summary, recognize editorial bias in your own writing and in the writing of others
- Distinguishing main ideas from extraneous details
- Analyze aesthetic and rhetorical strategies and elements

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide quality examples of texts that have been made into films to allow students accessible starting place to explore the concept (informational texts that have been made into movies include An Inconvenient Truth, and Fast Food Nation)
- Provide text copies of screenplays along with the original text (Anne Frank: The Diary of a Young Girl has both texts available, as do many other memoirs; scripts are often available online) for student comparison and attentive reading
- Explore the archives of NPR's “Fresh Air” or other radio interview programs to select archived interviews with people who have also been profiled in magazines or newspapers or both

Sample Task for Integration:
Have students identify one major world news story and examine the reportage on that story in three different mediums (newspaper, magazine, and television, for example, or radio, website, magazine). Students will study and annotate each text (whether visual, aural, or written), noting important differences. An extension or prelude to this activity can include an examination of “The McLuhan Equation,” Marshall McLuhan’s famous investigation about the impact of the medium on the content of the message. After taking careful notes, perhaps over a period of more than one news cycle, students will write a considered analysis using specific evidence from the texts to illustrate important differences in the accounts.

Recommended Vocabulary for Teaching and Learning:
- Multimodal
- Media/medium
- Digital
- Aural/auditory
- Visual
- Visual rhetoric
- Symbol
- Icon
- Contrast
- Compare
- Aesthetic
- Rhetorical
- Abridged
- Cinema/film
Grade 10 CCGPS
Reading Informational (RI)

ELACC9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Skills/Concepts for Students:
- Distinguish important facts from extraneous details
- Use the concepts of inductive and deductive reasoning and syllogism in argument analysis
- Consistently and readily identify logical fallacies as well as reliable and well-supported arguments
- Summarize without editorial bias and recognize editorial bias in the writings of others
- Understand the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration)
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counter-claim and audience as well as author bias
- Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction and persuasive and powerful argument

 Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI8 (see above)
- Provide students with examples of propaganda, advertising, political speeches, etc., that employ extreme and effective rhetorical strategies
- Illustrate the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration)
- Study commercials, public service announcements, famous speeches, and other strongly persuasive or argumentative texts to illustrate artful use of rhetorical strategies including fallacies
- Have students engage in formal and informal debate
- Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion

 Sample Task for Integration:
Several Georgia colleges and Universities have championship debate teams, including most notably national tournament winner Emory University. Watching a collegiate debate competition is a very effective way to illustrate the principals of argument and evidence. Several activities could be considered including watching practice films of these teams, planning a field trip to a debate practice or tournament, arranging a teleconference Q&A with a college debate team, or inviting guest speakers from among the coaches and debaters. Students should write a response that cites specific information gleaned from the interaction and articulating what they've learned and how it can be applied to their argumentative essay writing.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Audience</th>
<th>Purpose</th>
<th>Claim</th>
<th>Argument</th>
<th>Counter-Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bias</td>
<td>Rhetoric</td>
<td>Proof</td>
<td>Evidence</td>
<td>Support</td>
</tr>
<tr>
<td>Fallacy</td>
<td>Logic</td>
<td>Syllogism</td>
<td>Induction</td>
<td>Deduction</td>
</tr>
</tbody>
</table>
Skills/Concepts for Students:

- Analyze the similarities and differences between similar foundational documents from the histories of various cultures
- Acquire or review knowledge of the definition of primary and secondary source documents
- Review background knowledge of United States history and world history
- Distinguish a text’s theme from its main idea(ss) or supporting details
- Understand the use of rhetoric and be able to identify rhetorical strategies and their uses and impact on an audience
- Be able to grasp nuances of opinion and strategy in speeches/texts on well-known historical subjects (such as freedom from British rule of the American colonies)
- Compare and contrast rhetorical and literary elements of text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Compare foundational documents from U.S. history with other similar documents from world history
- Place a maps of colonial/frontier/modern United States in the classroom for reference; place world map in classroom for references
- Place a timeline of United States/world history in the classroom for reference
- Use seminal U.S. historical and world historical documents as examples in teaching informational text and rhetoric when possible
- Allow students to reenact debates for perform dramatic interpretations of famous speeches
- Compare and contrast the rhetoric of a variety of figures from history on the same subjects (for example Gandhi’s writing on British colonialism as opposed to Lord Mountbatten’s writing on the subject

