

COMMON CORE PERFORMANCE STANDARDS GEORGIA PERFORMANCE STANDARDS COMMON CORE GEORGIA PERFORMANCE STANDARDS



Common Core Georgia Performance Standards



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# Common Core Georgia Performance Standards

## Grade 7 English Language Arts

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# Welcome



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## Common Core

The Standards were derived from a set of anchor standards called the “College and Career Readiness Standards,” which represent what students should know and be able to do upon graduation.



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## How the CCRs Inform the Common Core:



### CCR READING STANDARD 1:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**ELACC7RL1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



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## Foundational Resources

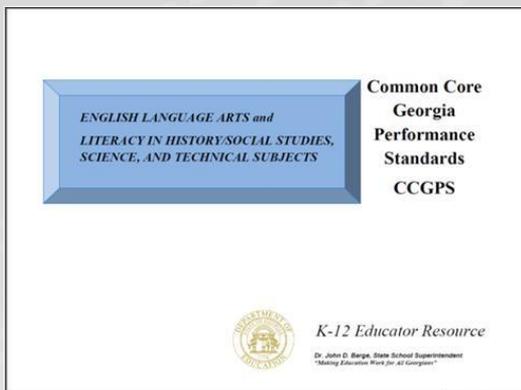


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## Mirrors GPS in its Main Divisions



CCGPS/Strands	GPS/Domains
Reading (Informational and Literary Standards) Foundational Standards (K-5)	Reading (Informational and Literary Standards) Foundational Standards (K-2)
Writing	Writing
Speaking and Listening	Listening, Speaking, and Viewing
Language	Conventions (3-12) *embedded in Writing in K-2



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## An Integrated Model of Literacy



- Processes of communication are closely connected; reading and writing tasks are integrated
- Research and media skills are blended into the standards as a whole
- Students will gather, comprehend, evaluate, synthesize, and report on information and ideas to conduct original research in order to answer questions or to solve problems



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# Literacy Standards Grade Bands 6-8, 9-10, 11-12



Literacy Standards for Reading: History and Social Studies  
Literacy Standards for Reading: Science and Technical Subjects  
Literacy Standards for Writing: History, Social Studies, Science, and Technical Subjects

\*\*\*Literacy Standards are embedded in the K-5 ELA Standards of CCGPS



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# Addressing Changes Between GPS and CCGPS



TEACHER GUIDANCE  
FOR TRANSITION TO THE COMMON CORE  
GEORGIA PERFORMANCE STANDARDS



GRADE SEVEN



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GPS	CCGPS
<p><b>GRADE 7</b></p> <p><b>READING</b></p> <p><b>7-1.1</b> Cite specific textual evidence to support analysis of what the text says as well as inferences drawn from that text.</p> <p><b>7-1.2</b> Analyze how major characters develop over the course of the text, as well as how their actions and choices contribute to that development.</p> <p><b>7-1.3</b> Analyze how an individual, a group, or a society is represented in a text.</p> <p><b>7-1.4</b> Analyze how a text treats an issue or theme, paying attention to how different characters, settings, and other elements interact.</p> <p><b>7-1.5</b> Analyze how a text builds on or challenges prior knowledge and text.</p>	<p><b>GRADE 7</b></p> <p><b>READING</b></p> <p><b>7-1.1</b> Cite specific textual evidence to support analysis of what the text says as well as inferences drawn from that text.</p> <p><b>7-1.2</b> Analyze how major characters develop over the course of the text, as well as how their actions and choices contribute to that development.</p> <p><b>7-1.3</b> Analyze how an individual, a group, or a society is represented in a text.</p> <p><b>7-1.4</b> Analyze how a text treats an issue or theme, paying attention to how different characters, settings, and other elements interact.</p> <p><b>7-1.5</b> Analyze how a text builds on or challenges prior knowledge and text.</p>

# A New Paradigm...



“Don’t just take your old state standards out of their boxes and swap in the Common Core Standards. [The Common Core state standards] are meant as a platform for a new instructional system, not a new list of topics for the old instructional system. [...] When we turn standards into long lists and we tell teachers to ‘cover’ instead of to teach, when we give them pacing plans and tell them to cover everything on the test, we are ‘covering’ and not learning.”

