

# CCGPS English Language Arts



## CCGPS Professional Learning Opportunities and Resources

<https://www.georgiastandards.org/Common-Core/Page/ELA.aspx>

## The CCGPS in English Language Arts consist of three sections:

### Anchor Standards

What students should understand and be able to do upon graduation from high school;

*These are not standards that teachers should be teaching in their classrooms.*

### Grade Level Standards

A curriculum ladder from the Anchor Standards showing what students should understand and be able to do at each grade level or band of instruction;

*These are the standards that teachers should be teaching in their classrooms.*

### Literacy Standards for History/Social Studies, Science, and Technical Subjects

Represents reading and writing standards that should be addressed in the respective disciplines;

*These are not standards that should be addressed in the English Language Arts classrooms.*

## The Common Core Georgia Performance Standards (CCGPS) require increased rigor and incremental advances in text complexity. Text complexity is measured by three elements:

### Qualitative Dimensions of Text Complexity

Aspects of text complexity that are only measurable by an attentive reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands

### Quantitative Dimensions of Text Complexity

Aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult, if not impossible, for a reader to evaluate efficiently, especially in long texts, and are today typically measured by computer software; This dimension is represented by Lexile scores.

### Reader and Task Considerations

Refers to variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) which must also be considered when determining whether a text is appropriate for a given student; such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

## **Text complexity should never be judged by Lexile score alone.**

- Regardless of the Lexile score, text should be appropriate to grade level.
- At each grade level, students should have text that they are comfortable reading and text that will stretch their reading levels.
- More difficult text needs to be scaffolded, not avoided.

## **CCGPS require the reading of both literary and informational text.**

### **K-12 CCGPS in English Language Arts include:**

- Nine literary text standards
- Ten informational text standards

**Overall percentage of text is 50% literary and 50% informational for ELA classes**

### **6-12 CCGPS Literacy Standards for Reading include:**

- Ten informational text standards for ALL teachers of history, social studies, science, and technical subjects.

## **CCGPS require that students engage in three types of writing: argument/opinion, informative/explanatory, and narrative.**

### **K-12 CCGPS in English Language Arts include:**

- Ten writing standards

### **6-12 CCGPS Literacy Standards for Writing include:**

- Nine writing standards for ALL teachers of history, social studies, science, and technical subjects

**The reading of informational text (and the writing about informational text) may or may not be directly related to text from other disciplines (e.g., science or social studies).**

**The GaDOE has model units for each grade level on the [georgiastandards.org](http://georgiastandards.org) website; however, teachers may choose to use alternate texts or create completely new units.**

**The ELA units are structured using the PARCC Model Frameworks, so if teachers alter units or create new units, they should be aware of the balances between literary and informational text and types of writing.**