Sample Task for Integration:

Have students conduct a short or in-depth research project on the historical, geographic, economic, political, and biographical context of a given famous document from world or U.S. history. For example, students researching Frederick Douglass’ famous speech commemorating the Fourth of July in Rochester, New York in 1952 might explain northern and southern sentiments and economic structures at the time, the audience at the hall, Douglass’ speaking schedule, how this speech differed from others on that tour, whether he was married or a father at the time, repercussions of the impassioned and inflammatory speech, even what the weather was like that day or what the newspapers had to say about the event. Students may create a webpage sharing their findings complete with hyperlinks for each piece of information, or may present their findings to classmates through a Prezi or PowerPoint. The project should include a detailed and cogent evaluation of the documents rhetorical strategies.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Seminal</th>
<th>Primary</th>
<th>Secondary</th>
<th>Rhetoric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetorical strategy</td>
<td>Propaganda</td>
<td>Theme</td>
<td>Literary merit</td>
<td>Interpretation</td>
</tr>
<tr>
<td>Treatise</td>
<td>Tract</td>
<td>Revolution</td>
<td>Sermon</td>
<td>Address</td>
</tr>
</tbody>
</table>
Grade 10 CCGPS
Reading Informational (RI)

ELACC9-10RI10: By the end of Grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:
- Practice attentive reading
- Use annotation and note-taking to enhance comprehension of texts under consideration and keep well organized resources useful for review
- Read assigned works but also read proactively and independently
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read over time, with notes, annotations, and any relevant student work produced

Strategies for Teachers:
- Choose texts of appropriate complexity (see Common Core appendix B)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Task for Integration:
Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list should include varieties of engaging informational text to encourage the student to make choices from informational as well as literary genres). Encourage students to brainstorm about types of informational text they might enjoy, such as Motor Sports magazine, various high-interest documentary films, relevant memoirs, etc. Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts.

Recommended Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Literary</th>
<th>Fiction</th>
<th>Informational</th>
<th>Non-Fiction</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim</td>
<td>Argument</td>
<td>Rhetoric</td>
<td>Summary</td>
<td>Analysis</td>
</tr>
<tr>
<td>Annotation</td>
<td>Evidence</td>
<td>Inference</td>
<td>Citation</td>
<td>Journal</td>
</tr>
<tr>
<td>Memoir</td>
<td>Periodical</td>
<td>Biography</td>
<td>Autobiography</td>
<td>Literary non-fiction</td>
</tr>
</tbody>
</table>
GPS to CCGPS:

A comparison of GPS and CCGPS rigor, texts, terminology, expectations, and tasks
Overview

The following pages contain a comparison of items from the CCGPS and the GPS. This section is not meant to serve as the definitive guide to each of the CCGPS standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and strategies. In this section you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise significantly altered. Where it is necessary, you will find instructional guidance to ensure that all the standards are thoroughly covered throughout the transition period for all students, including students who fall into grades between levels of a transitioning standard. For all grades, the concept of a “Domain” of skills has been replaced by the term “Strand.”

<table>
<thead>
<tr>
<th>GPS Domain</th>
<th>CCGPS Strand</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Reading</td>
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<tr>
<td>Reading Across the Curriculum</td>
<td>Literature</td>
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<td>Informational</td>
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<td>Foundational (Grades K-5)</td>
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<tr>
<td>Writing</td>
<td>Writing</td>
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<td>Listening, Speaking, and Viewing</td>
<td>Speaking and Listening</td>
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<tr>
<td>Conventions (Grades 3-12)</td>
<td>Language</td>
</tr>
</tbody>
</table>

On the following pages, skills that have an identical or extremely well-aligned match in scope and focus are highlighted in red between the two sets of standards. In all cases the GPS will appear in the left column and the CCGPS will appear on the right. For clarity, corresponding standards may appear more than once (if they correspond to more than one standard in the complementary set) or they may (rarely) appear out of order for ease of reference. Additional information explaining correspondences or a lack of correspondence is highlighted in blue. The icons and appear in the text to alert the user to standards that are new to CCGPS, or will not reappear in their original GPS form in the new standards.

In all cases both sets of standards are primarily sorted by Strand/Domain and may be identified in their original order by referencing the coding of the standard (ELA8R for example). For the GPS, standards are coded with ELA, followed by the Grade, then the Domain (R for reading for example) then the number of the standard in order within the Domain. CCGPS similarly begins with ELA, followed by “CC” for Common Core, then the Strand (RI for Reading, Informational for example) then the number of the standard in order within the Strand.