- Phil Daro,  
Strategic Education Research Partnership, Washington, D.C.  
Common Core Author, Mathematics



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SEVENTH GRADE READING LITERARY (RL)	SEVENTH GRADE READING INFORMATIONAL (RI)
<p>&gt; <b>Key Ideas and Details</b></p> <p><b>ELACC7RL1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELACC7RL2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>ELACC7RL3:</b> Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p>	<p>&gt; <b>Key Ideas and Details</b></p> <p><b>ELACC7RI1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELACC7RI2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b>ELACC7RI3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<p>&gt; <b>Craft and Structure</b></p> <p><b>ELACC7RL4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>ELACC7RL5:</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>ELACC7RL6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>&gt; <b>Craft and Structure</b></p> <p><b>ELACC7RI4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>ELACC7RI5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>ELACC7RI6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
<p>&gt; <b>Integration of Knowledge and Ideas</b></p> <p><b>ELACC7RL7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><b>ELACC7RL8:</b> (Not applicable to literature)</p> <p><b>ELACC7RL9:</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.</p>	<p>&gt; <b>Integration of Knowledge and Ideas</b></p> <p><b>ELACC7RI7:</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><b>ELACC7RI8:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>ELACC7RI9:</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<p>&gt; <b>Range of Reading and Level of Text Complexity</b></p> <p><b>ELACC7RI10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>&gt; <b>Range of Reading and Level of Text Complexity</b></p> <p><b>ELACC7RI10:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

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**ELA7R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- Distinguishes between the concepts of theme in a literary work and the author's purpose in an expository text.
- Interprets a character's traits, emotions, or motivations and gives supporting evidence from a text.
- Relates a literary work to information about its setting or historical moment.
- Analyzes recurring and similar themes across a variety of selections, distinguishing theme from topic.
- Identifies events that advance the plot and determines how each event explains past or present action(s) or foreshadows future action(s).
- Analyzes characterization (dynamic and static) in prose and plays as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- Explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:
  - Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme)
  - Figurative language (e.g., simile, metaphor, personification, and hyperbole)
  - Graphics (e.g., capital letters, line length, word position).
- Identifies and analyzes how an author's use of words creates tone and mood, giving supporting evidence from text.
- Identifies and analyzes similarities and differences in traditional literature from different cultures.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- Analyzes common textual features to obtain information (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).
- Identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations).

- Applies knowledge of common organizational structures and patterns (i.e., logical order, cause and effect relationships, comparison and contrast, transitions).
- Recognizes and traces the development of the author's argument for and against an issue.
- Identifies evidence used to support an argument.
- Understands and explains the use of a simple device by following technical directions.

**ELA7R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student**

- Determines the meaning of unfamiliar words using context clues (e.g., contrast, cause and effect, etc.).
- Uses knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine the meaning of unfamiliar words.
- Identifies and explains idioms and analogies in prose and poetry.
- Determines word meanings through the use of definition, example, restatement, or contrast.

**ELA7R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student**

- Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
- Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).
- Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).



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SEVENTH GRADE READING LITERARY (RL)	
<b>Key Ideas and Details</b>	
ELACC7RL1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RL2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
ELACC7RL3:	Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
<b>Craft and Structure</b>	
ELACC7RL4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
ELACC7RL5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELACC7RL6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>Integration of Knowledge and Ideas</b>	
ELACC7RL7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
ELACC7RL8:	(Not applicable to literature)
ELACC7RL9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means for understanding how authors of fiction use or alter history.
<b>Range of Reading and Level of Text Complexity</b>	
ELACC7RL10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Identifies events that advance the plot and determines how each event explains past or present action(s) or foreshadows future action(s).
- Analyzes characterization (dynamic and static) in prose and plays as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- Explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:
  - Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme)
  - Figurative language (e.g., simile, metaphor, personification, and hyperbole)
  - Graphics (e.g., capital letters, line length, word position).
- Identifies and analyzes how an author's use of words creates tone and mood, giving supporting evidence from text.



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# How will the 7<sup>th</sup> grade standards be changing?



**TEACHER GUIDANCE**  
FOR TRANSITION TO THE COMMON CORE  
GEORGIA PERFORMANCE STANDARDS



*GRADE SEVEN*



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GPS	TRANSITIONAL GUIDANCE READING	CCGPS
<p><b>ELA/R1</b> The student demonstrates comprehension and shows <b>evidence</b> of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <p>a. Distinguishes between the concepts of <b>theme</b> in a literary work and <b>author's purpose</b> in an expository text.</p> <p>b. Interprets a <b>character's traits</b>, emotions, or motivations and gives supporting <b>evidence</b> from a text.</p> <p>c. Relates a literary work to information about its setting or <b>historical moment</b>.</p> <p>d. Analyzing recurring or similar <b>themes</b> across a</p>	<p>Standards "RL" in CCGPS relate specifically to literary texts, and are aligned to the R1 subcategory for literary texts at left.</p> <p>Recognition of <b>genre</b> characteristics is inherent in the CCGPS separation of literary and informational texts</p> <p>GPS describes "author's purpose" as being synonymous with theme or main idea in non-fiction texts. CCGPS does not.</p> <p>GPS does not specify providing objective summary of text; this is new to grade 7.</p> <p>GPS specifies "genre characteristics" in text comparison among literary texts, where CCGPS compares "structure." These may be considered to be qualitatively similar requirements. CCGPS does have a standard requiring comparison of original texts to film and stage adaptations, which corresponds to element "b".</p>	<p>ELACC7RL1: Cite several pieces of textual <b>evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELACC7RL2: Determine a <b>theme</b> or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>ELACC7RI2: Determine two or more <b>central ideas</b> in a text and analyze their development over the course of the text;  provide an objective summary of the text.</p> <p>ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the <b>characters</b> or plot).</p> <p>ELACC7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a <b>historical account</b> of the same period as a</p>



