Vertically Aligned Matrices for ELA 8-12

The vertically aligned matrices provide a tool for teachers to use to determine, at a glance, the significant concepts, processes, and content vocabulary terminology for the grade or course that precedes and the grade or course that follows a grade or course being taught in high school English Language Arts.

Each matrix aligns the significant concepts, processes, and content vocabulary terminology for three grades or courses at a time. Reading and Literature, Reading Across the Curriculum, Writing, Conventions, and Speaking/Listening/Viewing for grades 8, 9, and 10 comprise the first matrix; Writing, Conventions, and Speaking/Listening/Viewing for grades 10, 11, and 12 comprise the second matrix; and Reading and Literature and Reading Across the Curriculum for World Literature, American Literature, and British Literature comprise the third matrix.

Each column in a matrix can be read vertically for an overview of the significant concepts, processes, and content vocabulary terminology for a single grade or course; and each row can be read across horizontally to see whether a particular concept, process, or content vocabulary term was introduced or included in the previous grade or course and/or will be revisited in the next grade or course.

Since no sequential order is prescribed for the literature modules in high school, the matrix for World Literature, American Literature, and British Literature allows a teacher to compare and contrast the significant concepts, processes, and content vocabulary terminology regardless of the grade in which the literature module is taught.

Teachers should be mindful that these matrices cannot be used in place of the standards themselves. The significant concepts, processes, and content vocabulary terminology listed on the matrix are out of context. In addition, the matrices do not list every concept, process, and content vocabulary term in the Georgia Performance Standards.

A glossary of concepts, processes, or content terminology that may be unfamiliar or ambiguous complements the vertically aligned matrices and provides an additional tool for classroom teachers. This glossary can also be found at <georgiastandards.org>.