For grades 9 through 12, changes include the combining of standards into grade bands for grades 9/10 and grades 11/12. The fundamental standards for these grades remains unchanged in the two grade bands in order to accommodate grade-level appropriate content literature courses along with the standards across multiple grade levels. For example, High School A may wish to teach British Literature in the 11th grade for a certain subset of students while High School B may teach only American Literature in grade 11; Common Core is designed to allow the standards to remain constant with the inclusion of a number of courses that may be common to that grade band. This feature of Common Core is one of the keys to its ease of implementation in the upper grades, but it is important to remember that text complexity will continue to increase year by year in accordance with the standards for rigor set forth in the new Lexile indicators and other text complexity guidelines in the Common Core Standards document Appendices (for a link to this document see the resources listed at the end of this section.)
NOTE: Transitional Guidance for the Writing, Listening and Speaking, and Language standards for grades 9 and 10 can be found in the Teacher Guidance document for that grade band. In some cases World Literature may be taught in grade 11 or grade 12, in which case an instructor may use his or her discretion to match Writing, Listening and Speaking, and Language standards from that 11-12 grade band document.
<table>
<thead>
<tr>
<th>GPS</th>
<th>TRANSITIONAL GUIDANCE</th>
<th>CCGPS</th>
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<tbody>
<tr>
<td><strong>WORLD LITERATURE READING</strong></td>
<td><strong>ELAWLRL1</strong> The student demonstrates <strong>comprehension</strong> by identifying <strong>evidence</strong> (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events main ideas, and cultural characteristics) in a <strong>variety</strong> of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for <strong>interpretation</strong>.</td>
<td><strong>ELAWLRL1</strong> requires students to read texts from literary and informational genres (see &quot;variety&quot;). Note that in CCGPS the reading standards for literary texts and for informational texts each have their own set of standards (RL for literary and RI for informational). <strong>ELACC9-10RL1</strong> does not specifically mention <strong>inference</strong>; however, there is a close match in intent in the word &quot;interpretation.&quot; Where GPS lists types of evidence and types of text at left, CCGPS usually defines broad categories only. See below for specific element matches. <strong>ELACC9-10RL1</strong>: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <strong>ELACC9-10RI1</strong>: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>ELAWLRL1 The student identifies, analyzes, and applies knowledge of the structures and elements of fiction from around the world and provides evidence from the text to support understanding: the student:</td>
<td>The reading standards for grade 10 contain a deep level of detail in the skills and concepts listed in their elements. Because the CCGPS are more conceptual and streamlined, they do not provide examples of every concept (for example, CCGPS may say &quot;sense of time and place&quot; whereas GPS says &quot;chronological, in medias res, flashback, frame narrative.&quot;) For the transition years, it is important to teach <strong>every item</strong> listed in the elements of the GPS standards. In <strong>ELACC9-10RL4</strong>: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) <strong>ELACC9-10RL5</strong>: Analyze how an author’s choices concerning how to structure a text,</td>
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<tr>
<td>c. Relates identified elements in fiction to theme or underlying meaning.</td>
<td>the on-going guidance for each of the CCGPS, a list of vocabulary is provided to supplement the material previously found in the elements.</td>
<td>order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</td>
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<tr>
<td>10th grade GPS does not specifically refer to multicultural viewpoints, primarily because Multicultural Lit has existed as a separate ELA content class with its own GPS. Multi-cultural and World literature are also mentioned because the CCGPS include the 9-10 grade band, and so include a nod to the traditional 10th grade world literature focus.</td>
<td>ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
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<tr>
<td>ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td>ELACC9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</td>
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<tr>
<td>ELACC9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</td>
<td>ELACC9-10RL8: (Not applicable to literature)</td>
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<tr>
<td>ELAWLRL1 The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:</td>
<td>This subcategory of ELA9RL1 is the only part of the Reading GPS addressing non-fiction texts; therefore, all the informational standards from CCGPS are included here at right.</td>
<td>ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td>Though they differ in their wording, the GPS requirement to identify and analyze purpose and structure</td>
<td>ELACC9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and</td>
<td></td>
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<tr>
<td></td>
<td>a. Analyzes and explains the structures and elements of nonfiction works of world literature such as philosophical essays and letters.</td>
<td>are qualitatively similar to tracing the development of a central idea.</td>
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<tr>
<td>b.</td>
<td>Analyzes the logic and use of evidence in an author's argument.</td>
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<tr>
<td>c.</td>
<td>Analyzes, evaluates, and applies knowledge of the ways authors from different cultures use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.</td>
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<td></td>
<td>ELAWLRL1: The student identifies and responds to the elements of poetry from various periods of world literature and provides evidence from the text to support understanding. The student:</td>
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<tr>
<td>a.</td>
<td>Identifies, responds to, and analyzes the effects</td>
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<td></td>
<td>ELACC9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</td>
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### Literary Terms