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# Changes for Grade 7



## AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS GRADE 7

STANDARD	ORIGINALLY APPEARED (GPS)	ADVICE FOR 7 <sup>TH</sup> TRANSITION 2012-2014
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.	ELA7C1 c. Uses standard subject-verb and pronoun-antecedent agreement.	This standard moves from grade 7 in GPS to grade 3 in CCGPS. Instructors in grades 3, 4, 5, 6, and 7 need to teach this standard during transition years 2012-2014.
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.	ELA7C1 d. Identifies and uses verb tenses consistently (simple and perfect).	This standard moves from grade 7 in GPS to grade 5 in CCGPS. Instructors in grades 5, 6, and 7 need to teach this standard during transition years 2012-2014.
ELACC3L1. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	ELA7C1 e. Demonstrates correct usage of comparative and superlative forms of adjectives and adverbs.	This standard moves from grade 7 in GPS to grade 3 in CCGPS. Instructors in grades 3, 4, 5, 6, and 7 need to teach this standard during transition years 2012-2014.
ELACC3L2. c. Use commas and quotation marks in dialogue. ELACCAL2. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. ELACCL9-10L2: a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	f. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, and split dialogue.)	This standard contained multiple elements that are covered in different grades in CCGPS. The skills are found as follows: 1. Comma usage: for split dialogue, teach in grades 3, 4, 5, 6, and 7 in 2012-2014 2. Comma in compound sentences, teach in grades 4, 5, 6, and 7 in 2012-2014. 3. Semi-colon usage does not begin in CCGPS until grade 9; therefore no transitional instruction is necessary.



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# New to Grade 7



STANDARDS NEW TO GRADE	RATIONALE
ELACC7RL2and RI2 "provide an objective summary of the text" is added to the standard about theme and main idea.	Objective summary is an important skill in analysis and is scaffolded by this addition.
ELACC7RL4 adds "including analogies or allusions to other texts" to the standard on determining meanings.	This skill represents the broader text requirements in CCGPS and emphasis on strong background and foundational skills.
ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analysis of contrasting points of view represents the higher cognitive demands of CCGPS.
ELACC7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	The addition of the standard is reflective of 21 <sup>st</sup> century changes in texts.
ELACC7RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	This skill represents the broader text requirements in CCGPS and emphasis on strong background and foundational skills.
ELACC7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	



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# Leaving Grade 7



STANDARDS ABSENT FROM GRADE	RATIONALE
ELA7R1g.i. Sound (e.g. alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter)	This standard is extremely specific and has been subsumed by broader standards regarding figurative and connotative language and sound devices within CCGPS. Terminology specific to drama and poetry are not listed in CCGPS but should be taught - they can be found in teacher guidance documents
ELA7R1g.iii. Graphics (e.g. capital letters, line length, word position).	These items are not mentioned after the elementary grades in CCGPS.
ELA7R1g.iv. Identifies and analyzes similarities and differences in traditional literature from different cultures.	This standard has shifted focus to elementary school in CCGPS.
ELA7R1d. Understands and explains the use of a complex mechanical device by following technical directions.	This standard is extremely specific and has been subsumed by broader standards within CCGPS.
ELA7R3. The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies). c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	Standards related to fluency and decoding end in grade 5 in CCGPS.
ELA7LSV2e. Uses rubrics as assessment tools.	CCGPS does not specify assessments or assessment tools.



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# Language Progressive Skills



**LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12**

The following skills were marked with an asterisk (\*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that should be added to the Language Strand for their grade.

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELACCL1b. Relate frequently occurring words to their antonyms (also synonyms)/homographs in progressions.												
ELACCL2c. Use commas in dates and to separate single words in a series.												
ELACCL3i. Use frequently occurring prepositions.												
ELACCL3j. Use frequently occurring conjunctions. ELACCL3k. Use coordinating and subordinating conjunctions. ELACCL3l. Use correlative conjunctions (e.g., either/or, neither/nor).												
ELACCL3a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELACCL3b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
ELACCL3f. Ensure subject-verb and pronoun-antecedent agreement.												
ELACCL3h. Choose words and phrases for effect.												
ELACCL3e. Form and use prepositional phrases.												
ELACCL3f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELACCL3g. Correctly use frequently confused words (e.g., his/hisn't, there/their).												
ELACCL3a. Choose words and phrases to convey ideas precisely.												
ELACCL3b. Choose punctuation for effect.												
ELACCL3d. Recognize and correct inappropriate shifts in verb tense.												
ELACCL3a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELACCL3c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELACCL3e. Recognize and correct inappropriate shifts in pronoun number and person.												
ELACCL3d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELACCL3e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELACCL3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELACCL3b. Maintain consistency in style and tone.												
ELACCL3f. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
ELACCL3g. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
ELACCL3d. Recognize and correct inappropriate shifts in verb voice and mood.												
ELACCL3b. Use parallel structure.												
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.												

