

Georgia Curriculum Matrix for English Language Arts

Reading and American Literature is a required literature module that may be taught in the 10th, 11th, or 12th grades. A significant number of the Georgia Performance Standards (GPS) in this module are tested on the Georgia High School Graduation Test (GHSGT).

Georgia English Language Arts Performance Standards Reading and American Literature Module	Common Core English Language Arts Standards Strands/CCRS/CCSS Grade 11-12	National Essential Skills Study (NESS) National Rankings Rank		NESS	GHSGT	Priority
<p><u>ELAALRL1 The student identifies and analyzes elements of poetry from various periods of American literature and provides evidence from the text to support understanding; the student:</u></p> <p>a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.</p> <p>i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance</p> <p>ii. form: fixed and free, lyric, ballad, sonnet, narrative poem, blank verse</p> <p>iii. figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion</p> <p>b. Analyzes and evaluates the effects of diction and imagery (e.g., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning.</p> <p>c. Traces the historical development of poetic styles and forms in American literature.</p>	<p><u>Reading Standards for Literature</u> Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).	L	H	M
E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.					

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<p><u>ELAALRL1 The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic American literature and provides evidence from the text to support understanding; the student:</u></p> <p>a. Identifies and analyzes types of dramatic literature (e.g., political drama, modern drama, theatre of the absurd).</p> <p>b. Analyzes the characters, structures, and themes of dramatic literature.</p> <p>c. Identifies and analyzes dramatic elements, (e.g., stage directions, fourth wall, expressionism, minimalism, dramatic irony).</p> <p>d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.</p>	<p><u>Reading Standards for Literature Range of Reading and Level of Text Complexity</u></p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	Rank		M	H	H
		E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.			
		E50	Understand and apply film and theatrical terms and techniques to an analysis and evaluation of films and plays.			

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<p>ELAALRC2 The student participates in discussions related to curricular learning in all subject areas. The student</p> <p>a. Identifies messages and themes from books in all subject areas.</p> <p>b. Responds to a variety of texts in multiple modes of discourse.</p> <p>c. Relates messages and themes from one subject area to those in another area.</p> <p>d. Evaluates the merits of texts in every subject discipline.</p> <p>e. Examines the author’s purpose in writing.</p> <p>f. Recognizes the features of disciplinary texts.</p>	<p><u>Speaking and Listening Standards</u> <u>Comprehension and Collaboration</u></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	L	M
		E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
		E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			