- **Diction**: The choice and use of specific words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

- **Syntax**: The structure of poems as these elements relate to meaning.
- **Form**: The structure of poems as these elements relate to meaning.
  - i. Sound: alliteration, end rhyme, internal rhyme, consonance, assonance
  - ii. Figurative Language: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism
  - iii. Form: lyric poem, narrative poem, fixed form poems (i.e., ballad, sonnet)

- **Figurative Language**: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism

- **Structure**: The structure of poems as these elements relate to meaning.

### ELA/Writing and Language Standards

**ELAWRL1**: The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature from around the world and provides evidence from the text to support understanding; the student:

- a. Identifies and analyzes types of dramatic literature (i.e., classical tragedy, history play, modern drama).
- b. Analyzes the characters, structures, and themes of dramatic literature.
- c. Identifies and analyzes dramatic elements, (e.g., unity of time, place, and action; tragic hero; *deus ex machina*; recognition; reversal; chorus; aside; dramatic irony).
- d. Identifies and analyzes how dramatic elements support and enhance interpretation of dramatic literature.

**ELAWRL2**: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**ELAWRL3**: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**ELAWRL5**: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<table>
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<tr>
<th>ELAWLRL2 The student identifies, analyzes, and applies knowledge of theme in a work from world literature and provides evidence from the text to support understanding. The student</th>
<th>GPS does not require &quot;objective summary&quot; of text, although summarizing may be inferred as an integral step in &quot;supporting understanding.&quot;</th>
<th>ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ELACC9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</th>
</tr>
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<tbody>
<tr>
<td>a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.</td>
<td>Archetypes, cultural values, cultural tradition, and to some extent philosophical roots are elements unique to World Literature, but may be addressed within the umbrella of CCGPS requirements regarding theme and multimodal representations of text.</td>
<td>ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</td>
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<tr>
<td>b. Evaluates the way an author's choice of words advances the theme or purpose of a work. c. Applies knowledge of the concept that a text can contain more than one theme.</td>
<td>d. Analyzes and compares universal themes characteristic of literature from different cultures across time and genre (i.e. archetypes, cultural values, cultural tradition, and philosophical roots.).</td>
<td>ELACC9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée de Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). ELACC9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.</td>
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</table>
| ELAWLRL3 The student deepens understanding of literary works by relating them to contemporary context or historical background | The CCGPS is specific in requiring not just the consideration of historical background of | ELACC9-10RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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All Rights Reserved
<table>
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<th>as well as to works from other time periods. The student</th>
<th>documents, but analysis of seminal U.S. documents of significance. The teacher guidance offers suggestions on how to incorporate this standard within a world literature focus, primarily through comparison and contrast of historical documents from around the world.</th>
<th>Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's “Letter from Birmingham Jail”), including how they address related themes and concepts.</th>
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<tbody>
<tr>
<td>a. Relates a literary work to non-literary documents and/or other texts from its literary period.</td>
<td>b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.</td>
<td>c. Analyzes the influence of mythical, classical, and canonical literature on contemporary literature and film.</td>
</tr>
<tr>
<td>b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.</td>
<td>c. Analyzes the influence of mythical, classical, and canonical literature on contemporary literature and film.</td>
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</tr>
<tr>
<td>c. Analyzes the influence of mythical, classical, and canonical literature on contemporary literature and film.</td>
<td>CCGPS does not specifically require drawing comparisons between the writer's cultural beliefs and broader themes within a text, but this world literature concept should be included in the CCGPS standards on author’s purpose and point of view.</td>
<td>ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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<td>d. Includes a formal works cited or bibliography when applicable.</td>
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<td>ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<tr>
<td>ELAWLRL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student</td>
<td>ELAWLRL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</td>
<td>ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
<tr>
<td>a. Demonstrates awareness of an author’s use of stylistic devices for specific effects.</td>
<td>The CCGPS considers vocabulary within the Language standards. Relevant standards from that strand are listed at right.</td>
<td>ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
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<tr>
<td>b. Draws comparisons between specific incidents in a text and broader themes that illustrate the writer’s important beliefs or generalizations about life or culturally specific beliefs or generalizations about life.</td>
<td>c. Identifies and assesses the impact of ambiguities, nuances, and complexities within the text.</td>
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</tbody>
</table>
a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.

b. Uses knowledge of world mythologies, to understand the meanings of new words.

c. Identifies and understands foreign terms that appear in works originally written in a language other than English.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.