\* Dashed boxes indicate grades in which the standard should be taught.



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## Exploring the Standards



Grade 7 CCGPS	
Reading Informational (RI)	
ELACCRIS: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	

**Skills/Concepts for Students:**

- Analyze and evaluate common textual features (e.g., paragraphs, topic sentences, introduction, conclusion, footnotes, index, bibliography)
- Analyze and evaluate common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast)
- Review and apply knowledge of varying sentence structures, noting those that are most effective in a given text (beginning with a subordinate clause for example, or the effective placement of phrases and modifiers)
- Recognize the effective placement of topic sentences in informational documents
- Note the differences in structure for paragraphs that present evidence, provide a quote, share an anecdote, or include other types of support

**Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Provide students with opportunities to "reverse engineer" technical documents, creating outlines from finished texts, in order to make the underlying structure and strategies visible
- Identify particularly well-constructed paragraphs, specifically those that effectively support a claim, examine a counter-claim, or address some other very specific informational purpose
- Share effective examples of the integration of quotes within texts, the integration of in-text citations, the placement of anecdotal evidence, etc.
- Share effective student writing samples with annotations pointing out effective structure and support

**Sample Task for Integration:**  
Students will examine the structure and organization of two disparate informational texts, for example a scientific report and a computer gaming manual, or a newspaper article and a complex recipe. Focusing on structural elements only, students will trace and compare the structures of the two texts, including organization, sentence constructions, paragraph constructions, length, narrative voice, etc. Students will produce an analysis citing specific textual evidence from both texts examining the differences in their structures, formats, and styles, and posing possible reasons for these differences (for example, a recipe needs to appear in logical or chronological order, while a newspaper article might begin in medias res or use cause/effect or some other strategy to engage readers).

**Recommended Vocabulary for Teaching and Learning:**

Topic sentence	Evidence	Support	Transition	Phrase
Clause	Introduction	Conclusion	Body Paragraph	Subordinate Clause
Independent Clause	Modifier	Fluency	Quote	Anecdote
Logical Order	Chronological Order	Compare/Contrast	Cause/Effect	Order of Importance

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## Standards-based Instruction



- We will all still be teachers of reading and writing
- There is an expectation of great complexity in texts
- Informational texts must represent 50% of reading
- Tasks will be more integrated and will never be taught in isolation (while you will have focus standards, you will not teach a single standard or genre in isolation)
- All standards will be mastered through recursive attention throughout all four yearly instructional units



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# New Lexile Expectations

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

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



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COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC			
TEXT:	GENRE:	GRADE:	
COMPLEXITY MEASURE		LOW (1-3 POINTS)	MODERATE (4-6 PTS)
			HIGH (7-10 POINTS)
<b>Qualitative</b> aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands.			
<b>Levels of meaning.</b> K-5: Symbolism, abstract thought, technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif; technical, academic content			
<b>Structure.</b> K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language.			
<b>Language conventionality.</b> K-5: Colloquialisms, figurative/idiomatic language, dialects, technical and academic vocabulary 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary			
<b>Background knowledge.</b> Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced			
<b>Quantitative</b> aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a domain reader to evaluate efficiently, as measured by Lexile.			
K-1	N/A		
2-3	450L - 790L		
4-5	770L - 980L		
6-8	955L - 1155L		
9-10	1080L - 1305L		
11-12	1215L - 1355L		
<b>Reader and Task Considerations</b> focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.			
Does this text challenge readers? 7 Readers comprehend about 75% of the text, working to make meaning of the remaining 25%.			
Does this text match the interests of the students?			
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation.			
Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.			
<b>Specific Merits</b>			
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded			
TOTAL SCORE _____ /100			
80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE			
60 - 79 POINTS: ACCEPTABLE TEXT CHOICE			
26-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE			
0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE			
EVALUATOR COMMENTS:			

## DETERMINING TEXT COMPLEXITY



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# Integrated Instruction



- <http://engageny.org/resource/the-gettysburg-address-a-curricular-exemplar-in-literacy/>
- David Coleman



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# Sample Unit Plan: Fantasy and Science Fiction Grade 7, Literary Focus



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# 7<sup>th</sup> Grade Curriculum Map



COMMON CORE GEORGIA PERFORMANCE STANDARDS  
ENGLISH LANGUAGE ARTS

SEVENTH GRADE CURRICULUM MAP			
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
Primary Focus: Literary Text ELACCR1.1-10 Secondary Focus: Informational Text ELACCR1.10	Primary Focus: Informational Text ELACCR1.10 Secondary Focus: Literary Text ELACCR1.10	Primary Focus: Literary Text ELACCR1.1-10 Secondary Focus: Informational Text ELACCR1.10	Primary Focus: Informational Text ELACCR1.10 Secondary Focus: Literary Text ELACCR1.10
1 extended literary text 6 thematically connected short texts	1 extended informational text 6 thematically connected short texts	1 extended literary text 6 thematically connected short texts	1 extended informational text 6 thematically connected short texts
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
Focus: Informational/Explanatory	Focus: Argumentative	Focus: Argumentative	Focus: Informational/Explanatory
4.6 informational/explanatory analysis essays ELACCW.4.5, 6, 10 Research connection Brief or sustained inquiries related to the texts or topics ELACCW.8, 10 2.3 narratives to develop real or imagined experiences (focus: dialogue) ELACCW.4, 5, 6, 10 Routine writing Notes, summaries, process journals, and short responses across all genres ELACCW.2, 3, 9	4.6 argumentative analysis essays ELACCW.4, 5, 6, 10 Research connection Brief or sustained inquiries related to the texts or topics ELACCW.8, 10 2.3 narratives to develop real or imagined experiences (focus: pacing) ELACCW.4, 5, 6, 10 Routine writing Notes, summaries, process journals, and short responses across all genres ELACCW.2, 3, 9	4.6 argumentative analysis essays ELACCW.4, 5, 6, 10 Research connection Brief or sustained inquiries related to the texts or topics ELACCW.8, 10 2.3 narratives to develop real or imagined experiences (focus: description) ELACCW.4, 5, 6, 10 Routine writing Notes, summaries, process journals, and short responses across all genres ELACCW.2, 3, 9	4.6 informational/explanatory analysis essays ELACCW.4, 5, 6, 10 Research connection Brief or sustained inquiries related to the texts or topics ELACCW.8, 10 2.3 narratives to develop real or imagined experiences (focus: character) ELACCW.4, 5, 6, 10 Routine writing Notes, summaries, process journals, and short responses across all genres ELACCW.2, 3, 9

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING

**Language**  
Study and apply grammar  
Use and understand both general academic and domain-specific vocabulary



**Speaking and Listening**  
Engage in collaborative discussions  
Present findings  
Evaluate a speaker's claims, rhetoric, and strategy  
Incorporate multimedia components

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IDENTIFY DESIRED RESULTS

DETERMINE ACCEPTABLE EVIDENCE

PLAN INSTRUCTION

COLLEGE AND WORKFORCE READY: CCGPS

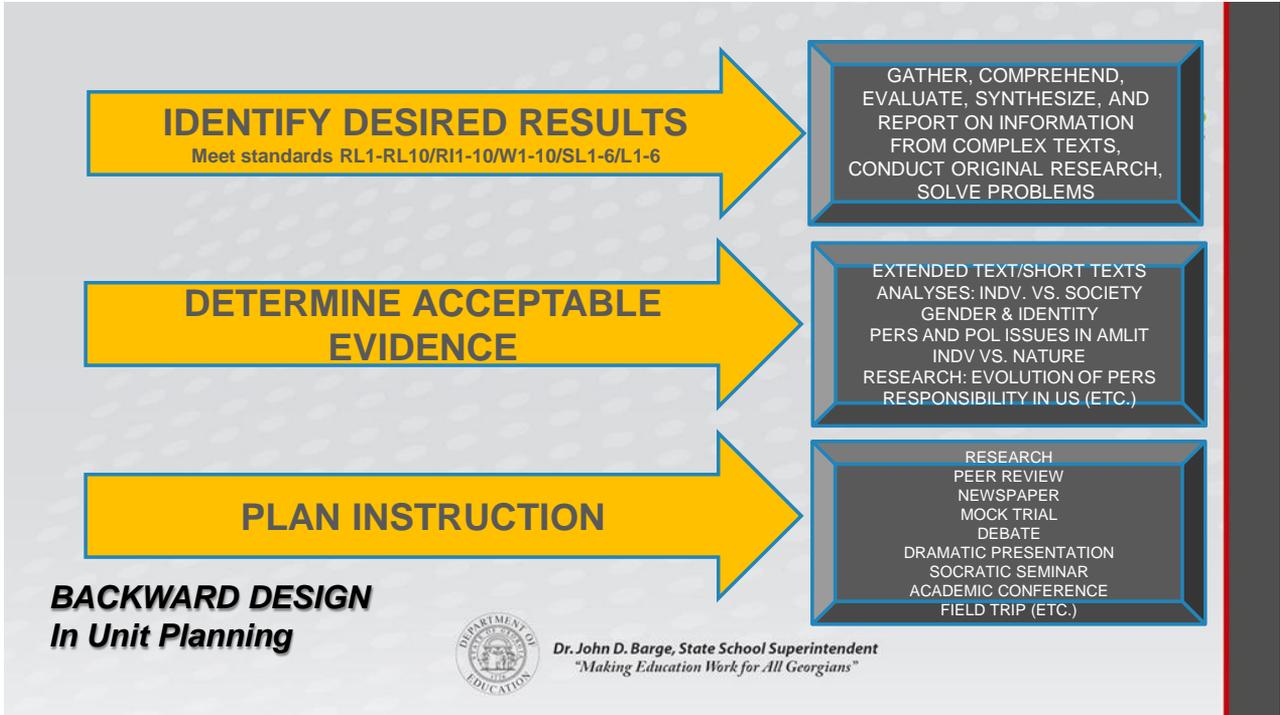
GATHER, COMPREHEND, EVALUATE, SYNTHESIZE, AND REPORT ON INFORMATION FROM COMPLEX TEXTS, CONDUCT ORIGINAL RESEARCH, SOLVE PROBLEMS