ELACC9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

ELACC9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Analyze nuances in the meaning of words with similar denotations.
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

ELAWLRC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional

CCGPS does not prescribe a set number of texts or words; CCGPS only specifies the level of complexity within the texts.

ELACC9-10RI10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<table>
<thead>
<tr>
<th>ELAWLRC2 The student participates in discussions related to curricular learning in all subject areas. The student</th>
<th>CCGPS specifies the evaluation of both literary and informational texts through its establishment of two sets of reading standards, RL and RI.</th>
<th>ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ELACC9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</th>
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<tbody>
<tr>
<td>a. Identifies messages and themes from books in all subject areas. b. Responds to a variety of texts in multiple modes of discourse. c. Relates messages and themes from one subject area to those in another area. d. Evaluates the merits of texts in every subject discipline. e. Examines the author's purpose in writing. f. Recognizes the features of disciplinary texts.</td>
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<tr>
<td>ELAWLRC3 The student acquires new vocabulary in each content area and uses it correctly. The student</td>
<td>The CCGPS Literacy standards also address competency, including vocabulary acquisition, in multiple content areas. See RC4, below.</td>
<td>ELACC9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ELACC9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ELACC9-10L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,</td>
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<tr>
<td>a. Demonstrates an understanding of contextual vocabulary in various subjects. b. Uses content vocabulary in writing and speaking. c. Explores understanding of new words found in subject area texts.</td>
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| ELA10RC4 | The student establishes a context for information acquired by reading across subject areas. The student  
| a. Explores life experiences related to subject area content.  
| b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.  
| c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts. | CCGPS does not specify relating vocabulary acquired to “life experiences.” The determination of meaning within different content areas is addressed in the Literacy Standards; see L9-10RST4 and RH4 at right. | ELACC9-10L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  
ELACC9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  
| a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
L9-10RST4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  
L9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
# AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS IN WORLD LITERATURE

## STANDARDS NEW TO WORLD LITERATURE

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>ORIGINALLY APPEARED (GPS)</th>
<th>ADVICE FOR WORLD LIT TRANSITION 2012-2014</th>
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<tbody>
<tr>
<td>ELACC9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the bible or how a later author draws on a play by Shakespeare)</td>
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<td>This standard is quite specific, and is representative of the increased rigor of the CCGPS. This standard is new to World Literature and will not require transition coverage.</td>
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<tr>
<td>ELACC9-10R19: Analyze seminal U.S. documents of historical and literary significance (e.g. Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</td>
<td></td>
<td>Because focus on documents from U.S. history has often happened in Grade 11 due to the correspondence with the social studies course, GPS did not include any reference to U.S. historical documents except within the context of the American Literature reading standards. This represents an addition to World Literature because it is now required to be addressed within the grade band during which World Literature is taught. The teacher guidance document provides specific advice on how to include this material within the World Literature course.</td>
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## STANDARDS ABSENT FROM WORLD LITERATURE