INTEGRATED INSTRUCTION BASED ON MAPS

**BACKWARD DESIGN**  
The big picture



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## Addressing the Reading Standards: Choosing Appropriate Texts



**CCGPS UNIT PLANNING GUIDE**  
**PART: UNIT OVERVIEW, GRADE 7, UNIT 1 OF 4**

Consult grade-level curriculum maps for guidance on reading/writing/FLCA for each unit. After completing planning guide, use Part II of the template to create instructional tasks.

Choose Reading Focus	List Theme and Texts
<b>Literary / Informational</b>	
<ul style="list-style-type: none"> <li>1. extended text</li> <li>2. thematically connected short texts</li> <li>3. short literary texts</li> <li>3. short informational texts</li> </ul>	<p><b>THEME:</b> Here and Back Again: What Science Fiction and Fantasy Can Teach Us About Ourselves</p> <p><b>EXTENDED TEXT:</b> <i>The Hobbit</i>, J.R.R. Tolkien</p> <p><b>SHORT TEXTS LITERARY:</b>  <i>The Martian Chronicles</i>, Ray Bradbury, selected science fiction short stories:                      "—And the Moon Be Still as Bright"                      "The Martian"</p> <p>"Sir Lancelot and Queen Guinevere," Alfred Lord Tennyson, poem  <a href="http://chardon.stsu.edu/TEACH/SON/poems/lancelotguinevere.shtml">http://chardon.stsu.edu/TEACH/SON/poems/lancelotguinevere.shtml</a></p> <p>"The Lady of Shalott," Alfred Lord Tennyson, poem  <a href="http://www.online-literature.com/tennyson/720/">http://www.online-literature.com/tennyson/720/</a></p> <p>"What Makes the Grass Grow," David Monette, science fiction short story  <a href="http://davidmonette.blogspot.com/2010/02/what-makes-grass-grow.html">http://davidmonette.blogspot.com/2010/02/what-makes-grass-grow.html</a></p> <p>"The Shoddy Lands" by C. S. Lewis, science fiction short story  <a href="http://www.eric.ut.edu/Faculty/Other-stuff/The-Shoddy-Lands.pdf">http://www.eric.ut.edu/Faculty/Other-stuff/The-Shoddy-Lands.pdf</a></p> <p>Howard Pyle: King Arthur and His Knights  <a href="http://dick-and-hugh.com/HowardPyle/SA/index.htm">http://dick-and-hugh.com/HowardPyle/SA/index.htm</a></p> <p><b>SHORT TEXTS INFORMATIONAL:</b></p> <p>"Why do We Read Science-Fiction?" Carol Einchafsky, essay  <a href="http://intergalacticconnections.com/gal_bunmag.cgi?article=112&amp;do=columns&amp;vol=csm01_pinchafsky">http://intergalacticconnections.com/gal_bunmag.cgi?article=112&amp;do=columns&amp;vol=csm01_pinchafsky</a></p> <p>"Why We Love Science Fiction," Schuyler R. Thorpe, essay  <a href="http://schuylerthorpe.wordpress.com/2011/01/why-we-love-science-fiction/">http://schuylerthorpe.wordpress.com/2011/01/why-we-love-science-fiction/</a></p> <p><i>The Hero with a Thousand Faces</i>, Joseph Campbell, excerpts: Chapters I, II, and III (archetypal character and story elements)</p> <p>King Arthur, <i>Questives</i>, historical connections, name, literary traditions (medieval through modern), legend  <a href="http://www.illustrationsofmedieval.com/topics/King_Arthur">http://www.illustrationsofmedieval.com/topics/King_Arthur</a></p>

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COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC			
TEXT:	GENRE:	GRADE:	
The Hobbit, J.R.R. Tolkien	Literary/Fantasy	7	
COMPLEXITY MEASURE			
		LOW (1-3 POINTS)	HIGH (7-10 POINTS)
<b>Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands.</b>			
<b>Levels of meaning:</b> K-6: Symbolism, abstract thought, technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif, technical, academic content		8 some allusion and allegory	9
<b>Structure:</b> K-6: Chapters, multiple plotlines, glossaries, headings, or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language K-12: Text length			9 Complex plot, multiple plot lines
<b>Language conventionality:</b> K-6: colloquialisms, figurative/idiomatic language, dialects, technical and academic vocabulary. 6-12: Historical language such as Elizabethan or Old English constructions, technical and academic vocabulary			9 Constructed vocabulary
<b>Background knowledge:</b> Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced		5 WW allusions	
<b>Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexia.</b>			
K-1 2-3 4-5 6-8 9-10 11-12	619 450L - 790L 770L - 980L 950L - 1155L 1080L - 1395L 1215L - 1355L	Lexia 1000 5	
<b>Reader and Task Considerations</b> focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.			
Does this text challenge readers? (Readers comprehend about 75% of the text, working to make meaning of the remaining 25%)		6 Not difficult to understand	
Does this text match the interests of the students? (When appropriate)			10 High interest
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation			10 Ideal
Matches for which qualitative and quantitative measures cannot easily account. For example low Lexia books with adult content			10 none
<b>Miscellaneous considerations:</b> You may award up to 10 points for specific merits of a text not covered in the rubric domains.			
Specific Merits			10 Classic text
Please write a brief explanation of the specific merits of this text in the box below the points awarded.		Text is an acknowledged and much awarded classic of the Western Canon.	
<b>TOTAL SCORE</b> 81 / 100			
80-100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE 60-79 POINTS: ACCEPTABLE TEXT CHOICE 35-59 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE 0-24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE EVALUATOR COMMENTS:			



# Evaluating the Texts



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# Finding Lexiles



**The Lexia® Framework for Reading**

Quick Book Search:

Put an exact title or author in quotes for "exact match".

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**Get a Lexia® Text Measure**

You need to [register](#) to use the Lexia Analyzer. Already registered? Please [login](#).

The Lexia® measure of text is determined using the Lexia Analyzer®, a [patented](#) program that evaluates the reading demands—or readability—of books, articles and other formats. The Lexia Analyzer measures the complexity of the text by breaking down the entire piece and studying its characteristics, such as sentence length and word frequency, which represent the stylistic and semantic challenges that the text presents to a reader. The outcome is the text complexity, expressed as a Lexia measure, along with information on the word count, mean sentence length and mean log frequency.

Generally, longer sentences and words of lower frequency lead to higher Lexia measures; shorter sentences and words of higher frequency lead to lower Lexia measures. Texts such as lists, recipes, poetry and song lyrics are not analyzed because they lack conventional punctuation.

[Access](#) to the Lexia Analyzer is free for registered users. Initially, you will have a 1000-word limit. However, you can request access to the Professional Lexia Analyzer to measure longer pieces of text. Please submit your request through the [My Access section of your Profile](#). Educators can upgrade for free. Business partners and researchers should [contact us](#) for more information.

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## Addressing the Writing Standards: Constructing Appropriate Writing Prompts



Choose Writing Focus Info / Explanatory Focus	List Prompts/Topics
<b>Culminating Assessment Tasks</b> <i>Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solely in text evidence; argumentative/opinion writing must provide strong and logical support, based solely in text, for claims.</i>	
3_informative/explanatory writing connected to reading 1_argumentative/opinion analysis writing connected to reading  ELACCW1-2/4.10	INFO: Literary Analysis, <u>The Hobbit</u> . Identify theme, audience, and purpose. Identify and analyze literary strategies used to convey theme and purpose including but not limited to plot, setting, characters, characterization, diction, syntax, tone, imagery, figurative language, symbols (motif). Why did Tolkien make the choices he did and how were those choices intended to impact readers? Use primary text only for citations (ideas must be your own); use Shanahan's graphic organizer to identify theme, use précis format to create essay outline.  INFO: Using evidence from the short story "—And the Moon Be Still as Bright," as well as independent research and background knowledge on the colonization of the Americas, identify Bradbury's message and attitude about colonizers in human history. Explain and analyze the allegory between the treatment of native Americans, their culture, and their homeland, and the treatment of native Martians, their culture, and their homeland. Your thesis will include a statement of Bradbury's purpose and message. All evidence to support this thesis must come directly from the text or researched sources on American colonization (you may not use researched criticism on the short story; ideas must be your own). OR C.S. Lewis' short story, "The Shoddy Lands," uses a fantastical occurrence to teach a lesson about self-perception and ego. Use evidence from the text to explain Lewis' ideas about the ways in which we perceive ourselves as opposed to the ways in which others perceive us. Remember that this is an expository and not an argumentative/opinion essay.