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<thead>
<tr>
<th>STANDARD</th>
<th>RATIONALE</th>
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<tbody>
<tr>
<td>ELAWLRC4a: explores life experiences related to subject area content.</td>
<td>The “text to self” connection of exploring life experiences may be considered to be subsumed by the high level of analysis required by CCGPS. Narrative writing that is connected to the text in CCGPS also requires students to write about their experiences, which will require reflection on personal experiences in relation to text.</td>
</tr>
<tr>
<td>VOCABULARY NEW TO WORLD LITERATURE</td>
<td>RATIONALE</td>
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<td>---------------------------------------------------</td>
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<tr>
<td>Inference</td>
<td>Inference means that students are required to create new ideas implied by the text but not explicitly stated. The word “interpretation” appears in GPS with a similar connotation in many instances.</td>
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<tr>
<td>Word Choice</td>
<td>GPS often uses the word “diction” whereas CCGPS will most often use “word choice.” These terms are interchangeable.</td>
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<tr>
<td>Objective Summary</td>
<td>GPS required students to complete whatever steps were necessary to “support understanding” without specifically referring to objective summary. While the term objective summary is new, the skill is not.</td>
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<tr>
<td>Argument/Argumentative Writing</td>
<td>Formerly referred to as “persuasive” writing in GPS. These terms are interchangeable.</td>
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<tr>
<td>Informational</td>
<td>Formerly referred to as “expository” writing in GPS. These terms are interchangeable. Non-fiction texts are referred to as Informational Texts in CCGPS.</td>
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<tr>
<td>Literary</td>
<td>Fiction texts are referred to as Literary Texts in CCGPS.</td>
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<tr>
<td>Domain-specific vocabulary</td>
<td>GPS discussed content and technical vocabulary where CCGPS uses the term domain-specific vocabulary.</td>
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<tr>
<td>Formal style</td>
<td>Formal style in CCGPS refers to adherence to established manuscript styles such as APA and MLA, but also to an appropriately mature and academic tone and word choice when required.</td>
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<tr>
<td>Closing statement</td>
<td>Formerly referred to as closure in GPS.</td>
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**LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>GRADES</th>
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<tbody>
<tr>
<td>ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL1c. Use commas in dates and to separate single words in a series.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL1i. Use frequently occurring prepositions.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL1g. Use frequently occurring conjunctions. ELACCL1h. Use coordinating and subordinating conjunctions. ELACCL1e. Use correlative conjunctions (e.g., either/or, neither/nor).</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL1a. Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences. ELACCL1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL1f. Ensure subject-verb and pronoun-antecedent agreement.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL3a. Choose words and phrases for effect.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL4i. Form and use prepositional phrases.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL4j. Correctly use frequently confused words (e.g., to/too/two; there/their).</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL4a. Choose words and phrases to convey ideas precisely.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL4e. Choose punctuation for effect.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL5d. Recognize and correct inappropriate shifts in verb tense.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL5a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL5b. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL6e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL6a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL6b. Maintain consistency in style and tone.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL7c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL7a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL8a. Recognize and correct inappropriate shifts in verb voice and mood.</td>
<td>K</td>
</tr>
<tr>
<td>ELACCL9–10Lia. Use parallel structure.</td>
<td>K</td>
</tr>
<tr>
<td>L11–12L3a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</td>
<td>K</td>
</tr>
</tbody>
</table>

* Darkened boxes indicate grades in which the standard should be taught.
Additional Resources for GPS to CCGPS Transition

English Language Arts Home Page Links:

Information for Administrators and Educators
To subscribe to a monthly newsletter providing up-to-date information about standards, curriculum, assessment, events, and more, please send an email (with no message) to the appropriate email address listed below:

- Join-ela-k-5@list.doe.k12.ga.us
- Join-ela-6-8@list.doe.k12.ga.us
- Join-ela-9-12@list.doe.k12.ga.us
- Join-ela-admin@list.doe.k12.ga.us
- Join-ela-resa@list.doe.k12.ga.us

To follow Common Core Implementation
- http://www.gadoe.org/CCGPS.aspx

Timelines and Professional Learning Schedule

English Language Arts Common Core GPS page at GSO:
https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx

ELA Reporter Newsletter, all issues, Volume 1 (2011/2012)

Webinar Schedule for ELA

How to Access Live and Recorded Webinars

K-12 Educator Resource Guide (contains introduction to Common Core, Introduction to College and Career Readiness Standards, and Introduction to Literacy Standards, as well as a complete catalogue of all the sets of standards by grade level, and an index of resources and appendices)

Archived Webinar PowerPoints with downloads and resources

Text Complexity Rubric

Sample Integrated Tasks for CCGPS
Common Core State Standards Initiative Home Page:
http://www.corestandards.org/

Common Core State Standards Initiative Resources:
http://www.corestandards.org/the-standards

Appendix A - Research Supporting Key Elements of the Standards, Glossary of Key Terms
http://www.corestandards.org/assets/Appendix_A.pdf

Appendix B - Text Exemplars and Sample Performance Tasks
http://www.corestandards.org/assets/Appendix_B.pdf

Appendix C: Samples of Student Writing
http://www.corestandards.org/assets/Appendix_C.pdf

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