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## A New Focus



- Prompts will address HOW an author creates tone, mood, characterization, and other literary effects
- Prompts will address WHY the author wishes to achieve these effects
- Prompts will NOT address "WHAT"
- ALL writing cites specific textual evidence

*In this way we scaffold analysis skills and move away from simple summary*



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# Planning Tools to Ensure Integration

Language Integration Grammar ELACCL1-3 <i>see grade level standards L1-3 for guidance on grammatical concepts to be addressed in your grade level</i>	Ideas/Tasks for Integration				
L1. >Function of phrases and clauses in general and their function in specific sentences > Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas >Recognize and correct misplaced and dangling modifiers >Address serial commas in sets of coordinate adjectives	>Examine and compare the prose styles of each author (for distribution of simple, compound, and complex sentences) >Examine syntax and use of introductory subordinate clauses >Sentence combining activities in writing process >Attention to dangling modifiers on rubric >Attention to varied sentence structure on rubric >Diagram sentences from texts in exploration of style >Direct instruction in definition of phrase/clause and misplaced modifiers	X	X	X	X
L2.> Capitalization, punctuation, and spelling when writing >Use a comma to separate coordinate adjectives	>Attention to conventions on rubric >Direct instruction on comma usage with coordinate adjectives >Text examples of coordinate adjective lists	X	X	X	X
L3.>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	>Compare and contrast author's prose styles with attention to diction >Attention to concise language in class discussion >Employ thesaurus for precision >Eliminate unnecessary/flourish language in writing process	X	X	X	X



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**CCGPS UNIT PLANNING GUIDE FOR UNIT 1, MODULE 1**

**PART B. STANDARDS-BASED TASK PLANNER**

Use the template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by at least one "Skill Building Task." Integrate all of the skills mentioned in Part 1 when you plan Skill Building Tasks. Using the check boxes on Part 1 to ensure inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

**ASSESSMENT:** To assign reading selections from the unit into a writing task.

**INFO:** Literary Analysis: [http://goopen.org/1300](#) pages. 19 chapters, chapters average 15 pages in length. Identify theme, audience, and purpose. Identify and analyze literary strategies used to convey theme and purpose including but not limited to plot, setting, characters, characterization, diction, syntax, tone, imagery, figurative language, symbols (motif), why did Tolstoy make the choices he did, and how were those choices intended to impact readers? Use primary text only for citations (ideas must be your own); use Shanahan's graphic organizer to identify theme and use the graphic organizer to discuss and determine theme.

**Task:** (Students identify what a character was like before and after the major crisis of a story, then ponder what it was the author wanted us to learn from this- and what did the character learn)

and use précis format to create essay outline  
(<http://openstax.org/r/precis>)

**ESSENTIAL QUESTION**  
How do authors use specific literary elements to convey theme and purpose?

**SKILL BUILDING TASKS**  
Note: The following task is meant to be one possible configuration for the delivery of instruction to scaffold successful performance on the Culminating Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

**SKILL/CONCEPT: Pre-reading**

**TASK: Establish text context, predict**

STRAND	STANDARD	DETAILS
Reading	ELACCR7RH.2.g	Students will begin a notebook section in the recommended academic style (Cornell, double entry journal, etc.) taking notes on today's information.
Writing	ELACCC7W.8.g	Share PowerPoint/request on Socrative providing background on J.R.R. Tolkien and the historical context of The Lord of the Rings trilogy, including the prequel we will read: <a href="#">http://goopen.org/1300</a>
Speaking and Listening	ELACCC7SLT.6.c.d.	Active background knowledge, especially of the recent popular movie adaptations.
Language	ELACCC7SL.2	Have students use computer stations to briefly review the pre-WWII political situation in pre-1940 England while the book was being written, determining which sites are academically appropriate.
NETS	NET 5tb.c- NET 5tb	Examine various cover art and dust-cover blurbs about the texts and conclude with a discussion making predictions about the text.

**SKILL/CONCEPT: Read and annotate text**

**TASK: Group and independent reading/note taking**

STRAND	STANDARD	DETAILS
Reading	ELACCR7L.3.f	Explicit instruction in how to effectively take notes on the text.
Writing	ELACCC7W.9.f	Very brief overview of the kinds of evidence students should be looking for in text (this will be covered more in depth later).
Speaking and Listening	ELACCC7SL.6	Group read aloud of Chapter 1.
Language	ELACCC7L.4	Peer note-checks for exit. Notes will focus on elements of: • Plot • Character/Characterization • Literary elements/prose style of author • Literary/historical/cultural situations • Unknown words (explore these!)
NETS	NET 5tb	Homework: Read Chapter 2, annotate with attention to Tolkien's literary strategies using your own background knowledge of action, myth, imagery.

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# Daily Instruction Examples



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**Georgia Department of Education**

**ELA REPORTER**

**YOUR PROFESSIONAL RESOURCE FOR ENGLISH LANGUAGE ARTS AND LITERACY**

**CCGPS Document Review and Revision Underway**

**Professional Learning Continues January 25, 2012**

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# YOUR QUESTIONS



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